# 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? | **Reallocation of 7 No disabled parking bays lost by the construction of Fusion Building 1 on car park A, along with the relocation of a further 4 bays.** |
| 1.2  | What are the aims of the policy? | To re-provide the 7 disabled parking bays which will be lost when car park A closes for the construction of Fusion Building 1, and also at the same time to relocate disabled parking located to the rear of Weymouth House (2 bays) and in front of Christchurch House (2 bays) to more convenient locations.The new bays will be located in the following locations1 - The rear of Dorset House – 3/ 4 bays (awaiting final number)2 - In front of Christchurch House, 5/6 bays (dependent on 1 above).3 – By Talbot House (where there is currently no disabled parking).The appended drawing shows the locations of the new disabled parking bays.The overall number of disabled parking bays on the campus will remain the same, but serving more buildings. |
| 1.3 | Who is affected by the policy? | BU Staff and Students who hold a valid parking permit |
| 1.4 | Who supported you and why to complete the first assessment or this review?  | * Steve Cox, Programme Manager (Estates) – line manager
* James Palfreman-Kay (Dr), Equality and Diversity Adviser – BU internal advisor on Equality and Diversity
* Feedback is being sought from DDESG.
 |
| **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) | 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* Discussions held with the Estates Hard and Soft FM teams to inform the brief and design. The conclusion of these discussions were that the bays needed to be closer to more buildings than they currently are.

External * Consultation held with local authority and the proposal included in the Fusion Building 1 Planning Application which has been approved. The updated plan has been endorsed by the planning officer and will be a updated within the existing consent.

The spaces wherever possible comply with Building Regulations and British Standards. |
| 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 | PI | 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? | Continue the BU Policy (Level 1) |
| 4.2 | In what way have the decision outcomes changed since the first assessment?  | Following an initial review meeting the provision of video intercom to provide communications compliant with the relevant British Standard have been included within the barrier designs covered by the Park and Stride project. |
| 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 which will occur during the start of the new academic year. |
| 4.4 | What actions need to be taken to mitigate any negative impact as part of the first assessment or review? | Provision of video intercom connected to Poole House reception included within design. |
| 4.5 | Who completed this first assessment or review? | Rick McEvoy, Senior Project Manager |
| 4.7 | What feedback has been provided from DDESG to the assessment or review? | No feedback received |
| 4.8 | How has feedback from DDESG been used to inform the first assessment or review? | As above |
| 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 | 6 months after installation |

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) | * 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) | No affects envisaged |
| 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) | Yes.  |
| 6. | In undertaking the assessment please outline who you have engaged with, and why did you engage with them. (Please provide examples) | * Estates Development team – coordination and standardisation across projects
* James Palfreman-Kay (Dr), Equality and Diversity Adviser – BU internal advisor on Equality and Diversity
 |
| 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, i.e. first draft of the EAI. |
| 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 assessment. |

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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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<http://www.bournemouth.ac.uk/diversity>

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)