

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, Diversity and Inclusivity Team: edi@uwe.ac.uk.

Activity Title: Audio Video Recording for Educational Activities

Project Manager and Contact: Hannah Mathias Hannah.mathias@uwe.ac.uk

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

Enter a short description of what it is, the objectives and why you are doing it. If you are amending a current activity, what changes are proposed? Please outline the ways that students, staff, visitors, or contractors might experience changes in their day to day lives e.g., changes to buildings, working hours, administrative processes.

Updated UWE Audio Video Recording for Educational Activities policy to ensure it is more inclusive and is an accepted practice, fit for purpose and includes performer rights. The changes will ensure that the policy supports a more inclusive practice to audio and video recordings of educational activities for our students and staff. It will also ensure that performer rights are consider in future use of recordings.

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

We have worked with Union reps to ensure that all members are happy with the changes made. The Disability Service have also contributed to ensure that it meets accessibility/disability regulations and requirements to meet student's needs.

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

Use the table below to explain why you have made that assessment and plan your response.

Please feed information from this action plan to your activity’s own planning documents e.g., action plans, risk registers, benefits maps

	Possible Positive Impact on Groups Include relevant data if possible	Possible Negative Impact on Groups Include relevant data if possible	Actions Required	Responsible Person	Target date	Success indicators	Progress to date
All (possible impacts affecting many groups)	Accepted practice to record audio and video of educational activities, so improved access to learning content after sessions to revisit content or catch up on missed learning. Improved performer rights for staff. Improved experience for to students where English is not their first language, as they can	Some activities are not always suitable for recording purposes (not withstanding reasonable adjustment requirements as set out in the UWE Reasonable Adjustment student policy) Possible inaccuracy of captions due to automation. Though changes to will be	Needs to go to consultation. Take to LTSEC for approval and Digital Accessibility Group for Awareness. Raise awareness to staff and students of new changes.	Hannah Mathias	March 2023	Reduced complaints from students around reasonable adjustments. Increased access of video and audio content by students.	Updated policy completed.

	play the sessions back and use captions.	amended when issues are raised. Staff may need to support with editing captions.					
Age (older people, younger people)	Able to access learning in a personalised way, being able to adjust the speed and access captions.						
Disability, including mental health and non-visible disabilities	Accepted practice to record audio and video of educational activities, so improved access to learning content after sessions. Able to access learning in a personalised way, being able to adjust the speed and access captions.						

<p>Women and men</p>	<p>More robust link to Reasonable Adjustment policy.</p> <p>Accepted practice to record audio and video of educational activities, so improved access to learning content after sessions.</p> <p>Able to access learning in a personalised way, being able to adjust the speed and access captions.</p>						
<p>Trans and non-binary people, including gender reassignment</p>	<p>Accepted practice to record audio and video of educational activities, so improved access to learning content after sessions.</p> <p>Able to access learning in a personalised way,</p>						

	being able to adjust the speed and access captions.						
Marriage and/or civil partnership	Accepted practice to record audio and video of educational activities, so improved access to learning content after sessions. Able to access learning in a personalised way, being able to adjust the speed and access captions.						
Pregnancy and/or maternity, including Adoption	Accepted practice to record audio and video of educational activities, so improved access to learning content after sessions.						

	Able to access learning in a personalised way, being able to adjust the speed and access captions.						
Race , including ethnicity and citizenship	Accepted practice to record audio and video of educational activities, so improved access to learning content after sessions. Improved experience for to students where English is not their first language, as they can play the sessions back, adjust speed and use captions.						
Religion and/or belief , including those without	Accepted practice to record audio and video of educational activities, so improved access to						

<p>religion and/or belief</p>	<p>learning content after sessions.</p> <p>Able to access learning in a personalised way, being able to adjust the speed and access captions.</p>						
<p>Sexual orientation</p>	<p>Accepted practice to record audio and video of educational activities, so improved access to learning content after sessions.</p> <p>Able to access learning in a personalised way, being able to adjust the speed and access captions.</p>						

Other specific group (e.g., International or Access)	Improved access to learning content after sessions.						
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Project manager next steps

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):

Yes – Student Union

What measure / statistic / data will you use to check if the activity has had a positive, negative, or neutral outcome?

Reduce complaints to Disability team about access to audio and video recordings by students.

Increase access to recordings on Panopto

When will you review this Equality Analysis? Enter date or project stage suitable to the proposal: September 2025

Equality, Diversity, and Inclusivity Team Review

The EDI Team has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation

EDI representative:

Date:

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: Hannah Mathias, Director of Digital Learning Service

Faculty/ Department/ Service: Digital Learning Service

Date: 04.05.23

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
Consistency of terminology around event capture and audio and video recording for educational purposes	We have amended this in the policy and definitions updated.
Clarity around editing support	This has been amended to reflect this.
Incorporate UWE Cares and students who are carers	Have include a mention to UWE Cares and students who are carers
Incorporate Student RA Policy	Have include a mention to the student RA Policy and a link to the document.
Clarity needed around accuracy of captions	This is included in our Digital Learning Environments Accessibility statement which has also been include within the policy.
What happens if recordings happen outside our Event capture systems?	A recommended approach has been included if recordings take place outside our Event Capture systems.

Please forward an electronic copy to the EDI Team by emailing edi@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.