Academic Integrity Policy (Awarding Body - Buckinghamshire New University)

Version 4

Approved by the Board of Governors

Last Amendment: September 2023

The following establishes the School's definition of the behaviours which may constitute Academic Misconduct and sets out our investigative procedures for determining appropriate sanctions where such Academic Misconduct is found to have occurred.

This policy has been developed with due regard for the UK Quality Code for Higher Education and the Office of the Independent Adjudicator (OIA). It should be read in conjunction with the relevant Assessment Regulations. The School proudly endorses and adheres to the Academic Integrity Charter for UK Higher Education.

This policy has been developed with reference to the Buckinghamshire New University Academic Integrity Policy, to ensure consistent and accurate application of Academic policy procedures on all London School of Science and Technology campuses teaching Buckinghamshire New University students.

The procedures outlined herein are separate from those that deal with instances of non-academic Misconduct, which can be read in the School's *Student Code of Conduct and Disciplinary Procedures.*

Document Information

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*The document owner is responsible for maintaining and updating the content of this document and ensuring that it reflects current practice at the School.

Contents

1. Introduction

1.1. Academic Misconduct (sometimes termed "unfair practice") consists of acts that either deliberately or inadvertently undermine the validity of an assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

1.2. The School expects its staff and students to act with integrity when undertaking or facilitating formative assessments; academic integrity means honesty and responsibility in scholarship and embodies values such as avoidance of cheating or plagiarism, maintenance of academic standards, and honesty and rigor in research. Therefore, all work submitted by a student should be a true and accurate representation of their own abilities and efforts.

1.3. This policy sets out the procedures to be followed where Academic Misconduct is suspected or identified in any formative assessment.

1.4. The School understands the consequences that allegations of Academic Misconduct can have on a student or staff member's academic or professional standing, as well as their personal reputation. The School will therefore ensure that it has robust, fair and reliable procedures for determining if Academic Misconduct has occurred and will conduct its investigations confidentially; no acknowledgement of an investigation will be made to anyone not directly involved whilst that investigation is ongoing.

1.5. With the government's reform to Post-16 education and the ban of essay mills, the School promises to work alongside of its partner universities through sector collaboration by sharing intelligence, information, best practices and benchmarks. Through the collaboration of experience, resources and knowledge, the UK's Higher Education sector can be strengthened and maintained.

1.6. The School acknowledges the new legislation introduced in April 2022 through the *Skills and Post-16 Education Act* that criminalises essay mills, making it a criminal offence to provide or arrange essay writing services for financial gain to students, or to advertise these services. The School is obligated to ensure that mechanisms and initiatives are established to discourage our students from pursuing these prohibited services and to ensure staff are kept up-to-date on new academic regulations from our partner universities, upholding academic standards and integrity and assuring institutional consistency.

2. Scope

2.1. This policy applies to all students enrolled on a Buckinghamshire New University course taught at a London School of Science and Technology Campus.

2.2. This policy applies to all academic staff teaching at the London School of Science and Technology campuses, who have a duty to uphold and promote academic

integrity.

2.3.   This policy and its procedures applies to all internal assessments and examinations provided by Buckinghamshire New University and/or the London School of Science and Technology.

2.4.   For students on programmes validated by Buckinghamshire New University, Partner Tutors, any members of academic staff and/or staff (such as an exam invigilator), or an external source marking student work who suspect a case of alleged Academic Misconduct should in the first instances contact conduct@bucks.ac.uk for advice as to the formal procedures and regulations. If you are a student intending to raise a concern in relation to academic integrity regarding another student, likewise contact conduct@bucks.ac.uk.

NB *No reference should be made in public about the allegation, nor should the student(s)in question be notified except as part of the formal process using the approved form of wording.*

For more information on BNU's process see: http://bucks.ac.uk/students/academicadvice and for BNU's Academic Integrity Policy, see:
https://www.bucks.ac.uk/sites/default/files/2021-07/academic-integrity-policy.pdf

Anyone who is unsure on the correct procedure to be followed should contact the Registry Department: registry@lsst.ac

2.5.   Programme and/or Course Leaders have a duty to ensure that any new teaching staff are introduced to this policy on induction and are confident in promoting academic integrity in their workplace.

2.6.   Lecturers, tutors, and markers must adhere to this policy and its associated procedures in full.

2.7.   All academic staff must demonstrate academic integrity and be exemplars in their field by following academic referencing practices and using the tools and technology to detect and deter breaches of integrity.

2.8.   Students should be introduced to this policy during the induction period and reminded of the policy during preparation for assessments. Students should also be briefed on the correct form for referencing the work of others in their own submissions. The School uses the Harvard system of referencing and will provide students with comprehensive guidance on how to include proper citation and compile reference lists. It is the student's responsibility to act accordingly to the policy and to seek advice and guidance if they are uncertain.

2.9.   Students should be warned about the possible consequences of violating this policy on both their academic and professional careers and prospects.

2.10.   Students may use the School's Student Complaints Policy to make a complaint about the extent to which the School has promoted academic integrity. This complaint will be

examined separately into any academic misconduct investigation.

2.11. The student's grade or result will be withheld while the investigation is ongoing.

3. Responsibilities

3.1. The Registrar is responsible for the review and management of this policy. Registry and Course Leaders have a responsibility to ensure that this policy is adhered to and applied consistently across all London School of Science and Technology campuses.

3.2. Course Leaders, Module Leaders and Course Coordinators will have overall responsibility for championing the promotion and maintenance of academic integrity.

4. Promoting Academic Integrity

4.1. The School has a responsibility to ensure that all students are aware of the consequences of academic misconduct and have been granted a fair opportunity to learn the importance of academic integrity, both within their studies and for their future employment. The principles of academic integrity will be taught during scheduled inductions, and be readily available in programme handbooks and assessment briefs.

4.2. Turnitin software will be used to recognise cases of academic misconduct and teaching staff will be trained on how to use the software effectively and fairly when assessing students' work.

4.3. Any work that is awarded marks or credits within any module must be created by the student. Learners should not use Artificial Intelligence (AI) as a tool to paraphrase your work. Learners can use AI-generated materials to assist with their assignments, like adding images to a presentation (as long as the image is not a graded part of the assignment). All elements of their work that are assessed as part of the module (e.g. a piece of art or a musical score) must be created by the student and not be AI generated.

For more information on BNU's guidance see: https://www.bucks.ac.uk/current-students/registry-helpdesk-and-academic-advice/artificial-intelligence-guidance-students

5. Student Responsibilities

5.1. In completing and submitting work, students have a responsibility to ensure that:

• The work they have produced is their own and has not been written by anyone else. Submitting work which is copied from or jointly written with others is not

acceptable, with the exception of assessments which explicitly require collaboration.

• They have properly and appropriately acknowledged any original sources used when mentioning another's work in their assessment. This must be done by following the School's Harvard Referencing system.

• The work they produce accurately reflects their understanding of the data and information they have sourced or acquired through research, which has been ethically conducted.

5.2. The School will signpost where resources and information on maintaining academic integrity can be accessed. However, it is always the sole responsibility of the learner to act honestly and transparently in a way that is consistent with this policy and to seek advice and guidance if they are unclear.

6.   Definitions

6.1. The Office of the Independent Adjudicator for Higher Education (OIAHE) has been consulted for this policy and the School has adopted its definition of academic misconduct:

"… is any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might help someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research"

Academic Integrity is defined by "a moral code or ethical code which includes values such as avoidance of cheating and plagiarism, as well as maintenance of academic standards, honesty and rigour in research, etc."

An act of academic misconduct is breach of academic integrity.

7.   Examples of Academic Misconduct (AM)

7.1. Breaches in academic misconduct can be defined, but not limited, to the following:

Plagiarism: Where an individual produces work, either with or without intention, which is partially or completely copied from another's work without application of the appropriate referencing system.

Self-plagiarism: Also known as recycling and double-dipping, this is where a learner submits work or part of work which they have already submitted on an earlier occasion and for which they have gained credits.

Collusion: Where the students has produced work with the aid of another student(s) of the same or different level to gain an unfair advantage.

Cheating: Any activity where the student intentionally or unintentionally gives themselves an unfair advantage either in an exam or assessment.

Contract Cheating: Where a student commissions someone else to produce work for which they take full credit for.

8.   Categories of Academic Misconduct (AM)

8.1.   Distinctions between minor and major academic misconduct will be based on a points tariff which will take into account: the level at which the academic misconduct occurred; intent to gain an advantage; the severity, type and nature of the misconduct committed; and any previous proven cases committed by the student.

8.2.   **Minor Misconduct (AM)**

Examinations

- Removing any script, paper, or other official stationery (whether completed or not) from an examination room, unless specifically authorised by an invigilator or examiner,
- Communicating with another student or with any third party other than the invigilator/examiner during an examination or test,
- During an examination or test, copying or attempting to copy the work of another student, whether by overlooking their work,
- Refusing to comply with or follow an invigilator's instructions.

Coursework

- Allowing another student to copy your work,
- Submission for assessment of work submitted previously by the student or work submitted for assessment that has previously been published elsewhere, where the duplication concerned is isolated (minor plagiarism or self-plagiarism),
- False declaration of authenticity in relation to the contents of a portfolio or coursework.

8.3. Serious Misconduct

Examinations

- Colluding with another person in the preparation or submission of work which is to be assessed. This does not apply to collaborative work authorised by the relevant Course Co-ordinator,
- Deliberate destruction of another's work,
- Fabrication of results or evidence,
- Paying or otherwise rewarding another person for sitting an assessment in the student's place,
- Possession or use of devices of any kind other than those specifically permitted in the examination rubric,
- Possession of crib sheets, revision notes (including, for example, those held on digital media devices) or accessing the internet in contravention of the examination rubric,
- Taking into an examination a pre-written examination script for submission and exchanging it for a blank examination script,
- Obtaining access to an unseen examination or test prior to the start of an examination/test,
- Instigating a disturbance during an examination.

Coursework

- Plagiarism (defined as the use, without adequate acknowledgement, of the intellectual work of another person in work submitted for assessment). A student cannot be found to have committed plagiarism where it can be shown that the student has taken all reasonable care to avoid representing the work of others as their own),
- Contract cheating, namely the commissioning of a piece of work by a third party, beyond basic proofreading; this may be where a student engages an essay mill to request that the essay mill produces a piece of assessed work for the student,
- Using another student's work and submitting some or all of it as if it were the student's own,
- The presentation of data in field research, projects etc. based on work purporting to have been carried out by the student but which has been invented, altered or falsified,

- Extensive use of quotes or close paraphrasing without the use of quotation marks and/or referencing or an inadequate referencing of sources, where the student has not properly cited this material in the bibliography,
- Stealing another student's work and submitting it as the student's own work (where the originator is not denied the opportunity of submission),
- Paying or otherwise rewarding another person for writing or preparing work to be submitted for assessment - the submission of assignments written by other people such as ghost writers is strictly forbidden.

8.4. Staff Misconduct

The following are examples of the types of Academic Misconduct that may be committed by the School's staff. This list is not exhaustive and other examples of Misconduct may be considered by the School at its discretion:

- Facilitating or allowing any of the forms of misconduct in 2.1.,
- Improper assistance to candidates in an assessment (e.g. coaching them on how to answer a specific formative assessment task, or giving assistance on an exam question),
- Inventing or changing marks for internally assessed work (course work or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made,
- Fraudulent submissions that could lead to false claims for certificates,
- Inappropriate retention of certificates,
- Producing falsified witness statements, for example for evidence the student has not generated,
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework,
- Facilitating and allowing impersonation,
- Misusing the conditions for special student requirements, for example where students are permitted support, this is permissible only up to the point where the support has the potential to influence the outcome of the assessment,
- Failing to keep assessment/examination/test papers secure prior to the assessment/examination test,
- Falsifying records/certificates, for example, by alteration, substitution, or by fraud.

9. Detecting Potential Academic Misconduct (AM)

9.1. Disciplinary action for Academic Misconduct can usually only be taken where a student has submitted summative assessment containing Misconduct. Disciplinary action cannot usually be taken prior to submission. If an academic member of staff notices Misconduct in work prior

to it being submitted, it is reasonable to expect that the member of staff would warn the student of the consequences of committing Misconduct.

10. Use of Turnitin

10.1. The School uses a specialised online application (Turnitin) to detect where a student has submitted work which has been taken from another source without use of proper citation (plagiarised). This application produces a similarity report which indexes all unoriginal content and where it can be found. If the similarity index indicates a submission is composed of 25% or greater unoriginal content, the script will be flagged up for further investigation. However, smaller percentage similarities may also be investigated in relation to single excepts, or where a marker gives cause for concern.

10.2. Staff will receive training in how to correctly interpret Turnitin reports; a flagged report will initiate the School's investigative procedures, and not of itself be the basis on which Academic Misconduct is automatically assumed.

11. Absence of Documentary Evidence

11.1. The School will use the following to detect and flag instances where there is likelihood, but no documentary evidence, that a student has submitted the work of another person as their own:

- Comparison with the quality of the student's previous summative submissions if these are available.

- Formative (informal) assessment activities already undertaken to gauge a student's ability and compare this with the work they submit for a summative assessment.

11.2. It is understood that markers will not have the time to compare every piece of work they mark to a previous assignment or formative assessment submission; markers should use sound judgement and familiarity with their students' abilities in deciding how and when to investigate an assignment submission.

12. Procedure for Investigating Instances of Academic Misconduct (AM)

12.1. Any suspicion of Academic Misconduct should be notified to the corresponding Course Coordinator by the identifier, who will initiate investigation in a form proportionate to the nature of the allegation, except where the allegation concerns the Course Coordinator, in which case it will be handled by the Module Leader or Team Leader.

12.2. When informing the Course Coordinator, the identifier will evaluate the case and decide if it is a Poor Academic Practice (PAP) or alleged Academic Misconduct (AM). To do so, the BNU Academic Integrity and Misconduct Policy, section 15 will be used as an exemplar, which can be found here: BNU Policies and Strategies - Academic Integrity.

a. In case of Poor Academic Practice: The Course Coordinator will notify and email the student within 3 days following the identification.

b. In case of alleged Academic Misconduct: the Course Coordinator will notify the student no later than the end of the next day after identification (the next day after the late submission deadline).

13. Poor Academic Practice (PAP)

13.1. Poor Academic Practice (PAP) can occur at all levels. Poor academic practice is not limited in foundation year and Level 4. At Level 5 and Level 6, there can be only one PAP per academic year and this must be clearly justified, with all the necessary evidence. There cannot be PAP for the Dissertation/Project module.

13.2. When notifying the students in an email, students will be given an option to arrange the meeting with the identifier or Course Coordinator to present their case.

13.3. An Academic Misconduct form will be filled out for PAP and filed in the student's record system.

13.4. Where the case is considered to fall into the category of PAP, no penalty will be applied, the work will be marked and developmental feedback will be provided.

13.5. The Course Coordinator will notify the Course Leader and Module Leader of the identified case of PAP by sending them the completed academic misconduct form, marked assessment and a *Turnitin* high-similarity report.

14. Academic Misconduct (AM) Preliminary Investigation

14.1. The alleged Academic Misconduct (AM) can be applied to students on any level of the program.

14.2. The investigation for AM should only start after the late submission deadline (10 working days after the original deadline). The Course Coordinator will contact the student no later than the end of the next day after identification, informing them of the suspected case of AM and invite the learner to an interview. The email should include any supporting evidence that may apply to the case. The interview date and time must be set within 5 working days from the date of the email. During this period, the assessment/coursework being investigated for AM will not be marked.

14.3. The interview may be held virtually or face-to-face. If the meeting is held face-to-face, this should be conducted in a private room where the student can speak openly. Cases of AM concerning more than one student, e.g. allegations of collusion between two students on the same level and course at the same time, separate interviews should be conducted for each student. Both the marker/identifier and student should be present at the meeting. In

exceptional circumstances, the Course Coordinator may choose to be present. The student can invite a companion/counsel for support. Should the student be unable to attend the scheduled interview, and has notified the organiser of this in advance of the scheduled interview, the interview will be rearranged where possible to accommodate the students availability. <u>Only one rescheduling attempt will be permitted and this rescheduled interview must still take place within the 5 working days following the email.</u> Should the student be unable to attend the rescheduled interview, or fails to declare their inability to attend prior to the scheduled interview, the interview will still proceed in the form of a meeting between the Course Coordinator and marker/identifier where a decision will be taken on how to progress the case in the student's absence. From the interview/meeting one of the following will be determined:

a. **Confirmed Case of Academic Misconduct (AM)**

   i. Confirmed cases of AM will be considered formal stage. The identifier/marker must complete the Allegation section of the AM form.

   ii. Cases of contract cheating/commissioning must be referred to the Course Leader and Course Coordinator in the first instance. The student will be invited to attend a VIVA by the Registry department and the VIVA form will be completed by the Course Coordinator. Cases of plagiarism/self-plagiarism/collusion or other, will be managed by the Course Coordinator and identifier and will not require a VIVA.

   iii. The assessment associated with the confirmed case of AM will be provided, along with any relevant evidence, the similarity score, and assignment brief to the Course Leader and Module Leader by the Course Coordinator. Cases of confirmed AM will be referred to Buckinghamshire New University for further investigation and outcome decision.

b. **Poor Academic Practice identified instead of AM**

   i. Refer to and follow steps in section 13 of this policy.

14.4. All above procedures stated for investigating AM and PAP above, are carried out by LSST on behalf of BNU. All documents associated with the investigation and the assessment under AM investigation are then forwarded to BNU for the final outcome decision. All stages stated related to the outcome are carried out by BNU. If needed, please refer to BNU policy for further guidance or information: <u>BNU Academic Integrity Policy</u>

15. Penalties

15.1. The penalty for Academic Misconduct will be determined according to the seriousness of the offence and will take into account the stage of study. For example, cheating or plagiarism in the early stages of a course of study may be considered within the context of developing appropriate scholarly behavior, the same in later stages will normally attract automatic failure and/or expulsion. The student's previous record will also be taken into account.

15.2. Second and subsequent offenses will be considered Serious Misconduct, in absence of compelling mitigating evidence.

15.3. In the case where cheating or plagiarism has been established, a report will be made to the appropriate Examination Board/Progression Board.

16. Review and Other Procedures

16.1. A student may request a review of a decision of the Academic Misconduct Panel within 10 working days of receipt of the letter/email notifying them of the decision. The student may request a review of:-

16.1.1. the finding that an allegation is proved; and/or
16.1.2. the penalty imposed.

16.2. At the conclusion of the formal stage a learner may appeal the decision that academic misconduct has occurred and/or the penalty that has been applied by submitting an Academic Misconduct Appeal Form. The form should be submitted to conduct@bucks.ac.uk within 10 working days of the learner receiving notification of the outcome of the formal stage. Use of the form is intended to help learners to identify whether they have appropriate grounds to appeal and provide further guidance on the process.

16.3. Appeals will only be accepted on the following grounds:

• That the procedures during the formal stage were not followed properly;

• That the decision-maker(s) reached an unreasonable decision;

• That the learner has new material evidence that they were unable, for valid reasons, to provide earlier in the process;

• That there is bias or reasonable perception of bias during the procedure;

• That the penalty imposed was disproportionate, or not permitted under the procedures.

16.4. On receipt of an appeal an initial assessment will be undertaken by Academic Registry at

Buckinghamshire New University, to confirm that the appeal has been submitted within the permitted timescale and that appropriate grounds have been cited but will not otherwise make any decision. Otherwise the appeal will be rejected.

16.5.   Following the initial assessment the appeal will be allocated to an appropriate BNU member of senior staff to review. The reviewer should not have been involved with the case at any previous stage. The outcome of the appeal review will be communicated to the learner in writing (e.g. by email), normally within 10 working days.

16.6.   Where an issue is identified which is considered by the reviewer to have had a substantive impact on the original decision the appeal will be accepted. The case will be referred back to the BNU Panel for reconsideration at the formal stage with the reasons why the appeal was accepted and a recommended outcome where this is considered appropriate.

16.7.   Where an appeal is rejected at either the initial assessment, or following the subsequent review of the appeal, the decision will be communicated to the learner in writing by BNU issuing a Completion of Procedures (CoP) letter outlining the reasons for the decision.

16.8.   The CoP letter will also advise the learner of their right to further action through the Office of the Independent Adjudicator for Higher Education (OIA), the timescales for doing so, and where and how they can access support.

17. Independent external review (OIA)

17.1. After the Buckinghamshire New University's internal procedures have been completed, a learner is entitled to ask the OIA, the independent ombuds service, to review their complaint about the outcome of the University's academic misconduct process. The complaint needs to be submitted to the OIA within 12 months of the date of the Completion of Procedures letter: http://oiahe.org.uk/making-a-complaint-to-the-oia/oia-complaint-form.aspx

BNU's Procedures to Address Poor Academic Practice and Academic Misconduct (AM) Cases Flowchart
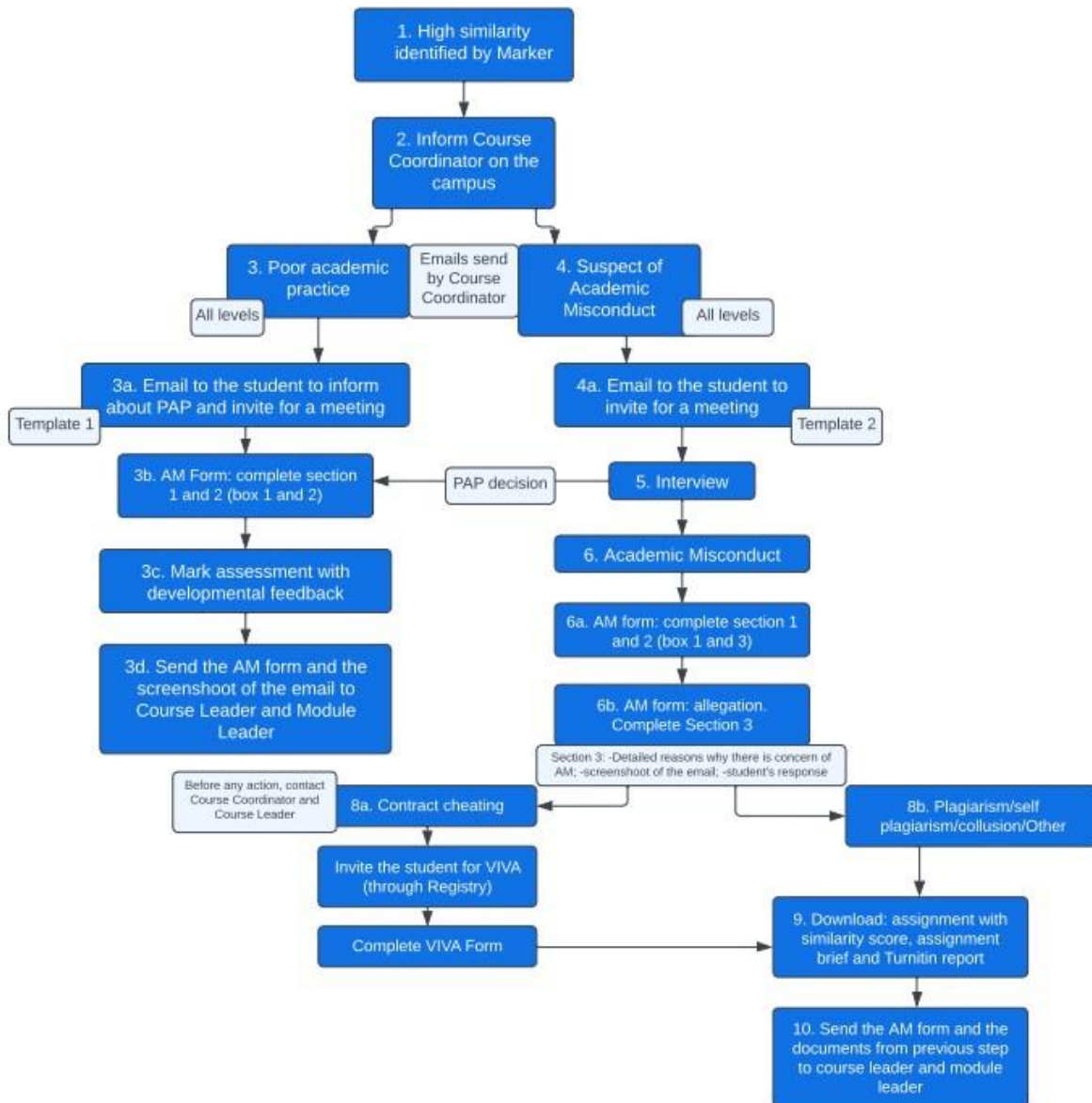
Appendix: Academic Integrity Statement

NB: As of March 2023, the QAA will no longer consent to be the Designated Quality Body in England (DQB). Nevertheless, the London School of Science and Technology regards these principles below as essential to our role as a leading provider of further and higher education.

A. QAA Academic Integrity Charter Principles

The Charter is made up of the 7 Principles of Academic Integrity:
1. Everyone is responsible as part of a 'whole community' approach
2. A 'whole community' approach

3. Working together as a sector
4. Engage with and empower students
5. Empower and engage with staff
6. Consistent and effective institutional policies and practices
7. Institutional autonomy

B. Mapping of Academic Integrity Principles to LSST's Policies

Everyone is responsible as part of a 'whole community' approach
LSST's policies and practices ensure commitment to upholding the QAA's Academic Integrity and it is every students' and staff members' responsibility across the School. LSST provides practical guidance on how to uphold academic integrity and good academic practice through the School's Academic Integrity Policy and its training sessions for academic staff.

A 'whole community' approach
LSST recognises that academic misconduct takes many forms although detection and penalties are important, they cannot provide the whole solution. The 'whole community' approach is taken into account in the educational and support processes provided by the School by limiting opportunities to commit academic misconduct, through deploying institution-wide detection methods, improving practice through case reporting and data collection and the School's clearly stated institutional values.

Working together as a sector
LSST recognises that academic misconduct is an issue that can affect the integrity of all higher education providers and have a severe impact upon the reputation of the entire UK sector. LSST is committed to working with its partner universities to share best practices and to work together on issues of mutual concern such as, sharing intelligence on essay or degree mills that are targeting their students or staff.

Engage with and empower students
The School is committed to supporting its students by providing them with as much knowledge as possible about academic integrity and the possible consequences of misconduct including the repercussions it can have on their future careers.

LSST has recently revised the School's Academic Integrity Policy to be more accessible and comprehensive. Other student resources include, but are not limited to:
- Harvard referencing workshops
- Student Union Support and Advice
- Careers and Employability Guidance

Academic integrity is communicated to students through classroom lectures, tutorials, School emails, social media posts and newsletters since it is of utmost priority to educate our students on academic integrity.

We are currently working towards recognising and supporting student academic integrity 'champions'.

Empower and engage with staff
The School recognises that lecturers and professional and academic staff play a critical role in deterring and identifying incidents of student academic misconduct. LSST communicates its academic misconduct policies and procedures to staff and has developed a framework that describes

the processes that need to be followed when cases of misconduct have been identified. This includes staff training and development on tools and resources that detect breaches of academic misconduct and how best to educate students on the topic.

Methods, tools and resources our staff use to detect and deter breaches include but are not limited to:

- Change assessments regularly in each module, rather than just 'roll over' the same assessment type every year.
- Turnitin
- Formative feedback
- Referencing guidance
- Encouraging students to submit drafts
- Academic writing workshops

Consistent and effective institutional policies and practices

The School's Academic Integrity Policy provides both students and staff clear definitions, terms and processes that define academic integrity and maintain the policies and practices. The School's Academic Integrity policy clearly states the different types of academic misconduct breaches – minor or serious. The policy also includes how the School determines misconduct activity, the fair and clear investigative procedures and penalties, if found guilty. Our Academic Integrity Policy is subject to periodic review every year with the allowance for updates to be made as required by changes in law or operational practices.

Institutional autonomy

LSST acknowledges its responsibility in promoting and maintaining the quality and integrity of its institution. The School recognises that we are in the best position to provide our students with the tools and support they need to succeed in their independent learning and avoid academic misconduct. Mapping the School's Academic Integrity Policy against the QAA's Academic Integrity Charter will further enhance and showcase the good work we do.

Policies related to the Academic Integrity Policy:
1. Anti-Bribery Policy
2. Fitness to Practice (Work Placements and DBS) Policy
3. Library Regulations Policy
4. Personal Academic Tutoring Policy
5. Student Induction Policy
6. VLE Policy
7. Student Handbook
8. Student Complaints Policy

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Version	4	
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