

Equality analysis form

1. Name of the activity (strategy, policy or practice etc)

Academic Regulatory Framework Review

2. What is the aim of the activity (objective or purpose)?

To introduce a number of key changes to our Academic Regulations and associated procedures to bring them in line with UWE's strategic aspirations in the areas of student experience and globalisation.

The proposals have been generated following an academic-led review that explored the fitness for purpose of UWE's regulations, with the goal of making them understandable, user-friendly, fit for global student groups and flexible enough to be enduring.

- Parity: equity of treatment through a sensibility that recognises 'natural justice', diversity and equality
- Proportionality: an emphasis on enablement, not creating obstacles, of creating a set of rules, regulations and responsibilities appropriate to the task
- Progression: recognizing the accumulation of learning, while not losing sight of diversity of offer and equality of opportunity
- Programme: focused increasingly on programmes of study, around cognate disciplines, although mindful of variants of practice and capable of flexing to meet, for example, the needs of work-based learners
- Partnership: mindful of our many professional and statutory bodies as well as the particular needs of our part-time and international partners
- Precision: promoting the use of clear and transparent language and terms, which is concise and precise

3. If amending a current activity, what changes are proposed?

The proposal is to make changes to our current Academic Regulations and Procedures (with effect from the 2013/14 and 2014/14 academic years depending on the complexity of the work required prior to implementation for each proposal).

Changes will include introducing a 'fit to sit' policy, introducing extensions, carrying forward marks from UWE Foundation degrees to honours degrees, making revisions to the point at which condoned credit is applied, allowing students four goes by right at a module, changing the module assessment structure in order that students resit only those assessment they had not passed at the first sit, clarifying the moderation and double marking processes and streamlining examination board procedures.

4. Who is responsible for developing and delivering the activity?

Academic Regulatory Framework Review Management Group

- Andrea Cheshire (Director, Corporate & Academic Services/Academic Registrar)
- Rachel Cowie (Deputy Academic Registrar)
- Paul Gough (Deputy Vice Chancellor: Academic)
- Jane Harrington (Executive Dean, FBL)
- Julie McLeod (PVC Teaching, Learning and Student Experience)
- Tracey Horton (Academic Regulatory Framework Review Manager)

5. What measures will be used to assess whether the activity is successful?

The following key points will provide specific opportunities for feedback and review, but more informal feedback from students and staff will be sought as the development of the new Academic Regulatory framework progresses.

- **October – November 2012** – proposals are being tested by cross service / cross faculty groups
- **November 2012** – proposals will be circulated to faculties for comment
- **December 2012** - proposals for change will be taken to Academic Board for final approval.
- **January 2013 – December 2013** Systems development will take place with ITS.
- **April 2013** - draft framework completed and consultation will take place with Review Management Group, SU, key service and faculty staff.
- **December 2013** - new regulations for 14/15 finalised and taken to Academic Board.
- **December 2013** – June 2014, communication to all staff and students about the forthcoming changes – aim to use briefings and e-bulletins (consolidated information), myUWE, letters if appropriate.

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

Meeting the public sector equality duty

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the 'no' column to highlight your responses.

	Yes	No	Not known
Women and men		No, all proposals relate to the academic regulations which apply equally to all students.	
Trans people			
Black and minority ethnic groups			
Disabled people	<p>'Fit to sit' may pose dilemmas for students whose disability could 'flare up' (in terms of whether to engage with an assessment). Those with mental health difficulties might engage with an assessment but on reflection feel they should not have. A number of different options will be available to all students under the regulation to help them manage the situation in the best way for them as well as advice from Student Advisers / Disability Service.</p>	Making extensions available to students with extenuating circumstances may reduce any perceived stigma around asking for reasonable adjustments.	
Younger or older people	Need to ensure that regulations are written in a clear, unambiguous manner and ensure they are accessible to all. Use the services of the University solicitors and / or a reviewer to check the language.		

	<p>Communication may need to be paper based as well as electronic.</p> <p>Mark entry by academic staff may require additional training on the electronic system used (e.g. ISIS or a web interface).</p>		
People of different religion and beliefs	Need to ensure that regulations are written in a clear, unambiguous manner and ensure they are accessible to all. Use the services of the University solicitors and / or a reviewer to check the language.		
Lesbian, gay, bisexual people		No, all proposals relate to the academic regulations which apply equally to all students.	
Marriage and civil partnership			
Pregnancy and maternity	<p>'Fit to sit' may pose dilemmas for students in terms of whether to engage with an assessment. However, a number of different options will be available to them under the regulation to help them manage the situation in the best way for them as well as advice</p>	For all groups, care must be taken in cases where extensions are granted, not to overburden vulnerable individuals because assessment handins can become 'bunched' due to extended deadlines.	

	from Student Advisers.		
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7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

Consultation:

1. Consulted directly with Students' Union officers, who have consulted with student representatives.
2. Consulted with staff working in the Disability Service.
3. Consulted directly with Student Advisers.
4. Consulted with academic and administrative staff in meetings and via e-mail.
5. Compared UWE regulations with those of other HEIs.

Methods used:

- Working groups
- 1:1 meetings
- Feedback sought in scheduled meetings (e.g. Academic Board, Student Representation Council).
- E-mail communication
- Testing groups
- Met with / consulted with staff at other HEIs (e-mail and use of forums)

Further engagement will take place as the new framework develops.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

During 2012 the project manager has been consulting as widely as possible across the institution, with staff (including those working with our partner institutions), students and External Examiners.

9. Please indicate the level of equality relevance:

High ☐

Medium ☒

Low ☐

10. Equality analysis completed by:

Name	Tracey Horton
Post title	Academic Regulatory Framework Review Manager
Faculty / service	Corporate and Academic Services
Date	14 th November 2012

Please return this form to the Equality and Diversity Unit for feedback and publication.

Equality analysis - action plan

Appendix 1

Name of activity: Academic Regulatory Framework Review

Plan completed by: Tracey Horton (TH)

Service / faculty: Corporate and Academic Services (CAS)

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	ITS resource to be identified.	TH	Need lead times for staff to implement proposed changes	Ongoing	Develop an agreed schedule for changes.	Initial meeting has been held with ITS (October 2012).
Consultation	Final consultation with Faculty staff.	TH	TH to co-ordinate with support of Associate Deans	November 2012	To receive approval from faculty staff on the proposals.	TH currently writing the paper for circulation w/c 12 th November
	Consultation with Chief External Examiners.	TH	TH to co-ordinate	November 2012	To receive External Examiner support for the changes.	Proposals circulated 2 nd November. Deadline 19 th November.
Monitoring and review arrangements	Academic Board Meetings.	TH	TH to write report / regulations for each meeting.	December 2012 April 2013 December 2013	Approval of committee and / or receiving feedback	Paper for Dec 2012 meeting currently being drafted.
	Review impact on new regulations post implementation	TH CAS	TH to co-ordinate for 2013. Project manager role ends in 2014	Sept / Oct 2013 Sept / Oct 2014	To obtain feedback / comments from students and staff.	

			so CAS to identify support for the regulations thereafter.			
Publication	<p>Publication of new regulations (13/14)</p> <p>Publication of new regulations (14/15)</p> <p>A communications strategy will need to be designed to align with each publication date.</p>	TH	Marketing support to publish new regulations	<p>September 2013</p> <p>September 2014</p>	To ensure all staff and students are able to access copies of the regulations and that briefing sessions have taken place to explain the changes.	
Other actions	Liaise with marketing to establish most effective way to present the regulations online	<p>TH</p> <p>CAS</p>	Marketing	<p>May 2013</p> <p>May 2014</p>		

Please return form to the Equality and Diversity Unit