# Appendix 1: Equality assessment template

When completing the assessment template the policy-maker/team should complete this template in partnership with the team who supported the assessment.

|  |  **Equality Assessment Template** |
| --- | --- |
| **1.** | **Background**  | **Answer** |
| 1.1 | What policy is being assessed or reviewed? | New Student Centre Building – Talbot Campus |
| 1.2  | What are the aims of the policy? | The aim of the policy is to improve the provision for social learning space at the Talbot Campus and the visibility and presence of SUBU via the construction of a new student centre. One of the key strategic objectives of the centre is to increase student engagement in extra-curricular activity centred on personal development and growth. This will be achieved via the improved visibility and accessibility of SUBU and SAS services within a modern inspiring environment situated within the heart of the campus. Students will be able to access opportunities such as volunteering, raising and giving, clubs and societies and the student development award, among others, within the centre. The project will also seek to make minor improvements to the existing Sports Block, including the provision of a new entrance via the student centre, screening of the external fire escape stairs and the provision of windows at first floor level above the reception to improve the visibility of the fitness gym externally. The building will achieve a BREEAM rating of ‘Excellent’ (in accordance with BU policy) and an Energy Performance Certification (EPC) of A. To achieve these standards a number of low/ zero carbon technologies are proposed including a combined heat and power plant, a ground source heat pump system and photovoltaic panels |
| 1.3 | Who is affected by the policy? | All BU Staff and Students |
| 1.4 | Who supported you and why to complete the first assessment or this review?  | Steve Cox, Estates Programme Manager |
| **2.** | **Equality information** | **Answer** |
| 2.1 | For existing policies, what equality information have you used as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how have you used the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached) | Whilst the University has developed new buildings in the past this is a new policy.  |
| 2.2 | If this is a new policy, what equality information will be used to monitor the impact as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how you will use the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached) | Internal* Brief informed by student engagement events and stakeholder interviews held in February 2013 (ref Feria report February 2013)
* Design progression formally tracked via ‘Design Quality Indicators’ workshops, involving input from academics, SUBU, SAS, estates facilities teams and the environment and energy team. For more information regarding DQI refer to the following website [www.dqi.org.uk](http://www.dqi.org.uk).
* Workshops held with the Estates Hard and Soft FM teams, Environment and Energy Team and academics to inform the brief and design.
* Project Request and Project Charter reviewed and approved by various stakeholders including the Project Board, Finance, Procurement, Legal, Environment and Energy and the PMO.

External * Design in accordance with Building Regulations
* Design in accordance with relevant British Standards, i.e. BS 8300:2009 Design of Buildings and their approaches to meet the needs of disabled people
* Feedback sought via a Public Consultation process including regular newsletters to local residents, adverts in the local press, the provision of information via the Student Centre microsite <http://microsites.bournemouth.ac.uk/the-student-centre/>
* Numerous external bodies consulted via a formal planning application process including the Borough of Poole, Dorset Police Local Architectural Liaison officer, Natural England, English Heritage, Environment Agency, utility providers and telecoms.
 |
| 2.3 | How will the collected information be used to inform the first assessment and subsequent review? | By informing the brief for the project, subsequent design concept and further detailed design development. |
| **3.** | **Equality relevance** |  |
|  | **When undertaking an assessment policy owners are required to complete the equality relevance table by indicating whether or not the policy has a: positive impact (PI), negative impact (NI) or no impact (NO). Any decision taken when completing this table will need to take into consideration available equality information.** | **Age** | **Disability** | **Gender** | **Gender Reassignment** | **Pregnancy/****Maternity** | **Race** | **Religion or belief** | **Sexual** **Orientation** | **Marriage/civil****partnership** |
| 3.1 | Does the BU policy have a positive, negative or no impact in terms of addressing prejudice by fostering good relations among people with a protected characteristic and those who do not at the University? | NO | NO | NO | NO | NO | NO | NO | NO | NO |
| 3.2 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of removing or minimising disadvantages suffered by people at the University due to their protected characteristics? | NO | PI | NO | PI | NO | NO | NO | NO | **N/A** |
|  | **Equality relevance** |  |  |  |  |  |  |  |  |  |
|  | **When undertaking an assessment policy owners are required to complete the equality relevance table by indicating whether or not the policy has a: positive impact (PI), negative impact (NI) or no impact (N). Any decision taken when completing this table will need to take into consideration available equality information.** | **Age** | **Disability** | **Gender** | **Gender Reassignment** | **Pregnancy/****Maternity** | **Race** | **Religion or belief** | **Sexual****Orientation** | **Marriage/civil****partnership** |
| 3.3 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people at the University?  | NO | PI | NO | PI | NO | NO | NO | NO | **N/A** |
| 3.4 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of encouraging people with certain protected characteristics to participate in all activities at the University where their participation is disproportionately low?  | NO | NO | NO | NO | NO | NO | NO | NO | **N/A** |
| 3.5 | Does the BU policy have a positive, negative or no impact in terms of seeking to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act (Equality Act, 2010) at the University? | NO | NO | NO | NO | NO | NO | NO | NO | **N/A** |
| **4.** | **Decisions/ Feedback/ Approval** | **Answer** |
| 4.1 | What are the decision outcomes as outlined in [Table 3](#_Table_3:_Decision) of the guidelines as part of the first assessment or at the review stage? | Continue the BU Policy (Level 1) |
| 4.2 | In what way have the decision outcomes changed since the first assessment?  | This is the first review |
| 4.3 | What actions need to be taken to promote/share any positive impact as part of the first assessment or review? | Update facilities information via the University and ‘disabled-go’ websites |
| 4.4 | What actions need to be taken to mitigate any negative impact as part of the first assessment or review? | * A site management plan has been developed and communicated to mitigate the risk of disruption to campus users during the construction phase, covering noise, dust, pollution, transport, pedestrian routes, disabled parking etc.
* Willmott Dixon have also prepared a pre-construction health and safety plan which will be reviewed and approved by the CDM Co-ordinator and BU’s health and safety team.
* Willmott Dixon are required to comply with the best practice principles of the ‘Considerate Constructors Scheme,’ for more info visit the scheme website at [www.ccscheme.org.uk](http://www.ccscheme.org.uk). Following the first inspection the site scored overall 38/50 points with a combination of ‘very good’ and ‘excellent’ scores within the individual categories.
 |
| 4.5 | Who completed this first assessment or review? | Marcin Grabowski, Senior Project Manager |
| 4.7 | What feedback has been provided from DDESG to the assessment or review? | Request to provide a gender natural toilet, and to improve the access to the ground floor toilet block. |
| 4.8 | How has feedback from DDESG been used to inform the first assessment or review? | The brief has been revised to include a gender neutral toilet; ground floor layout has been altered to improve access to the toilets. |
| 4.9 | Which School/Professional Service Executive Committee has approved this assessment? | Estates Directorate  |
| 4.10 | Date approved by School or Professional Services Executive Committee | tbc |
| 4.11 | Date for assessment review | May 2014 |

# Appendix 2: Meeting the equality duty in policy and decision-making checklist[[1]](#footnote-1)

The checklist below provides a summary of the actions a BU policy-maker/ assessment team needs to consider when giving consideration to the aims of the general equality duty in respect of policy and decision-making.

|  |  |
| --- | --- |
| **Question/Comment** | **Answer** |
| 1. | Has assessing the impact of equality been integrated into all policy development/decision-making within your School and Professional Services business planning processes? (Please provide examples) | Not fully, there is an on-going process of training and implementation.  |
| 2. | What equality information has been used to assess the impact of the BU policy? (Please provide examples) | * Feedback from DDESG, e.g. requirement for a gender neutral toilet
* Building Regulations
* Relevant British Standards
* Feedback from Design Quality Indicator workshops, e.g. acoustic risk to the main atrium
 |
| 3. | Has the assessment identified and understood how a policy might affect people with particular protected characteristics differently? (Please provide examples) | Yes, examples as follows; 1. Disability – the provision of a changing facility, access to the building, access around the campus during construction and acoustic issues.
2. Gender – the provision of WC’s
 |
| 4. | Has the assessment identified any possible changes necessary to meet different people’s needs, in terms of removing or mitigating negative impacts and enhancing positive ones? (Please provide examples) | No, the design has been developed in accordance with all legislative requirements and all known BU specific requirements. |
| 5. | Do you feel the time and effort involved to undertake the assessment was proportionate to the importance of the policy in advancing equality of opportunity and fostering good relations? (Please provide examples) | Yes.  |
| 6. | In undertaking the assessment please outline who you have engaged with, and why did you engage with them. (Please provide examples) | * Estates – coordination and standardisation across projects
 |
| 7. | As part of undertaking the assessment have you documented how you have considered the impact of the BU policy, and how that informed your decision-making? | No, because this is the first review.  |
| 8. | Have you provided feedback to DDESG on the effectiveness of the BU guidelines as part of your policy development and decision-making within your School/Professional Service? (Please provide examples)  | No, because this is the first review. |

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# Appendix 3: Further information

If you would like to find out more about Dignity, Diversity and Equality matters at the University please contact Dr James Palfreman-Kay, Equality and Diversity Adviser.

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Join us on  [Facebook](http://www.facebook.com/pages/Equality-and-Diversity-at-BU/231831260173631#!/pages/Equality-and-Diversity-at-BU/231831260173631?sk=wall) and  [Twitter](http://twitter.com/#!/EqualityatBU)
[http://www.bournemouth.ac.uk/diversity](https://taw.bournemouth.ac.uk/owa/redir.aspx?C=a5a1c2fa204849a097ab1e4a0ca06baa&URL=http%3a%2f%2fwww.bournemouth.ac.uk%2fdiversity)

1. This checklist is an adaptation of the EHRC (2012:18) summary guidance and has been modified to make them relevant to Bournemouth University. [↑](#footnote-ref-1)