University of St Andrews: Human Resources – Equality & Diversity Inclusion

Event & Meeting Inclusion Guide

Purpose:

✓ Create a positive work/study place so people feel included within a team or as a group by promoting and fostering good relations amongst people without bias.

✓ Create an environment which adapts to changing requirements - legal duty for reasonable adjustments - to eliminate exclusion experience.

✓ In compliance with the Equality Act (2010); Scottish Specific Duties (2012); and key Diversity Awards, it is essential to create a system for inclusive engagement initiatives (events/meetings/seminars) so everyone has equality of opportunity to participate.

✓ Create training materials that are accessible, do not reinforce stereotypes and that are both representative of and for a diverse range of people.

The flow chart below outlines processes for creating inclusive events/meetings by considering people of different ‘protected characteristics’ at different stages:

Note: Guide to be used in reference with online links, please refer to the Equality & Diversity Inclusion (E&DI) webpage: www.st-andrews.ac.uk/hr/edi/eventmeeting
## Event & Meeting ‘Inclusion Considerations Table’

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Examples for Inclusion</th>
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<tbody>
<tr>
<td><strong>Venue</strong></td>
<td>Understanding the requirements of attendees is vital for them not to feel at a disadvantage compared to others. Such as not being able to attend a venue due to being pregnant; having short-term mobility or impairment issues; or disability.</td>
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<td>• <strong>Travelling to the venue</strong> – map of venue, parking, and effect of adverse weather</td>
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<td>• <strong>Physical accessibility</strong> – requests relating to walking on stairs, lift maintenance, flashing lights, noise, seating appropriateness, or level access - refer to webpage: Physical Access Guide</td>
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<td>• <strong>Sensory accessibility</strong> – requests relating to visual and hearing impairments - refer to webpage: Physical Access Guide</td>
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<td></td>
<td>• <strong>Venue appropriateness</strong> – confictions with different sexual orientation, cultures, religions or beliefs</td>
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<td><strong>Timing</strong></td>
<td>1) <strong>Length</strong> of event/meeting/seminar without refreshments impacting attendees with health issues (diabetes) or religious fasting.</td>
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<td>2) <strong>Ensure attendance</strong> of people working term/part-time or people with family/religious commitments, consider:</td>
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<td>• <strong>Childcare &amp; School Terms</strong></td>
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<td>• <strong>Caring or parenting responsibilities</strong>, such as working towards 10am-4pm window for holding essential meetings</td>
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<td>• <strong>Adoption leave</strong></td>
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<td>• <strong>Pregnancy</strong></td>
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<td>• <strong>Maternity or paternity leave</strong></td>
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<td>• <strong>Religious observances</strong></td>
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<td></td>
<td>• Also refer to Good Gender Equality Practice</td>
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<td><strong>Fair Participation</strong></td>
<td>• <strong>Assumptions</strong> – stereotyping perceived backgrounds could lead to bias or discrimination by perception or association.</td>
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<td>• <strong>Dress codes</strong> – although not imposed by the University as a whole, dress codes should be specific where a task requires a uniform or protective clothing to be worn due to Health &amp; Safety and also to adhere to the brand image of the University. Adjustments should be made where health or religious commitments.</td>
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<td>• <strong>Naming</strong> – Learn attendee’s names and pronunciation so attendees do not feel excluded in team/seminar discussions.</td>
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<td>• Ensure that there are no barriers by ensuring that everyone are able and encouraged to participate and attend in engagement initiatives such as learning/training sessions and event/meetings regardless of their:</td>
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<td></td>
<td>o <strong>equality background</strong> as some countries have social, visiting and working laws impacting sensitive characteristics (LGBT rights, wearing articles of faith etc) - refer to <a href="http://www.gov.uk/foreign-travel-advice">www.gov.uk/foreign-travel-advice</a></td>
</tr>
</tbody>
</table>

Reviewed: 2016
Considerations | Examples for Inclusion
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**Content** | • **Discussions and tasks** should be non-discriminatory to attendees.
• **Case studies** showing positive images of people of different backgrounds, such as using films/videos which do not include characters that reinforce stereotypes e.g. male trade-workers and managers, female cleaners etc.
• **Disagreements** by attendees on terminology in the content, ask them what their preferred terminology would be.
• **Phrases and wordings** should not be perceived as offensive to the audience or participants.
• **Explaining the use of a ‘Disclaimer’** at the beginning can help ensure that the diversity of attendees are not offended. This is due to being aware that the content is not reflective of the facilitator. This is helpful in situations where there is encouragement of a debate about a sensitive topic.
• **Note**: any content which leads to creating an intimidating or threatening environment to attendees of diverse groups could, under ‘Article 14 of the Human Rights Act’, lead to a criminal offence.

**Written text & Presentations**

*Written text, Learning Aids, Handouts:*

- Arial, Calibri or Verdana size 12 is the ideal style and size for handouts and learning aids.
- Font styles Arial, Calibri or Verdana minimum size 11/12 are user friendly for letters and reports.
- Palatino size 12 is fine for headings and titles of documents for consistency with the University brand.
- Use **colour-coded text** with information in one colour and questions in another.
- Avoid using background graphics with text over the top.
- Use Upper & Lower case text as it is easier to recognise contrasting shapes rather than CAPITAL LETTERS.
- Use pastel shade coloured matt paper (cream) as an alternative for readers with dyslexia and reduce ‘glare’.

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Try to avoid underlining (except for weblinks) by describing and/or embolden text.

Use a good colour contrast between the text and background.

Use films/videos which have subtitles and the voices are clear.

Break up large sections of text by using bullet points; numbering; and tables.

Avoid using flashing images in presentations and videos which may affect epilepsy.

Use wide margins for written text pages (minimum 2cm width).

MS PowerPoint slides:
- Text in a clear font style at least font size 24 and size 28 for headings for small presentation venues. Larger text for ease of reading for attendees viewing the screen from a distance in larger venues/lecture theatres.
- Avoid putting large amounts of text on individual presentation slides.
- Slides available as online HTML or Word documents for ‘screen reader’ software as an alternative.

Alternative Format
- Text: at least font size 14 and font size 16 for headings.

University service available: Refer to weblink for the University Alternative Format Suite, which provides a service to staff and students to transfer documents into alternative formats such as Audio, Braille and Large Print. When providing text to the service, photocopies must be clear to read and provided at an agreed time in advance.

Weblink: www.st-andrews.ac.uk/students/advice/disabilities/alternativeformatsuite

Diet & Health

- Catering arrangements should have clear labelling of ingredients and be appropriate to staff:
  - Cultural, religion or belief needs: vegetarian, vegan, non-stimulate (food/drink free from caffeine, sugar, alcohol).
  - Health and disability needs: allergies, diabetes (sugar stimulants), lactose intolerance.

Further guidance: Email: diversity@st-andrews.ac.uk

Alternative formats are available upon request.

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