



BUCKINGHAMSHIRE
NEW UNIVERSITY

EST. 1891



Maintaining Academic Confidentiality Policy



Contents

Background	2
Purpose Statement	2
Applicability and Scope	3
Responsibilities.....	3
Other Considerations.....	6
Definitions.....	7
Appendix A: Confidentiality Statement.....	9
Appendix B: Equality Impact Assessment.....	10

Approved by: Senate

Date updated: N/A

Owner: Head of Teaching and Learning Excellence

Date first published: Jun-2022

Review Date: Jun-2025

This document has been designed to be accessible for readers. However, should you require the document in an alternative format please contact the University Secretariat.

© Buckinghamshire New University

Background

- 1 Confidentiality, as an aspect of academic integrity, applies to all subject areas and involves the protection of personal, technical and/or commercial information of a sensitive nature, irrespective of format.
- 2 Underpinned by legislation such as the *Human Rights Act 1998*, *Data Protection/GDPR 2018*, *Trade Secrets Regulations 2018* and Common Law:
 - Services, organisations, and businesses have institutional policies outlining confidentiality, and contracts in place which hold obligation of confidence.
 - Professional, accrediting and awarding bodies, including professional, statutory, and regulatory bodies (PSRBs) and organisations give clear statements in their codes or standards of professional behaviour of the importance of maintaining confidentiality. These standards also relate to learners studying courses approved and/or accredited by these bodies/organisations.
- 3 As an employment-focused institution providing skills-based education and industry-relevant opportunities through the curriculum, Buckinghamshire New University expects all learners to maintain confidentiality during their studies.

Purpose Statement

- 4 This policy is intended to inform and guide learners and academic staff of the standards expected in relation to the management of confidential information and potential breaches of confidence.
- 5 Due to the wide range of subjects studied at the University, it is expected that staff will use a common-sense rather than blanket approach. This policy is intended to protect individuals and organisations from harm where there is a potential risk. It should not prevent staff from being able to engage learners in meaningful learning and authentic assessment using, for example, live briefs or case studies. It should be applied in a proportionate manner in accordance with each programme, discipline, or professional expectations.
- 6 It is the responsibility of the learner to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team such as the course director/programme lead, module lead or marker and mentors, supervisors, and assessors in placements where unclear.

Applicability and Scope

- 7 This policy applies to in person and online discussion and academic work **except for** activities, assessments and/or documents including paper, digital, online, audio, and visual outputs:
- a. that explicitly request the identification of a person or organisation to be included or
 - b. that specifically explore an aspect of a professional, service, or organisational activity where it is necessary to identify a location and/or associated documentation, for example, the use of case studies.
 - c. where personal or sensitive information is already in the public domain or has been requested and consent, as set out by that organisation, been received for that purpose, for example, the completion of reflective activities or assessments.

Responsibilities

Programme/course leaders must ensure that

- 8 Learners are informed of the importance of confidentiality and are appropriately introduced to any relevant professional codes or standards at the beginning and throughout their programmes. This includes making sure that learners studying PSRB courses have the opportunity to explore the value base of the profession they wish to enter.
- 9 Information is provided to learners about the requirements of confidentiality in relation to their area of study and academic work within programme / course handbooks and other relevant documentation as appropriate. This should include signposting to this policy.
- 10 Module leaders are aware of and follow the requirements and processes regarding confidentiality according to this policy.

Module Leaders must ensure that

- 11 Academics teaching and assessing on their modules are reminded of the requirements and processes regarding confidentiality according to this policy.
- 12 Learners are reminded of the requirements of maintaining confidentiality according to this policy.
- 13 Rubrics for assessments using BNU Institutional Grading Descriptors are created, reviewed, and updated that include key indicators for professional values, code of conduct and/or ethical considerations that support appropriate grading in relation to whether or not confidentiality is maintained.

All applicable staff members must ensure that

- 14 Ground rules are agreed and made clear for in person or online discussions with learners.

- 15 Where breaches in confidentiality occur, in person or online, correct the error at the earliest appropriate opportunity and, if relevant, remind the whole learner group of the nature and purpose of confidentiality according to this policy and PSRB if appropriate. Subsequently meet with the individual learner(s) after the discussion to ensure they clearly understand the expected standard of behaviour.
- 16 Breaches of confidentiality are identified on any academic work and
 - a. highlight it, and the concerns, clearly in the feedback given to the learner.
 - b. ensure appropriate marks are awarded according to the applicable grading category in the associated assessment rubrics/criteria for that work in relation to whether or not confidentiality is maintained.
 - c. inform the learner's personal tutor (PT) or apprenticeship partnership manager (APM) of any breaches. The PT or APM should meet with the learner to discuss the issue and to ensure they clearly understand the expected standard of behaviour. A record of this discussion should be kept in the learner's file. Depending on the severity of the breach or if there are repeated breaches a discussion should take place with the Associate/Deputy Head of School to review whether the criteria for Fitness to Practise Procedures have been met.

Learners have the following responsibilities:

Within Learning Activities

- 17 They should follow the ground rules for in person or online discussions and activities, whether that be verbal or written, as agreed with, and made clear by applicable staff members.

Within Academic work

General information

- 18 They should remove/exclude names and addresses, identification numbers, images, and any other form of identification from academic work that could lead to the identification of a member of the public including, but not limited to, staff members, colleagues, fellow learners, customers, and people with lived experience / experts by experience.
- 19 They should ensure that technical and/or commercial information of a sensitive nature or personal data, are not stored in electronic files or provided in academic work in any format. Non-disclosure agreements (NDAs), Model Release Forms and Statements of Confidentiality (see points 25, 26 and 31 also) must be signed as appropriate and advised by university staff.

Assessment

- 20 In academic assessments learners should ensure that detailed descriptions of the workplace, personal or family backgrounds or any specific data that could lead to the identification of workplace, staff members, colleagues, fellow learners, customers, and people with lived

experience / experts by experience is omitted. The level of detail provided should be consistent with the requirement of the assessment.

- 21 They should remove/exclude the name of the organisation, except where learners are submitting an ethics application to an ethics panel (see further information about ethics in section 23) or must produce a portfolio to evidence practice, or within a practice assessment document (e.g., PLPAD, MORA etc.) or volunteering or work-based industry placement contract in which staff and organisation names must be identified.
- 22 They should replace actual names with pseudonyms when verbalising or writing about a particular person or place and state as early as possible in the assessment or academic document that the name(s) used is / are fictitious. If such a declaration is not present, and a name has been used, markers will assume that confidentiality has been breached. Markers will not seek to verify confidentiality on the learner's behalf.
- 23 They should exclude the name of the organisation in academic work and associated reference lists when using documents or information produced by the organisation unless these are published and available in the public domain. Information available on the organisation's intranet and only available to employees should not be used. Guidance on how to reference confidential material can be found, or is signposted to, within assignment and exam briefs.
- 24 When undertaking research, such as a research dissertation project, they should follow the guidance and process set out by the course team as well as the University's Research Ethics Policy. Every effort should be made to protect the confidentiality of participants and data through the whole research process, from the application for ethics approval to its summative submission and any subsequent dissemination.

Work-based, volunteering, industry, and practice placements

- 25 All learners who undertake a placement are required to sign a 'Statement of Confidentiality' that asserts that they must keep personal (this includes information relating to patients, clients, colleagues, and the affairs of the placement staff), technical and/or commercial information of a sensitive nature, irrespective of format, confidential at all times. Programmes leads will ensure these are distributed to all relevant learners at the appropriate stages of their course. See appendix A.
- 26 Learners studying some healthcare or social care/work PSRB courses are required to sign a specific 'Declaration of Good Character/Suitability' which contains a 'Statement of Confidentiality'. Programmes leads will ensure these are distributed to all relevant learners at the appropriate stages of their course.
- 27 They should follow all policy, guidance, and process set out by the placement organisation.
- 28 They should ensure that personal, technical and/or commercial information, such as organisational, personal, or medical records, are not removed from work-based, volunteering, industry, or practice placements without following organisational procedures.

- 29 They should obtain consent from organisations and relevant individuals, as per organisational policy, to copy data from their records for use in assessment, paying due regard to confidentiality by removing names-and any other form of identification.

Activities with people with lived experience / experts by experience at the University and within the skills and simulation laboratories

- 30 They should follow all guidance and process set out by the course team, Skills Acquisition and Simulation team as well as the University's Experts by experience Policy.
- 31 They should review, complete, and sign any consent, agreement, permission and/or risk assessment forms in relation to photography, filming, the use of virtual reality or moulage, and engaging in any type of performance or activity as appropriate to the course.

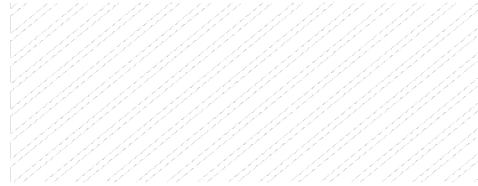
Other Considerations

- 32 It is important this policy is reviewed in conjunction with the Fitness to Practise procedures, Information Security policy and Data Protection policy, which are found on Buckinghamshire New University Website in the policy section.
- 33 Learners should also consider relevant legislation including the following:
- a. The *Data Protection Act 2018* which is the UK's implementation of the General Data Protection Regulations (GDPR). The purpose of the Act and Regulations is to protect the right of the person with respect to the processing of personal data.
 - b. The *Human Rights Act 1998*. This Act implements the provisions of the European Convention of Human Rights (ECHR). Article 8 of the ECHR guarantees respect for a person's private and family life. Disclosure of personal medical information would be a breach of that right unless it was 'in accordance with the law' and necessary for the protection of health.
 - c. *Trade Secrets Regulations 2018*
 - d. *Freedom of Information Act 2004*
 - e. *Mental Capacity Act 2005*
- 34 Learners should also consider standards set by relevant professional, accrediting and awarding bodies relevant to their programme of study.

Definitions

Confidentiality	In the context of this policy fundamentally means not identifying an individual, team, service, or organisation by disclosing sensitive information about them without consent, to anyone who should not know or does not need to know.
Experts by experience / people with lived experience	Individuals who have first-hand experience of physical and/or mental health, social or cognitive challenges or needs (e.g., patients, service users, carers, family members, learners) and/or the use of a service in the public or industry sector (e.g., clients, prisoner, passenger). These terms are used to differentiate from others who may have experience of working with individuals with these challenges or needs or in these services but have not personally lived through them.
Information of a sensitive nature	Information which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes: <ul style="list-style-type: none"> • Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR • Business, organisational, and intellectual property information – which would pose a risk to the organisation if released and/or breaks a non-disclosure agreement • Classified information – which is intentionally kept secret by Governmental departments.
Organisation	In the context of this policy may include but is not limited to a business in any sector, local authority, NHS trust, statutory or voluntary agency, charity, hospital, clinic, educational establishment, daycentre, or residential unit.
Professional, statutory, and regulatory bodies (PSRBs)	External bodies which formally accredit, approve, and recognise university programmes, setting standards for and regulating entry into particular professions.

Rubrics (usually presented in the form of a table or grid)	Outline the key criteria for an assessment and the expected performance for the achievement of each grade boundary. Sometimes referred to as assessment criteria, marking criteria or marking grids.
-------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix A: Confidentiality Statement

Confidentiality Statement

To be completed and signed by **all** learners before undertaking a placement in relation to their programme of study. A copy of this document can be found in the Blackboard shell relevant to each programme.

Please note, learners on some PSRB courses are required to sign a specific 'Declaration of Good Character/Suitability' which includes a statement of confidentiality in place of this document.

The following statement has been formulated with the explicit aim of providing learners with a directional framework within which to determine their personal, professional, and academic responsibilities and conduct in regard to confidentiality. It is important that the Maintaining Academic Confidentiality Policy is read before this document is completed.

I confirm that during my placement(s) I will:

- act with honesty, integrity and respect for myself and others.
- abide by the policies of the placement area and will comply at all times with the guidance given by my placement supervisor, this could include your Personal Tutor, APM, Practice supervisor, Placement Office Staff, or other Placement Employees.
- abide by the University's Maintaining Academic Confidentiality Policy by keeping all information relating to personal (this includes information relating to patients, clients, colleagues, and the affairs of the placement staff), technical and/or commercial information of a sensitive nature, irrespective of format, confidential at all times.

Full

Name.....

In block capitals and including title e.g., Miss, Mrs, Mr, Ms, Dr

Course Studied

.....

Signature **Date**

.....

Please ensure this is completed and submitted to the appropriate academic as requested.
Please keep a copy for your own records.

Appendix B: Equality Impact Assessment

1. What is changing and why?							
<p>1 This updated policy is intended to inform and guide learners and academic staff of the standards expected in relation to the management of confidential information and potential breaches of confidence. Confidentiality, as an aspect of academic integrity, applies to all subject areas and involves the protection of personal, technical and/or commercial information of a sensitive nature, irrespective of format.</p> <ul style="list-style-type: none"> • We have an existing Faculty of Society and Health Confidentiality Policy (BNU, 2016 - updated 2018) which needs updating due to: <ul style="list-style-type: none"> ○ Legislative as well as professional, statutory, and regulatory body (PSRB) code /standard changes. ○ University restructure as well as academic provision and course portfolio expansion becoming an increasingly employment-focused institution providing skills-based education ○ Inconsistent use and application of current version – due to its narrow health and social care focus as well as punitive approach with the use of penalty scales, the highest of which is mark of 0%. ○ New Assessment Criteria (2021). ○ New considerations in view of Placement Plus, but primarily C23 with the expectation of placement and industry-relevant opportunities. • It is intended that this policy will be in place by the start of the 2022/2023 academic year at the latest 							
2. What do you know?							
<ul style="list-style-type: none"> • Academic staff – primarily personal tutors and module leaders, will have limited data due to maintaining student records through local processes. • Currently practice is largely limited to social work, nursing, midwifery, allied health and education professional programmes with disparate processes. • We need to be able to define and support academic confidentiality to support our learners and graduates to have a better understanding of the nuances within the demographics of the BNU community. • The policy is being written in collaboration with a group of diverse stakeholders. It will also be shared with additional groups to get wider feedback on the implications of the policy, and to also plan ways to proactively advance equality, diversity and inclusion wherever possible in regard to academic confidentiality. 							
3. Assessing the impact							
	Could benefit	May adversely impact	<table border="1"> <thead> <tr> <th>What does this mean? <i>Impacts identified from what you know (actual and potential)</i></th> <th>What can you do? <i>Actions (or why no action is possible) to advance equality of opportunity,</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	What does this mean? <i>Impacts identified from what you know (actual and potential)</i>	What can you do? <i>Actions (or why no action is possible) to advance equality of opportunity,</i>		
What does this mean? <i>Impacts identified from what you know (actual and potential)</i>	What can you do? <i>Actions (or why no action is possible) to advance equality of opportunity,</i>						

				<i>eliminate discrimination, and foster good relations</i>
<p>a) How could this affect different ethnicities? <i>Including Gypsy, Roma, Traveller, Showmen and Boaters, migrants, refugees and asylum seekers.</i></p>	☒	☒	<p>Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes: Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR</p> <p>This policy is intended to protect individuals (and organisations) from harm where there is a potential risk – setting out staff and students' responsibilities.</p> <p>It supports learners to understand and take responsibility to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team.</p>	<p>Research indicates lower achievement rates for BAME graduates compared with White graduates. All students are provided with a PT or APM and there is a wide range of academic, pastoral and additional support for ethnic minorities within the University. This includes the PRESS pack, study skills workshops for referencing and academic writing / research, and various support networks. Staff will be informed that information about academic confidentiality and this policy should be embedded within all relevant sessions.</p> <p>Need to collate current and ongoing learners demographics/data to understand the current and future inform ongoing work, monitor, and balance proportionality.</p> <p>For each instance of a breach of confidentiality (on academic work) will be flagged to learner's personal tutor (PT) or apprenticeship partnership manager (APM). The PT or APM should meet with the learner to discuss the issue and to ensure they clearly understand the expected standard of behaviour. A record of this discussion should be kept in the learner's file. Depending on the severity of the breach or if there are repeated breaches a discussion should take place with the Associate/Deputy Head of School to review whether the criteria for Fitness to Practise Procedures have been met. These</p>

				<p>records will support the collation, monitoring and inform any changes that need to be made to enhance the experience for this group.</p> <p>Consider any research/project work on academic confidentiality with different learner groups to understand any variation and support proportionality.</p> <p>Could provide an opportunity to amplify unheard voices of learners in regard to this group of learners and influence better outcomes.</p>
b) How could this affect cisgender and transgender men and women (including maternity/pregnancy impact), as well as non-binary people?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes: Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR</p> <p>This policy is intended to protect individuals (and organisations) from harm where there is a potential risk – setting out staff and students' responsibilities.</p> <p>It supports learners to understand and take responsibility to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team.</p>	<p>The University has an LGBTQ+ society offering peer support to LGBTQ+ students as well as The a policy relating to individuals who are transitioning gender. There is also a bullying and harassment policy which, whilst it is drafted in more generic terms to address a wider range of harassment, would also include LGBTQ+ discrimination. The University has a pregnancy and maternity policy related to students, which expresses the University view that pregnancy or having young children should not prevent students from starting, succeeding, or completing a programme of study.</p> <p>Need to collate current and ongoing learners demographics/data to understand the current and future inform ongoing work, monitor, and balance proportionality.</p>

				<p>For each instance of a breach of confidentiality (on academic work) will be flagged to learner's personal tutor (PT) or apprenticeship partnership manager (APM). The PT or APM should meet with the learner to discuss the issue and to ensure they clearly understand the expected standard of behaviour. A record of this discussion should be kept in the learner's file. Depending on the severity of the breach or if there are repeated breaches a discussion should take place with the Associate/Deputy Head of School to review whether the criteria for Fitness to Practise Procedures have been met. These records will support the collation, monitoring and inform any changes that need to be made to enhance the experience for this group.</p> <p>Consider any research/project work on academic confidentiality with different learner groups to understand any variation and support proportionality.</p> <p>Could provide an opportunity to amplify unheard voices of learners in regard to this group of learners and influence better outcomes.</p>
c) How could this affect disabled people or carers? <i>Including neurodiversity, invisible disabilities and mental health conditions.</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes:	The University has a legal obligation to put reasonable adjustments in place for all students who meet the criteria for disability under the Equality Act 2010. Students with learning disabilities may find the academic aspects of their programme challenging, and this may include the confidentiality requirements, and

			<p>Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR</p> <p>This policy is intended to protect individuals (and organisations) from harm where there is a potential risk – setting out staff and students’ responsibilities.</p> <p>It supports learners to understand and take responsibility to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team.</p>	<p>may not want to disclose their disabilities. A confidential process is available and details of the support available to them is available both in the student-facing documentation and on the managed virtual learning environment.</p> <p>Need to collate current and ongoing learners demographics/data to understand the current and future inform ongoing work, monitor, and balance proportionality.</p> <p>For each instance of a breach of confidentiality (on academic work) will be flagged to learner’s personal tutor (PT) or apprenticeship partnership manager (APM). The PT or APM should meet with the learner to discuss the issue and to ensure they clearly understand the expected standard of behaviour. A record of this discussion should be kept in the learner’s file. Depending on the severity of the breach or if there are repeated breaches a discussion should take place with the Associate/Deputy Head of School to review whether the criteria for Fitness to Practise Procedures have been met. These records will support the collation, monitoring and inform any changes that need to be made to enhance the experience for this group.</p> <p>Consider any research/project work on academic confidentiality with different learner groups to understand any variation and support proportionality.</p>
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				Could provide an opportunity to amplify unheard voices of learners in regard to this group of learners and influence better outcomes.
d) How could this affect people from different faith groups?	☒	☒	<p>Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes: Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR</p> <p>This policy is intended to protect individuals (and organisations) from harm where there is a potential risk – setting out staff and students’ responsibilities.</p> <p>It supports learners to understand and take responsibility to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team.</p>	<p>The University has a diverse student population in terms of religion and belief – with a multi-faith Chaplaincy and dedicated facilities including prayer rooms, quiet areas for contemplation, and foot-wash facilities to allow religious observance on campus. In relation to exams being planned around religious observances where possible and support or guidance provided during Ramadan; BNU has an Asian community society that helps to provide support from the SU, who will keep us updated regarding any issues this community has.</p> <p>Need to collate current and ongoing learners demographics/data to understand the current and future inform ongoing work, monitor, and balance proportionality.</p> <p>For each instance of a breach of confidentiality (on academic work) will be flagged to learner’s personal tutor (PT) or apprenticeship partnership manager (APM). The PT or APM should meet with the learner to discuss the issue and to ensure they clearly understand the expected standard of behaviour. A record of this discussion should be kept in the learner’s file. Depending on the severity of the breach or if there are repeated breaches a discussion should take place with the Associate/Deputy Head of</p>

				<p>School to review whether the criteria for Fitness to Practise Procedures have been met. These records will support the collation, monitoring and inform any changes that need to be made to enhance the experience for this group.</p> <p>Consider any research/project work on academic confidentiality with different learner groups to understand any variation and support proportionality.</p> <p>Could provide an opportunity to amplify unheard voices of learners in regard to this group of learners and influence better outcomes.</p>
e) How could this affect people with different sexual orientations?	☒	☒	<p>Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes: Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR</p> <p>This policy is intended to protect individuals (and organisations) from harm where there is a potential risk – setting out staff and students’ responsibilities.</p> <p>It supports learners to understand and take responsibility to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team.</p>	<p>Need to collate current and ongoing learners demographics/data to understand the current and future inform ongoing work, monitor, and balance proportionality.</p> <p>For each instance of a breach of confidentiality (on academic work) will be flagged to learner’s personal tutor (PT) or apprenticeship partnership manager (APM). The PT or APM should meet with the learner to discuss the issue and to ensure they clearly understand the expected standard of behaviour. A record of this discussion should be kept in the learner’s file. Depending on the severity of the breach or if there are repeated breaches a discussion should take place with the Associate/Deputy Head of School to review whether the criteria for Fitness to Practise Procedures have been met. These</p>

				<p>records will support the collation, monitoring and inform any changes that need to be made to enhance the experience for this group.</p> <p>Consider any research/project work on academic confidentiality with different learner groups to understand any variation and support proportionality.</p> <p>Could provide an opportunity to amplify unheard voices of learners in regard to this group of learners and influence better outcomes.</p>
f) How could this affect different age groups or generations?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes: Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR</p> <p>This policy is intended to protect individuals (and organisations) from harm where there is a potential risk – setting out staff and students' responsibilities.</p> <p>It supports learners to understand and take responsibility to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team.</p>	<p>The University is accustomed to supporting more mature students across a wide range of programmes at both graduate and post graduate level and therefore the university population is diverse in age. All students are provided with a PT or APM and there is a wide range of academic and pastoral support within the University. This includes study skills workshops for referencing and academic writing / research, and various support networks. Staff will be informed that information about academic confidentiality and this policy should be embedded within all relevant sessions.</p> <p>Need to collate current and ongoing learners demographics/data to understand the current and future inform ongoing work, monitor, and balance proportionality.</p>

				<p>For each instance of a breach of confidentiality (on academic work) will be flagged to learner's personal tutor (PT) or apprenticeship partnership manager (APM). The PT or APM should meet with the learner to discuss the issue and to ensure they clearly understand the expected standard of behaviour. A record of this discussion should be kept in the learner's file. Depending on the severity of the breach or if there are repeated breaches a discussion should take place with the Associate/Deputy Head of School to review whether the criteria for Fitness to Practise Procedures have been met. These records will support the collation, monitoring and inform any changes that need to be made to enhance the experience for this group.</p> <p>Consider any research/project work on academic confidentiality with different learner groups to understand any variation and support proportionality.</p> <p>Could provide an opportunity to amplify unheard voices of learners in regard to this group of learners and influence better outcomes.</p>
g) How could this affect those who are married or in a civil partnership?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes:	<p>Need to collate current and ongoing learners demographics/data to understand the current and future inform ongoing work, monitor, and balance proportionality.</p> <p>For each instance of a breach of confidentiality (on academic work) will be flagged to learner's</p>

			<p>Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR</p> <p>This policy is intended to protect individuals (and organisations) from harm where there is a potential risk – setting out staff and students’ responsibilities.</p> <p>It supports learners to understand and take responsibility to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team.</p>	<p>personal tutor (PT) or apprenticeship partnership manager (APM). The PT or APM should meet with the learner to discuss the issue and to ensure they clearly understand the expected standard of behaviour. A record of this discussion should be kept in the learner’s file. Depending on the severity of the breach or if there are repeated breaches a discussion should take place with the Associate/Deputy Head of School to review whether the criteria for Fitness to Practise Procedures have been met. These records will support the collation, monitoring and inform any changes that need to be made to enhance the experience for this group.</p> <p>Consider any research/project work on academic confidentiality with different learner groups to understand any variation and support proportionality.</p> <p>Could provide an opportunity to amplify unheard voices of learners in regard to this group of learners and influence better outcomes.</p>
h) How could this affect people from different backgrounds such as: socio-economic disadvantage, homeless, alcohol and/or substance misuse, people experiencing domestic and/or sexual violence, ex-	☒	☒	<p>Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes: Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR</p>	<p>Need to collate current and ongoing learners demographics/data to understand the current and future inform ongoing work, monitor, and balance proportionality.</p> <p>For each instance of a breach of confidentiality (on academic work) will be flagged to learner’s personal tutor (PT) or apprenticeship partnership manager (APM). The PT or APM</p>

<p>armed forces, looked after children and care leavers.</p>			<p>This policy is intended to protect individuals (and organisations) from harm where there is a potential risk – setting out staff and students’ responsibilities.</p> <p>It supports learners to understand and take responsibility to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team.</p>	<p>should meet with the learner to discuss the issue and to ensure they clearly understand the expected standard of behaviour. A record of this discussion should be kept in the learner’s file. Depending on the severity of the breach or if there are repeated breaches a discussion should take place with the Associate/Deputy Head of School to review whether the criteria for Fitness to Practise Procedures have been met. These records will support the collation, monitoring and inform any changes that need to be made to enhance the experience for this group.</p> <p>Consider any research/project work on academic confidentiality with different learner groups to understand any variation and support proportionality.</p> <p>Could provide an opportunity to amplify unheard voices of learners in regard to this group of learners and influence better outcomes.</p>
<p>i) How could this affect people with multiple intersectional experiences?</p>	<p><input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p>Information of a sensitive nature is that which should be protected from public access or unwarranted disclosure in order to maintain information security of an individual or organisation and cause no harm. This includes: Personal identifiable information – that can be used to clearly identify an individual as outlined under UK GDPR</p> <p>This policy is intended to protect individuals (and organisations) from harm where there is a</p>	<p>Not necessarily identified at this stage. See above details.</p> <p>It is anticipated that relevant issues, themes, and learning will and can be raised and reviewed via existing individual programme and academic governance structures.</p>

			potential risk – setting out staff and students’ responsibilities. It supports learners to understand and take responsibility to maintain and manage confidentiality where appropriate and to seek advice from a member of the course team.	
4. Overall outcome				
No major change needed <input checked="" type="checkbox"/>	Adjust approach <input type="checkbox"/>	Adverse impact but continue <input type="checkbox"/>	Stop and remove <input type="checkbox"/>	
5. Details of further actions needed				
Summary				
<ul style="list-style-type: none"> ○ Both ‘could benefit’ and ‘adversely impact’ has been ticked for each category because currently we do not know as we do not have the intelligence to support evaluation. This EqIA will be reviewed and updated as appropriate. ○ Need to collate current and ongoing learners’ demographics/data to understand the current and future inform ongoing work, monitor, and to balance proportionality. ○ It is anticipated that relevant issues, themes, and learning will and can be raised and reviewed via existing individual programme and academic governance structures. 				
6. Arrangements for delivery and future monitoring				
<ul style="list-style-type: none"> • Policy to be agreed by stakeholders and be ratified by both Education Committee and Senate • Ratified policy will be available on the external and internal websites with additional signposting and guidance information • Staff events will be organised to launch the policy and provide the opportunity for staff to confirm their understanding and role within it • Scoping will be undertaken regarding the possibility to deliver learner launch events to provide the opportunity them to confirm their understanding and responsibilities 				
7. Completed by:	Melanie Hayward	Associate Professor of Education	Date	30/03/2022
8. Signed off by:	Stakeholder Group	BNU and SU Staff	Date	24/06/2022



High Wycombe Campus
Queen Alexandra Road
High Wycombe
Buckinghamshire
HP11 2JZ

Aylesbury Campus
59 Walton Street
Aylesbury
Buckinghamshire
HP21 7QG

Uxbridge Campus
106 Oxford Road
Uxbridge
Middlesex
UB8 1NA

**BNU based at
Pinewood Studios**

Pinewood Studios
Pinewood Road
Iver Heath
Buckinghamshire
SL0 0NH

Missenden Abbey
London Road
Great Missenden
Buckinghamshire
HP16 0BD

Telephone: 01494 522 141

 [BucksNewUni](#)

 [BucksNewUni](#)

 [BucksNewUni](#)

 [BucksNewUniversity](#)