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: Review of the Academic Conduct Policy

Project Manager and Contact: Nicky Pavitt – nicky.wisdom@uwe.ac.uk

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

We are undertaking a comprehensive review and update of the Academic Conduct Policy and associated procedures, aligned with the Academic Governance Framework, to place greater emphasis on education, prevention, and clarity in relation to academic misconduct.

A key driver of this review is the need to ensure the policy remains relevant and effective in an AI-literate academic environment. This includes explicitly defining authentic authorship, clarifying acceptable and unacceptable uses of AI and supporting students in understanding the ethical boundaries of academic work. While recognising that AI tools can enhance learning when used appropriately, the revised policy will clearly outline where their use may compromise academic integrity.

The overarching objective is to shift the focus from purely punitive responses to a more developmental and supportive approach. Rather than relying solely on penalties after misconduct has occurred, the revised policy will introduce educational interventions, such as workshops for students involved in low-level or first-time offences. This 'rehabilitative' element aims to help students learn from their mistakes, build confidence

in academic skills, reduce repeat offences and level the playing field for students who may not have previously been exposed to academic integrity as a concept because of previous life experiences.

Key proposed changes include:

- Ensure it aligns with the Academic Governance Framework.
- Review and redefine offences, where necessary.
- Reflect the realities of an AI-literate academic environment.
- Shift from a punitive to a developmental approach, especially for low-level or first-time offences.
- Introduce educational workshops and clearer guidance.
- Review penalties and procedures to match the principles of any policy changes.
- Streamline administrative processes for consistency and timeliness.

Rationale:
- The need to educate students fairly and proactively about academic integrity.
- The emergence of AI tools in academic work, requiring clearer definitions of authentic authorship and ethical boundaries.
- A desire to reduce repeat offences and support students who may lack prior exposure to academic integrity principles.

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.

- Academic conduct case data – Including a breakdown of AO allegations but ethnicity, fee status and disability below. These will be compared to in years following the workshop pilot and following if changes are approved.
- Sector research on academic misconduct, inclusive practice, and the impact of AI on academic integrity.
- Students views including from Global Majority, Disabled Students, LGBTQ+, International Students and mature students to gather lived experiences and feedback.
- Assessment Offence Advisors.

Breakdown of AO Allegations 2021-2025

Breakdown of allegations by ethnicity

*numbers lower than 5 have been rounded up to 5 to protect anonymity

Ethnicity (inc. fees status)	Total 2024/25 (1118)	Total 2023/24 (976)	Total 2022/23 (1304)	Total 2021/22 (1296)
Global Majority **HOME**	179	164	178	156
Global Majority **EU/other**	9	13	13	14
Global Majority **OVERSEAS**	623	603	914	822
White **HOME**	270	176	159	255
White **EU/other**	6	5*	9	11
White **OVERSEAS**	16	5*	6	12
Prefer not to say/information not provided	15	18	25	26

Breakdown of allegations by fee status

Fee Status	Total 2024/25 (1118)	Total 2023/24 (976)	Total 2022/23 (1304)	Total 2021/22 (1296)
Home	453	343	340	414
EU/Other	15	30	25	28
Overseas	650	603	939	854

Breakdown of allegations by disability

Disability	Total 2024/25 (1118)	Total 2023/24 (976)	Total 2022/23 (1304)	Total 2021/22 (1296)
No disability	839	760	1178	1214
Learning difference	63	41	29	25
Mental Health	36	37	17	16
Multiple or other	76	47	27	15

Prefer not to say or no information provided	104	91	53	26

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.

As part of the initial scoping for the workshop, we held a trial session with ten students representing a broad mix of backgrounds and characteristics, including overseas and home students, those with declared disabilities, and a range of ethnic heritages.

The group included:
- three overseas Asian students (two female, one male)
- one home student with a disability who identified as White (female),
- one overseas student with a disability who identified as Other (male),
- one home student with a disability who identified as Multiple Heritage (female),
- one overseas student identifying as Asian (female),
- and one overseas student identifying as Multiple Heritage (female).

We have also gathered early input from Students' Union presidents, offering perspectives from global majority, international and mature students.

Looking ahead, we will consult students twice during the development of the policy, procedures and workshop materials—once in the initial phase and again at a later stage. We intend to look at ways to ask questions to students who self identify with certain groups about their ideas and perspectives.

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In addition, ongoing focus groups and feedback surveys will be embedded in the workshop pilot, with a particular focus on accessibility, whether sessions meet diverse needs, and how these can be further improved.

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

	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)	More supportive and educational approach to misconduct. Clearer guidance on academic integrity and AI use. Education instead of penalty may help reduce future offences and therefore better outcomes overall. Academic rigour of UWE degrees is 'safer'.		General monitoring of outcomes.	Student Voice and Academic Policy Manager	June 2026	Reduction in repeat offences. Positive student and staff feedback. Consistent case handling.	Policy draft in progress; stakeholder consultation underway throughout October and November 2025.
Age (older people, younger people)	Younger students may benefit from early intervention and clearer	None identified.	General monitoring of	Student Voice and Academic Policy Manager	June 2026	Student consultation from a range	Workshop design phase initiated.

	expectations from the start of their academic journey. The chance to make mistakes and then learn from them. With uptake of AI higher in younger groups, there is a chance they would be more likely to accidentally commit an offence. Better definitions may help improve guidance. Mature students may benefit with better definitions and guidance around AI use/misuse that may be more unfamiliar.		outcomes for age groups.			of age groups.

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Disability, including mental health and non-visible disabilities	Educational approach may reduce anxiety and stress linked to punitive systems.	Risk of inaccessible materials or workshops. Risk of complex and inaccessible policy and procedures.	Assess accessibility of workshops and access for disabled/neurodiverse students. Flexible scheduling and remote access to workshops. Potentially alternative methods or extended period of time to take part if required.	Student Voice and Academic Policy Manager	June 2026	Positive feedback from disabled students on accessibility and access. Reduction in (or no increase in) penalties for disabled students. Disabled/neurodiverse students are able to access and participate in workshops or have alternative options available to them.	Workshop design phase initiated.

Women and men	Neutral – no direct gendered impact expected	None identified.	Monitor gender data in misconduct cases to ensure equity.	Student Voice and Academic Policy Manager	June 2026	No disproportionate impact by gender.	N/A
Trans and non-binary people, including gender reassignment	Inclusive language and supportive approach may improve trust in processes.	None identified.	Ensure inclusive language of workshop and related materials.	Student Voice and Academic Policy Manager	June 2026	No disproportionate impact for this group.	Review of inclusive language of workshop and related materials planned.
Marriage and/or **civil partnership**	Neutral – no direct impact expected.	None identified.	No specific action required.	Student Voice and Academic Policy Manager	June 2026	N/A	N/A
Pregnancy and/or **maternity**, including Adoption	Supportive approach may reduce stress during vulnerable periods.	Risk of missed communications or workshop attendance due to caring responsibilities.	Flexible scheduling and remote access to workshops. Potentially alternative methods or extended period of time to take part if required.	Student Voice and Academic Policy Manager	June 2026	Pregnant students, or those with recently parents, are able to access and participate in workshops or have alternative	

						options available to them	
Race, including ethnicity and citizenship	Educational and rehabilitative approach may reduce disproportionate penalties (and therefore outcomes) from conscious or unconscious bias.	Risk of disproportionate referrals if cultural differences are not understood.\n\nRisk of continued disparity in referrals or outcomes if cultural differences and systemic bias are not adequately addressed.	Monitor case data by ethnicity.\n\nMonitor case data by ethnicity; provide cultural sensitivity training for staff; engage student networks in policy design.	Student Voice and Academic Policy Manager	June 2026	Reduction in overrepresentation of ethnically minoritised students in low-level academic conduct cases.\n\nImproved equity in outcomes across ethnic groups.\n\nPositive feedback from global majority students on fairness and	Initial consultation with students, including focus on diverse groups, planned.

						clarity of policy.	
Religion and/or belief, including those without religion and/or belief	Neutral – no direct impact expected.	Risk of scheduling conflicts with religious holidays or observances.	Flexible scheduling and remote access to workshops. Potentially alternative methods or extended period of time to take part if required.	Student Voice and Academic Policy Manager	June 2026	No complaints or missed participation due to religious observance conflicts.	Flexible delivery options under consideration.
Sexual orientation	Neutral – no direct impact expected.	None identified.	Ensure inclusive language and representation.	Student Voice and Academic Policy Manager	June 2026	No disproportionate impact for this group.	
International Students	May benefit international students, some of whom may be unfamiliar with UK academic norms. International students may benefit from clearer	Risk of continued disparity in referrals or outcomes if cultural differences and systemic bias are not adequately addressed. Risk of students being intimidated by an in person workshop, not	Monitor case data by ethnicity and home/EU/Inten status. Consult and pilot workshops and policies with students.	Student Voice and Academic Policy Manager	June 2026	Reduction in academic conduct referrals involving international students.	International students invited to attend and feedback on workshop and policies.

| | expectations and educational support.

May reduce the disproportionate number of international students receiving penalties for low level offences. | in their first language. May opt for a penalty instead. | | | | Increased understanding of academic integrity principles (measured via feedback and workshop engagement)

Positive feedback from international students on clarity and fairness of policy. | |
|---|---|---|---|---|---|---|---|
| **Students with Caring Responsibilities** | Supportive approach may reduce stress during vulnerable periods. | Risk of missed communications or workshop attendance due to caring responsibilities. | Flexible scheduling and remote access to workshops. Potentially alternative methods or | Student Voice and Academic Policy Manager | June 2026 | Students with caring responsibilities are able to access and | |

			extended period of time to take part if required.			participate in workshops or have alternative options available to them.	

Project manager next steps

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

Students' Union – to ensure consult and engage with elected VPs who have a stake in the student representation and feedback on the educational approach and accessibility of the policies and procedures.

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

- **Demographic breakdown of academic conduct cases** (e.g., ethnicity, disability, international status, gender).
- **Repeat offence rates** before and after implementation.
- **Workshop attendance and completion rates**, segmented by protected characteristics.
- **Student feedback surveys** post-intervention (e.g., confidence in understanding academic integrity).
- **Staff feedback** on effectiveness and workload.

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

1) **June 2026 (or before) at the submission of final Policy and Procedures to LTSEC for approval.**
2) **Monitor data on Assessment Offences for the 2/3 years following any changes being made.**

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: Elizabeth Garnham   Date: 11.12.25

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

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.