

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:

Changing Assessment Support:

- The 3 day grace period to be replaced by a 5 (calendar) day late submission window (with no requirement to complete a form or apply to access this.)
- The 7 day extensions process to be withdrawn.
- The 14 day reasonable adjustment to a deadline will remain for students who are eligible as a disabled student, student carer or due to pregnancy/maternity/paternity.
- Pre-submission date support (workshops, Q&As etc.) will be offered to students by academics and academics will actively signpost to assessment support options and study skills where required.
- Student Support Services will pick-up students who frequently use Late Submission Windows to ascertain additional support needs. Students who do not submit within the 5-day Late Submission Window or fail their assignment/exam will go to uncapped resits or retakes during the summer.
- The 20-day turn around for marking will start at the end of the 5-day Late Submission Window, and after 14 days for submissions made within the Reasonable Adjustments period.

Project Manager and Contact:

Lou Hardinge

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.

- The current extensions process has led to an increase in complaints from students and staff as it is unmanageable and creates uncertainty for everyone involved.
- A working group was set up in April 2022 to review the university's support offer.
- The university wants to provide a balanced, supportive approach to help all students manage unexpected or unforeseen issues without the need for an application process.
- To provide greater clarity. Whilst the feedback from student focus groups demonstrated that they found the grace period a very useful support mechanism, the term itself is ambiguous and led to some confusion regarding its purpose and intended usage. The term 'late submission window' is much clearer, and the change in terminology is also intended to dissuade students from using the additional time unless there is a specific reason for doing so.
- To remove an unsustainable administrative burden and levels of uncertainty on Professional Services and academic colleagues. UWE has seen significant and rising numbers of students applying for 7 day extensions. This in turn impacted on marking which could not be rigorously planned for because the numbers of students who had a 7 day extension approved was unknown.
- Withdrawal of the 7 day extensions process releases staff time to support students earlier in the assessment journey. It removes staff and student stress linked with administering an extension process; impact on marking; and student stress awaiting an extension outcome.
- Processes for accessing 14-day Reasonable Adjustment period have been streamlined as part of this work, making it easier for students for disabled students, students with caring responsibilities and students who are pregnant, or the parent of a baby under six months to access the extra time they are eligible to access.
- Academic regulations and processes cannot be changed within the academic year, so the Extensions Working Group is looking for a solution to be implemented before Start of the Year 2022. The new process was approved by Academic Board in July 2022.
- UWE Bristol will need to communicate these changes with students and staff, and provide guidance and support to enable students to meet their deadlines and manage their time.

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

Examples include: External or Sector data/research, Staffing Statistics, Student or Staff Networks, specific stakeholders.

- Extensions data including number of students, by demographic, being granted an extension then submitting successfully within their extension period.
- Student population demographic data on the UWE Bristol website and Power BI enrolment data.
- 3 Student Focus Groups were facilitated by working group colleagues in May 2022.
- UWE Bristol current Awarding Gaps are as follows:

Student data targets and progress

Table 2. APP 2020/21 onwards targets - update on milestones 2020/21

	Lifecycle area	Target	2019/20 actual	2020/21 Target	2020/21 actual	Commentary
3	Success	Reduce the IMD Q1 / Q5 awarding gap ²	16	15.5	10	Ahead of target. Gap is closing.
4	Success	Reduce the Black / White awarding gap	31	28	28	On target. Gap is closing.
5	Success	Reduce the Asian / White awarding gap	13	13.5	8	Ahead of target. Gap is closing.
6	Success	Reduce the Mixed / White awarding gap	4	6	4	Ahead of target. No change in gap.
7	Success	Reduce the Other / White awarding gap ³	20	5	20	Far behind target. No change in gap.
8	Success	Reduce the Disabled / Not Disabled awarding gap	5	3	5	Behind target. No change in gap.
9	Success	Reduce the Mature / Young awarding gap	8	9.4	5	Ahead of target. Gap is closing.

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)	<ul style="list-style-type: none"> - Increased quality assurance for academics when marking. - Reduced marking time for academics. - Increased number of students engaging with UWE support services. - Reduced stress and workload for staff 	<ul style="list-style-type: none"> - Continuing students who previously relied on extensions will be required to adapt their approach to deadlines & planning and to engage with comms. Data: this academic year, 34% submissions were made within the 3-day Grace Period. 66% of submissions were made at deadline. 	<ul style="list-style-type: none"> - Student Comms will need to be far-ranging and inclusive, promote self-declaration and provide students with guidance that will help them submit at initial deadline/ understand grace-period is for unexpected challenges (time management.) The 	Leah Whiting, Nicky Pavitt and Nick Biggs	Sept 2022		

	<p>who process extensions.</p>	<ul style="list-style-type: none"> - Students who genuinely need extensions may be the ones who do not engage with emails and student communications. - Students who have less spare time (working, parents, student carers, Placement courses etc.) may find it harder to submit without extensions and be harder to reach with communications. - Part-time/CPD students may not self-declare eligibility for 14-day Reasonable Adjustment to deadline due to administration and assumption they're not 	<p>“Grace Period” is being renamed the “5 day Late Submission window” to increase clarity for students.</p> <ul style="list-style-type: none"> - As above. - As above. - As above 	<p>Leah Whiting, Nicky Pavitt and Nick Biggs</p> <p>Leah Whiting, Nicky Pavitt and Nick Biggs</p> <p>Leah Whiting, Nicky Pavitt and Nick Biggs</p>	<p>Sept 2022</p> <p>Sept 2022</p> <p>Sept 2022</p>		
--	--------------------------------	---	--	--	--	--	--

		<p>here long or often. These groups are more likely to be mature, parents, carers, Black Asian or Minority Ethnic (HAS.)</p> <p>- The 14-day Reasonable Adjustment to deadline period does not apply to all assessments and deadlines like group work. ACE students cannot access extensions or grace periods for many types of submission.</p>	<p>- Develop shared messaging so academics and professional services can be clear from the start of the programme/module about what submissions are not eligible for 5-day late submission or 14-day Reasonable Adjustment to deadline.</p>	<p>Associate Deans and Directors of Student Experience to work with Leah Whiting, Nick Biggs and Nicky Pavitt, and ensure all academics explain which assignments are not eligible.</p>	<p>Sept 2022</p>		
		<p>- Potential for increased stress and anxiety for professional services and academic staff in explaining changing support.</p>	<p>- As above.</p>	<p>- As above</p>	<p>Sept 2022</p>		
					<p>Sept 2022</p>		

	<p>- Explore possibility of moving towards the automation of the 14-day Reasonable Adjustment to deadline will reduce extension requests by nearly 50%. It will reduce administration for students who will not need to submit forms and reduce stress and anxiety for students who are awaiting an outcome of their extension request. Potential improvement in Student Experience and reduction in complaints.</p>	<p>- Final year students who go to summer resits may see impacts on their graduation ceremony attendance, applications to other institutions, job offers and visas.</p> <p>- Potential impact on UWE reputation / good honours</p>	<p>- IT solutions to be explored. Processes to be developed to enable automation of 14-day Reasonable Adjustment to deadline period for disabled students, student carers, pregnant students and students with a child under 6 months old.</p> <p>- Potential for multiple resit dates to be explored</p> <p>- Academics to provide pre-submission-date support to</p>	<p>Student Data and Systems and ITS / Jo Barnes</p> <p>Rachel Cowie leading discussions</p>	<p>Target: Sept 2023</p> <p>Sept 2022</p>		
--	--	--	--	---	---	--	--

	<p>- Possible freed-up staff resource could be used to support students to meet their deadlines and manage their time.</p>	<p>if more students go to resit periods and fail modules or awards. Could negatively impact NSS scores.</p> <p>- If more students go to resits, this might mean they cannot work or volunteer over summer in terms of employability or save to support their studies. Could lead to higher rates of financial hardship /more students accessing UWE funds.</p> <p>- Removing 7 day-extensions could mean an increase in summer marking workload for academics.</p> <p>- Potential financial impact on disadvantaged</p>	<p>minimise numbers of students not submitting at deadline first time. Promotion of study skills and other assessment support.</p> <p>- As above.</p> <p>- As above.</p> <p>- No Action: SMS has messaging to help students understand the</p>	<p>Associate Deans and Directors of Student Experience to ensure their faculty staff embed pre-submission date support within teaching and learning.</p> <p>- As above.</p> <p>- As above.</p>	<p>Sept 2022</p> <p>Sept 2022</p> <p>NA</p>		
--	--	---	--	--	---	--	--

		<p>students and their student experience. Students will need to pay for repeat modules or years if they fail resits. Financial costs could negatively impact retention.</p> <p>- Students eligible for the 14 day Reasonable Adjustment to deadline will have to self-declare and be known to a student service - and some only declare at point of need (stigma.) Students who do not self-declare will be able to access to the 5-day late submission window.</p> <p>- Students with unforeseen circumstances will not be able to request a 7-day extension. These students may feel pressure and anxiety. The 5-day Late Submission Window is available and designed to support</p>	<p>potential financial impacts of failing a resit and/or retaking a module or year.</p> <p>- No action: it has always been the case that disabled students etc. are required to register with a service before they are eligible to access the 14-day Reasonable Adjustment to Deadline.</p> <p>- Academics to provide pre-submission-date support to minimise numbers of students not submitting at deadline first time. Promotion of study skills and</p>	<p>NA</p> <p>NA</p> <p>Associate Deans and Directors of Student Experience to ensure their faculty staff</p>	<p>NA</p> <p>Sept 2022</p>		
--	--	--	---	--	----------------------------	--	--

		<p>students who face unforeseen circumstances (e.g. bereavement, homelessness, financial crisis, court case, household disaster like a flood.) Could negatively impact retention and good honours for these students.</p> <p>- Removing extensions for the above groups could lead to increased usage of the 14-day Reasonable Adjustment to deadline from students who consider themselves eligible even if they are not. This could increase workload for student support services. It could negatively impact academic colleagues who will have longer marking periods.</p> <p>- Student engagement showed that some students see their</p>	<p>other assessment support.</p> <p>- The 5-day late submission window will be available. Academics to provide pre-submission-date support to minimise numbers of students not submitting at deadline first time.</p> <p>- Student Comms: The 3 day grace period</p>	<p>embed pre-submission date support within teaching and learning.</p> <p>Associate Deans and Directors of Student Experience to ensure their faculty staff embed pre-submission date support within teaching and learning.</p>	<p>Sept 2022</p> <p>Sept 2022</p>		
--	--	--	--	---	-----------------------------------	--	--

		<p>deadline as the end of the grace period, not the start.</p>	<p>terminology is being changed to a 5 day late submission window to make it clear that deadlines should be met and that the 5 days is to support students who face unforeseen circumstances.</p> <p>- Academics to ensure this is communicated as part of pre-submission support within teaching and learning.</p>	<p>Leah Whiting, Nicky Pavitt and Nick Biggs</p>			
		<p>- Current extensions processes/forms provide the university with lots of data and insight to help identify and support</p>	<p>-Student Services to proactively contact students who use multiple 5 day late submission</p>	<p>Associate Deans and Directors of Student Experience to ensure faculty staff communicate this.</p> <p>Student Advice and Student Success</p>	<p>Sept 2022</p>		
					<p>Sept 2022</p>		

		<p>students who are struggling or in crisis.</p>	<p>windows to offer support and ask what help they might need to meet their next deadlines.</p> <p>- Identify students who are using 5 day late submission windows by demographic and reason for not submitting.</p> <p>- Student comms to explain the rationale for the change and benefits to students.</p> <p>- As above</p>	<p>Coaches to develop process for contacting students who regularly use 5 day late submission windows</p> <p>Lou Hardinge to ask BI to provide data</p> <p>Leah Whiting, Nick Biggs and Nicky Pavitt</p> <p>Leah Whiting, Nick Biggs and Nicky Pavitt</p>	<p>March 2023</p> <p>Sept 2022</p> <p>Sept 2022</p>		
--	--	--	---	---	---	--	--

		<p>have mental health” and “it’s ok to not be ok.”</p> <ul style="list-style-type: none"> - All students may have experienced negative effects from the Covid-19 pandemic (for example as a result of bereavement, isolation or increased stress) which may reduce their resilience to deal with change. - Avoid bunching of assignments to support students to meet deadlines. - Changes to assessment support must be reactive to student needs. 	<ul style="list-style-type: none"> - As above - Student Voice Team to conduct further focus groups and student engagement throughout 2022-2023 academic year. 	<p>Leah Whiting, Nick Biggs and Nicky Pavitt</p> <p>Rachel Cowie and Cathy Minett-Smith developing an Assessment Diary as part of the Assessment Review.</p> <p>Nicky Pavitt, Nick Biggs and Student Voice Team</p>	<p>Sept 2022</p> <p>Sept 2023</p> <p>Sept 22 – March 23</p>		
--	--	---	---	---	---	--	--

<p>Age (older people, younger people)</p>		<p>- Mature/older students don't tend to engage with UWE support services as much due to work, other commitments, or part-time study. They are more likely to seek external support than UWE support.</p> <p>- Older students may not self-declare due to poor experiences with support services within or outside of the university.</p> <p>-Data: the Mature/Young awarding gap is closing at UWE (see page 1.) Mature students were much less likely than young students to get extensions in 2019-20 and 2020-21, but not in 2021-22. The number of extension requests from mature students is increasing (increased from</p>	<p>- Inclusive far-ranging student comms to promote self-declaration and communicate who is eligible for 14-day reasonable adjustment to deadline.</p>	<p>Leah Whiting, Nick Biggs and Nicky Pavitt</p>	<p>Sept 2022</p>		

		<p>32% in 20-21 to 44% in 21-22 until 31/3/22.)</p> <p>- Data: younger students accounted for 49% of the student population in 19-20 and submitted 58% of extension requests. (47% student population in 20-21 and submitted 67% of extension requests & 56% student population in 21-22 and submitted 56% of extension requests until 31/3/22.)</p> <p>- Younger students may lack the confidence or awareness to self-declare or engage with support services.</p>	<p>- Student comms to consider that younger students may need extra support and information to meet their deadlines.</p> <p>- As above.</p>	<p>Leah Whiting, Nick Biggs and Nicky Pavitt</p> <p>Leah Whiting, Nick Biggs and Nicky Pavitt</p>	<p>Sept 2022</p> <p>Sept 2022</p>		
<p>Disability, including mental health and non-visible disabilities</p>		<p>- Possible knock-on effect on Disability Services if all students need to be engaged with disability service to self-declare (19% student population declared a disability in 21-22.)</p>	<p>- Student comms to include the benefits of self-declaring needs. Students must be known to Disability Services to access their support.</p>	<p>Leah Whiting, Nick Biggs and Nicky Pavitt</p>	<p>Sept 2022</p>		

		<p>- Disabled students may need additional support to understand assessment and student support.</p> <p>- Students who are awaiting diagnosis, yet to be diagnosed or have temporary disabilities (e.g. post-surgery) will not be able to access extensions.</p> <p>- Data: the Disabled/ Not Disabled awarding gap is not changing. UWE is behind target in closing the gap. The number of extension requests from disabled students increased from 18% in 20-21 to 35% in 21-22 up until 31.3.22. They are making 35% of extension requests but make up only 19% of UWE Bristol's Student population.</p>	<p>- Student comms to consider accessibility of comms for students with diverse needs.</p> <p>- Disability Services already support students to access the 14-day Reasonable Adjustment to deadline if they have a temporary disability, have received a screening for an Specific Learning Difficulty (SpLD), Attention Deficit Hyperactivity Disorder (ADHD) or Autistic Spectrum Condition (ASC) and is on a waiting list for a full diagnostic- by</p>	<p>Leah Whiting, Nick Biggs and Nicky Pavitt</p> <p>Ongoing: Jo Barnes, Disability Services</p>	<p>Sept 2022</p> <p>Ongoing</p>		
--	--	---	--	---	---------------------------------	--	--

			<p>adding an end date on Reasonable Adjustments (RAs) on ISIS2.</p> <p>- Disability Services to work with Student Advice and UWE Cares to develop process for adding 14 day Reasonable Adjustment to deadline to ISIS2 student record. This will remove the stress and anxiety of eligible students awaiting an outcome and improve their student experience.</p>	<p>Jo Barnes (Lead), Matt Amor, Steffie Denton.</p>	<p>Sept 2022.</p>		
		<p>- Students who present as disabled part way through the year may not have the automated 14-day Reasonable Adjustment to</p>	<p>- Disability Services to create process to ensure students who present as disabled part way</p>	<p>Jo Barnes (Lead), Matt Amor, Steffie Denton</p>	<p>Sept 2022.</p>		

		<p>deadline period they are entitled to.</p> <p>- 14-day Reasonable Adjustment to deadlines may not be the optimum reasonable adjustment for disabled students & other eligible student groups.</p>	<p>through the year are identified as eligible for 14-day Reasonable Adjustment to Deadline. Share process with UWE Cares and Student Advice so these teams can also add eligibility for 14 day Reasonable Adjustment to deadline for student carers/pregnant students/student with a baby under 6 months old who present part way through the year.</p> <p>- Discovery piece to review RA eligibility & the effectiveness of such adjustments</p>	<p>Simon Phillips to lead on initial discussions</p>	<p>Sept 2023 (for identified changes to RAs / RA process)</p>		
--	--	---	--	--	---	--	--

Women and men		<p>- Students experiencing peri-menopause and menopause symptoms less than 12 months will not be able to access the 14-day Reasonable Adjustment to deadline via Disability Service.</p>	<p>- Disability Services will put Reasonable Adjustments or temporary Reasonable Adjustments (incl the 14-day RA to deadline) in place for students experiencing symptoms of menopause or peri-menopause if approached by students affected.</p> <p>- Student Comms to ensure students experiencing peri-menopause or menopause are signposted to Disability Services if the student's symptoms are negatively impacting their</p>	<p>Disability Services: ongoing.</p> <p>Leah Whiting, Nicky Pavitt and Nick Biggs</p>	<p>Ongoing</p> <p>Sept 2022</p>		

		<p>- Stigma around mental health and men means men may not want to self-declare and could miss the opportunity to access RAs and the 14-day Reasonable Adjustment to deadline.</p>	<p>ability to study or submit.</p> <p>- Student comms to consider stigma of mental health and promote benefits of self-declaration.</p>	As above	As above		
<p>Trans and non-binary people, including gender reassignment</p>		<p>- Medical appointments and wider impacts on students who are transitioning can be ad-hoc and could be difficult to manage without extensions.</p>	<p>- The 5-day late submission window will be available for students impacted by medical appointments. Disability Services will put Reasonable Adjustments (incl the 14-day RA to deadline) in place for students who are transitioning / undergoing medical treatments if the</p>	Jo Barnes / Disability Services	Ongoing		

			<p>student's symptoms are negatively impacting their ability to study or submit. This could be temporary Reasonable Adjustments by adding an end-date to RAs on ISIS2.</p> <p>- Student Comms to ensure students impacted are signposted to Disability Services to access Reasonable Adjustments.</p>	Leah Whiting, Nicky Pavitt and Nick Biggs	Sept 2022		
Marriage and/or civil partnership		- Divorce not covered by Equality Act and has potential to cause mental ill health / stress etc.	- The 5-day late submission window will be available to support these students. Students who are impacted will be signposted	Student & Academic Services	Ongoing		

			to Assessment Support Options and Wellbeing Support Options.				
Pregnancy and/or maternity, including Adoption		<p>- If you're pre-12 weeks pregnant, you may not have self-declared yet (people keep it quiet for 3 months) and still need extra time for assignments.</p> <p>- Adoption processes are very ad-hoc and it can be hard to plan assignments around unknown commitments.</p> <p>- IVF processes are very ad-hoc and it can be hard to plan assignments around unknown commitments. Hormonal changes and financial impacts can impact physical and mental health.</p>	<p>- Students can access the 5-day late submission window without self-declaring. Student comms to include the benefits of self-declaring needs.</p> <p>- As above</p> <p>- Student Advice to work with Disability Services to replicate their process for adding temporary RAs to ISIS2, so UWE can offer 14-day reasonable</p>	<p>Leah Whiting, Nicky Pavitt and Nick Biggs</p> <p>Matt Amor and Jo Barnes.</p>	<p>Sept 2022</p> <p>Sept 2022</p>		

		- Individuals who experience a miscarriage may take an indefinite amount of time off from their studies and therefore require an extension.	adjustment to deadline to students impacted by adoption, miscarriage or IVF as well as pregnancy and a baby under 6 months.				
Race , including ethnicity and citizenship		- Data: extension submissions are almost representative of our student race demographics. In 19-20, Black Asian and Minority Ethnic students made up 26% of student population and submitted 28% extension requests, in 20-21 Black Asian and Minority Ethnic students made up 28% of student population and submitted 29% of extension requests and in 21-22 (up to 31.03.22) Black and Minority Ethnic students made up 31% of student	- Data suggests that removing extensions will not negatively impact ethnicity awarding gaps.	No action	No action		

		<p>population and submitted 35% of extension requests. There have been increasing numbers of extension requests from Black Asian and Minority Ethnic students in 21-22.</p> <p>- Increased stigma for self-declaring mental and physical health means self-declaration/access to the 14 day Reasonable Adjustment to deadline could be lower within certain cultures and races.</p>	<p>- Student comms to promote the benefits of self-declaring.</p>	<p>Leah Whiting, Nicky Pavitt and Nick Biggs</p>	<p>Sept 2022</p>		
<p>Religion and/or belief, including those without religion and/or belief</p>		<p>- Students are expected to plan for deadlines around their religious holidays.</p>	<p>- No action.</p>	<p>No action.</p>	<p>No action.</p>		
<p>Sexual orientation</p>		<p>- Students may be put off from self-declaring their sexual orientation in order to access 14-day Reasonable Adjustment to deadline as a new parent or adopting parent.</p>	<p>- Sexual orientation does not need to be disclosed to access support. Students can access the 5-day late submission</p>	<p>Leah Whiting, Nicky Pavitt and Nick Biggs</p>	<p>Sept 2022</p>		

			window. Student comms to promote the benefits of self-declaring.				
Other specific group (e.g., International or Access)		<p>- Postgrad student carer evidence will need to be checked. UWE Cares support is only available for undergraduate students.</p> <p>- Students with temporary caring responsibilities (e.g. if a family member is recovering from an operation) are not eligible for 14-day Reasonable Adjustment to deadline and would not be able to access support.</p>	<p>- Process for checking postgrad student carer eligibility and evidence for 14-day reasonable adjustment to deadline to be developed. UWE Cares will add eligibility to these students' ISIS2 student record.</p> <p>- The 5 day late submission window is available to support these students.</p> <p>- Student Services will review eligibility for 14-day Reasonable</p>	<p>Jo Barnes Steffie Denton</p> <p>No action.</p> <p>Simon Phillips to lead on initial discussions.</p>	<p>Sept 2022</p> <p>No action.</p> <p>Sept 2023 (for identified changes</p>		

		<p>- Students who have experienced trauma (care leavers, estranged, Sanctuary Scholars / refugees & asylum seekers, victims of road accidents or assaults etc.) are more likely to need extensions (mental health and practical issues.) Students may not self-declare historic or current trauma due to prior poor experiences with support services outside of UWE.</p>	<p>Adjustment to deadline and consider expanding eligibility to other student groups we know face disadvantage in Higher Education. Temporary caring to be picked up as part of these conversations.</p> <p>- The 5-day late submission window is available to support these students. Students who have experienced trauma to be picked up as part of Student Services' review of 14 day Reasonable Adjustment to deadline.</p>	<p>Simon Phillips to lead on initial discussions.</p>	<p>to RAs eligibility / RA process)</p> <p>Sept 2023 (for identified changes to RAs eligibility / RA process)</p>		
--	--	---	--	---	---	--	--

		<p>- Students experiencing homelessness or financial hardship are more likely to need extensions.</p>	<p>- The 5-day late submission window is available to support these students. Pre-submission-date support will be available from academics within teaching sessions. This should include signposting to help students access support services if they have a practical issue or challenge that impacts on their ability to submit.</p>	<p>Associate Deans and Directors of Student Experience to ensure their faculty staff embed pre-submission date support and signposting within teaching and learning.</p>	<p>Sept 2022</p>		
		<p>- New assessment support guidance could be inaccessible for students with English as an additional language.</p>	<p>- Students at UWE Bristol are required to have a level of English in order to access their academic programmes.</p>	<p>Leah Whiting, Nicky Pavitt and Nick Biggs</p>	<p>Sept 2022</p>		

			Student Comms to be concise, clear and straightforward.				
--	--	--	---	--	--	--	--

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

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

- **Demographics of students going to resits and using multiple 5 day late submission windows.**
- **Ongoing student engagement and focus groups conducted by Student Voice Team in 2022/23.**
- **Student complaints to be recorded by theme "extensions".**

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

- TBC

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: Steffie Denton

Date: 28/07/2022



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: Director



Faculty/ Department/ Service: Student and Academic Services

Date: 01/08/2022

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
Student participants in Focus Groups said they would like library sessions and workshops timetabled in as optional to help them meet their deadlines: avoidance coping, time management, how to meet deadlines, organisation and planning.	UWE staff to explore this further as part of ongoing Focus Groups and Student Engagement in 2022/23. UWE staff to explore uptake of Study Skills and devise comms to promote existing offer to students if needed.
Student participants in Focus Groups said they would like <ul style="list-style-type: none">• Mock tests and exams multiple times throughout the year• Q&A sessions timetabled in at end of module or before major deadlines	Students' recommendations will be discussed with Academic colleagues to see what is possible ahead of the 2022/23 academic year.

<ul style="list-style-type: none"> • Intro session/lecture before you start your course on what assessment support is available with a reminder mid-semester • Drop-in sessions potentially with online and in-person options • At least 1 months' notice of deadlines <p>Content needed to complete assignment released as soon as possible by tutors.</p>	
<p>In terms of communicating the changes, student participants in Focus Groups said</p> <ul style="list-style-type: none"> • They would like eye-catching posters in visible locations • Emails to do with courses or assignments are more likely to be checked e.g. "Are you aware of assessment support" in the title • Use student reps to spread the word • Blackboard: announcements and subpages e.g. assessment support subpage or tab • Training for lecturers as many seem to signpost to the UWE website. 	<p>Student feedback will be reviewed with Student Comms and Student Services – Sept 2022.</p> <p>Student Advice and ITS will explore automated comms from Blackboard by Sept 2022, and see what system change is possible ahead of the next academic year.</p> <p>The Staff Training recommendation will be reviewed with Associate Deans and Directors of Student Experience.</p>

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.