

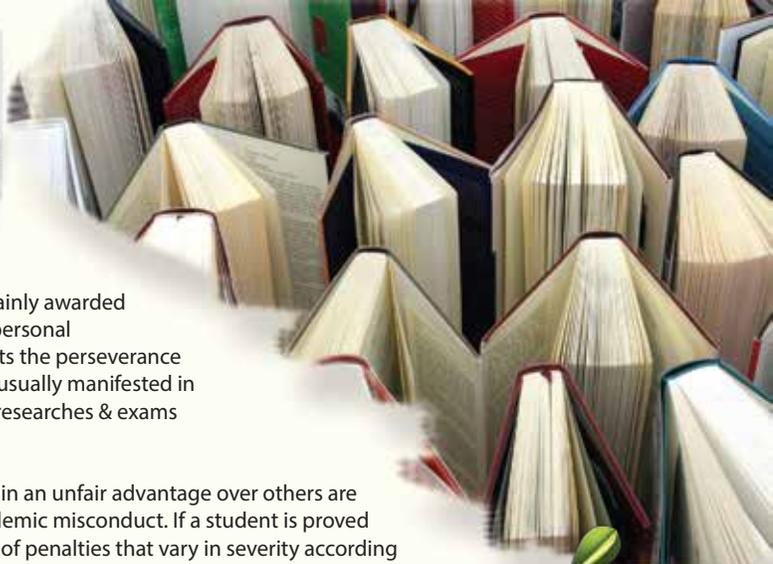


NOTTING HILL
COLLEGE

Student Guide to Academic Misconduct

Academic Misconduct Policy,
Procedures and Guidance

Promoting Excellence
in Education



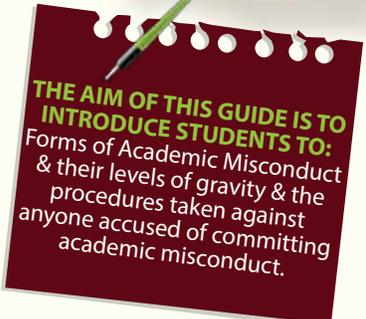
Overview

Academic qualification is mainly awarded to students on the basis of personal achievements; as it augments the perseverance & effort of the student. It is usually manifested in the quality of assignments, researches & exams presented by the candidate.

Students who attempt to gain an unfair advantage over others are accused of committing academic misconduct. If a student is proved guilty, s/he will face a range of penalties that vary in severity according to the graveness of the committed conduct.

Forms of Academic Misconduct

Any case of **cheating, plagiarism** or **collusion** is considered academic misconduct. Students found guilty will receive a serious penalty which will range from failure of the module, to failure of the entire diploma. Academic misconduct will also be noted on a student's record.



THE AIM OF THIS GUIDE IS TO INTRODUCE STUDENTS TO:
Forms of Academic Misconduct & their levels of gravity & the procedures taken against anyone accused of committing academic misconduct.

A. Cheating

Cheating is defined as any attempt to act dishonestly or unfairly to gain an advantage in an assessment. Cheating acts includes:

- Communicating or trying to communicate, with another candidate during exams;
- Bringing, introducing or using unauthorised material into an examination (eg books, cribnotes etc);
- Seeing, getting an examination paper before of its authorised release;
- Stealing another student's project, work or essay and submitting it as your own;
- Falsifying data work which the student claims to have carried out but which s/he has invented or obtained by unfair means;
- Reading or trying to read other candidates' answers;
- Copying or trying to copy the answers of other candidate in an exam;
- Using any electronically stored information in an examination (**unless permitted in the course regulations**);
- Obtaining information via electronic device, such as from a mobile phone during exams;

B. Plagiarism

Plagiarism is the act of taking someone else's work, thoughts, language or ideas and passing them off as one's own work. You are guilty of plagiarism if you use words, illustrations and ideas from any published author or from other colleagues without proper acknowledgement. There are different types of Plagiarism

- **Substantial plagiarism:** "Copy & Paste Plagiarism" the extensive copying or using of other people's work, thoughts, languages or ideas without proper acknowledgement. This includes but is not exclusive to copying and or using texts from websites, books, articles or others lesson plans.
- **Fractional plagiarism:** "Selective Plagiarism" this is defined as the use of a number of sentences, or ideas without proper acknowledgment.
- **Self plagiarism:** "Duplication of work" this entails submitting one's genuine project, article or lesson plan for two or more purposes. In some diplomas resubmission is allowed.

C. Collusion

Collusion means two or more students work together & submitting their work independently to deceive the assessor. **A student is accused of collusion if s/he submits assignments, projects, lesson plans as her/his sole effort without the proper acknowledgement that the work was the result of cooperation.** If collusion is proved without the identification of the responsible students, all concerned students will be responsible.

Levels of Gravity

Penalties of academic misconduct are determined according to the severity of the act. The course assessor is the one who will discover the incident & s/he will also judge the extent to which the affected work contributes to the achievement of the assessment criteria. Notting Hill College has categorised academic misconducts into three levels:

The following guidance will enable course assessors to defer mine determining which level best describes any suspected misconduct,



Mild academic misconduct

- Less than 25% of the assessed work is affected causing limited impact on the final grade
- There is no indication that the student had intent to gain unfair advantage
- There is no prior record of the student having committed any category of academic misconduct.

The course assessor decides the contribution of the affected work based on the assessment criteria. If there is a minor influence on the student's final grade, the extra marks will be deducted to reach the accurate grade had the work been prepared correctly.

Critical academic misconduct

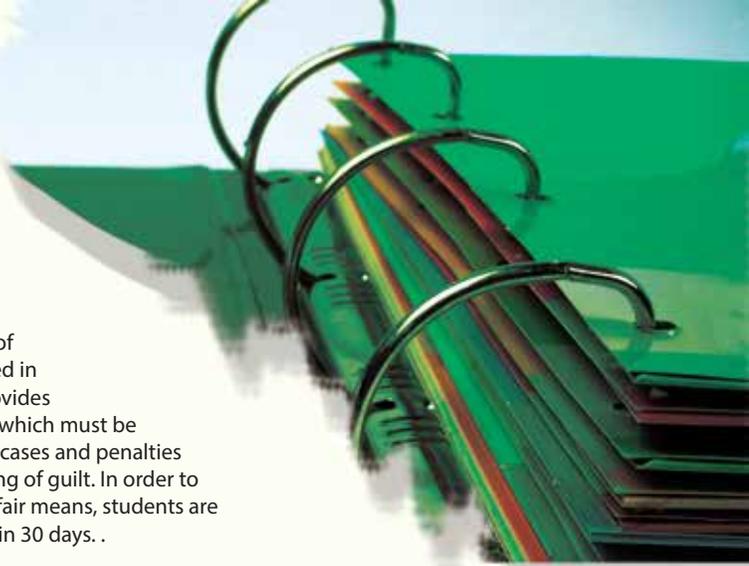
- Between 25% to 50% of the assessed work is affected
- There is a record of the student having previously committed minor academic misconduct.

Grave academic misconduct

- More than 50% of the assessed work was affected
- The misconduct influences a relevant part of the work (according to the assessment marking criteria)
- There is a reasonable indication that the student had sought to gain an unfair advantage;
- There is a record of committing critical academic misconduct.

The Level of Gravity Incorporates Following Considerations:

- Prior experience of the student (taking into account the guidance that has been made available to them)
- Nature or seriousness of the misconduct (ranging from, for example, incomplete or inconsistent citation to using another's work with no attribution);
- Impact of the misconduct on the work (ranging from, for example, a few lines of limited consequence to the assessment marking criteria, to a large proportion which significantly relates to the assessment marking criteria);
- intention of the student to deceive (ranging from, for example, no intention to deceive but carelessness in using correct paraphrasing and citation conventions, to acting fraudulently [eg falsifying reference sources or data, using another student's work without their permission or taking notes into a closed-book examination]);
- Obtaining a record of previous misconduct



Procedures

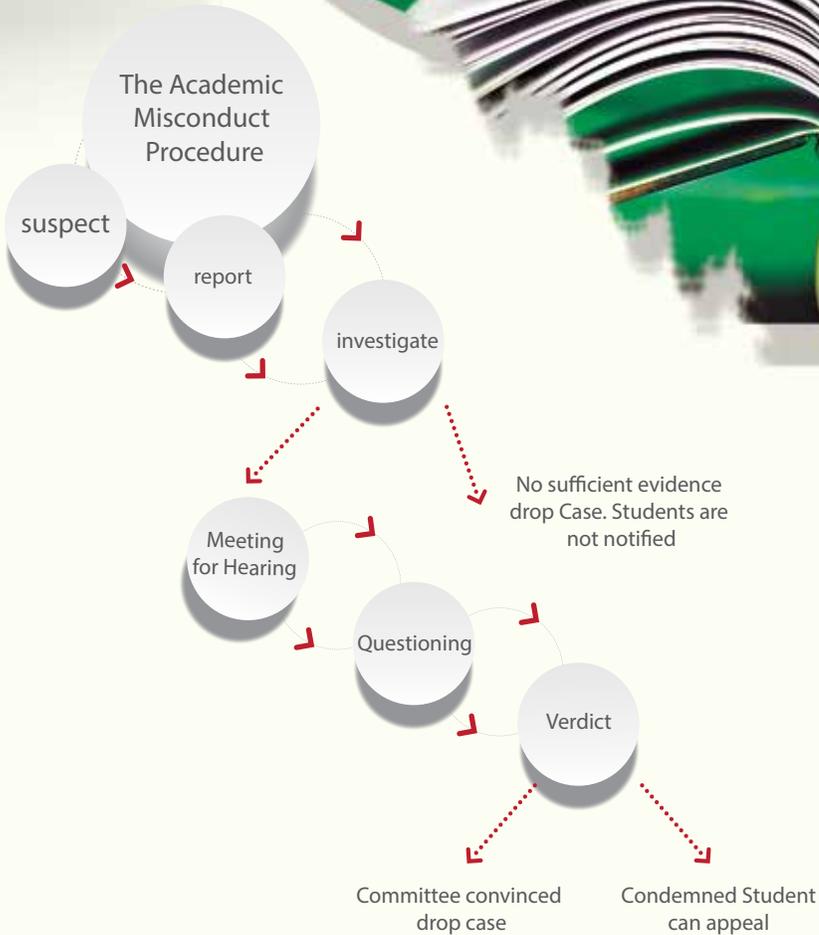
The Academic Misconduct Procedure relates to all types of academic misconduct detected in assessed pieces of work. It provides information on the processes which must be followed in dealing with such cases and penalties applied in the event of a finding of guilt. In order to minimise the possibility of unfair means, students are given the right to appeal within 30 days. .

- Cases may be reported by the course assessor & reported to the Course leader.
- Course leader investigates through a variety of means, including the use of plagiarism detection software e.g. Turnitin.
- Supported documents are gathered & a meeting is determined with student(s) for hearing. For distance learning students a video conference is arranged.
- Both course assessor & course leader will attend the meeting and ask questions to clarify the case.
- If student could not prove her/his point, the course assessor will determine penalty according to the seriousness of the academic misconduct. (Level of Gravity)
- Students are notified with the penalty & get 30 days to appeal to either the course leader or centre's manager.

Level of Gravity & Penalties

Level of Gravity	Learning Formats	Penalty students can appeal to
Mild Academic Misconduct	Distance Learning	<ul style="list-style-type: none"> ■ Repeating the affected work & undertaking all administrative charges ■ Receiving a written warning
	Class-based	
Critical Academic Misconduct	Distance Learning	<ul style="list-style-type: none"> ■ Failing the module or the term ■ Repeating the affected work & undertaking all administrative charges ■ Receiving a written warning
	Class-based	
Grave Academic Misconduct	Distance Learning	<ul style="list-style-type: none"> ■ Ranges from failure of module or term with no entitlement to reassessment through to failure of the whole diploma ■ Failure with no opportunity to resubmit or continue with studies
	Class-based	

- Burden and Standard of Proof Lies on the Course Assessor
- Students can Appeal to Course Leader & Centre's Manager



References

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Carroll, J. 2007. "A Handbook for deterring plagiarism in higher education. 2nd ed. Oxford: Oxford Centre for Staff and Learning Development
2 Adapted from a workshop session

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