

Academic Integrity Policy (BNU Registered Students)

Version 7.0

Approved by the Board of Governors

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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.*

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1. INTRODUCTION

1.1. London School of Science and Technology (LSST) is committed to upholding the highest standards of academic integrity. This means promoting honesty in academic work, respecting the intellectual property of others, and adhering to rules that protect the value and integrity of academic qualifications.

1.2. LSST follows BNU's Academic Integrity Policy and is aligned with the UK's Academic Integrity Charter and guidance from the Office of the Independent Adjudicator (OIA). Academic misconduct, including cheating, plagiarism, and other breaches - undermines fairness and the reputation of awards.

1.3. LSST promotes academic integrity through clear guidance, education, and fair procedures. Students are expected to complete their work honestly, and staff are expected to model integrity and support students in doing so.

1.4. Alleged breaches will be investigated fairly. Minor issues may be resolved through guidance and feedback, whereas more serious or repeated breaches will be addressed through formal investigation and proportionate penalties.

1.5. All procedures stated for investigating AM and PAP below, 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. If needed, please refer to BNU policy for further guidance or information.

2. SCOPE

2.1. This policy explains how LSST supports academic integrity and manages academic misconduct for all students following BNU's standards. It sets out definitions, roles, and procedures for identifying and resolving concerns fairly and consistently.

2.2. The policy aims to ensure that all cases are handled fairly, transparently, and consistently, so students understand expectations and consequences.

3. APPLICABILITY

3.1. This policy applies to all LSST students enrolled in courses delivered in partnership with Buckinghamshire New University (BNU).

3.2. The policy also applies to LSST academic and professional staff, who are responsible for promoting academic integrity, supporting students, and reporting concerns.

4. RESPONSIBILITIES

4.1. The LSST Academic Registry oversees academic misconduct processes to ensure fairness, consistency, and compliance with BNU regulations. Annual reports are submitted to LSST governance committees to support continuous improvement.

4.2. Academic staff, including module leaders and programme leaders, are responsible for:

- Identifying and addressing poor academic practice and minor misconduct with support from Academic Integrity Leads.
- Referring major or gross misconduct to the Academic Integrity Panel for formal investigation.

4.3. All cases must be submitted through the BNU Academic Integrity online system, where the Academic Integrity Lead for LSST will make an initial local outcome decision. Following this decision, cases may be referred to an Academic Integrity Panel for formal investigation.

5. DEFINITIONS

5.1. LSST uses the following definitions, based on BNU standards and national guidance:

- **Academic Integrity:** Demonstrating honesty, fairness, and responsibility in academic work. This includes avoiding plagiarism and cheating, adhering to academic standards, and conducting research ethically.
- **Academic Misconduct:** Any action that gives, or could give, an unfair advantage in an assessment, or undermines trust and fairness in academic work. This includes assisting another person in misconduct.

5.2. Misconduct is classified into four levels to ensure proportionate responses:

- **Poor Academic Practice:** This refers to honest errors, often made by students who are new to university-level study. Examples include incorrect referencing or using tools without fully understanding the relevant guidelines. These cases are typically addressed through feedback and support, without the imposition of penalties.
- **Minor Academic Misconduct:** This refers to low-level breaches that may involve some degree of intent, such as copying small sections of text or breaching minor examination rules. These cases can often be resolved by the Academic Integrity Lead through the online Academic Misconduct system, with appropriate support and guidance.
- **Major Academic Misconduct:** Serious breaches of academic integrity involving a clear intention to deceive, but which do not involve the deliberate planning or third-party commissioning characteristic of gross academic misconduct. Examples include falsification of data, serious misuse of AI tools, and impersonation in group work. Following initial triage by the Academic Integrity Lead, cases will be referred to an Academic Integrity Panel for further investigation.
- **Gross Academic Misconduct:** Refers to the most serious breaches of academic integrity, involving deliberate and premeditated actions that significantly undermine academic standards. Examples include commissioning another person to complete academic work in exchange for payment and impersonating another student in an examination. Such cases will generally be identified following consideration by an Academic Integrity Panel and referred to a Penalty Hearing. Gross academic

misconduct is likely to result in expulsion.

5.3. This tiered approach ensures fair, consistent, and supportive management of misconduct cases.

PART A: POLICY

6. PROMOTING AND MAINTAINING ACADEMIC INTEGRITY

6.1. LSST, in partnership with Buckinghamshire New University, is committed to embedding academic integrity across all learning, teaching, and assessment activities. Academic integrity is central to student learning experience, it means completing their work honestly, acknowledging the ideas of others, and adhering to assessment rules to protect the value of the qualifications.

6.2. LSST supports academic integrity through:

- **Education and Awareness:** Students will be introduced to academic integrity during induction and reinforced throughout their course through workshops, assessment briefs, and programme materials. This guidance helps students understand the risks of misconduct and the benefits of academic honesty.
- **Staff Role Modelling:** Academic and professional staff are expected to demonstrate academic integrity in their own work, referencing appropriately and following ethical practices, while guiding students to do the same.
- **Tools and Support:** LSST provides access to text-matching and similarity detection tools to support students in learning how to maintain integrity. Misuse of these tools may result in restricted access.
- **Assessment Design:** Assessments are designed to encourage original thinking, personal reflection, and practical application, making it easier for students to demonstrate their own work.
- **Monitoring and Improvement:** LSST regularly reviews trends in academic misconduct to improve teaching and student support.

6.3. Student Responsibilities

6.3.1. Students are expected to:

- Submit work that reflects their own effort, unless collaborative work is explicitly required.
- Use the correct referencing system for all sources.
- Avoid reusing previous work without permission and appropriate referencing.
- Ensure data and information are accurate, ethically gathered, and clearly presented.

- Follow all rules for exams and assessments, including legal and professional requirements.

6.3.2. Academic staff, supported by Academic Integrity Leads and Associate Deans (Education), are responsible for promoting academic integrity and applying this policy consistently. Staff may offer feedback and support for minor issues and escalate serious concerns appropriately.

7. ARTIFICIAL INTELLIGENCE

7.1. AI tools can assist learning, but they must be used responsibly. Students using AI must ensure their work represents their own understanding.

7.2. Expectations for Students Using AI:

- Use AI ethically and transparently.
- Declare any AI-generated content in line with course guidance.
- Do not submit AI-generated work as entirely your own.
- Seek guidance if unsure about appropriate AI use.

7.3. Misuse of AI constitutes academic misconduct, including:

- Submitting AI-generated content without disclosure.
- Fabricating data or misrepresenting authorship with AI.
- Attempting to bypass plagiarism or integrity checks.

7.4. Misuse may be treated as minor, major, or gross misconduct depending on severity. Serious cases will be formally investigated and may result in expulsion. Staff are encouraged to design assessments that reduce the risk of inappropriate AI use while supporting genuine student engagement.

8. BREACHES OF ACADEMIC INTEGRITY

8.1. Academic misconduct occurs when a student acts in a way that gives an unfair advantage or undermines trust in academic work.

8.2. Examples include:

- **Plagiarism:** Using another person's words, ideas, or work as your own without appropriate acknowledgement or referencing
- **Self-Plagiarism:** Reusing previously submitted work for which credit has already been awarded, without obtaining permission or providing appropriate acknowledgement.

- **Collusion:** Working with others on an individual assessment or sharing your work in a way that enables another student to use it dishonestly or gain an unfair advantage. Students sharing a device must ensure they use their own login credentials, as shared logins may raise concerns about collusion.

- **Cheating:** Using unauthorised materials, devices, or behaviours during an examination or assessment.

- **Fabrication:** Inventing or altering data, citing non-existent sources, or submitting false results.

- **Misrepresentation:** Providing false or misleading information about yourself, your circumstances, your contribution, or your work to gain an academic advantage.

- **Contract Cheating:** Submitting work produced by another person, service, or AI tool and presenting it as your own. Payment or a formal agreement is not required. This includes commissioning work from essay mills or freelancers.

- **Commissioning:** A form of contract cheating in which a student deliberately pays, hires, or formally asks another person or service to produce assessed work on their behalf. Due to the deliberate planning and intention to deceive involved, this is treated as gross academic misconduct.

- **Impersonation:** Taking an assessment on behalf of another student or allowing someone else to take an assessment on your behalf.

8.3. Misconduct can be intentional or accidental. Intent will be considered when determining consequences, but breaches are taken seriously regardless.

8.4. Minor errors due to lack of experience may be treated as poor academic practice, addressed through feedback and guidance without penalty.

8.5. Students with declared disabilities will be considered in the review process, with adjustments provided as appropriate.

9. CATEGORIES OF ACADEMIC MISCONDUCT

Category	Description	How it is Handled
Poor Academic Practice	This occurs when work falls below expected academic standards due to a misunderstanding or lack of experience, rather than a deliberate intention to breach academic rules. It is particularly common among students who are new to university-level study or unfamiliar with referencing requirements. Examples include incorrect or incomplete citations and the use of basic AI tools without appropriate declaration.	Feedback and guidance; no penalty applied.
Minor Academic Misconduct	This involves low-level breaches that may have been intentional, such as copying short sections of text or violating	Resolved locally by Academic Integrity Lead; documented with guidance.

	minor examination rules. These cases often relate to a first-time offence and may include using AI-generated summaries without appropriate acknowledgement or declaration.	
Major Academic Misconduct	This category involves more serious breaches of academic integrity, with clear evidence of an intention to deceive. Examples include falsifying data, serious misuse of AI tools, significant breaches of examination rules, such as possessing unauthorised devices or materials, and misrepresenting authorship where there is no evidence of commissioning or payment.	Referred to Academic Integrity Panel for formal investigation.
Gross Academic Misconduct	This is the most serious category of academic misconduct, involving deliberate and premeditated actions that significantly undermine academic integrity. Examples include paying someone to complete assessed work, commissioning work from another person or service, impersonation, accessing examination materials in advance without authorisation, or submitting work produced by someone else as your own. Repeated major offences may also be classified as gross academic misconduct.	Referred to a Penalty Hearing; expulsion is likely.

10. STANDARDS OF PROOF AND ACADEMIC JUDGEMENT

10.1. In the investigation of academic misconduct at LSST, decisions are made on the balance of probabilities. This standard requires consideration of whether it is more likely than not that the alleged misconduct occurred, based on the available evidence. The burden of proof lies with LSST and not with the student.

10.2. Decisions are informed by both factual evidence and academic judgement, the expert evaluation of a student's work. Academic judgement supports the determination of, for example:

- Whether the style, quality, or standard of the submission differs materially from prior work.
- Whether content, ideas, or data appear to have been derived from another source without proper attribution.
- The severity and impact of any identified plagiarism or academic breach.
- The extent to which notes, drafts, or other preparatory materials substantiate authorship.

- Findings from text-matching or similarity detection reports, which should be interpreted within the broader context of the student's work; a high or low similarity score alone is not conclusive.

10.3. Academic judgement must be impartial, evidence-based, and consistently applied. All staff involved in decision making receive ongoing training to ensure fairness and consistency across LSST programs.

10.4. This training includes recognition of, and response to, emerging forms of academic misconduct, including the inappropriate use of artificial intelligence (AI) tools and contract cheating.

11. FAIRNESS IN THE PROCESS

11.1. Students involved in an academic misconduct investigation at LSST have the right to be treated fairly, respectfully, and transparently. LSST applies national good practice guidelines to ensure that all procedures are clear, consistent, and equitable.

11.2. Students can expect the following throughout the process:

- **Confidentiality:** All cases will be handled with strict confidentiality to protect the privacy of all parties involved.
- **Clear Communication:** Students will be provided with a written explanation of the concern, the evidence supporting it, and the opportunity to respond. At least five working days' notice will be given before any meetings.
- **Consideration of Disability**: Where a student is registered with the Disability Service or has disclosed a disability, appropriate adjustments will be made, informed by the information already held by LSST and its partners.
- **Right to Respond:** If additional concerns arise during the investigation, students will be given the opportunity to respond to these new matters.
- **Support and Representation:** Students may be accompanied by a supporter, such as a Students' Union adviser or a friend, at meetings. In viva voce examinations, supporters may attend but are not permitted to speak.
- **Fair Treatment in Group Cases:** For investigations involving multiple students, each case will be considered individually, with access to appropriate support.
- **Timely Resolution:** LSST aims to resolve all cases promptly, in accordance with published timelines.
- **Impartial Decision-Making:** Decisions and appeals will be conducted by individuals who have not been involved in the earlier stages of the case. While the person raising the concern may participate in initial proceedings, they will not take part in the final decision.
- **Training and Consistency:** All staff involved in investigating or deciding cases receive training to ensure the fair and consistent application of this policy across all LSST programmes and partner institutions. Regular guidance and updates on

academic integrity are provided.

- **Written Outcomes and Right to Appeal:** Students will receive a written explanation of the decision and any sanctions applied. Guidance on the appeal process will also be provided.

11.3. These principles are designed to safeguard fairness and equity for all students, regardless of course or study location.

PART B: PROCEDURE FOR INVESTIGATING ALLEGATIONS OF ACADEMIC MISCONDUCT

12. MAKING AN ALLEGATION

12.1. Concerns about academic misconduct may be raised by:

- A member of staff (typically your module tutor).
- An exam invigilator.
- Another student.
- An external party (such as an employer, external examiner, or whistleblower).

12.2. The individual raising the concern is referred to as the **identifier**. Where the concern comes from an external source or another student, the Programme Leader (or their nominee) will act as the identifier.

12.3. Concerns relating to poor academic practice or minor misconduct may be addressed locally. This typically involves a discussion with the Academic Integrity Lead to provide guidance and support, resolving the matter efficiently and fairly.

12.4. Concerns involving major or gross misconduct, or cases where the allegation is disputed, will be escalated to the BNU Academic Misconduct Panel, following a preliminary Investigation.

13. INITIAL CONSIDERATIONS AND PRELIMINARY INVESTIGATION

13.1. The initial step is usually an informal discussion rather than a formal hearing. The identifier/Course Coordinator will arrange a meeting to explain the concern and provide the student with an opportunity to respond.

13.2. The email inviting the student to the meeting must be sent no later than the end of the next day after identification (the next day after the late submission deadline).

13.3. 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. Only one rescheduling attempt will be permitted and this rescheduled interview must still take place within the 5 working days following the email.

13.4. This informal discussion is designed to clarify the issue and allow student to respond. The student may seek guidance from the Students' Union Advice Centre or other support services before or after the meeting.

13.5. The student must be invited to attend the meeting on at least two occasions. If the student does not attend the meeting, the staff member will determine how to proceed. The student will still have opportunities to respond later in the process.

13.6. Viva Voce Examinations: In certain cases, particularly where authorship of work is in question, the student may be asked to participate in a viva voce (oral examination). This is a supportive conversation aimed at understanding their work, not a disciplinary hearing. (See Appendix A for further details).

14. DECIDING WHAT HAPPENS NEXT

14.1. After the informal discussion (or viva), the staff member, in consultation with the Course Coordinator or their nominee, will determine the appropriate classification:

- **Poor Academic Practice:** If the issue is considered to have arisen from a genuine misunderstanding or lack of experience, the work will be marked as usual, and the student will receive appropriate feedback and support. The case will be recorded, but no penalty will be imposed.

- **Minor Academic Misconduct**: Where there is some intent or impact (e.g., plagiarism or collusion) and it is a first occurrence, the matter may be resolved locally. Documentation will be maintained, and the student will be signposted to support services.

- **Major or Gross Academic Misconduct**: Deliberate deception (e.g., impersonation, contract cheating/commissioning, or serious misuse of AI) will be escalated to the formal stage. Contracting or commissioning work is considered gross misconduct.

14.2. If the case is escalated, the student will be informed in writing and provided with information about support services, such as the Students' Union Advice Centre. All documents will be submitted to the BNU Academic Integrity Panel. Any references to other students will be redacted to protect privacy.

14.3. This process ensures concerns are addressed fairly, supporting students where needed, while serious issues are investigated appropriately.

14.4. The Formal Stage will be conducted by the University. Please refer to pages 13–15 of the BNU Academic Integrity Policy for further details.

15. PENALTIES FOR PROVEN ACADEMIC MISCONDUCT

15.1. Penalties range from feedback and support to expulsion. Here's how they work:

- **Penalty 0:** Feedback and support; no mark impact.
- **Penalties 1–4:** Zero mark for assessment, reassessment allowed with capped or reduced mark.
- **Penalty 5:** The student will fail the module and will not be permitted to resit. This will delay their progression and, depending on their remaining credit profile, may prevent progression altogether.
- **Penalty 6:** Expulsion, with potential exit award or no award.

15.2. Progression and award decisions remain the responsibility of the Board of Examiners, which applies the penalty to the record and determines reassessment eligibility.

15.3. Progression and Award Considerations

15.3.1. The Panel does not decide whether a student can progress or graduate. The Board of Examiners makes this decision and applies any penalty to the student's academic record.

- Where reassessment is required, the Board decides eligibility based on the student's credit profile.
- If reassessment is not permitted, the Board decides whether the student can repeat the module or year.
- For students repeating a module or year, any academic misconduct penalty will apply to the relevant repeat assessment.
- A student cannot pass or receive compensation for a module affected by misconduct until any required reassessment is completed.

16. THE APPEAL STAGE

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:

- The finding that an allegation is provided, and or
- 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 internal process, student may request an OIA review within 12 months of the CoP letter. The OIA assesses procedural fairness, not the academic judgement itself.

17.2. Students are encouraged to seek guidance when submitting an OIA complaint. The CoP letter will include OIA contact details and process expectations.

APPENDIX A: Viva Voce Oral Examinations

Purpose of a Viva Voce

A viva voce is a short oral examination used to help verify the authorship of submitted work. It is not a disciplinary hearing but an academic discussion designed to allow the student to demonstrate their understanding of the work in question.

When a Viva Voce May Be Required

A student may be invited to attend a viva voce where:

- There is a concern that the submitted work may have been produced by a third party (e.g., contract cheating or commissioning).
- The submission differs significantly from the student's known academic style or previous performance.
- There is insufficient written evidence to confirm authorship.

Preparing for a Viva

The student will receive at least 10 working days' written notice before the viva voce takes place. The notification will include:

- The reason for the viva.
- An outline of what to expect.
- Guidance on preparation, such as bringing drafts, notes, or research materials.

LSST staff will ensure the process is conducted in a respectful, supportive, and non-confrontational manner.

Format of the Viva Voce

Duration: Up to 45 minutes.

Location: A private and quiet space on campus, or delivered online where appropriate.

Panel: Two academic staff members, including at least one subject specialist (usually the member of staff who identified the concern).

Support: The student may be accompanied by a supporter (e.g., a Students' Union adviser or a trusted individual). The supporter may attend but is not permitted to speak during the viva.

Nature of the Questions

Questions will be open-ended and designed to assess the student's understanding and engagement with their work. Examples include:

- What research did you carry out for this assessment?

- Can you explain the structure or main argument of your work?
- How did you approach this topic?
- Which sources did you use and why?
- Can you describe your drafting or development process?

The tone of the viva will be academic and exploratory, not accusatory. The purpose is to assess authorship and academic engagement, not to test subject knowledge beyond what is demonstrated in the submitted work.

Outcome of the Viva Voce

A written record of the discussion will be retained. Based on the outcome, the staff member will determine whether:

- The concern has been resolved and no further action is required; or
- The matter should be escalated to a formal academic misconduct investigation.

Where escalated, the viva record will be included as part of the formal case documentation.

APPENDIX B: Examples of Academic Misconduct

To provide clarity on what constitutes academic misconduct, the following categories include illustrative examples ranging from lower-level to the most serious breaches. These examples are not exhaustive but are intended to support understanding and promote academic integrity.

Type of Misconduct	Definition	Examples	Typical Evidence Considered
Plagiarism	Presenting another person's work, words, ideas, or data as your own without proper acknowledgment.	• Copying text from websites or books without citation • Rewriting sources without referencing • Using another student's work	• Turnitin similarity report • Matching text from published or online sources • Inconsistent or missing references
Self-Plagiarism	Reusing your own previously submitted work without permission or proper citation.	• Submitting the same essay for two modules • Reusing sections of a past assignment	• Similarity with past submissions • Module assessment records
Collusion	Unauthorised collaboration between students on work intended to be completed individually.	• Submitting similar assignments to another student • Sharing written work for others to use	• Comparison of submissions • Communication records • Student statements
Cheating	Using unauthorised assistance, materials, or behaviour in an assessment.	• Notes, phones, or smartwatches in exams • Copying answers in a test • Using external help in online tests	• Invigilator reports • Confiscated notes or devices • Assessment logs
Fabrication	Inventing or altering data, results, or sources.	• Making up research data • Inventing references • Altering results to fit a hypothesis	• Data inconsistencies • Missing raw data • Evidence that sources do not exist
Misrepresentation	Providing false or misleading information to gain academic advantage.	• Submitting false mitigating circumstances	• Verification of documentation • Conflicting records

Type of Misconduct	Definition	Examples	Typical Evidence Considered
		• Forged medical or official documents	
Contract Cheating (Including Use of AI to Deceive)	Submitting work that has been produced by someone else or through deceptive use of AI tools.	• Buying assignments online • Hiring a person to write coursework • Submitting AI-generated work as your own without engagement	• Work inconsistent with student's ability • Viva voce inability to explain work • Metadata or communication records
Impersonation	Taking an assessment on behalf of another person or allowing someone to take it for you.	• Logging into online assessment for another student • Sitting an exam using false identity	• ID mismatch • Login records • Invigilator statements

APPENDIX C: Decision and Penalty Matrices

The Decision Matrix is used to assess and classify each case of suspected academic misconduct. In determining the classification, the following factors are considered:

- The intent behind the misconduct (deliberate, negligent, or unintentional).
- The type of misconduct involved.
- Whether it is a first offence or a repeat offence.
- The severity and impact of the misconduct on academic standards.
- The academic level and experience of the student.
- Who is authorised to make the decision (academic staff or formal panel).
- Whether the case requires escalation to an Academic Integrity Panel.
- Whether the case must be reported to a professional, statutory or regulatory body (PSRB), where relevant.
- The range of possible penalties that may be applied.

Misconduct Level	Intent	Examples	Decision Maker	Academic Integrity Panel Referral	PSRB/Employer Referral	Applicable Penalties
Poor Academic Practice	Unintentional	Inadequate or incorrect referencing, poor citation, undeclared basic use of AI tools, misunderstanding of exam rules	Academic Integrity Lead	No	No	Penalty 0
Minor Academic Misconduct	Possibly intentional	Plagiarism, collusion, undeclared AI use, reuse of work without referencing, minor breaches of exam regulations	Academic Integrity Lead	No	Only if repeated	Penalties 1–2
Major Academic Misconduct	Intentional	Significant plagiarism, falsification of data, serious AI misuse, misrepresentation, repeated instances of minor misconduct	Academic Integrity Panel	Yes	Yes (if professional course)	Penalties 3–5
Gross Academic Misconduct	Clear intent to deceive	Contract cheating (commissioning), impersonation, submission of work written by others, bribery, accessing exam papers in advance, repeated major misconduct	Academic Integrity Panel and Penalty Hearing	Yes	Yes (automatic)	Penalty 6

Academic Misconduct Penalty Matrix

This matrix outlines the range of penalties that may be applied once academic misconduct has been proven. Penalties are determined with consideration of the impact on the student's assessment mark, module outcome, academic progression, and eligibility for an award.

Note: Penalties that include a capped or reduced reassessment mark may affect the student's overall module average and, where applicable, the final award classification.

Penalty	Description	Mark Awarded	Reassessment Allowed?	Capping (Reassessment)	Module Impact	Progression Impact
Penalty 0	Feedback and support	Full mark	Yes (if needed)	Not applicable	No impact	None
Penalty 1	Element failed. Formal warning + support referral	0% (assessment)	Yes	Capped at pass mark	Module passed if reassessment successful	Minimal
Penalty 2	Element failed + capped resit with 10% reduction	0% (assessment)	Yes	Capped at 10% below pass	Module passed if reassessment successful	Minimal
Penalty 3	Element failed + capped resit with 20% reduction	0% (assessment)	Yes	Capped at 20% below pass	Module passed if reassessment successful	Minimal
Penalty 4	Element failed + capped resit with 30% reduction	0% (assessment)	Yes	Capped at 30% below pass	Module passed if reassessment successful	Minimal
Penalty 5	Module failed, no reassessment allowed	0% (module)	No	N/A – entire module failed	No credit awarded	Repeat year required if regulations allow
Penalty 6	Expulsion + exit award or no award	0% (module)	No	N/A – entire module failed	Exit award or no award	Removed from programme

APPENDIX D: Process Overview and Timescales

To provide clarity on what to expect, the following outlines typical durations for each stage of the academic misconduct process. These timescales are designed to ensure cases are handled fairly and efficiently. Actual durations may vary depending on the complexity of each case, but the Academic Registry monitors all cases closely to maintain consistency and avoid unnecessary delays.

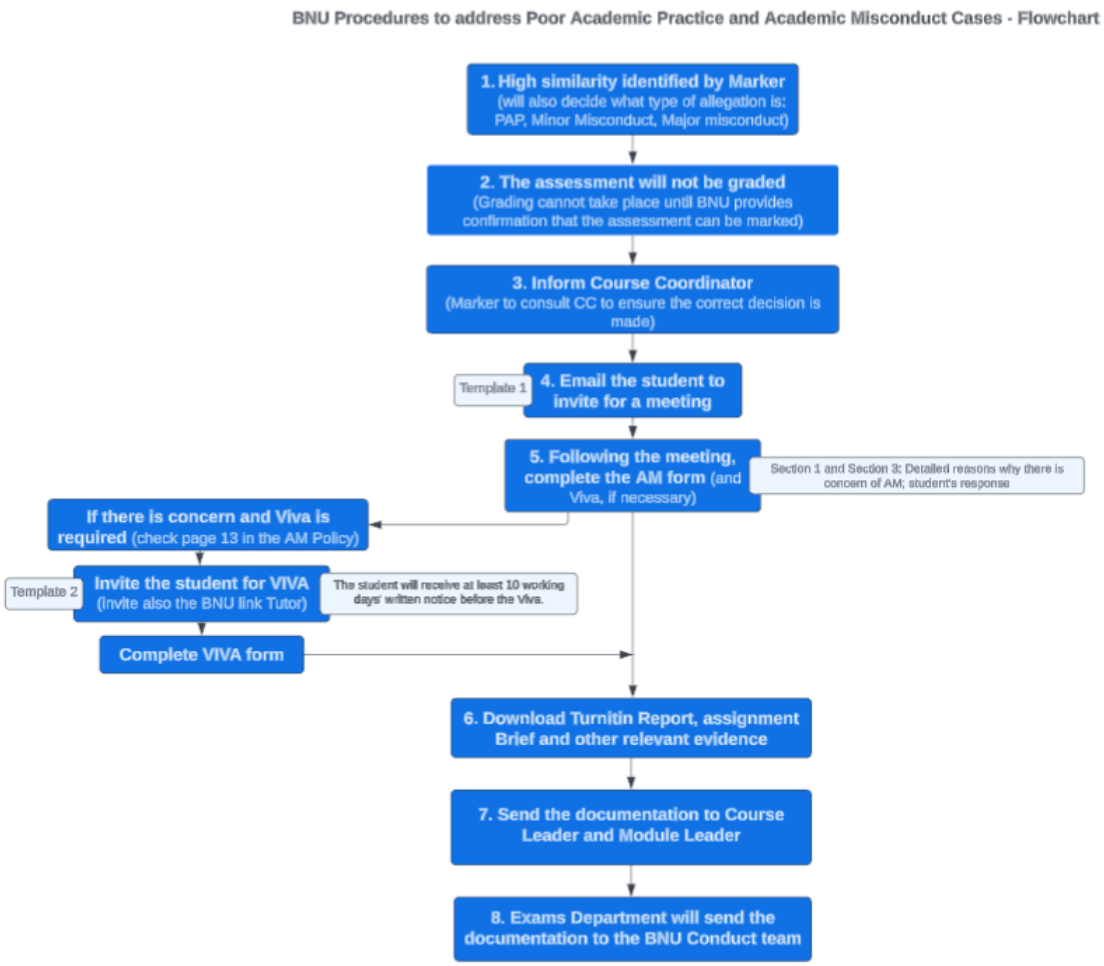


Misconduct Timescales Summary

Stage	Action	Who is Responsible	Expected Timescale
Preliminary Investigation Stage	Initial concern identified	Lecturer / Identifier	Within 5 working days
	Initial meeting with student	Lecturer / Identifier	Within 5 working days
	Decision on next steps	Lecturer / Identifier	Within 5 working days of meeting
	Viva Voce (if required)	Lecturer / Identifier	Minimum 10 working days' notice
	Submission of allegation form	Lecturer / Identifier	Within 5 working days of decision
Formal Stage	Review of submitted documents	Academic Registry	Within 2 working days
	Student written response to allegation	Student	Within 5 working days of receiving documents
	Panel review of case	Academic Integrity Panel	Normally within 30 working days
	Outcome notification	Academic Registry	Within 5 working days of panel meeting
	Request for additional evidence (if needed)	Student or Lecturer	Within 5 working days
	Penalty Hearing notice (if applicable)	Academic Registry	Minimum 10 working days' notice
	Penalty Hearing outcome	Academic Registry	Within 5 working days of the hearing
Appeal Stage	Submit appeal form	Student	Within 10 working days of outcome
	Appeal review and decision	Reviewer via Academic Registry	Normally within 10 working days

Stage	Action	Who is Responsible	Expected Timescale
External Review (OIA)	Submit complaint to OIA	Student	Within 12 months of Completion of Procedures (COP) letter

APPENDIX E: LSST Internal Procedures to Address Poor Academic Practice (PAP) and Academic Misconduct (AM) Cases- Flowchart



APPENDIX F: 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 all 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 types 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 Study Policy
3. Library Regulations Policy
4. Personal Academic Tutoring Policy
5. Student Induction Policy
6. Virtual Learning Environment (VLE) Policy
7. Student Complaints Policy

VERSION HISTORY

Version	**1.0 - 3.0**	
Original author(s):	Head of Assessments	
Reviewed by:	Executive Committee	January 2017 September 2017 September 2018
Version	**3.1**	
Revised by:	Quality Audit Manager Head of Registry	
Revision summary:	*Formatting changes; minor procedural corrections.*	
Approved by:	The Board of Governors	October 2020
Version	**3.2**	
Revised by:	Quality Manager Head of Registry	
Revision summary:	*Annual review; partnerships amended. Document reformatted and version control added.*	
Approved by:	The Board of Governors	December 2021
Version	**3.3**	
Revised by:	Quality Manager Head of Registry	
Revision summary:	*Annual review; Enhancement of sections concerning definitions, scope and procedures; BNU procedures flowchart added; Academic Integrity Statement added; Procedures and processes amended in accordance with BNU's Academic Integrity regulations; Document formatting and version control applied.*	
Approved by:	The Board of Governors	September 2022
Version	**3.4**	
Revised by:	Quality Manager Head of Registry	
Revision summary:	*Academic Misconduct flowchart amended and Post-16 education legislation added.*	
Approved by:	The Board of Governors	November 2022
Version	**3.4**	
Revised by:	Quality Manager Head of Registry	
Revision Summary:	*Annual review; Promoting Academic Integrity (Section 4.2, 4.3) updated to include details about Artificial Intelligence, Section 13 about Poor Academic Practice amended to meet BNU requirements. Flowchart amended. Version control applied.*	

		October 2023
Approved by:	Board of Governors	
Version	**5**	
Revised by:	Quality Office Assistant Registrar	
Revision summary:	*Annual review and update, principal changed to independent reviewer throughout policy, title change from 'Awarding Body - BNU' to 'BNU Registered Student', minor grammatical corrections, document format applied, version control applied.*	
Approved by:	The Board of Governors	October 2024
Version	**6.0**	
Original author(s): Revised by:	Head of Assessments Assistant Registrar Quality Unit	
Revision summary:	***Annual review and update –*** Policy updated throughout to reflect current BNU processes. Minor grammatical corrections, document format applied, version control applied.	
Reviewed by: Approved by:	Publications Committee Board of Governors	October 2025 October 2025
Version	**7.0**	
Original author(s): Revised by:	Head of Assessments Assistant Registrar Quality Unit	
Revision summary:	***Annual review and update –*** *Policy updated to align with partner university processes. Paragraph 4.3. added on BNU Academic Integrity online system. Minor Major, and Gross Academic Misconduct updated under 5.2. Examples of breaches of academic integrity updated under 8.2. Poor academic practice updated under 14.1. Minor grammatical corrections, document format applied, version control applied.*	
Reviewed by: Approved by:	Publications Committee Board of Governors	October 2026 October 2026