# Appendix D: Project Equality Impact Assessment

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

|  | **Equality Assessment** | | | | | | | | | |
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| **1.** | **Background** | **Answer** | | | | | | | | |
| 1.1 | What policy is being assessed or reviewed? | **Energy Conservation Measures (Poole & Weymouth House)** | | | | | | | | |
| 1.2 | What are the aims of the policy? | The aim of the project is to install a range of energy conservation measures (ECMs) in Weymouth and Poole House to reduce energy and carbon emissions and costs  Typical technologies include Variable Speed Drives to reduce energy consumption of pumps and motors, the replacement of an old chiller unit on Weymouth House and installation of intelligent pump sets.  The aims of the project are:   * Reduced utility and carbon costs (Circa £20k per annum) * Reduced energy consumption (Circa 160,000 kWh’s per annum) * Reduced carbon emissions (Circa 74 tonnes per annum) | | | | | | | | |
| 1.3 | Who is affected by the policy? | This project is to replace some pump sets, motors and a piece of plant equipment. There will be no impact to staff or students as a result of the works apart from the installation of the chiller on Weymouth House (due to crane access to roof). | | | | | | | | |
| 1.4 | Who supported you to complete the first assessment or this review? | No one | | | | | | | | |
| **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) | Not applicable 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   * The Project Request and Business Case were reviewed by various stakeholders including the Project Board, Finance, Procurement, Legal, the Environment and Energy team and the PMO.   External   * The systems will be designed by external consultant’s iaw with all applicable standards. | | | | | | | | |
| 2.3 | How will the collected information be used to inform the first assessment and subsequent review? | * There is no requirement to review. | | | | | | | | |
| **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 | NO | NO | NO | NO | NO | NO | NO | **N/A** |
| 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 | NO | NO | NO | 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? | No change. | | | | | | | | |
| 4.2 | In what way have the decision outcomes changed since the first assessment? | This is the first assessment. | | | | | | | | |
| 4.3 | What actions need to be taken to promote/share any positive impact as part of the first assessment or review? | None | | | | | | | | |
| 4.4 | What actions need to be taken to mitigate any negative impact as part of the first assessment or review? | Ensuring all pedestrian and vehicular access is maintained during crane works. | | | | | | | | |
| 4.5 | Who completed this first assessment or review? | Gareth Williams Programme Manager (CMP) | | | | | | | | |
| 4.7 | What feedback has been provided from DDESG to the assessment or review? | None to date | | | | | | | | |
| 4.8 | How has feedback from DDESG been used to inform the first assessment or review? | n/a | | | | | | | | |
| 4.9 | Which Faculty/Professional Service Executive Committee has approved this assessment? | Estates Directorate | | | | | | | | |
| 4.10 | Date approved by School or Professional Services Executive Committee | Not Applicable | | | | | | | | |
| 4.11 | Date for assessment review | Not Applicable | | | | | | | | |

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# 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.

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| **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) | Yes |
| 2. | What equality information has been used to assess the impact of the BU policy? (Please provide examples) | * Building Regulations * Relevant British Standards |
| 3. | Has the assessment identified and understood how a policy might affect people with particular protected characteristics differently? (Please provide examples) | Consideration will be given to the time and date of the crane works to Weymouth House. This will likely be at the weekend to minimise any pedestrian or parking impact. |
| 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. |
| 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) | No. The form is not suitable for a project like this. |
| 6. | In undertaking the assessment please outline who you have engaged with, and why did you engage with them. (Please provide examples) | Estates FM team |
| 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? | Yes, through the BU business case and project proposals |
| 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 Faculty /Professional Service? (Please provide examples) | No |

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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)