

New Academic Integrity Procedure

Representatives from the Academic Integrity Working Group

August 2023



Brief Overview

New procedure

New process & basics

Q&A session at the end

What is
academic
integrity?

Why is it
important?

Fundamental Values
of Academic Integrity

Fairness

Honesty

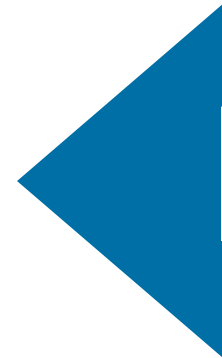
Trust

Respect

Responsibility

Courage

Who are the Academic Integrity Officers (AIOs)?



Upholding and
maintaining academic
integrity standards

Policy development &
Implementation

Training & Education

Investigating &
Reporting

Monitoring &
Technology

Collaboration &
Support

Our commitment to Academic Integrity

- » Giving students responsibility
- » Collaborate with faculty
- » Foster and maintain this commitment

Staff-Student Partnership

Student Academic
Integrity Champions (SAICs)

New Academic Integrity Procedure

- Reasons for changes/updates
 - to ensure it is aligned with the [OIA Good Practice Framework](#)
 - to ensure clarity for both staff and students
 - to ensure the procedure is accessible, proportionate, and fair
 - to ensure the process is streamlined and applied in a consistent manner



Key updates/changes

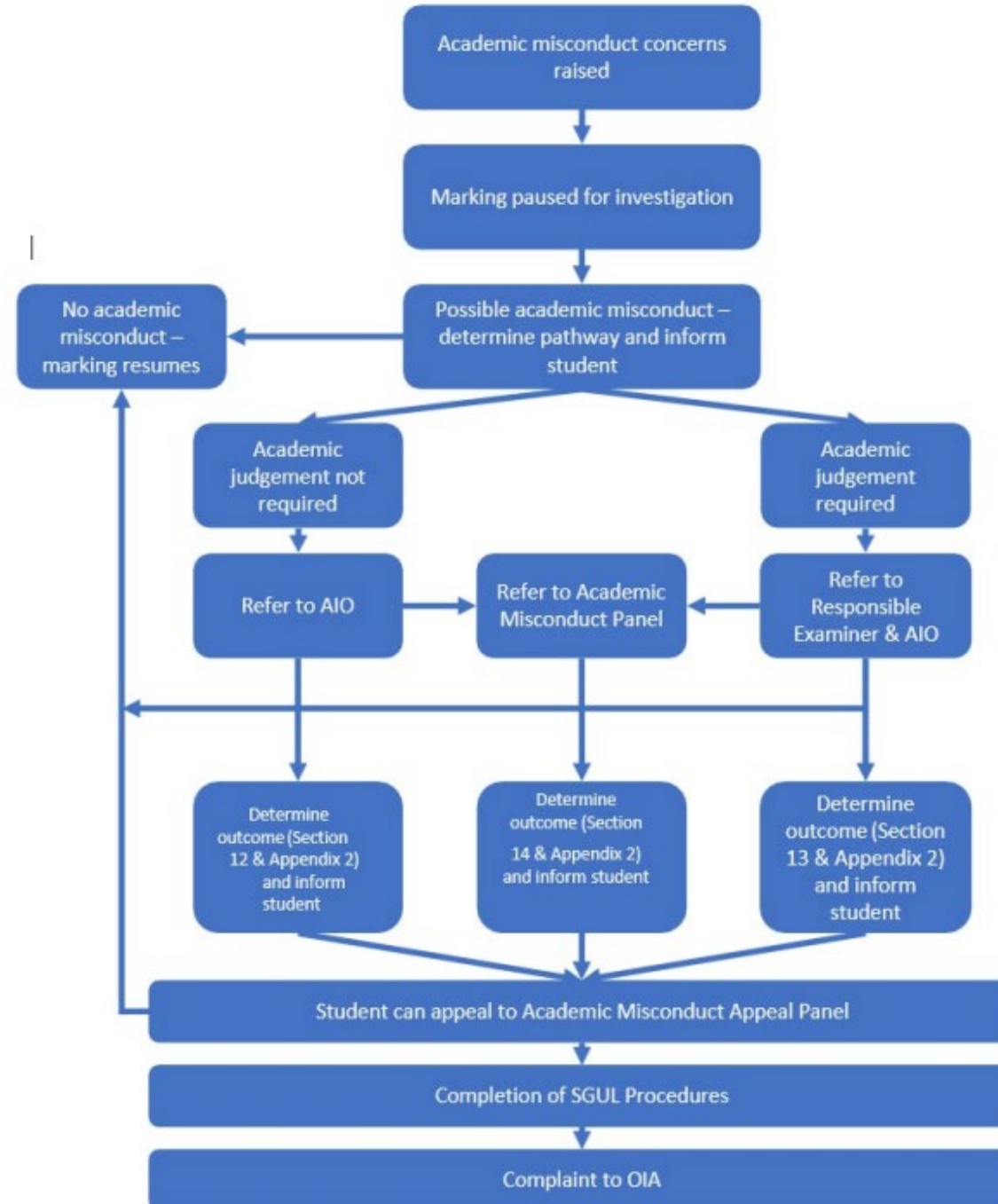
- **OIA** scheme
- Range of **support services** available
- **Confidentiality** and General Data Protection Regulations
- **Links** to relevant procedures
- **Reasonable adjustments** and **procedural exemptions**
- **Reconsideration of allegations**

Key updates/changes

- Extenuating circumstances vs. **special circumstances**
- Clarify the institution's stance on **intent**
- **Definitions:** poor academic practice/ academic misconduct
- Academic misconduct of the **highest severity**.
- **Groupwork** and/or collusion cases
- Academic misconduct involving the use of **Artificial Intelligence (AI)**

Key changes/changes

- Panel membership
- 2-step **decision making process**
- **Penalty setting guidelines**
- Appeal **grounds**
- Role of the **student supporter**



17 Appendix 1

Academic judgment (an excerpt from the OIA Good Practice Framework: Disciplinary Procedures)

Questions normally involving academic judgment	Questions of fact that do not normally involve academic judgment
Is the standard of work so out of line with the student's other work that it suggests cheating?	Did the student advertise for someone to do the work for them?
Are the ideas copied from someone else's work?	Did the student buy an essay online?
Is the plagiarism major or minor?	Did the student take notes into the examination?
Do the student's working notes support their case that the submitted work is theirs?	Are the quotations marked by indented text or quotation marks?
Are the ideas the student is referring to in such common usage that it is not plagiarism?	Did the student intend to cheat?

Instances of academic misconduct (Penalties are cumulative)	Scale of penalties where academic misconduct is found to have taken place during a first assessment attempt	Scale of penalties where academic misconduct is found to have taken place during a reassessment attempt
Please note that for each instance detailed below a referral may also be made as appropriate for consideration under the Procedure for Consideration of Fitness to Study or Practise (as per 6.1).		
Students who are on programmes accredited by a PSRB are required to report any academic misconduct outcomes and penalties to their PSRBs.		
First instance	<p>Mark of zero/ fail for the unit of assessment</p> <p>If reassessment of the failed unit is necessary, then reassessment of the failed unit of assessment is allowed, with the normal consequences, if any, for reassessment.</p>	<p>Mark of zero/fail for the unit of assessment</p> <p>If the module is failed – no further reassessment is allowed unless the student is entitled to a third attempt. General Regulations for Students and Programme of Study apply.</p>
Second instance	<p>Mark of zero/ a fail for the unit of assessment</p> <p>If reassessment of the failed unit is necessary, then reassessment of the failed unit of assessment is allowed, with the normal consequences, if any, for reassessment.</p>	<p>Mark of zero/ a fail for the unit of assessment</p> <p>No further reassessment is allowed unless the student is entitled to a third attempt. General Regulations for Students and Programme of Study apply</p>
Third instance (only applicable to AMPs)	Termination of registration. General Regulations for Students and Programme of Study apply	Termination of registration. General Regulations for Students and Programme of Study apply

Burden of proof

- For Academic Misconduct Formal Discussions / Panels the burden of proof is on the University.
- For Academic Misconduct Appeal Panels the burden of proof is on the student.



Standard of proof

- Known as:
 - More likely than not
 - More probable than not
 - Preponderance of evidence
 - 50% and a feather
 - 49% to 51%



Special Circumstances

- Different from ECs
- Ability to distinguish between **right and wrong** was impaired at the time that they committed the misconduct.
- Rarest of cases.
- Valid evidence : a signed and dated letter from a medical practitioner (GP or clinical specialist) that states the dates when the illness affected the student and how the student's capacity to distinguish between right and wrong was severely affected by their circumstances at the time the misconduct took place.

Rosewall Ward

Lakeside Centre

Hillingdon Hospital

21 May 2023

TO WHOM IT MAY CONCERN:

We can confirm that X has been under our care since January 2021 and has been diagnosed with Paranoid schizophrenia.

X has been receiving treatment in the form of medication and cognitive behavioural therapy.

In recent months X has reported a worsening of his condition because of refusal to engage with treatment. His mental health remains fragile and has been experiencing delusions and hallucinations. X has a fluctuating insight into his illness and the need for continued treatment.

DR Joe Bloggs,

Consultant Psychiatrist.

Rosewall Centre, Hillingdon Hospital

Setting up a formal discussion

- Formal discussion will be set up within 10 working days. Student is given 5 working days notice
- Attendees: Responsible Examiner and/or AIO
- opportunity for the student to explain how they approached the assessment task and for the student to be shown how the suspected academic misconduct has been identified.



Prior to the formal discussion

- Declaring any “conflict of interest”
- Preparation is key
- What to bring to the formal discussion
 - Relevant procedures/regulations
 - Topics or suggested list of questions
 - Identify issues, inconsistencies and key evidence
 - Turnitin reports
 - Relevant assessment brief



The Formal Discussion meeting

- The standard of proof is the balance of probabilities, 51%, more likely than not.
- Do not promise confidentiality.
- Late tabling of special circumstances.
- The right to be accompanied
- Legal persons
- Contact SCC/AIOs if you have any questions / concerns
- Keep notes of the meeting





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Outcomes after Formal Discussion

- Possible Outcomes:
 - No Further Action
 - Poor Academic Practice
 - Upheld without Special Circumstances
 - Upheld with Special Circumstances
 - Refer to Panel (for complex cases/third offences)

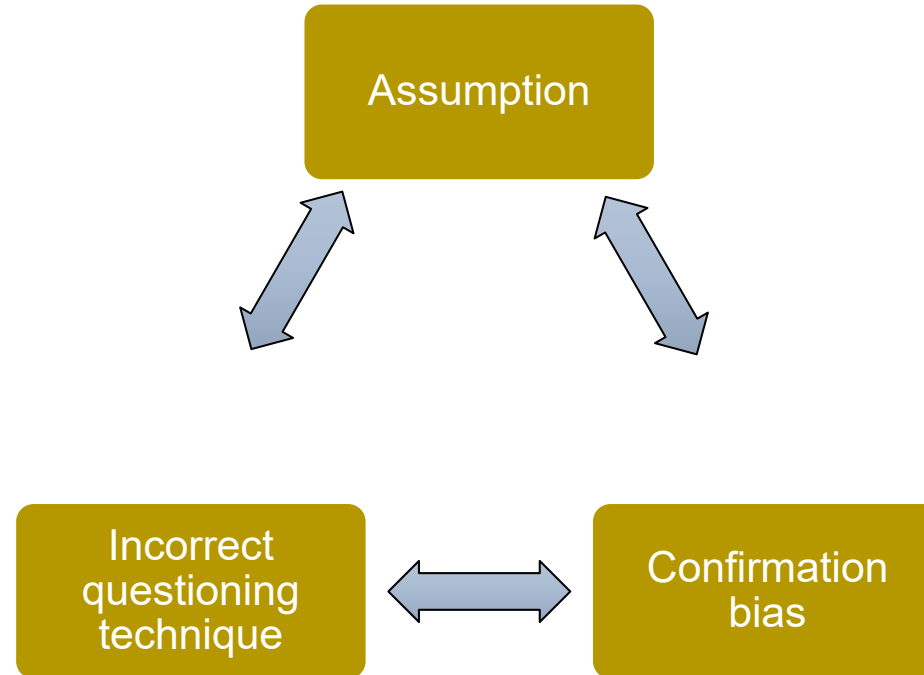


Questioning

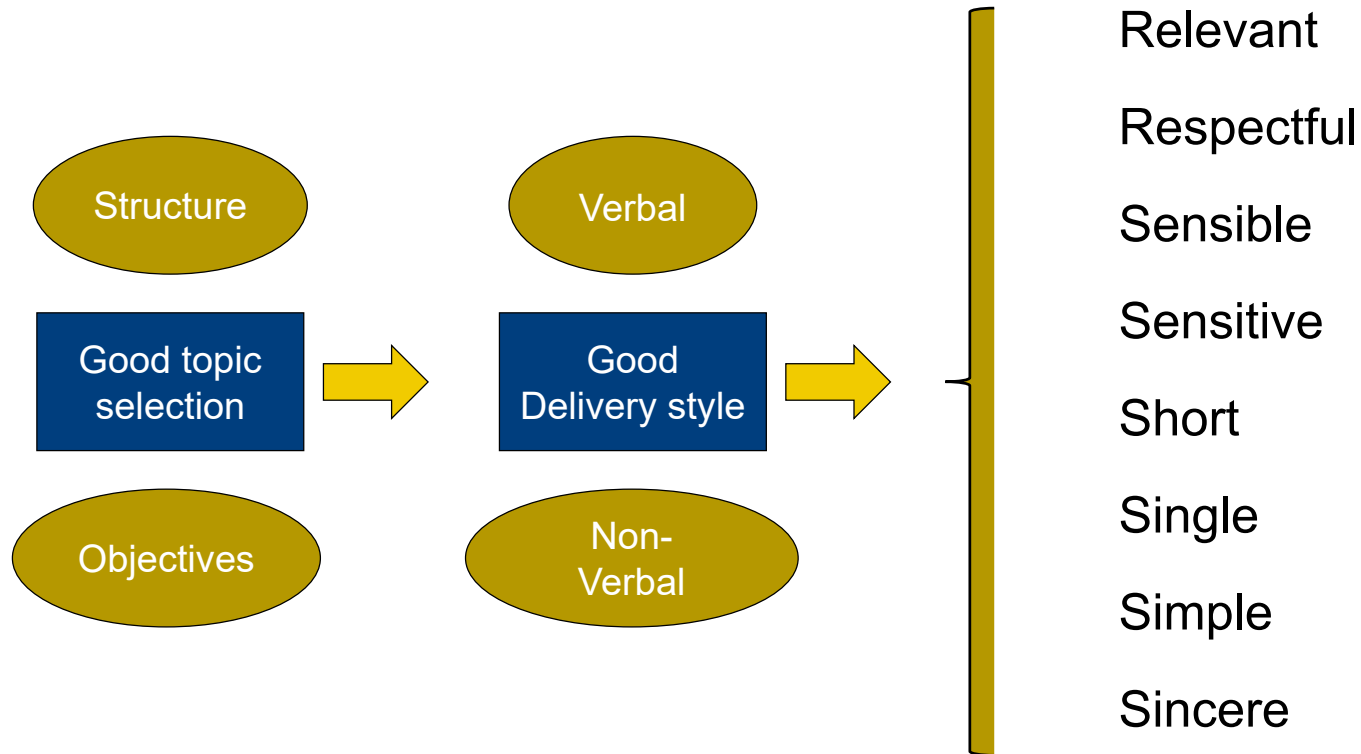
- **Importance of getting it right**
- Neutral, non-leading
- **Help me understand** rather than **WHY**
- Tempo – too fast, too slow
- Empathy imbalances – sympathy, empathy, apathy
- Do not offer personal views



Questioning



Good Questions



The T.E.D. questioning technique

- Tell me in as much detail as you can.....
- Explain to me in as much detail as you can.....
- Describe to me the process (walk me through)
.....

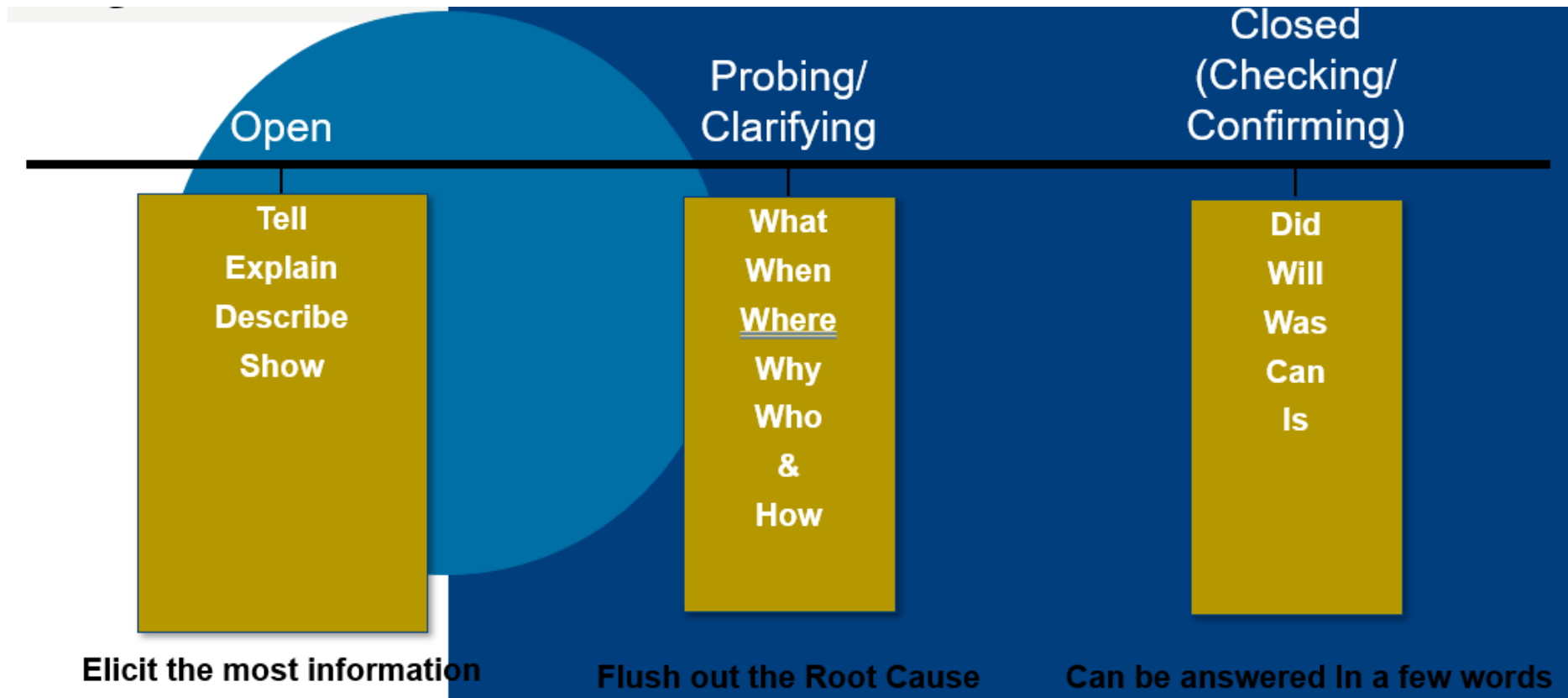


The Limits of T.E.D

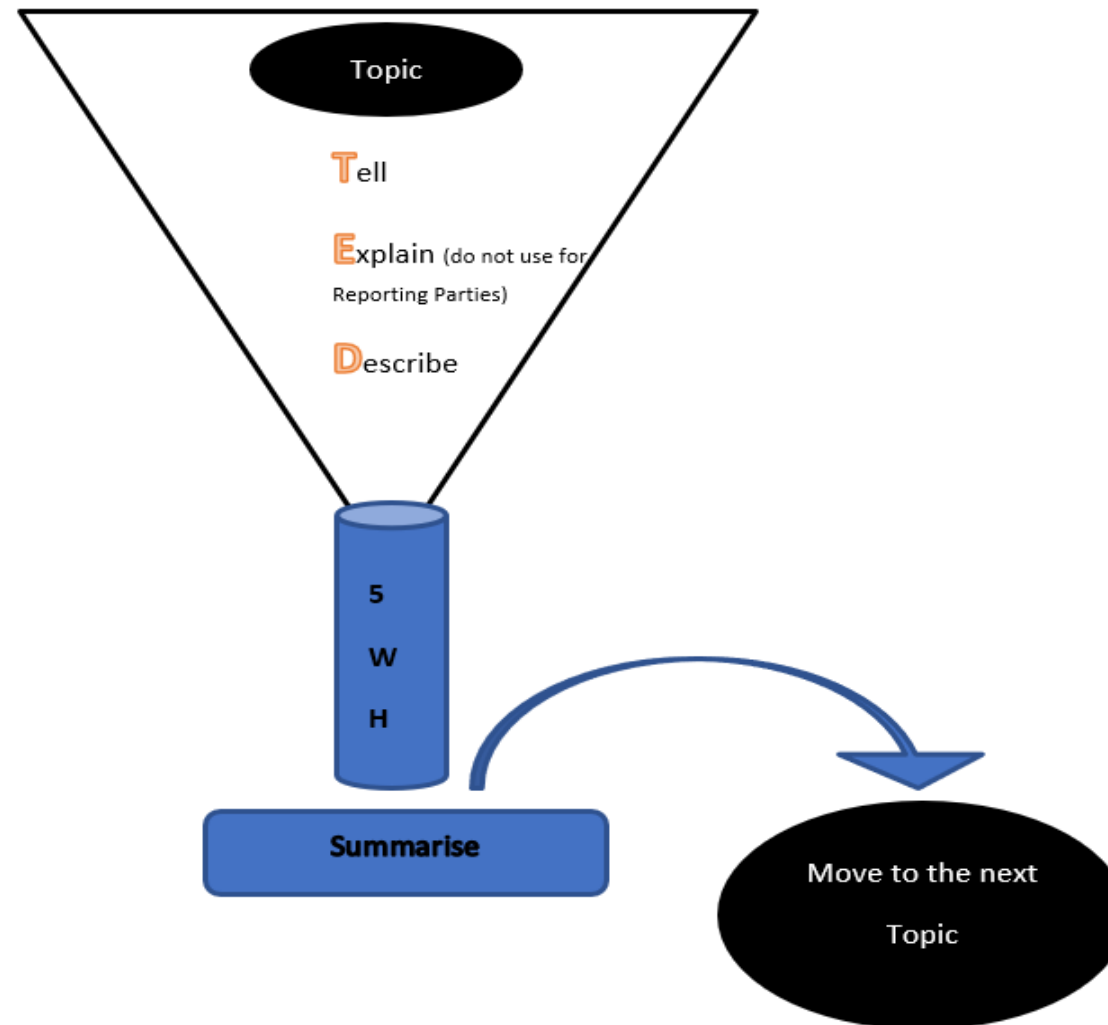
- Lost in the spiral of lots of detail
- Not getting the detail to satisfy the objectives
- Works well with talkative types but not so well with non talkative types
- Do I fully understand what the person has said ?



Your Tool Belt of Questions



Funnel technique (adapted from College of Policing, 2020)



Referring a case to SCC



AREA OF CONCERN



SUPPORTING
DOCUMENTATION



SUMMARIES OF ANY
STUDENT MEETING

Academic Misconduct Panel

- Panels are for complex cases of the highest severity and third offences.
- Membership:
 - Course Director or nominee (Chair)
 - • two trained panel members, at least one of whom should be external to the student's programme.
- Module Leaders are not invited as a matter of course but can be requested as a witness.
- The SCC team member will have knowledge of the student profile, so can advise on the relevant penalty based on the panel outcome.

Academic Misconduct Panel

Prior to the hearing

Declaring any “conflict of interest”

Preparation is key

What to bring to the hearing

- Paper/electronic copy of the dossier
- Relevant regulations/procedures
- Topics or suggested list of questions (for student & witnesses)
- Identify issues, inconsistencies and key evidence

The pre-meeting

- Ensure questions are equally divided
- Pre-empt responses and plan follow-ups
- Consider relevance of questions
- Purpose of the Panel
- No discussion of outcomes



Academic Misconduct Panel

During the hearing

- Burden and standard of proof- the **evidence myth**
- **Confidentiality**
- Recordings- be mindful, ensure belongings are removed during adjournments
- **Late tabling of evidence**
- **Reasonable adjustments**
- The right to be **accompanied**- the friend should not be an oral or written witness
- **Legal** persons
- Clear on your **purpose**: avoid the temptation to focus on the student's health, academic progress, and support received. The hearing should not be treated as a therapy session.



Decision-making

- Barriers to effective decision-making
- Avoid making unfounded inferences
- Weigh the evidence
- Do not always accept at face value
- We cannot spot liars
- Credibility assessment
 - Checkable against other known facts
 - Likely to be true



Grounds for an appeal

-
- Procedural error
 - Bias
 - New evidence
 - Decision was unreasonable/penalty was not proportionate



Academic Misconduct Appeal Panels (AMAPs)

-
- 2 members of staff from the pool of trained Panel members,
 - 1 staff trained as Panel Chair
 - Avoid the temptation to reconsider the case. Focus on relevant grounds
 - The AMAP may have reached a different decision, but they should not uphold the appeal if the original decision was one that could reasonably have been made



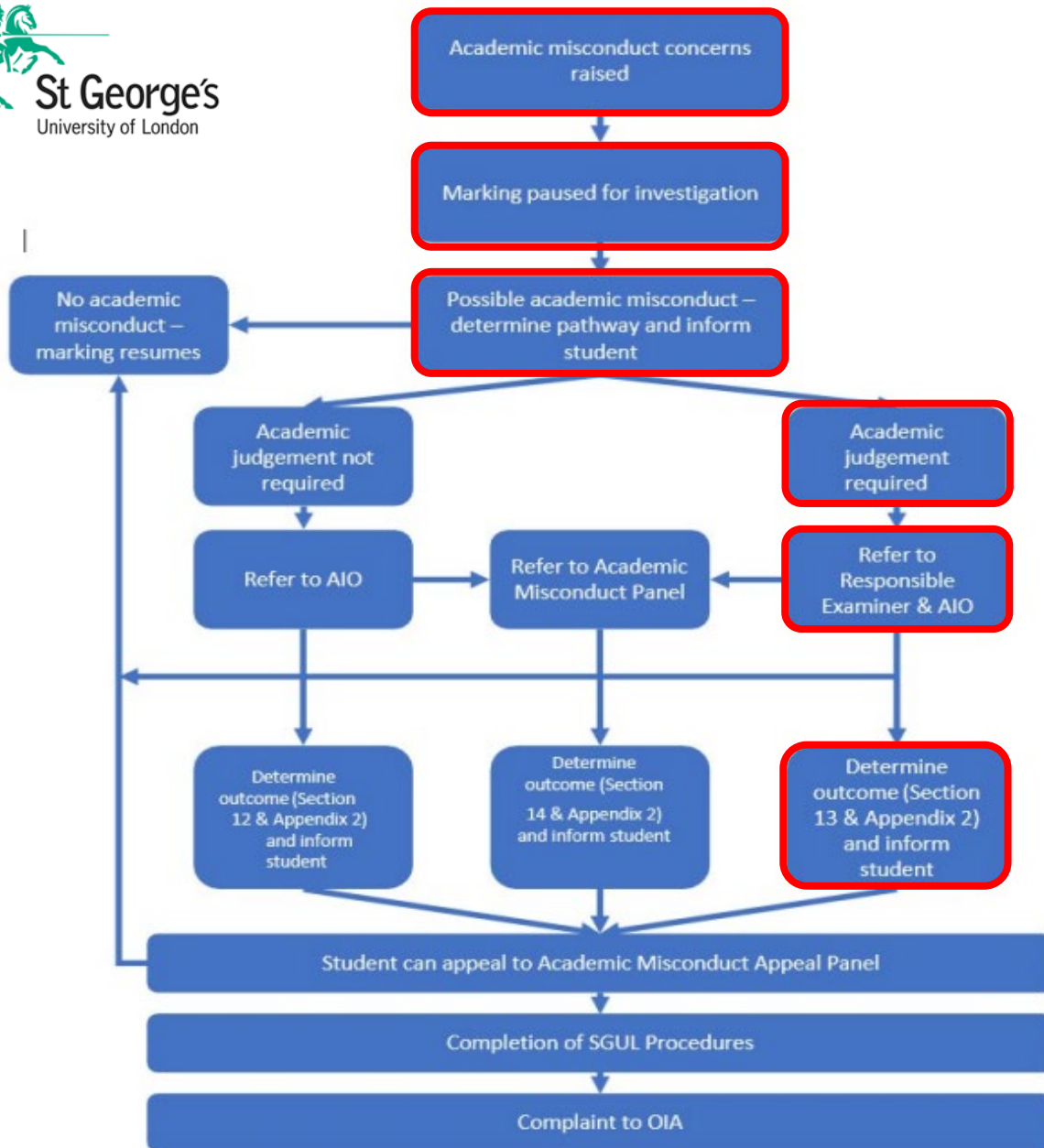
AMAPs outcomes

- (i) that the outcome of the AMP/AIOs/Responsible Examiner should be confirmed and the **appeal dismissed**;
- (ii) that a penalty imposed by the AMP/AIOs/Responsible Examiner should be **varied**;
- (iii) that there has been a failure to follow the University's regulations and/or **procedures** or to follow them with due care such as to deny the student a fair hearing;
- (iv) that there was **bias or prejudice** towards the student in the way the AMP/AIO/Responsible Examiner reached its outcome or in other aspects of the procedure;
- (v) that relevant **new evidence** that was not available to the AMP at the time for valid reasons should be taken into account;
- (vi) that the decision of the AMP was **unreasonable** and/or that the penalty was not proportionate with the evidence presented in all of the circumstances.

The Facilitator's Role at Panel Stage



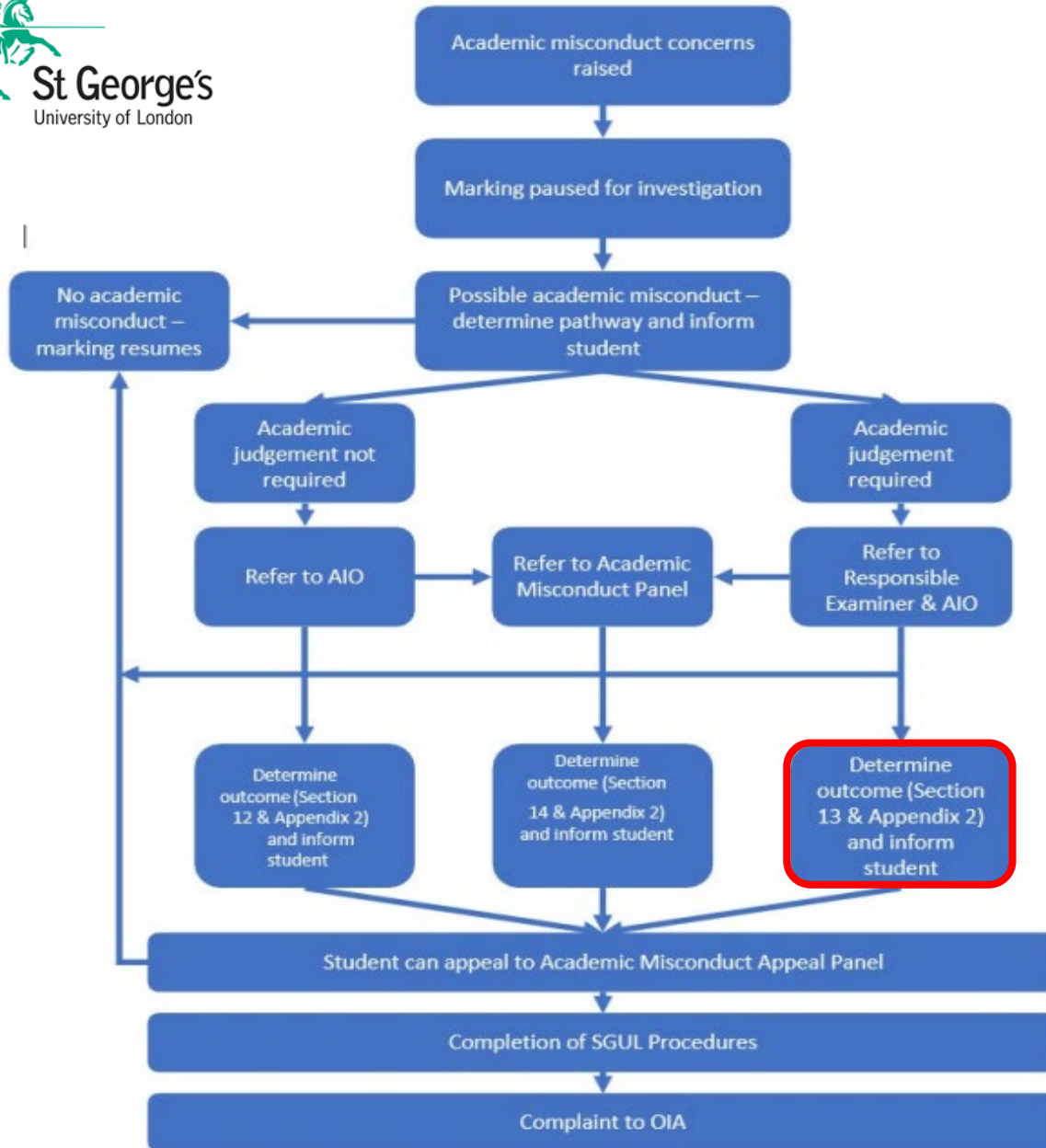
- Ensuring regulations are followed
- Supporting both the Panel and the student with procedural matters
- Ensuring Panel's findings are articulated clearly in letter/notes (vital for appeals/OIA/legal challenges)
- Ensure that the Panel have thoroughly considered all aspects of the case
- Testing the decision-making process of the panel, not giving an opinion



Case study

Student submitted an assignment on 15 May 2023. Turnitin report showed a 81% similarity index (42% internet sources, 50% publications, 8% student papers)

- Marker raises concerns to the responsible examiner of potential plagiarism
- Marking is paused for this student and concerns examined in more detail
- Academic judgement required
- Academic misconduct is indicated – inform student with specific allegation(s) and evidence, invite formal discussion/EC/SC
- Responsible examiner & AIO consider evidence
- Materials considered to determine outcome
 - Formal Discussion Invitation Letter (confirming student had at least 5 working days' notice)
 - Formal Discussion minutes
 - Turnitin Report
 - Special Circumstances: medical letter from GP confirming the student was diagnosed with anxiety in June 2021



Case study

Student submitted an assignment on 15 May 2023. Turnitin report showed a 81% similarity index (42% internet sources, 50% publications, 8% student papers)

- Determining outcome:
 - Student provided revision notes that were not shared before the meeting.
 - AIO(s) explained there were a large number of similarities flagged in the Turnitin report of the coursework, which raised concerns for plagiarism.
 - Student's account of how the work was produced: "I had several deadlines at the same time, this was stressing me out. I didn't know what to do – I tried contacting my personal tutor the day before, but they didn't respond in time. I had a lot going on at home and I went to the Doctor because I have anxiety. I couldn't concentrate. I tried doing this work as best as I could, but I probably didn't use quotations as much as I should have."
- AIO found there was prolific use of text taken from online sources / publications and student papers without acknowledging the sources
- Student presented evidence to be considered as special circumstances (GP letter from 2021)
 - "X has been experiencing significant exacerbation of anxiety in recent months and is finding it difficult to concentrate."

Questions and Discussion



Resources for staff

- A Handbook for Deterring Plagiarism in Higher Education Jude Carroll Oxford Centre for Staff and Learning Development (2007, revised 2013)
- AdvanceHE [addressing plagiarism 1568037222.pdf](#)
- AdvanceHE Supporting Academic Integrity
 - [supportingacademicintegrity v2 0 1568036894.pdf](#)
- Oxford Brooks University- Reduce the risk of plagiarism in just 30 minutes [2576 123-ReducePlagi.indd \(uq.edu.au\)](#)
- OIA Toolkit for providers
<https://www.oiahe.org.uk/providers/toolkit-for-providers/tips-relating-to-academic-misconduct/>
- OIA Case summaries (Academic misconduct)
<https://www.oiahe.org.uk/resources-and-publications/case-summaries/academic-misconduct-cs022301/>

Practical toolkits and workshop materials

- Brown, N. & Janssen, R. (2019). [Workshop materials for the preventing plagiarism workshop.](#)
- Brown, N., & Janssen, R. (2017). [Preventing plagiarism and fostering academic integrity: A practical approach.](#) Journal of Perspectives in Applied Academic Practice, 5(3), 102-109.
- Gallant, T. B., George, V., Jamieson, M., Kanani, M., Lang, C., Moriarty, C., & Usdansky, M. (2016). [Institutional Toolkit to Combat Contract Cheating.](#)

- Academic Integrity Officers