

Equality Analysis: Template Form

This form supports you to undertake an equality analysis of the policy or change you are proposing to ensure meaningful consideration of the various impacts it may have on different groups within our diverse community. Please refer to the [Equality Analysis Guidance document](#) to support you to complete this exercise. Depending on the change you are considering, this form can be adapted to best fit the scale of your analysis.

Throughout this guidance the term 'policy' is used to include a wide range of activities, for example processes, procedures, projects and initiatives.

Policy Title	SBM Canalside new build
Purpose	To review the design for the new building, scheduled to be complete by September 2027, and its impacts on staff and students of the School
Equality Analysis Lead(s)	Emm Barnes, Change Project Manager, Estates Development
Policy Sponsor (if applicable)	Professor Mike Noon, Dean of SBM
Date of equality analysis	28-31 January 2025
School/Institute/Department	SBM
Is the policy new or existing?	New way of working for all staff in the School; expansion of facilities for PGR students; addition of extensive new study spaces for the School's UG and PGT students

<p>Has the policy previously been subject to equality analysis?</p>	<p>No, but the EDI team have been consulted at each stage of the design process by the architects to ensure the proposal follows inclusive design principles</p>
<p>If so, what are the main changes since the last analysis?</p>	<p>NA</p>
<p>Committee/group giving formal approval (if applicable)</p>	<p>SBM EDI Committee – confirmed these recommendations in February 2025</p>
<p>1. Consider your approach to undertaking equality analysis.</p>	
<p>This is an opportunity to consider how you will approach your equality analysis; who are your key stakeholders and who needs to be involved, how will you embed the equality analysis into the wider decision-making process, what scale of impact do you anticipate?</p>	
<p>The School has a newly reinvigorated EDI Committee which includes members from all staff contract types and from the School’s large community of students. Committee members were invited to volunteer for an afternoon workshop to review the design and data on the School’s staff and students to identify expected positive impacts and flag up any potential negative ones. The goal is to ensure the design lives up to its promise, and to bring forward mitigating actions to address any negative impacts before the building project is complete. The Committee will receive the completed analysis documentation, and once happy that this represents the EDI needs and insights of the School will share it with the Faculty EDI Committee and the Estates Development team to help inform future projects.</p>	
<p>2. Supporting Queen Mary’s Values and Strategy 2030</p>	
<ul style="list-style-type: none"> - How does this policy demonstrate Queen Mary’s Values in action? - What opportunities are there for this policy to progress positive impact across protected characteristics and beyond? - How does it support the aims of Queen Mary Strategy 2030, including our mission to be the most inclusive university of our kind 	
<p>We want to be the most inclusive university of our kind and to open the doors of opportunity to everyone. We need to make sure there is space for the people we welcome. Strategy 2030 commits us to making sure that our campuses are vibrant and promote students’ health and wellbeing, engagement and a sense of community, and to providing world-class physical research infrastructure available to all researchers. To achieve these goals, we need to make better use of our existing footprint, and ensure our entire physical estate is fully utilised and accessible to all.</p>	

Inclusive: the building has been designed to meet the needs of staff and students with diverse needs and preferences in how they work and study and use the spaces provided. Our equality analysis honours the same principal by including the lived experience and professional expertise of as wide a cross section of the School's community as possible.

Proud: we are proud of our School for its impactful research, for its quality education and personalised approach to the student journey, and for its reach beyond the campus boundaries into local, regional, national, and international businesses, social ventures, and charities. We want our building to reflect this pride without ostentation or unnecessary expense.

Ambitious: we are ambitious in our imagining of how business school education and ways of working will continue to evolve, as the needs of the world's businesses change and as ways in which staff work together embed. The introduction of departmental neighbourhoods in large shared offices as a new type of working space is an example of our being ambitious, as we experiment with new approaches.

Collegial: in our design, we want to ensure all staff feel welcome and have high quality space for their work, not constructing any spatial hierarchy but instead making sure staff of all contract types and all levels of seniority can access the spaces they need. We also want our students to be able to make use of excellent resources and spaces for their personal and social study, and to make members of our local community feel welcome when they attend events in the building. The wider scheme (which includes 357 Mile End Road and the Lock Keeper's Cottage) further extends this welcome to the local community, creating new facilities as well as pathways and public spaces. Providing a kitchen area for students is a further example of how we intend to use the building to strengthen community. The group would like to see generous provision of water fountains around the areas designed for student study, which also supports our sustainability objectives.

Ethical: the School's core purpose is to promote social justice, sustainability and good governance in the management of private, public and voluntary organisations through our research and education. Our building design translates our commitment to sustainability into a structure that meets the highest standards in the sector for sustainability, including being a Pioneer Project for LETI, the London Energy Transformation Initiative.

3. Evidence and information

Consider what sources of information you will need to undertake your equality analysis. You should consider both quantitative and qualitative information and must consider the protected characteristics listed below as a minimum. You should consider what information is already available and whether any additional data is required.

The potential impacts you anticipate the policy may have should inform your approach.

For this exercise, we have consulted quantitative data on the demographics - focusing on all protected characteristics where data are reportable, given that there are small numbers in some categories - of SBM's staff (including annually-contracted Teaching Fellows and Teaching Associates) and students (UG, PGT, and PGR) who will be based in the new SBM Canalside building. Data for staff have come from the details of who was invited to complete the staff survey in 2024, and data for students are from our most recent HESA return. In the case of student data, numbers have been rounded to the nearest 5 as this protects anonymity. Note that the disability disclosure rates for staff and for students are far lower than one would expect (23% expected).

We have also sourced qualitative feedback from staff and students about how well existing accommodation on campus is meeting people's needs to highlight those requirements that are currently not met and that can be better addressed in the new building. We have drawn on staff engagement survey data for 2024, and the space survey run across HSS in winter 2023/34, plus data from module evaluation questionnaires and other channels for student voice. Further focus groups will be held if analysis highlights a need for further information or if there is interest.

4. Engagement and qualitative data

- What engagement exercises have taken place already?
- What do the findings show? How will these inform the proposed policy?
- Is any further engagement required to inform your assessment of potential impacts?

There has been consultation with SBM staff and students through the lifetime of this project, to inform which spaces and activities have been prioritised in the design and to start to select suitable furniture and layouts to make the most of the available spaces. There has also been consultation with the University's sustainability and EDI teams so we can build a structure that reflects our stated commitments to sustainability and to inclusion. It's been two years since we last examined the scheme for its equality impact, and now that we're about to start making the design a reality, it's time to review the plans again, through this structured approach, and capture what we observe.

When the University launched its first activity-based working scheme – for PS teams, in Dept W, in 2022 – an equality impact assessment was conducted for that specific group of staff and those planned working spaces, but also for the principles of activity-based working (known as New Ways of Working, or NWOW for short, in Queen Mary). That analysis found that there were no negative impacts on any different groups, and there were some positive impacts through the provision of wellbeing spaces, inclusive toilet facilities, a variety of working spaces, and level floors plus good lift provision.

A sub-group of SBM's EDI committee has convened to conduct this analysis, including perspectives from PGT and PGR students, a Teaching Associate, academic staff, professional services staff, the Faculty's Space Manager and the Faculty's EDI Officer.

A draft version of the assessment was then shared with SBM’s EDI Committee to gather further feedback and suggestions actions to mitigate any possible negative impacts.

5. Assessment of potential impact on different groups

- The list below follows the legal framework of the Equality Act 2010 and the groups protected within it as well as additional groups whose needs should be considered. You can add any additional groups to this list where relevant.
- Consider both **negative** and **positive** impacts here
- Please consider intersectionality throughout your assessment

Characteristic <i>(Characteristics in bold reference those which are protected under the Equality Act 2010)</i>	Impact identified - Negative - Positive - Neutral/non identified	Rationale - What data or information has informed your assessment of impact
Age	Neutral	No negative, or positive, impacts identified.
Disability	Positive	The building contains level floors, accessible toilets and shower, and lifts, including fire evacuation lifts. Access to the building from Westfield Way is level. There is a dedicated student support room for students needing a private space to receive support from staff. There are also acoustically quietened study areas in the student areas of the building (including ‘Wendy Houses’ that have three walls and a roof) that can provide quiet private space. The diverse work settings, collaboration areas, and wellbeing rooms, provide opportunities for staff and students to navigate working and studying environments without barriers that limit participation. Having a degree of local control over lighting of workspaces, and having a good provision of height adjustable desks, will also support

		devices on site would be an inclusive and efficient way of support the needs of staff.
Marriage and Civil Partnerships	Neutral	No negative, or positive, impacts identified.
Race & Ethnicity <i>(including nationality and citizenship)</i>	Neutral	No negative, or positive, impacts identified.
Religion or belief	Positive Negative	<p>The nearby campus catering outlets provide diverse food offerings.</p> <p>The building does not include any dedicated room that can be set aside for single- or multi-faith prayer. However, there is a contemplation space on the LG floor, and the University's chaplaincy provides links to local faith spaces.</p> <p>This group would like to ask the architects what spaces in the building might be suitable for use, some of the time, as a prayer space that meets the needs of our student and staff community.</p>
Pregnancy and maternity	Neutral	The University has a policy on feeding and expressing milk, with a list of our dedicated facilities including a room on the Mile End campus. Details of how to access the space will be made available to all who need it or who ask.
Sex <i>(The Equality Act 2010 defines 'sex' as relating to male and female)</i>	Neutral	<p>No negative, or positive, impacts identified.</p> <p>The group would like to see the building include provision of free sanitary products in those facilities most likely to be of value to students and visitors as well as staff.</p>

<p>Sexual Orientation / LGBTQIA+</p>	<p>Neutral</p>	<p>No negative, or positive, impacts identified.</p> <p>The group would like to see the building include provision of sexual health products in those facilities most likely to be of value to students and visitors as well as staff.</p>
<p>Trans and non-binary people <i>(The Equality Act 2010 uses the term 'Gender Reassignment')</i></p>	<p>Positive</p>	<p>The design provides inclusive toilet and shower facilities.</p>
<p>Caring responsibilities</p>	<p>Neutral</p>	<p>No negative, or positive, impacts identified, separate from those for pregnancy or maternity as covered above.</p> <p>The EDI Committee that although programme timetabling falls outside the scope of the project, there may be students who accept places on programmes without awareness that some classes are taught in the evening. The School's marketing team are asked to ensure this possibility is made clear in programme information.</p>
<p>Socio-economic background or status</p>	<p>Neutral</p>	<p>No negative, or positive, impacts identified.</p>
<p>Menopause</p>	<p>Neutral</p>	<p>To meet sustainability targets, summer cooling will only be via outside air and opening windows, and there is therefore a risk that spaces may feel hot in peak conditions. Desk-based fans should be available to further improve ventilation for cooling. Additionally, the University menopause hub provides suggestions to help people manage symptoms.</p>
<p><i>Add any additional groups here</i></p>	<p>The group noted that the staff space survey data shows big differences in the experiences of current space between staff of different ethnicities and also of different faiths. The group would like to explore with our community of PhD students – many of whom are also TAs working for the School – whether this group of</p>	

	<p>respondents could help us understand the differing experiences of current facilities, in order to avoid replicating very different qualities of experience in the new design.</p> <p>The group would also like to set up one focus group with disabled students and a second with neurodivergent students to gather their views, as the design of space will be highly impactful to them.</p>
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6. Action plan to eliminate or reduce adverse impact.

- The template below allows you to identify specific actions to address any negative impact that you have identified through your assessment.
- Negative impact should be addressed before the policy is put into place.
- This may include actions already undertaken since the beginning of this equality analysis exercise.

Impact identified	Action planned	Timeframe
1. Unclear what is driving different experiences of current space	Focus group with PGRs in the School to explore and then take the findings into the design.	By end of May 2025.
2. Need to ensure design truly is inclusive for disabled students	Two focus groups with disabled students – one to focus in especially on neurodivergent students – to gather views on how space impacts them.	By end of May 2025.
3. Negative impact on disabled staff or students through requirement to carry laptops.	<p>Communication campaign to encourage staff who have occupational health reports stressing that they should not carry weight between sites to follow the reasonable adjustment process and request provision of an ultra-lightweight machine, or a supplementary machine to store in a locker on site.</p> <p>We recommend that a fixed PC be installed in each large shared office (4 x academics, 2 x PS) as a cost-effective alternative to staff needing 2 laptops each, and that affected staff be supported to access the lightest possible machines for when they are working across different rooms on campus.</p>	Commence in March 2027, ahead of occupation of the building.

	Communication campaign to remind students that loan laptops are available from the Mile End library (https://www.qmul.ac.uk/library/using-library-services/borrowing-basics/laptop-loan/).	Commence in March 2027, ahead of occupation of the building.
4. Negative impact on staff and students of some faiths	We will liaise with the Students' Union about their research on prayer facilities and needs on campus and explore how we can support faith needs.	May 2025.
5. Recommendations and requests to take forward with the design team and Project Board, in April 2025	Explore whether any of the existing rooms and seating spaces in the building could be used flexibly to include as prayer spaces.	
	Ensure the large shared offices (4 x academics, 2 x PS) each contain 1 fixed PC.	
	Ensure the large shared offices (4 x academics, 2 x PS) each contain sufficient power sockets that staff would be able to plug in a medical fridge if this were required, and desk fans.	
	Ensure workspaces, and wellbeing rooms, have locally controllable lighting.	
	Ensure a minimum of 15% of desks are height adjustable.	
	Ensure teaching rooms are fitted with induction loops.	
	Ensure signage in the building includes Braille signs.	
	Provide details on proposed lighting levels, and alarm systems, to respond to queries from the School about support for deaf individuals and people who are hard of hearing.	
	Ensure study areas include water fountains for students.	
Ensure toilets on the LG and/or G floors include cabinets that can hold and dispense sanitary products and sexual health products.		

6. Recommendations and requests to take forward with SBM’s Executive Committee	Ensure the building contains a supply of headphones and of ergonomic devices to support working at computer monitors.	
	Ensure the building contains a supply of desk fans that staff and PGRs can request.	
7. Recommendation to take forward via request to QMUL’s EDI Steering Group	Review University policy on providing parking for disabled staff, students, and visitors (including those who do not have a Blue Badge), and communication about the process for booking parking, to make the process easy to follow.	
7. Decision		
Is the policy ready for implementation:	YES	NO
Equality analysis reviewed by (e.g., relevant governance group):	SBM EDI Committee, February 2025	
If “No”, what action will be taken?		
8. Monitoring and Review		
<ul style="list-style-type: none"> - How will you monitor the impact of your project once it has been implemented? - Include date for review and person(s)/group/committee responsible 		
This analysis to be reviewed annually by the SBM EDI Committee, with reference to increasing detail in the design drawings and the build process progressing.		
Date for review	April 2026, April 2027, April 2028.	
Person responsible	SBM School Manager	
Relevant committee(s)/working group(s)	SBM EDI Committee	

Please share your completed equality analysis with the EDI Team by sending this form to hr-equality@qmul.ac.uk