

### Full Equality Impact Assessment (EQIA) Proforma

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| <b>Title of Policy, Procedure, or Relevant Practice:</b> | <b>New Campus Project (New build Project not a policy or procedure)</b> |   |   |
| <b>Lead Officer:</b>                                     | <b>Janis Carson, Vice Principal &amp; Project Sponsor</b>               |   |   |
| <b>Type of Policy, Procedure, or Relevant Practice:</b>  | New: <input checked="" type="checkbox"/> New build decision not policy  | Existing/Reviewed: <input type="checkbox"/> | Revised/Updated: <input type="checkbox"/> |
| <b>Date of Assessment:</b>                               | September 2012  |   |   |

**Step1: What are the aims of the policy, procedure or relevant practice?**

The College backed by Scottish Government, SFC and SFT aim to completely renew and rebuild the College Campus over two sites on Cathedral Street and Thistle Street. The current estate is spread over multiple sites and 11 buildings many of which are dated and no longer fit for purpose and where accessibility can be limited due to the physical constraints of the buildings and affordability. The New Campus Project aims to consolidate on two sites in industry standard, accessible & inclusive, custom designed, educational facilities. This £200M project should benefit a wide range of students across a broad scope of curriculum disciplines as well as provide significant economic stimulus to Glasgow and surrounding area.

In considering the impact of the redevelopment of the estate, this assessment also considers any specific impacts of :

- The closure of the existing Halls of Residence and transition arrangements
- The demolition of some college buildings and occupation of decant accommodation
- The loss of the swimming pool facility

**Step 2: What information do you plan to use as the basis of this EQIA?**

DP2 and DP3 Business Case documents for the New Campus Project; Invitation to Participate in dialogue 1 and Invitation to Participate in Dialogue 2 (IPD1 and IPD2); Diversity and Equality data from previous sessions providing student and staff profiles with respect to groups falling within the categories with protected characteristics.

Refer to:

DP2A Section 3.2.6 Demographics & Student Recruitment  
DP2A Section 3.3 Educational Benefits  
DP2A Section 3.4 Spaces for Learning  
DP2A Section 12.2.6 User Consultation  
IPD Volume 1, Section 1.5 College Objectives  
IPD Volume 2 Schedule 6, Section 3 (2), 2.5.5.2 Access for All  
BS8300:2009

*\*Explanatory Notes:*

- 1. The DP2A & DP3 Business Case documents are the reports which set out to the Scottish Funding Council, Scottish Government and other stakeholders what our educational objectives are for the new campus. These documents explain how our estate's project fits in to the Government's strategies for education. The reports highlight how we have arrived at the area to be built and the curriculum which will be housed in the buildings alongside our targets for sustainability and key financial planning assumptions.*
- 2. The IPD1 & 2 documents referred to above contain very detailed specifications for every aspect of our new buildings. For example they set out the size of spaces, the furniture, fittings and equipment, the need for heating, ventilation and extraction. The specifications identify which spaces require to be adjacent to others and stress also the diverse nature of the student and staff population who will occupy the buildings. The IPD documents give very specific instructions to Bidders on what must be submitted in their tender if they are to be considered as the consortia who win this contract to build and maintain the campus buildings.*
- 3. BS8300:2009 is a Government specified and monitored Building Standard which covers accessibility of new buildings. Regularly updated, this standard provides the minimum accepted standards for example on wheel chair access, accessible toilets, doors etc.*

**Step 3: Assess the potential impact on groups with protected characteristics; including staff, students, and service users**

What does the existing information indicate about **positive, neutral and negative impacts** on protected characteristics, i.e. are the needs of people with different characteristics all met by the policy, procedure, or relevant practice? Does the policy, procedure, or relevant practice affect some groups differently? This may be appropriate if it is a proportionate means of achieving a legitimate aim.

What does the existing information indicate about **potential positive, neutral and negative impacts** on protected characteristics?

| Protected Characteristics | Detail the Potential Positive, Neutral and Negative Impacts  |
|---------------------------|--|
| Age                       | <p><b>Neutral Impact.</b><br/>College policies, culture and attitudes will determine the organisation’s approach to age and avoidance of discrimination.</p>   |
| Disability                | <p><b>Positive Impact.</b><br/>The new buildings will be accessible by design. Bidders are required to respond to detailed submission requirements identifying how they will approach accessibility. The buildings will be DDA compliant throughout, appropriate building regulations will be applied (BS8300:2009). Disabled parking will exceed regulatory compliance. Bidders are expected to respond to the requirements set out in IPD2, Volume 2 Schedule 6, Section 3 (2), 2.5.5.2 Access for All<br/>During the construction phase, temporary decant accommodation will be constructed. This accommodation will be fully accessible as required by Building Standards. The NPD Co will require to maintain our requirement for disabled parking at statutory distance from relevant accommodation.<br/>The decision not to re-provide a swimming pool on Riverside campus due to lack of curriculum demand has been considered. In some previous sessions the facility has been used by groups with special support needs. There are currently no such groups programmes and if required external facilities can be booked. (JC e mail to K Sheridan).<br/><br/>Temporary accommodation at Riverside Campus and City Campus meet building regulations and a building warrant and planning application has been approved.</p> |

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|                                     | <p>Automatic doors at the main and corridor entrances are included in the design. Students who have declared an impairment, wherever possible, will not be timetabled for classes in temporary accommodation. When this is not possible, the use of temporary accommodation and travel between temporary and existing accommodation will be minimised. Although on a plateau, at the top of a slop, the access ramp to City Campus temporary accommodation is divided into 5 x 20 metre sections, each with a gradient of 1:20 metres. Furthermore, a road for vehicular access has been approved, with 2 accessible parking spaces.</p> |
| Gender reassignment and Transgender | <p><b>Positive Impact.</b><br/>Transgender individuals will be encouraged to use toilet/changing facilities appropriate to their status and with which they feel most comfortable. Gender neutral facilities will be provided through accessible toilet provision. Flexibility is inherent in building design to respond to future demand.<br/>Gender neutral toilets will also be provided within temporary accommodation.</p>  |
| Marriage and civil partnership      | <p><b>Neutral Impact.</b><br/>(Not seen as relevant in built environment context, impact will come from College culture and policies).</p>   |
| Pregnancy and maternity             | <p><b>Positive Impact.</b><br/>Baby changing in accessible toilets will provided in key/high traffic areas. First Aid rooms will be available as baby and parent rooms with refrigeration available for storage.</p>   |
| Race                                | <p><b>Positive Impact.</b><br/>Consideration given to signage/graphics; touch screen navigation (operational policy considerations will also have bearing).<br/>*During the transition phase the college plans to provide an accommodation service to the sizeable population of international students accommodated in the college's Halls of Residence facility to ensure that there is no detriment.<br/>On completion of the new facility, the secure flatted accommodation has potential to facilitate integration.</p>   |

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| <p>Religion or belief</p> | <p><b>Positive Impact.</b><br/>           Quiet reflection room specified; separate washing and changing facilities for male/female; infrastructure for foot washing facilities will be provided; (College operational considerations/policies on inclusion will also have bearing).<br/>           College aspiration is to welcome all religions and beliefs (and those with none) without favouring any specific faith.<br/>           See * above</p>  |
| <p>Sex</p>                | <p><b>Positive Impact.</b><br/>           Privacy in changing/toilet facilities for both sexes. Consideration given to safe and secure environment (external and internally). Considerable attention given to access and security. At Riverside campus there is an awareness that the student population will be predominantly male. We will plan to work with the Curriculum User Group to develop positive curriculum initiatives to improve the profile and uptake of engineering and nautical studies through promotion of positive female role models etc.<br/>           On City campus, the consolidation of activities previously taught in annex locations will add further to the diversity of the College population.</p> |
| <p>Sexual orientation</p> | <p><b>Neutral Impact.</b><br/>           College policies and operating considerations apply.</p>  |

**Step 4: Consider alternatives and mitigation**

A. What arrangements could be implemented to **reduce any potential adverse or negative impacts** identified above?

No negative or adverse impacts identified.

B. It may be appropriate for the policy, procedure, or relevant practice to affect groups differently if this is a proportionate means of achieving a legitimate aim. If this is the case, please provide explanatory details justifying this decision. **Note: you may be required to obtain legal advice to verify your decision.**

N/A (see above)

**Step 5: Does the policy or relevant practice advance equality of opportunity, or could the policy or relevant practice be amended to do so?**

Advancement is more than simply preventing discrimination; it involves the creation of proactive measures which promote equality of opportunity across the different groups

Yes:  No:

What arrangements exist, or could be implemented to **advance equality of opportunity?**

The College has particularly specified that building design must be 'accessible to all'. The proposals must consider the diversity of the student and staff population and give full attention to both physical/environmental factors such as ease of navigation, disabled facilities, accessible and inclusive signage, fully specified support areas, the consolidation of support services, central easily accessible areas. The College through this development is able to ensure that all areas of its Campus are accessible to all of the College constituency and are welcoming to all student and staff groups. The redevelopment will overcome many of the current physical limitations of our existing dated

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| estate.   |
| <b>Step 6: Involvement of individuals, groups and organisations</b>   |
| <p>A. Who has been involved in the undertaking of this assessment?</p> <p>Focus Groups; ESOL Student Group (Race and Nationality, Religion and Beliefs) Friday 28<sup>th</sup> September 2012<br/>Student Group with representation from disabled students (Disability) Friday 28<sup>th</sup> September 2012</p> <p>Transgender Group Focus Group Friday 28<sup>th</sup> September 2012</p> <p>Additional disability Group October 2012</p> <p>Also briefings have been provided to the Student Executive and consultation has taken place with the Staff &amp; Student's User Group.</p> <p><i>*Copies of briefing materials devised for use with the above groups are appended to this document for information.</i></p>   |
| <p>B. How successful has this been, and what changes can be made to improve this process in the future?</p> <p>These consultation sessions proved very useful with students raising a number of issues including the following:</p> <ul style="list-style-type: none"><li>• User of colours and contrasting colours to meet visual impairment and colour blind needs</li><li>• Doors and door handles in contrasting colours</li><li>• Separate washing facilities for feet (feet baths) in sanctuary</li><li>• Potential provision of nursery by external private supplier</li><li>• Individual discrete cubicles in changing rooms to allow for undressing, changing and showering in privacy in one space</li><li>• Individual discrete cubicles in catering/construction areas to allow for changing in privacy</li><li>• Gender neutral toilet provision.</li><li>• Visual indicator in lifts for hearing impaired/deaf people when fire alarm sounds</li><li>• Ability for hearing impaired/deaf people in lift to communicate with lift maintenance staff/let presence in lift be known</li><li>• Car park barrier system to account for the needs of hearing impaired/deaf when communicating with barrier access staff, e.g. student swipe card to</li></ul> |

open barrier

- Ensure that lift doors do not close too quickly/have sensors for blind people/visually impaired
- Lift Panel and lifts to account for needs of visually impaired/blind people
- Class room chairs to meet comfort/ergonomic needs of students
- Handrail/bannister to be on both sides of stairwell for visually impaired/mobility issue users
- Remote interpreters (e.g. provided by Deaf Connections) and video camera at reception areas for hearing impaired/deaf people
- Numbered/graphic menu system in catering facilities (More relevant to management of facilities than build specification)

Many of these issues are covered by our briefing and submission requirements in IPD1 and IPD2 and are as detailed in Steps 3 and 5 above. Furthermore building standard BS8300:2009 make coverage of many measures an issue of legal compliance. Some of the issues raised by students are dealt with in ways other than those suggested. For example our briefing includes additional measures for electronic pager devices to be available for the deaf. We have taken specific note of the discussion around lifts and the concerns of deaf students. An extract from Building Standards is embedded here detailing the appropriate response to this item.



Adobe Acrobat  
Document

There are some areas where the suggestion made conflicts with architectural advice and the needs of other groups. An example of such is the use of handrails in corridors to benefit visually impaired. Architectural advice on this issue was taken and was to the effect that' "This is not a requirement of BS 8300 and is not something we would recommend – any projections into corridor spaces (however small) is something to be avoided wherever possible, both for disabled and non-disabled building users."

The College in some instances has responded or agreed partially with the points raised by students. For example we have briefed for a Quiet Reflection Room to be created on both campuses. We have required the infrastructure for foot wash facilities to be made available in the building but will resolve at a later stage whether these will be installed. There is an argument which suggests that to provide foot washing facilities signposts the availability to one faith over and above others. The College is currently piloting a new 'Quiet Reflection' space in its existing buildings without foot washing facilities and will seek feedback to inform future decision making.

There are some very detailed aspects of design which will not be fully resolved until we have appointed a Preferred Bidder. We are confident however that we have ample opportunity to address detailed requirements.



Accessibility and Inclusion issues have been raised with individual Bidders who have satisfied us that they are aware of our submission requirements and output specifications in this respect. Bids will not be found compliant or complete should these issues not be addressed. Those items addressed in the tender submission will become contractual obligations thereby securing our position in the completed buildings.

Note a record of dialogue and correspondence on this EQIA is maintained by the College's Diversity and Equality Manager.

C. If you have further involvement to carry out, please list who you are going to involve and how

We will continue to brief the Student Executive, the Curriculum User Group and the Staff & Student User Group on design proposals and seek their input to decision making. Post the appointment of Preferred Bidder, more detailed discussion with the design team will be possible of issues of detailed layout.

We intend to hold further focus groups prior to occupation of the buildings to inform decisions on FF&E that are classified as Reviewable Design Data.

We are piloting a new 'Quiet Reflection space' in NHS which will be ready at the end of this year (2012). This will be designed by students and will not have foot washing facilities. We will seek feedback from groups on the success of this space.

**Step 7: Making a decision and outcome**

Are you now able to introduce the policy or changes to existing policy, or do you need to do amend your proposals? If you are in a position to change or introduce the policy, clearly explain upon which basis this decision was made.

A. Are you able to introduce the policy, procedure, or relevant practice without making any changes?

Yes:  No:

B. If “Yes”, clearly explain upon which basis this decision was made

The specification for the College’s New Campus has included a thorough briefing on all aspects of access and inclusion. Bidders are fully informed in the diverse profile of the student and staff population. An agreed governance structure exists with involvement from the Scottish Government appointed agency SFT, the Scottish Funding Council, the College’s Board of Management and Executive Committees. These bodies have been fully informed of the specification of the New Campus. Consultation with student and staff groups has taken place, fully documented business cases and plans have been approved. The Board of Management has delegated detailed responsibilities to the College’s Project Sponsor who is assured that due consideration has been given to the advancement of equality of opportunity. Going forward the College will ensure that its policies and procedures reinforce a culture of inclusion.

C. If “No”, what changes will you make?

Not Applicable

**Step 8: Taking action and monitoring**  
(To be completed after involvement/consultation)

A. What action will we take?

The Project Sponsor will ensure that the evaluation process gives consideration to bidders' responses to the 'access for all' criteria and that the preferred bidder implements these proposals in constructing the New Campus buildings. These aspects of the building will be subject alongside all others to sign off by the 'Independent Tester' before handover to the College.

B. Who will take that action?

Project Sponsor and Project Team

C. When will that action be completed?

Expected completion date 2016.

D. Once implemented, how will the policy, procedure, or relevant practice be monitored?

Diversity and Equality Groups and Committees will continue to monitor how the College operates within this new environment. Any recommendations relating to further physical or environmental adaptations coming through the College's normal channels post occupation of the buildings will be passed to the College's Estates and Facilities Directorate for consideration and action where considered appropriate.

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**Sign-off, authorisation and publishing**

**For records, but not for publishing:**

- The information contained within this EQIA needs to be confirmed and approved as the completed EQIA will be published on the College web-site.
- As such, EQIAs must be approved by a Director or above.
- Ask a Director to review and sign off the EQIA (an electronic signature will suffice, as long as a paper copy follows).
- Following completion, send an electronic copy to both the Diversity & Equalities Manager and Teaching Development Officer.

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| Name:      | Janis MG Carson                  |
| Position:  | Vice Principal & Project Sponsor |
| Signature: |                                  |
| Date:      |                                  |