



Academic Integrity Policy (UWL Registered Students)

Version 6.0

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 *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 University of West London (UWL) Academic Integrity Policy, to ensure consistent and accurate application of Academic policy procedures on all London School of Science and Technology campuses teaching UWL 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. Academic Misconduct (sometimes termed “unfair practice”) consists of acts that either deliberately or inadvertently undermine the validity of an assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.
- 1.2. The School expects its staff and students to act with integrity when undertaking or facilitating formative assessments; academic integrity means honesty and responsibility in scholarship and embodies values such as avoidance of cheating or plagiarism, maintenance of academic standards, and honesty and rigor in research. Therefore, all work submitted by a student should be a true and accurate representation of their own abilities and efforts.
- 1.3. This policy sets out the procedures to be followed where Academic Misconduct is suspected or identified in any formative assessment.
- 1.4. The School understands the consequences that allegations of Academic Misconduct can have on a student or staff member’s academic or professional standing, as well as their personal reputation. The School will therefore ensure that it has robust, fair and reliable procedures for determining if Academic Misconduct has occurred and will conduct its investigations confidentially; no acknowledgement of an investigation will be made to anyone not directly involved whilst that investigation is ongoing.
- 1.5. With the government’s reform to post-16 education and the ban of essay mills, the School promises to work alongside of its partner universities through sector collaboration by sharing intelligence, information, best practices and benchmarks. Through the collaboration of experience, resources and knowledge, the UK’s Higher Education sector can be strengthened and maintained.
- 1.6. The School acknowledges the new legislation introduced in April 2022 through the *Skills and Post-16 Education Act* that criminalises essay mills, making it a criminal offence to provide or arrange essay writing services for financial gain to students, or to advertise these services. The School is obligated to ensure that mechanisms and initiatives are established to discourage our students from pursuing these prohibited services and to ensure staff are kept up-to-date on new academic regulations from our partner universities, upholding academic standards and integrity and assuring institutional consistency.

2. Scope

- 2.1. This policy and procedure applies to all internal assessments and examinations. However, where the University of West London (UWL) have their own published procedures, they will take precedent over the School’s policy.

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

- 2.2. Lecturers, tutors, and markers must ensure they follow the robust internal moderation/verification procedures set out in the LSST Internal Verification Policy and

follow the Module Monitoring and Review Procedure.

- 2.3. All academic staff must demonstrate academic integrity and be exemplars in their field by following academic referencing practices and using the tools and technology to detect and deter breaches of integrity.
- 2.4. 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.
- 2.5. Students should be warned about the possible consequences of violating this policy on both their academic and professional careers and prospects.
- 2.6. Students may use the School's Student Complaints Policy to make a complaint about the extent to which the School has promoted academic integrity. This complaint will be examined separately into any academic misconduct investigation.
- 2.7. The student's grade or result will be withheld while the investigation is ongoing.

3. Responsibilities

- 3.1. The Registrar is responsible for the review and management of this policy. Registry and Course Leaders have a responsibility to ensure that this policy is adhered to and applied consistently across all London School of Science and Technology campuses.
- 3.2. Course Leaders, Module Leaders and Course Coordinators will have overall responsibility for championing the promotion and maintenance of academic integrity.

4. Promoting Academic Integrity

- 4.1. The School has a responsibility to ensure that all students are aware of the consequences of academic misconduct and have been granted a fair opportunity to learn the importance of academic integrity, both within their studies and for their future employment. The principles of academic integrity will be taught during scheduled inductions, and be readily available in programme handbooks and assessment briefs.
- 4.2. Turnitin software will be used to recognize cases of academic misconduct and teaching staff will be trained on how to use the software effectively and fairly when assessing students' work.

5. Student Responsibilities

- 5.1. In completing and submitting work, students have a responsibility to ensure that:
 - The work they have produced is their own and has not been written by anyone



else. Submitting work which is copied from or jointly written with others is not acceptable, with the exception of assessments which explicitly require collaboration.

- They have properly and appropriately acknowledged any original sources used when mentioning another's work in their assessment. This must be done by following the School's Harvard Referencing system.
- The work they produce accurately reflects their understanding of the data and information they have sourced or acquired through research, which has been ethically conducted.

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

6. Definitions

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

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

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 is a breach of academic integrity.

6.4. The following are examples of the types of Misconduct that may be committed by students. This list is not exhaustive and other instances of Misconduct may be considered by the School at its discretion:

7. Categories of Academic Misconduct (AM)

7.1. Minor Misconduct

Examinations

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

- another student, whether by overlooking their work,
- Refusing to comply with or follow an invigilator's instructions.

Coursework

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

7.2. Serious Misconduct

Examinations

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

Coursework

- Plagiarism (defined as the use, without adequate acknowledgement, of the intellectual work of another person in work submitted for assessment). A student cannot be found to have committed plagiarism where it can be shown that the student has taken all reasonable care to avoid representing the work of others as their own),
- Contract cheating, namely the commissioning of a piece of work by a third party, beyond basic proofreading; this may be where a student engages an essay mill to request that the essay mill produces a piece of assessed work for the student,



- Using another student's work and submitting some or all of it as if it were the student's own,
- The presentation of data in field research, projects etc. based on work purporting to have been carried out by the student but which has been invented, altered or falsified,
- Extensive use of quotes or close paraphrasing without the use of quotation marks and/or referencing or an inadequate referencing of sources, where the student has not properly cited this material in the bibliography,
- Stealing another student's work and submitting it as the student's own work (where the originator is not denied the opportunity of submission),
- Paying or otherwise rewarding another person for writing or preparing work to be submitted for assessment - the submission of assignments written by other people such as ghost writers is strictly forbidden.

7.3. **Staff Misconduct**

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

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

8. **Detecting Potential Academic Misconduct (AM)**

8.1. Disciplinary action for Academic Misconduct can usually only be taken where a



student has submitted summative assessment containing Misconduct. Disciplinary action cannot usually be taken prior to submission. If an academic member of staff notices Misconduct in work prior to it being submitted, it is reasonable to expect that the member of staff would warn the student of the consequences of committing Misconduct.

9. Use of Turnitin

- 9.1. The School uses a specialised online application (Turnitin) to detect where a student has submitted work which has been taken from another source without use of proper citation (plagiarised). This application produces a similarity report which indexes all unoriginal content and where it can be found. If the similarity index indicates a submission is composed of 25% or greater unoriginal content, the script will be flagged up for further investigation. However, smaller percentage similarities may also be investigated in relation to single excerpts, or where a marker gives cause for concern.
- 9.2. Staff will receive training in how to correctly interpret Turnitin reports; a flagged report will initiate the School's investigative procedures, and not of itself be the basis on which Academic Misconduct is automatically assumed.

10. Absence of Documentary Evidence

- 10.1. The School will use the following to detect and flag instances where there is likelihood, but no documentary evidence, that a student has submitted the work of another person as their own:
 - Comparison with the quality of the student's previous summative submissions if these are available,
 - Formative (informal) assessment activities already undertaken to gauge a student's ability and compare this with the work they submit for a summative assessment,
 - It is understood that markers will not have the time to compare every piece of work they mark to a previous assignment or formative assessment submission; markers should use sound judgement and familiarity with their students' abilities in deciding how and when to investigate an assignment submission.

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

- 11.1. Any suspicion of Academic Misconduct should be notified to the corresponding Course Coordinator, who will initiate investigation in a form proportionate to the nature of the allegation, except where the allegation concerns the Programme Leader, in which case it will be handled by the campus Dean or the Principal.
- 11.2. The School will make the individual(s) aware by letter/email at the earliest opportunity of the nature of the alleged academic offence and of possible consequences should

the Misconduct be proven.

11.3. The investigation will proceed through the following steps:

- i. Preliminary investigation, conducted by the Marker and Course Coordinator, into the allegation to determine whether there is sufficient evidence for an allegation to be progressed. Reference should be made by the Marker and Course Coordinator to the Assessment Regulations (and where appropriate to the Academic Regulations of UWL).
- ii. If plagiarism; collusion or a minor offence is suspected, the Course Coordinator will invite the student to an interview where the subject may also be tested on subject knowledge by means of an oral test. In such cases, the oral test shall be conducted by a member of academic staff with knowledge of the subject being investigated. A report of the oral exam must be attached to the evidence for safekeeping.
- iii. If an allegation against a member of staff appears to have substance, then all assessments by this member of staff should be halted until the investigation is complete. For cases of staff Misconduct, the Human Resources Office will decide whether to proceed instead under the Staff Disciplinary Procedure.
- iv. In cases where there is insufficient evidence, the Programme Leader or appointed nominee will mark the work in the normal way as per the Schools' Assessment Regulations.
- v. In cases where there is sufficient evidence for an allegation to be progressed, the Programme Leader shall produce a report of their findings in preparation of the interview or Academic Misconduct Panel, depending on the alleged severity. Where it involves staff, the Human Resources Office will also be invited. The student will be informed by letter/email that there is sufficient evidence to support the allegation and will be invited to make any submissions in response to the allegation within a period of 5 working days. The letter/email shall include:
 - A copy of the allegation and all evidence in support of it,
 - A copy of this Policy,
 - The options available for a review of the decision and how to request such a review.
- vi. The Student(s) must be given 5 working days' notice before any interview is conducted. Where the student cannot attend the student(s) must provide notice to reschedule with 5 working days' notice.
- vii. The student(s) should have any mitigating factors clearly stated and evident to be considered when deciding the penalty (e.g. duress/coercion by another student).

Valid/Invalid Responses

- 11.4. In responding, a student shall identify and explain the reasons that form the basis of the case upon which the student is relying and should be accompanied by all relevant evidence in support of their statement. Requests that do not identify and explain the

reasons upon which the student is relying shall be deemed invalid by the Course Coordinator. The student shall be notified in writing of this and shall be deemed to have accepted the allegation.

- 11.5. Where students do not respond within the stated deadline, they will be deemed to have accepted the allegation against them and, where necessary, the Course Coordinator or Panel, depending on severity, shall determine the appropriate category of Academic Misconduct. The Assistant Registrar shall inform the student by letter/email of the decision. The notification letter/email shall be deemed to have been received by the addressee on the second postal delivery day following that on which it was posted if sent by letter, or the same day if sent by email.
- 11.6. Where a student disputes the allegation, the Course Coordinator or Academic Misconduct Panel shall consider the allegation and the evidence in support of it alongside the student's submission. The Panel shall then determine whether there is sufficient evidence of Academic Misconduct to, on the balance of probability, substantiate the allegation.
- 11.7. A dispute must be dealt with in accordance to our Appeals policy.
- 11.8. Where the student accepts the allegation, or does not Appeal within the time limit specified for an appeal under the terms of the Appeals policy the decision made is final.
- 11.9. All stages of the investigation shall be documented by the person leading the investigation.
- 11.10. The student will be informed of the avenues for appealing against any judgments made.

12. Penalties

- 12.1. The penalty for Academic Misconduct will be determined according to the seriousness of the offence and will take into account the stage of study. For example, cheating or plagiarism in the early stages of a course of study may be considered within the context of developing appropriate scholarly behaviour, the same in later stages will normally attract automatic failure and/or expulsion. The student's previous record will also be taken into account.
- 12.2. In determining the penalty for students on a University of West London validated course, the Panel shall have regard to the University of West London's Academic Regulations and Procedures covering Student Academic Misconduct respectively.
- 12.3. Students on courses leading to awards from the **University of West London** should refer to the following regulations:

<https://www.uwl.ac.uk/about-us/policies-and-regulations/academic-offences-regulations>
- 12.4. Second and subsequent offenses will be considered as Serious Misconduct, in absence of compelling mitigating evidence.

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

12.6. **Poor Academic Practice**

12.6.1. This can only be applied to students in their first year of study. The following procedure will be undertaken where a poor academic practice has been proven by the course leader or authorized nominee:

- i. The student will be advised to seek further support and guidance in referencing,
- ii. The student will be required to resubmit a corrected version of the element of assessment within five working days following the meeting with the maximum marked capped,
- iii. Registry will ensure a letter is kept on the students file for one year or the duration of the level of study.

12.6.2. Poor academic performance cases will normally be concluded within 10 working days from receipt of the case. Poor academic performance can only be issued once, any further offences shall be considered as a Minor offence or Major offence.

12.7. **Minor Offence**

12.7.1. The penalties that may be imposed in relation to proven Minor Offence are as follows:

- The student is warned and a record of the warning will remain on the student's file indefinitely.
- The element(s) of assessment is failed. The student may have the opportunity to re-sit the assessment, capped at a bare pass.
- Failure in the element(s) of assessment, and the module is capped at a bare pass.

12.8. **Major Offence**

12.8.1. Where Major Offence is proven, the Panel may, in addition to the penalties set out in Section 12 above, consider the application of the following penalties:

- Failure in the module. The student must re-register for the same module at the next opportunity where the re-registered module result will be capped at a bare pass. Where a re-registration of the same module, or suitable alternative, is not permissible the student will not be able to continue on the course.
- Recommendation to the appropriate Examination Board that the final classification of any award be downgraded by one level.

- Expulsion, which will be automatic where two or more penalties for Major Misconduct are imposed in any academic year, or a previous penalty has already been applied.

12.8.2. The student will normally be notified of the decision and penalty within 5 working days of the meeting of the Panel considering the case.

13. Review and Other Procedures

13.1. A student may request a review of a decision from 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 imposed.

13.2. A request for Review must be made by letter/email to the Program Leader within 10 days of the notification of the panel's outcome. It must specify the grounds and explain the reasons which clearly demonstrate the grounds; and if sent by letter must be signed by the student. Where a request for review is not made on one of the valid grounds, the Program Leader shall refuse the Review and notify the student within 5 working days.

13.3. A Review 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;
- That there has been a procedural irregularity other than one for which the student is responsible, or clear third-party evidence of bias, resulting in substantial unfairness to the student;
- That there has been a procedural irregularity other than one for which the student is responsible, or clear third-party evidence of bias, resulting in substantial unfairness to the student;
- That the evidence of alleged Misconduct was insufficient to substantiate the allegation; or
- That a penalty of expulsion or downgrading was unfairly imposed.

13.4. Where a valid request for review is made, the Program Leader shall notify the student within 5 working days and refer the allegations for review by the next meeting of the Assessment Board. The decision of the Assessment Board is final.

13.5. Where the Assessment Board determines that an appeal has demonstrated that the allegation was not proved, or an obvious unfairness to the student and the Board considers that it would be in the interest of fairness, the original penalty may be cancelled or modified. Where the Assessment Board determines that the student's



ground of appeal has not led to obvious unfairness to the student the original penalty shall stand.

- 13.6. Where the decision relates to a student on a validating university degree course, students may make a further appeal in writing to the validating university under their Academic Regulations or Procedures on Student Misconduct, within 10 working days of the letter/email notifying them of the Assessment Board's Review decision.
- 13.7. In all other cases, LSST will issue a Completion of Procedures Letter for purposes of the OIA Scheme within 28 days of the decision of the Assessment Board.
- 13.8. 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 which complaints can be made to the OIA is available here:

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

- 13.9. 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:

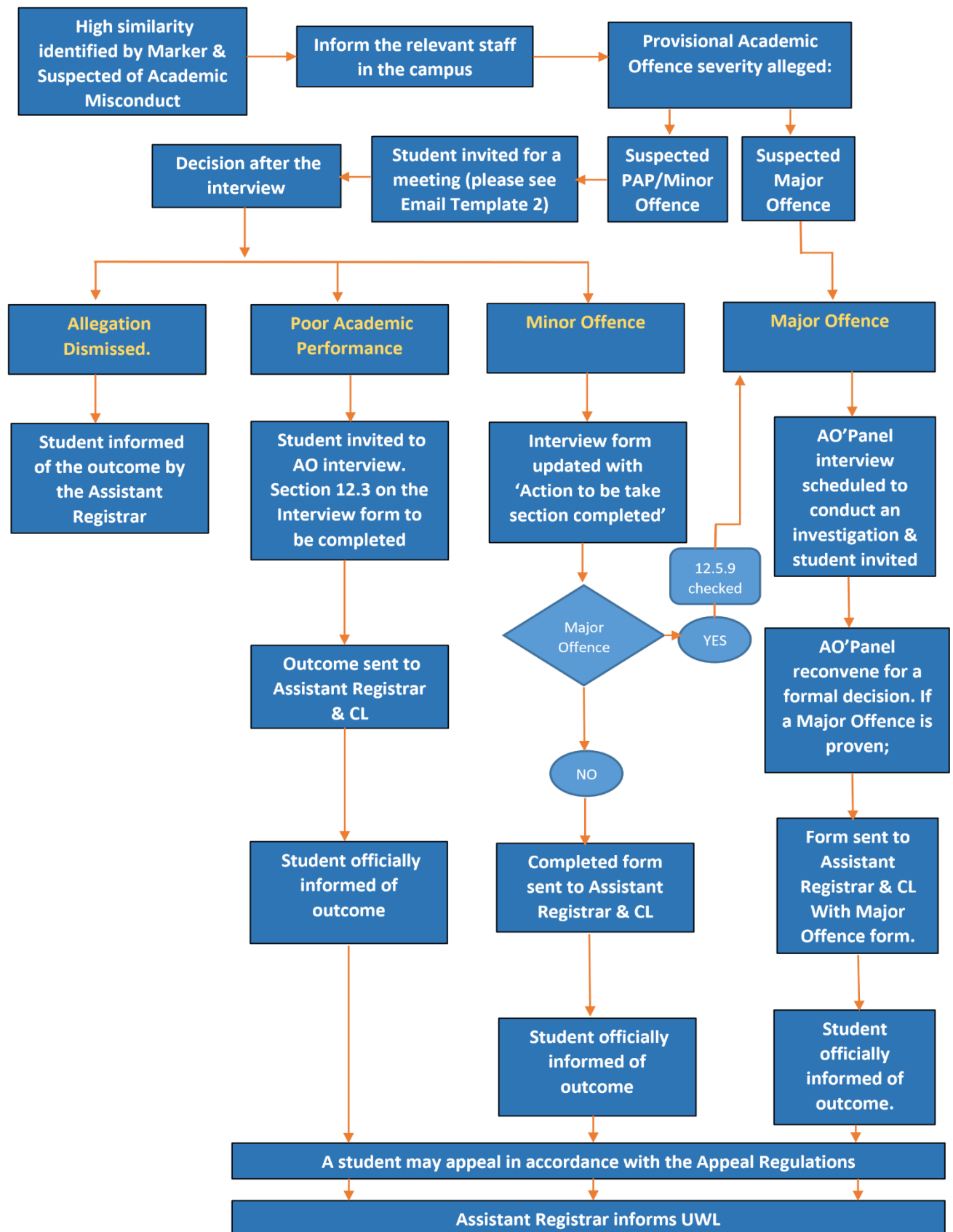
<http://oiahe.org.uk/making-a-complaint-to-the-oia/oia-complaint-form.aspx>

14. Independent External Review

- 14.1. After the UWL's internal procedures have been completed, a learner is entitled to ask the OIA, the independent ombuds service, to review their complaint about the outcome of the University's academic misconduct process. The complaint needs to be submitted to the OIA within 12 months of the date of the Completion of Procedures letter:

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

15. UWL's Procedure to Address Poor Academic Practice and Academic Misconduct Cases Flowchart



16. UWL Comprehensive Flowchart: Explained

16.1. Some of the content mentioned within this document may be a verbatim from UWL's '*Academic Offences Regulations*' document which can be found at the link below:
<https://www.uwl.ac.uk/about-us/policies-and-regulations/academic-offences-regulations>

16.2. High similarity identified:

16.2.1. The **Academic Offences regulations** are to deal with matters arising from any cases of academic misconduct; including examination offences, plagiarism, collusion and other means of cheating to obtain an advantage.

16.2.2. A full list of related offences can be found within the link provided above.

16.2.3. During an investigation or allegation of academic misconduct no marking will be suspended. The marking process will be undertaken as normal, though the results will be withheld until the investigation is complete.

16.3. Inform the relevant staff in the campus:

16.3.1. The marker is responsible to inform the Course Coordinator who will lead the investigation and interview process. The Marker should ideally inform the Course Coordinator within **1 working day** from the date the allegation is identified.

16.3.2. The relevant Lecturers; Course Leader; Course coordinator & academic team lead must be informed prior to an interview being conducted.

16.3.3. The evidence relating to the allegation must be presented to the student during the interview.

16.4. Professional Academic Offence severity alleged:

16.4.1. Where the alleged offence is suspected to be Poor Academic Performance or a Minor offence, follow the '**PAP/Minor Offence**' route. Otherwise, follow the Major Offence route. See **Major Offence** details below.

16.4.2. The Course Coordinator must ensure the completion of the Academic Offence 'form 0'. The alleged offence severity must also be selected. The form will be seen by all parties including all students involved.

16.5. Student invited for a meeting (please see Email Template: UWL AO Interview Letter').):

16.5.1. The Course Coordinator(s) are responsible to inform via email the student(s) involved, inviting them for an interview once a date and time has been agreed with the interviewer(s).

16.5.2. The student(s) will need to be given **5 working days'** notice prior to the interview.



If the student(s) wishes to have the interview within the allocated 5 working days, then consent must be obtained in writing. Please send the attached Email template. This is also found on SMS under email templates called: **'UWL AO Interview Letter'**.

16.5.3. Student(s) should contact the Course Coordinator and/or academic team lead **within 5 working days** of notification of the allegation to make alternative arrangements if they are unable to make the original proposed interview date.

16.5.4. If the student is unable to attend the next arranged date, the interview will proceed in their absence and will not be rescheduled.

16.5.5. When informing the students of the interview arrangements, ensure the email is sent to their personal and student email accounts.

16.6. **Investigatory Meeting held with Student:**

16.6.1. Meeting held with the student. Purpose of the meeting is a chance for the student to explain or justify why such a high level of similarity was identified. This could also be between another student at the same institution.

16.6.2. Student(s) are to be presented with the evidence to validate the allegation put forth.

16.6.3. As part of the investigation, a student(s) may be tested on subject knowledge by an oral examination. In such cases, the oral examination shall be conducted by a minimum of two academic staff, with knowledge of the subject, who shall submit a report to the Academic Offences investigation nominee or Panel.

16.7. **Decision after the interview:**

16.7.1. Only one of the three mentioned outcomes can be assigned after any given interview.

- 12.6 – Poor Academic Performance
- 12.7 – Minor Offence
- Cannot be dealt as a minor offence (Major Offence)

16.7.2. Allegation Dismissed: No further action and the outcome is communicated to the student via the Assistant Registrar, when they receive the outcome.

16.7.3. Poor Academic Performance: This can only be applied to students in their first year of study at the University. Where the Course Leader, or authorised nominee, determines that the first offence is due to poor academic practice.

16.8. **Section 12.3 on the Interview form to be completed:**

16.8.1. Poor Academic Practice cases will normally be concluded within **10 working**

days of the receipt of the case and will be dealt with internally by the Course Leader, or authorised nominee within the School.

16.8.2. Where a student commits a further offence, this should be considered as a Minor Offence or a Major Offence depending on the level of severity.

16.8.3. Poor Academic performance can only be issued to students on their first year of the course.

16.9. Outcome sent to Assistant Registrar & Course Leader:

16.9.1. All outcomes are to be sent to both Assistant Registrar and Course Leader. The Course Leader is responsible to ensure the forms have been correctly completed. The Assistant Registrar will email back to the Course Leader any forms that are incomplete or need amending.

16.9.2. The Assistant Registrar is responsible for informing all students of their interview outcomes.

16.10. Minor Offence:

16.10.1. All Minor Offence cases referred to the Course Coordinator, or authorised nominee, will normally be concluded within 20 working days of the receipt of the case and will be dealt with internally by LSST.

16.10.2. A notice of **5 working days** shall be given to student(s). If the student(s) do not attend, the interview is conducted in the student's absence.

16.10.3. Evidence to support the allegation presented to the student.

16.10.4. Student may be questioned on subject knowledge.

16.10.5. Section 12.5.8. on Minor Offence form completed.

16.11. Interview form updated with 'Action to be taken section completed':

16.11.1. The action to be taken is defined on the Minor offence form. The most relevant will need to be selected. Be mindful not to select too many.

16.11.2. Where the Course Coordinator or interviewer, determines during or following the interview, that there is evidence of an academic offence in an assessment that cannot be dealt with as a Minor Offence, the Course Coordinator, will refer the case as a Major Offence within **5 working days** and inform all relevant parties including Registry.

16.12. Completed form sent to Assistant Registrar & Course Leader:

16.12.1. Section 12.5.9 on the minor offence form must be selected. Ideally, this will be

sent along with the date and time of the Academic Misconduct Panel.

16.13. Major Offence:

16.13.1. Academic Misconduct's Panel interview scheduled to conduct an investigation & student(s) invited.

16.13.2. Course Coordinator shall be responsible for investigating the allegation as a Major Offence. This must be done **within 5 working days of the alleged offence.**

16.13.3. An Academic Misconduct Panel shall be convened where **Course Leader, Marker, Registrar, Assistant Registrar and Dean (Chair)** of campus are invited along with the **student.**

16.13.4. Notice of a minimum of **5 working days** will be given to the student of the Academic Misconduct Panel investigation date, time and venue.

16.13.5. Students should contact the **Course Coordinator or Academic team lead within 5 working days** of notification of the allegation to make alternative arrangements if they are unable to make the original proposed date.

16.13.6. The Panel can only be rescheduled once.

16.13.7. After the interview where a Major Offence is proven, the Academic Misconduct Panel shall impose a formal reprimand to be retained on the student's file for the duration of the course.

16.13.8. All Major Offence cases will normally be concluded **within 20 working days** of the receipt of the case referral from the Marker, and will be dealt with by the Course Coordinator, academic team lead and Assistant Registrar. The total time to conclude a Major Offence case is normally 25 working days.

16.14. Form sent to Assistant Registrar & Course Leader:

16.14.1. Once concluded, the student will be informed formally by the Assistant Registrar within 5 working days.

16.14.2. Registry will store the outcome for safekeeping.

16.15. Appeals:

16.15.1. A student may appeal with the School in accordance with the Appeals Regulations.

Appendix: Academic Integrity Statement

NB: As of March 2023, the QAA will no longer consent to be the Designated Quality Body in England (DQB). Nevertheless, the London School of Science and Technology regards these

principles below as essential to our role as a leading provider of further and higher education.

A. QAA Academic Integrity Charter Principles

The Charter is made up of the 7 Principles of Academic Integrity:

1. Everyone is responsible as part of a 'whole community' approach
2. A 'whole community' approach
3. Working together as a sector
4. Engage with and empower students
5. Empower and engage with staff
6. Consistent and effective institutional policies and practices
7. Institutional autonomy

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

Everyone is responsible as part of a 'whole community' approach

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

A 'whole community' approach

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

Working together as a sector

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

Engage with and empower students

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

LSST has recently revised the School's Academic Integrity Policy to be more accessible and comprehensive. Other student resources include, but are not limited to:

- Harvard referencing workshops
- Student Union Support and Advice

- Careers and Employability Guidance

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

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

Empower and engage with staff

The School recognises that lecturers and professional and academic staff play a critical role in deterring and identifying incidents of student academic misconduct. LSST communicates its academic misconduct policies and procedures to staff and has developed a framework that describes the processes that need to be followed when cases of misconduct have been identified. This includes staff training and development on tools and resources that detect breaches of academic misconduct and how best to educate students on the topic.

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

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

Consistent and effective institutional policies and practices

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

Institutional autonomy

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

Policies related to the Academic Integrity Policy:

1. Anti-Bribery Policy
2. Fitness to Practice (Work Placements and DBS) Policy
3. Library Regulations Policy



4. Personal Academic Tutoring Policy
5. Student Induction Policy
6. VLE Policy
7. Student Handbook
8. Student Complaints Policy

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