

Glasgow Kelvin College

Equality Impact Assessment

Campus Reinvestment - Student Zones

Version: 1



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Practitioners conducting assessment		
Name	Designation	Date
Monica McKerlie	Head of Student Support Services	April 2022

Step 1 – Identification and Scope

Brief description of the decision, policy or practice being assessed

Campus Reinvestment Project (Student Zones)

Project Priorities

- Student and Staff Consultation
- Review of student spaces in other HE/FE campuses
- Architects/Interior Design/ICT
- Costing of Space, Décor & Fixtures & Fittings
- Procurement & Sourcing
- Agreeing Workable Timescales

The intention is that this project and design is replicated as far as possible across all four campuses.

Aims of the decision, policy or practice?

To create vibrant accessible student spaces across each of the campuses, bringing together front facing student services and the Students' Association into a welcoming student area where students can relax, socialise, study and access resources and support.

Who is affected by the decision, policy or practice?

- Students
- Staff
- Members of the public
- Stakeholders

Step 2 – Research and Consultation

Outline evidence / research (e.g legislation, codes of practice, websites)

During Academic Year 2020/21 College managers began discussions on how best the College could develop and enhance the physical aspects of the College to improve and future proof the experience for students and staff.

Through these discussions, campus reinvestment principles were agreed including:

- *We need to create more welcoming student relaxation, collaboration and study spaces. The student experience out of classroom is as important as the in-class experience. We want student to enjoy spending time on campus, whether that is socialising, studying, or accessing resources. Many other institutions have created more relaxed 'student zone' type environments and we are currently exploring how these could be developed in our campuses as we embed blended learning approaches. In doing so, we have an opportunity to both improve the student experience and create a more consistent college experience.*

Promoted staff in Student Support Services visited a number of educational institutions to gather information, advice and good practice in terms of the redesign of spaces to be more welcoming, social, connected, collaborative and useful spaces. These visits included UWS site at Blantyre, Glasgow Caledonian University Library and Dumfries and Galloway College.

The experience and input of the college Student Support Services staff and managers has been essential in ensuring the student zone spaces cater for the needs of services and students. The Student Association have also been involved in discussions from an early stage as well as promoted staff from other services (ICT, Admissions, Student Funding)

The scope of this EQIA is to consider what impacts there may be as a result of the proposed areas being developed and which relate to the changes in layout at each building. It will consider whether there are any unlawful or discriminatory effects as a result of the design or development of the project, whether the design and build puts any group with protected characteristics at a disadvantage, or whether there are any positive effects as a result of the design and development.

What consultation has been undertaken on this policy or practices, including consultation with those affected? (e.g students, staff, members of the public, partner organisations, Students Association, Trade Unions, external organisations)

As well as regular project meetings involving staff from across college and ongoing input and discussions with estates, wider consultation has been ongoing and has included college staff and students:

Staff Meetings to discuss Campus Re-development plans with Support Services Staff

3 Feb – Learner support team
4 Feb – Guidance team
4 Feb – learner Engagement & SA
10 Feb – Library Team
10 Feb – Counselling/wellbeing team
18 Feb - Info Assts/Info Processor

Student Zones Workgroup established and met on 2 March 2022 – representation from each faculty and all support areas affected by changes, will continue to meet throughout project

All staff consultation event on Student Zones took place on 7 March 2022 and form provided for feedback

Student Class Reps consultation event on Student Zones took place on 17 March 2022 and form provided for feedback

A survey was also issued to all students during March to gather views on what they would like to see in Student Zones in campus and the feedback was in line with reinvestment plans.

The top 3 requirements from students where as follows:

- Access to affordable food and drink options
- Access to charging points for phones, laptops etc
- Having access to campus quiet/relaxing spaces (e.g. study areas)

Research Key Findings (consider what where the findings, what changes were made to the policy, procedure, decision as a result of the findings or did they reinforce the policy, procedure or decision)

Feedback from other institutions already having carried out similar projects has been that the move to a less formal layout has been well received by the student population and has led to an increase in use as well as a in user satisfaction.

Following staff and student consultation some aspects of plans have been adjusted and reconsidered in light of concerns regarding noise in common areas. The plans fully meet building regulations and other relevant legislative requirements.

Plans will be discussed and altered through workgroup ongoing planning

Is there any evidence that different groups have, or may have, different needs, experiences and priorities in relation to this policy or practice?

Protected Characteristic	Yes (+ or -)	Potentially (+ or -)	Neutral (x- no impact)	Not known
Age			<u>X</u>	
Disability			<u>X</u>	
Gender			<u>X</u>	
Gender reassignment			<u>X</u>	
Marriage and Civil partnership			<u>X</u>	
Pregnancy and Maternity			<u>X</u>	
Racial group			<u>X</u>	
Religion or belief			<u>X</u>	
Sexual orientation			<u>X</u>	

Step 3 – Assessing the Impact

What impact could the proposal have on people who share protected characteristics (positive, negative and/or neutral?) Please provide details below.

Protected Characteristic	Likely Impact – state why impact is positive, negative and/or neutral
Age	The College has no current evidence to suggest that the proposed design for the student zones would disproportionately affect people within this protected characteristic. The needs of people within this protected characteristic have been considered within the design of the new student zone spaces.
Disability	The College has no current evidence to suggest that the proposed design for the student zones would disproportionately affect people within this protected characteristic. The needs of people within this protected characteristic have been considered within the design of the new student zone spaces. The College buildings are fully accessible and comply with building regulations.
Gender	The College has no current evidence to suggest that the proposed design for the student zones would disproportionately affect people within this protected characteristic. The needs of people within this protected characteristic have been considered within the design of the new student zone spaces.
Gender reassignment	The College has no current evidence to suggest that the proposed design for the student zones would disproportionately affect people within this protected characteristic. The needs of people within this protected characteristic have been considered within the design of the new student zone spaces.

Marriage and Civil partnership	The College has no current evidence to suggest that the proposed design for the student zones would disproportionately affect people within this protected characteristic. The needs of people within this protected characteristic have been considered within the design of the new student zone spaces.
Pregnancy and Maternity	The College has no current evidence to suggest that the proposed design for the student zones would disproportionately affect people within this protected characteristic. The needs of people within this protected characteristic have been considered within the design of the new student zone spaces.
Racial group	The College has no current evidence to suggest that the proposed design for the student zones would disproportionately affect people within this protected characteristic. The needs of people within this protected characteristic have been considered within the design of the new student zone spaces.
Religion or belief	The College has no current evidence to suggest that the proposed design for the student zones would disproportionately affect people within this protected characteristic. The needs of people within this protected characteristic have been considered within the design of the new student zone spaces.
Sexual orientation	The College has no current evidence to suggest that the proposed design for the student zones would disproportionately affect people within this protected characteristic. The needs of people within this protected characteristic have been considered within the design of the new student zone spaces.

Step 4 – Taking Action

Detail the actions you would take to remove or minimise any actual or potential negative impacts identified, and to build positive impacts. (eg. training, publicising, promotion activities, available on intranet/internet)

No negative impacts identified

A more communal and social space aims to foster good relations by promoting an interactive environment which all students, visitors and staff can access.

Step 5 – Monitoring and Evaluation

Identify how this policy will be monitored and any areas of concern reported.

Keep workgroup and project team updated with plans and seek their input into decision on layout, furniture and overall look of the student zone spaces.

Student feedback on student zone spaces to monitor usage and impact using various mechanisms, survey, Student Engagement Officer, Student Association.

If the College becomes aware of any issues relating to a protected characteristic that has not already been considered it will review this EQIA.

Please present your EIA with recommendations for endorsement. All EIAs will be published on the Portal and added to the current record of EIAs.

Step 6 – Approval – Equalities Committee

Identify outcome

A. Proceed – <ul style="list-style-type: none"> • no potential identified for discrimination or adverse impact, and: • all opportunities to advance equality have been taken. 	X
B. Proceed with adjustments to: <ul style="list-style-type: none"> • remove barriers identified or • better advance equality. 	
C. Stop and rethink as actual <i>or</i> potential unlawful discrimination has been identified.	

Approved	Yes
*Not Approved and Requires Further Information	

**Please add Comments*

Person(s) responsible

Name	Designation	Date
Doreen Shiels	Director of HR	14.06.22
Scott McGuire	Admissions Team Leader and Retention Improvement Manager	27.06.22

SignedDoreen Shiels.....Date14.06.22.....

Signed ...Scott McGuire..... Date ...27/06/2022.....

Central Monitoring

Once your EIA is complete:

1. add it to the EIA monitor on the Equalities Section of the Intranet
2. In Col A. Insert Title **and** Hyperlink Doc

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management.

Appendix

Equality Act General Duty requires colleges to have **due regard** to the need to:

- 1. Eliminate**
 - a) discrimination,
 - b) harassment,
 - c) victimization; or
 - d) any other prohibited conduct
- 2. Advance** equality of opportunity by
 - a) removing or minimising disadvantage
 - b) meeting the needs of particular groups that are different from the needs of others
 - c) encouraging participation in public life
- 3. Foster** good relations – tackle prejudice, promote understanding

Protected Characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage And Civil Partnership (applies only in relation to (1a) discrimination in employment, not to students)
5. Pregnancy And Maternity
6. Race
7. Religion Or Belief
8. Sex/ Gender
9. Sexual Orientation.