

STUDENT GROUP TRAINING

Equality, Diversity &
Inclusivity

PRESENTERS



LAURA BLACK
Student Voice
Manager



ARAN PASCUAL-QUIROS
Representation &
Democracy Coordinator



LAURYN FLEMING
Academic Communities
Coordinator

Housekeeping

- Questions: Slido.com | #3031195
- Engage
- Feedback form
- Attendance registration

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Objectives of the session

- To understand what equality, diversity and inclusivity mean
- To feel equipped with the knowledge to be able to embed EDI into your student group
- To put in plans to remove barriers to accessing your group

What is EDI?

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Definitions

Equalities Act 2010 identified 9 protected characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage or Civil Partnership
- Pregnancy or Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

It is illegal to be treated unfairly on the basis of any of these characteristics.

Equality

Equality refers to providing equal opportunities to everyone and protecting people from being discriminated against

Diversity

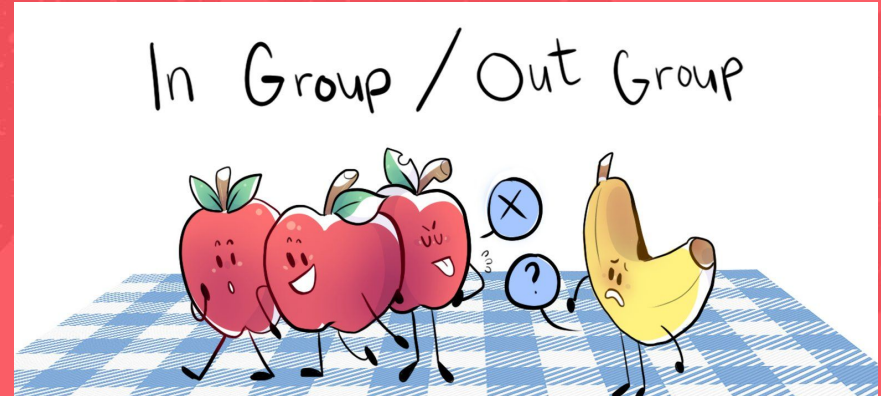
Diversity refers to the differences between people which make them unique

Inclusivity

Inclusivity refers to the inclusion of all, regardless of differences

Challenges to inclusivity

- Our brains are wired to think of people as part of in-groups and out-groups
 - Strong bias towards your in-groups
- Takes conscious effort to overcome biases



What is your responsibility?

Lead by example

**Equalities Act 2010:
Must not
discriminate against
a protected group**

**Champion equality,
diversity and
inclusivity**

**Challenge your own
and other's biases**

**Consider
accessibility from
the beginning**

**Call out prejudice,
stereotyping,
negative behaviour**

**Create welcome
environment for
members from
diverse backgrounds**

**Celebrate
differences - not
just accept them**

**Empower your
members to
champion EDI**

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Embedding Accessibility

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Barriers to access

- Accessibility discussions generally focus on disabled and neurodivergent people
- Barriers can be physical, mental, social, financial etc.
- Many barriers are systemic
- Accessibility should be embedded into your activity

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



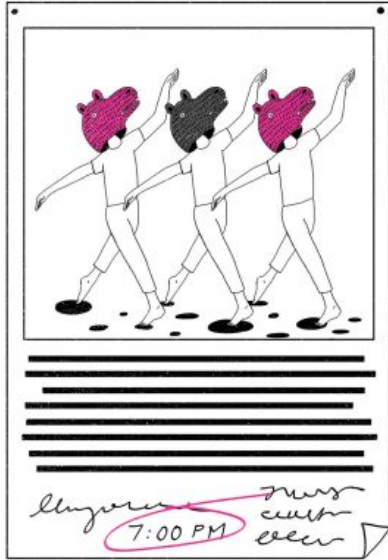
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

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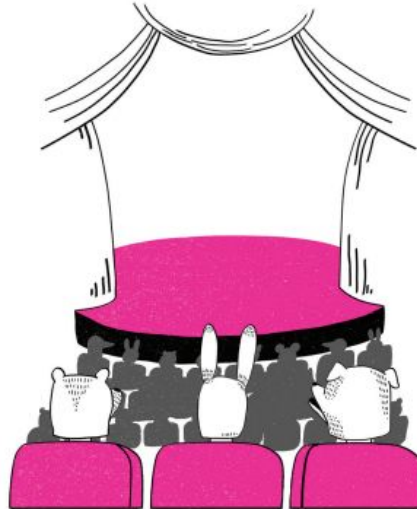
Example of barriers

What



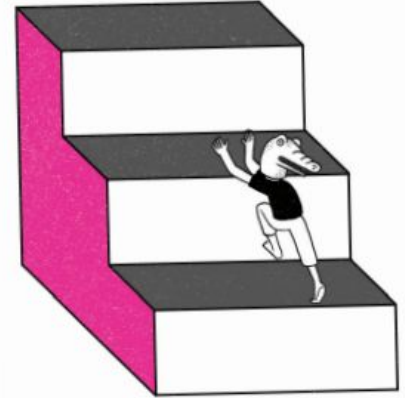
Dance performance **UNLIMITED...**

Where



Theatre **UNLIMITED...**

Barrier

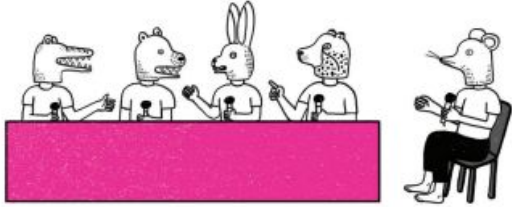


Steps or uneven ground **UNLIMITED...**

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What



Panel discussion

UNLIMITED...

Where



Bar

UNLIMITED...

Barrier



We need to listen to it **UNLIMITED...**

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Money

**We need to
look at it**

**People think
disabled
people cannot
do things**

**I don't
know who
to contact**

**Not
considerate of
religious
beliefs**

Crowds

**No help is
available**

**I don't
know how
to do that**

**Event is too
late**

**Venue is too
dark**

**Access is
not a
priority**

And more!

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Addressing barriers

| Barrier | Solution |
|---|--|
| I can't hear | Add subtitles to all videos shown/shared, make sure any speakers' mouths are clearly visible for lip-reading, encourage attendees to get in touch before the event with any specific needs |
| I feel uncomfortable in large groups of people/crowds | Offer some seating at the back/side of the space near the doors, stagger entry/exit, |
| I can't afford to go | Offer payment installments, reduced price tickets for low income earners, "community" tickets/products |
| I can't leave the house | Have a simultaneous live stream for in-person events, offer to record the event, try an online alternative |

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**What? Think
about your
regular student
group activity**



**Barrier? What
barriers do you
think are in place
for that activity**

**Where? Think
about where the
activity would be
usually held**

Activity

**Addressing
Barriers: What
can you do to
remove barriers
to access?**

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Understanding Diversity

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Diversity @ Royal Holloway

- In 2021/22 (of all RHUL students)
 - 55% Woman
 - 16% known disability
 - 30% Asian or Asian British
 - 6% Black, African, Caribbean or Black British
 - 16% International (Outside of the EU)
- Communities for underrepresented groups
 - Black & Global Majority Students
 - Disabled Students
 - International Students
 - LGBT+ Students
 - Mature, Carer & Parent Students
 - Students of Faith
 - Women Students

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Attracting diverse members

- Accessible and inclusive activities will attract diverse members
- What messages are you portraying through social media and promotional materials?
- Get involved with SU / National campaigns
- Get in touch with Communities and other societies
- Listen to feedback from members

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Creating an inclusive environment

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Active Bystanders

Active Bystander - Being aware of when someone's behaviour is inappropriate and choosing to challenge it

Intervening Safely:

- Direct Action
- Distract
- Delegate
- Delay

Consent Culture

- Are they in a position to be giving their full consent?
- Consent Culture:
 - Normalised asking others for consent
 - Acknowledging their response
 - Refrain from persuading them to change their mind
 - Respecting others

Welcome Drinks

- Activities should not be forced, exclusive or alcohol dependant.
- Focus will not be placed on ritual humiliation, drunkenness or peer pressure.
- Participation is not a prerequisite for selection and inclusions within a group.
- Members should be able to opt out of any activity without fear or pressure, reprisal or any form of discrimination.

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Understanding Boundaries

Boundaries are mental, emotional or physical limits you put in place between you and another person or group of persons



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#8001095**

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Creating an inclusive environment

- Make your student group inclusive to all
- Embed accessibility into your event planning
- Actively work towards understanding and altering unconscious bias
- Using inclusive language
- Make an effort to recognise exclusion
- Foster diversity
- Challenge negative behaviour
- Get feedback
- Year-Round not just during Welcome Week
- Use our EDI toolkit

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Student Group EDI Toolkit

- EDI Toolkit available on Freshdesk
- Complete over the summer



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Quiz!

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code: #8001095**

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Drop Ins

Mondays - 3-4:30pm
Thursdays 11-12:30pm



Feedback Form



Questions

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