

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	Online Symposium/Event external and UWE Staff
Project Managers and Contacts	Julia Denman and Louise Mighall Project Lead: Helen King

1. Proposed activity (change, refresh, policy, process or practice) being analysed

Aim of proposed activity:

The Academic Practice Directorate (APD) is committed to providing online events that promote 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.

This equality analysis will include online, external symposia/events that will be delivered in a similar format and will include sessions and themes which are sufficiently varied to appeal to colleagues involved in teaching and supporting learning at UWE (irrespective of the campus, faculty and/or professional service to which they belong) and to other institutions both nationally and internationally. 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.

- Appeal to a variety of staff at UWE and other Institutions both nationally and internationally, 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 contributors and participants can thrive and flourish.
- Want contributors and participants to acquire new knowledge in whichever form (Sharing knowledge and best practice and networking to strengthen and enhance the wider learning and teaching community.

Planning for inclusive practice for online delivery

- Titles (e.g. Dr) and gender-specific pronouns will not be used in the event programme
- There will be an optional use of pronouns (They/Them, He/Him, She/Her) when signing in to reflect how participants would like to be referred to during the session.
- 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
- Lecture capture/video record sessions, subject to their agreement where applicable.
- All participants will be asked what adjustments they need to attend or contribute to this event (alternative document format, or needing to arrive or leave at different times due to caring responsibilities).
- Opening up online sessions 30 mins before each session/full day for contributors to arrive early and 15 minutes for participants, this will help with any technical set up so all those involved can be settled before the session starts.
- 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 the online platform (currently BlackBoard or Microsoft Teams) in advance providing we have received them from contributors) for participants to download in their preferred format through BlackBoard Ally where applicable.
- Including virtual networking programmed screen breaks where applicable)
- Each live online session will have a moderator who is able to block any attendee who has inappropriately accessed the session or is displaying unacceptable behaviour.
- We will only have time for a small number of questions taken from the chat box during each session - the Chair will be asked to keep an eye on this and pick one or two relevant / representative questions. Chat boxes tend to be populated by a small number of people as not everybody likes to multi-task whilst they are listening to a speaker. The difficulty with a conference environment is that people may not have enough time to type their question after the speaker has finished - our asynchronous approach will address this by posting the recording afterwards for registered participants to ask questions in their own time.
- Every session that has external participants will be chaired in line with UK legislation when hosting a public meeting.
- Making the 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 online symposium/event is asked to agree to.

Participant Commitment

This participant commitment sets expectations for participant (which includes contributors) behaviour during the event, and outlines how to report an incident of discrimination, bullying or harassment should the attendees 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 equality and diversity procedures which extends to staff, students, visitors and contractors.

(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.

Discrimination and harassment

The APD is committed to creating and maintaining a friendly, safe and inclusive environment at the event, 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 staff.
- Private message the Chair during a live online session.
- An incident reporting form is available [on the UWE Bristol website](#).

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>
 Academic Practice Directorate Festival of Learning 2019 and 2020
 SoLAR Webinar Running an Online Conference: Insights from LAK20 - [SoLAR's Youtube channel](#).
 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 Groupsⁱ 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

<p>All (possible impacts affecting many groups)</p>	<p>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 theme, propositions, speakers and contributors.</p> <p>For some events there will be asynchronous and synchronous sessions. asynchronous sessions will be online drop in sessions or materials to read and coment on that will be available to view and take part in the lead up to the event and for a short time after (these dates will be communicated in event communications). synchronous s sessions will be the sessions taken part in during the live online event.</p> <p>The content will include illustrative case studies, presenting an 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</p>	<ol style="list-style-type: none"> 1. Live webinar sessions will be recorded and available to view following the session time, where applicable (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 and collaborative spaces where personal experiences and expertise are accessed and shared. Therefore, some of these sessions will not be suitable for recording, however companion materials will be available to download. 3. Session materials will if provided by contributors and uploaded on to the 	<p>Louise Mighall/Julia Denman</p> <p>Louise Mighall/Julia Denman</p> <p>Louise Mighall/Julia Denman</p>	<p>Ongoing</p>	<p>Where applicable to the event in question 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. This will include inviting feedback relating to someone’s identity or lived experience around a protected characteristic e.g. This may include a free-text response question something like: ‘Inclusivity of APD events is very important to us, and we’d like to improve the experience of diverse groups of attendees. Please let us know about any experiences of the event relating to your age,</p>	
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	<p>teaching and learning, ensuring each session benefits from the diversity of approaches, cultures and perspectives in the session.</p> <p>The 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, AdvanceHE forum, Staff.</p> <p>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.</p>	<p>online platform 48 hours prior to session to enable participant to download materials in their preferred format through BlackBoard Ally where applicable.</p> <p>4. Contributors will be responsible for the accessibility of their own session materials, with guidance and support from the APD team where necessary.</p> <p>5. At the point of registration contributors and participants will have access to the participant commitment and will have to confirm 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</p>	<p>Louise Mighall/ Julia Denman/ Russel Brookes</p> <p>Louise Mighall/ Julia Denman</p>		<p>disability status, etc....'</p>	
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	<p>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.</p> <p>Session chairs will be providing an important role in supporting the delivery of the online line sessions and ensuring participants and contributors 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.</p> <p>Ground Rules</p> <ul style="list-style-type: none"> • Confidentiality We agree that any personal experiences or opinions that individuals decide to share are not discussed outside this 	<p>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.</p> <p>6. Session chairs will be expected to ensure participants and contributors comply with the participant commitment outlined above and they follow their Chair Guidance.</p> <p>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.</p> <p>They will go through housekeeping at the start of the session, this will include a</p>	<p>Louise Mighall/Julia Denman</p> <p>Louise Mighall/ Julia Denman</p>			
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	<p>session, unless you have gained permission from that individual.</p> <ul style="list-style-type: none"> • 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 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 	<p>reminder that if any participant does not wish to be recorded then they should mute their audio and video.</p> <p>They will also be advised to submit private chat questions to the chair who will repeat to contributor if required.</p> <p>With the support of the LDC we will be sharing training courses prior to the event to improve understanding of the chosen online platform. These will be shared as part of our event communications.</p>	<p>Louise Mighall/ Julia Denman</p>			
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	<p>experience that you may have not had.</p> <p>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.</p> <p>We aim to provide consistency across the online delivery for contributors and participants to help provide a positive user experience. We are currently limiting the core online platforms to Microsoft Teams, BlackBoard Collaborate, Mentimeter and Panopto.</p> <p>A list of FAQs' will be sent to contributors to help support their online preparation.</p> <p>Positive impacts include:</p> <p>Online delivery provides a greater degree of flexibility and control for participants, which will benefit a lot of diverse groups.</p> <p>Consistency across online delivery should mean that disabled attendees using</p>					
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	<p>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.</p> <p>Producing this event online will provide a positive opportunity for colleagues to connect, network and explore online using the available online teaching tools that will be used for teaching in the new academic year. It provides a valuable opportunity for us to come together UWE and the wider HE community when we are physically apart.</p> <p>The overarching theme of this event and each proposition has been designed to have a positive impact across the university staff body and the wider HE community.</p> <p>The programme was put together by sending out a call via international mailing lists. Abstracts were reviewed</p>					
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	anonymously (i.e. only the text of the abstract was visible to the reviewers with no demographic or identifying information).					
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	<p>Consistency across online delivery should mean that disabled attendees 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.</p> <p>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 make, and also to inform us of any facilities or support required.</p>	<ol style="list-style-type: none"> 1. Session materials will if provided by contributors and uploaded in to Microsoft Teams or BlackBoard Collaborate 48 hours prior to session to enable participant to download materials in their preferred format through BlackBoard Ally. 2. As part of the booking process, participants are asked before the start of the programme of any Adjustments that we should make, and also to inform us of any facilities or support required 	<p>Louise Mighall/Julia Denman</p> <p>Louise Mighall/Julia Denman</p> <p>Louise Mighall/Julia Denman</p>			

	<p>APD events committee will make appropriate adjustments to respond to this, liaising further with participants and contributors where necessary.</p>	<p>3. APD events committee will make appropriate adjustments to respond to this, liaising further with participants and contributors where necessary.</p>				
<p>Women and men</p>	<p>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.</p> <p>The APD identify the importance of having Mx as an option as this is a positive choice.</p> <p>For the purposes of this event 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.</p> <p>We have designed 'make your own' name badges for face to face events so all attendees could refer to themselves in the way they wanted and we</p>					

	<p>had the option of pronoun stickers he/him, they/them, she/her to stick on the badges.</p> <p>We are aware that moving online has removed this option for us , unless participants make name badges as home or use their pronous when they sign in with their screen name which will be encouraged.</p> <p>We have asked contributors and we will be asking participants during planned correspondence to be mindful of the language used during the event to remain gender neutral.</p> <p>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.</p>					
<p>Trans and non-binary people, including gender reassignment</p>	<p>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 during sessions and</p>	<p>1. Contributors and Participants will be reminded via planned communication to use gender neutral language during the</p>	<p>Louise Mighall/ Julia Denman</p>			

	<p>throughout supporting material.</p> <p>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.</p> <p>For the purposes of this event 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.</p> <p>We have designed 'make your own' name badges for face to face events 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.</p> <p>We are aware that moving online has removed this option for us , unless participants make name badges as home or use their pronous when they sign in with their screen name which will be encouraged.</p>	<p>sessions and throughout the supporting material.</p> <p>2. Contributors and Participants will be informed via planned communication to request a quest sign in if preferred.</p>				
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	<p>We have asked contributors and we will be asking participants during planned correspondence to be mindful of the language used during the event to remain gender neutral.</p> <p>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.</p> <p>If BlackBoard Collaborate is used for the Event and a participant or contributor signs in their name that is held on the UWE system will be automatically used. 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.</p>					
<p>Marriage and/or civil partnership</p>	<p>Do not expect there to be a negative impact on this group</p>					
<p>Pregnancy and/or maternity, including Adoption</p>	<p>In a face-to-face event we would provide specific quiet spaces for this group. We'll be online, so attendees will be</p>					

	<p>able to make themselves comfortable at home during this event, and they have the option to turn off their camera if they wish during sessions so that they can be more private.</p> <p>Regular screen break sessions have been included into the programme.</p> <p>Wherever possible (as explained elsewhere in this document), sessions will be recorded and available to view at a later date.</p>					
<p>Race, including ethnicity and citizenship</p>	<p>The APD event 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.</p> <p>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.</p>					

	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.					
Sexual orientation	<p>It is not anticipated that there will be particular negative or positive impacts on these groups.</p> <p>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.</p>					

	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.					

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 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)	
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

<p>What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?</p>	<p>Use engagement stats from online sessions and registration to assess attrition rate. A questionnaire will be sent to all participants to see how the Event has been received and review suggested changes.</p> <p>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.</p>
<p>When will you review this Equality Analysis?</p>	<p>During the initial planning pahse of a future Online Event/ Symposium</p>

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

<p>Equality and Diversity Unit representative</p>		<p>Date</p>	
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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.

<p>Faculty Dean / Head of Department / Head of Service</p>	
<p>Faculty / Department / Service</p>	
<p>Date</p>	

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.

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.