

Document Title: Lakes College - Higher Education - Academic Conduct Misconduct Malpractice and Maladministration Policy and Procedure

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Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
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Contents

1	Summary of this document	3
2	Scope	3
3	Responsibilities	4
	Academic Conduct, Misconduct, Malpractice and Maladministration Policy	6
4	Policy Purpose	6
4.1	Key expectations for positive academic conduct.....	7
4.2	Academic Misconduct	9
4.3	Academic Malpractice	11
4.4	Academic Maladministration	13
	Academic Conduct, Misconduct, Malpractice and Maladministration Procedure	15
5	Procedure	15
5.1	How academic misconduct is detected	15
5.1.1	Academic Misconduct Stage 1	16
5.1.2	Academic Misconduct Stage 2	17
5.2	Sanctions if misconduct is found:	20
6	Appeals	22
7	Complaints	23
8	Monitoring of academic misconduct	24
9	Sources of further information	24
10	Other relevant policies and procedures	25
11	Any external references	25
12	Glossary of Terms	26
	Appendices	30
	Appendix 1: Academic Misconduct Procedure flow chart.....	30

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

1 Summary of this document

The document applies to all registered or formerly registered undergraduate higher education students and apprentices as well as staff who deliver and assess on those modules and programmes.

It provides the following:

- The purpose of this policy to ensuring students and staff have and are held to the highest standards of academic conduct and integrity.
- The roles and responsibilities of students and staff with regard to academic conduct and what positive academic conduct looks like.
- Definitions of academic misconduct to include Plagiarism (pages 6-7), Collusion (page 7), Falsification (page 7), Malpractice (Pages 7-8) and Maladministration (page 13)
- A procedure that explains how work is checked for misconduct by staff as well as steps to be taken if academic misconduct is suspected to include minor and major instances.
- An overview of the sanctions that can be applied if academic misconduct is proven.
- The process for appeal to include both internal and external avenues.

This document is located on the [Lakes College website](#) so that students can access this before applying for higher education programmes as well as for use through their learner journey.

2 Scope

This policy and procedure set out expectations for good academic practice as well as definitions of misconduct and the procedure to be followed should these arise.

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

- The document applies to all registered or formerly registered undergraduate higher education students and apprentices as well as staff who deliver and assess on those modules and programmes.
- The document also applies to other people who may assist students with their programme of study, but it is the responsibility of students to use this assistance appropriately according to this policy.
- Please ensure you read and understand the definitions of both positive academic conduct and what constitutes misconduct. The aim of this document is to avoid academic misconduct but if you have any questions please speak to your Progress and Welfare Coach or a member of the programme academic team.

3 Responsibilities

Title	Responsibility
The Dean of HE	Has overall responsibility for the strategic management of Higher Education Administration Policies and Procedures
Higher Education Academic Board	The Academic Board's primary duties are to oversee Higher Education academic standards, the quality of all Higher Education programmes within the Institution, and the student learning experience.
Academic Misconduct Panel	Will review the level of misconduct and where necessary apply sanctions.
Lakes College Human Resources Department	Will investigate staff academic misconduct and review in line with the Staff Disciplinary Policy and Procedure.
Institution Board of Governors	Monitors the Higher Education provision to review programme key performance indicators. The Chair

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

	of the Academic Board will report to the Board of Governors.
Curriculum Operational Leaders	are responsible for the management of staff on the Higher Education programmes.
Programme Team Leaders	are responsible for making sure students and the Programme Academic Team know what good conduct is and what constitutes as misconduct, malpractice and maladministration in line with awarding body regulations.
Programme Academic Teams	Communicate and guide learners on good academic practice and when they identify misconduct raise it with you and the Programme Team Leader.
Student Disciplinary Panel	Is a panel of independent (non-departmental or Academic Misconduct Panel) staff who will consider all instances of serious student misconduct. In this case they will receive, review and make a judgement based on the referral from the Academic Misconduct Panel
HE Progress and Welfare Coach	Is responsible for monitoring your progress on the programme and will provide advice and support throughout your learner journey.

If you have any questions in relation to the Attendance and Engagement Policy, please contact info@lcwc.ac.uk.

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

Academic Conduct, Misconduct, Malpractice and Maladministration Policy

4 Policy Purpose

The purpose of this policy is to promote the highest standards of academic conduct by both students and staff so that assessments give a true and accurate measure of learning and ability.

The intention of this policy is to highlight and promote positive academic practices as well as be clear on unacceptable academic practices.

Where the latter are undertaken by a student, staff member or others, these can result in the student gaining an unfair advantage in the completion of an assessment.

This policy is based on the principle that you are assessed fairly and on equal terms and, in this respect, that following positive academic practice will ensure this is achieved.

Accordingly, it is also the policy of Institution that we take all instances of academic misconduct very seriously and we have procedures to identify when this has taken place as well as for investigation and sanction where the evidence finds that misconduct has occurred.

This policy also recognises that you may require support in your development of academic conduct and so an approach which focuses on developing academic skills, behaviours and values are central to preventing future potential misconduct, certainly where this is unintentional by the student. For this reason, staff ensure you read this document and discuss this with you both at the start of the programme and throughout as assessments are completed.

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

This policy and procedure uses the current Open University Academic Conduct Policy (2023) as a starting point but also contextualises this to the Institution students and processes.

The policy also contributes to the meeting of national academic standards through regulation by the Office for Students Conditions of Registration and the Quality Assurance Agency (QAA) Quality Code as well as using best practice published by the Office for the Independent Adjudicator (OIA).

4.1 Key expectations for positive academic conduct

This section outlines what is expected of students with regard to academic conduct and integrity:

- That your work is *your own* and demonstrates *your learning and abilities, in your words* and in a way that *others can see this*.
 - This includes no copying from others and/or using other ways of producing the work such as via another author, software (such as ChatGPT) or another editing your work.
- That your work clear demonstrates *what you know and understand* against the assessment criteria so that an assessor can judge *your learning* fairly.
 - This means that your work is authentic in that it demonstrates your response to the assessment criteria so the assessor can accurately measure your learning and performance
- That your work clearly *shows material contributed by others* using standard and accurate source referencing practice
 - This means that where you have used material produced by others (such as research studies, ideas, concepts etc.) this is clear in your work and distinguishes between *your* ideas and theirs. Good academic practice means using standard Harvard

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

referencing. The use of tools such as **Turnitin software** can help you to see how much material you have used from others and can support your development of robust referencing before you formally submit your work.

- That you only use *assistance from others* where this involves proof reading your work and that allowed under the College arrangements for [Reasonable Adjustment Policy](#):
 - This means that you can seek assistance from others to proof read your work from errors, formatting and clarity of your work is to be encouraged
 - Where a reasonable adjustment has been approved, this must be declared to the assessor and a summary of what this support involved
 - You must not allow others to make changes to your work where this involves editing, re-arranging, re-formatting, factual correction, adding, translating or interpreting the work unless approved as a Reasonable Adjustment in bullet point 2 above

This section outlines what is expected of staff and others that support students with regard to academic conduct and integrity:

- You can expect staff to provide you with guidance from this policy both in programme handbooks from induction onwards with ongoing support within module information and delivery on how to ensure their work is their own and so *how* they can demonstrate their learning and abilities.
- You are briefed on the importance of and focus on meeting the assessment criteria in a fair way that clearly shows *your* learning and abilities.
- Staff will provide you with details at induction and throughout your programme which will reinforce technical report writing and academic

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

referencing. This will support you to *show clearly* where you have used the material of others to support your work. This includes guidance on why referencing is important, to include how to properly cite sources/quotations and to include using tools such as **Turnitin** to allow you to self-check your work before submission.

- You are reminded routinely about the rules around gaining assistance from others and, where relevant, support that is allowed where you have approved arrangements as set out in the [Reasonable Adjustment Policy](#) and these are approved before undertaking the assessment.
- All of the above will be discussed with you by your tutors as part of your induction and throughout your programme as part of support to develop good academic practice and meet the highest academic standards.
- If you need further clarification on what constitutes good academic practice and what misconduct can include before reading the section below, please see this video produced by the Quality Assurance Agency (QAA) to support and promote [Academic Integrity](#).

4.2 Academic Misconduct

Academic misconduct is defined here as any attempt by you as a student, staff or others (on their behalf) to gain unfair advantage in the completion of an assessment or to assist someone else to gain unfair advantage.

There are several types of academic misconduct, and these are defined below with examples for both students and staff:

Plagiarism:

- This is defined as misconduct by taking someone else's work, images or ideas and presenting these as your own.
- Before submitting work, you must check that you have clearly indicated to the assessor where the work of others is used using academic

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

referencing so they can clearly differentiate between *your work* and that of *others*.

- Plagiarism can include:
 - copying part or all of the work of another student, staff or others (with or without their permission). (E.g., copying from another student, an ex-student, parent, relative, work colleague, staff member notes/presentations, essay mills/services such as ChatGPT from the internet sometime referred to as Contract Cheating)
 - using significant phrases without acknowledging their source (E.g., copying from your tutor or a research paper)
 - paraphrasing the work of others without identifying the source (E.g., no referencing or specific quotation)
 - absent, poor or insufficient referencing that does not make clear to the assessor that material is from another (poor referencing)
 - self-plagiarism where you re-use work from another piece of your own assessed work. (E.g., re-using the whole or part of your own work, without citation, that has previously been assessed. This can be construed as attempting to gain credit for the same work twice.)
 - enabling or promoting plagiarism by making your own or another's work available for students to use, read, adapt or share to include drafts or completed and marked work.

Collusion:

- This defined as misconduct by conspiring with another person or service that produces or helps you produce the work for you.
- This can be where you have engaged with another person, group or service that gives significant input to your work so that you have an

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

unfair advantage over other who are working individually. For example, discussing or editing of your work in too much detail with another student (such as content, argument, sources used) could give rise to close similarities in both pieces of work and so suspicions of collusion may arise.

- This also includes using services to produce whole/parts of your work. For example, using online/offline `essay mills`, artificial intelligence generative tools such as ChatGPT, procuring the services of an assessment specialist and using chat or other internet groups to seek answers. This is sometimes called Contract Cheating.
- Exceptions to the above may occur where an assessment specifically requires group working or working with a service/product. However, these will still have clear lines of differentiation around the individual contribution and the use of services will need to be clear identified and referenced.

Falsification:

- This is defined as misconduct where a student knowingly presents work as true that is wrong or does not exist
- This can include referencing sources that do not exist or mis-representing the ideas, concepts or information they contain if they do exist. This can arise from not reading or understanding a source

Making up or inventing data, evidence or activities that did not take place such as research activity.

4.3 Academic Malpractice

This is defined as those acts that undermine the integrity of an assessment so as to give an unfair advantage to a student. This aspect of misconduct is mostly related to examinations or other controlled assessments that have

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

strict measures in place to ensure the assessment is conducted in a way that gives all students a fair opportunity to demonstrate their learning and abilities.

Malpractice by **students** can include:

- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.
- failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or conditions in relation to the examination or controlled assessment rules and regulations.
- misuse of assessment/examination material, for example writing on an examination paper rather than the script provided.
- introduction and/or use of unauthorised material into the assessment which is contrary to the requirements of the controlled assessment or examination such as notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones, smart watches, or other similar electronic devices.
- obtaining, receiving, exchanging, or passing on information which could help others in their examination or controlled assessment for example by taking written papers/notes away from the assessment.
- behaving in such a way as to undermine the integrity of the examinations or controlled assessment such as talking, communicating with others and disruption that could impact on others present and their performance.
- the alteration of any results document, including certificates cheating to gain an unfair advantage.

Malpractice by **staff** can include:

- failing to keep examination or other assessments, mark schemes or student work secure so that others can access and distribute them
- obtaining unauthorised access to examination or other assessments material prior to an assessment event.

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

- the alteration of approved mark schemes and grading criteria after these have been approved that might benefit a student or students
- improper assistance given to a student or students in the production of their work for assessment. For example, supporting beyond the agreed assessment rules such as giving detailed feedback on a draft assessment where this is not allowed.
- producing falsified evidence or content that the student has not generated themselves.
- allowing evidence which is known by the staff member not to be the student's own, to be included in an assessment.
- misusing the conditions for reasonable adjustment as in the [Reasonable Adjustment Policy](#). For example, where students are permitted extra support, such as someone to dictate/write the student response (amanuensis), although this is permissible it must not go beyond the point that the dictator/writer can influence the outcome of the assessment.
- falsifying claims or records, for example by alteration, substitution, or by fraud

4.4 Academic Maladministration

This is defined as poor administrative practice or acts which seek to falsify or change official records that undermine the integrity of an assessment or the procedure.

Where there is an error, we will endeavor to rectify this and inform you at the earliest opportunity.

Maladministration by **you** can include but not limited to:

- not correctly stating or falsifying your details on an assessment for example, on an examination paper or assessment cover sheet that requires the student name and ID number

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

- false declaration of authenticity, for example, putting your name to assessment evidence that is not your own work.
- changing or adapting scores, marks or comments of an assessment
- defacing or destroying official documents that are needed for the assessment procedure.
- Withholding of information, by deliberate act or omission, from the college that is required by an Awarding Organisation to certify the qualification. For example, not sharing your date of birth where this is required for registration and/or certification of a qualification.

Maladministration by **staff** can include but not limited to:

- Failure to adhere to learner registration and certification procedures.
- Failure to adhere to centre recognition and/or qualification requirements and/or associated actions assigned to the centre.
- Persistent late learner registrations (both infrequent and persistent)
- Unreasonable delays in responding to requests and/or communications from Awarding Organisations
- Inaccurate claim for certificates
- Failure to maintain appropriate auditable records, e.g. certification claims, assessment records, records of academic misconduct cases and outcomes.
- Withholding of information, by deliberate act or omission, from Lakes College that is required by an Awarding Organisation to include University partners to certify the qualification. For example, not completing documents that will enable a student to be registered or certificated for a qualification.
- Misuse of logo and trademarks or misrepresentation of the College`s relationship with and Awarding Organisation and/or its recognition and approval status

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

- Failure to adhere to, or to circumnavigate, agreed administrative arrangements such as those outlined in the [Reasonable Adjustment Policy](#).

Academic Conduct, Misconduct, Malpractice and Maladministration Procedure

5 Procedure

This section outlines how the academic misconduct is detected, the process that will be undertaken to investigate the conduct and sanctions that apply if the conduct is found to be in breach of this policy. [Appendix 1](#) is provided as a simple flow chart of this procedure with more detail in the text below.

5.1 How academic misconduct is detected

The Programme Academic Team have a number of tools and experience in detecting if academic misconduct has occurred as outlined here:

- You are required to use the default digital submission tool which is **Turnitin**. This tool is used in several ways:
 - firstly, by you to check your own work as noted above (Page 9).
 - secondly, as formal submission of work to your assessor using Turnitin. This will include a record of the % of work produced by others in the assessment as well as details that help the assessor judge whether the assessment goes beyond the academic regulations.
 - You will also be declaring that the submission in your own work (ticking a box). This means you are stating that you have abided by the academic conduct expectations set out in this policy (Pages 7-9).

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

- staff are required to identify cases where they suspect academic misconduct has been carried out when assessing work:
 - Suspicion of misconduct is where there is evidence that indicates that academic misconduct has occurred. For example, staff can use previous experience of student work where the assessment has significant changes in the style of writing, use of other's work or content without referencing/quotations, using more complex terminology or phrases without explanation or where there are inconsistencies in these across the assessment.

Where staff have suspicion that **staff** academic misconduct may have occurred, this will be referred to the Lakes College Human Resources Department for further consideration as part of the college Staff Disciplinary Policy and Procedure.

Where staff have suspicion that **student** academic misconduct may have occurred, this will be taken forward using the procedure flow chart in [Appendix 1](#) and outlined in detail below.

5.1.1 Academic Misconduct Stage 1

- In this first stage of the process, concerns raised by your assessor about your work will be classified in writing as **suspicion** of academic misconduct no later than 5 working days after marking has taken place.
- Within this, the assessor will identify the level of seriousness of the conduct they suspect in the work:
 - *Minor*¹: where academic misconduct does not contribute have a significant impact on the quality of the work or does not affect the grade

¹ [University of Glasgow \(2023\)](#).

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

- This can be considered low level misconduct in some cases stemming from a lack of understanding or early adherence to academic conduct expectations or actions that are unintentional in nature. Minor instances of misconduct may be more prevalent at the start of a programme where students are becoming familiar with academic conduct expectations, rubrics around proper referencing, where previous poor practice has not been challenged or it may also be a first offence.
- Minor misconduct will be communicated to you via your assessment feedback as an area for development. Where *minor* academic misconduct has occurred, there will be no formal sanctions or addition to your record. Support will be provided to you by the academic team towards ensuring academic conduct expectations are met in your next assessment.
- *Major*²: where academic misconduct does contribute and have a significant impact on the quality of the work or grade.
- This is where academic misconduct is deemed be at a significant level and where there may be intentional breaking of the conduct expectations. Where the student has had support on academic conduct, has previously submitted work to the right standard or where they are well into a learning programme, then misconduct is likely to be considered major rather than minor. In some cases, major misconduct may occur as a result of undetected, unresolved or repeated minor misconduct.

5.1.2 Academic Misconduct Stage 2

In the second stage, for evidence of major misconduct, the department programme team leader will act as the investigating officer and will carry out

² [University of Glasgow \(2023\)](#)

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

an investigation to determine the facts of the case no longer than 10 working days after the student is notified of suspicion of academic misconduct.

- The investigation process is as follows:
 - Upon establishment of the need for an investigation, you will be notified by letter and email indicating your module leader has a suspicion of assessment malpractice. This letter will explain that you will be able to respond to the allegations at a meeting and that you are able to bring a representative with you to this.
 - If you require reasonable adjustments as set out in the [Reasonable Adjustment Policy](#) please contact your Progress and Welfare Coach in the first instance.
 - Support independent of the investigation and any potential future hearing will be available to you.
 - Where the student is an apprentice and the suspicion is classed as major, the student`s employer sponsor will also be notified.
 - The investigation will include the module leader, programme leader, and may include the Dean of Higher Education.
 - It is the role of the investigation to gather evidence to present to the Academic Misconduct Panel.
 - If the investigation reports evidence of major academic misconduct, then the case will be referred to the college Academic Misconduct Panel which is a sub-group of the college Academic Board within 5 working days of the report completion. In this case, the student and, where sponsored the employer, will be notified in writing via email and letter, that this case is being referred to the Academic Misconduct Panel.
- The Academic Misconduct Panel will review the investigative decision that there is a case to answer based on the evidence and will either:
 - Dismiss the case if the review finds no case to answer; or

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

- Progress the hearing if the review finds there is a case to answer.
- If the case progresses to a full panel hearing we will confirm the following to you in writing:
 - The date, time, and venue of the hearing. Please contact the chair of the panel if there are legitimate grounds why the date given is not suitable.
 - The name of the person chairing the hearing.
 - The reason for the hearing, including the nature of the allegation and an outline of the outcome of the investigation,
 - Your opportunity to submit evidence to support your case prior to the hearing, within a specified timeframe.
 - The possible outcome.
 - Your right to request reasonable adjustments, to attend remotely or not attend for your own wellbeing.
 - Your entitlement to be accompanied by an advocate and/or another person to support you, or for the advocate to attend and speak on your behalf.
 - Sources of support
 - That non – attendance will result in the hearing being conducted in your absence
 - That the burden of proof of misconduct is on the Institution not the student. The standard of proof is the balance of probabilities.
- During the hearing, the person conducting the hearing will:
 - Explain the purpose of the hearing,
 - Identify those present, and confirm whether you have a representative,
 - Inform you of reasons for the hearing,

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
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Review Date:	21/11/2025	Version:	1

- Present the evidence or ask the investigator to outline the case and give details of evidence.
- Listen to your case and consider your evidence.
- The panel will make a decision whether to uphold the case on the balance of probabilities and will decide whether to sanction you and, if so, what that sanction should be.
- The panel may dismiss the case for insufficient evidence or because the burden of proof has not been discharged.
- The panel may also seek further evidence by commissioning an independent staff member to undertake further investigation of no longer than 5 working days and reconvene to make a decision whether there is a case to answer.
- The outcome decision of the Academic Misconduct Panel will be confirmed to you in writing no more than 5 days after the hearing and, where you have a sponsoring employer, the employer will also be notified of the outcome.

5.2 Sanctions if misconduct is found:

- If found that there is a case to answer and depending on the severity of the misconduct, the following **sanctions** may be applied by the Academic Misconduct Panel:
 - Informal warning or caution
 - This will not be added to your student record and will be communicated in writing to the you and The Programme Academic Team who are involved in your modules.
 - This will include action to be taken by you to prevent further misconduct occurring with the support of department or other staff.

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

- Formal warning or caution
 - This will be added to your student record and will be communicated in writing to you and The Programme Academic Team who are involved in your modules.
 - Where you have a sponsoring employer (as an apprentice or paying student fees) the employer will also be notified.
 - This will include action to be taken by the you to prevent further misconduct occurring with the support of department or other staff.
- Deduction or capping of marks or resitting an assessment.
 - This will be added to your record and will be communicated in writing to the you and The Programme Academic Team who are involved in the your modules.
 - Where you have a sponsoring employer (as an apprentice or paying student fees) the employer will also be notified.
 - This is where the marks can be removed related to the aspect of misconduct. For example, deducted marks for a plagiarised section or where the whole work is deemed to be the subject of misconduct leading to a zero score.
 - Capping of marks is where you will only be able to achieve a maximum score due to the misconduct. In some cases, this might be the minimum pass mark (normally 40%) but also you may loose other marks due to other misconduct and so score below the pass mark.
 - Resitting an assessment or examination where *only the work of the student* has been compromised by the misconduct. If a number of students work has been

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

compromised, this is considered more serious and would lead to referral to the Student Disciplinary Panel.

- The above will include action to be taken by you to prevent further misconduct occurring.
- Where the sanctions above are not considered to be commensurate with the severity of the misconduct, the case can be referred to the college **Student Disciplinary** panel who will convene within 10 working days of the Academic Misconduct Panel referral and which is responsible for applying the Higher Education Student Disciplinary policy.
- Sanctions this panel can take can include,
 - Student suspension from the programme
 - Student expulsion from the programme

6 Appeals

You have the right to appeal a decision whether made by the Academic Misconduct Panel or, in more severe cases, the Student Disciplinary panel as follows:

- Appeals must be submitted to chair of the Academic Board at the following in writing within 10 working days of the panel decision (Academic Misconduct or Student Disciplinary panel) to the College address:
 - Lakes College West Cumbria, Lillyhall Business Park, Hallwood Rd, Workington CA14 4JN
- Appeals submitted outside of this time frame will only be heard in exceptional circumstances.
- Appeals must specify which of the following grounds for appeal apply:
 - Appeal against the process

Lakes College - West Cumbria

Document Title	HE Academic Appeals Policy & Procedure	Author:	Mark Birschel
Approval Date:	23/11/2023	Approver:	Paul Fairclough
Review Date:	21/11/2025	Version:	1

- this is where a student considers that the process has not been followed or not followed to standard
- Appeal against the evidence
 - this is where a student considers that the outcome sanction is not justified as there is new evidence to add
- Appeal against the outcome
 - Where the sanction is more than can be expected for this misconduct compared to the outcome of similar or other cases
- A combination of the above

Appeals will be heard under the internal Higher Education Student Code of Conduct regulations within 10 working days of being received by the chair of the Academic Board. Students, and where relevant employers, will then receive a written outcome from the appeal panel that constitutes a Completion of Procedures (COP) written response which states that they have reached the end of the provider's internal procedure and there are no further stages to hear the case within the College.

If as a student you are not satisfied with their internal appeal outcome, you can use the Completion of Procedures Letter (COP) and complete an external appeal to the [Office for the Independent Adjudicator \(OIA\)](#) which has an independent student complaints scheme for England and Wales. within 12 working days of receiving the COP.

7 Complaints

We are committed to a fully inclusive and transparent [Higher Education Assessment Policy](#). You can complain about your Assessment process should you be dissatisfied with any aspect of your experience. Please refer to the Intuition's [Complaints Policy and Procedure](#) for further information which can be found in section 12 of this document.

Lakes College - West Cumbria

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Review Date:	21/11/2025	Version:	1

8 Monitoring of academic misconduct

The college will monitor both the process and outcomes from the policy and procedure set out in the document as follows:

- The Higher Education Academic Board will review the following on an annual basis:
 - Number of instances of minor or major academic misconduct raised as suspicions by faculty and programme
 - Number of instances of minor or major academic misconduct found to be proven by faculty and programme
 - Number and type of sanctions applied to proven cases by faculty and programme
 - Number of appeals raised by faculty and programme
 - Number of successful appeals by faculty and programme
 - Number of appeals to the OIA raised by faculty and programme
 - Number of successful appeals from the OIA by faculty and programme
 - Statistical monitoring via EDI

9 Sources of further information

Team	How can they support you?	How can you contact them?
Student Progress and Welfare Coach	Provide pastoral support and guidance	teamentors@lcwc.ac.uk or G36
Curriculum Operational Leader	Listen to your concern and resolve issues with the programme	Please refer to your programme specification
Programme Leader	Will provide guidance on good academic conducts and carry out	Please refer to your programme specification

Lakes College - West Cumbria

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	investigations where misconduct has taken place.	
Programme Academic Team	Will provide guidance on good academic conduct and support you on your programme.	Please refer to your programme specification

10 Other relevant policies and procedures

- [Lakes College – Higher Education Higher Education Assessment Policy](#)
- [Lakes College – Higher Education Student Conduct Policy](#)
- [Lakes College – Higher Education Complaints Policy and Procedure](#)
- [Lakes College - Higher Education Strategy 2023-2025](#)
- [Lakes College - Equality Diversity and Inclusion Strategy 2023-2025](#)
- [LCWC HE Student Charter](#)
- [Lakes College Higher Education Terms and Conditions](#)
- [Reasonable Adjustment Policy](#)

11 Any external references

- Good Practice Framework [Good Practice Framework on Disciplinary Procedures](#) (2018), Office for the Independent Adjudicator, accessed 4-9-23
- Open University Academic Conduct Policy [Academic Conduct Policy](#) (2021), Open University, accessed 4-8-23
- University of Glasgow Academic Misconduct Policy [Academic Misconduct Policy](#), (2023) University of Glasgow, accessed 4-8-23
- Equality Act 2010 [Adjustments for disabled persons](#)
- Office for Students [Home - Office for Students](#)

Lakes College - West Cumbria

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- Office for the Independent Adjudicator [Office of the Independent Adjudicator for Higher Education - OIAHE](#)
- Consumer Rights [Consumer Rights Act 2015 \(legislation.gov.uk\)](#)
- Disabled Students Allowance <https://www.gov.uk/disabled-students-allowance-dsa>
- CMA [Higher education: consumer law advice for providers - GOV.UK \(www.gov.uk\)](#)
- [The Consumer Contracts \(Information, Cancellation and Additional Charges\) Regulations 2013 \(legislation.gov.uk\)](#)

12 Glossary of Terms

Term	What is it?
Academic Conduct:	creating academic work that is your own and uses sources and the work of others in a transparent and academically accepted way to include proper referencing and acknowledgement. This sometimes-called good academic practice
Academic Misconduct:	any attempt by a either a student, staff or others (on their behalf) to gain unfair advantage in the completion of an assessment or to assist someone else to gain unfair advantage.

Lakes College - West Cumbria

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Academic Misconduct Panel:	this is the college panel of independent (non-departmental) staff that will receive, review and make a judgement based on the evidence collected in an investigation where major academic misconduct is suspected.
ChatGPT:.	is a powerful artificial intelligence (AI) powered language generator that takes text inputted by a person and produces convincing output text as if a person has written it. Commonly used in chat-based customer service websites but also increasing used to generate responses to complex questions
Contract Cheating:	is where other people or a product such as ChatGPT complete an assessment for you. This can be a paid or unpaid service.
Office for Students:	Government body responsible for the regulation of all public funded higher education
Office for the Independent Adjudicator (OIA):	is the independent student complaints scheme for England and Wales. Where a student is not satisfied with the college misconduct

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	process and appeal, they can refer this to the OIA as a final point of appeal.
Proof reading:	asking another person to check your work for spelling, grammar, punctuation or minor formatting errors that will not materially change or enhance the meaning of your work.
Plagiarism:	defined as misconduct by taking someone else's work, images or ideas and presenting these as your own.
Quality Assurance Agency (QAA):	an organisation that works with Higher Education institutions towards consistency in academic standards and best practice in the sector.
The QAA Quality Code	is a key mechanism used by Higher Education Institutions to evaluate, improve and enhance academic standards
Reasonable Adjustment:	where a student is allowed to have approved and designated support to meet an assessment requirement.
Student Disciplinary panel:	this is the college panel of independent (non-departmental or Academic Misconduct Panel) staff

Lakes College - West Cumbria

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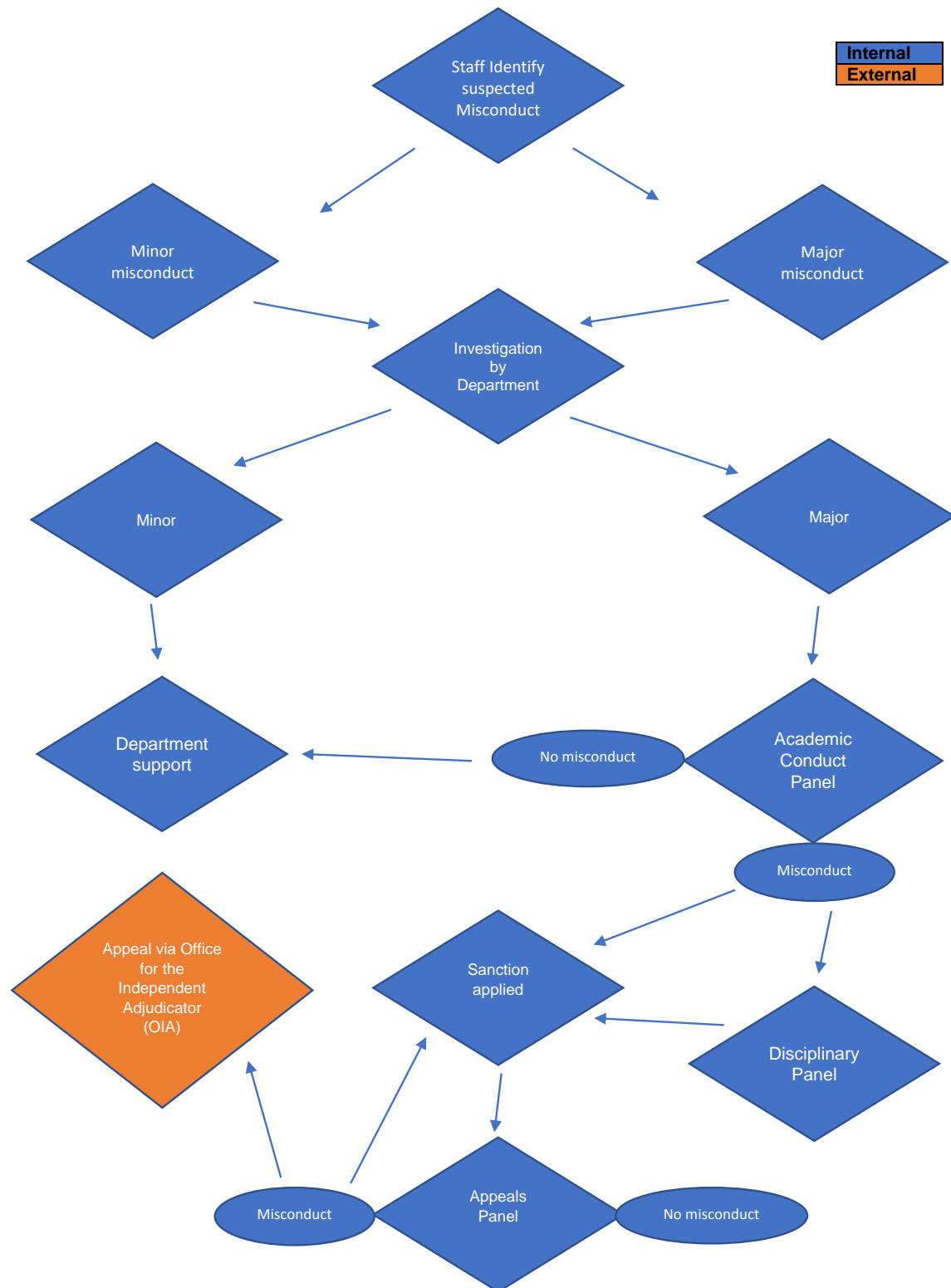
	who consider all instances of serious student misconduct. In this case, they will receive, review and make a judgement based on the referral from the Academic Misconduct Panel.
Turnitin:	software available for students and staff that checks the percentage and source of content used in student's work

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Appendices

Appendix 1: Academic Misconduct Procedure flow chart



Lakes College - West Cumbria

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