# 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 Academic Building (project known as Fusion Building 1) | | | | | | | | |
| 1.2 | What are the aims of the policy? | |  | | --- | | To construct a 5,800m2 flag ship academic building at the Talbot Campus. The building will act as a strategic enabler of ‘Fusion’ and will facilitate the continued development of the campus as outlined in the Estates Development Framework (EDF).  The building is scheduled to open in July 2016.  The delivery of Fusion Building 1 will increase the space provided per student to 4.89m2, an increase of 0.29m2 per student. The delivery of Fusion Building 1 also plays an important strategic role in facilitating the removal of existing modular accommodation.  However, this calculation does allow for the initial short-term retention of the Poole House Catering Block for decant space until the future delivery of Fusion Building 2 by September 2018.  The new building will be constructed on the site of Car Park A and the bays lost will be replaced by the construction of a new car park known as the “Park & Stride” which will be subject to its own Equality Impact Statement.  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 all staff workshop events held in March 2013 (ref Feria report July 2013) * Design progression formally tracked via ‘Design Quality Indicators’ workshops, involving input from academics, SUBU, estates facilities teams and the environment and energy team. For more information regarding DQI refer to the following website 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. * A project ecology steering group was formed to oversee the landscaping and ecology strategy involving academics from SciTech and representatives of the Estates. * Project Request and Business Cases reviewed and approved by various stakeholders including the Project Board, Finance, Procurement, Legal, Environment and Energy and the PMO. * Feedback sought via a Public Consultation process undertaken during Oct to Dec 2013. This included a Staff and Student exhibition on XX. The feedback from this process has been recorded in a consultation report which is available via the project microsite [http://microsites.bournemouth.ac.uk/new- academic-building/](http://microsites.bournemouth.ac.uk/new-%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20academic-building/)   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 * Advice to be sought from an accessibility consultant * Feedback sought via a Public Consultation process undertaken during Oct to Dec 2013. This included regular newsletters to local residents, adverts in the local press, the provision of information via a microsite and a public exhibition held on 4th December 2013. The feedback from this process has been recorded in a consultation report which is available via the project microsite [http://microsites.bournemouth.ac.uk/new- academic-building/](http://microsites.bournemouth.ac.uk/new-%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20academic-building/). * Numerous external bodies consulted via a formal pre-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 and the subsequent design concept. | | | | | | | | |
| **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 needs to be 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 will also be required to prepare 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 will be 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. | | | | | | | | |
| 4.5 | Who completed this first assessment or review? | Rob Lipcar, Senior Project Manager | | | | | | | | |
| 4.7 | What feedback has been provided from DDESG to the assessment or review? | Request to provide a gender natural toilet. | | | | | | | | |
| 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 | | | | | | | | |
| 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 | 1 month prior to commencement of the physical works | | | | | | | | |

# 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 will be developed in accordance with all legislative requirements and all known BU specific requirements, i.e. gender neutral toilets and changing places facility. |
| 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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[URL: www.bournemouth.ac.uk/diversity](http://www.bournemouth.ac.uk/diversity)  
Join us on cid:image009.jpg@01CC31B3.484A5600 [Facebook](http://www.facebook.com/pages/Equality-and-Diversity-at-BU/231831260173631#!/pages/Equality-and-Diversity-at-BU/231831260173631?sk=wall) and cid:image010.jpg@01CC31B3.484A5600 [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)