

# Equality analysis form

If the activity you are planning to analyse is covered by an existing Equality Analysis or a relevant former Equality Impact Assessment, please use Section 2 of the form to highlight any updated information. The updated form should be sent through to the Equality and Diversity Unit for feedback, the start of the online consultation process and publication.

## Section 1

### Equality Analysis Screening

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

1. Name of the activity (strategy, policy, practice etc)

Student Centre (at the Farmhouse) located on Frenchay campus – a 24/7 centre for students to use as an open alcohol-free social space, with bookable spaces/rooms for societies and activities. The Student Centre was publicly committed to as an action of the Mental Wealth Strategy.

2. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

Yes.

People of different religion and beliefs

The space offers a general alcohol-free social space, as well as prayer rooms for men and women (proportionate to group size). Washing facilities will be added to existing bathroom facilities on ground floor. Consequently this provides an integrative space for people from with range of religious beliefs and alternative social area for peoples who abstain from alcohol. This has the potential to support the connectedness of students and reduce isolation. The centre will also provide a space for the appointed Chaplain; providing pastoral care conversations and spiritual direction for people of all faiths or none. Student Life Project Officer has been consulted regarding the layout and arrangements for facilitating an inclusive environment.

Younger and older people

The centre will be open 24/7 and as a consequence, provides a space for people with a range of study/work patterns. It is therefore anticipated that both younger and older students (who are more likely to have alternative work patterns and commitments) will be able to access this service.

Disabled people

The centre will house a 24/7 support team, that will be able to provide a campus outreach and signposting service. Easy access to such a service has the potential to provide early intervention to students that may be experiencing difficulties with their mental or physical health. A room on the ground floor will be reserved as a bookable space with wheelchair access for use for either visiting students or an alternative/additional working space for a team (where a staff member is unable to access to the 1<sup>st</sup> floor).

Additionally, the connection between alcohol consumption and mental health is well documented. "Alcohol problems are more common among people with more severe mental health problems. This does not necessarily mean that alcohol causes severe mental illness. Evidence shows that people who consume high amounts of alcohol are vulnerable to increased risk of developing mental health problems and alcohol consumption can be a contributing factor to some mental health problems, such as depression" (Mental Health Foundation, 2018). Therefore by providing an alcohol free social space, there is the potential to reduce vulnerability to mental ill health.

#### Other protected characteristics

The centre will also provide a social and bookable space for a range of SU societies and peer group. These groups represent a diverse range of students. The aim is that the space will evolve and become increasingly student led. Efforts have been made to consult with students about the initial aesthetics and we will continue to engage with the student population in the development of an inclusive and welcoming décor.

The Global Centre will also be initially based within the Student Centre from September 2018, providing a space for for international and home students.

The disabled toilets on the ground floor can also be utilised as gender neutral toilets, for those who may not wish to use the male and female toilets. Unfortunately other toilets on the ground floor will not be gender neutral, as they also serve as the wash facilities for Friday prayers. We will review this once an alternative venue for Friday prayers has been found.

3. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

Due to the layout of the existing building, wheelchair access is limited to the ground floor. However, the communal area, a kitchen and toilet on the ground floor are wheelchair accessible. Rooms can be booked on the ground floor for activities/meetings and a room will be reserved on the ground floor for priority use for disabled students or staff accessing the building. As rooms upstairs are not specifically allocated to student activities, there is flexibility within the building to accommodate wheelchair users and those with reduced mobility. We hope these measures will remove any potential negative impact.

Appropriate signage will also be needed around the building to ensure the safety of people visiting the farmhouse during renovations.

As the student centre will offer a staffed 24/7 service, the lighting and safety around the building and car park will be considered for both students and staff, and appropriate measures taken. Advice will be sought from the security team to ensure that appropriate measures have been taken.

4. Does the activity have the potential to impact equality groups in the following ways:
- Access to or participation in UWE Faculties or Professional Services? YES
  - Levels of representation across the UWE workforce? NO

- Student experience, attainment or withdrawal? YES
- Staff experience? No

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

**Access to or participation in UWE Faculties or Professional Services:**

The centre will house a 24/7 support team, that will be able to provide a campus outreach and signposting service, thus increases awareness and accessibility to UWE support services. Consequently, this service and it's integration into a student social space has the potential to increase both student access and participation in professional services.

**Levels of representation across the UWE workforce:**

This is a largely student facing project, so it is not anticipated that that it will impact on levels of representation across the UWE workforce.

**Student experience, attainment or withdrawal:**

By providing an alternative alcohol free space for students to socialise, we hope to offer different opportunities and improve the student experience. Also, providing an inclusive social space has the potential to reduce loneliness and social isolation, that some students may experience in transitioning to university life. In 2017, global research by Sodexo reported that almost half of UK students (46%) admit to loneliness during their time at university, with 37% considering dropping out. Study related problems caused 51% of students to deliberate leaving university and 42% have considered dropping out because of physical or mental health issues (University Lifestyle Survey, 2017). Consequently, it is expected that the student centre will also positive impact on student attainment or withdrawal across the student body.

**Staff experience:**

This is a largely student facing project, so it is not anticipated that that it will impact on staff experience for equality groups.

Ref:University Lifestyle Survey 2017, Sodexo: Quality of Life Services, accessed 25 June 2019, [www.sodexo.com/uls](http://www.sodexo.com/uls))

**Equality analysis screening sign off:**

Faculty Dean or Head of Service	Rachel Cowie
Faculty / service	Student and Academic Services
Date	17 <sup>th</sup> September 2018

**Please return the completed form back to the Equality & Diversity Unit for feedback and publication**

## Section 2

### Full Equality Analysis

1. Name of the activity (strategy, policy or practice etc)

Student Centre (the Farmhouse) located on Frenchay campus

2. What is the aim of the activity (objective or purpose)?

To provide 24/7 centre for students to use as an open alcohol-free social space, with bookable spaces/rooms for societies and activities. The Student Centre was committed to as an action of the Mental Wealth Strategy 2018.

The aim of the Student Centre is to:

- reduce student isolation and promote increased connectedness
- provide opportunities for student personal development and whole university experience outside of studying.

3. If amending a current activity, what changes are proposed?

This is a new project to be opened by September 2018. However, as the project evolved it will be increasing student led and will be regularly evaluated to facilitate action learning and to be responsive to need and interest.

4. Who is responsible for developing and delivering the activity?

Project Lead: Rachel Cowie

Governance: Feeds in the Mental Wealth Coordination Group.

5. What measures will be used to assess whether the activity is successful?

Quantitative and qualitative evaluation will be used to identify the demographic of students using the Student Centre, satisfaction levels with the centre and correlations with students sense of connectedness/loneliness. This information will be gathered using a combination of the following proposed methods.

General student surveys:

- to gauge the number of students, their demographic, purpose of visits (i.e. development opportunity undertaken) and frequency of attendance at the centre.

Survey of students/groups booking rooms

- qualitative feedback on usefulness and benefits of space.

SU feedback:

- via SU campaign via twitter on future ideas for the Student centre
- Focus groups with selection of student societies

Sources of feedback from existing data

- NSS and staff markers
- UWE widening participation data (e.g. student demographics at Frenchay campus)

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

**Meeting the public sector equality duty**

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the 'no' column to highlight your responses.

	<b>Yes/No/ Not known</b>
<b>All groups</b>	<p>The centre will also provide a social and bookable space for a range of SU societies and peer group. These groups represent a diverse range of students. The aim is that the space will evolve and become increasingly student led. Efforts have been made to consult with students about the initial aesthetics and we will continue to engage with the student population in the development of an inclusive and welcoming décor.</p> <p>As the student centre will offer a staffed 24/7 service, the lighting and safety around the building and car park will be considered for both students and staff, and appropriate measures taken. Advice will be sought from the security team to ensure that appropriate measures have been taken.</p>
<b>Women and men</b>	<p>To facilitate an inclusive environment the university will support a small number of themed activities throughout the academic year, which will be open to all students (e.g. 8th March is International Women's Day)</p>
<b>Trans people</b>	<p>The disabled toilets on the ground floor can also be utilised as gender neutral toilets, for those who may not wish to use the male and female toilets.</p> <p>Unfortunately other toilets on the ground floor will not be gender neutral, as they also serve as the wash facilities for Friday prayers. We will review this once an alternative venue for Friday prayers has been found.</p>

<b>Black and minority ethnic groups</b>	Not known
<b>Disabled people</b>	<p>The centre will house a 24/7 support team, that will be able to provide a campus outreach and signposting service. Easy access to such a service has the potential to provide early intervention to students that may be experiencing difficulties with their mental or physical health. A room on the ground floor will reserved as a bookable space with wheelchair access for use for either visiting students or an alternative/additional working space for a team (where a staff member is unable to access to the 1<sup>st</sup> floor).</p> <p>Additionally, the connection between alcohol consumption and mental health is well documented. “Alcohol problems are more common among people with more severe mental health problems. This does not necessarily mean that alcohol causes severe mental illness. Evidence shows that people who consume high amounts of alcohol are vulnerable to increased risk of developing mental health problems and alcohol consumption can be a contributing factor to some mental health problems, such as depression” (Mental Health Foundation, 2018). Therefore by providing an alcohol free social space, there is the potential to reduce vulnerability to mental ill health.</p> <p>Concerns:</p> <p>Due to the layout of the existing building, wheelchair access is limited to the ground floor.</p> <p>However, the communal area, a kitchen and toilet on the ground floor are wheelchair accessible. Rooms can be booked on the ground floor for activities/meetings and a room will be reserved on the ground floor for priority use for disabled students or staff accessing the building. As rooms upstairs are not specifically allocated to student activities, there is flexibility within the building to accommodate wheelchair users and those with reduced mobility. We hope these measures will remove any potential negative impact.</p> <p>Renovation/building work (i.e. changes to toilets and kitchen) between June – Aug 2018 in preparation for the opening of the student centre in September, may cause noise disruptions and result in the water supply being turned off. While such disruptions could negatively impact on all people in the vicinity it also has the potential to disproportionately impact on disabled people (for instance a person with a hearing impairment). As the Dartington room will continue to be used for staff meetings, consideration will be given to align the building timings with scheduled meetings to minimise disruption. Appropriate signage will also be needed around the building to ensure the safety of people visiting the farmhouse during renovations.</p>
<b>Younger or older people</b>	The centre will be open 24/7 and as a consequence, provides a space for people with a range of study/work patterns. It is therefore anticipated that both younger and older students (who are more likely to have alternative work patterns and commitments) will be able to access this service.

<b>People of different religion and beliefs</b>	The space offers a general alcohol-free social space, as well as prayer rooms for men and women (proportionate to group size). Washing facilities will be added to existing bathroom facilities on ground floor. Consequently this provides an integrative space for people from with range of religious beliefs and alternative social area for peoples who abstain from alcohol. This has the potential to support the connectedness of students and reduce isolation. The centre will also provide a space for the appointed Chaplain; providing pastoral care conversations and spiritual direction for people of all faiths or none. Student Life Project Officer hs been consulted regarding the layout and arrangements for facilitating an inclusive environment.
<b>Lesbian, gay, bisexual people</b>	Not known
<b>Marriage and civil partnership</b>	Not known
<b>Pregnancy and maternity</b>	Not known

7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

Student Union campaign via twitter asking for idea and informal focus group (via self-referral). A short survey for staff and students will be created to further engage and gain feedback. Ongoing feedback will be part of the evolution/action learning of this project (see Q. 5) and has been built into the evaluation process.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

Mitating actions have been factored into the existing plans (see columf for 'disabled people). Additional potential impacts arising from further engagement (see q.7) will be reviewed and adjustments made accordingly throughout the intial evaluation phase.

9. Please indicate the level of equality relevance:

- High   
Medium x  
Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	
Faculty / service	
Date	

**Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.**



# Equality analysis - action plan

Appendix 1

Name of activity: Student Centre (Farmhouse)

Plan completed by: Rachel Cowie services

Service / faculty: Student and Academic

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
<b>Information/data required</b>						
<b>Consultation</b>	<p>Follow-up consultation with students, staff and SU groups (especially representing protected groups).</p> <p>Equality Analysis to be published on the UWE intranet to invite feedback.</p>		Support/engagement from SU and relevant societies.	Sept – Oct 2018	Stakeholders fully consulted	
<b>Monitoring and review arrangements</b>	Quantitative and qualitative evaluation will be used to identify the demographic of students using the Student Centre, satisfaction levels with the centre and correlations		Evaluation officer. Ethical Approval team,	Ongoing between Oct 2018 – June 2019 (for baseline information	Monitoring carried out and arrangement reviewed accordingly,	

	<p>with students sense of connectedness/loneliness. This information will be gathered using a combination of the following proposed methods (see Q.5)</p> <p>The Equality Analysis and action plan will be periodically reviewed based on data gathered from the evaluation process.</p>			data and post-activity data)		
<b>Publication</b>	EDU to publish the Equality Analysis.	EDU				
<b>Other actions</b>						

Please return form to the Equality and Diversity Unit