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	Festival of Learning 2020
Project Managers and Contacts	Julia Denman and Louise Mighall Project Lead: Laura Bennett

1. Proposed activity (change, refresh, policy, process or practice) being analysed
Aim of proposed activity: The Academic Practice Directorate (APD) is committed to providing a Festival of Learning (FOL) that promotes diversity of attendance and inclusivity of participation by promoting equality of opportunity for all attendees and providing an inclusive and accessible platform to share and promote best practice to enhance the student learning experience at UWE. The aim of the Festival of Learning project is to hold an inclusive, sustainable conference for UWE Bristol staff which takes a practice-led approach to Learning and Teaching (L&T). It will include sessions and themes which are sufficiently varied to appeal to all colleagues involved in teaching and supporting learning at UWE (irrespective of the campus, faculty and/or professional service to which they belong). We want to challenge, encourage and inspire them to strive for excellence, and provide practical suggestions for how they might develop their practice. **The objectives and why we are doing it.** • Reach all groups of staff, speaking or attending • Relevance • Exemplify and promote inclusivity • Contributors and delegates to be inspired and motivated to engage with the themes and to implement what they have learnt for the right reasons • Creating an ambitious, open and inclusive event where staff can thrive and flourish. • Want contributors and attendees to acquire new knowledge in whichever form (Sharing knowledge and best practice and networking to strengthen and enhance the learning and teaching community across all campuses). **If you are amending a current activity, what changes are proposed?**

The Festival of Learning is a new style of event that started in 2019 which built on the success of the annual UWE Bristol Learning and Teaching Conference that was first held in 2011. With each event we have strived to be as inclusive as possible and asked all participants for any adjustments required. We felt this year following further research into the area of equality, diversity and inclusivity and providing inclusive conferences that we could go further.

Our original planning for inclusive practice (before Covid 19 necessitated online delivery):
We have retained this planning in the Equality Analysis as it will be relevant to any future face-to-face events; we welcome feedback. For ease of reference, we have marked in red where actions will not be required or have been amended as a result of the move to online delivery.

- Amended wording of programme to become more inclusive of people on the Autistic spectrum, removing the word 'mingle' and replacing with networking opportunities with quiet spaces available and therefore not requiring participants to attend a mingle before they register for the session. /**not required for online**
- Sessions to fall within school hours to provide ease of caring responsibilities
- Signposted/ designated prayer rooms, breast feeding room, quiet room /**not required for online**
- Signpost gender neutral toilet facilities / **not required for online**
- Titles (e.g. Dr) and gender-specific pronouns will not be used in the event programme
- Colleagues to create own name badges to reflect how they would like to be referred to, pronoun stickers They/Them, He/Him, She/Her encouraged./ **for online; participants encouraged to make name badge at home for video sessions.**
- Standard catering options will be vegetarian/ **not required for online**
- All rooms to be easily accessible by all attendees/ **not required for online**
- All session materials to be run through Ally/accessibility checker and available for participants to download in their preferred format.
- Permission will be sought to take photographs, video or event capture
- Seating will be available, including during networking sessions/ **not required for online**
- Lecture capture/video record all sessions, subject to their agreement where applicable.
- All participants will be asked what adjustments they need to attend or contribute to this event (for example, dietary, accessible parking, alternative document format, or needing to arrive or leave at different times due to caring responsibilities)/**where appropriate for online delivery**

- **Additional changes made for producing the Festival of Learning online:**
  - Opening up online sessions 30 mins before each session for any participants to arrive early.
  - Ensuring where possible we upload recordings of sessions for viewing after the date and time or anyone to attend if they are unable to make the scheduled times.
  - Session materials will be uploaded to BlackBoard 48 hours in advance providing we have received them from contributors) for participants to download in their preferred format through BlackBoard Ally.
  - Including virtual networking and programmed screen breaks.

Making programme clear if there are session overlaps or if a session is likely to run over time and into a scheduled lunch break. We are aware of the importance of sticking to a timeframe for those who have signed up for it.

- We have not had any previous experience or reporting of incidents of unacceptable behaviour happening at any APD event but recognise that they sometimes do occur, therefore we have developed a Participant Commitment, which any attendee and contributor registering to the Festival of Learning is asked to agree to. We have revised this to take account of our online format.

Participant Commitment

This participant commitment sets expectations for participants' (which includes contributors') behaviour during the conference, and outlines how to report an incident of discrimination, bullying or harassment should participants experience them. All participants are expected to

- Be considerate, inclusive, respectful and collaborative
- Refrain from intimidating, discriminatory, harassing or demeaning behaviour (see unacceptable behaviour in the later section)
- Alert staff if you notice someone in distress

Unacceptable behaviour

UWE Bristol takes unacceptable behaviour seriously. Participants found to be engaging in behaviour that violates this code of conduct will be dealt with via the University's Dignity at Work and equality and diversity procedures (find out more here). Examples of unacceptable behaviour include: intimidation, harassment, bullying, discrimination, derogatory or demeaning conduct related to age, disability, gender, gender identity, language, marriage/ civil partnership status, national or social origin, physical appearance, pregnancy and maternity, race, religion or belief, sexual orientation.

The APD is committed to creating and maintaining a friendly, safe and inclusive environment at the Festival of Learning 2020, regardless of age, disability, gender, gender identity, language, marriage/ civil partnership status, national or social origin, physical appearance, pregnancy and maternity, race, religion or belief, sexual orientation. We value the participation of each attendee and want them to have an enjoyable and fulfilling experience.

Reporting unacceptable behaviour
If you are being subject to or notice that someone else is being subject to unacceptable behaviour, or have any other concerns, please take one of the following actions:

- Report it directly to a member of the APD team.
- An incident reporting form is available on the UWE Bristol website.
- Private message session chair during live online session.

We encourage all participants to report any form of unacceptable behaviour even if there is no wish for a formal follow-up procedure to take place. This will help us better understand the varying degrees of unacceptable behaviour taking place, and explore how we can prevent them in future events.

Freedom of Speech

The University believes that a culture of free and open discussion is essential in its role as an academic institution. This culture can only be achieved if all concerned behave with necessary tolerance and avoid needlessly offensive or provocative action or language. The University expects all persons taking part in its activities to respect its values, be sensitive to the diversity of its community and to show respect to all sections of that community. The University will refuse to allow meetings to take place where it is likely to give rise to an environment in which people will experience, or could reasonably fear, harassment, intimidation, verbal abuse or violence, particularly because of their age, disability, gender, gender identity, language, marriage/ civil partnership status, national or social origin, physical appearance, pregnancy and maternity, race, religion or belief, sexual orientation. A meeting conducted under such circumstances is also likely to be unlawful.

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

Examples include:
Science Communication conference – meetings with colleagues who have increased inclusive practices with events.
Reach conference

re: inclusivity... 🌈 I've just added pronouns to my email signature after reading this: https://medium.com/gender-inclusivit/why-i-put-pronouns-on-my-email-signature-and-linkedin-profile-and-you-should-too-d3dc942c8743

Trans awareness training
Autism awareness training
EDI team
FOL Steering Group
Staff online equality and diversity training

External or Sector data/research, Staffing Statistics, Student or Staff Networks, specific stakeholders.

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?

	Possible Negative or Positive Impact on Groups[i] Include relevant data if possible.	**Action Planning**: how will you mitigate negative and maximise positive outcomes? **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 event has been designed to have a positive impact on all participants who wish to take part. We designed the programme to combine quality and diversity when considering the overarching Festival theme, propositions, speakers and contributors. For example, one of our three propositions are around the reduction of attainment gaps, and our opening Keynote "Reducing the BAME attainment gap – taking it seriously at an institutional level" is by Nona McDuff of Solent University who led a successful project to reduce the BAME attainment gap at Kingston University. The Festival content will include illustrative case studies, presenting an	1. Live webinar sessions will be recorded and available to view following the session time (where permission has been provided by contributor and assuming there have been no problems with either the content, or the recording, of the session) 2. Some sessions are practical hands-on collaborative spaces where personal experiences and expertise are accessed and shared. Therefore, some of these sessions will not be	Louise Mighall/Julia Denman Louise Mighall/Julia Denman	Ongoing	A questionnaire will be sent to all participants including those who viewed material after the session to evaluate their experiences and see where the areas are for improvement. We are considering a 'what do you hope to gain' question to be sent to participants prior to the event to inform this evaluation and help to measure success.	

	opportunity to include diverse voices and role models in the teaching community. Additionally, many sessions are a collaborative space where participants will be encouraged to bring their own lived experiences of teaching and learning, ensuring each session benefits from the diversity of approaches, cultures and perspectives in the session. The FOL programme of activities is communicated widely to reach all those who can benefit from the programme, including via the: APD Twitter account, Intranet, Weekly News for UWE, Twitter, LinkedIn, Staff. Furthermore, these opportunities are made available to members of the Steering Group to promote widely and cascade within their faculties. Communications point to the website for further information. We've produced a code of conduct referred to as a 'participant commitment' outlined in section1. We have not had any previous experience or reporting of	suitable for recording, however companion materials will be available to download. 3. Session materials will if provided by contributors and uploaded in to BlackBoard Collaborate 48 hours prior to session to enable participant to download materials in their preferred format through BlackBoard Ally. 4. Contributors will be responsible for the accessibility of their own session materials, with guidance and support from the APD team where necessary. 5. At the point of registration contributors and participants will have access to the participant commitment and will have to confirm	Louise Mighall/Julia Denman Louise Mighall/ Julia Denman/ Russel Brookes Louise Mighall/ Julia Denman			

incidents of unacceptable behaviour happening at any APD event but recognise that they sometimes do occur, therefore we have developed a Participant Commitment, which any attendee and contributor registering to the Festival of Learning is asked to agree to. We have revised this to take account of our online format. This participant commitment sets expectations for participants' (which includes contributors') behaviour during the conference, and outlines how to report an incident of discrimination, bullying or harassment should participants experience them. Given the change of context to remote working, we will be asking all contributors and participants who registered for the event prior to the move from face to face, if they will have any adjustments required for online delivered sessions. Session chairs will be providing an important role in supporting the delivery of the online line sessions and ensuring participants and contributors	whether they agree or do not agree with the commitment before they complete the registration form. If anyone does not agree they will be unable to attend the event. In addition, it is made clear at the start of the registration form if anyone requires this document in an alternative format to contact APD prior to completing the registration form. 6. We will be asking all contributors and participants via communications sent through the diary invites, who registered for the event prior to the move from face to face, if they will have any adjustments required for online delivered sessions. 7. Session chairs will be expected to	Louise Mighall/Julia Denman Louise Mighall/ Julia Denman		

	are comfortable during the session, they will need to be confident in being actively involved in the session and will be provided with detailed guidance which will include session ground rules that have been used previously by a colleague in sessions talking about race and racism. **Ground Rules** • **Confidentiality** We agree that any personal experiences or opinions that individuals decide to share are not discussed outside this session, unless you have gained permission from that individual. • **Participation** The session is for everyone and there is no such thing as a silly question. • **Listening** We all listen to each other's views and experiences, let an individual finish what they are saying. • **Open-mindedness** It can be hard to do but we will try to understand and accept	ensure participants and contributors comply with the participant commitment outlined above and they follow their Chair Guidance. They will be required to liaise with the contributor to understand how they would like to deliver question and answer sessions prior to the session start. They will go thorough housekeeping at the start of the session, this will include a reminder that if any participant does not wish to be recorded then they should mute their audio and video. They will also be advised to submit private chat questions to the chair who will repeat	Louise Mighall/ Julia Denman			

	ideas and thinking, that is different to our norm. • **A generous helping of honesty** Say it from the heart, be honest with yourself and others. • **Respect** Each other's views we are all here to learn and have all grown up with our own unique take on life. • **Challenging** I can challenge you and you can challenge me, but we do it respectfully and not aggressively or to belittle an experience that you may have not had. Members of our APD team will be present during each session to help contributors and attendees settle at the start of the session and address any technical issues. Each online room will be open 30mins prior to the start time. We aim to provide consistency across the online delivery for contributors and participants to help provide a positive user experience. We are limiting the core online platforms to	to contributor if required. 8. To provide consistency across the online delivery will only be using BlackBoard Collaborate, Mentimeter and Panopto for session delivery. This will help colleagues feel comfortable the technology as it becomes more familiar and reduce anxiety of using different platforms for each session. With the support of the LDC we will be sharing training courses prior to the event to improve understanding of each platform. These will be shared as part of our FOL communications. Members of our APD team will be providing FOL specific online drop in sessions for				

	BlackBoard Collaborate, Mentimeter and Panopto. A list of FAQs' will be sent to contributors to help support their online preparation. Positive impacts include: Online delivery provides a greater degree of flexibility and control for participants, which will benefit a lot of diverse groups. Consistency across online delivery should mean that attendees with a disability using assistive technology are more able to prepare for sessions, and can more easily access materials that might often be shared on a screen or handout, during face-to-face delivery. Online delivery also reduces barriers around accessibility and navigation of the venue for attendees with physical or mental health conditions. Producing the Festival of Learning online will provide a positive opportunity for colleagues to connect, network and explore online using the available online teaching tools	contributors to discuss any concerns they have using the online platforms to support their delivery.				

	that will be used for teaching in the new academic year. It provides a valuable opportunity for us to come together as one UWE community when we are physically apart, and have been so for some time. The overarching theme of the FOL and each proposition has been designed to have a positive impact across the university staff body. Under the overarching theme of "Working collaboratively to enhance the student learning experience at UWE Bristol" the sessions during the Festival will address one or more of the following propositions: Proposition 1: The reduction of attainment gaps is the responsibility of everyone at UWE Bristol Proposition 2: Robust, inclusive and authentic assessment and constructive feedback should be treated as fundamental elements of the student learning experience Proposition 3: The whole is greater than the sum of its				

	parts: why collaboration has greater impact on student learning than going it alone. Additional content to support ongoing remote delivery of Learning and Teaching.					
Age (older people, younger people)	It is not anticipated that there will be particular negative or positive impacts on these groups.					
Disability, including mental health and non-visible disabilities	Consistency across online delivery should mean that attendees with a disability using assistive technology are more able to prepare for sessions, and can more easily access materials that might often be shared on a screen or handout, during face-to-face delivery. Online delivery also reduces barriers around accessibility and navigation of the venue for attendees with physical or mental health conditions. As part of the booking process, participants are asked before the start of the programme to let us know of any adjustments that we should	1. Session materials will if provided by contributors and uploaded in to BlackBoard Collaborate 48 hours prior to session to enable participant to download materials in their preferred format through BlackBoard Ally. 1. As part of the booking process, participants are asked before the start of the programme of any Adjustments that we should make, and	Louise Mighall/Julia Denman Louise Mighall/Julia Denman				

	make, and also to inform us of any facilities or support required. APD FOL committee will make appropriate adjustments to respond to this, liaising further with participants and contributors where necessary.	also to inform us of any facilities or support required 2. APD FOL committee will make appropriate adjustments to respond to this, liaising further with participants and contributors where necessary.	Louise Mighall/Julia Denman		
Women and men	The programme does not include titles; Mr, Ms, Mx, Mrs, Prof, Dr to so that all contributors are listed in a gender-neutral format and given equal billing irrespective of their academic achievements. There are different sessions scheduled over the course of the 4-day FOL programme and these will be scheduled typically between the hours of 10am-3pm, to facilitate participation of colleagues with caring responsibilities.				
Trans and non-binary people, including gender reassignment	Do not expect there to be a negative impact on this group, with session content, though we have made it clear to contributors that gender-neutral language must be used	1. Contributors and Participants will be reminded via planned communication to use gender neutral	Louise Mighall/ Julia Denman		

	during sessions and throughout supporting material. The programme does not include titles; Mr, Ms, Mx, Mrs, Prof, Dr so that all contributors are listed in a gender-neutral format and given equal billing irrespective of their academic achievements. If a participant or contributor sign into BlackBoard Collaborate their name that is held on the UWE system will be automatically use. If a colleague does not wish to be referred by this name, or would like to appear anonymous, they can request a guest log in to the session and will be able to choose name on entry to the session.	language during the sessions and throughout the supporting material. 2. Contributors and Participants will be informed via planned communication to request a quest sign in if preferred.				
Marriage and/or **civil partnership**	Do not expect there to be a negative impact on this group					
Pregnancy and/or **maternity**, including Adoption	In a face-to-face event we would provide specific quiet spaces for this group. We'll be online, so attendees will be able to make themselves comfortable at home during the Festival, and they have the option to turn off their camera					

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	if they wish during sessions so that they can be more private. Regular screen break sessions have been included into the programme. Wherever possible (as explained elsewhere in this document), sessions will be recorded and available to view at a later date.				
Race, including ethnicity and citizenship	One of the propositions of the Festival focuses on reduction of BAME attainment gap. The FOL programme design acknowledges the diverse staff body. A key aspect of this programme is to allow safe spaces and time to acknowledge, surface and share expertise. Some sessions in particular will offer space for participants to work together, share experiences and as such benefit from acknowledging the expertise that each participant brings and the learning opportunity it offers others. Where appropriate we will introduce additional ground				

	rules for these sessions to help participants feel comfortable to participate				
Religion and/or belief, including those without religion and/or belief	We've considered Muslim Friday prayer times and have set our session timings as much as possible to take account of these times. If we were delivering a face-to-face conference, all food would be vegetarian as standard to improve sustainability and support those who choose not to eat meat for religious or other purposes.				
Sexual orientation	It is not anticipated that there will be particular negative or positive impacts on these groups. We've produced a code of conduct referred to as a 'participant commitment' outlined in section1. We have not had any previous experience or reporting of incidents of unacceptable behaviour happening at any APD event but recognise that they sometimes do occur, therefore we have developed a Participant Commitment, which any attendee and contributor				

	registering to the Festival of Learning is asked to agree to. We have revised this to take account of our online format. This participant commitment sets expectations for participants' (which includes contributors') behaviour during the conference, and outlines how to report an incident of discrimination, bullying or harassment should participants experience them.				
Other specific group (e.g. International or Access)	All participants have been asked what access requirements or adjustments would be required in order for them to attend the event. Attendees currently in other time zones will be able to access recordings of most sessions, as outlined above.				

[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?	Use engagement stats from online sessions and registration to assess attrition rate. A questionnaire will be sent to all participants to see how the Festival has been received and review suggested changes. Open questions allow for participants to note what they have gained, what practical steps they will take as a result of the training, to suggest improvements to the session or to commend aspects of the session. Opportunity to note any other comments is also offered. Feedback that relates to online working in a more general sense will be passed on to the appropriate part of the university. All data collated from the FOL 2020 will be reviewed during the Initial planning phase on FOL 2021 which will commence in July 2020		
When will you review this Equality Analysis?	Phase One Initial planning FOL 2021		

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		Date	

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	Helen King
Faculty / Department / Service	Academic Practice Directorate
Date	25/07/2020

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
	We have significantly increased our research and planning for an inclusive Conference in 2020 and made appropriate changes for the online format.
I am just responding to the equality analysis consultation for the Festival of Learning. I wanted to highlight the below: "The programme does not include titles; Mr, Ms, Mx, Mrs, Prof, Dr so that all contributors are listed in a gender-neutral format and given equal billing irrespective of their academic achievements." I feel that omitting the choice of letting people put their prefix could be exclusive of trans and gender non confirming attendees. The way that Mx is used as a title has a lot of significance in terms of how an individual (should they choose to use it) be wishes to be identified. Let me know if you have any further questions.	Thank you very much for your response to the equality analysis consultation for the Festival of Learning and appreciate your perspective on the omission of titles. You make a good point about including Mx as an option as this is a positive choice. We wanted to try and keep the programme equal for academic status to provide an equal billing and felt we should remove all titles as well as part of this. We have designed 'make your own' name badges for face to face so all attendees could refer to themselves in the way they wanted and we had the option of pronoun stickers he/him, they/them, she/her to stick on the badges. We are aware that moving online has removed this option for us , unless participants make name badges as home. We have asked contributors and we will be asking participants during planned correspondence to be mindful of the language used during the festival to remain gender neutral. Our aim is not to exclude choice for trans and gender non confirming attendees to share their identity it was to provide a welcoming, neutral atmosphere. We welcome your thoughts. Best wishes

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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.