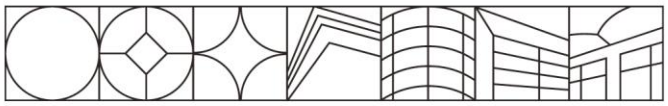
CCG Chichester College Group



HIGHER EDUCATION ACADEMIC MISCONDUCT POLICY

1. Overview and Purpose

1.1. This policy is based on the expectations and core practices of the UK Quality Code for Higher Education (2018) and the Office of the Independent Adjudicator (OIA) Good Practice Framework for Disciplinary Procedures (May 2023 and December 2022).

1.2. The College seeks to promote a strong understanding by students of academic integrity and practice. It expects all students to apply academic conventions for citing and acknowledging the work of others.

1.3. Attempts to gain unfair advantage or to cheat are considered Academic Misconduct and are taken very seriously. Academic Misconduct is activity which can be interpreted as an attempt to gain unfair advantage, for example by passing off the work of others as the student's own. In cases of serious cheating, the most severe penalty is being required to withdraw without a degree or exit award

2. Scope

2.1. This Policy applies to all students registered on higher education programmes delivered or awarded by the College.

2.2. Chichester College Group works in partnership with a number of Higher Education Institutes (HEI). Each awarding body and validating HEI has their own specific course regulations and guidelines which constitute part of the partnership agreements within the context of QAA's UK Quality Code.

2.3. For Pearson programmes where academic misconduct is suspected and a declaration of authenticity has been completed; the centre will investigate the matter and notify Pearson in accordance with their academic misconduct and malpractice policy. In such cases, the outcome stage of our internal policy would be deferred to Pearson.

2.4. Further guidance from awarding institutions policies and procedures regarding Academic Misconduct are available on the link below:
Section: Academic Regulations & Policies | HE Information Pages | CCGOnline (chichester.ac.uk)

3. Roles and Responsibilities

3.1. In all cases of academic misconduct or any other form of attempting to secure unfair advantage, Chichester College Group confirms the Director of HE will be responsible for appointing appropriate initial investigators and setting the timeline for the investigation of alleged academic misconduct.

3.2. The HE Academic Standards Lead will review all queries regarding suspected Academic Misconduct and inform the Director of Higher Education of any cases that meet threshold for further investigation.

3.3. The Director of Higher Education will communicate with the student and staff to begin the formal process of investigation.

3.4. All outcomes will be reviewed by the Director of Higher Education who will decide on next steps, as set out in the policy process.

4. General Principles and Policy Statements

4.1. **Objective 1:** There are clear expectations of academic integrity for students and staff including appropriate and transparent use of Artificial Intelligence (AI) tools in academic work.
Objective 2: To promote clear decision making and behaviour in an academic context and reflect acceptable academic practice

Objective 3: The process of academic misconduct is clear accessible and actively promoted

Objective 4: There is clear guidance on the different types of Academic Misconduct

Objective 5: Students have clear guidance on standards of conduct expected in the preparation of coursework and the consequences of academic malpractice

Objective 6: Students have clear guidance to appeal against academic misconduct decisions

The expected impact is that all students have clear, and consistent guidance on what constitutes Academic Misconduct and the consequences of Academic Misconduct.

5. Definitions of Academic Misconduct

5.1. Academic malpractice is cheating: it is when a person (or people) trick, defraud or deceive others. It includes but is not limited to the following:

5.1.1. Collusion: where a student works in a fraudulent manner with another (or others) being assessed independently (either wholly or in part) in the same module.

5.1.2. Plagiarism: to 'take and use another person's thoughts, writings, inventions as one's own' (Oxford English Dictionary). All quotations must use the Harvard APA referencing system.

5.1.3. Commissioning: getting another person(s) to complete work which is subsequently

5.1.4. claimed as the student's own work.

5.1.5. Impersonation: where somebody undertakes an examination or assessment posing as another person.

5.1.6. Syndication: the submission of substantially similar piece(s) of work by two or more students, either in the same institution or in a number of institutions, either at the same time, or at different times.

5.1.7. Falsification of data: where data has been invented, altered, copied or obtained by unfair means.

5.1.8. Aiding and abetting: where a student assists another student in any form of dishonest academic practice.

5.1.9. Duplication: Where a student submits work for assessment that is the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission.

5.1.10. Cheating in an invigilated examination: Where a student copies from unauthorised material or from another student's script within an examination room, communicates with another person during an examination, consults information or individuals while absent from the examination room, or attempts to gain a higher grade by fraudulent means.

5.1.11. Ghosting: Where a student submits as their own, work that has been done as a whole or in part by another person on their behalf or deliberately makes available or seeks to make available

material to another student with the intention that the material is to be used by the other student to commit Academic Misconduct.

5.1.12. Unethical Behaviour: Conduct which deviates from accepted ethical behaviour, including failure to gain ethical approval, coercion or bribery of project participants, breach of confidentiality or improper handling of privileged or private information on individuals gathered during data collection.

5.1.13. Professional misconduct: where, in the course of their assessed work, students on professional courses act in a manner which breaches the relevant professional Code of Conduct.

5.1.14. Further information regarding academic integrity, including the use of AI is provided by the Joint Council for Qualifications (JCQ). Students should ensure that they have read the information provided on the JCQ website (link below), along with the CCG HE Policies outlined above:
Information for candidates – Joint Council for Qualifications

5.1.15. Misuse of Artificial Intelligence (AI) tools: Using AI tools in a way that is not permitted by the assessment brief, the relevant AI Assessment Scale (AIAS) level, awarding body or partner university requirements or CCG guidance. This may include submitting AI-generated content as one's own without appropriate acknowledgement or permission.

5.1.16. Using AI tools to gain unfair academic advantage: using AI to complete work where this is not allowed, failing to declare or evidence AI use where required or generating entire assessments.

5.1.17. Inappropriate use of AI involving protected or third-party material: Using AI tools in connection with assessed work in a way that breaches copyright, intellectual property rights, confidentiality obligations or professional requirements, including uploading another person's work without permission.

5.3 General Considerations:

5.3.1 Students may be found guilty of academic misconduct whether or not there has been any intention to deceive; that is, a judgement that negligence has occurred is sufficient to determine guilt.

5.3.2 Students have a duty to inform themselves of the Assessment Policy and Procedures and of the academic conventions used in the college for correctly citing and acknowledging the work of others, including the correct use of quotation marks, and the regulations governing examinations. This includes understanding the requirements of the assessment brief and relevant AI Assessment Scale (AIAS) level, including This includes understanding when and how AI tools may be used, and how to acknowledge their use appropriately. For advice on correct referencing see referencing information available on the HE Information Pages and relevant websites.

5.3.3 When academic misconduct is alleged, a student is required to attend a meeting arranged to discuss the alleged misconduct with a member of the department. Following the departmental meeting, an overview of the discussions will be submitted to the HE Team who will decide the outcome and next steps. Where AI-related concerns are raised, the assessment brief and relevant AI Assessment Scale (AIAS) levels witll be taken into account.

5.3.4 The potential outcomes are:

5.3.4.1 Insufficient evidence to support the allegation of academic misconduct

5.3.4.2 Poor academic practice has been identified

5.3.4.3 Concerns were not fully resolved, and a further investigatory meeting is required.

5.3.5 Where an allegation of academic misconduct is not substantiated following due process, the case will be dismissed, no further action will be taken, and no record of the allegation will be retained on the student's academic file.

5.3.6 Where an investigation concludes that the concern raised constitutes poor academic practice rather than academic misconduct, the student will be offered appropriate tutorial support and required to engage with additional academic skills development, such as referencing workshops. This is intended to ensure understanding and prevent recurrence. However, any subsequent allegation of a similar nature may be treated as academic misconduct and subject to formal disciplinary procedures.

5.3.7 If a student is required to attend an investigatory meeting, they may bring a member of the Students' Union executive to help them in presenting their case. A meeting may proceed in the absence of the student (and their representative) provided that the member of the HE Team concerned is satisfied that due notice has been given to the student

5.3.8 Where academic misconduct is found to have occurred, the student will be notified of the outcome and any sanctions applied in accordance with the regulations of their respective validating or awarding body.

5.3.9 In some instances, such as allegations relating to collusion or group submissions, it may be necessary and appropriate for a member of the HE Team to see more than one student at a time.

5.3.10 If an allegation of an academic misconduct has been proven, the student will be invited to disclose any further cases which they wish to be taken into consideration as part of the same misconduct. Students are warned that all undisclosed misconduct which comes to light will be treated as subsequent misconduct, potentially carrying heavier penalties.

5.3.11 In determining the penalty for an academic misconduct, any previous confirmed academic misconduct will be taken into account. When more than one misconduct is considered at the same time the misconduct will normally all be considered as a first misconduct if the student has not previously been found guilty of academic misconduct. A subsequent academic misconduct may occur from the point at which a student is found guilty of a first misconduct.

5.3.12 In some instances, such as allegations relating to collusion or group submissions, it may be necessary and appropriate for a member of the HE Team to see more than one student at a time.

5.3.13 For cases of serious non-academic misconduct, the process will be conducted in accordance with this policy with reference to the awarding body regulations. Outcomes will be communicated in the same way, and time frame and penalties that are deemed to impact on the students' continuance or completion will be ratified by a senior member of staff. (Vice Principal or Principal).

5.3.14 If a student is given an opportunity to resubmit work having been found to have committed academic misconduct; any further allegations made about the resubmitted piece of work will be treated as subsequent misconduct.

5.3.15 Students are reminded that the penalties for academic misconduct may be very severe, especially those for any subsequent misconduct (i.e. misconduct identified after any previous misconduct has been confirmed), including requiring a student to withdraw or determining that a qualification may not be awarded. Where necessary the relevant Professional Body will also be informed.

5.3.16 Where a student has a penalised mark for work as a result of an academic misconduct the penalty will not be carried forward if the student repeats a year. However, the record of the misconduct is kept on the student's record and the academic misconduct database, and any further misconduct will be classified as subsequent misconduct. Where necessary, the relevant Professional Bodies will be informed.

5.3.17 Where the alleged misconduct involves an alleged breach of the College's behaviour policy, the case must be referred to the Director of Student Services.

5.3.18 Where academic misconduct has been alleged and a student has withdrawn, or is required to withdraw, from the College for reasons not related to the allegation; the Academic Misconduct Procedures will be completed. If the student is found to have committed an academic misconduct, a notional penalty will be allocated, and a record made of the outcome. The outcome will be communicated to the student in writing.

5.3.19 If a further investigatory meeting is required, this will be conducted by a member of the HE Team and minuted.

6 Artificial Intelligence and Academic Integrity

6.1 Academic integrity is an underlying principle of research and academic practice. Students are expected to demonstrate their development as an independent learner, researcher and critical thinker, including maintaining good academic practice. This involves completing studies honestly and ethically, having respect for the work of others and recognising their responsibility to ensure fair assessment.

6.2 The overarching purpose of assessment is for students to demonstrate their understanding and ability to analyse and apply knowledge gained to their assessors. Passing off someone or something's work as their own, such as claiming authorship of machine generated content (including text, code and creative works) means that they are not demonstrating their own skills and learning. As well as limiting opportunities to develop as a learner, it is also highly unethical.

6.3 When using AI tools to support learning and in the development of student work students must maintain good academic practice. This will include:

- Acknowledgment of AI sources through appropriate referencing where students have used content as an information source alongside other reading and acknowledging how and when AI has been used to inform the approach to the assessment or as part of the writing process.
- Being clear about where AI has informed or supported work will allow students to demonstrate the development of their learning while avoiding academic misconduct.
- Using AI tools in accordance with the requirements of the assessment brief and relevant AI Assessment Scale (AIAS) level.

6.4 There are many different ways that students may have used AI tools in the preparation of an assessment, including helping students to create a basic structure for writing or generating initial ideas around a topic. While students may not have used the content directly as a source of information in a quotation or citation, applying AI in these ways, means students have used it as a tool in the creation of assessed work. To maintain good academic practice and the fairness of assessment students must acknowledge this contribution. The extent to which AI may be used, and the evidence or acknowledgement required, will depend on the assessment brief and the relevant AI Assessment Scale (AIAS) level.

6.5 Where AI tools have been used, students should identify the AI technology used and explain how it supported the preparation of their work. The level of acknowledgement, evidence and documentation required will depend on the assessment brief and relevant AI Assessment Scale (AIAS) level.

For example:

- Name the AI tool(s) used.
- Explain how the AI tool was used, output generated and modified.
- Acknowledge any AI-generated content, information, images, code or other materials included in the work
- Confirm that no AI-generated content has been presented as the student's own work.

6.6 Students should provide any additional evidence of AI use required by the assessment brief

7 Related Policies and Procedures

7.1 HE Assessment Policy, CCG Positive Behaviour Management Policy

8 Document and Version Control Information (*please complete all sections*):

Version control information heading	**Details**
Owner	Role, Department
Author	Role, Department
Policy Review Area	HR, Students, Teaching, Learning & Quality, HE, Governance, Finance, Health, Safety & Security, Commercial and International, Information & Funding, IT, Information Management, Sales, Marketing & Comms, Estates & Facilities
Approved by	GLT/Committee/Corporation
Date of approval of this version	Please insert date of meeting where policy was approved.
Review Cycle	3 years
Next review date	2029

Version control information heading	Details
Version number	V1.01

Academic Malpractice procedure

1.1. **Academic Malpractice procedure**

1.2. The Director of Higher Education acting on behalf of CCG shall have the power, taking into account the circumstances of the case, to carry out a full investigation and where required hold investigatory meetings to uncover all related facts in order to:

- Determine that no misconduct has been committed
- Determine that misconduct has been committed and issue penalties

1.3. The Director of Higher Education will:

- Inform in writing the student whose case has been referred about the nature of the alleged misconduct
- Check if any there have been any previous occurrences which will be taken into account
- Hold investigatory meetings where required in order to fully understand the circumstances and support decisions made
- Inform the student of the outcome within 10 working days and the student's right to appeal against the decision within 5 days
- Confirm in writing the decision in respect of any case and grounds for the decision (a copy must be given to the student and a copy must be held on the Course Managers File) in line with the standard Completion of Procedures letter.

1.4 Retrospective Misconduct: Misconduct identified post completion of the qualification which has led to the former student having an unfair advantage over their peers may lead to the full retrospective removal of the qualification.

2. Appeal Procedure

2.1 The student has the right of appeal to the next level of review at each stage in the procedure. An appeal should be submitted within 5 working days of the outcome being notified to the student and should be reviewed within 15 working days after the appeal is received. If this is not possible due to timings such as out of term time, the student will be informed and the timeline adjusted. The appeal must state the grounds upon which there is disagreement with the college's decision. An appeal against the outcome of an offence of malpractice will be reviewed by a member of the senior leadership team.

2.2 Students studying programmes validated by Partner Universities will follow appeal procedures as set out by the appropriate universities. For further guidance on appeals at validating Universities please use the link below:
Section: Academic Regulations & Policies | HE Information Pages | CCGOnline (chichester.ac.uk)

2.3 Grounds for appeal

The appeal stage will involve a review of the previous formal stages undertaken. The appeal will not involve a reinvestigation of the original concerns. Grounds for appeal are as follows:

- That the procedures were not followed properly
- That the decision maker(s) reached an unreasonable decision
- That the student has new material evidence that they were unable, for valid reasons, to provide earlier in the process
- That the penalty imposed was disproportionate or not permitted under the procedures

2.4 Outcomes of appeal

If the student successfully appeals the outcome of an academic misconduct process, the student's case may need to be reconsidered by a board of examiners. The student will be issued with a written outcome that explains what action has been taken as a result of the appeal. A Completion of Procedures letter will also be issued.

If the appeal is not upheld or is not permitted to proceed under the grounds of appeal, a Completion of Procedures Letter will be sent to the student within 28 days. This will include, or be accompanied by, an explanation of the decision reached and the reasons for it, in straightforward language. This will help the student decide whether to pursue the matter further.

The letter should set out:

- their right to submit a complaint to the OIA for review
- the time limit for doing so
- where and how to access advice and support.

Related Policies and Procedures

- HE Assessment Policy
- Positive Behaviour Management Policy
- **Document and Version Control Information (please complete all sections):**

Version control information heading	**Details**
Owner	Director of HE
Author	Director of HE
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Approved by	GLT/Committee/Corporation
Date of approval of this version	Please insert date of meeting where policy was approved.
Review Cycle	3 years
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