

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 2021
Project Managers and Contacts	Julia Denman and Louise Mighall Project Lead: Laura Bennett

<p>1. Proposed activity (change, refresh, policy, process or practice) being analysed</p> <p>Aim of proposed activity:</p> <p>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.</p> <p>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.</p> <p>The objectives and why we are doing it.</p> <ul style="list-style-type: none"> • 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). <p>If you are amending a current activity, what changes are proposed?</p>
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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 in 2020 - following further research into the area of equality, diversity and inclusivity and providing inclusive conferences - that we could go further, and our plans for 2021 build on that ambition.

Changes for 2021

This year we intend to make greater use of watch parties, and recordings that people can view at a time to suit them.

As this event is fully planned to run online, we have been able to improve the timing of the sessions to better suit the online delivery. There are 10 minute breaks after roughly an hour of screen time and at least 30 minutes break for lunch. Sessions running in parallel with each other have been minimised so the timetable is easier to follow. There are fewer links and changes of online space because we have broken the programme into blocks rather than individual sessions.

- Sessions to fall within school hours, wherever possible, to provide ease of caring responsibilities
- Titles (e.g. Dr, Prof) will not be used in the event programme
- Colleagues can choose their screen name to reflect how they would like to be referred to, or create own name badges. They/Them, He/Him, She/Her encouraged.
- The chat panel in BlackBoard Collaborate will be moderated.
- Attendees can watch from the comfort of their home or adapted office
- 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 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, captions, 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 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.
- Ensuring all video content is appropriately captioned before uploading to SharePoint Site, and that this is done within 48 hours of live session taking place.
- APD Team members are exploring options to provide live captions in live sessions as appropriate to the audience specified needs
- Exploring options relating to summarising of discussions in live sessions within chat window, although this may be resource dependant.
- Functionality testing of BlackBoard Collaborate to allow participants to make the presenter full-screen as per viewer preference.
- Guidance provided to live session Chairs in relation to one person speaking at a time, and taking care to repeat any lost audio.
- 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.

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
 Speak Up: talking about race and becoming an active bystander 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?

Commented [JD1]: •We're already planning to make materials available 48h in advance (as per last year) in line with UWE policy and will make clear that all sessions (except reflection sessions) will be recorded and the videos will be captioned.
 •We'll have a think about whether we have the resources to summarise discussion in the chat panel.
 •If they don't already, I'll make sure the notes for Chairs include guidance on 1 person speaking at a time and repeating any lost audio.
 •I'm afraid we have no control over the quality of microphones.
 •I'm going to test the functionality in Collaborate for making the presenter full screen to viewer preference.
 We're looking into the cost of hiring captioners from AI Media.

	<p>diversity of the staff body to better represent the student community.</p> <p>The Festival 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 teaching and learning, ensuring each session benefits from the diversity of approaches, cultures and perspectives in the session.</p> <p>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, Yammer, Weekly News for UWE, LinkedIn, Faculty News. Also externally, particularly to UWE partners.</p> <p>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.</p> <p>We've produced a code of conduct referred to as a 'participant commitment' outlined in section 1. We have not had any previous experience</p>	<p>3. Session materials will (if provided by contributors) be uploaded in to BlackBoard Collaborate 48 hours prior to session to enable participants to download materials in their preferred format through BlackBoard Ally.</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</p>	<p>Louise Mighall/Julia Denman</p> <p>Louise Mighall/ Julia Denman/ Russell Brookes</p> <p>Louise Mighall/ Julia Denman</p>		<p>An Ally score in the green zone.</p>	<p>Materials from 2020 achieved a green zone Ally score.</p>
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	<p>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>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 	<p>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.</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 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 turn off video.</p>	<p>Louise Mighall/Julia Denman</p>			
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	<p>or opinions that individuals decide to share are not discussed outside this 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 experience that you may have not had. <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</p>	<p>They will also be advised to submit private chat questions to the chair who will repeat to contributor if required.</p> <p>7. 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 with the technology as it becomes more familiar and reduce anxiety of using different platforms for each session.</p> <p>With the support of the LDC we will be sharing training courses prior to the event to improve</p>				
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	<p>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 limiting the core online platforms to BlackBoard Collaborate, SharePoint site, 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 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.</p>	<p>understanding of each platform. These will be shared as part of our FOL communications.</p>	<p>Louise Mighall/ Julia Denman</p>			
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	<p>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. 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.</p> <p>The overarching theme of the FOL and each proposition has been designed to have a positive impact across the university staff body.</p> <p>Under the overarching theme of “Transforming Futures” the sessions during the Festival will address one or more of the following sub-themes:</p> <ul style="list-style-type: none"> • A university with an inclusive and anti-racist culture educates and includes everyone, and supports everyone to achieve their full potential. • Thriving in an uncertain environment: what does this look like for Higher Education and for our graduates? • "The mental health and wellbeing of our university community is 	<p>The programme will reflect the types of session – whether it is likely to be quiet or to have lively discussion. People will be able to come and go as they please, for example, if things get too noisy. They will also be able to control the volume through their PC/device.</p>	<p>Louise Mighall/ Julia Denman</p>			
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	<p>fundamentally important in enabling people to engage, perform and flourish." (Statement from UWE Bristol Mental Wealth First strategy)</p> <p>This year we intend to make greater use of watch parties, and recordings that people can view at a time to suit them. This has potential for positive effects on people who learn best in a quiet, self-directed space, and potential negative effects on people with learning styles that benefit from a bit of buzz and noise</p>					
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</p>	<p>1. Session materials will (if provided by contributors) be uploaded in to BlackBoard Collaborate 48 hours prior to session to enable participant to download materials in their preferred format through BlackBoard Ally. <u>If these materials are videos, they will be captioned prior to sharing.</u></p>	Louise Mighall/Julia Denman	ongoing	An Ally score in the green zone.	A green zone score was achieved in 2020.

	<p>any adjustments that we should make, and also to inform us of any facilities or support required.</p> <p>APD FOL committee will make appropriate adjustments to respond to this, liaising further with participants and contributors where necessary.</p> <p>This year we intend to make greater use of watch parties, and recordings that people can view at a time to suit them. There is potential for positive effects on people who need to balance their working time with other commitments.</p>	<p>2. <u>The notes for Chairs will include guidance on 1 person speaking at a time and repeating any lost audio.</u>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> <p>3. <u>Notes added to joining instruction regarding making the speaker appear larger (e.g. for lip reading)</u></p> <p>4. <u>Investigating options for live captioning in Collaborate as this is not yet integrated into the software.</u>APD FOL committee will make appropriate adjustments to respond to this, liaising further with participants and contributors where necessary.</p> <p><u>5.4.</u></p>	<p>Louise Mighall/Julia Denman</p> <p>Louise Mighall/Julia Denman</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</p>					

	<p>equal billing irrespective of their academic achievements.</p> <p>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.</p> <p>This year we intend to make greater use of watch parties, and recordings that people can view at a time to suit them. There is potential for positive effects on people who need to balance their working time with other commitments e.g. childcare.</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 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. The use of They/Them, He/Him, She/Her will be supported and can be</p>	<ol style="list-style-type: none"> Contributors and Participants will be reminded via planned communication to use gender neutral language during the sessions and throughout the supporting material. Contributors and Participants will be informed via planned 	<p>Louise Mighall/ Julia Denman</p>			

	<p>added to the attendees' screen name if wished.</p> <p>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.</p>	<p>communication to request a guest sign in if preferred.</p>				
Marriage and/or civil partnership	<p>Do not expect there to be a negative impact on this group</p>					
Pregnancy and/or maternity, including Adoption	<p>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 during the Festival, 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 in 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>					
Race, including ethnicity and citizenship	<p>One of the propositions of the Festival focuses on cultivating an inclusive and anti-racist culture at UWE and our first keynote focuses on the achievements</p>					

	<p>and experiences of minority ethnic groups in education.</p> <p>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.</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> <p>Where appropriate we will introduce additional ground rules for these sessions to help participants feel comfortable to participate.</p>					
<p>Religion and/or belief, including those without religion and/or belief</p>	<p>We've considered Muslim Friday prayer times and will be recording sessions so that they can be viewed at a convenient time.</p> <p>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.</p> <p>This year we intend to make greater use of watch parties, and</p>					

	recordings that people can view at a time to suit them. There is potential for positive effects on people who need to balance their working time with other commitments e.g. observing their faith.					
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 section 1. 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.</p> <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>					
Other specific group (e.g. International or Access)	All participants have been asked what access requirements or adjustments					Attendees from many time zones

	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. This year we intend to make greater use of watch parties, and recordings that people can view at a time to suit them.					were able to benefit from asynchronous content at the Expertise Symposium we organised in October 2020.
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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)		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?	<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 Festival 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</p>		

	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 2021 will be reviewed during the Initial planning phase on FOL 2022 which will commence in July 2021.
When will you review this Equality Analysis?	Phase One Initial planning FOL 2022

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	28.04.21

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.	
Festival of Learning Academic Lead	<i>Laura J. Bennett</i>
Faculty / Department / Service	Academic Practice Directorate
Date	09.06.2021

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

<p>I am just responding to the equality analysis consultation for the Festival of Learning.</p> <p>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.”</p> <p>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.</p> <p>Let me know if you have any further questions.</p>	<p>Conference in 2020 and made appropriate changes for the online format.</p> <p>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.</p> <p>You make a good point about including Mx as an option as this is a positive choice.</p> <p>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 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.</p> <p>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.</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>We welcome your thoughts.</p> <p>Best wishes</p>
<p>I spotted an opportunity to align the participant commitment and the info around it with the Speak Up campaign. You might have seen active bystander approaches being rolled out in staff training at the moment:</p> <p>I think it’s very sensible to collect reports of unacceptable behaviour so you can learn more about trends and contexts where it might happen at FoL to improve your planning processes. Alongside that it might be that we can empower participants to consider reporting in the context of Speak Up’s 4 Ds. These are</p>	<p>We intend to align the participant commitment with active bystander principles for FoL 2021 meeting is planned for November 2021 to discuss this with relevant parties.</p>

<p>designed to give everyone options when challenging inappropriate language or behaviour, regardless of how much power they have in the situation, or whether they have been personally affected by the behaviour.</p> <p>The golden rule is to stay safe (physically, and emotionally). Within that, participants could consider:</p> <ul style="list-style-type: none"> ➤ Direct Action (e.g. challenging the behaviour directly – this could look like a direct non-violent conversation, or could just be a look / raised eyebrow (or whatever the online equivalent is); ➤ Delegation (to the session Chair or APD team) ➤ Delay - no response in the moment, but address it afterwards. Can be used in combination with either Delegation or... <p>...Distraction – interrupt an inappropriate conversation.</p>	
<p>Can you provide any details about captioning live material, pre-recorded and recordings are the event? It mentions that individuals can request additional requirements, however they might not know until on the day that they cannot hear the content – there might be a bad microphone, soft speaker etc. Will there be any captions on the content?</p> <p>-----</p> <p>I've just tried to download the Google live caption and it doesn't seem to work for me. I've asked my deaf community and they have used Google live caption and it's not very accurate, so it would not be useful for hearing loss purposes. Some have said that Teams is more accurate than Google live, however from personal experience the accuracy and speed of Teams automatic captions is not great.</p> <p>You can hire captioners, like AI Media who are incredibly accurate and fast. I have been an Advance HE conference when they were used and were brilliant, the text stays on the screen too so that you have a transcript on the event after. You can also change the display settings so they meet your individual needs.</p> <p>If captioning is not possible, alternative ways to make the event as accessible as possible would be to provide slides and details in advance so that the individual can prepare for the content covered; clearly labelling if a session is just a lecture and that it will be recorded with captions available, then the individual can choose</p>	<p>Thanks for your questions. Anything we record/pre-recorded will have captions added in Panopto before being shared. Regarding live sessions – these will be recorded, captions added and shared. We are waiting for news from IT about whether Collaborate will have live captioning by then. As a fall back position we were thinking of suggesting Google live caption.</p> <p>-----</p> <p>Thanks. This is really helpful. Based on the comments that it [Google live caption] isn't very accurate and the fact it puts the onus on the viewer to change their set-up, we will carefully consider before suggesting it.</p> <p>Unfortunately the latest from Collaborate on captioning is still "coming soon". We have asked to be added to their captioning pilot but we may not be chosen or it might not be at the right time.</p> <p>We looked into the cost of hiring captioners from AI Media but the cost was beyond our original budget for FoL. We also attempted to employ someone from TSU to be the captioner (where captions have been requested by delegates), but they were unable to do this for us live. After raising the issue with Suzanne Carrie, we decided to proceed with hiring captioners from AI Media, which we are covering from within the APD budget on</p>

to watch it after the event; making discussions more accessible is tricky if there are no captions, however someone could use the chat to post a summary of the questions and answers, make sure only one person talks at a time, that the microphones are of good quality and that if the speaker is difficult to hear or losing signal, someone can ask them to repeat themselves or summarise the content clearly. Having the speakers on full screen during discussions can help with lip reading, as the small boxes in the corners or if more than one person has their camera on then the face size decreases.

this occasion, but in the hope and with the request that the University provides a centrally funded captioning service in the near future.

We're already planning to make materials available 48h in advance (as per last year) in line with UWE policy and will make clear that all sessions (except reflection sessions) will be recorded and the videos will be captioned.

We'll have a think about whether we have the resources to summarise discussion in the chat panel. Hopefully having captioning will solve this problem.

We've checked that the notes for Chairs include guidance on 1 person speaking at a time and repeating any lost audio.

I'm afraid we have no control over the quality of microphones.

We've tested the functionality in Collaborate for making the presenter full screen to viewer preference and will include notes on this in the joining instructions.

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.