

Sotheby's INSTITUTE OF ART

ACADEMIC INTEGRITY AND MALPRACTICE POLICY AND PROCEDURE – LONDON

This policy and procedure is applicable to all SIA - London students registered with the University of Manchester

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SECTION 1 – ACADEMIC INTEGRITY

1.1 Introduction

- 1.1.1 Section 1 of the policy defines academic integrity at Sotheby's Institute of Art – London ("the Institute") for staff and students and is based on developing a common understanding and application of values and expectations. It covers all students registered on programmes of study validated by the University of Manchester at all levels. The values of academic integrity are upheld by academic and professional services staff.
- 1.1.2 The Institute values its students' contribution to the necessary quality of its academic standards by adhering to the principles of academic integrity and fair play in assessment. These standards are upheld when students, completing work for assessment, act honestly and take responsibility for the fair presentation of the contents of any work they produce for assessment. This means that students will do nothing that has the potential for them to gain an unfair advantage in assessment.

1.2 Why academic integrity is important

- 1.2.1 Academic integrity is concerned with the ethical code that applies to the standards by which the academic community operates. While this encompasses the expectation that students will not cheat in assessments nor deliberately try to mislead examiners and assessors, it is just as important to emphasise the positive role that academic integrity plays in each student's intellectual and professional development and in their successful transition to graduate employment and future careers. Students who embrace academic integrity understand that they must produce their own work, acknowledging explicitly any material that has been included from other sources or legitimate collaboration, and to present their own findings, conclusions or data based on appropriate and ethical practice.
- 1.2.2 There are conventions of academic practice, such as established referencing and citation protocols, which both display and ensure academic integrity. The acquisition of relevant study skills such as effective note-taking, ability to critically evaluate other writers' theories and concepts and presentation skills, will help students to understand these conventions. Failure to adhere to these conventions can result in poor academic practice or, if there is a clear intention to deceive examiners and assessors, to unfair and/or dishonest academic practice.
- 1.2.3 The Institute's expectation is that all marks obtained by students must result from the student's own efforts to learn and develop. Credit is awarded as a result of assessments which are designed to demonstrate that a student has fulfilled the learning outcomes in a module. For all individual assessments, the work completed must demonstrate the student's own learning. For group assessments, the expectation is normally that students should indicate the extent of their involvement in a given project.

1.3 Definition of academic integrity

1.3.1 Academic integrity is integral to academic study and academic life. Staff and students combine to form a community and culture of learning with the core values of honesty, trust, fairness, respect, responsibility and courage¹. These values are mutually reinforcing and form the foundations for the Institute's approach:

- a) **Honesty** underpins academic integrity and is a prerequisite for the values of trust, fairness, respect and responsibility. Intellectual and personal honesty starts with the individual and extends through a community and culture of learning. Staff and students are honest with themselves and with each other.

You can expect the Institute to: use appropriate assessments and ensure they are conducted with consistency and fairness whilst also maintaining academic standards.

The Institute expects you to: Demonstrate intellectual and personal honesty in your preparation for and undertaking of assessments. This also applies to formative assessments which are designed to support your study.

- b) **Trust** results from a basis of honesty. A community and culture of learning fosters and relies on mutual trust between staff and students to encourage and support the free exchange of ideas. Trust is developed through the clear and consistent application of standards and behaviour. Communities built on trust enable co-operation by creating an environment where staff and students treat each other with fairness and respect.

You can expect the Institute to: operate under the assumption that most students will not seek to gain an unfair advantage during assessments, whatever their format. A range of standard procedures will be used to identify possible academic malpractice, which will subsequently be investigated.

The Institute expects you to: follow the guidance for an individual assessment as to what is allowed and what is not allowed, and to conduct yourself in such a way that you are not seeking to gain an unfair advantage.

- c) **Fairness** is essential for a community and culture of learning, where transparent and reasonable expectations, including through accurate and impartial assessment, are applied equitably. Consistent and just responses for transgressions in academic integrity forms a part of fair treatment. Staff and students behave fairly in their interactions with each other within a culture of respect.

You can expect the Institute to: provide clear guidance on what is and is not acceptable for each assessment and work to ensure that no student is disadvantaged through their individual circumstances.

The Institute expects you to: follow guidance on assessments, and not to seek to gain an unfair advantage over others.

¹ The values and descriptions have been adapted from The Fundamental Values of Academic Integrity, Third Edition, published by the International Centre for Academic Integrity (https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf)

- d) **Respect** fosters active, open engagement with a diversity of opinions and encourages an interactive and co-operative learning community. Respect is reciprocal and involves staff and students showing respect for themselves, through facing challenges with integrity, and showing respect for others by valuing diversity of opinion and appreciating the need to challenge and refine ideas. Developing a culture of respect is an individual and collective responsibility.

You can expect the Institute to: respect the circumstances faced by individual students and assess in a compassionate manner whilst maintaining academic standards.

The Institute expects you to: respect efforts of fellow students and the Institute by not seeking to gain an unfair advantage.

- e) **Responsibility** for sustaining a community and culture of learning requires staff and students to protect the personal and collective integrity of their work. Personal and shared accountability combine in upholding academic standards. Holding on to those high standards in all circumstances requires courage to succeed.

You can expect the Institute to: provide the guidance and support you require to prepare for and undertake assessments and submit assignments to clearly specified deadlines. The Institute will use appropriate assessment design so students can demonstrate attainment of learning outcomes allied with varied and sophisticated methods to quality assure.

The Institute expects you to: behave in such a way that the perception of the quality of the degree you are undertaking is not compromised as this will affect not only you but also other students on your degree programme, and the reputation of the Institute more widely.

- f) **Courage** and determination are required to apply the values of academic integrity. Courage is the capacity to act in accordance with one's convictions even in challenging situations. A community and culture of learning rests on and fosters integrity and courage as mutually dependent characteristics. Staff and students not only make decisions with integrity, they must also have the courage to follow their decisions with action.

You can expect the Institute to: demonstrate courage in trusting students to themselves behave with academic integrity throughout assessments and, should it be required, in investigating possible instances of students seeking to gain an unfair advantage and applying penalties as outlined in Section 2.

The Institute expects you to: show courage to resist temptations to seek to gain unfair advantage, to discourage others from doing so and to highlight to the Institute when such malpractice occurs.

- 1.3.2 In order to adhere to the Institute's definition of academic integrity, students are expected to abide by the following conventions when completing work for assessment:

Academic Integrity and Malpractice Policy and Procedure

- acknowledge all sources of information, knowledge and ideas used when completing work for assessment by consistently and correctly using an acceptable referencing system;
- produce work that is the product of their own, individual efforts. An exception to this is where an assignment brief specifically requires a single piece of work be submitted on behalf of a group of students;
- declare when they have used work before in a previous assessment (whether successful or not) using an acceptable referencing system;
- present accurate information and data that has been obtained appropriately and which is a fair representation of their own endeavours, knowledge and understanding;
- adhere to and comply with all applicable regulatory, legal and professional obligations and ethical requirements therein.

1.3.3 The Institute will make information on how to maintain academic integrity available to students in ways that are appropriate and accessible. However, at all times, it is the sole responsibility of the student to act in a way that is consistent with the Academic Integrity Policy and to seek advice and guidance if they are unclear.

1.3.4 The Institute's approach balances opportunities to develop and nurture academic integrity with recognition that transgressions undermine its core values.

1.4 Responsibilities

1.4.1 We believe that all members of our academic community are responsible for upholding academic integrity. However, we understand that our students may make mistakes. This should be recognised and not penalised by our approach, notwithstanding the need to be clear that deliberate academic malpractice is cheating and as such unacceptable.

1.4.2 Academic integrity is strengthened when local practice is aligned with the core values and supported by institutional policies and procedures. There are therefore several layers of responsibility within the Institute structure:

- a) The **Institute** provides the overarching academic integrity approach, with clear and fair policies, procedures and statements that can be understood and consistently implemented. It promotes the core values of academic integrity and allocates appropriate resources and developmental opportunities for students and staff. It ensures that any alleged transgressions are investigated fairly.
- b) Each **school** nurtures academic integrity within their programmes, contributes to promoting the core values of academic integrity within their school.
- c) Each **programme** nurtures academic integrity for its students and provides opportunities to develop relevant skills and understanding within the subject.

1.4.3 More broadly, students and staff have a shared responsibility in upholding the values of academic integrity in their work:

- a) **Students** are responsible for adopting the academic integrity approach in all aspects of their studies and for developing good academic practice. Students should familiarise themselves with their responsibilities in relation to those values and the consequences of transgression. Students should take advantage of training, guidance and other information made available to them so that they may develop skills and knowledge on good academic practice.
- b) **Staff** are responsible for adopting the academic integrity approach in their work. Staff involved in the teaching, tutoring or supervision of students must, with appropriate guidance, be able to support their students in adopting the academic integrity approach, including by signposting them to relevant training and guidance if necessary. Staff should set an example for their students on how the core values of academic integrity are put into practice.

1.5 Resources for students

- 1.5.1 Academic integrity is addressed as part of induction and orientation in all programmes at all levels of study, and is inbuilt as part of the curriculum. Training in academic integrity is provided both through specific sessions focussed on developing good academic practice and also generic study skills, and continues through the contextual support within programmes. Targeted advice is made available where a student is identified as struggling with aspects of academic integrity or to understand good practice. Individual academic writing support is also available through the Library and students may book one-to-one sessions with Library staff if they feel they require more guidance in this area.

SECTION 2 – ACADEMIC MALPRACTICE POLICY

2.1 Introduction

- 2.1.1 It is expected that students maintain good academic practice during their studies. The Institute will thoroughly investigate any suspected instances of academic malpractice, and if proven, there are number of different penalties that can be implemented. Section 2 of this document explains the Institute's policy on academic malpractice and disciplinary processes for all students registered on programmes of study validated by the University of Manchester at all levels.
- 2.1.2 The Institute is committed to encouraging and educating students in good academic practice and ensuring that all students understand the academic requirements expected of them. To this end, dedicated support will be available and students will be made aware of academic integrity and academic malpractice through handbooks, in-person lectures and/or workshops, online resources, and dedicated study skills support through the Library.
- 2.1.3 These responsibilities of the Institute should be balanced against those of the students, who must clearly indicate any lack of understanding concerning academic malpractice,

and must engage with the resources made available on this subject. Ignorance of the Institute's procedures or guidelines on referencing will not of itself constitute a defence to an accusation of infringement.

2.2 Principles

2.2.1 The following principles underpin the Institute's approach to cases of alleged academic malpractice and should be observed at all times:

- a) **Student induction, guidance and support** – the Institute will provide students with information regarding academic integrity and explain how to access additional support if they need it.
- b) **Confidentiality** – appropriate levels of confidentiality will be maintained throughout academic malpractice procedures. Data related to academic malpractice procedures will be kept in line with the Institute's Documentation Retention and Archiving Policy.
- c) **Timeliness** – allegations of academic malpractice will be dealt with in a timely manner, and without any undue delay. The Institute will aim to complete the investigation and the formal process of considering an allegation within 40 working days and hear any appeal within 15 working days of the appeal being lodged. Students will be kept informed of progress of any claim of academic malpractice against them.
- d) **Strict liability** – all types of academic malpractice are considered under the principle of strict liability. This means that whether a student intended to commit an academic malpractice offence or not, is not of relevance.
- e) **Balance of probabilities** – the standard of proof used for academic malpractice is the balance of probabilities. This means that decisions on allegations of academic malpractice will be based on whether the Institute believes, given the information available, it is more likely that the allegation is true, or untrue.
- f) **Staff Training** – members of panels who consider academic malpractice allegations will be given appropriate training by the Quality Team.

2.3 Scope and Definitions

2.3.1 This document applies to all student assessments which must be completed in order to receive an award for a programme or course offered by the Institute. Work submitted for formative assessment is expressly excluded from its provisions. These procedures are applicable to the preparation and presentation of all assessed work, irrespective of the form that assessment takes.

2.3.2 Academic malpractice is any activity – intentional or otherwise – that is likely to undermine the integrity essential to scholarship and research, and that would give a student an unfair academic advantage over others. It includes plagiarism, collusion, fabrication or falsification of results, examination malpractice, contract cheating and anything else that could result in unearned or undeserved credit for those committing it.

Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the Institute. A proven intention or plan to commit academic malpractice, even if not executed or not completely executed, will also be considered as malpractice and treated under this Policy.

Examples of what is considered academic malpractice

2.3.3 Types of academic malpractice include (a non-exhaustive list):

- a) **Plagiarism:** the presentation, intentionally or unwittingly, of the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It includes the copying of the work of any other person, including another student. Plagiarism may include the close paraphrasing, or minimal adaption of another person's words, illustrations, computer code, graph, diagrams etc. Sources can be any available material, such as websites, articles, books and lecture slides. This includes non-English language sources, which have been translated into English using translation software and are presented as the student's work, without acknowledgement of the source. Where a student needs to synthesise material in an open book examination or assessment using a permitted source, the student should still look to appropriately acknowledge the source and not plagiarise.
- b) **Self-plagiarism:** the submission, in whole or in part, of a student's own work, where that work has been submitted for a different assessment, either at the Institute or at a different institution. Students who use a previous piece of work or publication in a future piece of work should ensure that they properly reference themselves and the extent of such use should not be excessive.
- c) **Collusion:** when a student or students permit or condone another student or students, to share a piece of work subject to assessment in order to gain a mark or grade to which they are not entitled. Students who allow another student to copy their work are also committing collusion and both the copier and the provider of the work are liable to be penalised. The methods of collusion may include, but are not limited to, sharing of work, ideas or plans by social media or other electronic communication means, and/or physical sharing of work, ideas or plans. Collusion may happen asynchronously outside of an assessment and/or synchronously within an assessment.
- d) **Fabrication or falsification of results, figures or data:** the presentation or inclusion in a piece of work, by individual students or groups of students, of figures or any data (quantitative or qualitative) which have been made up or altered and which have no basis in verifiable sources; this may or may not involve other instances of academic malpractice.
- e) **Examination malpractice:** when a student, during an examination, intentionally or unwittingly contravenes set exam conditions, such as by using or possessing unauthorised materials or devices, sharing (including electronically) exam questions, answers or related information (e.g. discussions) with others, and sitting or allowing someone to sit an examination in place of the student supposed to be taking the examination (this list should not be considered to be exhaustive). The

student need not have gained a benefit from the malpractice nor does the input need to be pertinent for this definition to be met. This definition applies to all forms of exams including 'in-person' exams (e.g. based in an 'exam hall') and/or online exams.

- f) **Contract (or commission) cheating:** the commissioning of a piece of work by a third party, beyond basic proofreading. This may be where a student arranges to have all, or part of, original work improved by, commissioned, purchased or obtained from a third party (e.g., family members, essay mills or other students). Contract cheating may most often be associated with summative and/or coursework assessments, but may also be found in online examinations.
- g) **Unauthorised Use of Artificial Intelligence:** presenting work for an assessment generated by artificial intelligence software as student's own work. Unless otherwise stated in an assignment brief, students are only allowed to use generative artificial intelligence tools to generate materials, ideas and key themes by way of background research for an assignment. Students are **not** allowed to use AI to generate large quantities of text or partial text for direct use in their assignments, with or without acknowledgement. Please also see the Institute's guidance on using AI - *Using Generative AI (Artificial Intelligence) tools in your academic work and assignments.*

2.3.4 Indicators of types of academic malpractice may include (but are not limited to) the following:

- a) A significant block or numerous blocks of material or copied text expressing ideas or concepts taken from the work of others without appropriate acknowledgement or citation. This can include material which is:
- not appropriately signalled as a quote by being placed in quotation marks;
 - the citation of a wrong source in a bibliography in order to evade plagiarism checks;
 - copied from others and which has been subjected to minor or superficial linguistic changes and presented as the student's own work, with or without citation.
- b) Collusion between students as evidenced by structure, sources, a block or blocks of copied text (including copied text subjected to minor or superficial linguistic changes).
- c) Blocks of copied illustrations, graphs, diagrams or other resource taken from another student or the work of others without appropriate referencing.
- d) Results or data which cannot be substantiated on the basis of the material submitted by the student.

2.4 Poor academic practice

2.4.1 Poor academic practice involves poor citation practice where there is evidence that the student did not apply the appropriate rules of academic writing and/or where the extent of copied material does not meet the level of significance such that it can be considered academic malpractice. Poor academic practice will not instigate disciplinary proceedings, but can be taken account of through the marking process and the provision of advice and guidance. The work in question may include limited:

- e) material or copied text expressing ideas or concepts taken from the work of others in the student's own words but without appropriate citation.
- f) material or copied text which is referenced in the bibliography but is not properly cited.
- g) material or copied text that has been subjected to minor linguistic changes with or without citation.
- h) collusion between students as evidenced by structure, source or copied text; this includes cases where the written work is original throughout.
- i) pieces of work which are largely constructed of the work and words of others.

2.5 Detection

2.5.1 Disciplinary action for academic malpractice can usually only be taken where a student has submitted summative assessment containing malpractice. Malpractice in formative assessment may be more appropriately addressed through feedback and the marking process and with advice and guidance (e.g. an informal warning without a disciplinary panel). Disciplinary action cannot usually be taken prior to submission, unless there are credible reasons, such as clear evidence of engagement of an essay mill. If an academic member of staff notices malpractice 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 malpractice.

2.5.2 Suspected malpractice may be detected through different means, depending on the assessment. For example, a student may be found with unauthorised material by an examination invigilator, a Turnitin report may flag text similarity, or other individuals may report academic malpractice on the student's part. To reach a point of making an allegation against a student, it is important to have gathered and objectively reviewed an appropriate body of evidence leading to the allegation, so that there are reasons identified for bringing a case. A case cannot be considered for disciplinary without that evidence and narrative. The scale of information gathering and review will vary according to the case, for example, in a plagiarism case an assignment may only need review by an academic, whereas in a collusion case there might need to be some preliminary interviews with the parties involved. The sections below identify some common methods of detection and review. If a case does not fit neatly into those categories, the Institute can adopt a hybrid approach drawing on any good practice that is suitable to the case at hand.

2.5.3 While some cases of malpractice are easy to detect, others are more difficult to identify. The following are clues that may signal that the student's work should be examined closely or investigated further:

- Citation styles and bibliographic citations are inconsistent and mixed, or non-existent. The Institute's referencing guidelines have not been used.
- The work is clearly written, or in the case of non-written work, produced, at a level beyond the student's usual abilities and may include advanced vocabulary, jargon or combined formal and informal language.
- The document/submission contains a mix of spellings or regionalisms.
- Inconsistencies from one submitted assignment to another, for example, one piece of work being far superior.
- The references used throughout the document/submission are dated (e.g., all more than five years old). Such cases may indicate that the work was purchased through an essay writing service or written by another student. An excessive number of inactive websites may also indicate that the paper is old.
- References are made to tables, diagrams, pieces of text or citations when none of this content is reflected in the document/submission.
- References are made to obscure journals or books to which the tutor believes the student may not have had access.
- The topic of the submission is inconsistent with the one assigned, or with the learned course content.
- Parts of the document/submission are inconsistent with each other, and the writing style changes from section to section.
- When asked, the student cannot produce any research notes for their work or summarise the main points in the document/submission.

2.5.4 The Institute will normally decide upon whether a disciplinary referral is required within 20 working days from when suspected malpractice is detected. This timeframe may need to be extended depending on the level of information gathering required. Where a student has been contacted as part of an information gathering exercise, they shall be informed at the conclusion of this process whether their case is being referred for formal disciplinary action or not.

2.5.5 The detection of academic malpractice will not normally lead to the review of a student's previous assessments, unless there is a reasonable suspicion that they too may contain malpractice.

2.5.6 If malpractice appears in a group submission, the group will normally be expected to take collective responsibility for the work and will be called to the same disciplinary hearing, unless individual members are able to:

- identify who contributed the element containing malpractice and/or
- distinguish their contribution from that of other members of the group.

Malpractice in written assignments

- 2.5.7 All essay or text-based assignments are submitted through Turnitin. This software allows the comparison of the work submitted for assessment with other pieces of work or publications stored on Turnitin's database. Turnitin detects whether there is any similarity in the work to the other sources and produces a report showing where the similarity exists, the amount of similarity and a reference to the source. Turnitin alone does not confirm the presence of malpractice; an academic judgement must be made to reach this conclusion.
- 2.5.8 Turnitin also has an additional tool that is able to identify material that has potentially been written by artificial intelligence (AI) software (e.g. ChatGPT). As with the general similarity report generated by Turnitin, the result of the AI writing detector tool may be a prompt for further investigation. Should there be a suspicion that the Institute's rules around safe use of AI have been breached (please see the *Using Generative AI (Artificial Intelligence) tools in your academic work and assignments*), and part or all of a student's submitted assessment has been produced using generative AI without properly acknowledging it, the student may be asked to explain their essay and argument (how they developed the argument, what sources they used, how they reached the conclusion that they did), or to provide drafts or notes of early versions of the assessment.

Examination malpractice

- 2.5.9 Students will be informed of examination conditions before the start of the examination, e.g. that they should not have any unauthorised materials on their person. Students are expected to complete examinations themselves independently, but sometimes allowances may be made to allow use of certain resources, e.g. textbooks, websites. The responsibility to check and comply with examination conditions rests with the student.
- 2.5.10 Invigilators monitor the conditions of physical examinations, including checking for unauthorised material. Where exam malpractice is detected, the preliminary details of the incident will be recorded, such as the type and content of the material/ malpractice, the time it was found, the examination title and start time etc. The student will normally be asked to attend a post-examination interview with their Programme Director. At the interview additional information will be sought from the student; it may be determined that there is no case to answer, that the case can be addressed with advice and guidance, or that the case requires referral to a disciplinary panel. Should a disciplinary panel be deemed appropriate, any information collected must be substantial enough for presentation to a disciplinary panel.

Contract cheating

- 2.5.11 If there is a reasonable suspicion that a student may have commissioned a piece of work from a third party, but there is no direct evidence of this, then in agreement with the Head of Quality a **viva voce** (please see 2.6 below) can be arranged to give the student the opportunity to demonstrate that they:
- produced the work;
 - undertook the reading and research themselves;
 - undertook the preparatory work themselves;

- understand what they have written

A viva voce may also be held in cases of suspected contract cheating involving AI.

2.6 Viva Voce

- 2.6.1 Particularly in, but not exclusive to, the case of MA dissertations, an oral examination (**viva voce**) may be held at the discretion of the examiners. The oral examination may be held in cases of suspected academic malpractice and provides the student with an opportunity to defend research and writing, and it assists the examiners in deciding whether or not the student has met the requirements for the degree and/or credits, and/or has participated in contract cheating.
- 2.6.2 The holding of a viva voce would be in replacement of a Academic Integrity Review Panel; the principles of this are outlined in another document (Viva Voce for Suspected Academic Malpractice). If the examiners still are not reassured of good academic practice by the viva voce, the student's assessment may be taken to a Academic Integrity Review Tribunal (see 3.6 of this Policy).

SECTION 3 – ACADEMIC MALPRACTICE PROCEDURE

3.1 Introduction

- 3.1.1 This part of the Policy explains how cases of suspected academic malpractice are handled, and what penalties may be imposed if a student is found to have committed an offence under this Policy. It should be read in conjunction with Part 1, which sets out the Institute's expectations around academic integrity and good academic practice, and Part 2, which outlines general principles of academic malpractice.

3.2 Malpractice Procedures

- 3.2.1 Cases of poor academic practice are dealt with by individual tutors.
- 3.2.2 All suspected cases of malpractice are referred by Programme Co-ordinators and/or Programme Directors/ Academic Leads to the Quality Team, who work to ensure that the process of dealing with academic malpractice within the Institute is correctly managed and consistent.
- 3.2.3 Cases that are subsequently identified as possible academic malpractice will normally be investigated and appropriate outcomes determined by the relevant body, as per below:
- **Academic Integrity Review Panels** normally hear first-time cases, investigating suspected instances and hearing evidence from students relating to allegations of less-serious malpractice.

- **Academic Integrity Review Tribunals** hear first-time cases that appear serious, and all subsequent cases and appeals lodged against decisions made by an Academic Integrity Review Panel, as well as cases of repeated acts of academic malpractice.
- **Malpractice Appeals Boards** hear appeals lodged against decisions made by an Academic Integrity Review Tribunal.

3.2.4 Where it is alleged that a student has committed significant academic malpractice, they will normally be referred to the Academic Integrity Review Tribunal. The following may be of consideration in deciding whether a case is significant:

- The suspected amount of malpractice is a particularly high proportion of the assessment.
- The assessment containing suspected malpractice is high credit bearing and/or important to a student's award or progression.
- It is suspected that multiple assessments in a single assessment period contain academic malpractice.
- The penalty applied in any previous case. If a student has already had the maximum penalty applied for a first offence at an Academic Integrity Review Panel level, then a subsequent offence may attract a penalty that is open only to the Academic Integrity Review Tribunal.
- Instances of repeat malpractice. In determining whether an instance constitutes a repeat (subsequent) offence, any offences committed during a student's current career as either an undergraduate or a postgraduate student will be taken into account.
- The penalties open to the Academic Integrity Review Panel do not reflect the severity of the offence, i.e. it is considered that the student's overall degree award should be reduced, e.g. from an Honours degree to a Diploma.
- Where there is prima facie evidence of substantial efforts to commit malpractice and avoid detection.

3.2.5 Panels and Tribunals are expected to use their judgment in deciding the seriousness of an offence and whether there are aggravating circumstances that might affect the severity of the penalty. Panels and Tribunals must attempt to ensure consistency of treatment between cases, making a judgment about what is a proportionate penalty and ensuring that the penalty chosen does not have consequences for academic progression which are disproportionate in impact.

3.2.6 Examples of how transgressions in academic integrity for students might be considered are given below:

- *Poor academic practice* – minor instances of poor referencing, incorrect, or missing attribution for small sections of copied work, or similar infringements. There should be no suggestion that there is an intention to deceive in these cases.
- *Moderate academic malpractice* – instances of malpractice where the student would gain an unfair advantage, such as using the ideas and concepts derived from the work of others without attribution, the inclusion of incorrect or missing attribution for

larger sections of copied work, copying the work of another student, or repeated poor academic practice. The re-use of work already submitted without declaration may fall into this category, depending on the nature of the re-use.

- *Serious academic malpractice* – Serious instances of malpractice where the student would gain a substantial unfair advantage or where there is an intention to deceive. This category includes cheating in examinations, tests or other assessments; fabrication or falsification; extensive plagiarism or attempts to avoid plagiarised text being recognised; and repeated moderate academic malpractice. The re-use of work already submitted without declaration may fall into this category, depending on the nature of the re-use.

3.2.7 If the same offence relates to multiple students, but for one or more students it is a subsequent offence, then the Institute will aim to treat all students at the same level as the subsequent offence for consistency in the decision making. Having, or not having, a previous offence on file can be taken into account in the application of a penalty. However, as part of any investigation or review, it is important for the Quality Team to attempt to identify each student's role in the malpractice.

3.3 Penalties

3.3.1 If a student admits or is found to have engaged in academic malpractice as described in Section 2 above, one or more of the following penalties may be imposed. The Academic Integrity Review Panel may only impose those penalties set forth in (a), (b), (c) and (d) below, and the Academic Integrity Review Tribunal or the Malpractice Appeals Board may impose any of the following:

- a) A written reprimand which will then be added to the student's file;
- b) Reduction or cancellation (e.g., a recorded mark of zero), with or without loss of credit, of the examination paper or other assessed work in relation to which unfair practice occurred; *
- c) Reduction or cancellation (e.g. recorded marks of zero), with or without loss of credit, of all assessed work for the course / programme unit(s) in which the malpractice occurred;*
- d) Disallowance of a re-assessment of the piece of work in which the unfair practice occurred or of all assessed work for the course / programme unit(s) in which the malpractice occurred;
- e) Reduction or cancellation (e.g., recorded marks of zero), with or without loss of credit, of all examination papers and other assessed work taken during the particular examination period; *
- f) Reduction or cancellation (e.g., recorded marks of zero), with or without loss of credit, of all examination papers and other assessed work taken during the academic year; *
- g) Reduction by the Examining authority of the class of degree by one or more classes from that which would have been awarded in the event that any examination paper or

any other assessed work to which the malpractice relates had not formed part of the syllabus for the degree;

- h) Award of a lesser qualification;
- i) Suspension from the Institute or exclusion from classes and/or further examinations for a specified period;
- j) Expulsion from the Institute;

* In the event of b), c), e) or f) above, when a student is awarded a mark of zero or a failing mark for academic malpractice, they will normally lose the associated credits, and therefore will be expected to re-sit/resubmit an assessment in order to achieve the credit for that unit.

3.3.2 The Academic Integrity Review Panel and Academic Integrity Review Tribunal are empowered to determine and may direct the Examination Board that a penalty mark of zero or a failing mark can be imposed 'without loss of credit'. This power enables Panels and Tribunals to act proportionately in circumstances where otherwise the penalty would have a disproportionate effect on the outcome for the student. Panels and Tribunals and the Examination Board are responsible for determining the proportionality of the impact of any penalties imposed.

3.4 Academic Integrity Review Panel

3.4.1 The Programme Coordinator responsible for the programme the student is enrolled on shall report any instances of suspected academic malpractice of the sort described in paragraph 2.3.3 to the Quality Team and the student's Programme Director or Academic Lead. In cases where suspected malpractice is detected by a marker or a tutor, they shall inform the student's Programme Coordinator and also Programme Director or Academic Lead. On receipt of such a report, or if the student's Programme Director or Academic Lead themselves suspect such malpractice in any examination or assessed work submitted by a student that they are instructing, they shall in turn inform the Quality Team of the details of the alleged malpractice.

3.4.2 If the Quality Team considers it appropriate, and in consultation with the student's Programme Director or Academic Lead, it will convene a meeting of an Academic Integrity Review Panel. The Academic Integrity Review Panel shall investigate and hear evidence relating to the allegation of malpractice and may impose penalties a) – d) described in paragraph 3.3.1.

3.4.3 An Academic Integrity Review Panel shall normally consist of the following:

- A Chair, who will normally be a member of the Quality Team
- The student's Programme Director or Academic Lead (or their nominee);

The Panel shall have a quorum of two. The Chair shall have a casting vote in respect of any decision of the Academic Integrity Review Panel. The Programme or Course Co-ordinator shall attend as secretary only to record the proceedings.

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3.4.4 The meeting of the Academic Integrity Review Panel shall take place as soon as reasonably practicable. The Chair shall inform the student in writing at least **three (3)** working days in advance of the meeting of:

- details of the alleged malpractice;
- details of the time, date and place of the hearing;
- names of Institute members on the Academic Integrity Review Panel;
- details of their right to be accompanied to the hearing;
- details of their right to call witnesses, to question those or other witnesses and to submit documentary evidence and/or a statement for consideration.

In addition, the student will be provided with:

- copies of, or access to, the documentation which may be referred to during the hearing; and
- a copy of, or access to, this procedure.

3.4.5 The meeting may take place either in person or remotely. The Chair shall inform the student that if they do not respond to the notice of the meeting, the meeting may be conducted in their absence on the basis of evidence available to it.

3.4.6 The student shall be given the opportunity to state their case prior to any decision being made by the Academic Integrity Review Panel. The Panel shall consider written or oral evidence as it sees fit. The student may, and is encouraged to, be accompanied at the Academic Integrity Review Panel by a registered student of the Institute, of their own choice, who is to be present as an observer only.

3.4.7 If two or more students are involved in related alleged academic malpractice, the Academic Integrity Review Panel may, at its discretion, deal with their cases together.

3.4.8 The Chair of the Panel shall inform the student(s) in writing within **one week** of the Academic Integrity Review Panel meeting of the Panel's determinations, and of the penalty or penalties, if any, to be imposed, together with reasons for the decision.

3.4.9 The Chair of the Panel shall send a copy of the outcome of the Panel meeting to the Institute's Head of Quality at the same time as they send the outcome to the student(s).

3.4.10 The Chair has the power to adjourn the Academic Integrity Review Panel meeting to another date, as they think fit.

3.4.11 The student will be able to appeal against the decision(s) and/or outcome(s) of the Academic Integrity Review Panel by submitting a completed Academic Malpractice Appeal Form to the Registrar, to be received within **14 (fourteen) working days** of the outcome of the Academic Integrity Review Panel hearing. The appeal will be forwarded to the Academic Integrity Review Tribunal for consideration if it satisfies one or more of the specified grounds, as below:

- procedural irregularity;
- prejudice or bias on the part of a decision-maker;

- the disproportionate nature of the penalty
- new evidence which the student can demonstrate was for good reason not previously available, and which warrants further consideration.

3.5 General Provisions for Academic Integrity Review Tribunal and Malpractice Appeals Board

- 3.5.1 All Academic Integrity Review Tribunal hearings and Malpractice Appeals Board hearings will be closed sessions and not open to the public.
- 3.5.2 The Institute is committed to ensuring students are properly supported, and recognises that facing an allegation of serious academic malpractice can be very stressful for a student. Provisions as follows are therefore made to support students throughout the processes at all stages:
- Students have the right to be accompanied
 - Students have the right to call witnesses
- 3.5.3 The student must give notice in writing to the Secretary of the Tribunal or Appeals Board at least **three (3) working days** in advance of the hearing of the following:
- If the student is to be accompanied at either a hearing of the Academic Integrity Review Tribunal or Malpractice Appeals Board, the name(s) of the person(s) who is/are to attend must be received in writing by the Secretary. The student may be accompanied at the hearing by a fellow student or a member of staff of the Institute of their own choice, who is present as an observer only.
 - The name(s) of any witness(es) the student wishes to call.
- 3.5.4 The Chair of the relevant Academic Integrity Review Tribunal or Malpractice Appeals Board has the discretion to refuse to permit the student to be accompanied where prior written notice has not been given.
- 3.5.5 The hearing of a Academic Integrity Review Tribunal or Malpractice Appeals Board may take place either in person or remotely. The student shall be informed that if they do not respond to the notice of the meeting, the meeting may be conducted in their absence on the basis of evidence available to it.
- 3.5.6 Where the student is unable to attend the hearing for good reason, they may request a deferral of the hearing at the earliest opportunity and in any case **at least one week** before the hearing, by contacting the Secretary of the Academic Integrity Review Tribunal or Malpractice Appeals Board in writing (this includes via email). The student must state the reason(s) for the request, and the Secretary will forward the request to the Chair. The Chair has the ultimate discretion to grant or refuse a request for a hearing to be deferred.
- 3.5.7 If the student has any objection to the membership of any person or persons participating on the Academic Integrity Review Tribunal or Malpractice Appeals Board,

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the student may ask for an alternative member or members by submitting a written request to the Secretary to be received **not less than one week** before the date that the meeting is to be held, giving the reason(s) for the request. The Chair shall have power to decide upon the validity of any such request and may appoint an alternative member or members to the Tribunal or Appeals Board.

- 3.5.8 The student may submit any personal written statement and/or supporting evidence/ witness statements, to the Academic Integrity Review Tribunal or Malpractice Appeals Board for consideration. Any such documentation should normally be submitted by the student to the Secretary not less than **three (3) working days** before the hearing, to allow for circulation to members for consideration prior to the hearing. Any such documentation submitted after this deadline will only be accepted at the discretion of the Chair of the Academic Integrity Review Tribunal or Malpractice Appeals Board, where the Chair is satisfied that it is reasonable to do so and that doing so will not unduly compromise the proceedings.
- 3.5.9 The ruling of the Chair of either the Academic Integrity Review Tribunal or Malpractice Appeals Board shall be final on the admission of all evidence at the hearing, including the admission of written and oral evidence from witnesses or other parties at the appeals hearing. This shall include the power to refuse to admit evidence or hear witnesses on the basis of lack of relevancy. The Chair of the Tribunal or Appeals Board has the sole discretion to determine to proceed with a hearing or adjourn it, in the absence of any particular witness.

3.6 Academic Integrity Review Tribunal

- 3.6.1 If the Quality Team, upon being informed of suspected academic malpractice of the sort described in paragraph 2.3.3 above, considers that:
- the suspected malpractice is of such a nature that the appropriate penalties are not those that may be imposed by an Academic Integrity Review Panel, and
 - it is appropriate for the matter to be referred to an Academic Integrity Review Tribunal, for instance in the case of repeated acts of academic malpractice,
- they shall refer the matter to the Academic Integrity Review Tribunal.
- 3.6.2 As outlined under 2.6, if examiners still are not reassured of good academic practice after the holding of a viva voce, the student's assessment may be taken to an Academic Integrity Review Tribunal.
- 3.6.3 The Tribunal will hear evidence relating to the allegation of malpractice at a hearing and may impose any penalties described under paragraph 3.3.1 of this Policy as it determines appropriate.
- 3.6.4 The Registrar (or their nominee) shall be responsible for convening the Academic Integrity Review Tribunal and shall serve as Secretary.

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3.6.5 The following Institute officers will serve on the Tribunal of suspected academic malpractice of the sort described in paragraph 2.3.3:

- a) Head of Quality (Chair) or nominee;
- b) Two members of the academic staff, drawn from the Institute;
- c) Student Representative from a different cohort to the student.

3.6.6 The Academic Integrity Review Tribunal shall have a quorum of three members. The Registrar shall normally attend as Secretary, who shall act as note-taker and shall advise the Academic Integrity Review Tribunal regarding procedural matters, but shall not take part in any decision-making.

3.6.7 No person:

- a) who is the student's Programme Director or Academic Lead; or
- b) who is party to or is a potential witness at a hearing before the Academic Integrity Review Tribunal; or
- c) who has taught the student or assessed the student's work; or
- d) who has been in any manner closely connected with the case; or
- e) in respect of whom a conflict of interest would arise or is likely to arise if they were to be a member of the Academic Integrity Review Tribunal

shall be a member of the Academic Integrity Review Tribunal.

3.6.8 The Secretary shall inform the student in writing at least **fifteen (15)** working days in advance of the hearing of:

- details of the alleged malpractice;
- details of the time, date and place of the hearing;
- names of Institute members on the Academic Integrity Review Tribunal, and any witnesses called by the Institute;
- name and contact details of the Secretary to the Tribunal;
- details of their right to be accompanied to the hearing;
- details of their right to call witnesses, to question those or other witnesses and to submit documentary evidence and/or a statement for consideration.

In addition, the student will be provided with:

- copies of, or access to, the documentation which may be referred to during the hearing; and
- a copy of, or access to, this procedure.

3.6.9 The student has the right to call any witnesses to the Tribunal, and names of any witnesses should be presented to the Chair (via the Secretary), normally **at least three (3) working days** in advance of the hearing. The Chair of the Tribunal has the ultimate discretion to admit or refuse any witnesses.

3.6.10 The Academic Integrity Review Tribunal shall also have power to require the attendance as a witness of any member of the Institute, permanent or contract, who it has reason to

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believe is able to assist in its inquiry, and it shall be the duty of any such person to attend and give evidence accordingly. It may also request the attendance of any other person if such attendance is material to the case. The Academic Integrity Review Tribunal may accept a witness's written statement in evidence where the student agrees that the witness need not attend, or where it is impractical for the witness to attend, or where in the opinion of the Academic Integrity Review Tribunal it is for some other reason in the interests of natural justice to do so.

- 3.6.11 The student has the right to be accompanied at the hearing by a fellow student or a member of staff of the Institute of their own choice, who is present as an observer only. The student should notify the Chair of the Tribunal (via the Secretary) of the name(s) of any accompanying person(s), normally **at least three (3) working days** in advance of the hearing. The Tribunal retains the right to refuse the choice of companion if the companion's presence could unduly impact the hearing.
- 3.6.12 The Academic Integrity Review Tribunal may examine any of the student's assessed work if it sees fit (whether or not any allegation of malpractice has been made in relation to it).
- 3.6.13 When the Tribunal is ready to commence the hearing, the following procedure will be followed:
- i. The Secretary will call the student (together with any accompanying individual) to the hearing.
 - ii. The Chair will introduce the members of the Tribunal to all parties, and will ensure all parties attending the hearing introduce themselves.
 - iii. The Secretary will normally present the concerns with regard to the conduct of the student to the Academic Integrity Review Tribunal first, and call any witnesses.
 - iv. The student facing the allegations of academic malpractice will be invited to reply to the allegations and may call witnesses. The student shall also be invited to present to the Tribunal any mitigating circumstances which the student considers to be relevant to the case.
 - v. The student may ask questions of any witnesses called, but these must be addressed through the Chair, who has the discretion to allow or decline any such questions.
 - vi. The Tribunal may ask questions of all those present at the hearing at any point during the proceedings.
 - vii. At the conclusion of all presentations and questions, the student facing the charge(s) of malpractice may address the Tribunal and make a closing statement. At their discretion, the Chair of the Tribunal may also make a closing statement.
 - viii. The Tribunal will then declare the hearing closed, ask all parties to leave the hearing, and will enter into deliberations. The deliberations of the Tribunal are confidential, and will be held in private, with only the Secretary and the Tribunal present. The Tribunal will determine on the balance of probabilities its findings and decision(s).
 - ix. A decision of the Academic Integrity Review Tribunal will be reached by a majority vote of the members of the Tribunal present at the hearing, but will be announced as a decision of the Tribunal. The votes of the individual members will be treated as confidential.

- 3.6.14 The Tribunal will endeavour to reach a decision and findings without adjournment. However, in the event that the Tribunal determines at any point during proceedings that it needs further information in order to reach a decision or for other good cause, it shall adjourn the case.
- 3.6.15 The decision of the Academic Integrity Review Tribunal may be that:
- The allegation is not proven on the balance of probabilities and that it should be dismissed.
 - The allegation is proven on the balance of probabilities and that a penalty should be applied in line with these procedures.
- 3.6.16 The Academic Integrity Review Tribunal also has the authority to make any reasonable orders (e.g. including referring the student under different procedures) or make any recommendations to the Academic Board in accordance with its findings.
- 3.6.17 The decision of the Tribunal and any penalty or penalties to be imposed, together with reasons for the decision, will be communicated by the Chair in writing to the student in a Hearing Outcome letter, normally **within ten (10) working days** of the date of the hearing. A copy of the letter shall be sent to the Institute's Director at the same time.
- 3.6.18 A copy of the Hearing Outcome letter containing the finding(s) and decision(s) of the Tribunal will also be placed on the student's file.
- 3.6.19 The student has the right of appeal (under specific grounds) against a decision and/or findings of the Academic Integrity Review Tribunal. Where a student wishes to complain about, or disagrees with, a decision or finding(s) of the Tribunal, they must submit an appeal in accordance with paragraphs 3.7.1 – 3.7.4. An appeal must be made under one of the stated grounds, normally within **fourteen (14) days** of the date of the Hearing Outcome Letter. The decision of the Tribunal stands until and unless it is overturned following a successful appeal.

3.7 Malpractice Appeals Board

Grounds of Appeal

- 3.7.1 Following a hearing of the Academic Integrity Review Tribunal, a student may submit an appeal against the decision(s) of the Tribunal, under one or more of the following grounds:
- a) procedural irregularity;
 - b) prejudice or bias on the part of a decision-maker;
 - c) the disproportionate nature of the penalty
 - d) new evidence which the student can demonstrate was for good reason not previously available, and which warrants further consideration by a Malpractice Appeals Board.

Appeal submissions

- 3.7.2 The student may submit a request for an appeal, including a statement of the grounds on which the appeal is being made, in writing to the Secretary, to be received within

fifteen (15) working days of the date of the Hearing Outcome Letter. A request for an appeal received after this time with good cause shown for its late submission shall only be granted at the discretion of the Institute's Director.

- 3.7.3 The Institute's Director may dismiss an appeal in writing to the student within **five (5) working days** if they consider the appeal to be outside the scope outlined above. In such cases, a Completion of Procedures Letter will be issued by the Secretary.
- 3.7.4 To make an appeal, a student should submit a completed Academic Malpractice Appeal Form, together with any supporting documentation/evidence which they consider should be taken into account. Students must include with their appeal all documentation that they wish to be considered, including any information relating to mitigating circumstances.
- 3.7.5 The Secretary will consider whether there is sufficient evidence that the appeal may meet one or more of the grounds as stated in paragraph 3.7.1 or that there is some other good cause to merit further consideration of the appeal. If the Secretary finds that the appeal submission discloses grounds, they will refer the appeal to the Institute's Director, who will appoint members of the Malpractice Appeals Board.
- 3.7.6 Where it is found that the appeal submission does not disclose grounds, the appeal will normally be rejected. The reasons will be set out in the Appeal Outcome Letter, and the original decision(s) and finding(s) of the Academic Integrity Review Tribunal will stand. The Appeal Outcome Letter will be sent normally **within 21 days** of receipt of the appeal submission, and either simultaneously or shortly after, the student will be issued with a Completion of Procedures Letter, normally **no more than 14 days** after the date of the Appeal Outcome Letter.
- 3.7.7 Where the appeal submission discloses grounds, the Secretary shall convene a Malpractice Appeals Board to hear the appeal of the student. The Appeals Board shall not re-hear the case afresh, but shall consider whether the initial hearing and outcome were fair by:
- a) reviewing the procedures followed; and
 - b) establishing whether the student has presented any new evidence that could not reasonably have been expected to be presented to the original hearing and that this evidence is material and substantial to the findings; and
 - c) reviewing the penalty imposed.
- 3.7.8 The following Institute officers shall serve on the Appeals Board:
- a) one member of senior academic staff (Chair);
 - b) two members of the academic staff, drawn from the Institute;
- 3.7.9 The Appeals Board shall have a quorum of three members. The Registrar shall normally attend as Secretary, who shall act as note-taker and shall advise the Appeals Board regarding procedural matters, but shall not take part in any decision-making.
- 3.7.10 No person:

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- a) who served on the Academic Integrity Review Tribunal which dealt with the matters under appeal, or was otherwise involved in the proceedings; or
- b) who is party to or is a potential witness at a hearing before the Appeals Board; or
- c) who has taught the student or assessed the student's work; or
- d) who has been in any manner closely connected with the case; or
- e) in respect of whom a conflict of interest would arise or is likely to arise if they were to be a member of the Appeals Board

shall be a member of the Malpractice Appeals Board.

3.7.11 The Secretary shall inform the student in writing at least **fifteen (15)** working days in advance of the hearing of:

- details of the alleged malpractice;
- details of the time, date and place of the hearing;
- names of Institute members on the Malpractice Appeals Board, and any witnesses called by the Institute;
- name and contact details of the Secretary to the Appeals Board;
- details of their right to be accompanied to the hearing;
- details of their right to call witnesses, to question those or other witnesses and to submit documentary evidence and/or a statement for consideration.

In addition, the student will be provided with:

- copies of, or access to, the documentation which may be referred to during the hearing, including:
 - all the documentation submitted to and considered by the Academic Integrity Review Tribunal
 - a copy of the Academic Integrity Review Tribunal Hearing Outcome letter
 - a copy of the student's appeal
- a copy of, or access to, this procedure.

3.7.12 A decision of the Malpractice Appeals Board will be reached by a majority vote of the members, but will be announced as a decision of the Appeals Board. The votes of the individual members will be treated as confidential. The Chair may vote and shall have, in addition, a casting vote. The Appeals Board may elect an alternate Chair.

3.7.13 The Malpractice Appeals Board will endeavour to reach a decision and findings without adjournment. However, in the event that the Appeals Board determines at any point during proceedings that it needs further information in order to reach a decision or for other good cause, it shall adjourn the case.

Decisions and outcomes

3.7.14 The Malpractice Appeals Board shall determine in private whether the appeal has met the grounds and therefore whether it should be *upheld*, *partially upheld*, or *rejected*. Once this finding has been reached, the Appeals Board will take any relevant action, as articulated below in 3.7.15 – 3.7.16.

3.7.15 In the event that the appeal is **upheld** or **partially upheld**, the Appeals Board may:

- a) **Confirm, set aside, reduce or increase the penalty** previously imposed.
- b) **Refer the case back for consideration** by the original or a newly constituted Academic Integrity Review Tribunal if the student presents new evidence that is material and substantial to the Malpractice Appeals Board.

3.7.16 In the event that the appeal is **rejected**, the original findings and decisions of the Academic Integrity Review Tribunal will stand. However, the Malpractice Appeals Board has the authority to make any reasonable orders (e.g. including referring the student under different procedures) or make any recommendations to the Academic Board in accordance with its findings.

3.7.17 The findings and decisions of the Malpractice Appeals Board are final. This includes the finding that the original findings and/or decisions of the Academic Integrity Review Tribunal should stand.

3.7.18 The penalty given for a proven case of academic malpractice will be dependent on:

General considerations

- a) The level of study (the standards of practice are higher as academic level increases).
- b) Weighting of the assessment as part of the module or award (larger assessments in the scheme of the award would incur a higher penalty).
- c) The extent/amount of the malpractice (severity of the offence in terms of overall word count for example).
- d) Evidence of a deliberate attempt to deceive (for example changing references in an essay or hidden notes in an examination)
- e) The number and type of any previous offences.
- f) Any significant mitigating or aggravating factors with regards to the case

Significant mitigating factors, which may include:

- g) Severe personal circumstances.
- h) Physical or mental health difficulties that would have impaired function and/or reasoning.
- i) Pro-active action by the student to make the Institute aware of the offence.

Significant aggravating factors, which may include:

- j) Previous or similar offences, including through summary procedures.
- k) Lack of engagement with the process.
- l) Lack of understanding of the seriousness of the allegation.
- m) Potential disruption/disturbance to other students.
- n) Clear evidence of an attempt to deceive the marker/invigilator.

Hearing Outcome Letter and the OIA

3.7.19 The Chair shall inform the student in writing within **ten (10) working days** of the hearing of the Malpractice Appeals Board's decision by sending them an Appeal Hearing Outcome Letter, which will set out the decisions of the Appeals Board and the reasons for the decisions. A Completion of Procedures Letter will also be issued by the Secretary.

- 3.7.20 The Malpractice Appeals Board shall send a copy of the decision of the appeal to the Institute's Director at the same time as it sends the decision to the student.
- 3.7.21 Following receipt of the decision of (a) the Malpractice Appeals Board (unless paragraph 3.7.15(b) applies) or (b) a reconstituted or newly constituted Academic Integrity Review Tribunal following a referral by the Malpractice Appeals Board under paragraph 3.7.15(b), the student shall have the right to request a review of the decision by the Institute's validating organisation, the University of Manchester. This will be subject to the regulations and policies of the University. The student should refer to the University of Manchester's Teaching and Learning Support Office for details of procedures for appeal, and for the relevant staff contacts, which are set forth at: <http://www.tlso.manchester.ac.uk/appeals-complaints/>
- 3.7.22 In the event that a student has appealed to the University of Manchester for a review and the issue remains unresolved to their satisfaction, the student is entitled to ask the OIA (Office of the Independent Adjudicator) to review their complaint about the outcome of the Institute's malpractice process. The student should make any such complaint to the OIA within 12 months of the date of issuing of a Completion of Procedures Letter by the University of Manchester. For further information go to: <https://www.oiahe.org.uk/students/>

3.8 Director's Powers

- 3.8.1 In the event that it proves impracticable to convene the Academic Integrity Review Tribunal or the Malpractice Appeals Board because of the unavailability of a sufficient number of individuals who are eligible to serve on such panels, the Institute's Director (or their Deputy) may appoint such other person or persons to serve on such panels as they see fit.

3.9 Monitoring and Assurance

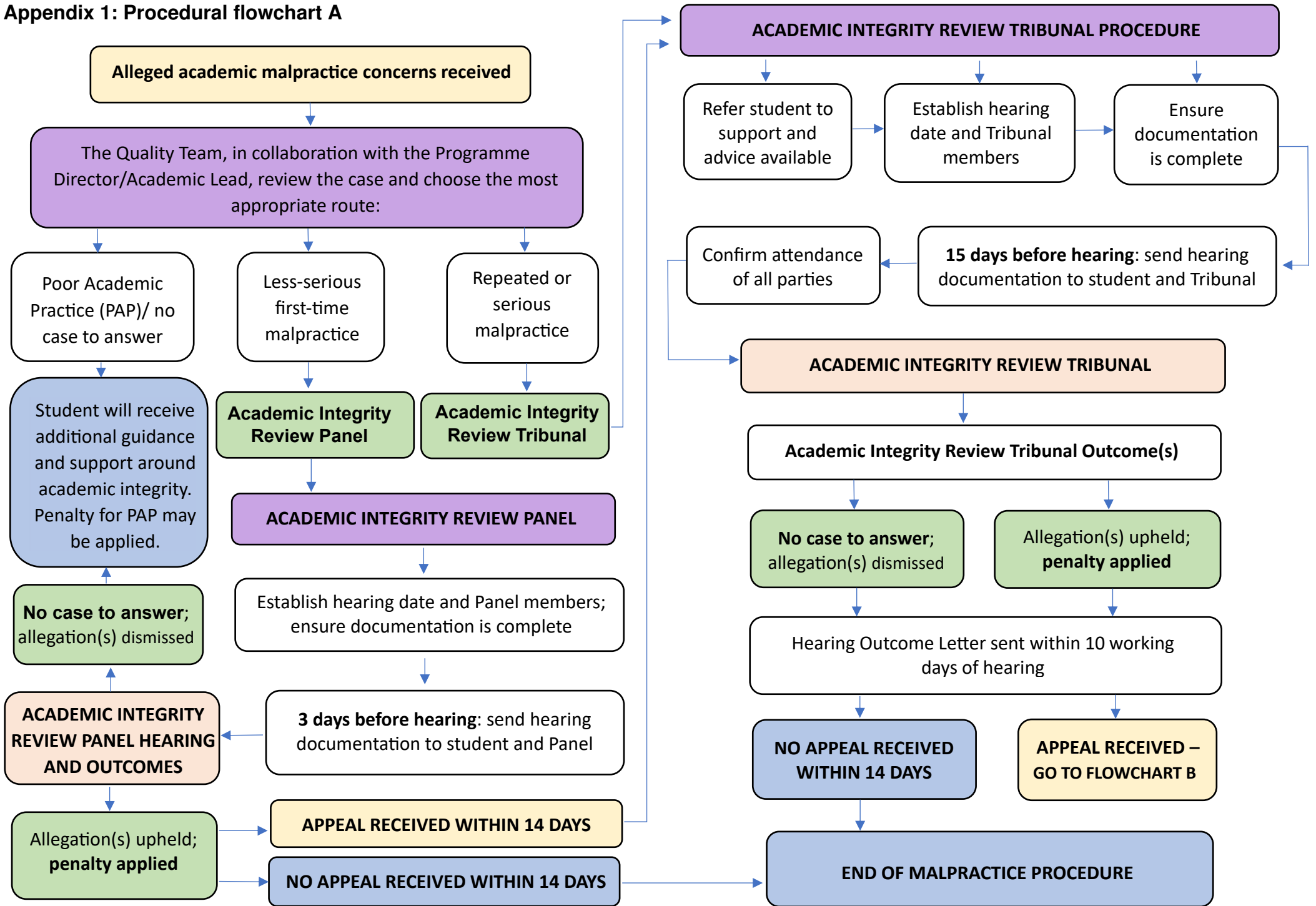
- 3.9.1 An Academic Integrity Review Tribunal or Malpractice Appeals Board may refer matters relating to individual student cases to the Academic Board. The Academic Board will also, as part of its monitoring and quality assurance duties, monitor disciplinary matters, statistical data, or related issues arising from these procedures.
- 3.9.2 With reference to this policy, the Academic Board should:
- Review urgent recommendations made by the Academic Integrity Review Tribunal or Malpractice Appeals Board expediently;
 - Monitor outcomes of cases, and any recommendations arising from Tribunals or Appeals Boards;
 - Review annually all cases, recommendations and outcomes arising from the disciplinary process and hearing proceedings, as part of its annual monitoring, review and quality assurance processes.

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- 3.9.3 Where malpractice has been established in a case, copies of the summary record and the outcome letter shall be placed on the relevant student's file and a record of the proceedings of every Academic Integrity Review Panel, Academic Integrity Review Tribunal or Malpractice Appeals Board shall be kept centrally in the Institute for record and monitoring purposes. Records shall be retained in accordance with the Institute's records management policy.

Title	Academic Integrity and Malpractice Policy and Procedure
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Supersedes	N/A
Next review date	Summer 2026
Frequency of review	Every three years
Policy owner	Quality Team

Appendix 1: Procedural flowchart A



Appendix 2: Procedural flowchart B

