Academic Integrity Policy (RUL Registered Students)

Version 3.0

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 (malpractice) and sets out our investigative procedures for determining appropriate sanctions where such Academic Misconduct (malpractice) 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 Ravensbourne University London (RUL) Academic Integrity Policy, to ensure consistent and accurate application of Academic policy procedures on all London School of Science and Technology (LSST) campuses teaching Ravensbourne University London students.

The procedures outlined herein are separate from those that deal with instances of non- academic misconduct (malpractice), 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. 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 (malpractice) is suspected or identified in any formative assessment.

1.4. The School understands the consequences that allegations of Academic Misconduct (malpractice) 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 (malpractice) 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.

2. SCOPE

2.1. This policy applies to all students enrolled on a Ravensbourne University London course taught at a London School of Science and Technology Campus(es).

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 apply to all internal assessments and examinations provided by Ravensbourne University London and/or the London School of Science and Technology.

2.4. For more information on RUL's process and Academic Integrity Policy, please see Chapter 4 – Academic Malpractice Procedures from the RUL General Academic Regulations for 2026-27 available online at https://www.ravensbourne.ac.uk/asset-bucket/prod/2026-09/General%20Academic%20Regulations%20for%202026-27.pdf

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

2.6. Programme Leaders 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.

2.7. 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 citations and compile reference lists. It is the student's responsibility to act according to the policy and to seek advice and guidance if they are uncertain.

2.8. Students should be advised of the possible consequences of violating this policy on both their academic and professional careers and prospects.

2.9. 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 (malpractice) investigation.

2.10. 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 hold primary responsibility for promoting and maintaining academic integrity.

4. PROMOTING AND MAINTAINING ACADEMIC INTEGRITY

4.1. The School will promote academic integrity by:

- Ensuring that learners have reasonable opportunities to learn about the importance of academic integrity and the potential consequences of academic misconduct (malpractice) on their academic progress and future careers: by scheduling induction sessions and making information easily accessible through programme handbooks and other teaching materials, such as assessment briefs.

- Ensuring that academic and frontline staff demonstrate academic integrity and serve as role models.

- Annually reviewing, recording, and reporting on academic misconduct (malpractice) levels to identify and implement appropriate actions.

- Utilising tools to detect and prevent breaches of integrity, including training about the use of plagiarism detection software for students, teachers, and professional services staff.

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.

- Their work accurately reflects data and information that has been obtained appropriately and ethically, representing their own efforts, knowledge, and understanding.

- They do not reuse any work, or part of any work that has already received credit for a new assessment. In exceptional cases where this may be allowed, the original work must be properly referenced according to the programme's guidelines.

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.

5.3. Artificial Intelligence (AI)

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

5.3.2. 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.

5.3.3. 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.

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 (malpractice):

"… 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"

6.2. 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."

6.3. An act of academic misconduct (malpractice) is breach of academic integrity.

6.4. To address academic misconduct (malpractice) appropriately, the School adopts two definitions of academic misconduct (malpractice): poor academic practice and academic misconduct (malpractice).

- Poor academic practice refers to an inadvertent or inadequately executed breach of academic standards, resulting from a reasonable lack of understanding of these conventions. Such cases do not bring a clear advantage to the student, nor involve an intent to cheat.

- Academic misconduct (malpractice) encompasses any action or attempt that could provide a student with an unauthorised or unfair advantage in assessments or grading. This includes actions that may confer advantage or disadvantage to oneself or others, or actions that may compromise the integrity or reputation of the University's awards, examinations, and assessment processes.

7. POOR ACADEMIC PRACTICE

7.1. Cases of poor academic practice will be managed by the Academic Integrity Tutor, Course Leader, or an appointed nominee for the relevant course. It should be noted that poor academic practice may be more common among students who are at an early stage in their academic careers or studying in the UK for the first time, where a lack of familiarity with academic standards is understandable. Such instances may also occur in formative assessments, which are intended to support learning and allow students to become accustomed to assessment requirements before credit-bearing evaluations. Addressing instances of poor academic practice plays an essential role in guiding students toward the development of strong academic skills.

7.2. Where poor academic practice is identified, students may receive one or a combination of the following:

- Informal guidance.
- Removal of any undue benefit gained from the poor academic practice (e.g., disregarding or marking down copied content as though referenced).
- Voiding of the attempt and requiring resubmission of the assessment as a first attempt.
- Referral to study skills support.

7.3. When the Course Leader or nominee concludes that a student's actions constitute poor academic practice, the student will receive a formal notification confirming the outcome.

8. ACADEMIC MISCONDUCT (MALPRACTICE)

8.1. Academic misconduct (malpractice) representing a breach of academic integrity, is not tolerated. Allegations of academic misconduct (malpractice) will be investigated, and if confirmed, appropriate penalties will be applied.

8.2. We will treat allegations of academic misconduct with the utmost confidentiality, be addressed through formal procedures and may involve the following:

- **Plagiarism:** presenting another person’s work as one’s own. This includes:
    - Copying someone else's work without appropriate citation.
    - Using content from textbooks without proper citation.
    - Making use of material from the internet and incorporating it into one’s work without proper attribution.

- **Self-plagiarism:** When a student reuses or resubmits their own previously submitted work as new work, without properly acknowledging or referencing the earlier submission.

- **Collusion:** assisting or receiving assistance from others in preparing an assessment for submission when the assessment brief or invigilation instructions do not explicitly allow collaboration. Permitted collaboration, such as in a group project authorized by the assessment regulations, does not count as collusion. Unauthorised collusion encompasses when:

    - A student collaborates with another person on a coursework assessment and submits it as their own independent work.

    - Unauthorized collaboration when preparing an assessment or communicating with another student during an in-class exam is unacceptable.

    - Granting access to one's work, which may enable another student to misappropriate it as their own.

- **Fabrication** is the act of presenting data or findings in reports purportedly based on empirical research that has either not been performed or is only partly finished, whereby the data or results have been deliberately fabricated or falsified.

- **Impersonation** occurs when one person takes on the identity of another to obtain an unfair benefit, like sitting for an exam in their place. Both the impersonator and the person being impersonated share equal responsibility for academic misconduct.

- **Contract cheating** involves enlisting the help of a third party—be it an essay mill, sharing websites, or even a lecturer, colleague, friend, or relative—to fulfil or support a student's research, assignments, or exams. All work must originate from the student, unless the assessment guidelines specifically permit external contributions. This also encompasses a university student offering such services to others.

- **False Attribution** occurs when a student replicates or rephrases content from one source while intentionally citing or crediting a different source for that work.

- **Misrepresentation** encompasses:

    - The submission of a claim for extenuating circumstances or supporting evidence that is false or misleading.

    - Exceeding the word limit for an assessment while inaccurately reporting a lower word count.

- **Unauthorised possession or reference** encompasses:

- The possession of prohibited materials or items during an examination or assessment unless explicitly permitted.
- The use of unauthorised materials in an examination or unseen assessment.
- Consulting or attempting to consult books, notes, or other materials while temporarily outside the examination room during the exam period.
- Accessing an examination paper or assessment materials prior to their official release.

- **Bribery and intimidation** involve efforts to influence a university official through unethical methods to modify a student's academic outcomes.
- **Breach of Assessment Regulations** includes:
  - Initiating or continuing a time-constrained examination or assessment without the invigilator's consent.
  - Inappropriately annotating open-book materials.
- **AI Misrepresentation** involves asserting that AI-generated content is one's original work without providing complete and transparent disclosure regarding the contributions made by AI technology.

8.3. In cases where a student has graduated but is later accused of academic misconduct, these rules still apply, and appropriate penalties may be enforced.

8.4. A learner will be considered in breach of the Academic Integrity Policy if their actions are inconsistent with the definitions and examples provided in this document. However, a learner will not be deemed to have breached academic integrity or committed academic misconduct until an investigation is completed and confirms that misconduct has occurred. If a concern arises, the assessment will be graded with 28 while the investigation is conducted.

8.5. Breaches of academic integrity may be either intentional or unintentional. Unintentional breaches can include actions such as accidentally bringing unauthorised materials into an exam room or inadvertently leaving a mobile phone on during an exam, without any intention to gain an unfair advantage. While a lack of intent will not be accepted as a defence, it will be considered when determining the appropriate penalty.

8.6. The school will also consider any declared disabilities, such as dyslexia or dyspraxia, and whether these may affect the learner's ability to maintain academic integrity, using existing guidelines for evaluating such cases.

8.7. Other general issues, such as illness during the assessment process, do not excuse academic misconduct, as learners are expected to use the appropriate procedures if they are unable to complete assessment requirements.

8.8. Academic misconduct can be identified at any point during a learner's studies, even after an award has been granted. If such misconduct is later confirmed and deemed to have provided an unfair advantage, it may result in the revocation of the award.

9. PROCEDURE FOR INVESTIGATING INSTANCES OF POOR ACADEMIC PRACTICE (PAP) AND ACADEMIC MISCONDUCT (AM)

9.1. Suspected academic misconduct will be investigated by the Course Coordinator, or their nominee, who will act as the official Investigating Officer for the relevant course, in collaboration with the RUL academic staff member who will act as the Lead Investigator.

9.2. 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 RUL Academic Malpractice Procedures, Chapter 4, will be used as an example, which can be found here: RUL General Academic Regulation 2026-27.

9.3. Where a concern is identified, the identifier should arrange to meet with the learner for an initial discussion and provide them with a reasonable opportunity to respond to the concern. A Ravensbourne University London academic member of staff will act as the Lead Investigator and oversee the investigation.

9.4. Normally, within 5 working days, and no later than 10 working days, of discovering the potential academic malpractice, the Investigating Officer will meet with the student to discuss the allegation. The student will be given at least 5 working days' notice of the meeting.

9.5. Ordinarily, within 2 working days of the meeting, the Investigating Officer will determine whether:

a. There is no academic malpractice - the investigation will be closed.

b. The actions constitute poor academic practice - appropriate remedial action will be recommended.

c. The actions constitute minor academic misconduct.

d. The actions constitute major academic misconduct - the case will be referred to the RUL Casework Team to convene an Academic Malpractice Panel.

9.6. The 2 working-day timeframe may be extended where further investigation is required, including where additional investigation is necessary following the student's response.

9.7. At the end of the meeting, the Investigating Officer shall determine whether the allegation of academic misconduct is substantiated. The decision will be communicated to the student and the Assessments Team in a formal outcome letter within 5 working days of the meeting.

9.8. The outcome letter shall include the following:

- The date and time of the meeting.
- The allegation of academic misconduct.
- The outcome and any penalty applied.

9.9. The maximum penalty that the Investigating Officer can impose is a Fail mark for the assessment component along with a capped retrieval. If, however, the Investigating Officer considers the offence to be more serious, the case may be referred to an Academic Misconduct Panel for consideration of a more severe penalty. If a student disagrees with the outcome, they may request that their case be considered by an Academic Misconduct Panel.

9.10. In cases where the allegation pertains to a second offence by a student, the issue must be escalated to an RUL Academic misconduct (malpractice) Panel if the allegation is substantiated. To clarify, a second offence under this policy refers to a situation where a prior allegation of misconduct has been established (or acknowledged).

10. PANEL FOR ADDRESSING ACADEMIC MISCONDUCT (MALPRACTICE)

10.1. Where a case is referred to an Academic Misconduct Panel, the RUL Panel will consist of:

- Senior Academic – Chair.
- Academic from the same course who has not taught the student.
- LSST academic staff member.

10.2. Student Hearing

a. Students will receive at least 5 working days' notice of the hearing.

b. Students will be provided with the evidence submitted to the Panel and may submit their own evidence.

c. At the hearing, students will have the opportunity to make representations and respond to questions.

d. The Panel may ask questions of the student and any witnesses.

e. If a student does not attend without good cause, the Panel may proceed in the student's absence and make a decision based on the available evidence.

10.3. Student Support

a. Students may be accompanied by a friend or supporter of their choice, including a Students' Union officer.

b. Requests to be accompanied by a legal representative must be submitted to the Head of Student Casework and will be considered by the University Secretary and Registrar.

c. A supporter may provide advice and guidance but cannot normally speak on the student's behalf, question witnesses, or answer questions directed to the student.

d. The Chair may ask a disruptive supporter to leave or may adjourn the hearing.

10.4. Panel Decision

10.4.1. Once the Panel has obtained sufficient information, the student will leave the proceedings while the Panel considers the case.

10.4.2. On the balance of probabilities, the Panel may determine that:

a. The allegation is not substantiated – the case is dismissed.

b. The matter constitutes poor academic practice – an appropriate outcome is applied.

c. The matter constitutes academic misconduct – an appropriate penalty is applied.

10.4.3. The decision and any penalty will normally be communicated to the student within 2 working days of the hearing by RUL.

11. APPROPRIATE PENALTIES

11.1. Where the Panel determines that a penalty should be imposed, the penalty table below should be used as a guide. In deciding the appropriate penalty, the Panel will give due consideration to any aggravating and mitigating factors relevant to the case. Where a penalty is imposed, the Casework Team will inform the Registry Team, who will report the outcome to the next Assessment Board.

11.2. Examples of aggravating factors the Panel may consider include, but are not limited to:

- Non-engagement with the administration of the process.
- Failure to attend meetings during the process without good cause.
- A repeat offence of academic misconduct.
- Academic misconduct on an accredited course.
- Academic misconduct during the final year of study.
- Academic misconduct affecting the full credit value of the year of study.

12. POTENTIAL PENALTIES

12.1. Where the Panel agrees that the allegation of Academic Misconduct has been substantiated, the assessment will ordinarily be marked as a Fail for the item of assessment, and one of the following penalties will also apply:

a. Written warning (and referral to study skills support).

b. Right to retake the assessment at the same sit count.

c. Right to retake the assessment, capped at the pass mark.

d. Fail mark for the whole module (not normally applicable, as the student will default to option b or c above).

e. Termination of the student's registration.

f. Withdrawal of an award of a degree or other qualification from a former student.

12.2. Where the penalty is a retake at the next assessment sit, but the student has exhausted their available attempts, they will be deemed to have failed the course and withdrawn for academic failure.

12.3. Where a student's registration is terminated, the Panel will determine whether the student is eligible for an exit award, taking into consideration the likelihood that earlier assessments may also have been subject to academic misconduct.

13. REVIEW AND OTHER PROCEDURES

13.1. 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 proved, and/or
- The penalty is imposed.

13.2. 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 Ravensbourne University London directly for further review within 10 working days of the student 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.

13.3. Appeals will only be accepted on the following three grounds:

- There exists a solid basis, backed by credible and objective evidence, to assert that an administrative or procedural error has occurred, which may have influenced the outcome of the investigation, or the result being appealed.
- The determination in the matter was evidently unreasonable (a determination is "evidently unreasonable" if it can be shown that the decision-maker(s) or a duly constituted Panel or Board has rendered an illogical, perverse, or logically faulty conclusion).
- The learner possesses objectively recorded and authoritative new material evidence, which they were unable to provide earlier in the process due to valid reasons.

13.4. On receipt of an appeal an initial assessment will be undertaken by Academic Registry at Ravensbourne University London, 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.

13.5. Following the initial assessment, the appeal will be allocated to an appropriate RUL 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.

13.6. 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 RUL Panel for reconsideration at the formal stage with the reasons why the appeal was accepted and a recommended outcome where this is considered appropriate.

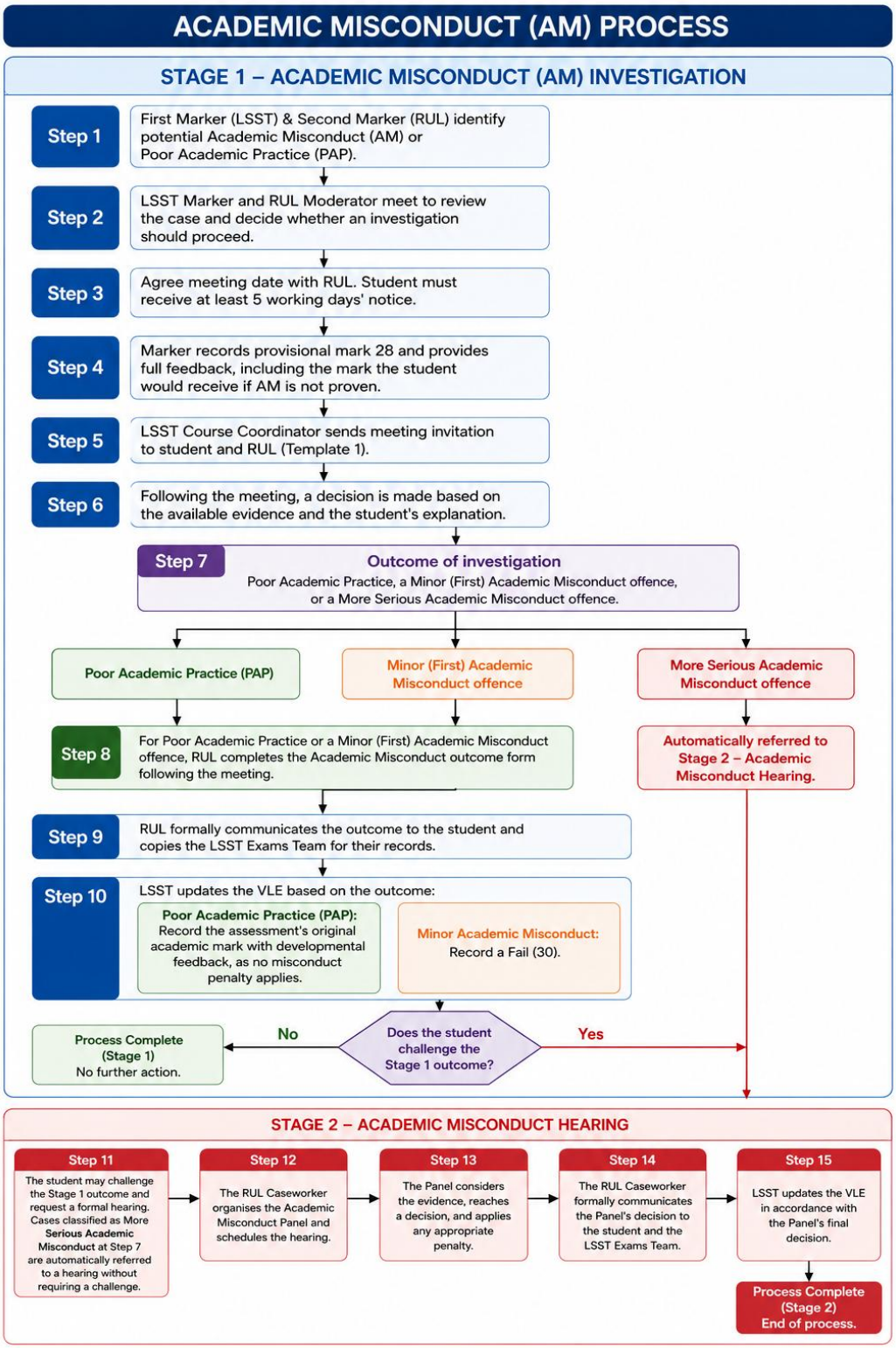
13.7. Where an appeal is rejected at the initial assessment, the decision will be communicated by LSST to the learner in writing. If an appeal is rejected following the subsequent review of the appeal, the decision will be communicated to the learner in writing by RUL issuing a Completion of Procedures (CoP) letter outlining the reasons for the decision. Should a COP letter not be provided, the student is advised to request one from their Awarding Body, RUL by emailing complaints@rave.ac.uk.

13.8. 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.

14. INDEPENDENT EXTERNAL REVIEW (OIA)

14.1. After the Ravensbourne University London's internal procedures have been completed, a learner is entitled to ask the OIA, the independent adjudicator 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.

APPENDIX A: 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 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:

- Anti-Bribery Policy
- Fitness to Study Policy
- Library Regulations Policy
- Personal Academic Tutoring Policy
- Student Induction Policy
- Virtual Learning Environment (VLE) Policy
- Student Complaints Policy

VERSION HISTORY

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