ACADEMIC INTEGRITY AND MISCONDUCT POLICY

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Summary of changes to document

This document is now fully aligned with the new UK Quality Code for Higher Education.

Summary of Changes between previous and current issue	Page Number
Amendments have been made throughout in reference to Artificial Intelligence (AI)	

Contents

INTRODUCTION

The College considers academic integrity essential to the maintenance of academic standards. From a management perspective this means that students and staff are expected to adopt an honest approach to carrying out academic and scholarly work. Honesty is demonstrated by undertaking and completing one's own work, citing the sources of ideas attributed to others and not relying upon, or allowing dishonest means to gain advantage.

Providers are required by the Office for Students (OfS) to adopt clear and proportionate approaches to emerging technologies, including Generative AI, in order to safeguard academic standards and promote fair assessment practices. This policy explicitly addresses AI use in line with OfS expectations, ensuring both staff and students are supported in developing AI literacy and understanding appropriate boundaries of use.

DGHE Programme teams are encouraged to adopt assessment strategies that reduce opportunities for AI misuse and promote authentic learning. This may include designing tasks that require personal reflection, critical engagement, or use of class-based data; using staged or process-based submissions (e.g., annotated bibliographies, drafts, research logs); embedding oral components or in-class activities where appropriate; and clearly specifying in each assessment brief the permitted or prohibited uses of AI.

Procedures aimed at promoting academic integrity include:

- Providing information about the academic integrity and misconduct policy at both student and staff inductions.
- Providing a secure system for handing in student work.
- Providing a secure system for returning student work.
- Ensuring that appropriate systems of identity checks and invigilation are in place for examinations.
- Ensuring that electronic plagiarism-detection software (such as Turnitin) is applied on assessed written work, where appropriate.
- Supporting staff development to improve learning and teaching strategies for academic integrity.
- Providing a policy and procedure dealing with sensitive relations amongst staff and between students that may affect academic integrity;

This policy follows the guidance provided by the UK Quality Code for Higher Education in its expectations for standards and for quality, particularly:

Principle 11 - Teaching, learning and assessment which states:

Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.

And that…

Providers establish coherent approaches to technologies that impact teaching, learning and assessment (such as Generative Artificial Intelligence). These approaches are clearly communicated to staff and students, include how they are utilised and define misuse of such technologies.

Academic integrity is at the heart of DGHE's quality assurance procedures that extend beyond the current policy. These include:

- Academic Appeals Policy
- Assessment and Internal Verification Policy
- Learning and Teaching Strategy
- Quality Assurance & Enhancement Handbook
- Policy statement: Relations between staff and students/between staff

1. ACADEMIC MISCONDUCT

Academic Misconduct is commonly defined as any act whereby a person obtains an unpermitted advantage for himself/herself or for another. Misconduct applies whether the candidate acts alone or in collusion with others. The College supports the view that any actions falling within the definition maybe understood as academic misconduct, whether it be work undertaken in a formal examination, a piece of coursework, or any form of assessment submitted in pursuit of a qualification. Types of academic misconduct can vary, but the most common categories are plagiarism, collusion, falsification, and cheating.

Poor Academic Practice arises from a lack of understanding of how to produce a piece of academic work or to sit an examination. This often occurs when a student is new to the College; and in particular, to the UK education system; and is unfamiliar with the expectations of presenting coursework; and as a consequence, may make mistakes which will need to be addressed. In this case, the student demonstrates a genuine lack of intention or malice in his/her actions.

1.1 PLAGIARISM

The College has adopted the standard definition for plagiarism. This information is conveyed to students from the outset of their academic career, both in induction sessions, study skills classes and classroom situations. Students are informed that by using another person's words or ideas and presenting them as their own can be construed as theft of another individual's intellectual property. In respect of plagiarism, coursework assessment forms issued in the College require students to sign a declaration that the work submitted is their own.

The College defines plagiarism as:
> *"Using someone else's words, ideas, or results, whether intentionally or unintentionally, in any kind of assessment, without giving appropriate acknowledgement."*

Plagiarism includes but is not limited to:
a. Copying the work of another without proper acknowledgement;
b. Copying from any source without proper acknowledgement;
c. Downloading and incorporating material from the internet within one's work without proper acknowledgement;
d. Paraphrasing or imitating the work of another without proper acknowledgement;
e. Colluding with another person, such as another student, where collaboration is concealed or has been forbidden, other than as permitted for joint project work;

Proper acknowledgement requires the identification of material or help being used, and explicit attribution to the author and the source using referencing acceptable to the College.

1.1.1 Artificial Intelligence (AI)

Students should realise that misuse of AI falls under existing misconduct categories—plagiarism, cheating, or falsification. DGHE students will be held accountable if they inappropriately use an AI tool such that the work submitted for assessment is not their own and/or fails to appropriately reference their use of AI.

This includes:
- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own but instead written for them
- Copying or paraphrasing whole responses of AI-generated content
- Failing to reference use of AI tools when they have been used as a source of information" / "Incomplete or poor referencing of AI tools

- Submitting work with intentionally incomplete or misleading references or bibliographies
- "Unauthorized AI-assisted content": Any text, image, code, data, or ideas generated by AI tools (e.g., ChatGPT, Bard, Copilot) used in assignments without explicit instructor permission.
- "AI-assisted plagiarism": Presenting AI-generated content as one's own without proper acknowledgement.

Work may be defined as but is not limited to:
- text, illustrations, musical quotations, mathematical derivations, computer code, etc;
- material downloaded from websites or drawn from manuscripts or other media;
- published and unpublished material, including lecture handouts and other students' work.

The College will ensure that:
i. Students are given appropriate information and advice on all aspects of plagiarism including how electronic plagiarism detection systems are used, normally during study skills classes;
ii. Staff are trained in anti-plagiarism strategies.

Students should realise that AI misuse is considered a form of plagiarism or cheating. DGHE students will be held accountable if they inappropriately use an AI tool such that the work submitted for assessment is not their own and/or fails to appropriately reference their use of AI.

The College recognises three categories of AI use:

- Type A (No AI use permitted): Students must not use AI tools in completing the assessment.
- Type B (Limited AI use permitted): Students may use AI for preparatory tasks (e.g., brainstorming, grammar checking) but must declare and reference all use.
- Type C (AI-integrated assessments): Students are required to use AI tools explicitly as part of the learning outcomes (e.g., critical evaluation of AI output). Guidance will be provided in assessment briefs.

Students must not submit work where AI-generated text, images, code, or data is presented as their own unless explicitly permitted by the assessment brief.

1.1.2 Electronic Plagiarism Detection Software: Using Turnitin

The College currently uses Turnitin for detecting plagiarism.

Turnitin is a text matching tool rather than a specific plagiarism detection tool. It does not evaluate whether plagiarism has in fact occurred but helps identify if a document processed through the software matches other documents or works. It does this by checking submitted documents against a vast reference of web pages, student papers and leading library databases and publications.

The outcome produces a similarity index and report as an indication where any areas of the submitted document match elements of works indexed through the Turnitin database. The similarity report can be used to indicate if a student has committed an act of plagiarism as defined above.

Students are allowed to receive their Turnitin similarity report prior to the due date for that assessment. By allowing this, the report can be used by the student to reflect and self-diagnose. It is expected that lecturers will support and encourage students to make full use of this option.

Turnitin software should only be considered as one of several methods to promote academic good practice.

1.1.2 Procedure for using Turnitin for assessments

As far as is reasonably practicable, all written summative assessments will be submitted via Moodle using the Turnitin tool. No other form of submission should be used unless there is a justifiable case for doing so (for e.g. the creation of a work of art).

When setting up a Turnitin assignment the settings in Table 1 (below) should be used. These are important in setting the parameters on the similarity reports.

Table 1: Turnitin Settings

Turnitin Settings	Recommendations
Generate Originality Reports	Yes.
Generate Originality Reports for student submissions	It is recommended that this should be used educationally. **The setting is:** Immediately (can overwrite reports until due date).

Exclude bibliographic materials from Similarity Index for all papers in this assignment	Bibliographic materials can also be included or excluded when viewing the Originality Report.
Exclude quoted materials from Similarity Index for all papers in this assignment	Quoted materials can also be included or excluded when viewing the Originality Report.
Exclude small matches	Set to 5% of material. This will depend on subjects and should be adaptable by each lecturer.
Allow students to see Originality Reports	Yes
Allow submissions after the due date	No.
Reveal grades to students only on post date	Yes.
Enable anonymous marking	Yes. Student ID appears and not name (with the exception of art and design school)

Turnitin presents results from its checks in the form of individual similarity reports where an overall percentage result is shown. Clicking on the percentage icon in Turnitin takes the user to a detailed report.

Investigations into alleged plagiarism should in the first place be conducted by the lecturer who should undertake the initial review of the similarity reports using the criteria below and table for assistance.

Lecturers should only report to the Head of Academic Administration, if in their opinion there is a case.

The following provides guidance to lecturers on the appropriate approach to be taken however these are guidelines and a decision should be made on a case-by-case basis:

i) Similarity reports with an overall percentage under 20%: No further action need be taken;
ii) Similarity reports with an overall percentage over 20%: The report should be looked at to assess the degree of similarity:
   (1) If the report shows multiples of 1% or less, then no further action is required. See Table 2 for guidance.
   (2) If the report shows multiples of greater than 1% then a judgement should be taken by the lecturer as to whether there is evidence that a student has potentially plagiarised in their work. Lecturers should check to see whether the similarity is with the use of common words and phrases.

(3) If the report shows an individual source with a value of above 5% then a judgement should be taken as to whether there is evidence that a student has potentially plagiarised the work.

1.1.3 Other examples that plagiarism may be apparent

Although the Turnitin report is strong evidence of potential plagiarism lecturers should continue to use other indices of plagiarism. Examples could include:

- Where there is a discrepancy between elements of the assessment in terms of language and structure;
- The assessment seems unfocused within a paragraph or section particularly as it moves from one element to another;
- Internet plagiarism may be spotted through the use of Americanised spelling and /or a change in the formatting indicating it has been copied and pasted or downloaded;
- Online assessments tools may have their own mechanisms for identifying collusion.

Detection and Due Process

The College acknowledges that AI-detection software is currently unreliable and should not be used in isolation to determine misconduct. Such tools may be used as supporting evidence only, alongside other indicators (e.g., draft submissions, learning logs, viva/oral questioning, discrepancies in writing style).

Staff must ensure that all suspected cases of AI misuse are handled proportionately and fairly, considering the student's background, level of study, and familiarity with UK academic conventions.

1.2 COLLUSION

Collusion occurs where a student knowingly submits work done in collaboration with another person, as entirely his or her own. It can also occur when the student collaborates with another student in the completion of work, which he or she knows is intended to be submitted as that other student's own unaided work. Or knowingly permits another student to copy all, or part, of his or her work and to submit it as that student's own unaided work.

Collusion can also occur when a student, knowingly or not, resubmits previously submitted coursework (without acknowledgement through citations). This may take the form of copying the whole piece of work or part of it and it needs to be a piece of work that has already been assessed in a previous submission. This is termed as self-collusion for the purposes of this document.

Group work is not considered as collusion and therefore should not be submitted as potential academic misconduct. Lecturer should refer to the guidance above in using Turnitin to prevent, assess and report cases of collusion.

1.3 FALSIFICATION

Falsifying data is the presentation of data in reports, projects, and any other form of assessment that is based on research work that has falsely been presented by the student or has been obtained by unfair means.

1.4 CHEATING

Cheating is defined as the breach of assessment regulations to gain advantage. Cheating includes:

- Copying from another student's time-constrained assessment or examination;

- Receiving assistance or collaborating from another student during a time-constrained assessment or examination or when submitting coursework;

- Accessing the internet, a calculator, crib sheets, revision notes, annotated texts, or any other material, unless permitted in the instructions given on the exam paper, during a time-constrained assessment or examination;

- Using any unauthorised communication device during a time-constrained assessment or examination. This includes possession of a mobile phone or similar device that has not been switched off;

- Any attempt to acquire or the purchase of assessment questions and/or answers in order to gain advantage;

- Consulting unauthorised materials during the period of examination when outside the examination room.

1.5 IMPERSONATION

Impersonation is defined as permitting another person to take a time-constrained assessment, examination, presentation and any other relevant methods of assessment on behalf of the student.

1.6 COMMISSIONING

Commissioning is defined as submitting an assignment done by another person as the student's own work either fully or partially. This includes paying someone to complete the work.
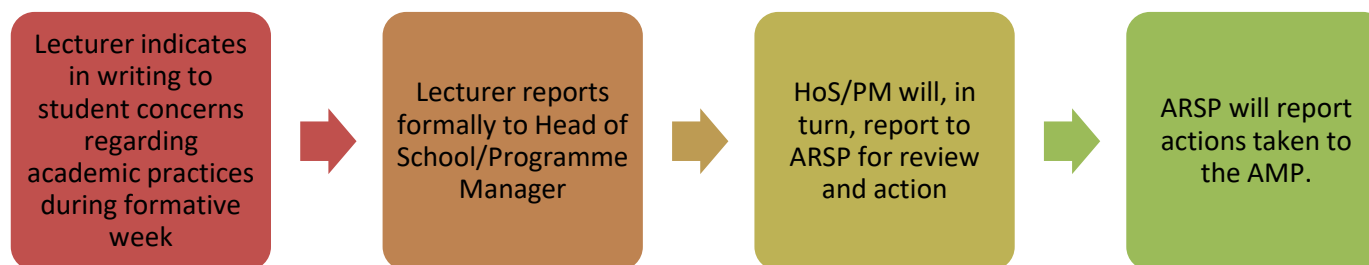
2. PROCEDURES FOR HANDLING SUSPECTED ACADEMIC MISCONDUCT

2.1 FORMATIVE ASSESSMENTS

At a formative stage the students who carry out any form of academic misconduct during the formative submission will be reported as at-risk. After formative week, lecturers should report students that have demonstrated a weak understanding of academic practices to the respective Head of School and/or Programme Manager, which, in turn, will formally report at the At-Risk Student Panel (ARSP). The lecturer should also make a note of the concern in the written feedback provided to the student and clearly identify the issue that has raised a concern and refer the student to a drop-in session with the study skills lecturer and, when available, a referencing workshop, to check understanding of plagiarism and academic misconduct policy.
The Academic Misconduct Panel (AMP) will be informed of all cases reported to the ARSP and subsequent actions. This information may impact decisions taken at the AMP.

Image 2: Formative Assessments

Lecturer indicates in writing to student concerns regarding academic practices during formative week → Lecturer reports formally to Head of School/Programme Manager → HoS/PM will, in turn, report to ARSP for review and action → ARSP will report actions taken to the AMP.

2.2 SUMMATIVE ASSESSMENTS

During the summative assessment points all cases of alleged academic misconduct will need to be reported formally to the Programme Assessment Board, via the Academic Misconduct Panel, which core function is to enforce the current policy. The following steps need to be followed:

1) Investigation by Lecturer/Marker in an assessment point

The lecturer/marker is responsible for assuring that academic integrity is displayed in all assessment points and is required to apply this policy and its procedures strictly. In circumstances where the lecturer/assessor suspects academic misconduct they should:

a) Investigate, using Turnitin if required, the score and examine if the originality report warrants academic misconduct;

b) Investigate, using Turnitin if required, the score and examine if the originality report warrants poor academic practice;

c) Mark the work as if no action is required, unless the severity of the alleged academic misconduct is so significant that it doesn't allow the lecturer to complete the marking adequately;

d) Complete the online rubric clearly stating if the student has displayed academic integrity in the assessment. The question reads: *"Has the student demonstrated academic integrity? If you suspect plagiarism select NO."* (See Table 2)

e) Mark the work in the text comments as W (*Withheld*) and include the following statement: *"The work submitted has been reported due to alleged academic misconduct and therefore the grade is withheld until further notice."*

f) Include a numerical value in Moodle that expresses the alleged academic misconduct by:
   a. Indicating a 0 if the work has exhibited poor academic judgement (weak referencing and poor paraphrasing are the most common indicators in this category
   b. Indicating a 1 if the work is like another student, either at the College or a submission with an external institution (collusion). This will also include cases of self-collusion.
   c. Indicating a 2 if the work exhibits data that shows indications of fabrication;
   d. Indicating a 3 if the work exhibits indications of commissioning.

g) If the coursework has multiple indications of academic misconduct, the assessor will allocate the highest numerical value, however will need to leave a note in the marking that clearly states all the malpractice indications.

h) Marker must clearly indicate original grade by completing the rubric with the learning outcomes that have been achieved with the submission.

Table 2: Grademark Recording

Academic Integrity Reporting in Grademark – Instructions to Lecturers	
"Has the student demonstrated academic integrity? If you suspect plagiarism select NO."	AI AI = Academic Integrity Has the student demonstrated academic integrity? If you suspect plagiarism select NO.
If the student has demonstrated academic integrity please slide the rubric to display YES.	AI ACHIEVED/ YES
If the student hasn't demonstrated academic integrity please slide the rubric to display NO.	AI NOT ACHIEVED/ NO
If the student hasn't demonstrated academic integrity please include in the text comments:	*"The work submitted has been reported due to alleged academic misconduct and therefore the grade is withheld until further notice."* Record an overall SP and include a numerical value of 0.

2) Investigation by Invigilator in a time-constrained assessment and/or examination

When time-constrained assessments and/or examinations are used, the academic administration team needs to ensure these are kept secure.

All time-constrained assessments and/or examinations need to comply with the DGHE Examination Policy and Procedures. Anyone that is acting as an invigilator must ensure that:

a) Invigilators must remain in the examination room for the entire period of the exam and patrol the examination room at intervals to address the risk of cheating and to check that students are using only the additional materials permitted;

b) Students are not permitted access to electronic devices or any potential technological/web enabled sources of information (iPads, laptops, mobile phones, MP3 players, smartwatch, etc.) during an exam. Invigilators must ensure that any such devices brought into an examination room are made inaccessible to students during the examination by asking students to place them at the front or back of the room as appropriate;

c) Assessment anomalies arising during an examination session are recorded in the Examination Incident Report form (Appendix 2) and submitted to the academic administration office when the examination concludes, or at the earliest opportunity if the office is closed;

If the invigilator suspects of academic misconduct during an examination, they should:

- If the suspected academic malpractice arises during the course of the examination (for e.g. student is caught cheating), then the invigilator needs to complete the Examination Incident Report.
- The Report should detail the incident including the time that the alleged offense was identified and sign it.
- The invigilator should allow the student to continue the exam and complete it at the stipulated time.
- The invigilator is responsible to confiscate any relevant evidence (for e.g., unauthorised materials) and return it to the Academic Administration Office along with the Examination Incident Report.

2.2.1 PROCEDURE FOR INTERNAL VERIFIER

Once the assessor has completed the marking, the internal verification process will commence. The internal verifier will investigate all academic misconduct cases that have been reported by the assessor during the internal verification processes. The academic misconduct cases don't need to be recorded in the internal verification form but will need to be recorded on Quercus/Student Gateway.

Recording investigation on Quercus:

Once the assessor has completed the marking. Academic administration will process it through LOGIT and inform the internal verifier. Academic administration will provide a module code that the internal verifier needs to use to access all the grades on Quercus/Student Gateway. That code will follow the rule outlines below:

Module code (e.g., HRM)

Cohort code (e.g., FS0)

Process (please refer to image 1)

- A grade that has been flagged for academic misconduct during the assessment period will be recorded on Quercus/Student Gateway as 'Suspected Academic Misconduct'.
- The learning outcomes will still reflect the original grade.
- Once the internal verifier has conducted the assessment of the allegation, he/she will need to record the grade on Quercus/Student Gateway against the student record for that assessment.
- It will do so by clicking on the pencil icon and create a Note by clicking the button 'Add'.
- Once selected, it will appear a box that will ask for a note type and a note.
- Under note type please select 'AMP note' (Academic Misconduct Panel) and the recommendation (please see below types of recommendations for each academic misconduct indicator.
- Once the recommendation has been typed in, the internal verifier must select save.
- An icon with an 'i' should now appear against the student record.

Image 1: Quercus/Student Gateway Recording

Note Details

* NOTE TYPE AMP note

* NOTE [   ]

DATE CLOSED DD-Mon-YYYY 📅

Cancel   Save »

Internal verifier recommendations:

Although, some of these may differ based on the student profile, it's expected that all internal verifiers follow the set recommendations for investigating academic misconduct. If the internal verifier has reason to believe that a different set of recommendation should be applied to a specific student, this needs to be discussed in first instance with the relevant programme manager:

Indicator	Rationale	Recommendation Outline
0 = Poor Academic Practice	The student shows a weak understanding of good academic practice: • Student is not referencing work • Student is referencing but not adequately • Student is not paraphrasing work • Student sources are dubious in reliability and accuracy	In general, a student that falls within this category should NOT be called to a meeting (exceptions will be outlined in the following section). Student should be referred to a workshop: • Citation and referencing workshop • Paraphrasing workshop • Research workshop • One to one support with a study skills lecturer

		The recommendations above can be cumulative. The student can have the original grade allocated as long as they meet the requirements set by the investigator.
1 = Collusion	In this case there is a collusion with: • Another student at the college • Another external submission • Of a previous submission from the same student (self-collusion)	Any case of collusion with another student at the college, needs to be reported at the Academic Misconduct Panel which will request both the students to be present at the meeting. The investigator will need to indicate the other student in question in the note to administration. Any case of collusion with an external source, needs to be reported at the Academic Misconduct Panel which will request the student to be present at the meeting and may contact the institution where the similarity arises from. Any case of self-collusion will in first instance be dealt via an at-risk meeting, unless there are circumstances that warrant attendance to the panel. The investigator will need to make it clear on the note if referral to at-risk is sufficient or another course of action is needed.
2 = Falsification of Data	In this case the student has submitted data that has indications that has been forged. This is a common occurrence with project submissions but can also occur with other projects.	Any student that falls into this category needs to be referred to a meeting with the Academic Misconduct Panel.
3 = Commissioning	In this case the student has submitted coursework that is potentially been purchased and/or written by someone else.	Any student that falls into this category needs to be referred to a meeting with the Academic Misconduct Panel.

For cases involving suspected AI misuse, investigators should gather process evidence where feasible (e.g., version history, timestamped drafts, or brief reflective accounts) to support proportional decision-making. AI-detection outputs may be included as supporting evidence but cannot, on their own, substantiate misconduct.

2.2.2 PROCEDURES FOR THE ACADEMIC ADMINISTRATION DEPARTMENT

Once the internal verifier has completed the internal verification process and has recorded the recommendations against each student in Quercus/Student Gateway, the academic administration office will follow the process below before submitting to the Academic Misconduct Panel for review:

a) Will review each student referred for alleged academic misconduct to report on:
   a) Any extenuating circumstances that have been reported during the assessment period and may have impacted the assessment submission;
   b) Previous academic misconduct offenses reported and actioned against the student.

If a student has extenuating circumstances that have occurred during the assessment period, the administrator will liaise with welfare and the investigator to ascertain if the recommendation allocated is still fit for purpose.

If a student has previous academic misconduct proven and actioned against them, the administrator will liaise with the investigator to ascertain if the initial recommendation should still stand. If the student is a repeat offender, and has attended workshops previously, the administrator will refer the student to the Academic Misconduct Panel for a meeting to discuss the academic offense. However, in first instance the student should be offered support for development and improvement.

3. ACADEMIC MISCONDUCT PANEL

The purpose of the Academic Misconduct Panel is to review cases of alleged academic misconduct, monitor the implementation of recommendations of previous proven academic misconduct cases, and to enforce the implementation of the Academic Integrity and Misconduct Policy.

The Panel will convene at least once a term across all Schools.

All decisions taken at this panel will be formally reported to the Programme Assessment Board that will review courses of action and audit the progress of the At-Risk Students.

The panel nominates a reviewer, which is the person responsible for conducting the lead interview to all students that are called to the panel.

The panel operates in a closed session and only in exceptional circumstances will allow invited members. The invited members can include the student that has been reported for alleged academic misconduct and one representative of the student body in the capacity of witness or advocate. In this case, the Chair will ensure that the restrict access to the panel and the discussion of reported academic misconduct is kept confidential and anonymous, by only authorising the participation of the invited members only when relevant and appropriate.

All decisions taken at the panel need to be consistent, fair and cannot place the student at a disadvantage. The profile of each student that is reported for academic misconduct needs to be considered when making decisions.

3.1 OPERATING PROCEDURES OF THE PANEL

1. The panel will review each individual case based on the reporting format indicated in section 2.2.1.
2. In relation to cases falling within the parameters of poor academic conduct, if the student has **failed** the coursework and **not** been before a panel previously the usual step would be to **NOT** summon them to an AMP
3. If the student has **failed** the coursework but been summoned to a panel **previously** the usual step would be to **SUMMON** then to an AMP

Reporting of previous cases of academic misconduct:

The panel reviews all cases that have been previously reported to the panel and actions that were recommended. This is particularly important for students that have been reported for poor academic practice. The panel needs to review recommended actions and if the student has followed them.
If the student has not followed the recommendations, the panel will review the student and refer the student to the Head of Academic Delivery and Development/Head of School for a formal review of the student progress.
The decision needs to be notified, in writing, to the student within **10 working days** of the AMP date, and the student will be informed of his right to appeal the decision in accordance with the Academic Appeals policy.

Poor Academic Judgement:

When the allegation reported is based on poor academic judgment as defined in the Section 1 of the current policy, the panel will give the concerned student a *Notice to Improve* and advise to develop the required academic skills. The Notice to Improve will be formally issued via email by the Academic Administration office

A student can only receive **one Notice to Improve** during their time of studies. If there are further concerns raised after the issue of the Notice to Improve, it will be considered as suspected academic misconduct and the student will need to be referred to the panel.

The decision needs to be notified, in writing, to the student within **10 working days** of the date when the results have been released to the student. The student will be informed of his right to appeal the decision in accordance with the Academic Appeals policy. Table 3 (next page) illustrates some of the indicators that inform the panel in their decisions:

Table 3: Poor Academic Judgment Indicators

Category: Poor Academic Judgement	Academic Misconduct Indicators	Procedure	Penalty	Considerations
Poor Academic Judgment	The Panel in this case, perceives that the academic misconduct is the result of a genuine lack of understanding of good academic practice and convention. These will include the following: • Plagiarism is on an insignificant scale (for e.g. a single source demonstrates an overall 6% rather than the 5%); • Student is a level 4 student; • Student is new to the College; • Student is new to UK academic culture; • The student has unintentionally reproduced an existing concept or idea due to poor understanding of academic writing practices; • Scattered sentences or bits of sentences copied without acknowledging the source; • Weak paraphrasing; • Failure to adequately reference sources including incomplete or incorrect bibliographies, footnotes and /or quotations.	• Student is Issued a Notice to Improve by Academic Administration informed by the recommendation of the investigator; • The Notice to Improve is not a formal notification of academic misconduct but rather a support system to enable a student to achieve. • The Notice to improve will need to indicate the necessary actions the student needs to take. • Notice to improve doesn't need to be approved by the AMP.	• The student is issued a Notice to Improve; • The student is required to attend any of the following: a referencing workshop, paraphrasing workshop, research workshop, drop-in session for academic skills or any other support available.	• Original grade may stand if the student complies with recommendations. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.

	• Inappropriate but limited use of AI tools without intent to deceive (e.g. limited undeclared grammar assistance) where educational remediation is appropriate.			
Plagiarism	The Panel in this case, perceives that the academic misconduct is the result of a genuine lack of understanding of good academic practice and convention. These will include the following: • Plagiarism is on an insignificant scale (for e.g. a single source demonstrates an overall 6% rather than the 5%); • Student is a level 4 student; • Student is new to the College; • Student is new to UK academic culture; • The student has unintentionally reproduced an existing concept or idea due to poor understanding of academic writing practices; • Scattered sentences or bits of sentences copied without acknowledging the source; • Weak paraphrasing; • Failure to adequately reference sources including incomplete or incorrect bibliographies, footnotes and /or quotations.	• The student has been issued a notice to improve but has either failed to comply with the requirements or has committed the same offense the following term/semester of their studies. • If the student has failed to comply	• Student will need to resubmit coursework regardless of original grade and resubmission is capped at a pass. • Original grade for assessment will change to an unclassified.	• Student is classified as at-risk student and a meeting with program manager/head of school is scheduled.
Self-collusion	*Student is in Year 1 of studies and the investigator believes that student has unintentionally used sections of coursework submitted for a previous*	• Student is referred to a support session with study skills lecturer.	• Coursework needs to be resubmitted and grade is capped at a pass.	• Meeting with programme manager/head of school is arranged

	module, in the work submitted in the current module.		• Original grade for assessment will change to an unclassified.	after meeting with study skills lecturer to follow-up student progress.

Academic Misconduct Allegation:

When the allegation concerns an academic offense (Table 4) the panel will discuss the case and recommend penalties and sanctions, depending on the category of the offence. In this situation the panel will notify the student of the meeting and allow the student to attend the meeting to discuss the allegation. The student may bring one representative of the student body in the capacity of witness or advocate. The session will be open to the respective student and witness exclusively and will close once the proceedings regarding the student have been discussed.

The decision needs to be notified, in writing, to the student within **10 working days** of the AMP date, and the student will be informed of his right to appeal the decision in accordance with the Academic Appeals policy.

The Panel may impose educational sanctions for first-time or low-level AI-related offences, including compulsory attendance at workshops on academic integrity, referencing, or AI literacy. Repeated or severe misuse will be escalated in line with the penalties for plagiarism, cheating, falsification, collusion, or commissioning.

3.2 PROCEDURES FOR DECISIONS

The following are guidelines that will guide the academic misconduct panel in making decisions. However, the panel will take in consideration individual circumstances and academic profile when applying the table below.

The current procedure is only applicable if there is found to be an apparent case of academic misconduct as defined in Section 1 of the current policy. Table 4 enumerates a list of potential academic misconduct indicators and possible penalties; however this list is not exhaustive and should accommodate individual circumstances where any other decision would place the student at a disadvantage.

Table 4: Academic Misconduct Indicators

Category: Infringement	Academic Misconduct Indicators	Procedure	Penalty	Considerations
Plagiarism	The student has been issued with a notice to improve and has been reported since then for poor academic practice another time (making this a third allegation)	The student is referred to the Academic Misconduct Panel for consideration of profile and invited to attend a meeting.	Original grade for assessment will change to an unclassified. Student needs to complete the researching sources course on Moodle and demonstrate understanding of principles of academic integrity. If this occurs during a resubmission period, student will need to retake the module with attendance.	Student is reported to the Head of Academic Delivery and Development for formal evaluation of academic progress and standing. The student will be issued with a formal notification of academic probation after meeting with Head of Academic Delivery and Development that will be reviewed the following term. Student will remain on the course subject to compliance with probation requirements. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.
Self-Collusion	The student has deliberately submitted the same piece of work for assessment for more than one assignment in different teaching term	The student is referred to the Academic Misconduct Panel for consideration of	Original grade for assessment will change to an unclassified. • Student will need to resubmit a new piece of	Student is reported to the Head of Academic Delivery and Development for formal evaluation of academic progress and standing.

		profile and invited to attend a meeting.	work, which may include a new method of assessment. • If this occurs during a resubmission period, student will need to retake the module with attendance.	The student will be issued with a formal notification of academic probation after meeting with Head of Academic Delivery and Development that will be reviewed the following term. Student will remain on the course subject to compliance with probation requirements. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.
Collusion	The student has deliberately submitted a piece of work that matches another student (internal or external)	Both students are referred to the Academic Misconduct Panel for consideration of profile and invited to attend a meeting.	Original grade for assessment will change to an unclassified. • Student will need to resubmit a new piece of work, which may include a new method of assessment. • If this occurs during a resubmission period, student will need to retake the module with attendance.	Student is reported to the Head of Academic Delivery and Development for formal evaluation of academic progress and standing. If proven that one student has not willingly participated in the collusion, the panel may decide to keep the original grade if it places the students at a disadvantage. The student will be issued with a formal notification of academic probation after meeting with Head of Academic Delivery and Development that will be reviewed the following term.

				Student will remain on the course subject to compliance with probation requirements. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.
AI-assisted plagiarism (undeclared	Where AI-generated content has been submitted as the student's own in contravention of the stated assessment category (Type A/B), or where the scale and nature indicate more than poor academic judgement. Procedure and penalties align with plagiarism; educational sanctions may be considered for first occurrences where proportionate.	The student is referred to the Academic Misconduct Panel for consideration of profile and invited to attend a meeting.	Original grade for assessment will change to an unclassified. Student needs to complete the researching sources course on Moodle and demonstrate understanding of principles of academic integrity. If this occurs during a resubmission period, student will need to retake the module with attendance.	Student is reported to the Head of Academic Delivery and Development for formal evaluation of academic progress and standing. The student will be issued with a formal notification of academic probation after meeting with Head of Academic Delivery and Development that will be reviewed the following term. Student will remain on the course subject to compliance with probation requirements. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.
Category: Violation	**Academic Misconduct Indicators**	**Procedure**	**Penalty**	**Considerations**

			Review of continuation of studies. **Or,** Original grade for assessment will change to an unclassified. Student will need to resubmit a new piece of work, which may include a new method of assessment. If this occurs during a resubmission period, student will need to retake the module with attendance.	Panel will need to take into consideration student profile and consider if there are reasons that justify a further opportunity for the student to continue their studies or if the student has exhausted all opportunities given. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.
Plagiarism	The student is on academic probation and has repeated for a fourth time poor academic practice in an assessment.	The student is referred to the Academic Misconduct Panel for consideration of profile and invited to attend a meeting.		
Falsification	The student has intentionally presented data that has been fabricated.	The student is referred to the Academic Misconduct Panel for consideration of profile and invited to attend a meeting.	Review of continuation of studies. **Or,** Original grade for assessment will change to an unclassified. Student will need to resubmit a new piece of work, which may include a new method of assessment.	Panel will need to review student case and consider if there are grounds to provide an opportunity for improvement. This needs to be evaluated on a case-by-case basis. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.

			Student will need to present new coursework to a panel of two assessors to prove authenticity. If this occurs during a resubmission period, student will need to retake the module with attendance.	
Cheating	The student has cheated in a time-constrained assessment, examination and any other form of assessment intentionally.	The student is referred to the Academic Misconduct Panel for consideration of profile and invited to attend a meeting.	Review of continuation of studies. **Or,** Original grade for assessment will change to an unclassified. Student will need to resubmit a new piece of work, which will include a new method of assessment. If this occurs during a resubmission period, student will need to retake the module with attendance.	Panel will need to review student case and consider if there are grounds to provide an opportunity for improvement. This needs to be evaluated on a case-by-case basis. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.

Impersonation	The student has requested another individual to take their place during an assessment point, or the student has taken the place of another student in an assessment point.	The student is referred to the Academic Misconduct Panel for consideration of profile and invited to attend a meeting.	Review of continuation of studies unless there are circumstances that impact this decision. If there are extenuating circumstances the options outlined in this section may apply.	Panel will need to review student case and consider if there are grounds to provide an opportunity for improvement. This needs to be evaluated on a case-by-case basis. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.
Commissioning	The student has submitted an assignment purchased or downloaded from the internet.	The student is referred to the Academic Misconduct Panel for consideration of profile and invited to attend a meeting.	Review of continuation of studies unless there are circumstances that impact this decision. If there are extenuating circumstances the options outlined in this section may apply.	Panel will need to review student case and consider if there are grounds to provide an opportunity for improvement. This needs to be evaluated on a case-by-case basis. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding resubmission/retake of module need to be in alignment with regulations of the programme.
AI-enabled commissioning/impersonation:	Where AI tools have been used to substantially generate an assignment with intent to deceive, or to facilitate identity deception. Procedure and penalties align with commissioning/impersonation.	The student is referred to the Academic Misconduct Panel for consideration of profile and invited	Review of continuation of studies unless there are circumstances that impact this decision. If there are extenuating circumstances the options outlined in this section may apply.	Panel will need to review student case and consider if there are grounds to provide an opportunity for improvement. This needs to be evaluated on a case-by-case basis. Academic regulations need to be considered when assessing student profiles, e.g., considerations regarding

		to attend a meeting.		resubmission/retake of module need to be in alignment with regulations of the programme.

3.3 COMPOSITION AND FUNCTION OF THE ACADEMIC MISCONDUCT PANEL

The purpose of the Academic Misconduct Panel is to review cases of alleged academic misconduct, monitor the implementation of recommendations of previous proven academic misconduct cases, and to enforce the implementation of the Academic Integrity and Misconduct Policy. The Panel will convene at least once a term across all Schools. All decisions taken at this panel will be formally reported to the Programme Assessment Board that will review courses of action and audit the progress of the At-Risk Students.

Membership
1. Chair
2. Standard Members
3. Invited Members

The Chair of the AMP is the Head of Centre.

The standard members of the AMP are: Head of Academic Delivery and Development or representative (acting as a reviewer), one representative of the Academic Team, and one representative of the Welfare Department.

The invited members of the AMP can include students that have been reported for alleged academic misconduct, and one representative of the student body (in the capacity of witness or advocate).

Operating Guidelines

1. The Panel will meet at least once a term, per School, or at such other times when necessary;
2. The quorum of any meeting will be 50% of the standard members;
3. If the session is not quorate, the session can still proceed at the Chair's request and with endorsement of the members in attendance;

Before convening, the Academic Administration department, with support of the Programme Management team, will report a list of all misconduct cases that need to be reviewed and actioned;

4. Meetings of the Panel are closed session and the proceedings are confidential;
5. To ensure confidentiality of the process, sessions will be held virtually and recorded;
6. Recordings will be stored securely in the college SharePoint platform with restricted access;
7. Students can request access to the recording of the meeting; In case there is a need to invite members to the AMP that are part of the student body the session will open with restrict access to ensure confidentiality and anonymity of all proceedings;
8. The decisions of the Panel will be reported formally at the following Programme Assessment Board.

The Academic Misconduct Panel has the responsibility to:

1. Provide support to the Programme Assessment Board in proactively addressing cases of academic malpractice or poor academic judgment;
2. Review all academic misconduct allegations that are submitted to the Academic Administration office;
3. Review cases according to the Academic Integrity and Misconduct Policy;
4. Refer poor academic judgment to the At-risk student panel;
5. To consider the evidence submitted on the allegation of misconduct;
6. To determine if the allegation has been substantiated in a proportional, equitable, and fair manner;
7. Review each case individually and make recommendations, and/or impose penalties, on a case by cases basis;
8. Review all recommendations and follow-up actions;
9. Report the outcomes to the Programme Assessment Board on a termly basis;

Assessment Design

Programme teams should mitigate misconduct risk and support learning by using authentic tasks, staggered submissions, reflective elements, and where appropriate in-class or oral components. Every assessment brief must state the applicable AI category (Type A/B/C) and clearly specify permitted and prohibited uses.

4. PROGRAMME ASSESSMENT BOARD

The Programme Assessment Board (PAB) will review all decisions taken by the Academic Misconduct Panel to ensure all decisions taken were reliable, fair and proportional.

The Programme Management Committee (PMC) will review which modules and/or cohorts indicate the higher percentage of reported cases of academic malpractice, to discuss teaching and assessment practices, so opportunities to commit academic misconduct are minimised.

5. PROCEDURES FOR INFORMING AWARDING BODIES OF ACADEMIC MALPRACTICE

5.1 PEARSON

The current policy follows the Centre guidance: Dealing with malpractice and maladministration issued by Pearson (2023).

Pearson defines academic malpractice as *'malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.'*

The current policy will apply to all internally assessed units. In the case of externally assessed units, the Suspected Malpractice Policies and Procedures will be applicable. When there is evidence of malpractice during an examination the current policy will not apply and the case will need to be referred to the awarding body through the submission of the JCQ Form 1 https://www.jcq.org.uk/exams-office/malpractice. The form needs to be emailed to candidatemalpractice@pearson.com.

The College's Head of Academic Administration will inform Pearson of any serious student malpractice, which may have compromised assessment and will co-operate in respect of any action the awarding body needs to take to resolve matters. The College considers anyone that falls under the Violation category, to be under serious academic malpractice that may have compromised assessment. Therefore, all students that are considered to be in violation of academic practices will be reported to Pearson, regardless of the outcome of the investigation and the decision of the Academic Misconduct Panel.

The College's Director of Higher Education will inform the relevant awarding body of any serious staff malpractice or attempted acts of malpractice, which may have compromised assessment before any investigation is undertaken and will co-operate in respect of any action the awarding body needs to take to resolve matters.

5.2 BUCKS NEW UNIVERSITY

The current policy does not apply to the provision of the Level 6 or any other franchised programmes the College may deliver in collaboration with the University. Even though, the College will enforce good academic practices in the delivery of study skills modules in our franchised programmes with the University, any academic misconduct cases will be dealt with the University and the Academic Misconduct Policy will be enforced. The current policy can be found in the following link https://bucks.ac.uk/students/academicadvice/assessment-and-examination/assessment-integrity

6. CERTIFICATION

Record and certification of student details and results by programme administration staff onto validation and accreditation systems are audited and signed off by the module board, and, subsequently the Programme Assessment Board.

If a student has a pending allegation of academic misconduct, the release of any results cannot be signed off until the Academic Misconduct Panel has convened.

Staff Training and Support

All academic staff will receive training to ensure they are up to date with AI literacy, ethical use, and fair application of this policy, including designing resilient assessments, evaluating suspected cases proportionately, and supporting students to develop responsible AI use.

7. REFERENCE POINTS, EXPECTATIONS AND PRACTICE

Theme 2 - Assessment

Expectations	Core Practices	Common Practices	DGHE References
Expectations for Standards			
The academic standards of courses meet the requirements of the relevant national qualifications framework.	The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	Approval of New Programmes Policy Quality Standards Committee Annual Programme Monitoring Report
The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers. Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.		Academic Management Review Report Assessment and Internal Verification Policy Programme Management Committee External Examiner Reports Standardisation Meeting Termly Lecturer Meeting

	The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.		
Expectations for Quality			
Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed. From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.	The provider designs and/or delivers high-quality courses. The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement. The provider's approach to managing quality takes account of external expertise. The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.	Approval of New Programmes Policy Quality Standards Committee Programme Management Committee Recruitment and HR Strategy/Staff Recruitment Policy Staff Appraisal and Development Policy

APPENDIX 1: Artificial Intelligence (AI) and Academic Integrity

What do we mean by Artificial Intelligence?

1. Artificial Intelligence (AI) refers to the ability of machines to perform tasks that typically require human intelligence, such as learning, reasoning, problem solving, perception, and natural language processing.

2. The use of artificial intelligence (AI) has become increasingly prevalent in recent years, leading to concerns about its impact on academic integrity. There is particular interest across the higher education sector in the development of AI-powered tools and what (ethical) role they might play in education and assessment in the future.

Strengths and limitations

3. Resources like ChatGPT and Grammarly, when used ethically, can be useful tools and have an important role to play in the workplace. In Higher Education, the use of AI provides opportunities as well. It also provides us with challenges to the submission of assignments. It is the aim of DGHE to ensure that its students understand how one might utilise AI so that first they can navigate these challenges without academic penalties while better preparing themselves for the workforce after their studies.

4. Therefore, it is important to recognise the limitations of AI-powered tools and to consider in   which contexts their use might be inappropriate. AI-powered tools lack understanding and insight. Although the answers they provide can seem plausible and grammatically or syntactically correct, they can sometimes be inaccurate, poorly argued, or even entirely fabricated causing submissions to fail by not meeting required assessment criteria or being found to break College policy regarding Academic Misconduct. Large language models do not, at present, search the internet in real time for current information as tutors instruct students, but rather draw upon on the out of date information and data.

Finally, since AI works by analysing and learning the patterns of text-based content on the internet, it can also have tendencies to reproduce unwanted biases, toxic speech, or specific worldviews. There is no quality assurance when it comes to information found on the Internet: Anyone can post anything so in most cases, information found on the internet has not been checked for accuracy. AI does not filter for fact but rather boils everything into its one response. As a student, you are responsible for evaluating all your sources, including the information found on the Internet. Things to consider include:

- Not all web sites are created equal as they differ in quality, purpose, and bias.
- Some web sites have sponsors who pay for specific content to promote their products or ideas. The information is not impartial but biased.
- Some web sites voice opinions rather than make informed arguments.
- Some web sites are meant to be entertaining rather than informative.
- Some web sites seek to scandalize and breed controversy rather than provide reliable information.
- Some web sites are old and the information found there is out of date.
- The quality and format of information you find on the Internet may not be appropriate for use in the academic context.
- Explicit recognition that AI use must be transparent and referenced when permitted;
- Acknowledgement of both the opportunities and risks of AI in higher education;
- Emphasis on developing student AI literacy as part of employability and lifelong learning;
- Reminder that indiscriminate or undeclared AI use may constitute academic misconduct.

5. There are also ethical considerations around the development of AI-powered tools such as ChatGPT: for example, there are concerns over copyright and intellectual property due to the use of the unattributed online material in the training of the system.

6. When it comes to completing assessments, AI-powered tools can be helpful for tasks such as checking grammar, spelling, and punctuation. However, it is crucial to understand that using AI-powered tools to write your assignments is Academic Misconduct.

7. You should ensure that you always uphold DGHE's standards of academic integrity in order to advance your own learning, maintain the reputation of the College, and guarantee the quality of your qualification. Without doing so also runs the great risk of you being unprepared for the workforce and subsequently ruining your prospects of becoming or maintaining employment. The purpose of assessment is not simply about achieving a final grade. It is also about the validation of your learning, increased employability, and the acquisition of critical thinking skills.

Guidance for students

9. DGHE recognises that AI-powered tools can support and assist the learning and development process in constructive ways. There are legitimate uses for AI, especially in the preparatory stages of your work: for example, in helping you prepare your direction of thinking; summarise and analyse complex materials; extract key findings; break writers' block; and highlight grammatical errors.

10. However, indiscriminate or inappropriate use of AI may not only harm the quality of your education, but also undermine confidence in the qualification towards which you are working. To uphold academic integrity while using AI, it is essential to maintain ethical and responsible standards as in any other area of your work. This includes properly citing any tools or resources used, including AI-generated content. You should speak to your tutor before using AI-powered tools to complete any assessment.

11. You must not submit work for assessment that has been generated by a chatbot or AI tool. This would be an academic offence, as with any other form of contract cheating or plagiarism, because the words and ideas generated are not your own. Further to this, the words and ideas generated by the chatbot or AI tool would make use of other, human authors' ideas without referencing them, which is plagiarism.

12. DGHE uses Turnitin's writing detection tool, which ensure original work from students and addresses even the most sophisticated potential misconduct. The College reserves the right to include this, as evidence in any proceedings against you should an allegation of an academic offence be made.

13. An important aspect of writing for assessments at university level is the ability to participate in academic debate and to engage with appropriate sources, for example peer-reviewed scholarly texts. It usually will not be suitable to copy text generated by AI-powered tools directly into your writing, even if you cite it. This is because AI is not an academic source. However, there might be some contexts in which quoting directly from an AI tool might be appropriate: for example, if you were writing an essay on chatbots or AI-powered tools (such as how the technology works or their impact on society). If you include words and ideas generated by the chatbot or AI tool as an example, you should place it in quotation marks and clearly reference the chatbot or AI tool using an appropriate referencing style.

14. Ultimately, it is your responsibility to maintain academic integrity while using AI-powered tools. By using AI-powered tools responsibly, you can maintain the principles of academic integrity set out in this policy and avoid potential disciplinary action.

Appendix 2: ACADEMIC INTEGRITY INCIDENT REPORT

ID Number	
Course	
Module	
Date of Exam	
Invigilator Name	

Description of the Incident

Date	
Name and Signature	