UWE Bristol | University of the West of England

Equality Analysis

This form enables you to reflect on your proposed activity, and to assess the potential positive and negative impacts it might have on different members of the community. The Equality Analysis is designed to help you ensure your activities are meaningfully considered and not spending your time on an activity that will later need to be changed or disbanded due to not thinking about the practical needs of diverse communities who we are required to protect. If you have any questions about how to complete this Equality Analysis, please read the Guidance or contact the Equality and Diversity Unit: EqualityandDiversityUnit@uwe.ac.uk.

Activity Title	Bringing Staff and Students Together in Office 365
Project Manager and Contact	Sarah Salter, Senior Project Manager

1. Proposed activity (change, refresh, policy, process or practice) being analysed
When Office 365 (O365) was rolled out at UWE Bristol staff and students were in separate tenancies – which means true collaboration between the two was not possible and we have not been able to take full advantage of the O365 features. The past few months of remote working has only served to highlight these gaps, with staff enjoying increased collaboration and communication via Teams. This summer students will be brought into the same tenancy as staff so we can start to use O365 to its full potential.   This means increased opportunities for collaboration and communications. From the start of academic year 20/21 staff will be able to: • Use Class Notebooks with students   • Use Teams with students for 1:1 or group chat   • Create Teams with student membership for informal group work   • Collaborate on documents with students through Teams or OneDrive   • Embed rich media in Teams   The addition of Teams to the student O365 apps means they will become familiar with using a tool that is core to many workplaces, especially since the pandemic has required a huge increase in remote working. This will feed into development of their employability skills.

2. What sources of information/data, or who have you identified to help explore potential equalities impacts?
Discussion with EDI

3. Assessing the activity from different perspectives
Might your proposal impact people who identify with the protected groups below in the following contexts?   - Access to or participation in UWE Bristol Faculties or Professional Services?   - Student experience, attainment or withdrawal?   - Staff experience, representation, or progression?   Explain why you have made that assessment, and plan your response.

		Action Planning: how will you mitigate negative and maximise positive outcomes?

	Possible Negative or Positive Impact on Groups[i] Include relevant data if possible.	Please feed information from this action plan to your activity's own planning documents e.g. action plans, risk registers, benefits maps				
		Actions Required	Responsible Person	Target date	Success indicators	Progress to date
All (possible impacts affecting many groups)	This change will create benefits through easier collaboration and communication between staff and students. Microsoft O365 tools can be accessed through the app or via an online version, allowing flexibility. It will be easier for students to contact staff online, which has benefits and a risk: as staff availability will be visible to students, expectations will need to managed around when/how you contact people. Staff will be able to record Teams meetings using Stream in order to ease the burden of administration e.g taking notes. This will benefit those in support roles and improve accuracy of meetings records. For invitees who may be unable to attend for some or all of the meeting, a recording will be available for them to review which may give a	Guidance to be clear on how best to use O365 tools, and to include tips on different ways to access documents. Messaging to remind users to contact one another in a considerate way, and staff to set clear expectations on when their online 'drop in' hours are for students. Reminder that 'Available' status online does not automatically mean someone is available to chat. Practice guidance will be necessary to ensure all attendees are informed and aware when a meeting is being recorded. Use of Stream will comply with the existing audio-visual recording policy at UWE.	Teams Steering group	August 2020	All guidance will meet our UWE accessibility criteria.	Started

fuller account than reading meetings notes.

The flexibility brought by increased use of O365 means that working from home may be more manageable, and make caring responsibilities easier to balance alongside work.
Already the length of meetings is decreasing when using Teams and free flowing chat around pieces of work can cut down the amount of repeated conversations.
When staff and students can use Teams more this trend may expand to those interactions as well.

Using Teams for the informal chat and group work means Facebook, Whatsapp or Slack (which are not UWE supported) are less likely to be set up to fulfil this function. This will allow more robust governance of unwanted behaviours which may be particularly beneficial for protected groups. Team sites can be removed by the staff member who created them or by ITS.

Administration of committees with student membership will be improved when documents can

	be shared with staff and student members in the same way, rather than emailing student members separately which the current process requires.					
Age (older people, younger people)						
Disability, including mental health and non-visible disabilities	O365 tools have inbuilt accessibility features and flexibility in individual set up. With improved access to these for collaboration and communication, this type of activity can move from other unsupported tools which may not have good accessibility options. Wider use of O365 tools will support staff or students who are temporarily unable to attend university.	Guidance on set up to include good practice around accessibility features and how to set up tools to suit requirements.	Teams Steering group	August 2020	All guidance will meet our UWE accessibility criteria.	Started
Women and men						
Trans and non-binary people, including gender reassignment						
Marriage and/or **civil partnership**						
Pregnancy and/or **maternity**, including Adoption	Use of Teams will enable more flexible return to work arrangements for staff on Maternity/Paternity leave.					
Race, including ethnicity and citizenship						

Religion and/or belief, including those without religion and/or belief						
Sexual orientation						
Other specific group (e.g. International or Access)	We are conscious of the potential barriers created by digital poverty and the increased impact of that during lockdown, when access to work and study require hardware, software and connectivity. While this project does not address digital poverty we do not anticipate that it will create any further barriers or challenges.	It is possible this project will create more zero-cost options for accessing content. For example, through increased use of O365 for collaboration and communication, in place of other solutions outside of UWE approved and provided tools. We will share any feedback on this area if it does prove to reduce some of those barriers.	Teams Steering group			Not Started (will need to be reviewed after features have been in use)

[i] A **positive outcome** or impact is where a person or people may experience an advantage or benefit as a result of the proposed change. This includes positive A action to overcome a disadvantage, meet different needs or encourage participation. For example, increasing lighting in public spaces of campus, which increases personal safety, particularly for people from protected groups. A **negative outcome** or impact is where a person or people may experience a disadvantage compared with others, or compared with what was previously available, or planned. For example a new bus service is set up to help all students travel between campuses, but no drop kerbs or accessible buses are available. Bear in mind that some negative outcomes may be justified on the basis of a legal requirement or applicable exemption including use of positive action or where the outcome would conflict with other legislation, e.g. Health & Safety. If a negative outcome can not be mitigated due to a legal requirement, identify the legislation and considerations you have considered to reduce the negative impact and/or rationale for the decision.

4. Project Manager Next Steps	Delete or complete as appropriate	
Does this Equality Analysis require consultation of 3 or 6 weeks (chart to help you decide)	3 weeks	
Is further monitoring or engagement required? (in addition to the formal Equality Analysis consultation, e.g. with the Students' Union, Disability Services, relevant staff groups)		No
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?		

When will you review this Equality Analysis?	Enter date or project stage suitable to the proposal

5. Equality and Diversity Unit Review

The Equality and Diversity Unit has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation			
Equality and Diversity Unit representative	Vicky Swinerd	Date	18/06/20

6. Faculty/Service/ Departmental Sign off

I am satisfied with the results from investigation, consultation and analysis. The progression of this EA will continue to throughout the activity/project and I will ensure that a review is undertaken following the final implementation of the proposal, to assess its actual impact. Any actions or feedback that results as a consequence of ongoing project changes will be monitored and incorporated within the stated processes. Any negative outcomes will be resolved with the appropriate stakeholders identified.

Faculty Dean / Head of Department / Head of Service	Tod Burton
Faculty / Department / Service	Deputy Dean, Faculty of Environment and Technology Project Sponsor
Date	17.06.20

7. So what?

Consultation and engagement feedback is extremely important in Equality Analysis. Listening to student and staff voices and acting on their feedback mean that activities become fit for purpose for diverse student and staff communities. Complete the 'You Said, We Did' table **before and after formal consultation**, and throughout the remaining lifetime of your activity to show the impact of feedback on your activity. The Equality and Diversity Unit will be in touch to gather examples of this feedback to share with equality stakeholders. Please add additional rows to the table as required.

You said	We did

Please forward an electronic copy to the E&D Unit by emailing EqualityandDiversityUnit@uwe.ac.uk

The original signed hard copy and/or electronic copy should be kept with your team for

actions, review, and progression of Freedom of Information requests.