



CITY
ST GEORGE'S
UNIVERSITY OF LONDON

Academic Integrity & Misconduct Policy

Scope: All taught programmes leading to an award of City StGeorge's, University of London.

Senate Regulations:

[Senate Regulation 19 Assessment Regulations](#)

[Senate Regulation 13 Student Discipline](#)

Summary: This Policy outlines the general principles and the purpose of the University's Academic Integrity & Misconduct Policy, and the context in which the relevant procedures will be implemented if the principles of good academic practice have not been upheld.

Date approved/re-approved: Approved by Senate 2016/17, 2020/21 & 2024/25 (Minor Updates November 2018, May 2020, August 2021, October 2021, September 2022, April 2023 & October 2023)

Date approved/re-approved: 2024/25

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Effective from: 2024/25

Equality and Diversity Statement

City StGeorge's, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief, or other irrelevant distinction.

Where relevant to the policy, decision-making panels will ensure a reasonable gender balance (with at least one man and one woman) and will actively consider representation of other protected groups.

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Context

In this document, “you”, “your” and “yours” means a University student. “We”, “us” and “ours” means the University and depending on context, staff and officers acting on the University’s behalf.

Academic integrity is at the heart of our commitment to academic excellence and reflects a shared set of principles which include honesty, trust, responsibility, fairness and respect. Academic integrity thrives through honesty, trust, and respect. We strive to communicate and support clear standards of integrity so you can value and embed those standards in your academic study and carry them forward in your professional life.

This policy applies to all taught programmes leading to an award of City StGeorge’s, University of London. There may be exceptions to this policy on certain programmes that are governed by PSRB requirements.

Academic Integrity & Misconduct Policy

1.1. Introduction

- 1.1.1. This Policy has been developed with the following principles in mind:
- **Natural Justice:** acting fairly and transparently without bias.
 - **Academic Integrity and Quality:** recognising the importance of academic integrity and quality and the risks if this is not maintained.
 - **Proportionality:** ensuring outcomes are proportionate to the situation bearing in mind all the circumstances and overall impact on the student's outcomes.
- 1.1.2. To maintain the principle of natural justice, the approach taken must be applied consistently and fairly to all students. This Policy should be followed in order to uphold the principles and to reduce the risk of inconsistency, complaints and appeals.
- 1.1.3. The University has an obligation to uphold the academic integrity of the degrees it awards. As a University student you are also expected to uphold academic integrity and good academic practice by demonstrating behaviour that is honest and ethical in all of your academic work.
- 1.1.4. Academic integrity means conducting all aspects of your academic life in a professional manner. It involves:
- taking responsibility for your own work;
 - respecting the rights of other scholars;
 - behaving with respect and courtesy when debating with others even when you do not agree with them;
 - fully acknowledging the work of others wherever it has contributed to your own (thereby avoiding plagiarism)
 - ensuring that your own work is reported honestly;
 - ensuring that you follow the ethical conventions and requirements appropriate to your discipline;
 - if you are studying on a professionally-recognised vocational programme, maintaining standards of conduct which are appropriate to a practitioner in that area;
 - supporting others in their own efforts to behave with academic integrity;
 - avoiding actions which seek to give you an unfair advantage over others;
 - following the requirements of the University Assessment Regulation;
 - complying with and undertaking your research responsibly, following all necessary regulatory, legal and professional obligations.
- 1.1.5. This policy sets out the process which is triggered if we suspect that you have not upheld these principles and committed Academic Misconduct.

- 1.1.6. Academic Misconduct is any action that produces or seeks to produce an improper advantage for you in relation to your assessment(s) or deliberately and unnecessarily disadvantages other students. It can be committed intentionally or accidentally. We actively pursue all cases of suspected misconduct. (Please see **Appendix 1**)
- 1.1.7. We will manage and consider cases of alleged Academic Misconduct in accordance with the [Assessment Regulations \(Regulation 19\)](#). The regulations are designed to ensure that students suspected of Academic Misconduct are provided with an independent and transparent system that is both efficient and fair.
- This system safeguards the integrity of our awards as well as the interests of the majority of students who work hard for their award through their own efforts.
- 1.1.8. Following investigation into a case, the assessment of the type and severity of individual cases will be determined by academic judgement and these may be designated as:
- **No case to answer**
 - **Poor Academic Practice (PAP)**
 - **Academic Misconduct**
 - **Severe Academic Misconduct**
- (**Appendix 2** gives more detail of this)
- 1.1.9. The range of sanctions available are published within the Assessment Regulations and in **Appendix 3** of this policy. **Appendix 4** outlines examples of Poor Academic Practice (PAP)/Academic Misconduct and related indicative sanctions.
- 1.1.10. The Academic Misconduct Regulation ([section 5.7 of the Assessment Regulations](#)) and the [Student Disciplinary Regulation \(Regulation 13\)](#) set out the levels at which cases of alleged PAP/Academic Misconduct might be considered:
- Initial consideration (the Preliminary Investigation)
 - School-level consideration (via an Academic Misconduct Panel)
 - Institutional-level consideration (via the Disciplinary Panel, for PSRB regulated programmes, a Fitness to Practise (Train) Panel.)
- 1.1.11. Cases of Academic Misconduct will be recorded and reported to your School's Board of Studies on an annual basis.
- 1.1.12. Please note, if at any time during an Academic Misconduct investigation there is concern for the safety or well-being of a student or staff member, staff must follow the procedure as outlined in our [Safeguarding Policy](#).

1.2. Responsibilities

- 1.2.1. We will promote good academic conduct in relation to all assessments. This means providing to you during the induction process and in writing, in programme materials and other media as appropriate, guidance on academic integrity, which should cover programme-specific content and include at least:
- a) referencing (and any preferred referencing style);
 - b) how to avoid plagiarism;
 - c) acceptable use of a proofreader, including guidance on declaring the use of a proofreader;
 - d) collusion;
 - e) contract cheating;
 - f) fabrication.

Where Programmes include collaborative/group work we will:

- a) advise you on the boundary between legitimate collaboration and inappropriate collaboration/collusion;
 - b) advise you about any method to be used to demonstrate individual and/or collective contributions.
- 1.2.2. You are expected to undertake your assessment with academic integrity and in doing so have the following responsibilities:
- To familiarise yourself with the guidance we provide, in relation to the avoidance of academic misconduct.
 - To familiarise yourself with guidance we provide in relation to conduct in Practical Examinations, Class Tests and Written Examinations.
 - To follow written and oral instructions provided in relation to all Practical Examinations, Class Tests and Written Examinations, including:
 - a) the announcements made at the start, during and at the end of the Practical Examination, Class Test and Written Examination;
 - b) The instructions at the top of the question paper (rubric), and any other written instructions provided by the University.
- 1.2.3. A key element of academic integrity is understanding good academic practice in written work, numerical disciplines and creative practice. Understanding how to use the work of other scholars, including your peers, to develop your own insights into a subject and spark new ideas is an important professional skill. The skills you need to succeed in higher education in the United Kingdom (UK) may be different from those you have learned at school, college or in your workplace as you will be expected to follow professional academic standards.
- 1.2.4. Within the UK professional academic community, it is never acceptable to use the words of others or their creative output (whether published or unpublished, including material from the internet) without explicit acknowledgement. To do so would not be seen as a mark of respect but rather as plagiarism.

- 1.2.5. By submitting your work, you acknowledge that:
- you have read and understood the regulations and code regarding academic misconduct, including that relating to plagiarism, as specified in the Programme Handbook.
 - this work will be subject to a variety of checks for academic misconduct.
- 1.2.6. By submitting your work, you declare that:
- the work is entirely your own except those parts duly identified and referenced within the submission
 - it complies with any specified word limits and the requirements and regulations detailed in the coursework instructions and any other relevant programme and module documentation.
- 1.2.7. In order to demonstrate authorship, should the need arise and to support the academic integrity of your work, you are strongly encouraged to keep draft copies of your assessments. Wherever possible and appropriate retain dated versions of your work, including outlines, rough drafts, and revisions. Maintaining multiple drafts helps demonstrate your development of ideas and can serve as crucial evidence in cases of suspected academic misconduct.

1.3. Generative Artificial Intelligence (AI)

- 1.3.1. Through your work and approach to learning you are expected to demonstrate your development as an independent learner, researcher, and critical thinker, this also means that we expect you not to use Generative Artificial Intelligence (AI) tools (such as ChatGPT and Microsoft Co-Pilot) to generate any work, unless you have been explicitly told that you may or must do so.
- 1.3.2. If your Module Leader/Programme Director has made clear that you may use Generative AI sources in your assessed work, then you should acknowledge, describe, and reference these as instructed. Always check your assessment guidelines and check with the Module Leader/Programme Director if you are unclear on what has been authorised.
- 1.3.3. Using Generative AI to gain an unfair advantage by misrepresenting its work as your own is considered to be Academic Misconduct / Severe Academic Misconduct and can have serious consequences.
- 1.3.4. The University's Guidelines on the use of Generative AI tools can be found on the Student Hub here: [Using generative artificial intelligence \(AI\) for learning | Student Hub | City, University of London](#)
- 1.3.5. Resources for staff can be found on the [Academic Integrity & Misconduct Staff Hub](#) page including staff guidance that has been developed to provide helpful tips for spotting AI-written content by sight: [Generative AI Detection Guidance for Staff](#).

1.4. Training for Staff and Student Support

- 1.4.1. Schools, supported by the wider University briefing sessions, are asked to establish a pool of Academic and Professional Staff experts to support and deliver training to academic staff on how to identify academic misconduct and what to do when suspected cases are discovered.
- 1.4.2. Within each School, the Associate Dean of Education (ADE) in liaison with the Heads of Academic Services (or equivalent) should develop local plans on disseminating information to staff and students on how to maintain academic integrity and how to avoid any form of misconduct when undertaking academic writing or completing academic assessments.
- 1.4.3. The underlying principle of academic originality is central to avoiding academic misconduct. Your Programme Teams should direct you to current and relevant advice on an ongoing basis throughout your studies. The process of informing and teaching necessary skills on avoiding Academic Misconduct, should also be included in departmental induction week or at another appropriate and timely point.
- 1.4.4. As a University student, you are encouraged to speak to your Personal Tutor/Academic Advisor, Module Leaders and Programme Teams for advice and support on academic skills and integrity.
- 1.4.5. Personal Tutors/Academic Advisors can be made aware of any upheld cases of PAP or Academic Misconduct to enable them to offer you advice and support. Additionally, where appropriate, you may also be referred to the Academic Skills Team.
- 1.4.6. The Academic Skills Team can support you with:
 - Referencing
 - Critical thinking and writing skills
 - Academic reading skills
 - Managing your time
 - Dissertations
 - Revision techniques
 - Exam performance
 - Understanding lecturer feedback

(Please note: The Academic Skills team does not provide a proofreading service.)

- 1.4.7. For further support available to you please see the [Student Hub](#).

1.5. Identifying Suspected Academic Misconduct

- 1.5.1. **Reporting Member of Staff:** The member of staff, which would usually be the marker who suspects and reports the potential case.
- 1.5.2. **Preliminary Investigation (PI) Lead:** The suitably trained member of professional or academic staff (such as Professional Service Staff, Course Officer, Programme Director etc) who leads the Preliminary Investigation and reviews the information and evidence submitted by the reporting member of staff. The PI Lead must be a different person from the Reporting Member of Staff. The reporting member of staff can be consulted with if necessary for academic judgement.
- 1.5.3. **Academic Moderator:** This can be any academic member of staff who moderates the Suspected PAP / AM form that is completed by the reporting member of staff, where appropriate. The Academic Moderator is not expected to review the suspected AM case but rather to moderate the rationale and available evidence within the form itself in order to ensure validity. Although this process is not mandatory, it is strongly encouraged in order to ensure consistency of practice and enhance fairness of outcome.
- 1.5.4. If a member of staff suspects that you have committed Poor Academic Practice (PAP), Academic Misconduct or Severe Academic Misconduct, their first step is to ascertain the initial concerns and gather evidence.
- 1.5.5. Members of staff may identify suspicious assignments due to a variety of reasons. Some of the most common are listed below, although this list is not exhaustive:
 - a) Similarity to another student's assignment.
 - b) Incoherent structure.
 - c) Recognition of text from elsewhere.
 - d) False data provided.
 - e) Dissertation handed in on different topic or without supervision.
 - f) Shifts in language style/grammar/vocabulary throughout the work.
 - g) Submission not aligned to assignment set.
 - h) Odd changes in font or layout.
 - i) Presence of characteristics typical in a web-published document (URLs, formatting in html, hyperlinks, etc.).
 - j) Bibliographies which are exclusively or substantially non-UK material (unless appropriate to specific assignment) OR include references over three years old, especially where assignment is on a topical issue.
 - k) Highly specific professional language used by a student who is new to the discipline.

- 1.5.6. Technologies (such as Turnitin) may be used to support academic judgement in cases of suspected academic misconduct, for example: to investigate suspected cases of academic misconduct already identified via other means; or to check the work of a whole cohort or a defined sample of students as detailed in the Assessment Regulations.
The reports arising from these technologies should only be used as evidence if they are subject to academic interpretation and accompanied by a short-written analysis of the results.
- 1.5.7. Academic staff are advised not to discuss the matter with you informally but to ensure that due process is followed as per [Assessment Regulations 19 \(5.7.2.\)](#).
- 1.5.8. Academic staff are required to refrain from releasing the mark and any feedback on any assessments where the alleged academic misconduct has occurred until the procedures are complete.
- 1.5.9. If academic misconduct is suspected, it is essential that a report is made through the process outlined within this Policy as soon as the suspicion comes to light, before the work is fully marked or marks are released in order to ensure that all cases are managed in compliance with this Policy.
- 1.5.10. The reporting member of staff will complete their Schools Suspected PAP_AM Form and send it along with the supporting evidence (as noted below in paragraph 1.6.6 of this Policy) to their School's Designated Individual(s). This will then be directed to an appropriately qualified Preliminary Investigation Lead to manage the case.
- 1.5.11. Although it is not mandatory, it is strongly encouraged that the reporting member of staff shares the Suspected PAP_AM Form with an Academic Moderator, before sending it to the School's Designated Individual(s). The Academic Moderator will review the rationale and available evidence within the form itself. This is to facilitate consistency in case management and to mitigate material error. The Academic Moderator will not review the suspected AM case and give opinion as to outcome, they are simply providing an academic quality check.

1.6. Preliminary Investigations

- 1.6.1. Preliminary Investigations will be carried out in accordance with [section 5.7.2 of the Assessment Regulations](#). During the preliminary Investigation, you will be informed of the allegation made against you and may be invited to discuss the allegations. Cases relating to a first instance of Poor Academic Practice (PAP) may be resolved at the Preliminary Investigation stage without the need for an Academic Misconduct Panel.
- 1.6.2. However, any suspected subsequent offence will be escalated to the 'Academic Misconduct' level which will be reviewed by an Academic Misconduct Panel [\(regulation 5.7.2\[i\]\)](#).

- 1.6.3. The Preliminary Investigation Lead will review the suspected allegation. Other members of staff can be involved if it is appropriate and permitted by section [5.7.2 of the Assessment Regulations](#).
- 1.6.4. Only assessments directly related to the suspected misconduct will be investigated. Should any evidence come to light during the course of an investigation, which implicates other assessments, the University reserves the right to investigate.
- 1.6.5. Where there is specific evidence of Academic Misconduct a Preliminary Investigation should be launched.
- 1.6.6. Specific evidence includes, but is not limited to:
- Turnitin similarity report (with academic interpretation).
 - screenshots indicating collusion.
 - plagiarism i.e. words taken from another source without attribution.
 - similarity between assessments submitted by two or more students.
 - the work containing markers of Generative AI such as made-up references.
- 1.6.7. The standard of proof needed in order to launch a Preliminary Investigation, where there is no specific evidence, is 'reasonable suspicion'. This is not unparticularised suspicion or a 'hunch'. 'Reasonable suspicion' must be based on academic opinion based on specific and articulable facts.
- 1.6.8. Examples of specific and articulable facts include, but are not limited to:
- the content of the work submitted is at an academic level containing concepts and material that would be unusual for the level of study.
 - the content of the work submitted does not relate to the content taught.
 - the quality of the work is significantly different to the quality of the work produced in the past.
- 1.6.9. Where there is no specific evidence of academic misconduct, but it has been demonstrated (using specific and articulable facts) that there are good reasons to believe that the work is not your own, it may be deemed appropriate to expect you to demonstrate that the work is your own original work. This may involve but is not limited to asking for draft copies of the work and/or asking a series of questions about the content of the submitted work. This can take place during either the Preliminary Investigation meeting/correspondence, led by the reporting member of staff / relevant academic or Preliminary Investigation Lead or during an Academic Misconduct Panel, led by the Panel Chair.

In cases of suspected subsequent Poor Academic Practice, Academic Misconduct or Severe Academic Misconduct (Please see **Appendix 2** for definitions), a Preliminary Investigation should take place, however, the Preliminary Investigation meeting/correspondence with the student does not need to take place. The case can be immediately referred to an Academic Misconduct Panel, as this will ensure that the case is considered by a group of experienced and trained staff and not by one or two individuals.

- 1.6.10. The Preliminary Investigation Lead will review the evidence and determine whether there is a potential case to answer, this includes determining if the evidence meet the standard of 'reasonable suspicion'.
- 1.6.11. If the Preliminary Investigation Lead determines that the evidence does not meet the standard of 'reasonable suspicion', a finding of 'no case to answer' will be made and the case will be closed.
- 1.6.12. If the Preliminary Investigation Lead determines that there is a potential case to answer (that is, that the evidence meets the standard of 'reasonable suspicion') a Preliminary Investigation meeting/correspondence may take place.
- 1.6.13. Additionally, the Preliminary Investigation Lead must ascertain whether there are any declarations of a disability and agreed reasonable adjustments for the student. Where this is the case, it is essential that any potential impact the disability or reasonable adjustments may have are accommodated in the academic misconduct process and any potential mitigation for the academic misconduct must be outlined clearly within the investigation and Panel (where appropriate) documents.
- 1.6.14. Where a Preliminary Investigation meeting takes place, it is recommended that 7 calendar days' notice is provided, where possible in order to ensure that you are able to sufficiently prepare; this can include seeking advice and support from the [Students' Union](#).
- 1.6.15. The meeting will be attended by the Preliminary Investigation Lead and an academic staff member (this can be the reporting member of staff) and yourself.
- 1.6.16. Preliminary Investigation meetings can be conducted either in-person, online (by Zoom or Teams) or by correspondence. Where these are conducted by correspondence, this will include you providing a written statement.

Preliminary Investigations may take place via correspondence:

- where legitimate adjustments and considerations are required to ensure the process is accessible and runs fairly;
- where there are specific equality needs, and/or where reasonable adjustments are required;

- where there is a suspected case of mass academic misconduct (e.g. mass collusion) involving 5 or more students and it is deemed necessary so that the specific case is managed fairly and in a timely way;
 - where it is deemed necessary in order to ensure the student's progression or their ability to attend Graduation.
- 1.6.17. Where you commit a first Poor Academic Practice (PAP) or first Academic Misconduct offence and admit that you are at fault, the case may be dealt with in accordance with Sanction 1 or Sanction 2 (if deemed appropriate) at the Preliminary Investigation stage. ([Regulation 5.7.2\[iii\]a of the Assessment Regulations shows this.](#)) Where such cases are resolved during a Preliminary Investigation rather than by an Academic Misconduct Panel, we will ensure that you are not advantaged or disadvantaged in any way.
- 1.6.18. Resources for staff to support the Preliminary Investigation process, including the Suspected PAP_AM Form and the Preliminary Investigation Record Form can be found on the [Staff Hub](#).

1.7. Case Management

- 1.7.1. The School Head of Academic Services (or equivalent member of staff) is responsible for the overall administration of Academic Misconduct cases, including the record keeping and conducting appeal hearings.
- 1.7.2. In managing cases of alleged academic misconduct your School must ensure that you:
- know about the case being put against you at a reasonable time before the case is heard;
 - are able to challenge the outcome of the case;
 - are treated without any bias;
 - are offered the opportunity to appeal against the final outcome or decision. (see section 1.18 for more details)
- 1.7.3. In cases where the Preliminary Investigation Lead and the reporting member of staff disagree with the proposed outcome of the Preliminary Investigation, resolution is encouraged. The member of staff reporting the suspected AM is required to share as much evidence as possible with the Preliminary Investigation Lead, and vice versa to ensure that each party has sufficient information with which to reach an informed decision.
- 1.7.4. If disagreement continues, a conversation should take place with the Associate Dean Education (ADE) or nominee (and where appropriate should include relevant professional service colleagues). All of the information, each person might hold, should be discussed and examined.

1.7.5. All staff members must work together, so that decisions are being made with care by all colleagues. Once the discussion has taken place, if the Preliminary Investigation Lead and the reporting member of staff continue to disagree the ADE or nominee will be the arbitrator and will make a final decision.

1.8. Managing Retrospective Cases

1.8.1. Where compelling evidence exists, the University reserves the right to retrospectively investigate suspected cases of Poor Academic Practice and/or Academic Misconduct. Retrospective cases are defined as cases where work has been marked and provisional grades or Assessment Board ratified marks have already been released to you. This can also include ratified marks from your previous programme stages.

1.8.2. In cases such as this, and due to the potentially serious implications, the School Associate Dean Education (ADE) should be consulted. The ADE can where necessary, consult with Academic Services and the Vice President (Education) or their delegate. Where it is agreed that there is a case to answer, the standard investigation procedure outlined within this Policy should be followed, i.e., a Preliminary Investigation and, where appropriate, referral to an Academic Misconduct Panel.

1.8.3. Only assessments directly related to the suspected misconduct will be investigated. Should any evidence come to light during the course of an investigation, which implicates other assessments, the University reserves the right to investigate.

1.8.4. Where a Sanction is applied, previously ratified Assessment Board decisions may be rescinded and replaced with the relevant sanction.

1.9. Determining the Category of Academic Misconduct

1.9.1. The University has defined three categories for Academic Misconduct which are:

- **Poor Academic Practice**
- **Academic Misconduct**
- **Severe Academic Misconduct**

(Please see **Appendix 2** for more details and guidance)

1.9.2. When sufficient evidence has been gathered to indicate that potential Poor Academic Practice or Academic Misconduct/Severe Academic Misconduct has occurred, the relevant members of academic and professional staff should alert you and give you the opportunity to discuss the matter.

1.9.3. The School will make reasonable attempts to contact you to arrange a Preliminary Investigation meeting, either in person, via virtual meeting platforms, or by correspondence. But the Preliminary Investigation will continue if you fail to respond to these requests or do not attend an arranged meeting.

- 1.9.4. The Preliminary Investigation meeting/correspondence will seek to ascertain whether Poor Academic Practice or Academic Misconduct/Severe Academic Misconduct may have occurred. During this stage, you will be asked about your work and the allegation made against you, but it is important to remember that this is not a formal hearing. If the case is referred to an Academic Misconduct Panel, this will be a formal hearing and the Panel will question you more thoroughly.
- 1.9.5. Following the Preliminary Investigation meeting/correspondence, a written summary of the discussion and outcome should be drawn up and, wherever possible, signed by you as a true record.

1.10. Dealing with Poor Academic Practice Cases

- 1.10.1. Upheld cases of Poor Academic Practice (PAP) should be dealt with at the Preliminary Investigation stage (locally) in accordance with Sanction 1.
- 1.10.2. You should also be referred to the Academic Skills Team to give you the opportunity to receive additional help and advice on avoiding the same mistakes in the future.
- 1.10.3. Any suspected subsequent PAP offences will be immediately referred to an Academic Misconduct Panel.

1.11. Dealing with Academic Misconduct Cases

- 1.11.1. Cases of Academic Misconduct, including suspected subsequent cases of PAP, should be referred to an Academic Misconduct Panel.
- 1.11.2. The only exception to this is cases of a first Academic Misconduct offence, where it is deemed appropriate, and where you have admitted to the misconduct. Such cases may be dealt with at the Preliminary Investigation stage, in accordance with Sanction 2. (Any suspected subsequent offences will be immediately referred to an Academic Misconduct Panel.)
- 1.11.3. For a Sanction 2 to be applied at a local level, it must be your first offence (any previous offence including PAP means that the case will instead be referred to an Academic Misconduct Panel), it must be deemed appropriate to apply a Sanction 2 (if there is debate on whether or not the severity of the case should call for a higher sanction, the case must be referred to an Academic Misconduct Panel) and the you must admit that you committed the offence.

1.12. Dealing with Severe Academic Misconduct Cases

- 1.12.1. All cases of Severe Academic Misconduct must be referred immediately to an Academic Misconduct Panel. A Preliminary Investigation should take place (i.e. gathering evidence, submitting a Suspected PAP_AM Form and review of the evidence by the Preliminary Investigation Lead), but a Preliminary Investigation meeting/correspondence does not need to be held.

- 1.12.2. The case can be immediately referred to an Academic Misconduct Panel, as this will ensure that the case is considered by a group of experienced and trained staff and not by one or two individuals.

1.13. The Academic Misconduct Panel

- 1.13.1. The responsibility for considering most Academic Misconduct and all Severe Academic Misconduct offences lies with an impartial, experienced and trained Panel of staff. With the aim of building up a body of knowledge and experience amongst its members and to maintain parity of treatment of students within the School, and across the University, the Academic Misconduct Panel will conduct all Academic Misconduct hearings within the School.
- 1.13.2. Academic Misconduct (AM) Panels will be held in accordance with [section 5.7 of the Assessment Regulations](#). Where a case has been referred to an AM Panel with a recommendation or minutes from a Preliminary Investigation meeting, the AM Panel is required to investigate the case afresh and make its own independent judgement following review of all available evidence.
- 1.13.3. Academic Misconduct Panel hearings can be conducted either in-person or online (by Zoom or Teams).
- 1.13.4. Where it is deemed reasonable to do so, an Academic Misconduct Panel can also take place in absentia (without you present at the Panel hearing) or via correspondence (via a written statement provided by you).

For example, where:

- there is a high number of potentially related cases within the same module, programme or School;
 - where legitimate adjustments and considerations are required to ensure the process is accessible and runs fairly;
 - where there are specific equality needs, and/or where reasonable adjustments are required.
- 1.13.5. At an Academic Misconduct Panel, the responsibility for proving an Academic Misconduct issue i.e. the “burden of proof” lies with the University and the level of proof required is measured using the “balance of probabilities”.
- 1.13.6. **Burden of Proof:** The “burden of proof” determines whose responsibility it is to prove there is cause to launch an investigation and confirm a case. In a disciplinary case we would expect the burden of proof to be on the University, that is, the University must prove that the student has done what they are accused of doing. You should not have to disprove the allegation.

- 1.13.7. **Standard of Proof:** The “standard of proof” is the level of proof required. In legal proceedings the standard of proof in criminal cases is normally “beyond reasonable doubt”, which is a very high standard. In civil cases and for this Policy, the standard of proof required to agree an outcome is “the balance of probabilities”. This means it is more likely than not that something happened. Although the “balance of probabilities” standard is lower than “beyond reasonable doubt”, decisions must still be supported by evidence. The standard is higher than simply believing that something is likely to have happened.” ([Office of the Independent Adjudicator \(OIA\), The Good Practice Framework](#))
- 1.13.8. The Panel including Chairs and Deputy Chairs will be selected from a pool of staff members approved by Boards of Studies. Panel Chairs will be members of staff who have had no previous involvement in the case. Chairs will be appointed at the start of each academic year by Boards of Studies.
- 1.13.9. A selection of Deputy Chairs should be identified for circumstances which prevent the Chair from attending, either due to other commitments, or due to issues of impartiality.
- 1.13.10. The Panel Chair will be joined by two academic members of staff or one suitable professional member of staff and one academic member of staff from the approved pool of staff members. A secretary will also be present at all Panel hearings.
- 1.13.11. When an investigation is escalated from the Preliminary Investigation to an Academic Misconduct Panel (in accordance with [Regulation 19](#)), you should be informed within 14 calendar days of the Academic Misconduct Panel date, in order to enable you to prepare for the hearing.
- 1.13.12. You are entitled to bring a person to support you at the hearing or act as a witness.
- 1.13.13. You are not permitted to be legally represented at the hearing. If the individual accompanying you is legally qualified. They may attend but only in a supporting role and not to provide legal representation. The names and roles of those attending must be notified to the Secretary in advance of the hearing.
- 1.13.14. As part of the Academic Misconduct Panel proceedings, you will be informed of the reasons for the allegation(s) and provided with any directly relevant evidence that will be shared with you at least 7 calendar days in advance of the hearing. Should you inform us that you are unable to attend but wish to, efforts will be made to rearrange the Panel date if possible.

- 1.13.15. The usual order of business for a hearing at which you are present is:
- The Chair will ask those present to introduce themselves; Panel members should be clearly identified.
 - The Chair will ask you (where present) if you refute the allegations.
 - The Chair will make a statement supporting the allegation(s).
 - The Chair will invite you to respond to the allegation(s).
 - During and after these statements the Panel may ask questions of either you or the Departmental representative for clarification.
 - All except the Panel members should withdraw while the Panel reaches its recommendation.
 - The Panel's recommendation will be communicated to you verbally and again in writing as soon as possible after, and at the latest within 14 calendar days of, the hearing.
 - Where you choose to or are unable to attend the hearing in person the usual process is:
 - You will provide a written response to the allegations and the evidence.
 - Any points requiring clarification will be followed up before the Panel meeting.
 - The Panel will meet to review the evidence and decide on the case.
 - The Panel's recommendation, along with reasons, will be communicated to you in writing as soon as possible after, and at the latest within 14 calendar days of, the hearing.
- 1.13.16. The fundamental principle behind determining a Sanction to impose on any students who have committed Academic Misconduct of any level, is that no student should be dealt with in such a way that they benefit from their misconduct. For example, it would not be acceptable even for a Poor Academic Practice case to be allocated a Sanction which allowed you to correct the misconduct and receive full marks, as this would be equivalent to providing formative feedback and an extension.
- 1.13.17. However, the primary purpose of the Academic Misconduct procedure is not to punish you but to ensure the achievement of relevant learning outcomes. Therefore, the University has prescribed a range of Sanctions (as detailed in **Appendix 3**) that should be used to apply the appropriate level of penalty.
- 1.13.18. In cases where the Academic Misconduct Panel upholds the allegation(s), they must decide an appropriate Sanction to recommend to the Assessment Board. Different sanctions exist to accommodate different levels of Academic Misconduct. We have set out standard sanctions (**Appendix 3**) to ensure parity of treatment across the University. Panels should aim to achieve an equitable and consistent outcome in the sanctions recommended for cases of Academic Misconduct/Severe Academic Misconduct.

1.13.19. Recommendations as to Sanctions should be based on the following facts:

- the instance of the misconduct (first or subsequent);
- the nature of the misconduct;
- the extent of the misconduct. This is a decision based on academic judgement;
- whether the misconduct was deliberately fraudulent.

1.13.20. In addition, the following circumstances may have an effect on the choice of Sanction:

- the effect a Sanction would have on your ability to enter your chosen profession;
- your year of study;
- the nature of the module (number of credits, structure, aggregation formula);

1.13.21. In cases of retrospective action (see Section 1.7 of this Policy), Schools should also consider:

- the impact of a Sanction on previous progression or Award decisions;
- the impact of a Sanction on the current programme stage and/or Graduation;
- the practical implementation of a sanction, e.g., the timing of resits;
- financial implications, e.g., where a student has paid tuition fees for programme stages subsequent to the alleged misconduct.

1.13.22. In deciding on an appropriate sanction, the Academic Misconduct Panel should take into account all circumstances related to the academic misconduct, the evidence provided, any historical offences, Professional Body (PSRB) requirements and the overall impact that the Sanction applied will have. The same Sanction might have a different outcome depending on when the misconduct was committed (e.g. year of study, first sit or re-sit) and the structure of the programme. For example, a penalty limiting progression may have an unintended negative impact on a student with a deteriorating health condition or an international student's visa status. The Panel Chair is asked to explain how they have taken these implications (where relevant) into account, as well as any reasonable adjustments, disability and other potential mitigating factors ([Regulation 19 - 5.7.4 Sanctions](#)).

1.13.23. Sanctions determined must be both reasonable and proportionate to the level of academic misconduct upheld. These should be in line with the indicative guidance provided in **Appendix 4** to ensure consistency, fairness and a culture of Academic Integrity for all students.

1.14. Academic Misconduct Panel Recommendations

- 1.14.1. In order to maintain parity for students across the University, the Panel will consider the allegation of misconduct whilst taking other factors into account, including the number of attempts that the student has had, and any previous cases recorded on the student file. The Panel will decide whether they are satisfied or not satisfied that misconduct has taken place, based on the “balance of probabilities”.
- 1.14.2. If the Panel determines that Academic Misconduct has not been committed, you will be informed in writing and the allegation will not be considered as part of the Assessment Board’s deliberations.
- 1.14.3. If the Panel determines that misconduct has taken place, they will make a recommendation to the Assessment Board providing the details of the offence along with an appropriate Sanction. The reasons for the recommendation must be clearly recorded. The Panel must also make clear the rationale for any deviations from Sanctions that are the norm for a given type of misconduct.
- 1.14.4. If the Academic Misconduct Panel determines that you have committed Severe Academic Misconduct, the appropriate Sanction may be greater than those available in the Academic Regulations. In such cases, the Panel will refer your case to be dealt with under our Student Discipline Regulations ([Senate Regulation 13](#)) or, for PSRB regulated programmes, be referred to a Fitness to Practise (Train) Panel.
- 1.14.5. Outcomes of the Academic Misconduct Panel hearing will be recorded and communicated to you. The Sanction applied is not final until it is ratified by the relevant Assessment Board.
- 1.14.6. The Assessment Board Secretary will present the recommendations to the Chair of the Assessment Board for final approval.

1.15. Disciplinary or Fitness to Practise (Train) Panel Considerations

- 1.15.1. In cases of severe academic misconduct (**Appendix 2, 3 & 4**) where the application of Sanctions 1 – 5 are not appropriate due to the severity of the misconduct the Academic Misconduct Panel may deem it necessary to escalate the case to the Disciplinary Panel (Sanction 6) who have the ability to apply more appropriate sanctions. Or for PSRB regulated programmes, students may be referred to a Fitness to Practise (Train) Panel.
- 1.15.2. The Disciplinary Panel will be conducted in line with [Regulation 13 \(Student Disciplinary\)](#).

- 1.15.3. In instances where the allegations are found to be upheld, the Disciplinary or Fitness to Practise (Train) Panel can apply relevant Sanctions as listed in the Assessment and Student Discipline Regulations. Sanctions may also be combined as appropriate and reasonable. The outcome and rationale for the Sanction(s) applied will be recorded and communicated to you in writing.

1.16. Assessment Board Decisions

- 1.16.1. The Assessment Board will only consider recommendations for Sanctions, for academic misconduct received via the Academic Misconduct Panel or via the Preliminary Investigation. The Assessment Board will not re-consider the Academic Misconduct Panel's finding of academic misconduct but will consider the recommendations of the Panel or Preliminary Investigation regarding the action to be taken and take these into account when awarding a student's marks and making decisions concerning a student's progress and Award.
- 1.16.2. If you are awaiting the outcome and Assessment Board ratification of an Academic Misconduct Panel, you will be advised to continue with the programme. You may appeal the decision after it has been ratified by the Assessment Board, and as set out in 1.18.1. Where the case has been referred to the Disciplinary Panel or Fitness to Practise (Train), you do not need to wait for the Assessment Board to ratify the decision. You may appeal as set out in 1.18.2 and the Disciplinary/Fitness to Practise (Train) Panel will be convened as soon as practically possible.

1.17. Academic Misconduct Cases with Extenuating Circumstances

- 1.17.1. Where an Extenuating Circumstances (EC) claim has been accepted for the same assessment where an instance of PAP, Academic Misconduct or Severe Academic Misconduct has been upheld then the AM Sanction (Sanction 1-6) should take precedence.
- 1.17.2. Where you have no further resit opportunities but your EC claim has been upheld by the Assessment Board, you may be allowed a further resit in line with the [EC Policy](#) . If this is the case the resit will be subject to the determined AM Sanction which must be applied.
- 1.17.3. For example, the Assessment Board should permit the student an additional attempt at the assessment, whilst also keeping the AM Sanction in place (e.g. allowing the additional resit but capping the module mark if for example, a Sanction 3 had been recommended by the AM panel).

1.19. Reporting and Statistics

- 1.19.1. In order to ensure consistency of practice, equity and comparability and to support monitoring of the process and the outcomes, cases of Academic Misconduct will be recorded and reported to the Board of Studies on an annual basis.

- 1.19.2. Schools are asked to keep a log of all Academic Misconduct allegations, whether dealt with by informal resolution or by a full meeting of the Academic Misconduct Panel. The log should be considered annually by Boards of Study and should record the nature of the offence, the outcome of any investigation or hearing, and the decision of the Assessment Board.
- 1.19.3. Records should also be retained for cases where the Preliminary Investigation or Panel determine that an offence has not taken place. This is to provide the University with an overview of the nature and quantity of cases that occur, and any patterns or trends that are developing.
- 1.19.4. Your record will only show Academic Misconduct cases that have been upheld and the sanctions that have been applied. A case that is not upheld will not feature on any of your student records for any purposes. Any Sanctions applied including reprimands (Sanction 1) will be formally recorded on your record and will appear on your final transcript. Where relevant, Sanctions may also be shared with relevant Professional Bodies (PSRBs).

1.20. Right to Appeal

- 1.20.1 The University's Academic Misconduct process is governed by [Senate Regulation 19 \(Assessment Regulations\)](#). You have the right to appeal the recommended Sanction of the Academic Misconduct Preliminary Investigation or an Academic Misconduct Panel (for Sanctions 1-5), following ratification of the decision by the Assessment Board and within the timelines permitted in our [Academic Appeals Regulation](#). With the exception of cases where the Academic Misconduct (AM) Panel has issued a Sanction 6 (Referral to Disciplinary or Fitness to Practise (Train)).
- 1.20.2 In cases where a Sanction 6 has been issued by an AM Panel, you can submit an appeal within the timelines permitted in our [Academic Appeals Regulation](#). You do not need to wait for the Assessment Board to ratify this decision. This is to ensure that there are no delays in managing the next steps of the case (referral to Disciplinary or Fitness to Practise (Train)) and also to ensure fairness and consistency in practice. This ensures that all students (regardless of when their Assessment Boards are held) have the opportunity to appeal a Sanction 6 ahead of the Disciplinary or Fitness to Practise (Train) procedure. You must submit your appeal within 20 working days of the Sanction being issued and the appeal must be on the grounds of 'material error' only.
- 1.20.3 Further details can be found in our [Student Hub Appeals](#) page.

Appendix 1: Definitions of Academic Misconduct

1.21. Plagiarism

- 1.21.1 Plagiarism is defined as use of intellectual material produced by another person or Generative AI tool (such as ChatGPT) without acknowledging its source, for example:
- wholesale copying of passages from works of others without acknowledgment.
 - use of the views, opinions, or insights of another without acknowledgment.
 - submitting as one's own, an assignment prepared by another student
- 1.21.2 Where there is no hard evidence of plagiarism, but it has been demonstrated that there are good reasons to believe that the work is not your own, it may be deemed appropriate for the investigating staff or the Academic Misconduct Panel to expect you to demonstrate that the work is your own original work. This may involve but is not limited to an Academic Integrity Viva. An Academic Integrity Viva will involve the Preliminary Investigation Lead /Reporting member of staff or the Academic Misconduct Panel Chair asking for draft copies of the work and/or asking a series of questions about the content of the submitted work.
- 1.21.3 Resources for staff can be found on the [Academic Integrity & Misconduct Staff Hub](#) page.

1.22. Self-Plagiarism

- 1.22.1 It is possible to plagiarise yourself by re-using work you have previously submitted* without acknowledgement.
- 1.22.2 Please note this does not include any permitted re-submissions of work/sections of work, formative or otherwise which have been explicitly approved by your lecturer/tutor.
- 1.22.3 The submission of work that you, as the author, have previously submitted, without suitable acknowledgement of the source of their previous work; should not normally be more than a short quotation, as the same work cannot be submitted for different assignments.

1.23 Collusion

- 1.23.1 The University defines collusion as a form of cheating which may occur where students have consciously collaborated on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorised another to use their work, in part or whole, and to submit it as their own.

1.23.2 Actions which would be considered to be Collusion:

- Planning a response together; copying a plan for an individual assessment.
- Paraphrasing someone else's assignment and submitting it as your own.
- Relying on some group members to do all the work.
- Getting someone else to do your assessment task.

1.23.3 Actions that would be considered to be Cooperation:

- Analysing the assessment question together.
- Practising paraphrasing skills together and sharing tips.
- Sharing work evenly among group members.
- Getting help from your personal tutor/academic advisor

1.23.4 Working together with other students on a piece of work that will be submitted for individual assessment is not permitted and can result in an accusation of academic misconduct for all the students involved.

1.23.5 Discussing the material and ideas you are learning with your colleagues is beneficial and is encouraged, however, when you start to write down the material that you will use for assessment, make sure this is entirely your own work and do not share it with other students.

1.23.6 Collusion is different from group work where students are instructed by the University to work together and the work is then assessed as a group effort. For group tasks you will be advised what the members of the group are expected to do together, and that (if anything) they are expected to do separately. If you are unsure, check with your tutor or lecturer.

1.23.7 If collaboration is permitted at certain stages of a project, explicit instructions should be provided to students regarding when this is and when it is not allowed. For example, if students must complete an assignment independently, explain both verbally and in the assignment guidelines that collaborations will strictly not be permitted.

1.23.8 Written and verbal guidelines for students:

1.23.9 It is essential for programme teams to provide clear instructions for handling group assignments. It is encouraged that this is provided to students both verbally and in writing. When group assignments are issues, the following should also be taken into consideration as methods of avoiding academic misconduct:

- requiring each student to provide a clear specific statement indicating each individual's contribution to the project as part of the work.
- providing clear guidelines on what a student should do if there are problems with other students in the group to disrupt potential academic misconduct.

- requiring that students should engage in some degree of collaboration on all parts of the project, rather than dividing the tasks and simply assembling the pieces into a final assignment at the end.
- providing students with a submission checklist and requiring the signing of a group assignment disclosure.

1.23.10 Student tips for group work:

Before beginning the project:

- clearly outline which parts of the assignment are group and which are individual.
- discuss preferred working styles and expectations with your group members before beginning the assignment.
- anytime your group uses someone else's work (ideas, words, images, code, etc.), it needs to be referenced.
- create a schedule to stay on track.

While working on the project:

- be respectful to others in all communications (face to face or online).
- keeps evidence of your own planning, preparation and resources.
- keep track of what each group member is contributing.
- have frequent meetings with your group members to review the assessment as a whole, discuss progress and resolve challenges.
- before submitting, review the submission checklist. (If provided)

1.24 Falsification of evidence & Fabrication of data

1.24.1 Falsification of evidence and fabrication of data is cheating by faking results, as of an experiment, or otherwise “making up” something that one presents as true, factual, or real. Fabrication in an academic context may occur in a number of forms, including these:

- falsifying research results or a report of research processes
- falsifying reports or records related to a field, practicum, or clinical experience

1.25 Cheating

1.25.1 Cheating is a general category of academic misconduct that, in the context of an academic course, involves dishonesty in completing work in the course — whether an examination or other kind of assignment. Assisting another student dishonestly is also cheating. Note that plagiarism, fabrication of research results, and other such violations of academic integrity may correctly be identified as particular kinds of cheating. Examples of cheating include, but are not limited to, the following:

- knowingly discovering or attempting to discover the contents of an examination before the contents are released
- taking a picture of or otherwise copying an examination without permission to do so
- providing such a picture/copy to another person

- obtaining, using, or attempting to obtain or use any material or device dishonestly
- supplying or attempting to supply any material or device to another person dishonestly
- obtaining or attempting to obtain unauthorized information during the course of an examination from another student or another student's test materials
- unauthorised possessing, taking, copying, or sharing of solutions manuals or computerized solutions for assignment or research problems

1.26 Breaching the Regulation for Conduct in Examinations

1.26.1 The University operates a zero-tolerance policy in relation to cheating in examinations.

1.26.2 Breaching the regulation for conduct in examinations includes but is not limited to:

- copying from the examination script of another candidate;
- obtaining or offers any other improper assistance from or to another candidate (or any other person unless an approved reader or scribe);
- refusing to comply with invigilator instructions in an exam
- has with them any unauthorised book (including mathematical tables), manuscript or loose papers of any kind, unauthorised electronic devices* (e.g. mobile telephones, smart watches) or any source of unauthorised information.
- allows himself/herself to be impersonated or when any person impersonates another examination candidate.
- knowingly discovering or attempting to discover the contents of an examination before the contents are released.
- taking a picture of or otherwise copying an examination without permission to do so.
- providing such a picture/copy to another person
- obtaining, using, or attempting to obtain or use any material or device dishonestly.
- supplying or attempting to supply any material or device to another person dishonestly.
- obtaining or attempting to obtain unauthorized information during the course of an examination from another student or another student's test materials.
- unauthorised possessing, taking, copying, or sharing of pre-existing solutions manuals or pre-existing computerized solutions for assignment or research problems.
- unauthorised use of Generative Artificial Intelligence (AI) tools (such as ChatGPT and Microsoft Co-Pilot), to produce computerized solutions for elements of your assignment or research problems (in severe cases this may also constitute contract cheating, please see 'Contract Cheating & Essay Mills' section below).

*Note: Where you are found to have taken unauthorised materials or an electronic device to your desk, you may be found guilty of academic misconduct, irrespective of your intent or the nature of the materials.

1.27 Contract Cheating & Essay Mills

- 1.27.1 'Contract cheating' happens when a third party completes your work for you and this work is then submitted to the University of your own. This type of contract can in some cases include payment, or other favours, but this is not always the case.
- 1.27.2 The consequences of contract cheating are very serious. Contract Cheating and the use of Essay Mills is defined by the University as Severe Academic Misconduct.
- 1.27.3 'Services' may include essays or other types of written assignments, conducting research, numerical disciplines, impersonation in exams and other forms of unfair assistance for completing assessed work.
- 1.27.4 'Third parties' include web-based companies or auction sites (essay mills), sharing websites (including essay banks) or an individual such as a lecturer, colleague, friend, relative or Generative Artificial Intelligence (AI) tools (such as ChatGPT or Microsoft Co-Pilot).
- 1.27.5 The unauthorised use of Generative AI tools, even if they are freely available, is considered to be academic misconduct and could be determined to be a form of contract cheating, because you are instructing a third party to complete the work for you.
- 1.27.6 Please note, some assessment tasks may be designed to incorporate using such tools as part of the assessment. Providing you are following exactly what has been requested by your School this is acceptable and will not be considered contract cheating. Your school will make clear if you can use Generative Artificial Intelligence (AI) tools as part of an assessment process.
- 1.27.7 'Input' means that the third party makes a contribution to your work, such that there is reasonable doubt as to whose work the assessment represents.
- 1.27.8 Universities have developed several strategies to combat this type of academic misconduct including using anti-plagiarism software such as Turnitin and accessing large databases of known assignments sold to students by Essay Mills which we have access to and can check your work against.
- 1.27.9 Additionally, the [Skills and Post-16 Education Bill](#) has become law. Through this act, the Government has passed changes that will transform higher education, including criminalising Essay Mills.

- 1.27.10 Where there is no hard evidence of contract cheating, but it has been demonstrated that there are good reasons to believe that the work is not your own, it may be deemed appropriate for the investigating staff or the Academic Misconduct Panel to expect you to demonstrate that the work is your own original work. This may involve but is not limited to an Academic Integrity Viva. An Academic Integrity Viva will involve the investigating staff asking for draft copies of the work and/or asking a series of questions about the content of the submitted work.
- 1.27.11 Resources for staff can be found on the [Academic Integrity & Misconduct Staff Hub](#) page.
- 1.27.12 **Essay mills are now illegal entities, and you should not engage with or respond to their advertising.**
- 1.27.13 **It is no longer a moral question; you will be entangling yourself with an illegal activity and you will be providing your personal information (name, phone number, email address) to people offering a service that is now against the law.**
- 1.27.14 **What does this mean in terms of the law in England?**
- **A person who provides or arranges to provide a relevant service to students commits an offence:** It is now a criminal offence to provide, or arrange for another person to provide, contract cheating services to students taking a qualification at a University or Higher Education Institution in England. A person guilty of an offence under this section is liable on summary conviction to a fine.
 - **A person who advertises a relevant service to students commits an offence:** 'it is now an offence for a person to advertise any service or individual that is offering a cheating service. A person guilty of an offence under this section is liable on summary conviction to a fine.
- 1.27.15 **What does this mean for me as a student?**
- In order to comply with our Policy and Regulations, students should not use any material provided as a result of an Essay Mills service in completing all or part of the assignment. This is deemed by the University to be 'severe academic misconduct'.
 - **While it is not a criminal offense to make use of a contract cheating service, this is deemed by the University to be 'severe academic misconduct'. The consequences of contract cheating are very serious. Making use of contract cheating services can lead to disciplinary/fitness to practise (train) action and even expulsion from the University.**

1.27.16 **What do I do if I am targeted?**

1.27.17 Essay Mills will often disguise themselves as ‘proofreading’, ‘tutorial’ and ‘academic support’ services. They may target you via email, text, pop-up ads and social media.

1.27.18 If you receive this marketing you must:

- **Delete it immediately**
- **Do not use click through links**
- **Do not offer any personal information or contact details**

1.27.19 If you are found to have committed contract cheating and/or have been using Essay Mills, you are likely to be referred to a Disciplinary Panel or for PSRB regulated programmes, be referred to a Fitness to Practise (Train) Panel, as an outcome of the academic misconduct process.

1.27.20 **The outcome is often expulsion from the University as it includes an element of deception/fraud.**

1.27.21 More information on how to avoid Contract Cheating can be found on the [Student Hub](#).

1.28 Proofreading

1.28.1 A proof-reader may be another person or a Generative AI tool (such as ChatGPT or Microsoft Co-Pilot).

1.28.2 A proof-reader **MAY** proofread to check for, identify and suggest corrections for errors in the text of a student’s assessed work. This means a proof-reader may:

- Identify typographical, spelling and punctuation errors;
- Identify formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, headers and footers);
- Identify grammatical and syntactical errors and anomalies;
- Highlight overly-long or complex sentences or paragraphs, especially where meaning is ambiguous;
- Identify minor formatting errors in referencing (for consistency and order);
- Identify errors in the labelling of diagrams, charts or figures;
- Identify lexical repetition or omissions.

1.28.3 **Proofreading is not allowed at all where formatting, grammar etc. are part of the criteria for assessment.**

- 1.28.4 A proof-reader **MAY NOT** edit the writing of a student's assessed work (that is, check or amend ideas, arguments or structure), since to do so is to compromise the authorship of the work. This means a proof-reader may not:
- Add to content in any way;
 - Check or correct facts, data calculations, formulae or equations;
 - Rewrite content where meaning is ambiguous;
 - Alter argument or logic where faulty;
 - Re-arrange or re-order paragraphs to enhance structure or argument;
 - Implement or significantly alter a referencing system;
 - Re-label diagrams, charts or figures;
 - Reduce content so as to comply with a specified word limit;
 - Make grammatical, syntactical or stylistic corrections;
 - Translate any part of the work into English.
- 1.28.5 Please be aware that you have overall authorial responsibility for your work and are responsible for choosing whether you wish to accept the proof-reader's advice.
- 1.28.6 Any accepted proofreader advice must be clearly acknowledged.
- 1.28.7 Additionally, proofreaders must be using tracked changes and comments, and not directly editing any of your work. This is to ensure that you can keep authorial responsibility for your work and a record of the proofreading should your work is ever challenged.
- 1.28.8 Please note, caution is advised when considering the use of any web-based services which claim to offer proofreading and then suggest edits to the writing that compromise the authorship of your work (as detailed above). Submitting work that has been produced by a commissioned service, is a type of severe academic misconduct that could have serious consequences.
- 1.28.9 For further details and guidance on Proofreading please see the [LEaD Proofreading Guide on the Student Hub](#).
- 1.28.10 Resources for staff can be found on the [Academic Integrity & Misconduct Staff Hub](#) page.

Appendix 2: Types of Academic Misconduct Cases

The following definitions are indicative and for guidance (based on sector research) but are not exhaustive. The severity of individual cases is a matter for academic judgement.

1.29 Poor Academic Practice (PAP)

- 1.29.1 There are occasions where your work might show indications of a breach of academic integrity conventions, such as a lack of understanding of scholarly practice, but falls short of academic misconduct. This normally occurs where you have attempted but failed to adopt good academic practice and is defined by the University as Poor Academic Practice (PAP).
- 1.29.2 Poor academic practice, within the scope of this Policy, should only be found where the breach of academic practice is not extensive.
- 1.29.3 Examples of cases that **would be considered** as Poor Academic Practice under this Policy include, but are not limited to, the following:
- Poor use of referencing that has not materially given you an unfair advantage. For example, errors such as unattributed quotations, inappropriate paraphrasing or some missing / incorrect or incomplete citations.
 - Passing off ideas, data or other information as though originally discovered by you.
 - Several sentences of direct copying without acknowledging the source.
 - Unacknowledged proof-reading.
- 1.29.4 Examples of cases that **would not be considered** as Poor Academic Practice under this Policy include, but are not limited to, the following:
- Inadequate academic practice which can be shown to be the result of a lack of effort. For example, poor or inadequate research and/or poor academic writing skills (e.g., grammatical errors, spelling mistakes and poor punctuation.)
- 1.29.5 In cases where inadequate academic practice has been identified, but is not within the scope of this Policy, the assessment should be marked to reflect the inadequate academic practice, which may mean that the mark is low or that you fail the assessment. No Sanction will be given in such circumstances.
- 1.29.6 Where a first PAP offence is identified, a Sanction 1 will be implemented locally, without the need for an Academic Misconduct Panel and you will be referred to the Academic Skills Team. Any suspected subsequent offences of PAP must be referred to the Academic Misconduct Panel.

1.30 Academic Misconduct

Academic misconduct cases can include:

- Plagiarism
- Submission of the same piece of work, or major part thereof, for more than one assessment;
- Collusion i.e. unauthorised collaboration on assessable written, oral or practical work with another person or persons;
- An assignment which has been translated into English by another person or Generative AI tool.
- Suspected subsequent Poor Academic Practice.
- Cheating, e.g.
 - Breaching the [Regulation for Conduct in Examinations](#) (with the exception of instances listed under Severe Academic Misconduct);
 - The lending of work which has been submitted for assessment to another student;
 - Inclusion of whole paragraphs or significant sections of unattributed work;
 - Including significant sections of unreferenced text

1.31 Severe Academic Misconduct

Severe Academic Misconduct cases could include cases such as:

- Theft of work of other students or practitioners;
- Contract Cheating e.g.:
 - Buying work from services such as essay mills or similar.
 - Commissioning work from individuals (including friends and family) or organisations.
 - Utilising Generative Artificial Intelligence (AI) tools in an unauthorised way/to gain an unfair advantage/to generate work that is then dishonestly submitted as your own. Always check with the Module Leader/Programme Director if you are unclear on what has been authorised for your submission.
- Evidence of extensive cheating e.g.:
 - Obtaining access to an unseen examination or test prior to the start of an examination/test;
 - Impersonating another person during an examination or arranging for another person to impersonate you during an examination;
- Copying each other's work;
- Evidence of extensive collusion;
- Fabrication of data e.g. altering or generating an entire set of research data;
- Falsification of evidence e.g. altering/creating supporting evidence to obtain an advantage or obtaining evidence illegally;
- Failure to obtain ethical approval prior to conducting research.

Appendix 3: Sanctions

Poor Academic Practice	Sanction 1	Reprimand A formally recorded warning kept on the student's record. The work should be marked, but the mark may be reduced to reflect a student's failure to address the assessment criteria in areas of collation of sources and their citation.
Academic Misconduct	Sanction 2	Capping of the assessment component Failure in the assessment component, with an opportunity to resit where permissible. The assessment component mark for the resit will be capped at the pass mark.
	Sanction 3	Capping of the module mark Failure in the assessment component, with an opportunity to resit where permissible. The mark for the module will be capped at the pass mark.
Severe Academic Misconduct	Sanction 4 / 5	Option 1: Capping of the assessment component and other assessments for the same period Failure in the assessment component, with an opportunity to resit where permissible. The mark for the resit will be capped at a pass. Additionally, capped marks will be imposed on other assessments completed during the same assessment period in which the Academic Misconduct took place. Option 2: Award of zero for the module mark and credits awarded for progression Failure in the assessment component with an opportunity to resit where permissible. If passed, credit for the module will be awarded in recognition of the learning outcomes being met but a module mark of zero will be recorded. Sanction 5 should not normally be applied to foundation or year one undergraduate students.
	Sanction 6	Referral to Disciplinary Panel. A student will be referred to a Disciplinary Panel. Sanctions the Disciplinary Panel may apply for Academic Misconduct are set out in the Student Discipline Regulation (see Senate Regulation 13). Or for PSRB regulated programmes, students may be referred to a Fitness to Practise (Train) Panel.

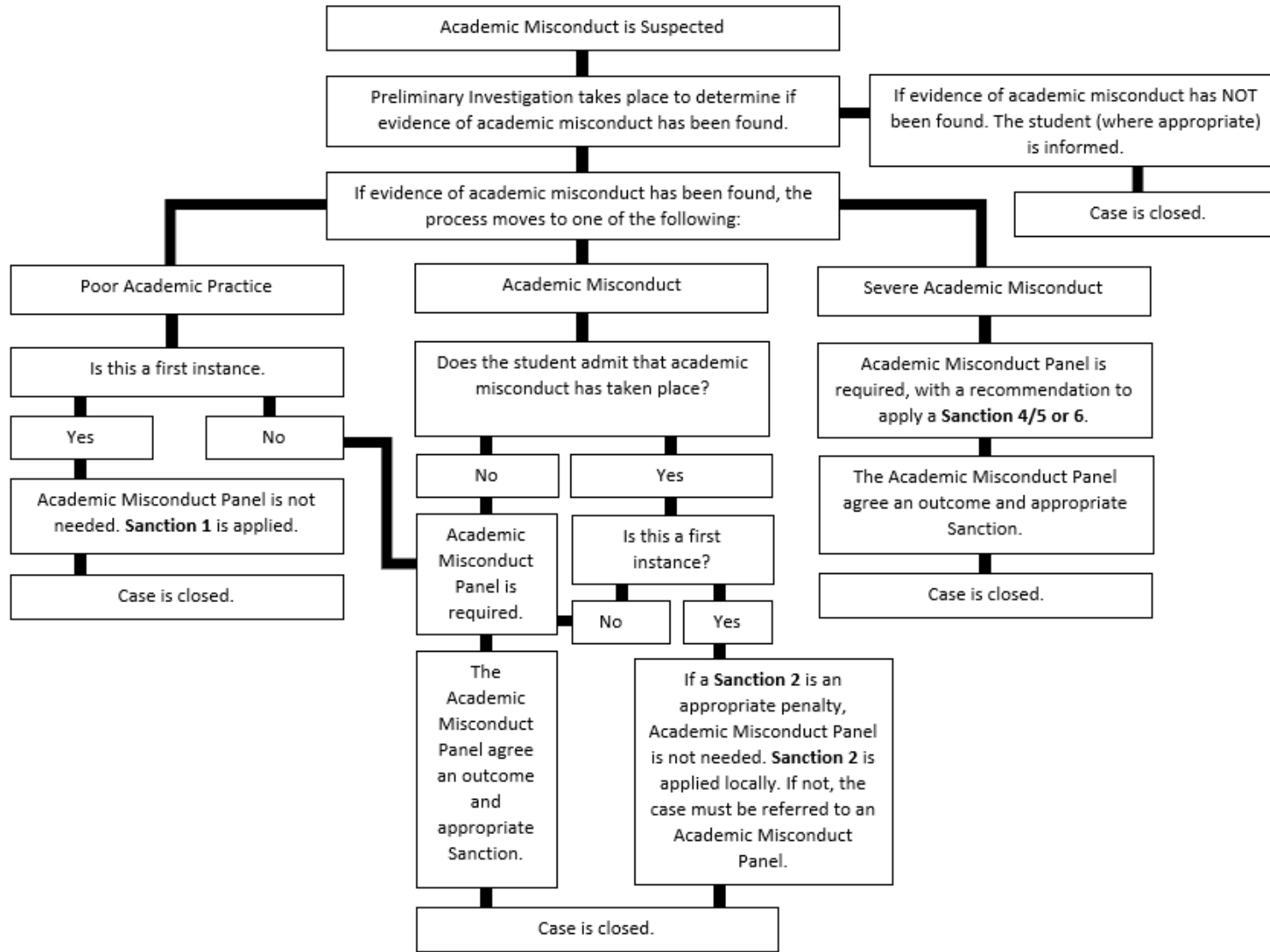
Appendix 4: Mapping of Sanctions

The Indication Sanctions are not prescriptive. In deciding on an appropriate Sanction, the Academic Misconduct Panel should take into account all circumstances related to the academic misconduct, the evidence provided, any historical offences, PSRB requirements and the overall impact that the Sanction applied will have on the student.

Examples of types of Academic Misconduct	Severity	Indicative Sanction
Poor use of referencing that has not materially given the student an unfair advantage. For example, errors such as unattributed quotations, inappropriate paraphrasing or some missing / incorrect or incomplete citations.	Poor Academic Practice <i>* Suspected subsequent Poor Academic Practice, should escalate to Academic Misconduct</i>	1
The passing off ideas, data or other information as though originally discovered by the student		
Several sentences of direct copying without acknowledging the source		
Unacknowledged proof-reading		
Suspected subsequent Poor Academic Practice	Academic Misconduct	2 - 3
Plagiarism: <ul style="list-style-type: none"> Inclusion of whole paragraphs and/or significant sections of unattributed work Inclusion of significant sections of unreferenced text 		
Self-Plagiarism: <ul style="list-style-type: none"> Submission of the same piece of work, or major part thereof, for assessment 		
Collusion: <ul style="list-style-type: none"> Unauthorised collaboration on assessable written, oral or practical work with another person or persons 		
The lending of work which has been submitted for assessment to another student		
An assignment which has been translated into English by another person or Generative AI tool (such as ChatGPT);		
Examinations: <ul style="list-style-type: none"> Breaching the Regulation for Conduct in Examinations (with the exception of instances listed under Severe Academic Misconduct)		
Theft of work of other students or practitioners	Severe	4 - 6

<p>Contract Cheating:</p> <ul style="list-style-type: none"> • Buying work from essay services such as essay mills or similar • Commissioning work from individuals (including friends and family) or organisation • Utilising Large Generative Artificial Intelligence (AI) tools in an unauthorised way/to gain an unfair advantage/to generate work that is then dishonestly submitted as your own. 	<p>Academic Misconduct</p>	
<p>Examinations:</p> <ul style="list-style-type: none"> • Obtaining access to an unseen examination or test prior to the start of an examination/test • Impersonating another person during an examination or arranging for another person to impersonate the student during an examination; • Copying each other's work 		
<p>Collusion:</p> <ul style="list-style-type: none"> • Evidence of extensive collusion 		
<p>Fabrication of data:</p> <ul style="list-style-type: none"> • Altering or generating an entire set of research data 		
<p>Falsification of evidence:</p> <ul style="list-style-type: none"> • Altering/creating supporting evidence to obtain an advantage or obtaining evidence illegally; 		
<p>Failure to obtain ethical approval prior to conducting research</p>		

Appendix 5: Academic Misconduct Process Flowchart



Policy Title	
Academic Integrity & Misconduct Policy	
Policy Enabling Owner and Department	Responsible for Implementation and Department
Academic Services	Academic Services
Approving Body	Date of Approval
Senate	2024/25
Last Reviewed & Version	Review Due Date
<ul style="list-style-type: none"> • Approved by Senate 2016/17 • <i>Minor Updates November 2018</i> • <i>Minor Updates May 2020</i> • Approved by Senate 2020/21 • <i>Minor Updates August 2021</i> • <i>Minor Updates October 2021</i> • <i>Minor Updates September 2022</i> • <i>Minor Updates April 2023</i> • <i>Minor Updates October 2023</i> • Approved by Senate 2024/25 	2027/28
Publication of Policy (<i>tick as appropriate</i>)	
For public access online (internet)? <input checked="" type="checkbox"/>	For staff access only (intranet)? <input type="checkbox"/>
Website Link: Academic-Misconduct-Policy-and-Guidance-1920 .pdf (city.ac.uk)	Intranet Link: N/A
Storage of Policy (<i>Previous versions of the policy must be stored in the drive by the author</i>)	
Drive Address: Z:\QUAD\Quality Manual	
Queries about this policy should be referred to	
QUAD@city.ac.uk	