

## 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](mailto:edi@uwe.ac.uk).

### Activity Title: Changes to the Academic Calendar

Project Manager and Contact: Rachel Cowie [Rachel.Cowie@uwe.ac.uk](mailto:Rachel.Cowie@uwe.ac.uk)

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

Proposal to change the academic calendar. Feedback gathered through our academic governance committees and via the Students' Union over the past couple of years has demonstrated that the current academic calendar is no longer fit for purpose, doesn't enable sufficient flexibility in our academic endeavour to effectively support students to succeed and is impacting on the wellbeing of both staff and students.

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

Work has been undertaken to develop a calendar that addresses these issues, as far as is possible given the constraints of an academic year. We have added additional time for marking, formal opportunities for student feedback and an enrichment/wellbeing week between teaching blocks. The calendar is the standard form for September and January starts. Where programmes fall outside of the standard format, local calendars are developed within Schools.

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?

Explain why you have made that assessment and plan your response.

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

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

	<b>Possible Positive Impact on Groups</b> Include relevant data if possible	<b>Possible Negative Impact on Groups</b> Include relevant data if possible	<b>Actions Required</b>	<b>Responsible Person</b>	<b>Target date</b>	<b>Success indicators</b>	<b>Progress to date</b>
<b>All</b> (possible impacts affecting many groups)	<p>The calendar has been drafted to enable flexibility for programme teams to develop activities and timelines that work for staff (academic and prof. services) and students.</p> <p>The inclusion of a formal feedback week will enable students to learn from their feedback in subsequent work and</p>	<p>The calendar is naturally constrained by activity that has to happen to enable students to progress and graduate (eg. Exam boards, graduation ceremonies).</p> <p>Outside of these constraints we don't believe the proposed calendar increases any negative impact.</p>	<p>Alongside the work of drafting the calendar, work is taking place to review our exam board system to relieve pressure on staff. We are also proposing that the summer graduation ceremonies are moved by a week to allow more time for</p>	RC	We hope to pilot new ways of working during the June 23 exam board period.	All staff & students impacted feel listened to, consulted with and have received responses to queries and concerns they have raised.	

	<p>allow possible interventions to support them to succeed.</p> <p>The inclusion of an enrichment week/wellbeing week where we envisage activities being undertaken by the SU and the professional services or enabling students to take a break aligns with our mental health strategy but also gives staff additional time when teaching is not taking place for undertaking marking activities prior to examination boards.</p> <p>We are consulting over the re-sit periods to consider whether re-sitting closer to the point of failure is more or less beneficial to</p>	<p>Students may be expecting the summer ceremony at the same time as previous years but we will ensure the communications are robust.</p>	<p>this administrative work.</p> <p>Consultation will take place across the institution, including the Trade Unions, the staff networks and with the Students' Union and their groups.</p> <p>We will work with the student comms team to ensure potential graduates are made aware as early as possible.</p>			<p>That adjustments are made where reasonable, effective and appropriate</p>	
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	students. This may help students in a resit situation as academic support is more likely to be available during teaching blocks than over the summer break						
<b>Age</b> (older people, younger people)	Both older and younger people have potentially different needs in relation to how they manage their time. The proposed calendar enables flexibility to ensure appropriate delivery of programmes.		We are consulting across the institution to ensure we get the widest possible feedback on the calendar.	RC		All staff and students impacted feel listened to, consulted with and have received responses	

						to queries and concerns they have raised.  That adjustments are made where reasonable, effective and appropriate	
<b>Disability,</b> including mental health and non-visible disabilities	The calendar builds in more time for marking before exam boards. We are looking to encourage staff to make use of more frequent exam board periods to try and flatten the peaks in workload for all teams involved.		The Disability staff network will be consulted as part of the wider University consultation. We are also consulting with the SU and will ensure we connect with the SU Disability Officer.	SP/RC		All staff and students impacted feel listened to, consulted with and have received responses to queries and concerns	

	The inclusion of a break between teaching blocks to focus on wellbeing and enrichment activities is considered to be a positive move and in line with our mental health strategy.					they have raised.  That adjustments are made where reasonable, effective and appropriate	
<b>Women and men</b>	No specific impact other than for “All Groups” above	We do not believe there are specific negative impact on either men or women but will take into consideration any feedback from the consultation.	During the consultation we will connect with the different staff networks and groups within the SU.	RC		All staff and students impacted feel listened to, consulted with and have received responses to queries and concerns	

						they have raised.  That adjustments are made where reasonable, effective and appropriate	
<b>Trans and non-binary people,</b> including gender reassignment	No specific impact other than for “All Groups” above	We do not believe there are specific negative impact on trans and non-binary people but will take into consideration any feedback from the consultation.	During the consultation we will connect with the different staff networks and groups within the SU.	RC		All staff and students impacted feel listened to, consulted with and have received responses to queries and concerns they have raised.	

						That adjustments are made where reasonable, effective and appropriate	
<b>Marriage and/or civil partnership</b>	No specific impact other than for “All Groups” above.	We do not believe there are specific negative impact on married or those people in a civil partnership but will take into consideration any feedback from the consultation.	During the consultation we will connect with the different staff networks and groups within the SU.	RC		All staff and students impacted feel listened to, consulted with and have received responses to queries and concerns they have raised.  That adjustments are made where	



						reasonable, effective and appropriate	
<b>Pregnancy and/or maternity, including Adoption</b>	No specific impact other than for “All Groups” above.	We do not believe there are specific negative impact on any pregnant women or those on maternity leave but will take into consideration any feedback from the consultation.	During the consultation we will connect with the different staff networks and groups within the SU.	RC		All staff and students impacted feel listened to, consulted with and have received responses to queries and concerns they have raised.  That adjustments are made where reasonable, effective	

						and appropriate	
<b>Race</b> , including ethnicity and citizenship	No specific impact other than for “All Groups” above.	We do not believe there are specific negative impact on people with different ethnicities and/or citizenship but will take into consideration any feedback from the consultation.	During the consultation we will connect with the different staff networks and groups within the SU.	RC		All staff and students impacted feel listened to, consulted with and have received responses to queries and concerns they have raised.  That adjustments are made where reasonable, effective and appropriate	

<p><b>Religion and/or belief</b>, including those without religion and/or belief</p>		<p>Staff and students from different cultural backgrounds may see impact on the ability to observe religious festivals throughout the year but with the flexibility gained from a new style calendar we believe this can be managed sensitively.</p>	<p>During the consultation we will connect with the different staff networks and groups within the SU.</p>	<p>RC</p>		<p>All staff and students impacted feel listened to, consulted with and have received responses to queries and concerns they have raised.</p> <p>That adjustments are made where reasonable, effective and appropriate</p>	
<p><b>Sexual orientation</b></p>	<p>No specific impact other than for “All Groups” above.</p>	<p>We do not believe there are specific negative impacts but will take into</p>	<p>During the consultation we will connect with the different staff</p>	<p>RC</p>		<p>All staff and students impacted feel listened</p>	

		consideration any feedback from the consultation.	networks and groups within the SU.			to, consulted with and have received responses to queries and concerns they have raised.  That adjustments are made where reasonable, effective and appropriate	
<b>Other specific group</b> (e.g., International or Access)	None identified						

<b>4. Project Manager Next Steps</b>		Delete or complete as appropriate	
Does this Equality Analysis require consultation of 3 or 6 weeks		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)		<b>Yes</b>	No
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?			
When will you review this Equality Analysis?	During the consultation period the Steering Group the College Deans of L&T and the Director of SAS will consider the EA on a continuous basis		

<b>5. Equality and Diversity Unit Review</b>			
The Equality and Diversity Unit has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation			
Equality and Diversity Unit representative	Anjelica Johnson	Date	16.03.23

<b>6. Faculty/Service/ Departmental Sign off</b>	
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	Rachel Cowie, Director
Faculty / Department / Service	Student and Academic Services
Date	17.03.23

### 7. So what?

Consultation and engagement feedback are 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.

You said	We did

**Please forward an electronic copy to the E&D Unit by emailing [EqualityandDiversityUnit@uwe.ac.uk](mailto:EqualityandDiversityUnit@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.**