

From: Georgia Moustaka  
**Subject: Academic Integrity & Misconduct Policy**  
 Status: Proposed updates to the Academic Misconduct Policy & Guidance  
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**Executive summary**

A review of the Academic Misconduct Policy and Guidance is due this year in line with the rolling schedule of reviews of academic policies. The review also forms part of the action plan being overseen by the Contract Cheating Working Group of Educational Quality to address recommendations on combating contract cheating made to the sector by the QAA in 2017.

This purpose of this paper is to inform Senate that the policy review has commenced and to seek early input from Senate to the proposed changes.

The review aims to ensure the clarity and consistency of information and advice available to staff and students relating to contract cheating, to articulate more generally City’s expectations for academic integrity and to provide further information on types of misconduct. It is proposed that the title of the policy be changed to Academic Integrity and Misconduct Policy to reflect a shift to a more supportive approach to academic integrity.

Proposed changes to the Policy, Guidance and Appendices have been listed in the Policy Update Cover Sheet within this paper and highlighted within the draft revised policy.

**Next Steps:**

June 2019 – January 2020	Equality Impact Assessment (EIA) to be developed
	Consultation with BoS & SU
February 2020	Final version of the revised policy for consultation at EQC and recommendation to Senate
March 2020	Senate approval

<b>Action(s) required from the Committee:</b>	A. Provide initial views on the proposed policy revisions prior to wider consultation
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The table below outlines which committees/groups have already seen the report and the resulting outcome/action from discussions.

<b>Committee date</b>	<b>Committee title</b>	<b>Outcome/action</b>	<b>Action date</b>	<b>Paper version number</b>
29/04/2019	Contract Cheating Working Group	To revise and strengthen the Academic Misconduct Policy & Guidance to ensure the clarity and consistency of information and advice available to staff and students relating to contract cheating and more generally to articulate more generally City's expectations for academic integrity expectations and to provide further information on types of misconduct.	2019/20	
06/06/2019	Educational Quality Committee	Approved proposed changes and next steps and recommended to Senate for input prior to wider consultation.	N/A	1

**Policy Update Cover Sheet**

Type of Policy	<input type="checkbox"/> Existing Policy Update
Policy Name	Academic Misconduct Policy & Guidance
Key Changes	<ul style="list-style-type: none"> <li>• <b>Front Sheet</b> - Change of title to 'Academic Integrity Policy &amp; Guidance'</li> <li>• <b>Throughout</b> - Clarification of specific section of Senate Regulation 19 Assessment (5.7.2(ii) Academic Misconduct).</li> <li>• <b>Context &amp; 1.1.1</b> - Policy introduction revised to include reference to academic integrity and good academic practice.</li> <li>• <b>1.5.2</b> – Revised to reflect current practice on reporting cases of academic misconduct to BoS.</li> <li>• <b>2</b> - Change of title to Academic Integrity &amp; Misconduct Guidance</li> <li>• <b>2.1</b> – Additional introduction which makes reference to academic integrity definition and expectations.</li> <li>• <b>2.2</b> – Additional information around the responsibilities of the students and the institution for promoting and upholding academic integrity.</li> <li>• <b>2.4.2</b> – Additional extract from the Office of the Independent Adjudicator (OIA) Good Practice Framework which provides guidance on academic judgement.</li> <li>• <b>2.11</b> – Additional information regarding the burden and standard of proof applied at Academic Misconduct Panels.</li> <li>• <b>2.13</b> – Additional information which outlines the process for cases which are escalated to Disciplinary Panel.</li> <li>• <b>Appendix 1</b> – New appendix which provides details of the different types of academic misconduct and their definitions.</li> <li>• <b>Appendix 3 &amp; 4</b> – Revision of appendix to group types of misconduct and map to appropriate suggested sanctions.</li> </ul>
External Legislation / Regulations that must be considered	<ul style="list-style-type: none"> <li>• Senate Regulation 19 Assessment (Includes section 5.7.2(ii) - 'Academic Misconduct')</li> <li>• Senate Regulation 13 Student Discipline</li> </ul>
Author	Helen Fitch and Georgia Moustaka (Student & Academic Services)
Owner	Helen Fitch (Student & Academic Services)
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Date of next review	July 2019
Ratified by	Senate
Publication	<b>Intranet:</b> <a href="https://www.city.ac.uk/_data/assets/pdf_file/0018/340920/Academic-Misconduct-Policy-and-Guidance.pdf">https://www.city.ac.uk/_data/assets/pdf_file/0018/340920/Academic-Misconduct-Policy-and-Guidance.pdf</a>
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## Academic Integrity & Misconduct Policy and Guidance

### Scope

All taught programmes leading to an award of City, University of London.

### Senate Regulations

Senate Regulation 19 Assessment (Includes section 5.7.2(ii) - 'Academic Misconduct')

Senate Regulation 13 Student Discipline is also relevant.

### Date approved/re-approved

Approved by Senate for implementation from 2016/17

Minor Updates November 2018

### Date for review

To be reviewed on a periodic basis, with allowance for minor annual updates of roles and responsibilities by Educational Quality Committee, as required

### To be read in conjunction with

*Quality Manual Section 6*

## Equality and Diversity statement

City, 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**

Academic integrity is at the heart of City, University of London's commitment to academic excellence and reflects a shared set of principles which include honesty, trust, diligence, fairness and respect. Academic integrity which thrives through honesty, trust, and respect. The University strives to communicate and support clear standards of integrity so all students can value and embed those standards in their academic studies and carry them forward in their professional lives.

Academic misconduct is the violation of academic integrity, academic misconduct demeans the violator, degrades the learning process, deflates the meaning of grades, discredits the accomplishments of past and present students and tarnishes the reputation of the university for all its members.

Section 1 of this Policy outlines the general principles and the purpose of City's Academic Integrity Policy, and the context in which the relevant procedures will be implemented if the principles of good academic practice have not been upheld, and should be read in conjunction with the Assessment Regulations ([Section 5.7 - Academic Misconduct](#)).

Section 2 provides practical guidance on how to uphold academic integrity and good academic practice, the responsibilities of City and those of the student and the process for consequences and penalties that could be applied if academic misconduct has been established.

## **1. Academic Integrity and Misconduct Policy**

### **1.1. Policy Introduction**

- 1.1.1. Students are expected to uphold academic integrity and good academic practice by demonstrating behavior that is honest and ethical in all of their academic work. This policy sets out the process which is triggered if a student is suspected of not upholding these principles and committing Academic Misconduct.
- 1.1.2. Academic Misconduct is any action that produces an improper advantage for the student in relation to their assessment(s) or deliberately and unnecessarily disadvantages other students. It can be committed intentionally or accidentally. City actively pursues all cases of suspected misconduct.
- 1.1.3. Cases of alleged Academic Misconduct will be managed and considered in accordance with the Assessment Regulations. The regulations are designed to ensure that students suspected of Academic Misconduct are provided with an independent and transparent system that is efficient, fair and speedy. This system safeguards the integrity of City's awards as well as the interests of the majority of students who work hard for their award through their own efforts.
- 1.1.4. 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:
- Poor Academic Practice;
  - Academic Misconduct;
  - Severe Academic Misconduct.
- (as outlined more fully in Appendix 1)
- 1.1.5. The range of sanctions available are published in the Assessment Regulations and in Appendix 2 of this policy and guidance document. Appendix 3 outline examples of Academic Misconduct and related indicative sanctions.
- 1.1.6. The Academic Misconduct Regulation (section 5.7 of the Assessment Regulations) and the Student Disciplinary Regulation set out the levels at which cases of alleged academic misconduct might be considered:
- Initial consideration (the Preliminary Investigation);
  - School-level consideration (via an Academic Misconduct Panel);
  - Institutional-level consideration (via the City Disciplinary Panel).
- 1.1.7. Cases of Academic Misconduct should be recorded and reported to the Board of Studies on an annual basis.

### **1.2. Preliminary Investigations**

- 1.2.1. Preliminary Investigations will be carried out in accordance with section 5.7.2 of the Assessment Regulations.
- 1.2.2. Cases relating to a first instance of Poor Academic Practice may be resolved at the Preliminary Investigation stage without the need for an Academic Misconduct Panel.

However, any subsequent offence should be escalated to the 'Academic Misconduct' level which will be reviewed by an Academic Misconduct Panel (regulation 5.7.2[i]).

- 1.2.3. Where a student commits a minor first Academic Misconduct offence and admits that they are guilty, the case may be dealt with at the Preliminary Investigation stage (regulation 5.7.2[ii)a). Where such cases are resolved during a Preliminary Investigation rather than by an Academic Misconduct Panel, it should be ensured that the students are not advantaged or disadvantaged in any way.

### **1.3. Academic Misconduct Panel conduct and recommendations**

- 1.3.1. Academic Misconduct Panels will be held in accordance with section 5.7 of the Assessment Regulations.
- 1.3.2. The Academic Misconduct Panel will recommend one of the standard sanctions appropriate to the level of the offence; the standard sanctions have been agreed to ensure parity of treatment for students across City. Panels should aim to achieve an equitable and consistent outcome for students in the sanctions recommended for cases of Academic Misconduct. However, the same sanction might have a different outcome depending on when the misconduct was committed (e.g. year of study, first sit or resit) and the structure of the programme.
- 1.3.3. Cases of Severe Academic Misconduct may attract a greater sanction than those available in the Academic Regulations. Where appropriate, a Panel may recommend to the Assessment Board that a case is dealt with under City's Student Discipline Regulations (Senate Regulation 13) or, for PSRB regulated programmes, be referred to a Fitness to Practice Panel.

### **1.4. Assessment Board decisions**

- 1.4.1. The Assessment Board will ultimately determine whether a sanction (or referral to the Disciplinary Panel or a Fitness to Practice Panel) recommended by the Academic Misconduct Panel or via the Preliminary Investigations is imposed. The Assessment Board will not reconsider the findings of the Panel.
- 1.4.2. Where students are awaiting the outcome and Assessment Board ratification of an Academic Misconduct Panel, they should be advised to continue with the programme. Exceptionally, where the case would be designated as Severe Academic Misconduct the case may be referred to the Disciplinary Panel prior to the meeting of the Assessment Board.

### **1.5. Reporting and statistics**

- 1.5.1. Cases of Academic Misconduct will be recorded and reported to the Board of Studies on an annual basis. This is to ensure consistency of practice, equity and comparability and to support monitoring of the process and the outcomes.
- 1.5.2. Schools must keep a record 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 Studies and should record the nature of the offence, the outcome of any investigation or hearing, and the decision of the Assessment Board. 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 City with an overview of the nature and quantity of cases that occur, and any patterns or trends that are developing.

1.5.3. The student's record will only show Academic Misconduct cases that have been proven and sanctions have been applied. Reprimands and any non-proven case will not feature on the student's record under the Freedom on Information requests.

## **1.6. Rights to Appeal**

1.6.1. City's Academic Misconduct process is informed by Senate Regulation and as such has similarities to a legal case. Therefore the student will have the right to appeal the recommendation of the Academic Misconduct Panel following ratification of the decision by the Assessment Board. The student should:

- know about the case being put against them at a reasonable time before the case is heard;
- be able to challenge the outcome of the case;
- be treated without any bias;
- be offered the opportunity to appeal against the final outcome or decision.

For more details, the student should be referred to City's Appeals process<sup>1</sup>.

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<sup>1</sup> [https://www.city.ac.uk/\\_\\_data/assets/pdf\\_file/0004/69025/Student\\_appeals\\_policy-Dec-2017.pdf](https://www.city.ac.uk/__data/assets/pdf_file/0004/69025/Student_appeals_policy-Dec-2017.pdf)

## 2. Academic Integrity and Misconduct Guidance

### 2.1 Introduction

The University has an obligation to uphold the academic integrity of the degrees it awards. Academic Integrity includes undertaking assessments honestly, in a responsible manner and respecting the work and ideas of others.

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 Regulations;
- complying with and undertaking your research responsibly, following all necessary regulatory, legal and professional obligations.

### 2.2 Responsibilities

City, University of London has the following responsibilities for promoting good academic conduct to students in relation to all assessments:

- To provide to students 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 but is not limited to:
  - a) referencing (and any preferred referencing style);
  - b) how to avoid plagiarism;
  - c) acceptable use of a proof-reader, including guidance on declaring the use of a proof-reader.
  - d) collusion
  - e) contract cheating
  - f) fabrication
- Where Programmes include collaborative/group work:
  - a) to advise on the boundary between legitimate collaboration and inappropriate collaboration/collusion;
  - b) to advise on any method to be used to demonstrate individual and/or collective contributions.

Students are expected to undertake their assessments with academic integrity and in doing so have the following responsibilities:

- To familiarise themselves with the guidance provided by the University, in relation to the avoidance of academic misconduct.

- To familiarise themselves with guidance provided by the University 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
  - b) Practical Examination, Class Test and Written Examination, the instructions at the top of the question paper (rubric), and any other written instructions provided by the University.

A key element of academic integrity is understanding good academic practice in written work 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 conventions.

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.

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.

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.

## **2.3. Training for staff and students**

- 2.3.1. The Associate Dean of Education 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. The underlying principle of academic originality is central to avoiding academic misconduct; Programme Teams should direct students to current and relevant advice on an ongoing basis throughout their programme and informational websites should be linked to pages on Moodle. The process of informing and teaching students requisite skills on avoiding Academic Misconduct should also be included in departmental induction week.
- 2.3.2. Schools should 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.

## **2.4. Identifying suspected Academic Misconduct and the Preliminary Investigation**

- 2.4.1. If a member of staff suspects that a student has committed academic misconduct, the first step is to ascertain the initial concerns, gather evidence and notify their Head of

Department (or nominee) that a preliminary investigation will be conducted. Academic staff are advised not to discuss the matter with the student informally but to ensure that due process is followed as per **Assessment Regulations 19 (5.7.2.)**. Academic staff should seek support for the investigation from the professional member of staff whilst bearing in mind that they have ultimate responsibility for the investigation. Other members of staff can be involved if it is appropriate and permitted by **section 5.7.2 of the Assessment Regulations**. Both members of staff should discuss the matter and gather together as much evidence in support of the allegation as possible.

**2.4.2. The Office of the Independent Adjudicator (OIA) Good Practice Framework provides guidance on academic judgment and states that 'where an academic judgement is made it should be evidence based'.**

**Deciding questions of fact do not involve academic judgement:**

<b>Questions normally involving academic judgement</b>	<b>Questions of fact that do not normally involve academic judgement</b>
Is the standard of work so out of line with the student's other work that it suggests cheating?	Did the student advertise for someone to do the work for them?
Are the ideas copied from someone else's work?	Did the student buy an essay online?
Is the plagiarism major or minor?	Did the student take notes into the examination?
Do the student's working notes support their case that the submitted work is theirs?	Are the quotations marked by indented text or quotation marks?
Are the ideas the student is referring to in such common usage that it is not plagiarism?	Did the student intend to cheat?

***(Office of the Independent Adjudicator (OIA), The Good Practice Framework, Disciplinary procedures June 2018, Page 27)***

2.4.3. In order to promote a consistent approach to this process, academic staff should refrain from marking the assessment where the alleged academic misconduct has occurred until the procedures are complete.

2.4.4. Members of staff may identify suspicious assignments due to a variety of reasons. Some of the most common are listed below, although this 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 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.

2.4.5. 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.

2.4.6. Staff should also perform a background check to ascertain whether there are any declarations of a disability and agreed reasonable adjustments for the student from Learning Success. Where this is the case, advice should be sought from Learning Success in processing the case.

## **2.5. Determining the required actions**

2.5.1. If the Academic member of staff, in consultation with the professional member of staff, agree that further investigation is required, a case should be opened to review the suspected academic misconduct. The student should be informed about the suspicion and that they will receive an update as soon as the initial investigations are complete. Details on when the investigations will be complete must be explicitly noted in the communications to the student.

## **2.6. Gathering evidence to confirm the case**

2.6.1. Sufficient evidence is required to determine whether there is a case to answer and to build a case once this has been determined. Decisions about whether a submission is, or is not, the student's own work can be made based on enquiries about the process of producing the work rather than on making a judgment about the originality of its content. If a reasonable judgement cannot be made, the relevant staff will carry out further investigations.

2.6.2. Whilst investigations are the responsibility of the academic representative, they may ask others to assist as required.

2.6.3. The professional member of staff should support the collection of relevant evidence in order to confirm a case and also ensure that details of any previous Academic Misconduct cases are available for consideration with the current case.

2.6.4. If the preliminary investigation concludes that there is insufficient evidence to confirm the case (e.g. if the student has provided adequate evidence of originality or it appears likely that the student did not knowingly lend their work to another student) then the case should be dismissed. Likewise, it should be remembered that, where there is no

hard evidence of plagiarism but the Module Leader or Tutor has demonstrated that there are good reasons to believe that the work is not that of the student, it is then up to the student to demonstrate that the work is their own original work and not for City to further prove that the student has committed a misconduct.

2.6.5. If the case is dismissed, the following actions should take place:

- (a) A letter will be sent to the student stating 'Case Dismissed';
- (b) Details of the outcome should be sent relevant colleagues such as the Module Tutor or Leader.

2.6.6. Once the academic and professional members of staff have completed gathering all relevant evidence for a case the type of offence can be determined.

## **2.7. Case Management**

2.7.1. 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. The daily management of casework is the responsibility of the School professional member of staff<sup>2</sup> who ensure that cases referred to them are progressed until completion. They will support the investigation of suspected Academic Misconduct cases in liaison with relevant academic member(s) of staff to establish whether there is a case (please see 5.1.2 of the Assessment Regulations). This will include ensuring that the student receives communications about the investigation, arranging meeting(s) with the student where possible to discuss cases of Poor Academic Practice and, where relevant, escalating cases to an Academic Misconduct Panels for further review.

## **2.8. Determining the category of Academic Misconduct**

City has defined three categories for Academic Misconduct which are:

- Poor Academic Practice
- Academic Misconduct
- Severe Academic Misconduct

(Please see Appendix 1 for more details and guidance)

## **2.9. Dealing with Poor Academic Practice Cases**

2.9.1. When sufficient evidence has been gathered to indicate that poor academic practice has occurred, the relevant members of academic and professional staff should meet with the student to give them the opportunity to discuss the matter. The School will make reasonable attempts to contact the student to arrange this discussion in person or via virtual meeting platforms, but the investigation will continue if the student fails to respond to these requests or does not attend an arranged meeting.

2.9.2. Whilst the discussion may follow a viva agenda to ascertain whether poor academic practice or academic misconduct may have occurred, this discussion should not be seen as a formal viva as City cannot require the student to undertake an additional assessment. The student can be asked about the work and the allegation, but it is important to remember that this is not a formal hearing and such questions should be

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<sup>2</sup> The 'professional member of staff' should be a Quality Officer or an equivalent member of staff.

framed appropriately. The Academic Misconduct Panel will be able to question the student more thoroughly at the hearing, if this is appropriate and required.

- 2.9.3. A written summary of the conversation should be drawn up and, wherever possible, signed by the student as a true record.
- 2.9.4. All cases of Poor Academic Practice should be referred to Learning Success to give the student the opportunity to receive additional help and advice on avoiding the same mistakes in the future

## 2.10. Dealing with (Severe) Academic Misconduct Cases

- 2.10.1. A minor first Academic Misconduct offence may be dealt with at the Preliminary Investigation stage as outlined in the [Assessment Regulations \(5.7.2\[iii\]\)](#) and the above Policy (section 1.2). Subsequent offences would be referred to an Academic Misconduct Panel.
- 2.10.2. If the case is more serious or complex, it will be referred to an Academic Misconduct Panel. This will ensure that such cases are considered by a group of experienced staff and not by one or two individuals.

## 2.11. The Academic Misconduct Panel

The responsibility for considering Academic Misconduct offences lies with an impartial, experienced 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 City, the Academic Misconduct Panel will conduct all Academic Misconduct hearings within the School.

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”.

### ***“Burden of Proof:***

*The “burden of proof” determines whose responsibility it is to prove an issue. In a disciplinary case we would expect the burden of proof to be on the provider, that is, the provider must prove that the student has done what they are accused of doing. The student should not have to disprove the allegation.*

### ***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 it is normally “the balance of probabilities”, that is, 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, Disciplinary procedures June 2018, Page 23)*

### 2.11.1. The Panel Composition

The Panel including Chairs and Deputy Chairs will be selected from a pool of staff members approved by Boards of Studies. Chairs will be appointed at the start of each

academic year by Boards of Studies. 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. The 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 meetings.

### **2.11.2. Student Attendance**

The student is entitled to bring a member of City's community to support them at the hearing or act as a witness or if the student chooses not to attend, to ask the member of City's community to represent them at the hearing but not defend the allegation on their behalf<sup>3</sup>. The student may not be legally represented at the hearing and if the individual accompanying the student is legally qualified, they may attend, but only in a support 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.

### **2.11.3. Academic Misconduct Panel business**

A student suspected of Academic Misconduct must be informed of the reasons for the allegation, and provided with any directly relevant evidence that will be used, including a copy of any electronic reports, at least two days in advance of the hearing. Where possible, students should be given guidance on interpreting an electronic report (e.g. from the Students' Union).

The usual order of business for a hearing at which the student is present is:

- The Chair will ask those present to introduce themselves; Panel members should be clearly identified.
- The Chair will ask the student (where present) if they refute the allegations.
- The Chair will make a statement supporting the allegation(s).
- The Chair will invite the student to respond to the allegation(s).
- During and after these statements the Panel may ask questions of either the student 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 the student verbally and again in writing as soon as possible after, and at the latest within ten working days of, the hearing.
- Where a student does not attend the hearing in person the usual process is:
  - The student 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.

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<sup>3</sup> Please note that any notes presented to the Panel should originate from the student being investigated.

- The Panel’s recommendation, along with reasons, will be communicated to the student in writing as soon as possible after, and at the latest within ten working days of, the hearing.

#### **2.11.4. Deliberating on Sanctions**

The fundamental principle behind determining a sanction to impose on students who have committed (severe) Academic Misconduct 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 the student to correct the misconduct and receive full marks, as this would be equivalent to providing formative feedback and an extension. However, the primary purpose of the Academic Misconduct procedure is not to punish students but to ensure the achievement of relevant learning outcomes. Therefore, City has prescribed a range of sanctions (as detailed in Appendix 2) that should be used to apply appropriate sanctions.

If Academic Misconduct has taken place the Panel must decide an appropriate sanction to recommend to the Assessment Board. Different sanctions exist to accommodate different levels of Academic Misconduct. 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.

In addition, the following circumstances may have an effect on the choice of sanction:

- The effect a sanction would have on the student’s ability to enter his/her chosen profession;
- The student’s year of study;
- The nature of the module (number of credits, structure, aggregation formula);
- Any extenuating or mitigating circumstances.

#### **2.11.5. Considering Intentionality**

Before a sanction is established, consideration should be given to whether the misconduct was deliberate, e.g. whether there are any differences in facts, and whether it is likely that the student was aware that they were committing an academic offence:

- Differences of fact may be about whether or not the student was given an electronic copy of a fellow student’s work or whether or not the student was advised about academic integrity.
- Examples of actions construed as deliberate might be the student declaring they were running out of time and had to choose between not submitting the assessment and submitting something largely copied from the Internet. It is less likely that the misconduct was deliberate if the student can show it to be due to lack of understanding of the required academic standards.

In addition, there may be extenuating circumstances, language and cultural differences to be taken into consideration. It might also be reasonable to be more lenient with a case of Academic Misconduct by a student in their first semester of

study on the grounds that they are not completely familiar with the concept. However, a student that has studied at another UK institution, or, is in the latter years of their degree should fully understand the principles of good academic practice and therefore has a less valid case.

## 2.12. Academic Misconduct Panel recommendations

- 2.12.1. In order to maintain parity for students across City, the Panel will consider the allegation of misconduct whilst taking other factors into account - such as the number of attempts that the student has had, any previous cases recorded on the student file or whether there are any material extenuating circumstances. The Panel will decide whether they are satisfied or not satisfied that misconduct has taken place.
- 2.12.2. If the Panel judges that Academic Misconduct has not been committed, the student will be informed in writing and the allegation will not be considered as part of the Assessment Board's deliberations.
- 2.12.3. If the Panel concludes 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.
- 2.12.4. Where students are awaiting the outcome and Assessment Board ratification of an Academic Misconduct Panel, they should be advised to continue with the programme. Exceptionally, where the case would be designated as Severe Academic Misconduct the case may be referred to the Disciplinary Panel prior to the meeting of the Assessment Board.
- 2.12.5. The Assessment Board Secretary will present the recommendations to the Chair of the Assessment Board for final approval.
- 2.12.6. Outcomes of the Academic Misconduct Panel meeting will be recorded (Appendix 5) and communicated to the student and the penalty applied should not be disclosed until it is ratified by the relevant Assessment Board.

## 2.13. Disciplinary Panel Considerations – Escalated Academic Misconduct Cases

2.13.1. 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.

In such instances, where the allegations are found to be substantiated the Disciplinary Panel can apply relevant Sanctions as listed in the Assessment Regulations and Student Discipline Regulations. Sanctions can be combined as appropriate and reasonable. The outcome and rationale for the sanction(s) applied will be recorded and communicated with the student in writing.

2.13.2. The Disciplinary Panel will be conducted in line with [Student Disciplinary Policy](#) and the [Guidance for Disciplinary Panel Hearings](#).

## Appendix 1 – Definitions of Academic Misconduct

### Plagiarism:

Plagiarism is defined as use of intellectual material produced by another person 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

### Self-Plagiarism:

It is possible to plagiarise yourself by re-using work you have previously submitted without acknowledgement:

- The submission of work that the student, as the author, has previously submitted, without suitable acknowledgement of the source of their previous work; this should not normally be more than a short quotation as the same work cannot be submitted for different assignments.

### Collusion:

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.

Collusion	Cooperation
Planning a response together; copying a plan for an individual assessment.	Analysing the assessment question together.
Paraphrasing someone else's assignment and submitting it as your own.	Practising paraphrasing skills together and sharing tips.
Relying on some group members to do all the work.	Sharing work evenly among group members.
Getting someone else to do your assessment task.	Getting help from your personal tutor

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.

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.

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.

### **Falsification of evidence & Fabrication of data:**

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

### **Cheating:**

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 assigned homework or research problems

### **Breaching the Regulation for Conduct in Examinations:**

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

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.

\*Note: Where a student is found to have taken unauthorised materials or an electronic device to their desk, the student is guilty of academic misconduct, irrespective of that student’s intent or the nature of the materials.

allows himself/herself to be impersonated or when any person impersonates another examination candidate.

### Contract Cheating:

Contract cheating is where a student commissions or seeks to commission another party - either paid or unpaid - that is offering its services to produce academic work on the student's behalf.

Contract cheating may occur when a student seeks help with their assessment tasks through:

- an online company specialising in producing work for a fee for students
- an un-authorised editing service advertised via social media or on campus
- another student or non-student who has offered to help

The work commissioned is most commonly in the form of essays or reports, but can also include all kinds of assessment work, including those involving lab-work, computer code or any other technical subject material.

All work submitted for assessment must be your own work. Any outsourced work submitted for assessment, whether paid or unpaid, is considered contract cheating.

### Proof Reading:

What a proofreader may and may not do within the context of students' assessed written work, to proofread is to check for, identify and suggest corrections for errors in text. In no cases should a proofreader edit a student's writing (that is, check or amend ideas, arguments or structure), since to do so is to compromise the authorship of the work.

<b>A proofreader may:</b>	<b>A proofreader may not:</b>
Identify typographical, spelling and punctuation errors;	Add to content in any way;
Identify formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, headers and footers);	Check or correct facts, data calculations, formulae or equations;
Identify grammatical and syntactical errors and anomalies;	Rewrite content where meaning is ambiguous;
Highlight overly-long or complex sentences or paragraphs, especially where meaning is ambiguous;	Alter argument or logic where faulty;
Identify minor formatting errors in referencing (for consistency and order);	Re-arrange or re-order paragraphs to enhance structure or argument;
Identify errors in the labelling of diagrams, charts or figures;	Implement or significantly alter a referencing system;
Identify lexical repetition or omissions.	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.

Students have overall authorial responsibility for their work and should choose whether they wish to accept the proofreader's advice. It is therefore preferable that students' work be proofread

electronically by means of tracked changes and comments, though handwritten annotations on hard copy are also permissible.

## 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.

### Poor Academic Practice

Poor academic practice can be defined as inappropriate use of a referencing system which includes but is not limited to the following:

- Unattributed quotations;
- Inappropriate paraphrasing;
- Reproducing an existing concept or idea unintentionally;
- Some missing, incorrect or incomplete citations;
- Several sentences of direct copying without acknowledging the source;
- Unacknowledged proof-reading by another person;
- Unacknowledged help with English language accuracy.

### Academic Misconduct

Academic misconduct cases can include:

- Plagiarism
- Submission of the same piece of work, or major part thereof, for 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;
- Repeated Poor Academic Practice, particularly if the student has been previously reprimanded;
- Cheating, e.g.
  - Breaching the Regulation for Conduct in Examinations<sup>4</sup> (with the exception of instances listed under Severe Academic Misconduct);
  - The lending of work which has been submitted for assessment to another student;
  - Fabrication of data e.g. altering research data;
  - Falsification of evidence e.g. altering supporting evidence to obtain advantage;
  - Inclusion of whole paragraphs or significant sections of unattributed work;
  - Including significant sections of unreferenced text

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<sup>4</sup>[http://www.city.ac.uk/data/assets/pdf\\_file/0004/201577/Senate\\_Regulation\\_11\\_Conduct\\_of\\_Examinations-20130923.pdf](http://www.city.ac.uk/data/assets/pdf_file/0004/201577/Senate_Regulation_11_Conduct_of_Examinations-20130923.pdf)

## 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 essay services such as essay mills or similar
  - Commissioning work from individuals (including friends and family) or organisations
- 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 the student during an examination;
- copying each other's work;
- Evidence of extensive collusion;
- Fabrication of data e.g. generating an entire set of research data;
- Falsification of evidence e.g. creating or obtaining evidence illegally.
- Failure to obtain ethical approval prior to conducting research

### Appendix 3: Sanctions

<b>Poor Academic</b>	<b>Sanction</b> <b>1<sup>5</sup></b>	<b>Reprimand</b> <p>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.</p>
	<b>Academic Misconduct</b>	<b>Sanction</b> <b>2</b>
<b>Sanction</b> <b>3</b>		<b>Capping of the module mark</b> <p>Failure in the assessment component, with an opportunity to resit where permissible. The mark for the module will be capped at the pass mark.</p>
<b>Severe Academic Misconduct (Subject to approval)</b>	<b>Sanction</b> <b>4 / 5</b> <b>(Merging of Sanctions 4/5 subject to Senate approval)</b>	<b>Option 1: Capping of the assessment component and other assessments for the same period</b> <p>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.</p> <b>Option 2: Award of zero for the module mark and credits awarded for progression</b> <p>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.</p> <p><b><i>Sanction 5 should not normally be applied to foundation or year one undergraduate students.</i></b></p>
	<b>Sanction</b> <b>6</b>	<b>Referral to City Disciplinary Panel.</b> <p>A student will be referred to the City Disciplinary Panel. Sanctions the City Disciplinary Panel may apply for Academic Misconduct are set out in the Student Discipline Regulation (<a href="#">see Senate Regulation 13</a>).</p>

<sup>5</sup> Students should be referred to sources of help to avoid further offences (e.g. to their personal tutor or Learning Success).

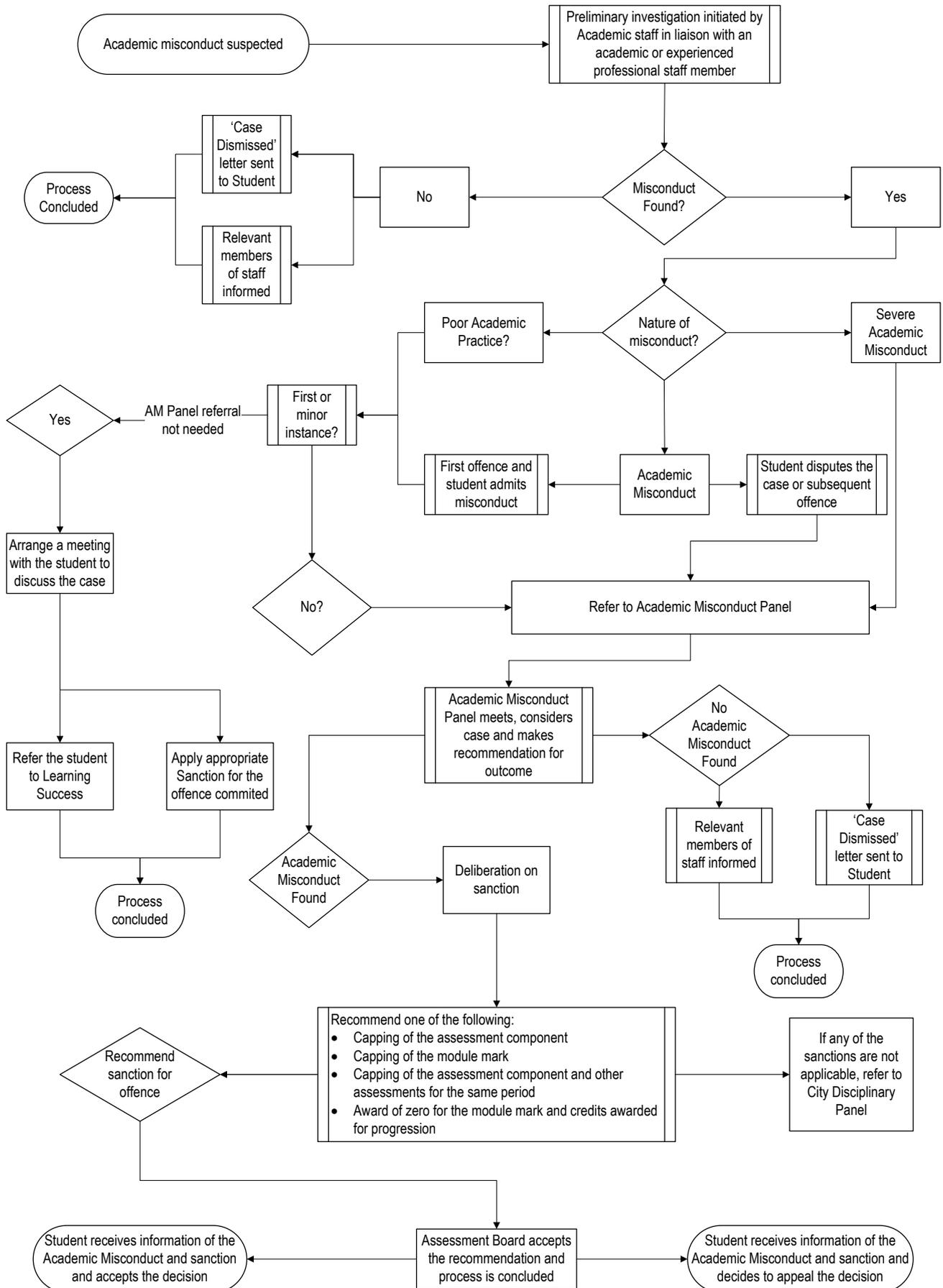


## Appendix 4: Mapping of Sanctions

Examples of types of Academic Misconduct	Severity	Indicative Sanction
Unattributed quotations	<b>Poor Academic Practice</b> <i>* Repeated Poor Academic Practice, particularly if the student has been previously reprimanded can escalate to Academic Misconduct</i>	<b>1</b>
Inappropriate paraphrasing		
Reproducing an existing concept or idea unintentionally		
Some missing, incorrect or incomplete citations		
Several sentences of direct copying without acknowledging the source		
Unacknowledged proof-reading by another person		
Unacknowledged help with English language accuracy		
Repeated Poor Academic Practice	<b>Academic Misconduct</b>	<b>2 - 3</b>
Plagiarism: <ul style="list-style-type: none"> <li>Inclusion of whole paragraphs and/or significant sections of unattributed work</li> <li>Inclusion of significant sections of unreferenced text</li> </ul>		
Self-Plagiarism: <ul style="list-style-type: none"> <li>Submission of the same piece of work, or major part thereof, for assessment</li> </ul>		
Collusion: <ul style="list-style-type: none"> <li>Unauthorised collaboration on assessable written, oral or practical work with another person or persons</li> </ul>		
Falsification of evidence: <ul style="list-style-type: none"> <li>Altering supporting evidence to obtain advantage</li> </ul>		
Fabrication of data: <ul style="list-style-type: none"> <li>Altering research data</li> </ul>		
The lending of work which has been submitted for assessment to another student		
An assignment which has been translated into English by another person;		
Examinations: <ul style="list-style-type: none"> <li>Breaching the Regulation for Conduct in Examinations (with the exception of instances listed under Severe Academic Misconduct)</li> </ul>		
Theft of work of other students or practitioners	<b>Severe Academic Misconduct</b>	<b>4 - 6</b>
Contract Cheating: <ul style="list-style-type: none"> <li>Buying work from essay services such as essay mills or similar</li> <li>Commissioning work from individuals (including friends and family) or organisations</li> </ul>		
Examinations: <ul style="list-style-type: none"> <li>Obtaining access to an unseen examination or test prior to the start of an examination/test</li> <li>Impersonating another person during an examination or</li> </ul>		

arranging for another person to impersonate the student during an examination; <ul style="list-style-type: none"> <li>• Copying each other's work</li> </ul>		
Collusion: <ul style="list-style-type: none"> <li>• Evidence of extensive collusion</li> </ul>		
Fabrication of data: <ul style="list-style-type: none"> <li>• Generating an entire set of research data</li> </ul>		
Falsification of evidence: <ul style="list-style-type: none"> <li>• Creating or obtaining evidence illegally</li> </ul>		
Failure to obtain ethical approval prior to conducting research		

## Appendix 5: Flow Chart



## Policy Details Table

<b>Policy Title</b>	
Academic Misconduct Policy & Guidance	
<b>Policy Enabling Owner and Department:</b>	<b>Responsible for Implementation and Department:</b>
Helen Fitch – Student & Academic Services	Helen Fitch – Student & Academic Services
<b>Approving Body:</b>	<b>Date of Approval:</b>
Senate	September 2012
<b>Last Reviewed &amp; Version:</b>	<b>Review Due Date:</b>
September 2012	July 2019
<b>Publication of Policy: (tick as appropriate)</b>	
For public access online (internet)? <input type="checkbox"/>	For staff access only (intranet)? <input checked="" type="checkbox"/>
<b>Website Link:</b>	
<b>Intranet Link:</b> <a href="https://www.city.ac.uk/data/assets/pdf_file/0018/340920/Academic-Misconduct-Policy-and-Guidance.pdf">https://www.city.ac.uk/data/assets/pdf_file/0018/340920/Academic-Misconduct-Policy-and-Guidance.pdf</a>	
<b>Storage of Policy:</b> (Previous versions of the policy must be stored in the drive by the author)	
Drive Address: S:\QUAD\Quality Manual\6. Assessment\Policy	
<b>Queries about this policy should be referred to:</b>	
Georgia Moustaka Student & Academic Services (Quality & Academic Development) <a href="mailto:Georgia.moustaka@city.ac.uk">Georgia.moustaka@city.ac.uk</a>	