



Student Academic and Professional Misconduct Policy and Procedure

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A SCOPE

- A1. This guidance relates to suspected cases of student academic and/or professional misconduct. Matters pertaining to student conduct of a non-academic nature are covered by the Student Conduct and Discipline Code.
- A2. Where there is overlap within a particular case of disciplinary and academic / professional misconduct precise arrangements shall be determined by the Deputy Vice-Chancellor following the principles set out in the respective procedures. Such arrangements will be communicated to the student(s) and staff concerned.
- A3. The procedures provide a framework for the investigation of breaches of acceptable academic and/or professional conduct to ensure that they are treated equitably, without bias and in a fair and transparent manner. It is not intended to be exhaustive and it is, in fact, impossible to provide for all conceivable instances of misconduct within such a procedure. The overall aim of the policy and procedure is to ensure that all students are treated in an equitable manner and that no advantage is provided to students who act without integrity or due diligence in their studies.
- A4. The guide is one strand of Leeds Trinity's approach to academic integrity and is one which is invoked at the end of the assessment process when educational approaches to instill integrity have failed. However, even at the point of imposing a penalty for misconduct the underlying aim is to support learning and educate the student on acceptable academic practice and to communicate what is expected of Leeds Trinity University students and graduates.

B DEFINITIONS

B1 Academic and Professional Integrity

Leeds Trinity University is characterised by its Catholic values of dignity, respect, social justice and equality. These are lived out and evidenced by striving for excellence in all that we do; being a compassionate, respectful and inclusive community that embraces diversity; acting with integrity and transparency; and encouraging dialogue and collaboration. (Strategic Plan 2014-2019). The University therefore expects its staff and students to act with personal integrity, self-discipline and respect for others in their personal, professional and academic conduct.

- B1.1 Academic integrity refers to scholarship conducted in an open, honest and responsible manner. All scholarly activity builds upon the work of others and is subject to scrutiny. Students are expected to show respect for the intellectual property of the people who have helped them to develop their own ideas by always attributing and acknowledging source material.

Leeds Trinity University students will be supported in a process of authentic learning and graduates will be able to demonstrate independent thought and analysis which enables the University to uphold the academic standards of its awards and the value of its degrees.

B1.2 Professional integrity refers to conduct which consistently adheres to the values of a particular profession and may involve acting within defined codes of ethics or conduct. It also refers to acting in accordance with socially accepted professional standards such as honesty, respect for colleagues and compliance with rules.

B2 Poor academic practice

B2.1 Poor scholarship¹

Poor scholarship is characterised by limited or inadequate technical skills or adherence to academic conventions, whether through negligence or a lack of understanding. It is a student's responsibility to ensure that they fully understand the academic conventions described in programme material, such as the appropriate referencing system and use of quotation marks, and make use of the support that is available.

Failure to properly attribute the work of others may be regarded as plagiarism and misuse of source material may be regarded as falsification.

B2.2 Re-use of material

Work submitted for assessment must be a new, original piece of work produced specifically for the assignment. Any re-purposing of a student's own material must be explicitly acknowledged as such and must show how ideas or concepts have been developed in the new work. Reproducing passages verbatim should be avoided and any self-citations should be clearly identified.

Failure to do so will be regarded as an attempt to mislead the examiner and will be struck out of the assignment and will not count towards the final mark for the assessment.

B3 Academic Misconduct

Academic misconduct encompasses all kinds of academic dishonesty, whether deliberate or unintentional, which infringes the integrity of the University's assessment procedures. Any suspected instance of misconduct will be investigated following the procedures in section C below. What follows are the most common types of academic misconduct. However, this list is not exhaustive and occurrences of other types of suspected misconduct may be investigated under these procedures.

B3.1 Plagiarism

Plagiarism is a form of cheating which involves presenting another person's ideas or expressions without acknowledging the source. Any work submitted for assessment must, unless collaborative work has been specifically permitted in the assignment guidelines, be the individual student's own work. In any event, whether the work is from an individual student or the result of a permitted collaboration, any material, from whatever source, must be clearly acknowledged. All passages quoted must be shown in quotation marks, and such quotations and any passages which are paraphrased must be properly attributed to the author(s). The University provides clear guidance on academic writing skills and ignorance on the part of the student will not be accepted as a defence in a case of plagiarism.

¹ Also see section F.2 – Guidance Notes on Case Handling

B3.2 Collusion²

Students who take part in unauthorised or illicit collaboration with others will be regarded as having colluded regardless of whether any advantage was gained or enabled for any parties involved. Collusion undermines the academic integrity of assessments that are designed to test an individual student's abilities and understanding.

Students who commission or purchase work from a third party which they then present as their own and students who make available their own work, or parts thereof, whether or not for financial gain, will also be regarded to have colluded.

Proof-reading and editing: It is a student's responsibility as author to proof-read and edit their own work and any assistance from a third party, whether a professional service or friend, family or fellow student may be regarded as collusion. Students are encouraged to seek advice on academic writing skills from tutors and the Learning Hub, although it is emphasised that this support does not extend to proof-reading.

Translation services: The use of translation services involving a third party is expressly forbidden and will be regarded as collusion. The use of translation software is permitted, although students should be aware of its limitations as it is unable to take context into consideration and meaning can be lost. English language entry requirements are designed to ensure that students are equipped with the language skills to enable them to submit work for assessment in English and additional language support is available. It is a student's responsibility to seek support through the appropriate channels should it be needed.

Note: special dispensation to the rules on collusion and use of writing services may be provided to students who are registered with a disability and who have a specific requirement agreed with the Dyslexia & Disability Support Services and identified within their learning support plan.

B3.3 Fabrication and falsification

Any student found to have made up data or other such content, or to have manipulated content or tampered with documentation will be regarded as having fabricated/falsified material. This includes the content of work submitted for assessment and any records or documentation associated with academic progress such as entry statements or qualifications, false claims for exemption or mitigation, misrepresentation of a word count or contribution to a group assessment.

In some cases fabricated/falsified material may also be deemed to be professional misconduct, for example in relation to teaching or journalism.

B3.4 Research misconduct

All research which contributes to the assessment of taught programmes must be conducted in an ethical and responsible manner. This includes requirements to secure ethical approval prior to the commencement of primary research, the conduct of the research, the relationship and dealings with participants and proper handling of data.

² Also see section F.3 – Guidance Notes on Case Handling

B3.5 Impersonation

Any student found to be assuming the identity of a third party, or where a student is impersonated by another person, in order to gain or enable access or advantage will be deemed guilty of impersonation.

B3.6 Cheating in an examination

Any breach of the examination procedure which compromises the integrity of the assessment will be regarded as academic misconduct, irrespective of whether any advantage was gained or there was any intention to do so. These principles apply equally to formal examinations and to all laboratory and class tests conducted under exam conditions. Breaches include, but are not limited to, the following:

- obtaining or seeking to obtain examination papers prior to the examination unless the paper has been provided as a 'seen' examination;
- copying from another candidate or from any unauthorised material, including by use of an electronic device;
- taking additional materials into the examination, unless prior approval has been given;
- communicating, or attempting to communicate, with other candidates or with any person(s) except the invigilators;
- any form of disruptive behaviour;
- not following the instructions given by the examination invigilator;
- the removal of any material from the examination room other than items which were brought into the room by the candidate or the question paper, where permitted.

B4 Professional Misconduct

Professional misconduct encompasses any actions on the part of a student which might render them unsuitable to undertake/continue a professionally-oriented component of their programme of study. Particular **behaviours** which give rise to an allegation of professional misconduct will be investigated under the [Procedures for the Investigation of Suspected Misconduct](#) (section C)³. Examples of professional misconduct include:

B4.1 Lack of preparation for/engagement with professional component

If a student's lack of preparation for/engagement with a professional component of their programme of study renders them unlikely to succeed on that component, or would put the reputation of the University at risk should the student undertake/continue the component, this may be deemed professional misconduct.

It is the student's responsibility to manage their placement experience and to communicate with the appropriate personnel at the University, as set out in course literature. Failure to do so poses a risk to the institution and will be deemed professional misconduct.

B4.2 Failure to comply with an approved Code of Professional Conduct

If a student fails to comply with an approved Code of Professional Conduct, in relation to a professionally oriented programme (e.g. programmes of initial teacher training), this will be deemed professional misconduct.

B4.3 General Inappropriate Behaviour

If a student's behaviour is found to be such that it renders them unlikely to succeed on a professional component in their programme, or would put the reputation of the University at risk should the student undertake/continue the component, or is putting other students at a significant disadvantage, this may be deemed professional misconduct.

³ In cases where the professional **attributes and performance** of a student are being assessed against national teachers' standards as part of the published programme assessment the responsibility for consideration lies with the Board of Examiners.

C PROCEDURES FOR THE INVESTIGATION OF SUSPECTED MISCONDUCT

C1 Investigation and consideration of suspected misconduct

All suspected infringements of academic and/or professional integrity will be investigated. In the case of work submitted for assessment the initial investigation will be by the marker. Subsequent handling of the case will be proportionate to the seriousness of the alleged offence.

- Minor instances of poor academic practice and misconduct will be identified by the marker and resolved via the marking and feedback process (see section C3).
- Moderate and serious instances of academic misconduct will be reported to the Chair of the Assessment Panel, who will conduct an investigatory interview with the student. For moderate instances of misconduct a conclusion may be drawn at the end of the interview. More serious cases will be referred to the University's Student Academic and Professional Misconduct Panel (see sections C4, C5 and C8).
- Moderate and serious instances of professional misconduct whilst on School-Based Training (Initial Teacher Training programmes) will be reported to the Associate Head of Quality for ITT, who will normally conduct an investigatory interview with the student. All cases involving professional misconduct whilst on school-based training are deemed to be serious and will be referred to the University's Student Academic and Professional Misconduct Panel (see section C6).
- Moderate and serious instances of professional misconduct relating to volunteering and professional placements (other than School-Based Training on ITT programmes) will initially be investigated by the Head of Partnerships and Placements (HPP), who will conduct an interview with the student. For moderate instances of misconduct a conclusion may be drawn at the end of the interview. More serious cases will be referred to the University's Student Academic and Professional Misconduct Panel (see section C7).
- Serious and more complex allegations of misconduct will be heard by the University's Student Academic and Professional Misconduct Panel, which is drawn from experienced, senior members of the University who are independent of the student's home department (see section C9).

This process for investigation of suspected misconduct recognises the complexities of the decisions surrounding poor academic practice and misconduct, which are ultimately a matter of academic judgement and should be reached through discussion by more than one member of academic staff in all but the most minor of cases. The following tariff has been benchmarked against sector practice and provides guidance on typical levels of consideration for a variety of cases, along with indicative penalties that it would be appropriate to invoke. All cases shall be considered on an individual basis according to its merits.

C2. Tariff of levels of misconduct and indicative penalties

Level	Category	Key Indicators / Examples	Penalty
MINOR	Poor scholarship - Level 4	<ul style="list-style-type: none"> • Student has not yet learnt the correct academic conventions 	<ul style="list-style-type: none"> • No formal penalty (work marked according to criteria) • Required to take an academic integrity tutorial
	1st offence in the following: Poor scholarship - Level 5	<ul style="list-style-type: none"> • Student is unclear on the correct academic conventions 	
	Level 4 academic misconduct	<ul style="list-style-type: none"> • Up to 30% • No critical concepts involved 	<ul style="list-style-type: none"> • No formal penalty (work marked according to criteria) • Required to take an academic integrity tutorial • Strike out the offending passages
	Re-use of a student's own material	<ul style="list-style-type: none"> • No reference to previous work • No development of ideas. • Material re-used verbatim 	<ul style="list-style-type: none"> • Strike out reproduced passages
			Indicative penalty range
MODERATE	Persistent poor scholarship at Level 5 or Level 6 - regarded as plagiarism	<ul style="list-style-type: none"> • Where clear guidance on academic conventions has been provided by the department and the student has previously been provided with direct feedback on techniques 	<ul style="list-style-type: none"> • MINIMUM penalty to be applied includes: Formal warning + academic integrity tutorial (for academic misconduct) • Required to revise and resubmit the assignment for a maximum component mark of 40 (UG) or 50 (PG) • Awarded 0 (or fail for Pass / Fail assessments) + required to revise and resubmit the assignment for a maximum module mark of 40 (UG) or 50 (PG) • Awarded 0 (or fail for Pass / Fail assessments) + required to revise and resubmit the assignment and achieve a pass in the component for a maximum module mark of 40 (UG) or 50 (PG) • Awarded 0 (or fail for Pass / Fail assessments) + required to produce a new piece of work and achieve a pass in the component for a maximum module mark of 40 (UG) or 50 (PG)
	1st offence in the following:		
	Level 4 academic misconduct	<ul style="list-style-type: none"> • More than 30% • Critical concepts plagiarised with no attempt to attribute source 	
	Level 5 plagiarism or collusion in one assignment	<ul style="list-style-type: none"> • Up to 50% • No critical concepts involved 	
	Level 6 / PG plagiarism or collusion in one assignment	<ul style="list-style-type: none"> • Up to 30% • No critical concepts involved 	
	Lack of preparation for/engagement with professional component	<ul style="list-style-type: none"> • Not following the procedures in the Placement Handbook. • Not keeping the PPO informed of arrangements • Poor attendance 	
General inappropriate behaviour in a professional setting	<ul style="list-style-type: none"> • Misuse of social media 		

C2. Tariff of levels of misconduct and indicative penalties

Level	Category	Key Indicators / Examples	Indicative penalty range
SERIOUS	Cheating in examinations	<ul style="list-style-type: none"> • student found with notes • student found with a mobile 'phone switched on 	<ul style="list-style-type: none"> • MINIMUM penalty to be applied includes: Formal warning + academic integrity tutorial (for academic misconduct) • Awarded 0 (or fail for Pass / Fail assessments) + required to revise and resubmit the assignment and achieve a pass in each component of assessment for the module for a maximum module mark of 40 (UG) or 50 (PG) • Awarded 0 (or fail for Pass / Fail assessments) + required to produce a new piece of work and achieve a pass in the component for a maximum module mark of 40 (UG) or 50 (PG) • Awarded 0 (or fail for Pass / Fail assessments) + required to produce a new piece of work and achieve a pass in each component of assessment for the module for a maximum module mark of 40 (UG) or 50 (PG) • Awarded 0 (or fail for Pass / Fail assessments) + required to either revise and resubmit or produce a new piece of work, and to achieve a pass in each component of assessment for the module before being permitted to proceed to the next level or to receive an award. Awarded 0 for the module following re-assessment for award classification purposes • Awarded 0 (or fail for Pass / Fail assessments) + required to repeat the year • Limit imposed on final award classification • Required to withdraw from the University with no opportunity for re-assessment. It will be at the discretion of the APM Panel whether any eligible interim award or credit is awarded
	All repeat offences (see note 4)		
	Persistent poor scholarship at Level 6 - regarded as plagiarism	<ul style="list-style-type: none"> • Where clear guidance on academic conventions has been provided by the department and the student has previously been provided with direct feedback on techniques 	
	Level 5 plagiarism or collusion	<ul style="list-style-type: none"> • More than 50% in one assignment • More than one assignment involved • Contract cheating 	
	Level 6 / PG plagiarism or collusion	<ul style="list-style-type: none"> • More than 30% in one assignment • More than one assignment involved 	
	Level 5, 6 & PG falsification / fabrication	<ul style="list-style-type: none"> • Fabricated research data, such as survey results • False declaration of a contribution to a group assessment • False claim of extenuating circumstances 	
	Impersonation	<ul style="list-style-type: none"> • A third party sitting an examination or entry test for a student / applicant 	
	Research misconduct	<ul style="list-style-type: none"> • Unethical conduct in data collection presenting risk to participants or the University 	
	Failure to comply with a formal code of professional conduct	<ul style="list-style-type: none"> • Not responding to the advice of employers or tutors on expected behaviours set out in the relevant code of conduct 	
General inappropriate behaviour in a professional setting	<ul style="list-style-type: none"> • Misuse of social media • Not upholding Leeds Trinity values of dignity, mutual respect and tolerance in the workplace 		

Notes: 1. This table acts as a guide and each case must be considered on its merits. There will be occasions when particular factors mean that a case falls within either a higher or lower category than indicated in this guide to provide greater consideration and ensure that a fair outcome can be reached. The level of consideration and finding of academic misconduct is ultimately a matter of academic judgement.

2. The University's Academic and Professional Misconduct Panel has the authority to impose any other penalty deemed to be appropriate to the individual circumstances of the case.

3. The total number of re-sit opportunities permitted will be in accordance with the relevant Taught Course Academic Regulations. Students who have exhausted all permitted attempts will be required to present for re-assessment as a penalty for misconduct in order to be eligible for any interim award that they would otherwise be eligible for by virtue of credit accumulation and will not receive credit for the module in which misconduct has been found.

4. Where misconduct is investigated in multiple assignments that were submitted at the same time this will be considered to be a single occurrence.

C3 Procedure for the investigation of poor academic practice and suspected minor instances of academic misconduct

The following procedure applies to poor academic practice and suspected minor instances of academic misconduct where errors of presentation or methodology are likely to be due to inexperience and lack of understanding of the required academic conventions for students in the early stages of their academic career. Instances of this nature are identified and resolved by the marker via the marking and feedback process.

C3.1 Where a marker discovers **re-use of a student's own work** verbatim without any reference to the previous body of work and they judge that this would result in the double-counting of material for credit without proper intellectual development of work, they will strike out the reproduced passages and mark the remainder of the work. Direct advice on the reasons for the mark awarded and on proper academic conventions will be given in the written assessment feedback. The incident should be recorded on the student record system by the Programme and Assessment Team to inform progress tutorials and so that any future incident can be identified at the appropriate level of seriousness.

C3.2 Where a marker identifies **poor scholarship** they will mark the work according to local marking criteria and the University's generic descriptors for marking criteria. Direct advice on the reasons for the mark awarded and on proper academic conventions will be clearly indicated in the written assessment feedback to the student. Instances of poor scholarship should be recorded on the student record system by the Programme and Assessment Team to inform progress tutorials and so that persistent cases of poor scholarship can be identified.

C3.3 Where a marker identifies the occurrence of a **minor instance of plagiarism**, using the tariff as a guide, they will strike out the offending passages and mark the remainder of the work. Direct advice regarding referencing and the required academic conventions will be given in the written assessment feedback and the student will be required to undertake an academic integrity tutorial before submitting further work for assessment. The incident should be recorded on the student record system by the Programme and Assessment Team to inform progress tutorials and so that any future incidents can be identified at the appropriate level of seriousness.

C3.4 In all of the above cases the marker may request that the assignment is double marked where they have some uncertainty or concerns.

C4 Procedure for the investigation of suspected moderate and serious instances of academic misconduct in relation to work submitted for assessment

The following procedure applies to the investigation of all suspected moderate and serious instances of academic misconduct and is conducted by the marker and the Chair of the relevant Assessment Panel. Where, following investigation, the work is judged to contain moderate levels of academic malpractice a conclusion may be drawn at the end of the interview with the student. More serious cases will be referred to the University's Student Academic and Professional Misconduct Panel.

C4.1 Where a marker suspects academic misconduct to have occurred in an assignment, other than the instances referred to in section C3, they will set out the case in writing on the academic and professional misconduct (APM) report

form, assemble the evidence and formally refer it to the relevant Chair of the Panel of Examiners. The evidence may include, but should not rest solely on, a Turnitin® Originality Report as the report simply identifies matched text and is not necessarily an indication that the material has been used improperly. The student submission and all source material should be highlighted and indexed so that the sections of the work in question and corresponding sources are visibly clear to someone who is unfamiliar with the material.

- C4.2 Upon receipt of a referral the Chair of the Assessment Panel, in consultation with the marker as necessary, will satisfy him/herself that there is a clear and convincing case to answer by examining the evidence provided by the marker. Using the tariff as a guide, they will determine whether the case is one of poor scholarship or whether the case requires further investigation as an occurrence of academic misconduct. Advice on previous case law and further guidance on the nature of a case is available from the Head of Academic Quality, or nominee, and the Chair of the Student Academic and Professional Misconduct Panel (APM Panel).
- C4.3 If it is determined that the writing practice amounts to poor scholarship the work will be returned to the marker with instructions to mark the work accordingly and follow the process in section C3.2.
- C4.4 If there is a case to answer the student will be provided with assessment feedback. The Chair of the Assessment Panel will invite the student to an investigatory interview and will provide the student with the details of the allegation and the supporting information in advance of the meeting. If the invitation is sent via email details of the meeting arrangements should be confirmed by letter to the student's contact address. It is a student's responsibility to ensure that their contact details remain up-to-date via e:vision. The marker or other member of academic staff familiar with the requirements of the assessment will attend the meeting and the student may be accompanied by a companion if they choose. If the Chair is also the marker then another member of academic staff from the programme team will be asked to attend.
- C4.5 Students will be expected to make themselves available for an investigatory interview provided that 7 days' notice of the meeting date has been provided. Wherever possible meetings will be held during term-time. However, if the meeting cannot be arranged in term-time a suitable date should be arranged in consultation with the student.⁴ Students are expected to make all reasonable efforts to attend such meetings and the re-arrangement of meetings will normally be limited to one occasion. Should the student not attend the meeting or fail to respond to the correspondence about the meeting arrangements then, provided the aforementioned criteria have been met, the Chair of the Assessment Panel may make a judgement on the work in the student's absence. In exceptional circumstances, subject to specific approval by the Head of Academic Quality, the meeting may be conducted via Skype, teleconferencing or by correspondence (paper or electronic). However, it is in the best interest of the student to attend in person and they should be encouraged to do so.

⁴ Where a decision on the case cannot be reached within the current academic year student registration in the new academic year would remain as provisional and students should be alerted to this and any consequences in terms of progression to the next level, if appropriate.

- C4.6 At the meeting the Chair of the Assessment Panel and marker will:
- (i) show the work and sources to the student and explain how the identified passages appear to be in breach of acceptable conduct;
 - (ii) ask the student for an account of how the work was produced;
 - (iii) attempt to gain an understanding that the student is aware of the dangers of working in this way and how similar allegations might be avoided in the future;
 - (iv) ascertain from the student whether there were any mitigating circumstances⁵;
 - (v) make notes of the meeting, to inform completion of the APM report form and which may be required for any subsequent appeal.
- C4.7 If the case is not found or is classified as a minor offence, as defined in the tariff, the Chair of the Assessment Panel will inform the student that the work will be marked and that, in the case of a minor offence, relevant portions of the work will be disregarded by the marker, and consequently the final mark will reflect poor academic practice. Direct advice regarding referencing and the required academic conventions will be given in the written assignment feedback and the student will be required to undertake an academic integrity tutorial before submitting further work for assessment. The incident should be recorded on the student record system by the marker to inform progress tutorials and so that any future incidents can be identified at the appropriate level of seriousness.
- C4.8 If a case of moderate academic misconduct has been substantiated the Chair of the Assessment Panel and marker will determine the penalty which shall be one of the penalties listed in the tariff on page 9. The Chair of the Assessment Panel will report the case on the APM report form, normally within 7 days of the meeting, and will provide a copy of the report to the student.
- C4.9 In the case of moderate academic misconduct being substantiated the Chair of the Assessment Panel and marker will:
- (i) explain to the student that they are being given a formal warning, which will be confirmed in writing via the APM report form, and that any further allegations will be regarded as a serious offence, for which the consequences will be much more severe and may result in expulsion from the University;
 - (ii) explain the penalty to the student, i.e. either that the relevant portions of the work will be disregarded by the marker and will not be marked, and consequently the mark will reflect poor academic practice, or the re-assessment requirements and associated assessment regulations;
 - (iii) ask the student to confirm that they understand how they have breached the requisite academic conventions and that they will take all necessary steps to ensure that they do not do so again;
 - (iv) inform the student that they will be required to undertake an academic integrity tutorial and remind them of the support that is available to them.
 - (v) advise the student of their right of appeal.

⁵ If mitigating circumstances are taken into account when deciding upon an appropriate penalty then they must be supported by independent evidence.

C4.10 If, at the end of the interview, the Chair of the Assessment Panel and marker decide that the case is of a serious or complex nature they shall refer the case to the University's Student Academic and Professional Misconduct Panel using the APM report form. The case will then be considered under the procedure set out in section C9.

C4.11 If the student has admitted to an offence of academic misconduct, and has accepted that a penalty will be invoked, they will be asked whether they would prefer to either accept a penalty determined by the Chair of the APM Panel without need for a full hearing so that the case is not unduly prolonged on procedural grounds alone, or to present their case to the APM Panel. Whether this option is provided will be at the discretion of the Chair of the APM Panel, based on the merits of each case (see section C9.3).

C5 Procedure for the investigation of other forms of suspected moderate and serious instances of academic misconduct

The following procedure applies to the investigation of suspected moderate and serious instances of academic misconduct that take place outside of the assessment process and are not covered by the procedure in section C4.

C5.1 Where a tutor discovers academic misconduct outside of the marking process, such as an attempt to obtain examination papers prior to the examination or the fabrication/falsification of official documentation, they will report it to the Chair of the Assessment Panel. The Chair of the Assessment Panel will prepare a case and refer it to the University's Student Academic and Professional Misconduct Panel. An investigatory interview may be held as part of the collation of appropriate evidence, following the principles set out in sections C4.4 – C4.6. The case will be considered under the procedure set out in section C9.

C6 Procedure for the investigation of suspected instances of professional misconduct in relation to School-Based Training (ITT programme)

The following procedure applies to the investigation of all instances of suspected professional misconduct and is conducted by the Associate Director of Quality for ITT. All instances of professional misconduct whilst on school-based training are deemed to be serious and shall be referred to the University's Student Academic and Professional Misconduct Panel.

C6.1 Where a member of staff suspects professional misconduct to have occurred during School-Based Training on an ITT programme, they will report it to the Associate Director of Quality for ITT. Professional misconduct in schools may be identified and reported by staff in the placement school, via the Link Tutor.

C6.2 The Associate Director of Quality for ITT will assemble a case and refer it to the University's Student Academic and Professional Misconduct Panel. An investigatory interview will normally be held during preparation of the case, following the principles set out in sections C4.4 – C4.6. The case will be considered under the procedure set out in section C9.

C6.3 Notwithstanding academic or professional performance on other elements of the School-Based Training final results should be held in abeyance until the case has been investigated by the Student Academic and Professional Misconduct Panel, normally by way of recording a late mark to the Progression and Award Board. A

decision on the results for the relevant stage of study will be communicated to the student upon conclusion of the investigation.

C7 Procedure for the investigation of suspected instances of professional misconduct in relation to volunteering and professional placements (other than School-Based Training on ITT programmes)

The following procedure applies to the investigation of instances of suspected professional misconduct whilst volunteering or on placement and is conducted by the Head of Partnerships and Placements (HPP), or Head of Careers (hereafter included in all references to the HPP). Where, following investigation, it is judged that a moderate instance of professional malpractice has occurred a conclusion may be drawn at the end of the interview with the student. More serious cases will be referred to the University's Student Academic and Professional Misconduct Panel.

C7.1 Where a lack of preparation for / engagement with the professional placement or general inappropriate behaviour whilst on placement, or whilst volunteering, is discovered an initial investigation will be undertaken by the Head of Partnerships and Placements (HPP). Cases may be identified by the Partnerships and Placements Office (PPO), an employer or by a member of staff who has become aware of the case via other channels.

C7.2 The HPP will invite the student to an investigatory interview to discuss the alleged misconduct and will provide the student with the details of the allegation and any supporting information in advance of the meeting. If the invitation is sent via email details of the meeting arrangements should be confirmed by letter to the student's contact address. The student should be advised that they may be accompanied by a companion if they choose.

C7.3 Students will be expected to make themselves available for an investigatory interview provided that 7 days' notice of the meeting date has been provided. Wherever possible meetings will be held during term-time. However, if the meeting cannot be arranged in term-time a suitable date should be arranged in consultation with the student.⁶ Should the student not attend the meeting or fail to respond to the correspondence about the meeting arrangements then, provided the aforementioned criteria have been met, the HPP may make a judgement on the case in the student's absence. In exceptional circumstances, subject to specific approval by the Head of Academic Quality, the meeting may be conducted via Skype, teleconferencing or by correspondence (paper or electronic). However, it is in the best interest of the student to attend in person and they should be encouraged to do so.

C7.4 If the case is not found then no further action will be taken. If it is found that the student had not followed the correct procedure, as set out in the relevant Placement Handbook, but has since redeemed the situation with the PPO or the employer, as appropriate, the HPP will not refer the case for consideration by the Student Academic and Professional Misconduct Panel on procedural grounds alone.

⁶ Where a decision on the case cannot be reached within the current academic year student registration in the new academic year would remain as provisional and students should be alerted to this and any consequences in terms of progression to the next level, if appropriate.

C7.5 In recognition that not following correct procedure presents a risk to the institution the HPP may issue a formal warning to the student if a case of moderate professional misconduct has been substantiated, using the tariff as a guide. The HPP will:

- (i) explain to the student that they are being given a formal warning, which will be confirmed in writing on the Professional Misconduct (placement) report form, and that any further allegations will be regarded as a serious offence, for which the consequences will be much more severe;
- (ii) ask the student to confirm that they understand how they have breached the procedures and that they will take all necessary steps to ensure that they do not do so again;
- (iii) advise the student of their right of appeal;
- (iv) report the incident on the Professional Misconduct (placement) report form, normally within 7 days of the meeting, and will provide a copy of the report to the student, the relevant Chair of the Assessment Panel and placement module co-ordinator.

C7.6 If, at the end of the interview, the HPP decides that the case is of a serious or complex nature they shall refer the case to the University's Student Academic and Professional Misconduct Panel. The case shall include a record of contact made with the student, a report from the employer, as appropriate, and any additional information from the academic department. The HPP will contact the placement module co-ordinator to assemble the departmental information - it is the responsibility of the placement module co-ordinator to liaise with colleagues (e.g. the placement tutor, the student's personal tutor and Chair of the Assessment Panel) to collate any information held. The case will then be considered under the procedure set out in section C9.

C7.7 Notwithstanding academic or professional performance on other elements of the volunteering or placement module final results should be held in abeyance until the case has been investigated by the Student Academic and Professional Misconduct Panel, normally by way of recording a late mark to the Progression and Award Board . A decision on the results for the relevant stage of study will be communicated to the student upon conclusion of the investigation.

C8 Procedure for the investigation of suspected cheating in an examination

The following procedure applies to conduct within the examination room and relates to formal examinations and to all laboratory and class tests conducted under exam conditions. Other offences in breach of the examination procedure, such as an attempt to obtain examination papers prior to the examination, will be considered under the procedures shown in section C5.

C8.1 Where an invigilator of an examination suspects that a candidate is in breach of the examination procedure or is employing unfair practices in order to gain an advantage they will make a note on the candidate's answer book at the point at which the suspected cheating occurred and confiscate any unauthorised materials / devices. If the suspected incident involves more than one candidate notes will be made on both answer books.

C8.2 The candidate(s) will be informed that the matter will be reported to the Head of Student Administration and will be allowed to continue with

the examination unless the offence is one of disruptive behaviour which places other candidates at a disadvantage or is one of impersonation.

C8.3 Following consultation with the Head of Student Administration, or nominee, the invigilator / Student Administration staff may take any other reasonable steps necessary in order to secure evidence for the case, for example photographic evidence.

C8.4 At the end of the examination the invigilator will write a report of the incident and submit it to Student Administration along with the answer book and any materials / devices confiscated from the candidate(s), which may need to be retained until after the investigation has been completed.

C8.5 The Head of Student Administration will write to the student and explain what will happen next. They will also alert the relevant Chair of the Assessment Panel and Head of Academic Quality to the incident.

C8.6 The Chair of the Assessment Panel shall take any further steps necessary to assemble the case and refer it to the University's Student Academic and Professional Misconduct Panel. The case will be considered under the procedure set out in section C9 below.

C9 Procedure for cases to be heard by the University's Student Academic and Professional Misconduct Panel

The following procedure applies to serious instances of academic and/or professional misconduct that have been investigated at local-level under the procedures described in sections C4 – C8 and referred to the University's Student Academic and Professional Misconduct Panel.

C9.1 Cases of academic and/or professional misconduct to be considered by the University's Student Academic and Professional Misconduct Panel (APM Panel) shall be submitted to the Head of Academic Quality, or nominee, who will, in consultation with the Chair of the APM Panel determine whether to convene a meeting of the Panel. Cases shall normally be submitted on the APM or PPO report form along with supporting evidence and will indicate the outcome of local-level consideration of the case to date.

C9.2 The Chair of the AMP Panel will satisfy themselves that there is a clear and convincing case to answer and reserves the right to refer the case back to the relevant Chair of the Assessment Panel to obtain further information or may commission an independent investigation of the circumstances as necessary.

C9.3 If the student has admitted to an offence of academic misconduct they may be offered the option of accepting a penalty determined by the Chair of the APM Panel without need for a full hearing, thus avoiding undue prolongation or escalation on procedural grounds alone. The decision on whether to offer an accelerated option will be at the discretion of the Chair of the APM Panel, based on the merits of each case. The proposed penalty will be decided on the material facts of the case and will be grounded in institutional case law. Should the student choose not accept the penalty, or not respond to the correspondence by the given deadline then a meeting of the Student Academic and Professional Misconduct Panel will be convened.

C9.4 If it is determined that a meeting of the APM Panel is to be convened it will have the following membership, in accordance with the Terms of Reference of the Committees of the Academic Board:

- one Head of School, nominated by the Deputy Vice-Chancellor, from a subject area independent of the case to be heard (Chair);
- one senior member of lecturing staff from a subject area independent of the case to be heard;
- the Head of Academic Quality or nominee;
- Leeds Trinity Students' Union (LTSU) President or nominee will be invited to sit in attendance.

C9.5 Other persons permitted to be present at the meeting are:

- the student;
- if the student chooses they may be accompanied by an officer of Leeds Trinity Students' Union, acting as a companion;
- the departmental representative to present the case, normally the marker or Chair of the Assessment Panel ;
- a member of the Academic Quality Office (Secretary);
- any other relevant third party as determined by the Chair of the APM Panel. The student will be notified of any such party who has been invited to attend.

C9.6 On behalf of the Student Academic and Professional Misconduct Panel, the Academic Quality Office shall:

- (i) arrange the time and venue for the meeting in consultation with the panel members and the nominated departmental representative. If the meeting cannot be arranged in term-time a suitable date shall be arranged in consultation with the student⁷. Students are expected to make all reasonable efforts to attend such meetings and the re-arrangement of meetings will normally be limited to one occasion. In exceptional cases the Head of Academic Quality may determine that the meeting be conducted via teleconferencing, videoconferencing or written correspondence (paper or electronic). However, the student will be encouraged to attend in person and will be advised that it is in their best interest to do so;
- (ii) write to the student requiring them to attend the meeting and provide them with details of the allegation and the information to be considered by the APM Panel. It is the student's responsibility to make any necessary arrangements with the Students' Union;
- (iii) take a record of the meeting.

C9.7 At the hearing the APM Panel will hold a private, preliminary meeting and then the hearing will be an open meeting with the student (and companion where applicable) and departmental representative present throughout the inquiry section of the meeting, unless there has been prior agreement by the Head of Academic Quality to operate otherwise. The student (and companion where applicable) and departmental representative will withdraw and the Panel will draw its conclusions in private. The student will normally be invited to hear the Panel's decision at the end of the hearing.

⁷ Where the decision a APM Panel has not been resolved within the current academic year student registration in the new academic year would remain as provisional.

C9.8 Should the student not attend the meeting or fail to respond to the correspondence about the meeting arrangements then, provided that the criteria in C9.6 above has been met, the APM Panel may hear the case in the student's absence.

C9.9 During consideration of the case at the meeting:

- (i) the APM Panel will discuss all relevant documentation submitted as evidence to the Panel in a closed preliminary meeting to establish its lines of enquiry;
- (ii) the student (and their companion where applicable) and the departmental representative will join the Panel and the Chair of the APM Panel will provide an outline of the proceedings;
- (iii) the Chair will invite the departmental representative to introduce the case and Panel members will ask questions to obtain a clear understanding of the allegation;
- (iv) the Chair will invite the student to explain their working methods and/or actions and Panel members will ask questions to obtain a clear understanding of the circumstances;
- (v) where a third party has been invited to provide advice to the Panel the Chair will invite comment at appropriate junctures;
- (vi) the student and departmental representative will each be given the opportunity to ask questions via the Chair at appropriate points in the proceedings;
- (vii) the departmental representative and student will be invited to make a concluding statement in turn;
- (viii) the student (and companion where applicable) and departmental representative will withdraw while the Panel draws its conclusions;
- (ix) the student (and companion where applicable) will normally be invited to return to the meeting to receive the Panel's decision.
- (x) the departmental representative and Chair of the Assessment Panel (if different) will normally be informed of the Panel's decision by the Secretary as soon as practicable after the meeting.

C9.10 The APM Panel may take any other steps as may be considered necessary in order to give the case due consideration.

C9.11 If the case is not upheld or is classified as a minor offence of academic misconduct the Chair will inform the student at the end of the meeting that the work will be marked and that, in the case of a minor offence, relevant portions of the work will be disregarded by the marker, and consequently the final mark will reflect poor academic practice.

C9.12 If the APM Panel decides that a case of moderate or serious academic and/or professional misconduct has been substantiated it shall consider the student's record, including profile of marks and previously substantiated allegations of academic and/or professional misconduct when determining a penalty. The penalty will normally be one of the penalties listed in the tariff on pages 9 and 10, although the APM Panel has the authority to impose any other penalty that it deems appropriate to the individual circumstances of the case.

C9.13 If the penalty consists of a formal warning alone the Chair will:

- (i) explain to the student that they are being given a formal warning, which will be confirmed in writing, and that any further allegations will be regarded as a serious offence, for which the consequences will be much more severe;
- (ii) in the case of academic misconduct of work submitted for assessment, explain to the student that the relevant portions of the work will be disregarded by the marker and will not be marked, and consequently the mark will reflect poor academic practice;
- (iii) ask the student to confirm that they understand how they have breached the requisite academic and/or professional conventions and that they will take all necessary steps to ensure that they do not do so again;
- (iv) inform the student that they will be required to undertake an academic integrity tutorial, where appropriate, and remind them of the support that is available to them.

C9.14 In the case of any other penalty being imposed the Chair will:

- (i) explain the penalty, its consequences and the seriousness of the outcome to the student;
- (ii) ask the student to confirm that they understand how they have breached acceptable academic and/or professional conduct and that they will take all necessary steps to ensure that they do not do so again;
- (iii) advise the student of their right of appeal

C9.15 The formal record of the meeting will be checked and signed by the Chair of the APM Panel and will accompany the outcome letter to the student, normally within two weeks of the date of the meeting. Copies of the records will be held in the Academic Quality Office and the outcome of the hearing will be stored on a centrally-held database to facilitate consistency in the application of penalties in future cases.

D APPEALS PROCEDURE

D1 A student who is found guilty of academic or professional misconduct may appeal against the decision of the Head of Partnerships and Placements, Chair of the Assessment Panel or the Student Academic and Professional Misconduct Panel only on the following grounds:

- (i) new evidence of special circumstances which the student could not have made known previously;
- (ii) a material procedural irregularity in the conduct of the case.

D2 An appeal will only be considered if it is submitted in writing to the Deputy Vice-Chancellor within **7 calendar days** of the date of the notification to the student of the outcome of the investigation. Any appeal must state the grounds for the appeal and must be supported by appropriate evidence.

D3 On receipt of an appeal the Deputy Vice-Chancellor shall determine whether there are grounds for an appeal to proceed. Once the Deputy Vice-Chancellor is satisfied that an appeal should be investigated they will commission an independent investigation by a Head of School or other senior member of staff not directly

associated with either the programme of study for which the student concerned is registered or the student's case to date.

- D4 The Deputy Vice-Chancellor will consider the report from the investigating officer and make a decision as to whether the appeal should be upheld or dismissed.
- D5 The Deputy Vice-Chancellor will communicate the outcome of the appeal to the student, the Head of Partnerships and Placements (if appropriate), the Chair of the Assessment Panel and the Chair of the Student Academic and Professional Misconduct Panel (if appropriate), as soon as possible after the investigation has been completed.
- D6 The decision of the Deputy Vice-Chancellor shall be final and a "Completion of Procedures" letter will be issued with the outcome of the appeal.
- D7 If, on exhaustion of the University's internal procedures detailed above, a student wishes to seek an independent external review, then they should apply to the Office of the Independent Adjudicator (OIA) within 12 months of the date of the "Completion of Procedures" letter. The "Completion of Procedures" letter will contain information on the services provided by the OIA and on how to submit an application.

E MONITORING AND ENHANCEMENT

- E1 During the investigation of cases the Chair of the Assessment Panel or University's Student Academic and Professional Misconduct Panel may identify actions that would contribute to the enhancement of the overall student experience. Actions identified by the APM Panel will be reported to the Chair of the Assessment Panel whose responsibility it is to take them forward. The APM Panel may, at its discretion, report to the Head of School and ask for a response on the matter to be submitted to the Head of Academic Quality .
- E2 The outcomes of individual cases are reported to the relevant Assessment Panel for review purposes.
- E3 The outcomes of individual cases are reported to the Progression and Award Board so that the results can be included in its decisions on progression and award.
- E4 The Learning and Teaching Committee receives an annual report of cases, including data on student characteristics for the purposes of assessing the impact on the protected characteristics described in the Equality Act. The Committee provides oversight of the operation of the Student Academic and Professional Misconduct Panel and has responsibility for the policy and procedure.

F GUIDANCE NOTES ON CASE HANDLING

F1 Underlying principles for the investigation of misconduct

F1.1 The University has a duty to act fairly when investigating misconduct. Four basic principles should be adhered to:

- the right of reply – the student should be given the opportunity to put their case forward and be heard. The corollary to this is that the student should be given as much detail as possible about the conduct of an investigatory interview, particularly if it involves a *viva voce* inquiry (see F4 below), or Student Academic and Professional Misconduct Panel meeting in advance and be allowed sufficient time to prepare for the meeting;
- investigations should operate without bias and be transparent – the investigatory interview must be overseen by an independent member of staff, normally the Chair of the Assessment Panel. Investigations that may have more serious consequences will be referred to the University's Student Academic and Professional Misconduct Panel where all Panel members are independent of the relevant subject area;
- decisions must be based on evidence – the outcome of an investigation should be based on a balanced and considered assessment of the information and evidence presented and should not be speculative (see also F1.2 below).
- a test of reasonableness in decision making – outcomes should be proportionate to any offence that is found and should be drawn from a reasonable range of options to ensure equity of treatment and consistency.

F1.2 Due to the complex nature of scholarship and academic writing decisions will inevitably involve an element of academic judgement. Outcomes will be decided on the balance of probabilities, i.e. that the proposition is more likely to be true than not true.

F1.3 The finding of whether misconduct has occurred is separate from the application of a penalty. Whilst the former should be based on the facts contained in all the evidence under consideration, and may be an academic judgement, the application of a penalty is a matter of procedural fairness where extraneous factors can be taken into consideration in order to reach a fair outcome.

F2 Poor scholarship

F2.1 Poor scholarship can take many forms, although it is commonly associated with errors in presentation and the referencing of source material. For example, poor scholarship can be said to have occurred when there appears to have been some attempt to attribute material to a source but inadequate referencing or technical skills results in the reader being misled as to the origins of the idea or words used. A typical case may involve where different authors have been drawn from and it appears that the sources have been paraphrased to support the student's own argument, when in fact it is a collection of sentences copied verbatim that are not enclosed in quotation marks. Academic conventions differ according to the subject discipline and it is a matter of academic judgement whether such an instance of bad practice is a result of a student's lack of understanding and constitutes poor scholarship or whether it is a

misappropriation of content that constitutes academic misconduct. The most serious referencing deficiencies may be regarded as plagiarism, based on the facts contained in the work, even though the student may not have set out to deliberately deceive the reader.

F2.2 Instances considered to be poor scholarship are addressed more judiciously at the point of marking, taking into consideration the nature and level of the assignment and the information provided in the assessment brief. According to the University's generic descriptors for marking criteria inadequate referencing or technical skills results in failure of a criterion of assessment and limited adherence to academic conventions is indicative of third class work. Errors of presentation may be looked upon more leniently early in a student's academic career, although by Level 6 / postgraduate level the University would expect a student to be able to reference all sources accurately in a way that does not mislead the reader on the origins of an idea or particular groups of words. A student who has failed to apply the academic conventions defined for the programme should not be in a position to be eligible to graduate with a degree of Leeds Trinity University.

F2.3 Where lower marks have been awarded to a piece of work due to poor scholarship the reasons should be clearly indicated in the written assessment feedback to the student. Persistent poor scholarship should be monitored and regarded as plagiarism.

F3 Collusion and collaborative learning

F3.1 Working in collaboration with others is recognised as a valuable part of learning and it is expected that students will explore and discuss ideas in their peer groups. However, unless collaborative work has been specifically permitted in the assignment brief the assignment must be the individual student's own work. Where the assessment contains group work students should be able to clearly identify their individual contribution and the process by which it was achieved. For example, where group research data is to be used to inform an individual report each student should keep independent notes of their participation in the group activities.

F3.2 Drafts of work and preparatory notes may be requested by an investigating panel and it is a student's responsibility to be able to demonstrate their engagement with the assessment process.

F3.3 The University reserves the right to share information about a student's work with other institutions / bodies in order to investigate cases of collusion.

F4 Use of *viva voce* inquiries in the investigation of cases

F4.1 If the Chair of the Assessment Panel is unable to satisfy themselves that there is a clear and convincing case to answer, for example where an allegation relates to suspected contract cheating (defined as collusion in section B3.2), then a *viva voce* inquiry may be incorporated into the investigatory interview process set out in section C4. The student shall be provided with details of the allegation and be advised that the purpose of the meeting is to confirm their understanding of their work in order to demonstrate that it has been authentically produced. In the letter, and email if appropriate, advising the student of the interview they should be advised that failure to attend the meeting without good cause will mean that

the marker is unable to award an academic mark for the work and that a mark of zero (0AB) will be returned for the piece of work. The student should be asked to prepare appropriately and bring any material that they will need. At the meeting the student may be asked to write a short paragraph on the work or a particular aspect of it.

F4.2 At the conclusion of the *viva voce* the investigatory interview will proceed, following the principles described in section C4. A separate report of the *viva voce* inquiry shall be appended to the APM report form.

F5 Student records, transfer of programmes and providing references

F5.1 Instances of poor scholarship and academic and professional misconduct are recorded on the student's record to inform progress tutorials and so that persistent instances can be identified at the appropriate level of seriousness. A central database of penalties is also maintained by the Academic Quality Office and this is made available to the University-level panel as case law to ensure consistency of application of penalties. Chairs of Assessment Panels may obtain advice on case law from the AQO. The data collected informs an annual report to the Learning and Teaching Committee in order to provide institutional oversight of the policy and procedure.

F5.2 Where a student requests to transfer to a different programme of study the Head of School should consider any recorded instances of misconduct which need to be taken into account so that the student may be advised accordingly on the implications for study on the new programme. Advice on individual cases may be obtained from the Head of Academic Quality.

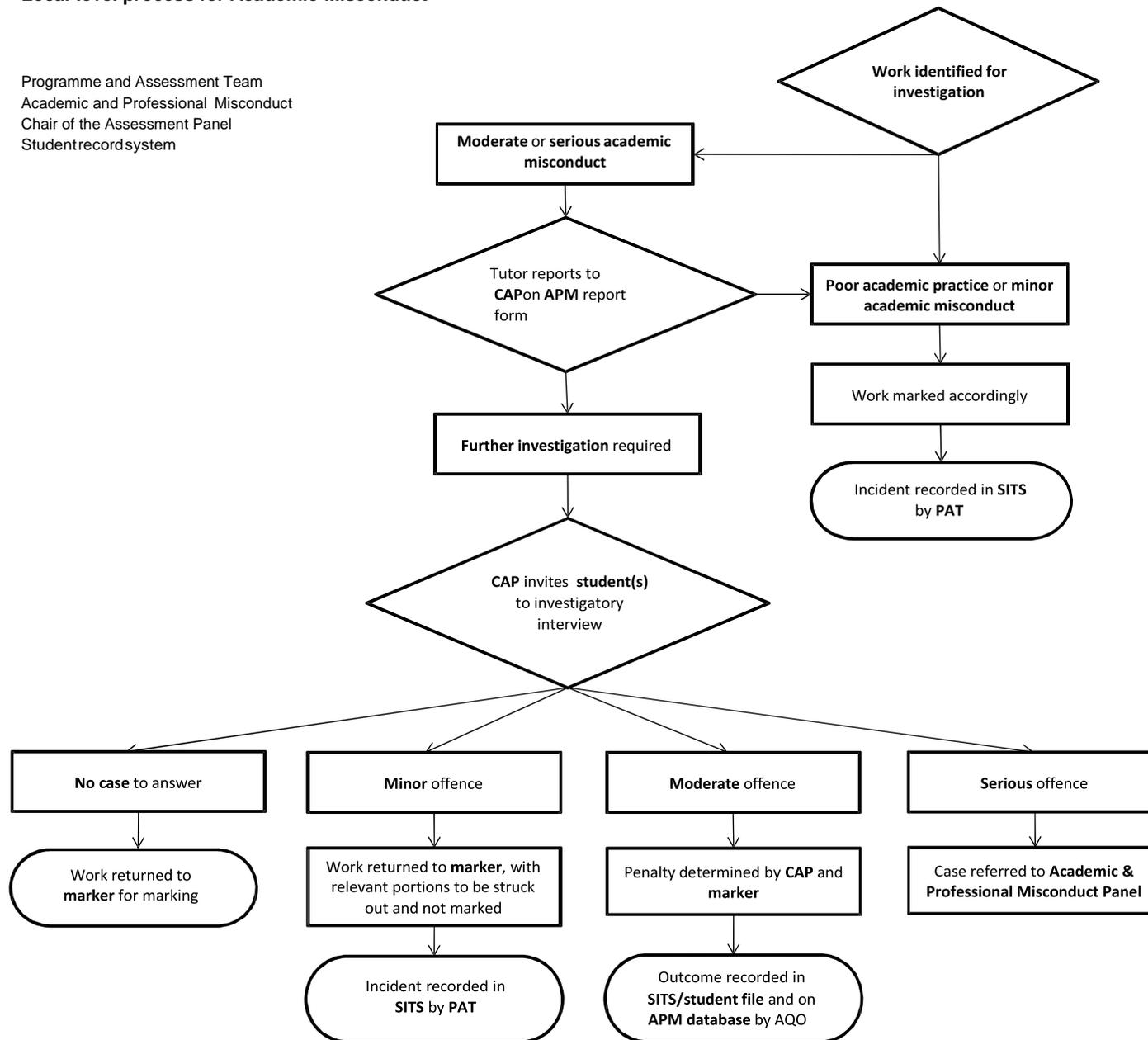
F5.3 In providing a reference on behalf of Leeds Trinity University, a referee has a duty of care to the subject of the reference, to the recipient of the reference, and to the University. References should be produced according to the University's prescribed format. Matters relating to student conduct should be regarded as an internal matter and should not normally be included in a reference to a potential employer unless the matter was directly relevant to the duty of care owed to the recipient of the reference. However, before including any such information advice should be obtained from the Chief Operating Officer or Deputy Vice-Chancellor on a case-by-case basis.

G FLOW CHARTS FOR LOCAL-LEVEL INVESTIGATIONS

G1 Local-level process for Academic Misconduct

Key

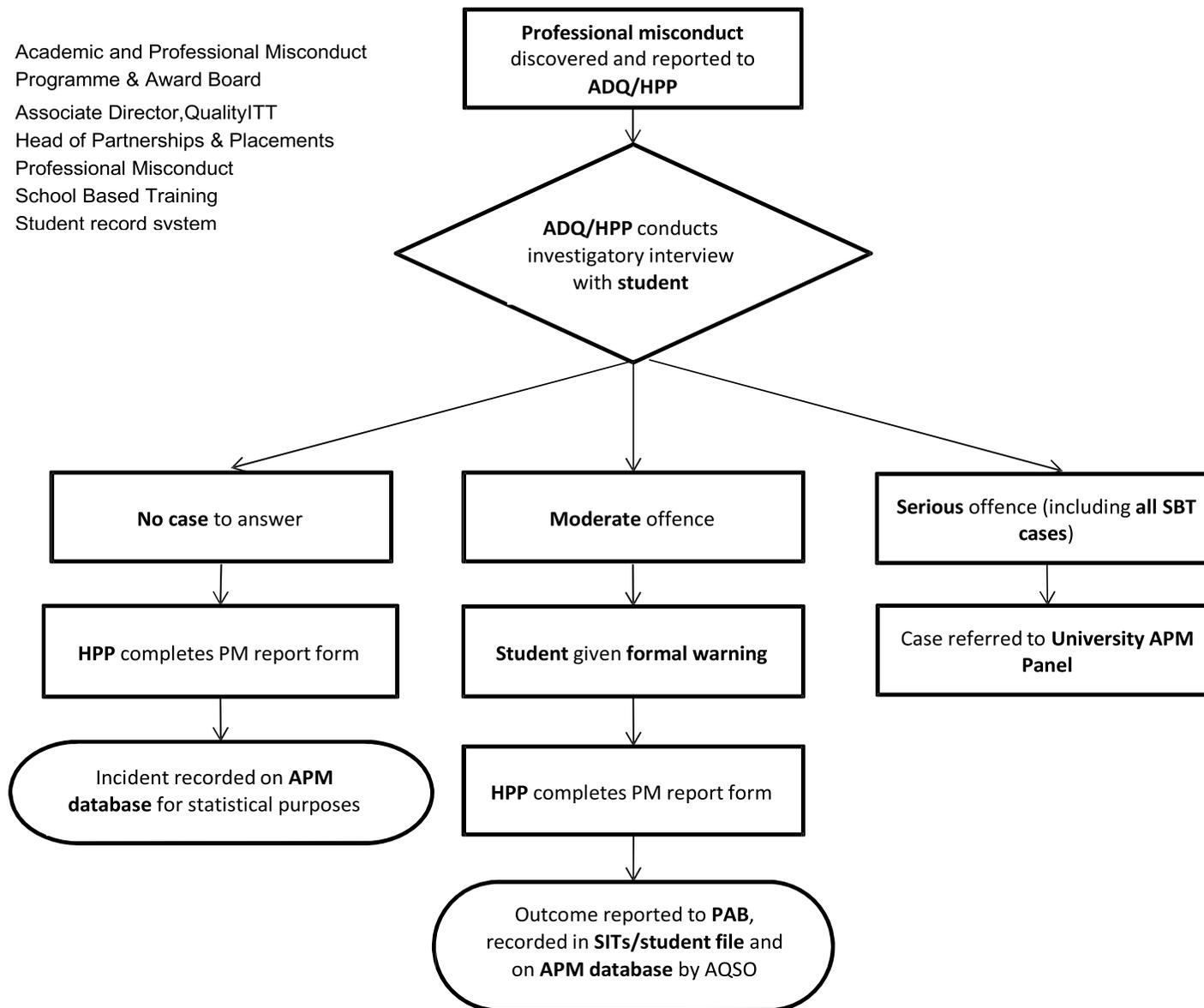
PAT Programme and Assessment Team
 APM Academic and Professional Misconduct
 CAP Chair of the Assessment Panel
 SITS Studentrecordssystem



G2 Local-level process for Professional Misconduct on Placement

Key

- APM Academic and Professional Misconduct
- PAB Programme & Award Board
- ADoQ Associate Director, Quality/ITT
- HPP Head of Partnerships & Placements
- PM Professional Misconduct
- SBT School Based Training
- SITS Student record system



H GLOSSARY OF TERMS

Academic judgement	The professional and scholarly knowledge and expertise which members of academic staff draw upon in reaching a decision within their subject area. The Office of the Independent Adjudicator had noted that it is not <u>any</u> judgement made by an academic; it is a judgement made about a matter where only the opinion of an academic will suffice.
Collaborative learning	A process by which one or more people work together with the aim of maximizing intellectual output. This may be through discursive problem-solving gaining an advantage from joint intellectual effort or by sharing tasks, for example in creating an artefact or producing research data.
Contract cheating	When a student gets someone else to produce their work for them by putting it out to tender, normally through an essay mill business.
Editing	The revision of, or advice on, the presentation of work which exceeds the scope of proof-reading, particularly in respect of the substance of an argument or idea that is central to the academic content of the work or alterations that re-structure and change the volume of the work.
Fabrication	Making up evidence or events that do not exist, for example creating survey results or reporting an event or conversation that did not take place. Fabrication can occur in work submitted for assessment or in other documentation related to academic progress such as entry statement or qualifications.
Falsification	Altering or manipulating information, often to support a hypothesis, including the omission of evidence. It can also refer to using material or evidence in a misleading way and applies to all documentation, claims or statements relating to academic progress.
Investigatory interview	A meeting that is arranged to investigate a suspected occurrence of misconduct. A conclusion may be drawn at the end of the meeting or, following the investigation, the matter may need to be referred to another body.
ITT programmes	Initial Teacher Training programmes, e.g. BA (Hons) Primary Education: Early Years with QTS and Professional Graduate Certificate in Education (PGCE)
Proof-reading	The checking of errors in spelling, grammar, punctuation, structure and format of work.
Repeat offence	A repeat offence is where misconduct occurs in a subsequent assessment period or when work is submitted after a student has taken an academic integrity tutorial or been given direct feedback. Where misconduct is investigated in multiple assignments that were submitted at the same time this will be considered to be a single occurrence in multiple assessments, rather than as a repeat offence.
Viva voce	An oral defence of a piece of written work. A <i>viva voce</i> may be a primary examination for an extended piece of work, such as a dissertation, and may include development of the hypothesis. A <i>viva voce</i> inquiry may also be conducted to validate the authenticity of a piece of work as part of an investigation of suspected academic misconduct.
Work	Academic achievement including, but not limited to, text, diagrams, graphs, data, images, sound or performance