



## Student Academic Misconduct Procedure

### 1. Introduction

#### 1.1 Purpose

The Student Academic Misconduct procedure sets out how Norland will investigate and penalise any conduct which is considered to breach Norland's assessment regulations and which is likely to give an unfair advantage to the student and/ or affect the security of assessments and/ or affect the integrity of the degrees awarded by Norland.

#### 1.2 Scope

- 1.2.1 These procedures apply to all current students of Norland and for both the Norland Diploma and the undergraduate taught degree.
- 1.2.2 These procedures apply to all methods of assessment and to both summative and formative assessment.

### 2. Guiding Principles

- 2.1 These procedures apply to all current students of Norland and for both the Norland Diploma and the undergraduate taught degree.
- 2.2 In considering allegations of academic misconduct, adjudicators should apply "on the balance of probabilities" as the standard of proof.
- 2.3 Where allegations of suspected academic misconduct are being investigated, where possible all available summative work the student has submitted within the same assessment period should be checked.
- 2.4 Under no circumstances during any stage of the Academic Misconduct procedure will a student be granted an additional attempt at assessment beyond those normally permitted.
- 2.5 In investigating allegations of academic misconduct, adjudicators can make use of Turnitin software.
- 2.6 If, after investigation, no case of academic misconduct is found against a student, no record will be kept on the student's official record. Where a student is found to have committed academic misconduct, this will be placed on their official record.



### 3. Definitions

**3.1** Academic misconduct is defined as any action or attempted action that may result in a student obtaining an unfair academic advantage. For the purposes of this procedure this includes, but will not necessarily be restricted to, the following:

- a) Plagiarism: defined as the representation of other people's work or ideas as the student's own without appropriate referencing or acknowledgement.
- b) Self-plagiarism: defined as the reproduction or resubmission of a student's own work which has been submitted for assessment at Norland or any other institution. This does not include earlier formative drafts of the particular assessment.
- c) Collusion: defined as the unauthorised collaboration by two or more students on any assessment.
- d) Any attempt to gain access to the assessed coursework of any other candidate with or without the knowledge of the other candidate, unless authorisation to do so has been given by the module leader.
- e) Falsification, defined as:
  - i. the fraudulent creation, alteration or misrepresentation of data, or any other information.
  - ii. the creation, alteration or misrepresentation of content using generative AI without permission, referencing or acknowledgement.
- f) Contract cheating: defined as commissioning a piece of assessment to be carried out by a third party, with the intention of submitting it as if it were the student's own.
- g) Falsification of exceptional assessment circumstances.
- h) Any conduct that is likely to affect the security of assessments.
- i) Any other conduct that would give an unfair academic advantage to a student including misuse of generative AI.

**3.2** For the purposes of this procedure, the following will not be considered Academic Misconduct:

- a) Errors of Attribution: see clause 3.3 for further definition of Errors of Attribution
- b) Language and writing review: defined as having a third-party check areas of academic writing such as structure, fluency, presentation, grammar, spelling, and punctuation. However, this may be considered academic misconduct if substantive changes to content have been made by the reviewer or at their recommendation, which would suggest that the reviewer had either produced or determined the substantive content of the submission. This definition additionally applies to the use of generative AI as a third-party reviewer.

**3.3** Errors of attribution are similar to plagiarism, in that both involve using someone else's work without properly crediting your sources. However, the key difference is that errors of attribution tend to be unintentional, honest mistakes, rather than deliberate attempts to mislead the reader. Examples of errors of attribution may include forgetting to put quotation marks around direct quotes, citing incorrect sources for pieces of information or summarising the work of another person or web source without crediting them.

#### **4. Adjudication and Penalty Guidance**

**4.1** The following guidance indicates who should adjudicate the offence being considered, and the penalties that are within scope.

**4.2** The choice of penalty from within the permitted range will be a matter of academic judgement left to the discretion of the adjudicating body.

**4.3** Academic misconduct will be considered a second offence if a penalty has already been received for any prior offence which has taken place during the programme on which the student is registered.

**4.4** "Assessment" in the guidance below refers to any assessed part of the module/unit.

**4.5** Where a job role is specified to take action, this may be delegated to an appropriate substitute.

**4.6** Adjudicators must consult with the Quality and Regulations Manager or Head of Quality and Standards in order to ascertain the student's previous record. The Quality and Regulations Manager and Head of Quality and Standards are also available to give advice.



Description of offence	Extent of misconduct	Adjudicator	Penalties within scope	Consequential considerations
Errors of attribution	First and second	Marker with advice from the module leader	<ul style="list-style-type: none"> <li>• Mark work according to the criteria, disregarding errors of attribution.</li> <li>• Referral of student to student support (in cases where students have already had previous instances of errors of attribution)</li> </ul>	Third and subsequent instances of errors of attribution should be escalated through this procedure, i.e. a third instance would be treated as a first offence of misconduct, etc.
Plagiarism Collusion Falsification Attempts to access the assessed work of another student	First offence	Module Leader with the Head of Learning, Teaching and Research	<ul style="list-style-type: none"> <li>• Any plagiarised content should be excluded from the marking of the assessment.</li> <li>• A reduction of marks for the assessment in which the offence took place by 10 percentage points or one letter grade – a minimum 1% should be awarded.</li> </ul>	<p>The 10% mark reduction should be applied to both pass and fail marks. If this takes the mark to less than 0, a mark of 1% will be recorded to allow for a re-submission.</p> <p>If it is established, at the time or subsequently, that the penalty prevents the progression or award of a student, the misconduct must be referred to the Award/Progression Board of Examiners.</p>



<p>Plagiarism Collusion Falsification Attempts to access the assessed work of another student</p>	<p>Second offence</p>	<p>Module Lead with Head of Learning, Teaching and Research</p>	<ul style="list-style-type: none"> <li>• The module in which the offence took place be given a mark of 0.00%/Grade F.</li> </ul>	<p>The student will be required to retake the module the following year and pay the retake fee.</p> <p>If it is established, at the time or subsequently, that the penalty prevents the progression or award of a student, the misconduct must be referred to the Award Progression Board of Examiners.</p>
<p>Plagiarism Collusion Falsification Contract cheating (first offence) Falsification of Exceptional Assessment Circumstances</p>	<p>Third offence OR first offence for contract cheating or falsification of exceptional assessment circumstances</p>	<p>Academic misconduct panel</p>	<ul style="list-style-type: none"> <li>• The module in which the offence took place be given a mark of 0.00%/Grade F.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The student is excluded from Norland, and is not permitted to re-enrol on any other programme at Norland but may be eligible for an interim qualification.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The student is excluded from Norland and is not permitted to re-enrol on any other programme at Norland and will not be eligible for an interim qualification.</li> </ul>	<p>If exclusion from Norland is considered by the panel, the Principal/Chair of the Academic Board must be involved in the final decision</p>

## **5. Procedures**

### **5.2 Marker/ Module Leader – Error of Attribution**

- 5.2.1** Where the Marker and Module Leader are presented with evidence of the representation of work or ideas as the student's own without appropriate referencing or acknowledgement, they must determine whether this amounts to plagiarism or an error of attribution with reference to point 3.2 above.
- 5.2.2** Where the Marker and Module Leader deem the evidence to amount to a second error of attribution, they must take the following action to address this:
  - 5.2.3** Create an action plan for the student to complete, as follows:
    - 5.2.1.1** Require the student to attend a 1:1 session with a student support officer before submitting any further assessments; and
    - 5.2.1.2** Require the student to meet with the Head of Learning, Teaching and Research to discuss the error of attribution and receive a warning that any further instances of errors of attribution would be deemed to amount to academic misconduct and penalised as outlined above; and
    - 5.2.1.3** Ensure that the errors of attribution are recorded on the student's record.

### **5.3 Module Leader/ Head of Learning, Teaching and Research – First Offence**

- 5.3.1** Where an allegation of academic misconduct is initially made, the Module Leader must first determine whether this amounts to plagiarism or an error of attribution with reference to point 3.2 above.
- 5.3.2** Determination of the extent of plagiarised material is a matter of academic judgement to be made by the Module Leader and Head of Learning, Teaching and Research. TurnItIn reports will be relevant but not conclusive evidence in this regard.
- 5.3.3** Where the Module Leader suspects that a student has committed academic misconduct, they will liaise with the Head of Learning, Teaching and Research regarding their concerns. If the Head of Learning, Teaching and Research agrees with the concerns raised by the Module Leader, the Module Leader will notify the Quality and Regulations Manager who will invite the student to a meeting with the Head of Learning, Teaching and Research and Module Leader to discuss their work.
- 5.3.4** Where the Module Leader is presented with evidence that suggests that a student may have used generative AI to gain an unfair academic advantage, the Module Leader will invite the student to a meeting to discuss their use of AI in producing their work. If, following the meeting, the Module Leader is satisfied that the student did not use generative AI to gain an unfair academic advantage, the module leader will notify the Quality and Regulations Manager that the student's work will be

marked as usual. If, following the meeting, the Module Leader believes that the student has used generative AI to gain an unfair academic advantage then they will notify the Quality and Regulations Manager who will invite the student to a meeting to discuss suspected academic misconduct as per the previous clause.

**5.3.5** Where academic misconduct is found to have been committed, the Module Leader will apply the penalty indicated in the Adjudication and Penalty Guidance table (see above).

**5.3.6** Where the penalty imposed would prevent the progression or award of a student the misconduct must be referred to the Award Progression Board of Examiners.

**5.3.7** The Head of Learning, Teaching and Research should formally notify the student of the decision, or that the case has been referred onto the Academic Misconduct Panel, within 2 working days of the suspected breach meeting.

**5.3.8** Where a penalty is applied, the Quality and Regulations Manager must ensure that this is recorded on the student's record.

**5.3.9** Where the matter falls outside the adjudication scope of the Module Leader, the Module Leader must refer the case to either the Head of Learning, Teaching and Research or the Academic Misconduct Panel, as prescribed above. In referring a case onto the Head of Learning, Teaching and Research or Academic Misconduct Panel for consideration, the Module Leader must send the following:

**5.3.9.1** A copy of the affected assessment, where applicable annotated or highlighted to identify the extent of the Academic Misconduct.

**5.3.9.2** Any other evidence relevant to the case.

**5.3.10** Students may appeal against the decision of the Module Leader/Head of Learning, Teaching and Research under the procedures outlined under 6. Appeals Process.

#### **5.4 Head of Learning, Teaching and Research with Module Lead – Second Offence**

**5.4.1** Where an allegation of academic misconduct is initially made, the Module Leader must first determine whether this amounts to second offence or an error of attribution with reference to point 3.2 above.

**5.4.2** Determination of the extent of plagiarised material is a matter of academic judgement to be made by the Module Leader and Head of Learning, Teaching and Research. TurnItIn reports will be relevant but not conclusive evidence in this regard.

**5.4.3** Where the Module Leader suspects that a student has committed academic misconduct, they will liaise with the Head of Learning, Teaching and Research

regarding their concerns. If the Head of Learning, Teaching and Research agrees with the concerns raised by the Module Leader, the Module Leader will notify the Quality and Regulations Manager who will invite the student to a meeting with the Head of Learning, Teaching and Research and Module Leader to discuss their work.

- 5.4.4** Where the Module Leader is presented with evidence that suggests that a student may have used generative AI to gain an unfair academic advantage, the Module Leader will invite the student to a meeting to discuss their use of AI in producing their work. If, following the meeting, the Module Leader is satisfied that the student did not use generative AI to gain an unfair academic advantage, the module leader will notify the Quality and Regulations Manager that the student's work will be marked as usual. If, following the meeting, the Module Leader believes that the student has used generative AI to gain an unfair academic advantage then they will notify the Quality and Regulations Manager who will invite the student to a meeting to discuss suspected academic misconduct as per the previous clause.
- 5.4.5** Where academic misconduct is found to have been committed for a second time, the Head of Learning, Teaching and Research will apply the penalty indicated in the Adjudication and Penalty Guidance table (see above).
- 5.4.6** Where the penalty imposed would prevent the progression or award of a student, the misconduct must be referred to the Award Progression Board of Examiners.
- 5.4.7** The Head of Learning, Teaching and Research should formally notify the student of the decision, or that the case has been referred on to the Academic Misconduct Panel, within 2 working days of the suspected breach meeting.
- 5.4.8** Where a penalty is applied, the Quality and Regulations Manager must ensure that this is recorded on the student's record.
- 5.4.9** Where the matter falls outside the adjudication scope of the Head of Learning, Teaching and Research, the Head of Learning, Teaching and Research must refer the case to the Academic Misconduct Panel, as prescribed above. In referring a case onto the Academic Misconduct Panel for consideration, the Head of Learning, Teaching and Research must send the following:
- 5.4.9.1** A copy of the affected assessment, where applicable annotated or highlighted to identify the extent of the Academic Misconduct.
- 5.4.9.2** Any other evidence relevant to the case.
- 5.4.10** Students may appeal against the decision of the Head of Learning, Teaching and Research under the procedures outlined under 6. Appeals Process.

**5.5 Academic Misconduct Panel**



- 5.5.1** The Academic Misconduct Panel should be constituted as outlined in the [Academic Misconduct Panel Terms of Reference](#).
- 5.5.2** Where a case of academic misconduct is referred to an Academic Misconduct Panel, the clerk to the Academic Misconduct Panel (appointed by the Chair) will be responsible for all communications, circulation of documentary evidence, and organisation of the panel.
- 5.5.3** The Clerk must provide the student with the following:
- 5.5.3.1** A copy of all documentary evidence relating to the case;
  - 5.5.3.2** A copy of these Student Academic Misconduct Procedures;
  - 5.5.3.3** An invitation to the Academic Misconduct Panel, outlining the date, time, and location;
  - 5.5.3.4** A request to submit a statement, which must be received no later than two working days before the Academic Misconduct Panel;
  - 5.5.3.5** A statement confirming that the student may bring a ‘friend’ to the hearing. The person may be legally qualified but they will not be acting in a legal capacity. The person must not be a member of the Academic Misconduct decision or panel procedure.
- 5.5.4** The student’s statement, with any other information provided by the student, will be circulated to the members of the Academic Misconduct panel.
- 5.5.5** An Academic Misconduct Panel should be organised within one working week of the student being informed of the alleged academic misconduct, unless either of the following applies:
- 5.5.5.1** There are reasonable circumstances that make this impractical, in which case the student must be kept informed of this; or
  - 5.5.5.2** The student has reasonable grounds to request a postponement of the panel hearing to a later date.
- 5.5.6** The Clerk must provide to the panel all documentary evidence relating to the case.
- 5.5.7** There must be no communication in relation to the allegations, either written or oral, between the Academic Misconduct Panel and either the student or the member(s) of staff involved in the affected module. Any such communication by any party directly with members of the Academic Misconduct Panel will not be admitted as part of the case documentation.
- 5.5.8** An audio recording of the hearing will be taken for the purpose of providing a factual record in the event of the hearing going to appeal.
- 5.5.9** The purpose of the Academic Misconduct Panel will be to investigate the grounds on which the allegation has been made, decide on the balance of probabilities whether



Academic Misconduct has occurred and, if so, determine which penalty to impose as per the Adjudication and Penalty Guidance table (see 9.3 above).

**5.5.10** Where a penalty other than expulsion is imposed on a student, the following action must also be taken:

**5.5.10.1** Consider raising a Support Plan for Improvement for the student as a remedial measure, outlining an action plan for the student to complete, as follows:

**5.5.10.1.1** Require the student to attend a 1:1 session with a student support officer before submitting any further assessments and

**5.5.10.1.2** Require the student to meet with the Head of Learning, Teaching and Research to discuss the academic misconduct and receive warning that any further instances of academic misconduct may have severe consequences.

**5.5.11** The Clerk should inform the student of the Academic Misconduct Panel decision informally within one working day of the hearing, send formal notification by letter, including the minutes of the meeting, within one working week and record this on the student's record.

**5.5.12** Students may appeal against the decision of the Academic Misconduct Panel under the procedures outlined under 6. Appeals Process.

## **6. Appeals Process**

**6.1** An appeal against an Academic Misconduct decision will only be heard if it is based on one or more of the following grounds:

- i)** The decision or panel process was not conducted in accordance with the procedures;
- ii)** Fresh evidence has become available which was not available and could not reasonably be available for consideration during the decision or panel process.

**6.2** Students must, within 10 working days of receiving formal notification of the decision, send notification to appeal to the Quality and Regulations Manager, providing all documentation regarding the appeal, any statements they wish to make, and the grounds on which the appeal is being made.

**6.3** No further communications will be accepted for consideration under an appeal after 10 working days of the contested decision being made.

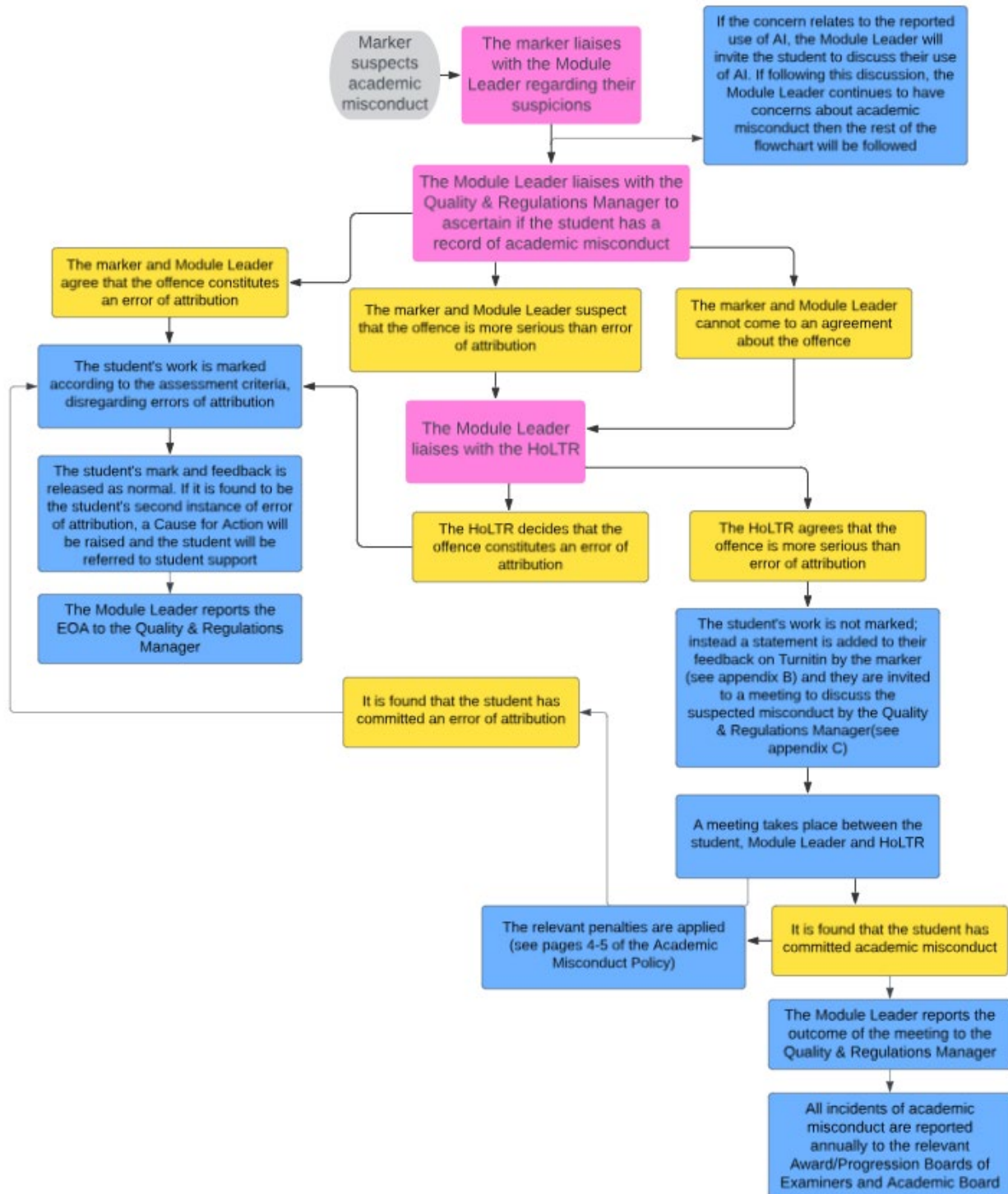
**6.4** As soon as is practicable after receipt of such notification, the Quality and Regulations Manager should present the documentation relevant to the appeal to the Principal who will decide on the evidence available whether or not the appeal should be taken forward, and notify the Quality and Regulations Manager to that effect, normally within 10 working days of receipt of the documentation.



- 6.5** If it is decided not to proceed with the appeal, the Quality and Regulations Manager will inform the student of the decision of the Principal, giving reasons, normally within five working days of receiving it.
- 6.6** Where an appeal is being made against a First Offence or Second Offence decision, and it is decided that the appeal will be taken forward, the Quality and Regulations Manager must refer the case back to the Academic Misconduct Panel to be considered again.
- 6.7** The Academic Misconduct Panel will exclude anyone involved in the original decision from the Panel meeting when hearing the appeal.
- 6.8** Where the appeal is being made against Academic Misconduct Panel decision and it is decided that the appeal will be taken forward, the Quality and Regulations Manager will forward all records related to the original hearing to the Principal.
- 6.9** The Chair of the original Panel or their nominee will be required to meet with the Principal to inform the Principal's decision.
- 6.10** The Principal has the power to reverse or modify the decision appealed in any way that they think fit.
- 6.11** In reaching their decision, the Principal should take into consideration the evidence provided.
- 6.12** Within 10 working days of the Principal's decision, the Quality and Regulations Manager will notify all parties.
- 6.13** Where a decision to expel a student has been made by the Principal, the appeal will be heard by a member of the Board of Directors and an external academic.
- 6.14** A decision of the Principal or the Board of Directors will be final as far as internal Norland procedures are concerned and a Completion of Procedures letter will be issued to the student.
- 6.15** Any further appeal must be made via the Office of the Independent Adjudicator for Higher Education (OIA), via their website (<http://www.oiahe.org.uk>).

**Appendix A**

**Suspected Academic Misconduct Flowchart**



**Please note:** Academic misconduct meetings should take place within the 20-day marking period, where possible.



## Appendix B

### Suspected Academic Misconduct Statement

This submission was reviewed under the Student Academic Misconduct Policy.

## Appendix C

### Suspected Academic Misconduct Letter

When inviting students to a meeting to discuss suspected misuse of generative AI, the following letter format should be used by the Module Leader:

Dear **XXX**,

*I hope you are well. I am writing to invite you to have a chat about your **XXX** submission which has come up on Turnitin with an AI score above the 20% threshold. The AI score on Turnitin is not a definitive indication of AI use and so at this stage this is not raised as a matter of academic misconduct, instead an invitation to talk me through your processes for writing this assignment and explain how AI has been used, or if it has been used at all.*

*We are keen to understand the use of AI in academic studies from the student perspective and as part of this we must respond to high AI scores to develop a shared understanding of the use of AI and the functionality of the AI detection software. We must also follow procedure under the Student Academic Misconduct Policy when high scores are flagged.*

*In support of this meeting, it would be useful to have your notes for this assignment to hand and any links to AI use.*

*Please could you use the link below to book a meeting with me at your earliest convenience.*

*Best wishes,*

*If you have any questions, please reply to this email.*

When inviting students to a meeting to discuss suspected academic misconduct, the following letter format should be used by the Quality and Regulations Manager:

Dear **XXX**

*The submitted work for **NCXXXX** is suspected of breaching assessment regulations due to Turnitin reports indicating **potential use of AI/ high similarity**.*

*In order to investigate this suspected breach of assessment regulations, you are requested to attend a meeting at **TIME, on DATE in XXX room**.*

*The meeting will be chaired by the Head of Learning, Teaching and Research and you are able to bring one other person to the meeting to support you. The meeting will also be attended by the Module Leader and a notetaker.*



*We recognise that this meeting may be distressing to you so please remember that you are able to access Student Support at any time.*

*If you are unable to attend at this time, please request another more suitable time through responding to this email. If you fail to attend the meeting as scheduled, the meeting will take place in your absence.*

*The agenda for the meeting is as follow:*

- *Introductions*
- *explanation of the purpose of the meeting*
- *details of the alleged offence*
- *your response (if you so choose). Please note that you may be questioned about your work. If you dispute the allegation you should bring with you your research notes, raw data or other materials which you consider will demonstrate that your work was indeed your own*
  - *questions from the Module Leader, to clarify any points*
  - *your adviser's comments (if you so choose)*
  - *the Module Leader's summary of the facts and views expressed*

*Having heard the case, the Head of Learning, Teaching and Research will come to a decision as to whether there has been an assessment offence.*

*If an offence is judged to have taken place, the penalties are as follows;*

*First Offence, offence logged on the student's record, the work marked according to the published assessment criteria, the material deemed to have been presented in breach of the Norland Academic Regulations will not be considered when arriving at the mark and a reduction of marks for the assessment by 10 percentage points or one letter grade;*

*Second Offence, offence logged on the student's record, with a loss of all marks for the module, a grade of F recorded, and the module deemed to have been failed;*

*Third Offence, offence logged on the student's record, with a loss of all marks for the module, a grade of F recorded, and the module deemed to have been failed. The student may also be required to withdraw from Norland.*

*If the work is not deemed to have breached any assessment regulations, the work will be graded as per usual procedures.*

*More information can be found in the [Student Academic Misconduct Procedure.url](#).*

*If you have any questions, please reply to this email.*



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