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Our eSTEE M scholarship project titled “Academic conduct referrals and students from underrepresented groups “is investigating patterns in the demographics, referral data, and the perceptions of Level 1 students who are referred to the Academic Conduct Office within the School of Computing & Communications.

The data shown in Figure 1 illustrates that in the last 4 academic years there are consistent variances in the Academic Conduct referrals for Level 1 students in the school based on ethnicity and we are continuing to analyse the data.

We have undertaken a more in depth literature review of academic conduct and underrepresented groups and for example, a paper by Sarah Eaton in 2022 titled “*New priorities for academic integrity: equity, diversity, inclusion, decolonization and Indigenization*”, recommends in its conclusion “*it is the responsibility of people who work in academic integrity to advocate for equity in academic integrity, including its decolonization*”

An important part of our project is the student voice and collecting qualitative interview data. We created a template to interview students and are completing HREC and SRPP approval for the next phase of interviewing students.

The team aim to conduct interviews from April to June 2024 and from July to September 2024 analyse and evaluate the qualitative interview data.

The outcome of the project will be to make recommendations on supporting and providing guidance for students in underrepresented groups on Academic conduct and integrity.

References:

Butcher J. and Fowle, W. (2019). *To what extent might academic misconduct contribute to differential outcomes for black students on the OU’s Access programme?* Available at: https://openuniv.sharepoint.com/:w:/r/sites/units/lds/scholarship-exchange/_layouts/15/Doc.aspx?sourcedoc=%7B25AB6CC9-0F54-469C-B074-60D42196E7D8%7D&file=Academic%20misconduct%20on%20Access.docx&action=default&mobileredirect=true&DefaultItemOpen=1&cid=d265c25e-071f-46be-8415-d13f0fb27a3d (Accessed: 12 September 2022).

Eaton, S.E. (2022) “New priorities for academic integrity: equity, diversity, inclusion, decolonization and Indigenization,” *International journal for educational integrity*, 18(1), pp. 1–12. Available at: <https://doi.org/10.1007/s40979-022-00105-0>. (Accessed: 23 June 2023).