

# Equality analysis form

If the activity you are planning to analyse is covered by an existing Equality Analysis or a relevant former Equality Impact Assessment, please use Section 2 of the form to highlight any updated information. The updated form should be sent through to the Equality and Diversity Unit for feedback, the start of the online consultation process and publication.

## Section 1

### Equality Analysis Screening

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

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

Assessment Offences Project

This includes the introduction of Turnitin anti-plagiarism software, a review of the existing assessment offences policy, development of guidance to support it, good practice in relation to academic integrity.

2. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

The project specifically feeds into the Learning 2020 benefit of improving student success, and has been set up to:

- Introduce a comprehensive approach to the use of plagiarism-detection software (as recommended by the QAA's institutional audit (2.73 in <http://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/University-of-the-West-of-England-Bristol>)
- It supports staff in their provision of assessment feedback to students and, where necessary, in applying the assessment offences policy

Use of the new software will follow the existing process for Safe Assign, another anti-plagiarism tool already used at UWE.

There will not be significant changes to the policy, but the project will support staff to apply the policy more consistency across all faculties, which will contribute to a better experience for students.

3. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

The intention of the project, like the Learning 2020 programme and the UWE 2020 Strategy, is to deliver positive outcomes for all our stakeholders irrespective of their protected characteristics.

As a result of the Turnitin pilot we will develop user guidance, linked to the assessment offences policy, to support staff to apply it consistently when marking assessments and provide quality feedback to students.

A review of the assessment offences policy will ensure that students are treated fairly and with parity across every faculty within UWE. UWE recognise that often an assessment offence is

committed due to the stress and pressure faced during study, so the policy review will look at any opportunity to create clearer and stronger links to support available to students.

4. Does the activity have the potential to impact equality groups in the following ways:

- Access to or participation in UWE Faculties or Professional Services?
- Levels of representation across the UWE workforce?
- Student experience, attainment or withdrawal?
- Staff experience?

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

No.

The project does not affect access or participation for staff. The staff experience may be temporarily affected by the introduction of Turnitin, as with any new software, which is why the project will provide fit for purpose guidance in relation to access and application. The software is supported by ITS and currently runs as a plug in to the Blackboard VLE, which is accessible across UWE campuses and remotely so is suited to flexible working patterns. The software is only applicable to academic staff who are involved in assessment feedback.

Student experience should not be significantly impacted by the introduction of the software, and it is an additional tool for staff to utilise within an existing policy and process at UWE.

**Equality analysis screening sign off:**

Faculty Dean or Head of Service	
Faculty / service	
Date	

**Please return the completed form back to the Equality & Diversity Unit for feedback and publication**

**Section 2**

**Full Equality Analysis**

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

Assessment Offences Project

This includes the introduction of Turnitin anti-plagiarism software, a review of the existing assessment offences policy, development of guidance to support it, good practice in relation to academic integrity.

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

The project specifically feeds into the Learning 2020 benefit of improving student success, and has been set up to:

- Introduce a comprehensive approach to the use of plagiarism-detection software (as recommended by the QAA's institutional audit (2.73 in <http://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/University-of-the-West-of-England-Bristol>)
- It supports staff in their provision of assessment feedback to students and, where necessary, in applying the assessment offences policy

Use of the new software will follow the existing process for Safe Assign, another anti-plagiarism tool already used at UWE.

There will not be significant changes to the policy, but the project will support staff to apply the policy more consistency across all faculties, which will contribute to a better experience for students.

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

Tutors involved in assessment feedback can enable SafeAssign for Blackboard submissions. This generates a text match report for each submission. An e-learning training course is accessible here:

<https://intranet.uwe.ac.uk/tasks-guides/TrainingCourse/Blackboard-SafeAssign>

The Turnitin pilot will be made available to a selected group of tutors (primarily assessing dissertations/ projects) in the remainder of 2018 to draw feedback on accessibility and usefulness in order to deliver further guidance/ support for staff. As students will not have access to Turnitin at this point we will not be designing student guidance at this stage.

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

Lisa Harrison is the project lead

Sarah Salter is the Senior Project Manager.

Lisa and Sarah will work with members of staff from ITS, APD and with Assessment Offence Leads and module staff on the pilot. The outcomes of the project sit within the Learning Environments 2020 Advisory Board and report to the L2020 Strategic Board.

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

Positive feedback from staff involved in the pilot regarding the availability of turnitin reports as a method of identifying good academic practice across the student body. This commitment is required in order that the University can invest in full roll out of the software (as recommended by the QAA's institutional audit)

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
<b>Women and men</b>	<p>The project trials software using assessments submitted via Blackboard. All students habitually use the Blackboard web interface to access course materials, and submit assessments, and so the changes do not require students to become familiar with new systems. Blackboard is being relaunched in September with a good level of accessibility, and is available remotely, so its use with this project ensures that the change does not discriminate against groups or individuals</p> <p>The staff experience may be temporarily affected by the introduction of Turnitin, as with any new software, which is why the project will provide fit for purpose guidance in relation to access and application.</p>		
<b>Trans people</b>			
<b>Black and minority ethnic groups</b>			
<b>Disabled people</b>			
<b>Younger or older people</b>			
<b>People of different religion and beliefs</b>			
<b>Lesbian, gay, bisexual people</b>			
<b>Marriage and civil partnership</b>			
<b>Pregnancy and maternity</b>			

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

EA to be shared with staff network groups to get feedback.

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).

Action plan to be updated depending on decision from consultation

9. Please indicate the level of equality relevance:

- High
- Medium
- Low

**10. Equality analysis sign off:**

Faculty Dean or Head of Service	
Faculty / service	
Date	

**Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.**

# Equality analysis - action plan

Appendix 1

Name of activity:

Plan completed by:

Service / faculty:

<b>Issues</b>	<b>Actions required</b>	<b>Responsible Person</b>	<b>Resources required</b>	<b>Target date</b>	<b>Success Indicators</b>	<b>What progress has been made?</b>
<b>Information/data required</b>						
<b>Consultation</b>						
<b>Monitoring and review arrangements</b>						
<b>Publication</b>						
<b>Other actions</b>						

Please return form to the Equality and Diversity Unit