S4C onscreen diversity form – guidance

The form is to be completed as part of the final paperwork for a piece of content, and should be based on the final cut of as the broadcast file delivered to S4C.

We would like you to count the people that appear on screen in the content, and categorise them according to how they would appear to the average viewer. We do *not* want you to use any information you might have through personal connection with the contributor/presenter/actor, but instead base the categorisation on how they present and what they say.

We also ask you to note a few details regarding themes in the episode, and how/whether it represents different communities in Wales.

Why are we asking this?

S4C is a broadcaster that aims to represent today's Wales in all its diversity, and we need this information to make sure that we are doing our job. It will enable us to get a picture of what our content looks like across the whole of the year and draw comparisons with what we know about the make-up of Wales from other sources (such as the Census).

What will we do with the information?

Apart from the spot-checks that will be carried out to ensure compliance, we will not be looking at individual episodes – what is important to us is the overall picture. The form will enable us to run reports to show the commissioners what kind of portrayal of Wales S4C is broadcasting over the year, and where any gaps or imbalances might be. This will then inform their commissioning going forward.

How do I fill in the form?

In **Section 1** we are asking you to count the people who appear on screen as contributors, presenters and actors. We don't need you to count supporting artists, or crowds – just those individuals who are contributing to the narrative. This includes any voice over.

Usually, it is only the people who speak in an episode that we expect you to count. If a non-speaking character or contributor is important/central to the narrative it's fine to include them as well. But there's no need to be poring over everyone in the background or going past the scene.

We then want you to categorise those people according to particular characteristics, *as would be perceived by the average viewer*. That means that you need to imagine that this is the first time you are watching the programme, and that you don't know anything about the people on screen apart from what is being revealed as part of the episode. It is very important that you do not base those categories on anything except how the person appears on the screen, and what they say in this episode – e.g. If it is a drama that you are watching, then the decisions are based on the character and not the actor.

We don't need the details of each individual – it's overall numbers we are interested in. For example:

> In a drama with 8 characters:

- 5 are men/boys and 3 women/girls
- 2 are younger adults, 2 primary school age, 3 middle aged and 1 elderly

- 8 are white
- 1 has a visible hearing impairment (hearing aids) and no other disability is visible

In **Section 2** we want to capture some information about the language that is heard and the area that is represented, wherever possible. Often there will be a mixture, and/or it won't be possible to tell, and that's fine as well – there's an option to note that on the form.

Also in this section we ask you to note any diversity themes that are explicitly discussed. Whereas Section 1 asks you to tell us what the audience will be able to infer about the people/characters that appear on our screens, this question is about things that are told to us. We can also capture here when these issues are discussed by others, not just people that have those characteristics. Here are some examples:

- A contributor is being interviewed by a presenter who uses a wheelchair. The contributor talks about their Indian ancestry:
  - Section 1: Contributor – Mixed ethnicity
  - Section 1: Interviewer – Visible disability
  - Section 2: Theme – Ethnicity (India)
- An arts programme interviews an artist who draws inspiration from their gender reassignment experiences (sex/gender of the contributor noted in Section 1 as any of the three options depending on the individual; Gender identity chosen as a theme discussed in Section 2).
- A documentary interviews a doctor about the problems facing elderly people during a heatwave (doctor counted under the categories relevant to them in Section 1; Age chosen as a theme in Section 1)

There will be many occasions where the people we see and hear on our screen won't fit neatly into these categories – that's fine. There are options to note where it isn't possible to categorise.

Further information about Section 1 categories

Sex/gender

For the majority of people, sex and gender is the same thing. We all make assumptions based on the way someone is dressed, their physical characteristics, their voice and so on – this is what we want to capture. The small minority of people whose sex and gender don't align (commonly known as transgender or trans) are considered to have the characteristic of gender reassignment under the Equality Act 2010. We don't capture that in Section 1 as it is not something that can be assumed. If someone discusses their trans status as part of the episode, this can be captured in Section 2.

Age

It is sometimes difficult to guess someone's exact age, so these categories are intentionally vague.

For very small children, there is no need to record them if they just happen to be in shot (e.g. someone who is being interviewed is holding their child, but not discussing anything related to that child) – only if the content features them as participants (e.g. children's programming) or if the narrative is focussed around them (e.g. a documentary where a specific child is being discussed).

Ethnicity

Again, these categories are deliberately broad, and we are not asking for the specifics that we would ask individuals. We want you to make this inference based on the way someone presents and the

information that they share (or that is shared about them) in the episode. If you really can't tell, note that.

Disability

Not all disabilities are visible, and we are asking you to count only those people who are visibly disabled. If you know that someone has a disability or health condition, but that won't be apparent to the general viewer, *do not record it*. If someone discloses or discusses their invisible disability, you can record that in the "themes" part of Section 2.

The legal definition of disability under the equality act is a physical or mental impairment that has a substantial and long-term (usually 12 months or more) negative effect on a person's ability to do normal daily activities.

Things that would be included in this definition are:

- D/deaf or hard of hearing
- Blind or visually impaired
- Musculo-skeletal (for example, coordination, dexterity, mobility, wheelchair-user)
- Mental health (for example, depression, bipolarity)
- Neurodiverse conditions (for example, autism, ADHD, dyslexia)
- Learning and cognitive disabilities (for example, Down's Syndrome)
- Long-term illness or condition
- Other (including physical or mental conditions such as diabetes, epilepsy, arthritis, asthmas, speech impairments, facial disfigurement)

Further information about Section 2 categories

Where Section 1 is about what we can see on screen, Section 2 is about what we can hear (what is discussed).

Language

We ask you to assess the type of Welsh or dialect that is *mostly* used in the episode. This is never going to be wholly one or another, but for example Pobol y Cwm would be *mostly* southern and Rownd a Rownd would be *mostly* northern. Many of our programmes will have an even mixture.

We also want to know how much English is being used – this helps us to ensure that we are keeping to our Language Guidelines, but also ensure we have balanced scheduling.

Geographical area

As part of our commitment to diversity we want to make sure that all areas of Wales are represented, and this will help us map where we show on the screen. You can use both what you see and what you hear to help with this.

Themes

Not all areas of diversity are visible. For example, if a same-sex couple is portrayed on screen, they could be gay/lesbian, but could just as easily be bisexual – if they don't tell us, we don't know. Similarly, we wouldn't ask anyone to guess whether someone is transgender – it's only appropriate to capture that information if the person themselves tells us.

This section also enables us to capture where we are focussing specifically on these areas of diversity (rather than just showing different people on the screen). Tick the box to show that this aspect of diversity is being discussed, and add more information to the form as appropriate. We don't need detailed information – just a word or two. Here are some examples:

- Age (e.e. "Older people")
- Disability (e.g. "neurodiversity")
- Ethnicity (e.g. "Somali community")
- Gender identity (e.g. "trans men")
- Sex (e.g. "women's health")
- Sexual orientation (e.g. "Pride Week")
- Religion (e.g. "Diwali")