**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](https://docs.uwe.ac.uk/sites/equality-and-diversity/_layouts/15/download.aspx?SourceUrl=https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20analysis%20guidance.docx) or contact the Equality, Diversity and Inclusivity Team: [edi@uwe.ac.uk](mailto:edi@uwe.ac.uk).

**Activity Title: Consideration of number of days for a reasonable adjustment to deadline**

**Project Manager and Contact: Rachel Cowie, Deputy Registrar**

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

Over the summer of 2024 a small group consisting of professional service staff, academic staff and representatives from the Students’ Union met to consider the length of time given for a reasonable adjustment to deadline. Given the exponential increase in students applying for an RA2D, the difficulties in academic staff being able to mark that quantity of late submissions in the time allowed (especially around board season) the group decided to reduce the number of days from 14 to 7 to bring it in line with the majority of the sector. This decision was taken as part of the broader package of support provided to students including the uncapped resit which allows students more time to submit should they need it.

At the first academic board of 2024/25, the Students’ Union raised concern about the change following discussion with other students. A new Task & Finish group was set up to review the additional time given to eligible students. The group also looked at the terminology around RA2D which was a source of confusion, the application process and the wider support given to students.

Please see more information below.

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

* **An initial student survey run by the Students’ Union for all students but particularly focused on those using the RA2D scheme**
* **Sector-wide practice**
* **A comparison of submission data and results data from September 2023 to February 2024 (14 day) and September 2024 to February 2025 (7 day)**
* **A 2nd survey sent to all students**
* **Feedback from academic staff (via the School Directors of Learning and Teaching)**
* **A survey sent to key professional support services**
* **Mentimeter data from Student Council**

**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**

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|  | **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) | **Based on the comparable analysis undertaken more students eligible for an RA2D submitted first time, reducing the potential resit burden during the compressed resit period, and within the 7 days than under the 14 day policy.**  **Students will get more timely feedback on their assessments that will help with subsequent assessment.**  **Students will be able to practice their time management skills in preparation for graduation and the world of work.** | There will still be some students who will struggle with the deadlines although UWE programmes has reduced the amount of overall assessment for students which may help.  Within the work we have undertaken we discovered that students eligible for study support through either DSA funding or through internal resources were not taking up those opportunities and were relying on additional time. The work will continue to review the support we put in place for students. | Consider what more support students may required but also why students are not taking up the support provided to them and rely solely on additional time. | Head of Disability Services/ VP Education | By Sept 2025 |  |  |
| **Age** (older people, younger people) | N/A |  |  |  |  |  |  |
| **Disability**, including mental health and non-visible disabilities | The reduction in days will still allow disabled students additional time but will get them used to submitting work within a time period more akin to that experienced within the work place. Students still have the ‘resit’ opportunity should they need more than the 7 days. | Disabled students have previously had 14 days post the deadline. The change has been seen as taking something away from students and feedback from students about the impact on their wellbeing came through the surveys undertaken. However, the success data has shown that more students were able to meet the 7 day extension deadline and were more likely to succeed academically. See comments above around take up of wider support offer. | Promotion of the benefits and support available to help students manage their time and prepare them for the world of work.  Within UWE-Programmes, a key focus is inclusivity to ensure that both our delivery and our assessment is as inclusive as possible | Head of Disability Services | During 25/26 | 1st sit submission rates.  Feedback on assessment & feedback within student surveys |  |
| **Women and men** | N/A |  |  |  |  |  |  |
| **Trans and non-binary people**, including gender reassignment | N/A |  |  |  |  |  |  |
| **Marriage** and/or **civil partnership** | N/A |  |  |  |  |  |  |
| **Pregnancy** and/or **maternity**, including Adoption | See Disability (these students are eligible for RA to deadline) |  |  |  |  |  |  |
| **Race**, including ethnicity and citizenship | N/A |  |  |  |  |  |  |
| **Religion and/or belief**, including those without religion and/or belief | N/A |  |  |  |  |  |  |
| **Sexual orientation** | **N/A** |  |  |  |  |  |  |
| **Other specific group** (e.g., International or Access) | Those experiencing significant life events/carers – see disability |  |  |  |  |  |  |

Other considerations

* The UWE programmes piece of work currently ongoing strives to reduce the amount of assessment for a student. Although there is always likely to be some bunching of assessment deadlines (need to have been able to learn the content) there is a push to spread the assessment across the module (both formative and summative). The UWE programme principles aims to ensure our assessment is more inclusive to reduce the barriers to study even more for disabled students. There will be a maximum of 8 pieces of assessment across 120 credits.
* The overall support package for students includes the opportunity to resit without any penalty. This is unique across the English HE sector and allows students who need more than 7 days significant additional time if required.
* The sector norm tends to be around 7 days.
* Advice from the wellbeing team is that in some instances, adjusting deadlines can lead to work being ‘bunched up’ which can further increase stress and anxiety. Contrary to the belief that more time eases the pressure in challenging times, the opposite can in fact be true in many cases. The link between action / progress/ achievement and wellbeing is well evidenced. Similarly, it has been shown that procrastination increases anxiety and poor mental health. Wellbeing and mental health can be well managed through the opportunities to process balanced feedback – this is an important learnable skill in terms of occupation. Positive action as the result of timely and balanced feedback improves mental health outcomes, and engenders a sense of personal autonomy – another important factor for good wellbeing.
* Feedback from students involved in the group suggested that other support opportunities provided for students such as the courses within the Library or those with DSA funding who were referred to external support often did not take up these opportunities. Further work around this area will now be undertaken
* The process of applying for an RA2D was cumbersome and overly complex. As part of the work by the T&F Group, the process has been reviewed and technical solutions have been found to make the process easier, again reducing barriers experienced by our eligible students. This will be in place for student benefit by October 2025 with further improvements to the administrative process in place by January 2026.

Project manager next steps

Does this Equality Analysis require consultation of 3 or 6 weeks ([chart to help you decide](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Relevance%20Chart%20for%20Equality%20Analysis%202019.docx)) 3 weeks

Delete as appropriate.

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)

**We will continue to monitor the impact on students eligible for an RA2D and the take up of wider support provision.**

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

**Data from Disability Services/ Pass Rates/ Non Engagement at 1st sit**

When will you review this Equality Analysis? Enter date or project stage suitable to the proposal: June 2025

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: Date:

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:

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** |
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**Please forward an electronic copy to the EDI Team by emailing** [**edi@uwe.ac.uk**](mailto: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.**