Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Policy/Practice (name or brief description): **Microsoft Teams rollout across the University.**

The University of Edinburgh is licensing all users across campus for Microsoft Teams which is a chat-based platform available with our Office 365 subscription at no additional cost to users and shares many familiar features already in use across The University (namely skype for business, SharePoint, OneDrive & OneNote).

It is already in use by about 600-700 early adopter staff and students from across campus and disciplines, the majority have self-enrolled themselves because they have a purpose for using it and Information Services Group (ISG) IT facilitates their access to use the product. The product is built by Microsoft and is available globally.

B. Reason for Equality Impact Asessment (Mark **yes** against the applicable reason):

- Proposed new policy/practice - **YES**
- ~~Proposed change to an existing policy/practice~~
- ~~Undertaking a review of an existing policy/practice~~
- ~~Other (please state):~~

C. Person responsible for the policy area or practice:

Name: **Alex Carter**

Job title: **Head of Service Management**

School/service/unit: **Service Management, Information Services Group (ISG)**

D. An Impact Assessment should be carried out if any if the following apply to the policy/practice, if it:

- affects primary or high level functions of the University - **YES**
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? - **YES**
- It is one which interested parties could reasonably expect the University to have carried out an EqIA? - **YES**

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership[1]

Microsoft Teams has the potential to impact on all 9 protected characteristics as all staff and students throughout the University will be able to use it as part of their Office 365 account. We feel however, the characteristics of disability, race and pregnancy and maternity may be the most likely to be affected.

Teams may be of particular relevance to the protected characteristic of disability, in that the online system will need to be accessible in terms of meeting current guidelines as stated by the Wed Content Accessibility Guidelines Version 2.1 AA standard including compatibility with assistive technology. The University has a web accessibility policy, which is based on the Web Content Accessibility Guidelines Version 2.1 AA standard. (https://www.ed.ac.uk/about/website/accessibility/accessibility-policy).

Teams may be of relevance to the protected characteristic of race as the system will automatically be in English. This is mitigated by the fact that the main teaching language of the university of English. There is also the ability to change the language preference in the settings tab of Teams quickly and easily. This could therefore have a positive impact on the protected characteristic of race.

The availability of Teams 24 hours a day alongside the use of Teams as a mobile app may positively impact the protected characteristic of pregnancy and maternity, disability and those with caring responsibilities (which have been shown to be disproportionally women) as it allows for flexible home/on the go access for those that may not be able to work in the offices where they can use the web-based browser.

All content added to the platforms must not discriminate against any of the protected characteristics. Any content that was found to discriminate against any of the protected characteristics would result in severe disciplinary action. The University vision is a continuing commitment to equality and diversity for both students and staff. The University has a single equality strategy to ensure that equality and diversity are guiding principles in our pursuit of academic excellence. Within MS Teams a user would be identifiable to other users and therefore caution will be needed ensure other users are not making judgments based on a user's name particularly in regard to gender or race.

The uploading of a photo to accompany a user's name in Teams is optional so there should be no discrimination for users who do not wish a photograph to be used for religious reasons. If a person was undergoing gender transformation the system would pull the information from Euclid so as soon as the user's name was changed in

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[1] Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

the main system it should also change in MS Teams and the user could upload whichever photo they wished and change it over time.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:

The system has been tested by the Disability Information Officer for accessibility and compatibility with assistive technology in line with the Web Content Accessibility Guidelines 2.1 AA standard and any major changes will continue to be reviewed and assessed. Microsoft has a WCAG 2.0 compliance report on MS Teams which can be reviewed at https://cloudblogs.microsoft.com/industry-blog/government/2016/08/05/wcag-2-0-reports-for-microsoft-products/

A pilot phase was also carried out on Teams from Summer 2018 with an aim to understand the impact of rolling out Teams across the university. The pilot involved a cross section of staff and students across the university. They were given the ability to give feedback on Teams through email communications and a survey. This is to ensure buy in and a positive user experience All feedback is captured and monitored for any positive or negative feedback related to any of the nine protected characteristics. To date we have received no feedback related to any of the nine protected characteristics.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

At this stage, we feel we have sufficient information to proceed.

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

We do not feel that Teams will result in any form of prohibited conduct. We will do all we can to make the system as accessible as possible and where issues are out with our control we will report this back to Microsoft. Where disabled staff are unable to use the system, where the changes are within our control, we will look to rectify this and if this is not possible then reasonable adjustments will be put in place. Examples include providing additional assistive technology to the user or providing one to one assistance.

As Teams is a Microsoft based system, should any adjustments to the technology be out with our control, we will work with Microsoft, the supplier, to ensure that such adjustments are put in place.

- If the policy/practice contributes to advancing equality of opportunity[2]

Teams has the ability to advance equality of opportunity as the system will be available 24 hours a day, as well as be available as an app on a smartphone. This will allow access for groups who require flexible working hours, such as disabled users, groups with certain religious beliefs which restricts the days or times they can work or those under the protected characteristic of pregnancy and maternity and those with caring responsibilities' which have been shown to be disproportionally woman (so potentially also having a positive impact on gender) who may not be working normal office hours.

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[2] This question does not apply to the protected characteristic of marriage or civil partnership

- If there is an opportunity in applying this policy/practice to foster good relations:

Teams should create no disadvantage and by showing that through this EqIA we have considered impacts upon the protected characteristics and acting accordingly it is hoped this demonstrates the commitment Information Services and the University has to Equality and Diversity issues we will be able to foster good relations.

- If the policy/practice create any barriers for any other groups?

We do not feel that Teams will create barriers for any other groups as whilst groups on low incomes may not have access to the mobile site due to the requirement of a smartphone, the technology is still available on a web browser and there is free 24-hour access to IT facilities to all staff and students.

For those who may still be disadvantaged by not having access to Teams on a mobile device, Schools within the University would be able to make arrangements for any students who does not have individual access to one if this was deemed a requirement to their course and they were unable to afford one. With regards to staff on low incomes who may not have individual access to a smart phone, their Line Manager would have the flexibility to purchase one for the member of staff if it was deemed a key requirement of their job.

- How the communication of the policy/practice is made accessible to all groups, if relevant?

There is a dedicated Teams web page created by the University, which sits under the Collaboration Tools Business Service in the university web page structure. The web page has basic guidance on getting set up on Teams and how to use it. This can be found here: https://www.ed.ac.uk/information-services/computing/comms-and-collab/office365/teams **The web page, as part of the university will adhere to a University Web Accessibility Policy, which is based around the Web Content Accessibility Guidelines Version 2 AA standard. In line with The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 the Teams webpage has an accessibility statement.**

All communication about this new service will be available to disabled users in alternative formats free of charge on request.
. https://www.ed.ac.uk/about/website/accessibility/accessibility-policy

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?

The Information Services Disability Information Officer will continue to review the accessibility of the system for disabled users whenever there is any major change. In addition, all feedback will be monitored for any positive or negative impact on any of the 9 protected characteristics and acted on accordingly.

A pilot phase was also carried out on Teams from Summer 2018 with an aim to understand the impact of rolling out Teams across the university. The pilot involved a cross section of staff and students across the university. They were given the ability to give feedback on Teams through email communications and a survey. This is to ensure buy in and a positive user experience All feedback is captured and any recommendations for better accessibility/issues faced will be monitored and addressed as appropriate.
This will continue into the full launch of teams across the university.

- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:

Nothing further to what is mentioned above at this stage.

F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

This decision is based on the reasons provided above.

~~**Option 2:** Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.~~

~~**Option 3:** Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified~~

~~**Option 4:** Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.~~

G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

All feedback will be monitored for any potential positive or negative impacts on any of the 9 protected characteristics.

Staff will be made aware of the need to make reasonable adjustments where necessary and the need to provide information in alternative formats upon request.

2. When will the policy/practice next be reviewed?

Anytime the system goes through a significant upgrade/change i.e. a software upgrade or when we receive any positive or negative feedback related to any of the 9 protected characteristics.

H. Publication of EqIA

Can this EqIA be published in full, now? **Yes**

If No – please specify when it may be published or indicate restrictions that apply:

I. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Stephen Smith, Service Manager, Service Management, Information Services Group**

Accepted by (name):
Alex Carter, Head of Service Management, Applications Directorate, Information Services Group

Date:**31.07.19**

Retain a copy of this form for your own records and send a copy to
equalitydiversity@ed.ac.uk