

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 and Diversity Unit: EqualityandDiversityUnit@uwe.ac.uk.

Activity Title	Review of the Academic Regulations
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1. Proposed activity (change, refresh, policy, process or practice) being analysed

This Equality Analysis relates to a major update of the current academic regulatory framework. The changes are intended to streamline and simplify our academic regulations as well as enable the University to take a more proportionate approach in regard to how the regulations are applied. As the new framework was approved by LTSEC in November 2019 and by Academic Board in December 2019 this equality analysis relates to the implementation of these changes and the guidance and communications which will accompany them. The key changes which will affect students and staff are listed below. It is anticipated that the majority of changes will come into usage in the 2022/2023 academic year. However, a certain number of changes have been introduced before this time. Prior to 2022/2023 preparatory work will include i) the creation of a timeline to set out the plan for implementing the new regulations which will include determining whether any non-systems dependent changes can be implemented earlier ii) writing the new framework iii) consulting on and preparing supporting processes iv) preparing a communications plan for staff and students.

Summary of changes to be introduced in the 2022/2023 academic year

Current framework	New framework	Rationale / anticipated improvement
1. Each faculty has its own Award Board meetings (meetings where student progression and conferment of awards is confirmed) with local chairs. This can lead to differences in how the regulations are applied.	Introduce University level Award Boards with a core membership.	To work towards greater consistency in the way in which the academic regulations are applied across the University.
2. Four module types (standard, project, professional practice and Masters Dissertation). Each has different rules and	To have one module type which can host any type of assessment – as appropriate to the requirements of the module.	UWE is unusual in the sector in having four different module types. Having four different types with four different sets of rules in respect of how students can be assessed, can be restrictive in terms of how assessments

<p>this restricts the kinds of assessments which can be used in each case.</p>		<p>are set and can be confusing. For example, sometimes staff do not realise there are four module types and use the wrong one.</p>
<p>3. Individual assignments are known as elements (in the regulations) or work items (in the student record system)</p>	<p>Individual assignments to be known as tasks in both the regulations and student record system</p>	<p>To rationalise the terminology and to set it apart from the current modular scheme. N.B. Will need to explain new terminology to staff and students.</p>
<p>4. Distinct units of teaching and assessment are called modules.</p>	<p>Units of assessment to be called units.</p>	<p>To rationalise the terminology and to set it apart from the current modular scheme. UWE is moving towards a more programmatic approach. N.B. Will need to explain new terminology to staff and students.</p>
<p>5. Levels of studies are recorded as Levels 0,1,2,3 and M</p>	<p>Use FHEQ levels (FHEQ 3-7) to denote module (unit) and stage levels.</p>	<p>Will align UWE with the majority of the HE sector. Will require renaming module codes (in line with changes to the student record system) and programme stages.</p>
<p>6. Assignments which have a pass / fail outcome rather than a percentage mark outcome are only permitted at levels 0 and 1 or at any level if belonging to a professional practice module</p>	<p>Allow pass / fail assignments at levels 0-M (FHEQ 3-7).</p>	<p>This can restrict the types of assignment being set at levels 2, 3 and M. In some cases, it may be more appropriate to have a pass / fail outcome than a percentage mark. It also aligns with the greater flexibility of having one module type which is multipurpose. However, it is important to remember that a module with an overall pass/fail outcome will not contribute to a student's final degree mark.</p>
<p>7. Normally there is no minimum pass mark for an individual piece of work. Exceptions may include where a professional, statutory and regulatory body requires one.</p>	<p>Pass marks will be introduced for individual pieces of work, 40% 0-3 (FHEQ 3-6), 50% M (FHEQ 7).</p>	<p>Introducing pass marks at the level of the individual piece of work does mean that students will need to pass each piece of work in order to pass the module. Currently, they do not, as the marks for the individual pieces of work are aggregated into a component mark – for which there is a pass mark. However, this means students have to resit at the level of the component if they do not pass it. The change would mean that students could resit at the level of the individual assessment, so they would not have to resit all the pieces of work associated with the component.</p>
<p>8. Modules are composed of one or two components. Components are composed of one or more elements (assignments, exams etc). Pass marks thresholds are set</p>	<p>There will be no more components, just collections of assessments within a unit of study. This will require resit assignments to be comparable to the first sit in terms of</p>	<p>As above.</p>

<p>at the level of the component and the module only, not at the element level, so if a student needs to do a resit they need to resit all of the elements within the component.</p>	<p>learning outcomes and weightings (although they do not need to be identical). This means there will be no need for students to resit a whole component anymore, only the pieces of work they have failed.</p>	
<p>9. Full time students may take a maximum of 150 module credits in an academic year (normal amount is 120 credits. The modules can be from any level.</p>	<p>Full time students will be able to progress into the next level provided they have not failed more than 30 credits at the previous level. They may not progress to the next level if they fail more than 30 credits.</p>	<p>Students lose the coherency of their programme if they are carrying forward additional module credit from previous years. For example, they may be studying modules from levels 1, 2 and 3 during the course of one year. It makes it difficult to know whether they have progressed from one level to the next or not. If it requires time to clarify this and/or means that the University cannot confirm that the student has progressed to the Student Loans Company this could result in a delayed payment or even a payment not being made). This change may therefore be a positive one for many students in equality groups who may not have a backup option in place in the case of delayed loan payments. Restricting the amount of credit that can be trailed means the student can 'make good' on their current academic year and have a firm basis for progressing into the next academic year. This will help preserve the coherency of their programme of study and provide more stability for the student.</p>
<p>10. The University does not currently limit the number of years a student has to achieve their award</p>	<p>Introduce a maximum registration period. A one year programme will have a three years maximum registration period. A programme longer than one year will have three years added to the normal duration.</p>	<p>The currency of an award can be lost if a student takes a lot longer than the scheduled time to complete it. Students can build up a lot of fee and living costs debt if they are constantly repeating levels. There is also the risk that if they are struggling to complete their award, they might not finish it, but have still accrued a lot of debt over many years. Students do have the right to appeal if they reach the end of the maximum registration period but have genuine and substantial reasons and are financially well supported.</p>
<p>11. Award Boards can pass a student who has not completed up to 20% of the total</p>	<p>Rationalise the amount of acceptable failed credit available to continue to help students</p>	<p>Excusing a large amount of credit can put the integrity of the student's award at risk. If a student wishes to</p>

<p>credit requirement of an award if a student has personal circumstances that excuse their completing the modules in question. Personal circumstances could include illness, injury, or unexpected financial difficulties. This means for an honours degree student up to 72 out of 120 final year module credits could be 'excused'.</p>	<p>with a small amount of failed credit. This will be available at the resit only, unless a student is completing an award and it is calculated that they cannot improve their final outcome by resitting.</p>	<p>progress to a higher level award, this leads to questions from other HEIs, international HEIs and employers. External Examiners have reported concerns with the amount of credit we can excused for many years. Many professional bodies do not accept excused credit.</p> <p>There is also a need to consider national guidance as per the Principles For Effective Algorithm Design published by the UK Standing Committee for Quality Assessment (July 2020) which states that Universities should consider not discounting credit from algorithms.</p>
<p>12. Award Boards can pass a student who has not completed up to 20% of the total credit requirement of an award if a student has personal circumstances that excuse their completing the modules in question. This means for an honours degree student up to 72 out of 120 credits could be 'excused'.</p> <p>Award Boards can also 'condone' a mark which is almost a pass (37% or above at levels 0-3 and 47% or above at level M). For example, 30 module credits at level 3 can be condoned.</p>	<p>Condonation (recognising a failure to pass, but awarding credit because the mark is very close to the pass mark) and excused credit (requires an accepted personal circumstances application, student is not awarded credit but can receive their final award) will be removed. Instead a more bespoke approach as set out in (11 and 16) will be used.</p>	<p>Condoning credit can put the integrity of the student's award at risk. If a student wishes to progress to a higher level award, this leads to questions from other HEIs, international HEIs and employers. External Examiners have reported concerns with the amount of credit we can condoned and excused for many years. Many professional bodies do not accept condoned credit.</p> <p>There is also a need to consider national guidance as per the Principles For Effective Algorithm Design published by the UK Standing Committee for Quality Assessment (July 2020) which states that Universities should consider not discounting credit from algorithms.</p>
<p>13. The University currently has a set of borderline criteria which award boards use to uplift (where appropriate) a student's classification or final outcome to the next one (e.g. if a student is below but very close to the mark for a First class degree, they could receive a First class degree).</p>	<p>Remove borderline criteria</p>	<p>Students will no longer have marks limited at resit / retake so will be credited with the mark they actually achieve. This should mean there is less need to apply borderline criteria which mitigates for a poor performance in one or two modules for an otherwise consistent student.</p> <p>Borderline criteria are now published in the 20/21 regulations, but their application is still an Award Board decision. This means a student does not know for sure until their results are published whether they are eligible for an uplift. The student records system does not show</p>

		students their final mark (only the final outcome e.g. an Upper Second), so there is a lack of transparency associated with the ability to uplift final outcomes.
14. Student record systems (including myUWE) show students rounded marks, however, their awards are calculated using unrounded marks. This means if they are calculating their final mark / outcome themselves, it will never be entirely accurate.	Student record systems (including myUWE) should show students' unrounded module marks as these are the ones used in calculating final award outcomes.	Showing students their unrounded marks will allow them to accurately calculate their final outcome and is more transparent. It should reduce queries / appeals relating to discrepancies in student calculations and the University's calculations.
15. Students have a set number of 'attempts'. Normally they have two attempts and each of these contains one sit and one resit. Each sit and resit represents an opportunity to pass a Module (Unit). Students who suspend their studies 'in year' (that is, in the middle of an academic year) do not lose an attempt. Currently, a member of staff has to step in and manually change the system to ensure students do not lose an attempt.	Students who suspend their studies 'in year' will not lose an attempt. The student record system will be changed so that this happens automatically.	Automating this system will save staff time and will enable staff to give a clearer message to students.
16. Prior to the 20/21 academic year, students who had experienced significant personal disruption to their studies would apply for 'personal circumstances'. They would have to wait to see how Award Boards then dealt with their application (would it be uncapping, would it be an extra attempt, would it be excused credit?).	<p>The proposal for the new framework is that if a student reaches their last sit and has not passed, the University can look back at their record of assessments and see if they have indicated a problem at any point (or a problem on their final sit) and potentially award another attempt.</p> <p>Students normally have two attempts at a module. Each contains a first sit and a resit. A sit or resit is a specific time bound opportunity to pass a module. If a student does not pass after the first sit, they have the opportunity to resit.</p>	To note: the University is already making steps towards this in 20/21. The removal of mark capping (capping of marks means that if a student had to resit a component or a module, their mark for it would be limited to 40% (levels 0-3) or 50% (level M). This would be the case even if the student achieved a much higher mark at the resit. Change number 18 sets out that this capping will be removed.) has led to the removal of the 'missed assessments process' which students used largely to get an uncapped resit if they missed an assessment. Now a student can apply to have a mark removed, which will enable them to have credit excused or gain an extra attempt. But students who are struggling are now being proactively contacted using the learner analytics in the 'myengagement' system. This enables staff to have a

discussion with the students much earlier in their journey and to explore their options in a more focused way than just applying generally for 'personal circumstances'. This also means that staff resources can be used more proactively to engage with students rather than in retrospectively processing application forms. Students will also be encouraged through communications to contact support staff via Information Points if they are encountering difficulties. They can then be referred to the appropriate support team.

The following changes were introduced in 2019/2020 as part of the force majeure regulations and will now remain in the regulations

Current framework	New framework	Rationale / anticipated improvement
17. Each module type must have a component of controlled conditions assignment (e.g. an invigilated exam, a presentation). This is in order to ensure the work can be proven to be the students own.	Controlled conditions assignments are no longer mandatory unless a professional body requires it. They can also still be used if they are the most appropriate task to assess whether students have met the learning outcomes of the module (e.g. a practical task).	This means the Module Leader can set the most appropriate type of assignment for their module. They should ensure that the assignments do minimise the chance that work can be plagiarised.
18. Capping of marks means that if a student has to resit a component or a module, their mark for it would be limited to 40% (levels 0-3) or 50% (level M). This would be the case even if the student achieved a much higher mark at the resit. 19. For example, if a mark of 60% at level 3 was achieved, for the purposes of calculating their award outcome, the mark would be limited to 40%. This would also apply at the retake, even though the	There will be no capping of resit or retake marks, students will be awarded the mark they achieve. It will not be limited to the pass mark for the purposes of calculating an award outcome.	<ul style="list-style-type: none"> • Removal of capping and associated bureaucracy could promote better mental health by addressing a cause of stress. • The approach gives all 'sits' / 'goes' an equal status, reducing stigma about resits for those students who do need them. • Removal of capping permits the removal of processes which mitigate for capping, leaving more time available for staff to actively support students rather than retrospectively amending records.

<p>student has to redo all the assessments again and in some cases, pay again.</p>		<ul style="list-style-type: none"> • Addresses a student and staff 'pain point' - operating and having to engage with, an unwieldy and reactive personal circumstances system. • Enables the University to redeploy staff resource to provide more proactive, bespoke support utilising learner analytics data. The aim is we can support students in making well-informed decisions.
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The following changes were introduced in the 2020/2021 academic regulations

Current framework	New framework	Rationale / anticipated improvement
<p>20. Students can be given an interim award after completing part of their course. For example, they might be given a PG Dip after completing all of the taught modules for a Masters degree, but not the dissertation. If a student wished to return to study at UWE after claiming an interim award, their only option was to apply for 'accredited learning'. This means their credit can be used again for a higher level award (so they could re-enter the programme at level 2 not level 1 for example), but the marks cannot be used again. So, if they had good marks, they would not contribute to the final outcome of the new award.</p>	<p>A new regulation has been introduced which allows students to return the interim UWE award. If the modules remain valid for a higher level award, this allows a student to use credit and marks for the higher level award associated with the interim. For example, a student claims a PG Dip at UWE, returns the award to UWE and is able to use their credit and marks towards the associated Masters degree.</p>	<p>To give more options to students who claim an interim award from UWE and enable them to re-use good marks towards a higher level award. If a student does not wish to reuse their credit and marks or return their interim, then they can use the existing accredited learning process. This means they can reuse the credit for the higher level award, but not their marks and they do not need to return the interim. To note: students cannot repeat modules they have already passed so cannot re-enrol to try and improve their marks which have already been achieved.</p>
<p>21. Award Boards can accept student failure to pass a maximum of 20% of the total credit requirement for an award, provided it is set against personal circumstances (see 12 above)</p>	<p>We have reduced the amount of failed credit which can be excused in the final year from 20% of the total credit requirement of the award (a maximum of 72 out of 120 credits at level 3 for an honours degree), to 30 credits. Having a high level of excused credit can be an issue with professional, statutory and regulatory bodies, and is out of line with</p>	<p>This change has been made because:</p> <ul style="list-style-type: none"> • Students are now able to resit or retake uncapped (unless previously capped); • Excused credit is not always acceptable to professional, statutory and regulatory bodies; • Excused credit is not always acceptable to other Higher Education Institutions;

	sector principles such as the 2020 UKSCQA report on effective algorithm design.	<ul style="list-style-type: none"> A reduction in the amount of credit which is 'discounted' from the calculation of the final award aligns more closely with the Principles For Effective Algorithm Design published by the UK Standing Committee for Quality Assessment (July 2020)
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2. What sources of information/data, or who have you identified to help explore potential equalities impacts?

Statistics on the number of personal circumstances applications over the past five years.

Sought feedback from the Director of Student and Academic Services, Information Points Manager and Team Leader, Student Support Advisers, Disability Service staff, Academic Board membership, Award Board Chairs, talked about potential changes to PC at a Wellbeing team meeting, talked about changes to PCs at student services and wellbeing managers meeting. The proposals have all been discussed during consultations with academic and professional services staff between March 2018 and March 2019, and with student representatives in February 2019. Discussed changes with academic and professional services trade unions (November 2019). Carried out a survey of all students in November 2019, seeking feedback on the proposals. The Academic Frameworks and Development Team are continuing to work with the Students' Union, including the VP (Education) and student representatives and co-ordinators. Since August 2020 beginning to use the Student Consultation Panel to obtain feedback on proposals.

3. 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.

	Possible Negative or Positive Impact on Groupsⁱ Include relevant data if possible.	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				
		Actions Required	Responsible Person	Target date	Success indicators	Progress to date
All (possible impacts affecting many groups)	(N) A student might not come forward to report any challenges, so it would help the university to know if they	Student Support Advisers will be in contact with any student who is not engaging or are reaching	Student Support Advisers	September 2020	Feedback from students – is the process easier?	In discussion with Student Support

	<p>have been in contact with staff, in case this has an impact on Award Board discussions.</p> <p>(N) Removal of mark capping may encourage students not to submit their work it might be harder to pick up where an intervention is required.</p> <p>(N) May cause stress to students who pass first time and feel it is unfair that others have further opportunities to pass than they have. There may be a heightened level of stress as a result of this change?</p>	<p>the point at which they might potentially fail a module. They will then advise them about the support processes available.</p> <p>To ensure that any interactions between the University and the student are recorded in the new record system. As above, the 'myengagement' system will be used to intervene after 10 days of student inactivity.</p> <p>Prepare timely, repeated and appropriate communication of the changes to both students and staff (academic and professional service).</p> <p>Provide some detailed guidance for students, so they can see their options and what the consequences might be of each regulatory change. Intentionally non-submitting is not an 'easy option' and requires the students to understand the consequences.</p> <p>Liaise with academic staff e.g. attending faculty fora</p>	<p>Student Support Advisers</p> <p>Student Voice and Academic Policy Team</p> <p>Student Voice and Academic Policy Team</p>	<p>September 2020</p> <p>September 2020 – June 2021 (message needs repeating)</p> <p>As above</p> <p>As above</p>	<p>Feedback from staff – is the process easier?</p> <p>Reduction in number of personal circumstances application, but increased numbers of students contacted and advised.</p> <p>Obtain feedback via Student Consultation panel and through staff fora of efficacy of communications</p> <p>As above</p>	<p>Advisers and Infopoint</p> <p>Uncapped resits have been introduced.</p> <p>Initial engagement with consultation panel has begun. Comms for 20/21 will be prepared in August 2020 / Sept 2020.</p>
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	<p>(N) May shift the workload for staff involved in setting and marking assessments if more students sit assessments at the resit, causing pressure and stress on staff.</p> <p>(N) Need to consider how students might be adversely affected if regulations changes are delayed. If we cannot introduce changes which will be of benefit to students, how can we mitigate for this in the meantime.</p>	<p>(SEOGs), articles in Faculty newsletters, planned events such as the festival of learning, using the intranet page to keep staff fully up to date and engaged.</p> <p>The regulatory changes will require timely and regular communications with staff as well as the provision of training on the new regulations. Plans for training include working through the Learning Development Centre and potentially with the Academic Practice Directorate. Messaging to students will include reminding them that there are consequences if they do not submit assignments.</p> <p>Requires careful communication of the change to students with this context in mind, with the aim of minimising this stress. The main change of benefit (uncapped resits) has already been introduced. Remaining changes can be implemented as soon as possible.</p>	<p>Student Voice and Academic Policy Team</p> <p>Student Voice and Academic Policy Team</p>	<p>As above</p>	<p>Feedback from Student Consultation Panel on efficacy of the changes to date. 2020/21 and a review of impact of introducing uncapped resits.</p>	<p>Comms for 20/21 will be prepared in August 2020 / Sept 2020.</p>
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	<p>(N) Some students may currently be close to the new maximum number of attempts to achieve their degree, and will need careful communication and advice on this point.</p> <p>(N) Students may find re-sits stigmatising and therefore stressful, and might not understand the difference between re-siting an assessment and re-taking the year, unless they receive clear communications. The changes above include several changes to terminology which will need to be clearly communicated to students</p> <p>(N) Regulation changes will result in a higher numbers of students needing to resit assessments (as credit will no longer be excused or condoned to the same extent, and borderline criteria will not apply). However, this is balanced by a positive change, (P) which ensures students will only need to resit assessments which have received poor grades (currently they would have to resit multiple assessments within a component, even if they have</p>	<p>See disability and pregnancy/maternity sections below for more detail on this.</p> <p>Continue to work closely with the student consultation panel. Requests for feedback from the students on the implementation of regulatory changes are sent to the panel, discussed by the student members and their feedback is then used to inform communications with the whole student body.</p>				
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	<p>performed well on some assessments). It is anticipated that this will lead to an overall (P) positive impact, of a smaller number of resits. This means fewer instances of assessment events or deadlines coinciding with medical or other appointments, childcare, religious observance, or other essential activity for people in equality groups.</p> <p>(P) Removing the need for controlled condition assessments will allow greater flexibility of assessment methods and timings. This facilitates better integration of Reasonable Adjustments into disabled students' assessment, and means fewer instances of assessment events or deadlines coinciding with medical or other appointments, childcare, religious observance, or other essential activity for people in equality groups.</p> <p>(P) Will reduce stress for students who are worried about receiving a mark limited to the pass mark, or for whom a pass mark is stigmatising. Removing the mark limitation removes the perception of failure</p>					
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	<p>(P) Students from many equality groups may need to spend time away from campus (e.g. for medical appointments or religious observance), and may benefit from the knowledge that a missed assessment does not mean their mark is limited to the pass mark.</p> <p>(P) Students from many equality groups may not have easy financial resources to call upon, so the change to remove the personal circumstances process reduces financial pressure on students from equality groups. The Personal Circumstances is not inclusive in that some will apply and some will not. The new approach will not require students to pay for certification or notes from professionals.</p> <p>(P) The changes could reduce a major source of anxiety for students in regard to meeting the requirements of our personal circumstances process and in awaiting the outcome of their application.</p> <p>(P) The new framework is intended to be more</p>					
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	<p>streamlined. The removal of mark capping will mean there are less mitigation actions required. This means the regulations can be structured and written in clear, non-complex and easily accessible way.</p> <p>(P) Changes being made to enable flexible curriculum design, e.g. the removal of components, including the requirement for a controlled conditions component from units can offer more than one way to meet learning outcomes. As a result of this students might be more confident in taking assessments at the first opportunity.</p> <p>(P) Standardisation of academic regulations with the rest of the sector means that students can be confident that their professional body will understand the way their degree result has been calculated. This can be included in communication on the change.</p> <p>(P) Professional Services staff spend a considerable amount of time at present reacting to</p>					
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	<p>Personal Circumstances requests, if the process was removed this time could be spent proactively enhancing the student experience in advance of assessments, rather than delivering a process which mitigates for capping,</p> <p>(P) Having consistency between the marks used in the calculation and what all students see will remove the current discrepancy between what the student sees in myUWE and the actual marks used in the calculation. This leads to appeals / queries and causes avoidable stress for staff and students.</p> <p>(P) Preventing progression for students who do not pass a minimum amount of credit each year is intended to reduce situations where students accrue debt, run out of student funding and do not achieve their awards because they are allowed to progress, take new modules, mix up their levels.</p> <p>(P) Reducing the number of Award Boards will ease the scheduling of these meetings.</p>					
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	This means fewer instances of staff meetings coinciding with medical or other appointments, childcare, religious observance, or other essential activity for people in equality groups.					
Age (older people, younger people)	No specific impact other than for "All Groups" above.					
Disability , including mental health and non-visible disabilities	<p>(N) Introducing a maximum period of registration may adversely impact on some groups of students who have had to take time out of university due to a medical condition, life changing accident or illness, or other impairment.</p> <p>(P) There is a need to use plain language in the regulations and any associated guidance, communications and procedures. This will mean that that the presentation of regulations and processes is clearer for everyone and more inclusive</p>	Advice and guidance is available to students from Student Support Advisers or the Disability Service. The maximum periods (an additional three years for FT courses) should be enough time for disabled students or students with caring responsibilities. However, if there are exceptional circumstances in which further adjustment to maximum periods could be considered, the student can provide an explanation of their circumstances, evidenced as necessary. Students will be advised by Support Services (for example, the Disability Service as to what will be required) A decision will be made if it is possible for the student to complete their studies within a period that ensures the currency of	Student Voice and Academic Policy Team Disability Service	September 2021 (prior to the change)	Review of the numbers of students who do complete on time and a comparison with figures prior to the introduction of the regulation.	<p>Not started yet</p> <p>Ongoing process of review of regulations. Academic survival guide and web pages are being updated Aug / Sept 2020.</p>

		their knowledge, competency and the quality of their degree.				
Women and men	No specific impact other than for "All Groups" above.					
Trans and non-binary people , including gender reassignment	No specific impact other than for "All Groups" above.					
Marriage and/or civil partnership	No specific impact other than for "All Groups" above.					
Pregnancy and/or maternity , including Adoption	(N) Introducing a maximum period of registration may adversely impact on some groups of students who have had to take time out of university for pregnancy, maternity, adoption	Advice and guidance is available to students from Student Support Advisers The maximum periods (an additional three years for FT courses) should be enough time for students who have had to take time out. However, if there are exceptional circumstances in which further adjustment to maximum periods could be considered, the student can provide an explanation of their circumstances, evidenced as necessary. A decision will be made if it is possible for the student to complete their studies within a period that ensures the currency of their knowledge, competency and the quality of their degree.	Student Voice and Academic Policy Team Student Support Advisers	September 2021	Review of the numbers of students who do complete on time and a comparison with figures prior to the introduction of the regulation.	Not started yet

<p>Race, including ethnicity and citizenship</p>	<p>(P) There is a need to use plain language in the regulations and any associated guidance, communications and procedures. This will mean that that the process is clearer for everyone, and in particular people whose first language is not English.</p>	<p>The academic regulations will be re-written in their entirety with a specific aim of providing greater clarity and reducing the need for multiple channels of interpretation.</p> <p>Use accessible writing practices and Blackboard Ally</p>	<p>Student Voice and Academic Policy Team</p>	<p>Final target is September 2022, but this will be ongoing work.</p>		
<p>Religion and/or belief, including those without religion and/or belief</p>	<p>No specific impact other than for "All Groups" above.</p>					
<p>Sexual orientation</p>	<p>No specific impact other than for "All Groups" above.</p>					
<p>Other specific group (e.g. International or Access)</p>	<p>(P) There is a need to use plain language in the regulations and any associated guidance, communications and procedures. This will mean that that the process is clearer for everyone, and in particular people who are the first in their family to attend university.</p>					

ⁱ A **positive outcome** or impact is where a person or people may experience an advantage or benefit as a result of the proposed change. This includes positive action to overcome a disadvantage, meet different needs or encourage participation. For example, increasing lighting in public spaces of campus, which increases personal safety, particularly for people from protected groups. A **negative outcome** or impact is where a person or people may experience a disadvantage compared with others, or compared with what was previously available, or planned. For example, a new bus service is set up to help all students travel between campuses, but no drop kerbs or accessible buses are available. Bear in mind that some negative outcomes may be justified on the basis of a legal requirement or applicable exemption including use of positive action or where the outcome would conflict with other legislation, e.g. Health & Safety. If a negative outcome cannot be mitigated due to a legal requirement, identify the legislation and considerations you have considered to reduce the negative impact and/or rationale for the decision.

4. Project Manager Next Steps		Delete or complete as appropriate	
Does this Equality Analysis require consultation of 3 or 6 weeks (chart to help you decide)			6 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	No
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	Number of students resitting, number of students applying for extensions, number of students contacting infopoints / student support advisers		
When will you review this Equality Analysis?	May 2021 – prior to preparations for taking regulations changes to the summer Academic Board		

5. Equality and Diversity Unit Review			
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	Vicky Swinerd	Date	02.11.20

6. 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	
Faculty / Department / Service	
Date	

7. 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
Changes to regulations must be articulated clearly, with as little specialist terminology as possible.	Changes have been set out to clearly show the current framework, the change, and the impact of the change on students and staff. This simplification of language will be taken forward in communication to students and staff.

Please forward an electronic copy to the E&D Unit by emailing 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.