Academic Integrity Policy (DMU Registered Students)

Version 7.0

Approved by the Board of Governors

Last Amendment: September 2026

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 England's Regulatory Framework 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 De Montfort University's (DMU) Academic Offences and Bad Academic Practice policies, to ensure consistent and accurate application of Academic policy procedures on all London School of Science and Technology campuses teaching DMU 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 De Montfort University's (DMU) 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 academic 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. 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.

2. SCOPE

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

2.2. It is the School's responsibility to ensure that all students are aware of the consequences of academic misconduct and have had an equal opportunity to learn the value of academic integrity, both in their studies and in the future employment. Academic integrity principles will be mentioned during scheduled inductions and will be readily available to students when needed. It is accessible via the student's VLE account and Student Support.

2.3. Turnitin software will be used to detect cases of academic misconduct, and teaching staff will be trained on how to use it effectively and fairly when evaluating students submissions.

3. APPLICABILITY

3.1. This policy applies to all LSST students enrolled in courses delivered in partnership with De Montfort University (DMU).

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 Registrar is in charge of reviewing and managing this policy. It is the responsibility of the Registry, Academic Deans, and Course Leaders to ensure that this policy is followed and applied consistently across all London School of Science and Technology campuses.

4.2. Course Leaders, Module Leaders, and Course Coordinators will be responsible for promoting, and maintaining academic integrity within their respective areas.

5. STUDENT RESPONSIBILITIES

5.1. When completing and submitting assignments, students must ensure that:

- The work they have created is entirely their own and was not written by anyone else. With the exception of assessments that explicitly require collaboration, submitting work that is copied from or jointly written with others is not acceptable.
- They have properly and appropriately cited and referenced any original sources used when quoting other writers in their assessment. This must be accomplished using the School's Harvard Referencing System.
- The work they produce explicitly reflects their understanding of the data and information they have sourced or obtained through ethically conducted research.

5.2. The School will provide information and resources on how to maintain academic integrity. However, it is always the learner's sole responsibility to act honestly and transparently in accordance with this policy, and to seek advice and guidance if they are unsure.

6. SUPPORT

6.1. LSST is committed to providing students with appropriate guidance, resources and support to help them develop good academic practices and understand how to avoid academic misconduct. This includes, but is not limited to:

- Referencing
- Academic Skills and Assignments
- Workshops and Tutorials
- The use of Generative Artificial Intelligence

6.2. LSST recognises that students may face circumstances that could lead to academic misconduct and encourages them to seek support from staff or the Students' Union at the earliest opportunity.

7. ACADEMIC MISCONDUCT DEFINITIONS

7.1. 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 rigor in research, etc."

7.2. An act of academic misconduct is a breach of academic integrity.

7.3. Poor Academic Practice

7.3.1. Poor academic practice generally refers to the inappropriate or inconsistent use of academic referencing conventions, resulting in the unintentional presentation of another person's ideas, data, information or words as the student's own, where the extent of the issue is minor.

7.3.2. Poor academic practice may arise from a student's limited experience or understanding of academic conventions, including how to appropriately reference and acknowledge sources within an assessment.

7.3.3. Examples may include, but are not limited to:

- A small section of an assessment conveying ideas, data or other information obtained from another source without appropriate acknowledgement.
- Word-for-word duplication of up to a few sentences in written work, oral presentations or comparable duplication in other forms of assessment, where the source has not been appropriately acknowledged.
- The inclusion of quotations without appropriate attribution or referencing.

7.3.4. Repeated instances of poor academic practice may be considered evidence of intentional academic misconduct. More than two instances of poor academic practice may therefore be treated as academic misconduct.

7.4. Plagiarism

7.4.1. Plagiarism occurs where a student intentionally presents work, data, ideas or concepts obtained from another source as their own, including drafts or work in progress, in order to obtain an academic advantage.

7.4.2. Sources may include published or unpublished material, the work of another individual, or content generated by Artificial Intelligence (AI) where its use has not been permitted or appropriately acknowledged in accordance with the assessment requirements.

7.4.3. Examples of plagiarism include, but are not limited to:

- Substantial or repeated duplication of phrases, sentences or passages from another source, including where words have been substituted or rearranged to disguise the original source.

- Substantial duplication of material or components from another source in creative or practical submissions.

- Using the views, opinions, ideas or arguments of another source without appropriate acknowledgement.

- Reproducing or closely imitating another person's distinctive style, such as parody, pastiche or homage, without appropriately acknowledging the significance of the source.

- Paraphrasing material obtained from a published or other source and presenting it as the student's own work without appropriate acknowledgement.

7.5. Contract Cheating and the Use of Artificial Intelligence (AI)

7.5.1. Contract cheating occurs where a student intentionally engages a third party to produce, contribute to or complete some or all of an assessment on their behalf, which the student subsequently submits as their own work in order to obtain an academic advantage.

7.5.2. Contract cheating includes, but is not limited to:

- Engaging an essay mill or essay-writing service, whether or not payment or another form of financial exchange is involved.

- Asking another person to contribute to or complete an assessed piece of work, including another student, friend, family member, private tutor or editing service.

- Using an AI tool to generate, substantially develop or complete assessed work that is subsequently submitted as the student's own.

7.5.3. AI tools, including generative AI platforms such as ChatGPT and similar technologies, may have legitimate educational uses. However, their use in assessed work must comply with the requirements of the relevant assessment brief and the University's academic integrity requirements.

7.5.4. Unless expressly permitted by the assessment brief, the use of AI in assessed work may constitute academic misconduct where a student:

- Presents information or content generated by AI as their own without appropriate acknowledgement or referencing;

- uses AI to generate all or part of an assessment submission;

- presents inaccurate or fabricated information generated by an AI tool as factual;

- uses AI to improve, substantially amend or enhance the language or content of an assessment submission without the required acknowledgement;

- uses AI to substantially amend, develop or improve an assessment submission; or
- engages in any other use of AI that constitutes academic misconduct.

7.5.5. Where the assessment brief specifically requires or permits the use of AI, its use must be limited to the purpose and scope specified in the brief. Use of AI beyond those requirements may constitute academic misconduct.

7.6. Collusion

7.6.1. Collusion occurs where a student intentionally works with another student or individual on an assessment that is required to be completed and submitted independently, resulting in one or more students gaining an academic advantage.

7.6.2. Collusion includes, but is not limited to:

- Providing another student with part or all of the material intended for use in an assessment submission, including draft work.
- Uploading assessment material, in whole or in part, to a website, social media platform, external plagiarism-checking service or other location where it may be accessed by another student.
- Using material provided by another student in an assessment submission without appropriate acknowledgement and presenting it as the student's own work.
- Paraphrasing another student's work and submitting it as the student's own.
- Jointly planning or developing an assessment response where independent work is required.
- Allowing another student to access or copy assessment work, including where reasonable measures have not been taken to secure the work.

7.6.3. Students are responsible for maintaining the security of their assessment work. For example, where a student leaves a device containing their assessment work unlocked and another student subsequently accesses or copies the work, this may be treated as collusion where there is insufficient evidence to establish that the work was obtained through theft.

7.6.4. Collusion should be distinguished from legitimate collaborative learning and peer support. Students may, for example, discuss general ideas, resources, books or articles that may inform their assessment. However, unless the assessment requirements expressly permit or require collaborative work, students must independently plan, organise, develop and complete their own assessment submissions.

7.7. Cheating in Examination

7.7.1. Examination and test conditions are established to maintain academic integrity, ensure fairness and provide an appropriate environment for assessment. These

conditions apply to examinations and tests delivered on campus, including at partner campuses, and online.

7.7.2. Cheating in examination or test conditions occurs where a student intentionally attempts to obtain an unfair academic advantage for themselves or another student.

7.7.3. Examples include, but are not limited to:

- Attempting to obtain, or obtaining, prior knowledge of examination or test content before it is formally released.
- Communicating, or attempting to communicate, with another student or individual during an examination or test, other than an authorised invigilator or member of staff.
- Discussing, sharing or attempting to share examination or test content or related information during the assessment period.
- Copying, or attempting to copy, from another student's examination script.
- Allowing another student to copy, or attempt to copy, from the student's examination script.
- Providing or attempting to provide information to another student during an examination or test.
- Obtaining or attempting to obtain unauthorised assistance from another student or individual.
- Using or attempting to access any material, resource or aid that has not been permitted for the assessment.
- Accessing or attempting to access an electronic or technological device that has not been authorised for use during the assessment.
- Impersonating another student or allowing another individual to impersonate the student.
- Refusing to comply with a reasonable instruction or request from a member of University staff where academic misconduct is suspected.
- Undertaking any other action with the intention of obtaining an unfair academic advantage.

7.8. Acquiring or Submitting Work not Produced by the Student

7.8.1. Students must submit work that is their own and that they have produced independently, except where collaboration or other forms of assistance are expressly permitted by the assessment requirements.

7.8.2. Submitting work that has been produced, substantially amended or substantially improved by another person or through an AI tool, and presenting it as the student's own work, constitutes an intentional attempt to obtain an academic advantage.

7.8.3. This includes, but is not limited to:

- Submitting work produced wholly or partly by another person or an AI tool.
- Submitting work that has been substantially amended, developed or improved by another person or an AI tool.
- Submitting work where the English language, or another language specified for the assessment, has been substantially amended or enhanced by another person, language-generation or language-enhancement software, a website or an AI tool, where such assistance is not permitted or appropriately acknowledged.

7.9. Fabrication and/or Falsification of Information

7.9.1. Fabrication or falsification occurs where a student intentionally creates, alters, misrepresents or uses information in an assessment that is not genuine, accurate or supported by the evidence claimed.

7.9.2. Examples include, but are not limited to:

- Claiming to have conducted experiments, observations, interviews, surveys, data collection or other research that has not been undertaken.
- Creating or inventing data or research findings.
- Citing or referencing sources that do not contain the information claimed.
- Inappropriately manipulating, altering or selectively presenting data, images or other information with the intention of creating a false or misleading impression.
- Presenting information generated by an AI tool as factual where the information is inaccurate or has not been verified.
- Creating false or non-existent references, including references generated by AI tools.
- Obtaining or using information through unlawful means.

7.10. Re-use of Previously Assessed Material

7.10.1. Students must not submit all or part of work that has previously been submitted for assessment for another assessment, whether within the student's current programme or at another institution. Re-use of previously assessed material without permission constitutes an intentional attempt to gain an academic advantage.

7.10.2. Exceptions may apply where:

- Short quotations from a previous assignment are used and appropriately referenced.
- A student is repeating a year or resitting an assessment that requires improvement of a previous submission, including a formative or interim submission, and the Module Leader has approved the inclusion of relevant parts of the previous work.

- A student is resubmitting the same assessment component within the same module and the assessment brief for that component has not substantially changed.

7.10.3. Where previously assessed material is permitted to be reused, students should follow any specific requirements or guidance provided by the Module Leader or awarding university.

7.11. Staff Misconduct

7.11.1. 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 beconsidered by the School at its discretion:

- Facilitating or permitting any of the types of misconduct listed above.
- Improper assessment assistance to candidates (e.g., coaching them on how to answer a specific formative assessment task or providing assistance on an exam question).
- Making up or changing marks for internally assessed work (course work or portfolio evidence) when there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- False submissions that could result in false certificate claims.
- Inappropriate certificate retention.
- Making false witness statements, for example, for evidence that the student did not generate.
- Allowing evidence that a staff member knows is not the student's own to be included in a student's assignment/task/portfolio/coursework.
- Enabling and facilitating impersonation.
- Abusing the conditions for special student needs, for example, where students are permitted support, this is only permitted up to the point where the support has the potential to influence the outcome of the assessment.
- Failure to secure assessment/examination/test papers prior to the assessment/examination test.
- Falsifying records/certificates, for example, through alteration, substitution, or fraud.

8. DETECTING POTENTIAL ACADEMIC MISCONDUCT (AM)

8.1. During the assessment process, submitted work will be scrutinised for evidence of academic misconduct. For written assessments, LSST may use online tools such as

Turnitin to provide staff with information about the use of external sources. Staff will review the information provided by these tools, consider how any matches have occurred, and determine whether there are concerns about potential academic misconduct.

8.2. Use of Turnitin

8.2.1. The School employs a specialized online application (Turnitin) to detect instances where a student has submitted work that has been taken from another source without proper citation (plagiarised). This application generates a similarity report that indexes all unoriginal content and where to find it. If the similarity index indicates that a submission contains unoriginal content, the script will be flagged for further review.

8.2.2. Staff will be trained on how to correctly interpret Turnitin reports; a flagged report will initiate the School's investigation, but will not be the basis for Academic Misconduct.

8.3. Absence of Documentary Evidence

8.3.1. The School will use the following methods to detect and flag instances where there is a possibility, but no documentary evidence, that a student has submitted someone else's work as their own:

- Evaluation of the quality of the student's previous summative submissions, if available.
- Formative (informal) assessment activities that have already been completed to assess a student's ability and compare it to work submitted for a summative assessment.

8.3.2. 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; instead, markers should use sound judgment and familiarity with their students' abilities in deciding how and when to investigate an assignment submission.

8.3.3. Where a member of staff or an invigilator suspects or identifies academic misconduct during an examination or under test conditions, a report detailing the observed circumstances will be prepared and submitted to the Module Leader.

8.3.4. A student can report another student for alleged or actual academic misconduct, however anonymous reports cannot be investigated. Students who report misconduct will not be disadvantaged as a result. Students who are unable to raise a concern themselves are encouraged to seek advice from a member of staff or the Students' Union. Malicious allegations may result in disciplinary action.

9. PROCEDURE FOR INVESTIGATING INSTANCES OF ACADEMIC MISCONDUCT (AM)

9.1. Initial Assessment

9.1.1. Any suspicion of Academic Misconduct must be reported to the relevant Course Coordinator. The Course Coordinator, together with the Marker, will conduct an initial

assessment, with reference to the Assessment Regulations and, where applicable, the DMU Academic Regulations.

9.1.2. The initial assessment will determine whether the reported concern constitutes:

- Poor academic practice.
- Academic Misconduct.
- A matter where the appropriate category is unclear and further investigation is required.

9.2. Notification of the Allegation

9.2.1. The Course Coordinator or authorised nominee will notify the student by letter or email at the earliest opportunity. The notification will specify the nature of the alleged academic offence.

9.3. Interview

9.3.1. Before any interview, the student must be given at least five working days' notice.

9.3.2. Where a student is unable to attend, at least five working days' notice must be provided to reschedule the interview. With the student's written consent, the interview may be scheduled within the five working day notice period.

9.3.3. The student may be accompanied by a Student Companion, who may be a member of academic staff, a registered student, or a member of the Students' Union Advice Team. The Student Companion may provide support but is not normally expected to speak on behalf of the student.

9.3.4. Legal representation is not permitted at meetings or hearings under this procedure.

9.4. Student Response and Mitigating Factors

9.4.1. The student must respond to the allegation within the specified deadline and clearly identify and explain the reasons forming the basis of the response. All relevant supporting evidence must be provided.

9.4.2. Any mitigating factors that may be relevant to the case should be clearly stated and supported by appropriate evidence.

9.4.3. The Course Coordinator may deem a response invalid where it does not clearly identify and explain the reasons on which the response is based. The student will be notified in writing where a response is deemed invalid.

9.4.4. Where a student does not respond within the specified deadline, the student will be deemed to have accepted the allegation.

9.5. Consideration of the Allegation

9.5.1. Where a student accepts the allegation, or is deemed to have accepted it due to a failure to respond within the specified deadline, the Academic Misconduct Panel will

determine the appropriate category of Academic Misconduct and the applicable outcome or penalty.

9.5.2. Where a student contests the allegation, the Academic Misconduct Panel must consider:

- The allegation.
- The evidence supporting the allegation.
- The student's response.
- Any relevant mitigating factors and supporting evidence.

9.5.3. The Academic Misconduct Panel will determine, on the balance of probabilities, whether there is sufficient evidence to substantiate the allegation of Academic Misconduct.

9.6. Outcome

9.6.1. The decision will be communicated to the student in writing by the Assistant Registrar.

9.6.2. All stages of the investigation must be documented by the person leading the investigation.

9.6.3. The student will be informed of the right to appeal the decision and the applicable appeal process.

9.7. Appeal

9.7.1. Where a student considers the outcome of an investigation to be disproportionate or not in accordance with the School's policies and procedures, an appeal may be submitted in accordance with the Appeals Policy.

9.7.2. Where no appeal is submitted within the time limit specified in the Appeals Policy, the decision will be considered final.

9.7.3. LSST is responsible for determining cases of poor academic practice and minor Academic Misconduct. Where a student is suspected of severe Academic Misconduct, LSST will conduct the initial investigation and make a recommendation to DMU. The final decision will be made by DMU.

9.7.4. Severe Academic Misconduct includes, but is not limited to:

- Any form of contract cheating, including the unreferenced use of AI in an assessment.
- Impersonating, or allowing another person to impersonate, a student in an assessment.
- Obtaining access to an examination paper or test before it is formally issued.
- Conducting research without the required ethical approval.

- Extensive collusion between students.
- Obtaining information through illegal means.
- Stealing or otherwise taking another student's or individual's work without permission.

10. PENALTIES

10.1. Students on courses leading to awards from De Montfort University should refer to the following regulations:

https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/academic-offences.aspx

10.2. Poor Academic Practice

10.2.1. Where poor academic practice is established, the following procedure will apply:

- The student will be advised to seek additional guidance and support on appropriate referencing.
- Registry will retain a record of the case on the student's file for one year or until the end of the student's current level of study, whichever is sooner.

10.2.2. Cases of poor academic practice will normally be resolved within 10 working days of receipt. A finding of poor academic practice may only be issued once. Any subsequent instance will be classified as minor or severe Academic Misconduct, as appropriate.

10.3. Academic Misconduct

10.3.1. The following penalties may be imposed where minor Academic Misconduct is established:

- The assessment component or assignment may be set aside, and the student may be required to complete the assessment as a first attempt.
- The assessment component may be failed, with an opportunity for reassessment. Where appropriate and proportionate, the reassessment mark may be capped.
- The assessment component and module may be failed, with an opportunity for reassessment in the module.

10.4. Serious Academic Misconduct: Referral to DMU Panel

10.4.1. The following penalties may be imposed where serious Academic Misconduct is established:

- Failure of the module, with the student required to re-register for the same

module at the next available opportunity. The result for the re-registered module will be capped at a bare pass. Where re-registration for the same module, or a suitable alternative, is not permitted, the student will not be permitted to continue on the course.

- Failure of the academic year, or a specified part thereof, with the student required to retake the relevant assessments, with or without attendance, as determined by the Panel.

- Suspension from the University for one year, or part thereof, together with failure of the relevant academic year or specified part thereof and a requirement to retake the relevant assessments, with or without attendance, as determined by the Panel.

- Reduction of the final degree classification by one class, applicable to students at the final level of study.

- Recommendation to the appropriate Examination Board that the final classification of the award be reduced by one level.

- Expulsion from the University, including failure of any or all assessments or examinations taken during the relevant assessment period.

11. REVIEW AND OTHER PROCEDURES

11.1. A student may appeal the Academic Misconduct Panel's decision by completing an appeal form within 10 working days of receiving the letter/email notifying them of the decision.

11.2. An appeal must state the grounds and provide reasons that clearly demonstrate the grounds. If an appeal is not made on sufficient grounds or with sufficient evidence, the Registrar or authorised nominee must deny the application and notify the student within 5 working days.

11.3. An Appeal may only be requested on the following grounds:

- That the student was unable to respond to the allegation within the timeframes provided in this Policy for valid reasons beyond the student's control.

- A procedural irregularity other than one for which the student is responsible, or clear third-party evidence of bias, resulting in significant unfairness to the student.

- That the evidence of alleged misbehaviour was insufficient to support the allegation.

- That a penalty of expulsion or downgrading was imposed inequitably.

11.4. If the Appeals Panel determines that an appeal has demonstrated that the allegation was not proven, or that there was an obvious unfairness to the student, and the Board believes that it would be in the student's best interests, the original penalty may be

cancelled or modified. The original penalty shall stand if the Assessment Board determines that the student's ground of appeal did not result in obvious unfairness to the student.

11.5. Where the decision relates to a student enrolled in a validating university degree program, students may make a further written appeal to the validating university under their Academic Regulations or Procedures on Student Misconduct within 10 working days of receiving the letter/ email notifying them of the Assessment Board's Review decision.

11.6. In all other cases, LSST will issue a Completion of Procedures Letter for OIA Scheme purposes within 28 days of the Assessment Board or Academic Offence Panel's decision.

11.7. After receipt of a Completion of Procedures Letter (either from LSST or validating university), students on higher education courses (HND level or above) may complain to the Office of the Independent Adjudicator (OIA). Guidance on the circumstances in whichcomplaints can be made to the OIA is available here:

https://www.oiahe.org.uk/students/can-you-complain-to-us/

11.8. A complaint to the OIA must be made within 12 months of the date of the Completion of Procedures Letter, and should be made on their complaints form.

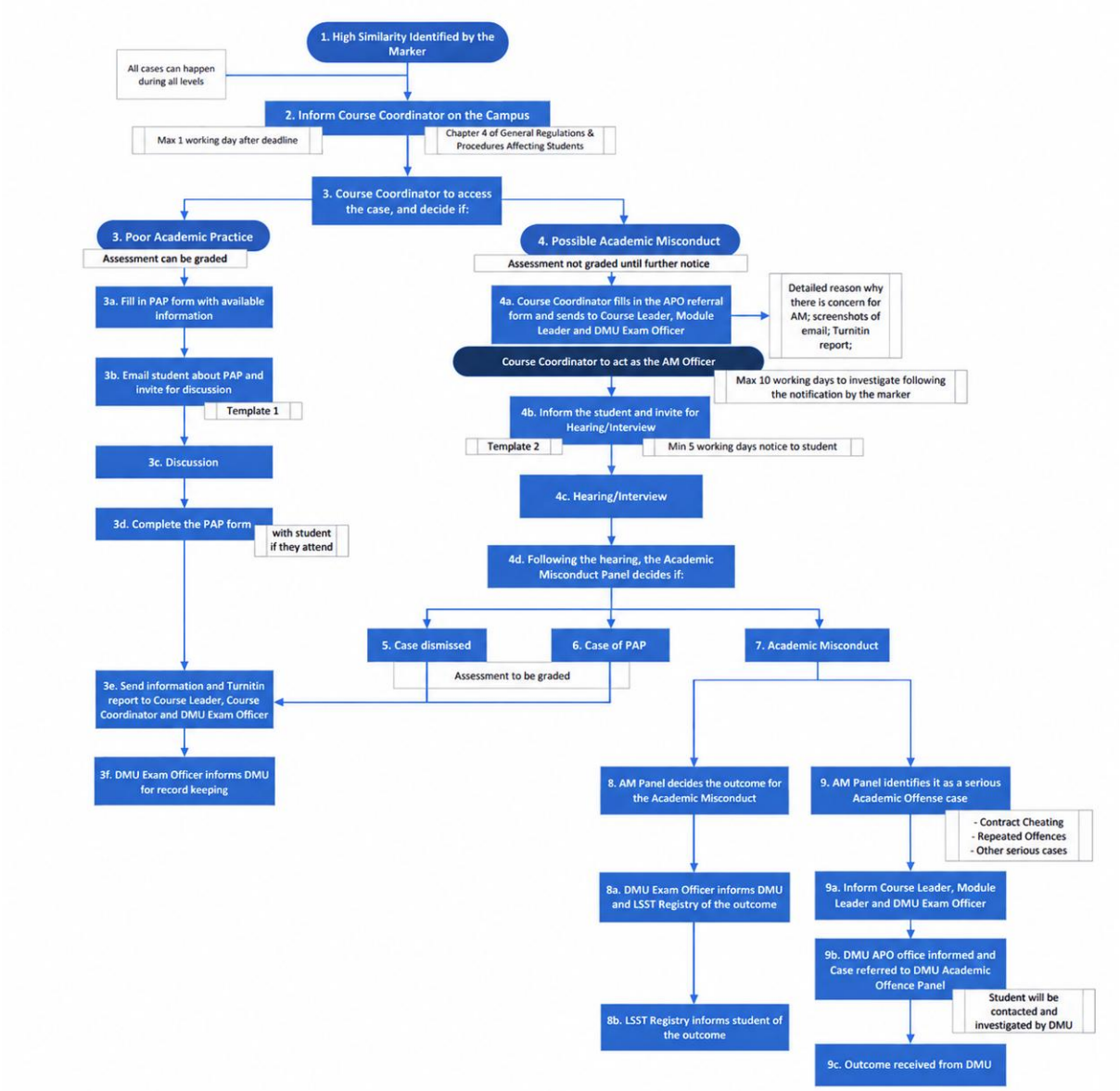
http://oiahe.org.uk/making-a-complaint-to-the-oia/oia-complaint-form.aspx

12. INDEPENDENT EXTERNAL REVIEW

12.1. Following the completion of DMU's internal procedures, a student may request that the OIA, the independent ombudsman service, review their complaint about the outcome of the University's academic misconduct process. The OIA must receive the complaint 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

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



APPENDIX B: 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*.

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

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:

- Anti-Bribery Policy
- Fitness to Practice (Work Placements and DBS) Policy
- Library Regulations Policy
- Personal Academic Tutoring Policy
- Student Induction Policy
- VLE Policy
- Student Handbook
- 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:	*Enhancement of sections concerning definitions, scope and procedures. DMU procedures flowchart added. Academic Integrity Statement added. Document formatting and versions control applied.*	
Approved by:	The Board of Governors	March 2023
Version	**4**	
Revised by:	Quality Manager Head of Registry	
Revision summary:	Annual review and update; minor grammatical updates and version control applied.	
Approved by:	The Board of Governors	October 2023
Version	**5**	
Revised by:	Quality Unit	
Revision summary:	*Annual review and update, Principal changed to Official Reviewer throughout the policy, title change from 'Awarding Body - DMU' to 'DMU 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):	Assistant Registrar	
Revised by:	Quality Unit	
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Version	**6.1**	
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Revision summary:	Point 12.6. ii removed as it is no longer applicable.	
Reviewed by: Approved by:	Registry and Exams The Board of Governors	March 2026 March 2026
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Original author(s): Revised by:	Assistant Registrar Exams Coordinator Quality Unit	
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