



## Equality Impact Assessment Template

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

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

**A. Policy/Practice (name or brief description):**

University of Edinburgh Learning & Teaching Conference June 2021 (Initial EIA)

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

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

**C. Person responsible for the policy area or practice:**

Name: Dr Catherine Bovill

Job title: Senior Lecturer in Student Engagement

School/service/unit: Institute for Academic Development

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

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

**E. Equality Groups**

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

The conference is a large scale event likely to attract 1000+ participants and is a high profile event for the University. We aim to ensure our conference planning and operationalisation processes (invitations for proposals, reviewing, programme design, invitation of keynote speakers and other key contributors, conference themes, approaches used for presenting, and inclusion of the audience are all as inclusive as possible of all internal and external staff and student colleagues). We are mindful of trying to encourage good practice in relation to equality, diversity and inclusion, making improvements and enhancements to EDI practices

each year that the conference runs. All conference proposals are reviewed anonymously by 2 reviewers. We provide guidance to reviewers which includes:

- We aim for the University's Learning and Teaching Conference to be welcoming, collegial and constructive;
- Some authors may be new to submitting a conference proposal or a proposal for a learning and teaching related conference;
- Try wherever possible, to think about the proposal in relation to College, Support and Professional Services, and institutional contexts and priorities. What may not be seen as relevant in one context may be important in another.

Specific considerations and measures are noted below and elaborated on below.

- Age – We are aware that some colleagues have caring responsibilities and may be more impacted by accessing conference sessions at particular times of the day e.g. school runs in the morning and evening, caring responsibilities at meal times. We aim to record approx. 90% of sessions to make them available to view after the event. Some presenters request not to record sessions e.g. to enable open discussion to take place around sensitive topics. Asynchronous activities will be available, offering possibilities of engagement and contribution before, during and after the conference.
- Disability – the conference will be online and this makes accessibility easier for anyone with a mobility related disability. We offer a range of presentation types in order to meet the needs of a wide range of presenters, and we offer adaptations for speakers such as submitting a recorded presentation, or moderation support to help field questions or read out questions from the chat function if visual impairment is a problem. We will be offering subtitling of conference recordings in accordance with the University's Subtitling, Accessibility and Teaching guidance: <https://edin.ac/2YXmR4I> We are also offering British Sign Language (BSL) interpretation for the keynote presentations and all panel sessions.
- race (including ethnicity and nationality) – we have specifically invited a keynote speaker who will speak about anti-racism and EDI in the curriculum. We have invited reviewers from the Race.Ed network to be members of the reviewing panel. The guidance materials for speakers includes links to guidance on avoiding unconscious bias. Guidance for participants will cover details of our intended inclusive conference ethos.
- religion or belief - Guidance for speakers will include guidance on avoiding unconscious bias. Guidance for participants will cover details of our intended inclusive conference ethos.
- sex – we have tried to ensure a gender balance in the main speakers on Day 1 of the conference (2 white male senior staff of the University, 1 BME female keynote speaker, 1 x white female speaker). Please note that we have not asked each of these speakers to confirm their sex as this seems inappropriate, but does mean that we risk assuming sex from a range of gender related characteristics such as name and appearance. Guidance for speakers will include guidance on avoiding unconscious bias. Guidance for participants will cover details of our intended inclusive conference ethos.
- sexual orientation – we have invited proposal reviewers from the Pride network. Guidance for speakers will include guidance on avoiding unconscious bias. Guidance for participants will cover details of our intended inclusive conference ethos.
- gender reassignment - Guidance for speakers will include guidance on avoiding unconscious bias. Guidance for participants will cover details of our intended inclusive conference ethos.
- pregnancy and maternity – We are aware that some colleagues' maternity and paternity leave and responsibilities may mean they can't attend conference sessions they would like to access. Approx 90% of sessions will be recorded and available to view after the event. Asynchronous opportunities will be available offering possibilities of engagement and contribution before, during and after the conference.

- marriage or civil partnership<sup>1</sup>
- socio-economic disadvantage - We will run asynchronous sessions throughout the conference to enable the audience to contribute their views to discussions in different ways and at different times. We hope this will also enable more contributions from people with poor internet bandwidth or access to appropriate technology.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

It is difficult to know what the needs will be of individual members of a vast audience of up to 1500 people

- The conference will be online enabling many people to access the conference who might find it difficult/impossible to access a physical venue in Edinburgh. The conference will be open to international participants on Day 1, this enables a wider range of participants to access and contribute to the conference than has been possible in the past. This will enhance the diversity of perspectives being shared at the conference. Guidance for speakers will include guidance on avoiding unconscious bias. Guidance for participants will cover details of our intended inclusive conference ethos.
- We are offering British Sign Language (BSL) interpreters during the opening and keynote presentations and panel sessions on day 1 and day 3
- We will record approx. 90% of presentations and make these available with subtitling after the event. We also hope to convert some of these presentations into other formats including podcasts, with the hope of offering wider accessibility.
- We will run asynchronous sessions throughout the conference to enable the audience to contribute their views to discussions in different ways and at different times. We hope this will also enable more contributions from people with poor internet bandwidth.
- We will include a statement in booking information asking for people to let us know if they have any individual needs which we will respond to, to make reasonable adjustments, to ensure they have a good conference experience.
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

We do not consider that the conference will lead to discrimination.

- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>

We believe the conference contributes to advancing equality of opportunity in a range of ways.

- We have chosen to invite a keynote speaker known for their excellent anti-racist education work, to speak about equality, diversity and inclusion in the curriculum. This is one way we can send a strong signal at such a strategic conference, that anti-racism and EDI is an important subject we must consider in any curriculum discussions.

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

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership

- We are running the conference online (and opening registration to people outside of UoE for the first time) which enables greater access to the conference and greater diversity of perspectives being shared.
- We will record approx. 90% of the presentations (which is not always possible at physical conferences - in the past only keynote presentations were recorded). This enables people who can't attend the conference, to access presentations as well as enabling everyone to revisit presentations again if they wish. This is valuable for all, but particularly for those with a disability such as dyslexia, and for those for whom English is a second language.

- If there is an opportunity in applying this policy/practice to foster good relations:
- If the policy/practice create any barriers for any other groups?
- How the communication of the policy/practice is made accessible to all groups, if relevant?

We will publish our Equality Impact Assessment on the IAD Conference webpages openly.

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?
- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations.

#### F. Equality Impact Assessment Outcome

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

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

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

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

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

#### G. Action and Monitoring

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

- We have updated the policy since the last version in Feb 2021 as we have secured BSL interpreters since then.

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

After the conference in July/Aug 2021

#### H. Publication of EqIA

Can this EqIA be published in full, now? Yes

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

**I. Sign-off**

EqIA undertaken by (name(s) and job title(s)): Dr Catherine Bovill, Senior Lecturer in Student Engagement

Accepted by (name): Dr Catherine Bovill, Senior Lecturer in Student Engagement  
[This will normally be the person responsible for the policy/practice named above. If not, specify job-title/role.]

Date: 31 May 2021

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)