

Academic Integrity Policy

SUMMARY

This Academic Integrity Policy outlines what Academic Integrity means, provides definitions and examples, and outlines the expectations that we, as a school, have of our students. It explains why this subject matters to both students and faculty, how to stay on the right side of the Academic Regulations and looks at the use of Artificial Intelligence (AI) within OMNES Education London School (OELS). It also incorporates key ideas and approaches from the QAA Academic Integrity Charter for UK Higher Education as a key external reference point. This is used to ensure that our internal processes not only fit the needs of our specific context but are also in line with best practice across the sector. Finally, an Academic Misconduct Procedure and Form are included for cases where misconduct is suspected to have taken place.

PART ONE: Preliminary Information

1. INTRODUCTION

Academic integrity refers to the commitment to and demonstration of honest and moral behaviour in an academic setting. It encompasses values such as honesty, trust, fairness, respect, and responsibility in all academic endeavours.

2. SCOPE

2.1 This policy is to be used by all stakeholders at OELS.

2.2 This policy should be read in conjunction with the following OELS Policies: the EDI Policy, the Appeals and Complaints Policy, the Disciplinary Policy, the Assessment and Feedback Policy, and the Teaching and Learning Strategy.

3. IMPORTANCE IN A HIGHER EDUCATION INSTITUTION (HEI)

Academic integrity is crucial in an HEI as it ensures the credibility of educational qualifications, fosters a culture of ethical behaviour, and maintains the institution's reputation. Upholding academic integrity is essential for fair assessment, promoting genuine learning, and preparing students for ethical conduct in their professional and personal lives.

Academic misconduct in a Higher Education Institution (HEI) refers to any actions by students, faculty, or staff that compromise the integrity and fairness of the academic process. This includes but is not limited to activities that seek to gain unfair academic advantage, deceive evaluators, or impede the academic progress of others. Academic misconduct undermines the trustworthiness of educational qualifications and the institution's reputation.

As the QAA Academic Integrity Charter points out, academic misconduct is not just a risk for students' academic careers but is also an issue that can have an impact on their future professional careers if they have not learned the skills required, and depending on the industry within which they work, this may have implications for the people around them, especially in a public health and safety context if they work in an industry such as engineering, for example, which many of the students at OELS do indeed do.

4. OELS EXPECTATIONS OF STUDENTS – SUMMARY

1. The student has read the *Academic Regulations* and has asked questions if anything is unclear.
2. Students act in an honest manner and seek to acknowledge and resolve any issues as soon as they have occurred.
3. Harvard Referencing (see section 9) is used to show where ideas and/or words have originated.
4. All individual assignments are completed by the student themselves and nobody else. Where AI has been used, it is appropriately and clearly acknowledged.
5. All work is submitted by the specific deadline set by the lecturer. Assessment deadlines are available in each module handbook and specific information related to lateness penalties can be found in the Student Handbook.

Where students do not follow the school's expectations and processes, penalties may be applied. These include a very wide range of possibilities, from a warning to expulsion from the school with no credits and no opportunity to take any resits. More information on penalties can be found in the Academic Misconduct Procedure at the end of this policy.

PART TWO: Addressing Misconduct, Examples, Expectations, Plagiarism and AI

1. IMPORTANCE OF ADDRESSING ACADEMIC MISCONDUCT

Addressing academic misconduct is crucial to maintaining the integrity of educational standards and ensuring that all students are assessed fairly and accurately. In addition to this policy, OELS has a detailed *Academic Integrity Procedure and Form*, available at the end of this document, for identifying, reporting, and penalising misconduct to uphold the academic values of honesty, trust, fairness, respect, and responsibility.

Both academic and professional staff will take active measures to reduce the chances of academic misconduct taking place. These are examples of what students will encounter:

1. A clear induction.
2. A workshop dedicated to Academic Culture, including academic misconduct.
3. Use of plagiarism software to detect examples of plagiarism and, therefore, as a means for identifying academic misconduct.

In addition, faculty may collect a sample of work in one of the first classes in order to have a handwritten and invigilated sample of writing to compare to any work that is submitted later under non-invigilated circumstances. Students are also strongly encouraged to use plagiarism detection software as a learning tool and check their work before submission. This is a topic which is covered during study skills workshops.

2. EXAMPLES OF ACADEMIC MISCONDUCT

1. Cheating:

- **Definition:** Using or attempting to use unauthorised materials, information, or study aids in any academic exercise.
- **Example:** Bringing and using hidden notes during an examination.

2. Fabrication:

- **Definition:** Falsifying or inventing any information, data, or citation in an academic exercise.
- **Example:** Creating fictitious financial data for a business plan or case study analysis that to better fit subject matter.

3. Collusion:

- **Definition:** Unauthorised collaboration with another person in preparing academic assignments or assessments.
- **Example:** Two students working together on a take-home exam that was meant to be completed individually.

4. Impersonation:

- **Definition:** Assuming another person's identity to complete academic work on their behalf.
- **Example:** Taking an exam for another student.

5. Contract Cheating:

- **Definition:** Submitting work that has been written by a third party, including the purchase of essays or assignments.
- **Example:** Paying a professional writer to complete a term paper.

6. Sabotage:

- **Definition:** Deliberately interfering with the academic work of others.
- **Example:** Accessing a classmate's presentation and intentionally deleting key slides or data sets before it is due or disrupting a group project by withholding essential contributions.

7. Inappropriate use of AI:

- **Definition:** Submitting work that has been written by an AI tool and pretending that it has been written by a student.
- **Example:** Using ChatGPT to write an assignment in part or in full without acknowledging its use (see section 10 for more on AI).

8. Self-plagiarism:

- **Definition:** Submitting work that has been written by yourself previously or currently for another piece of work that you have been asked to do.
- **Example:** Using part or whole work from other assignments that you have produced at any time during your studies and using it for another assignment.

3. PLAGIARISM

As this topic is often the area that causes the most confusion for students, frequently as a result of differences in academic culture between different countries or the detailed nuances of referencing appropriately, this subject is explored and detailed in more depth.

Plagiarism means taking ideas or words from a source (e.g. a book, a web page, a video) without acknowledging the original source. Plagiarism can occur in any kind of assignment you may be asked to do at the School. These include essays, presentations, reports and/or group work.

Copying the work of others without giving the author credit is seen as a kind of theft and considered to be an academic offence. It represents a disregard for academic dishonesty by failing to recognise the originators of the ideas and information that underpin one's own work.

The act of plagiarism is a serious offence for several reasons. It is a form of cheating, as a student who plagiarises does not do the work assigned to him/her by the lecturer. Therefore, qualifications earned through cheating are fraudulent as the qualification does not represent the actual skill or knowledge attained by the student and may harm the reputation of the academic institution awarding the degree for poor quality work. For these reasons, it is crucial to credit the authors whose work we refer to. This is not just an ethical obligation; it can carry legal implications as well due to intellectual copyright laws.

What are some brief examples of plagiarism?

- Copying and pasting a short article from a website, with no citation.
- Copying a paragraph but changing a few words, with no citation.
- Taking two paragraphs from a classmate's assignment, without citation.
- Directly quoting the paragraph of another author's work (i.e. taking word-for-word what the author said) and providing a citation, but no quotation marks.
- Using Chat GPT (or any other Large Language Model) to generate in part or in whole an assignment, as well as to not attribute this work to Chat GPT.

4. ACADEMIC EXPECTATIONS

Students are not expected to complete an assignment that is wholly original research by the student themselves. Instead, the expectation is for students to refer to the relevant literature to show their breadth of knowledge and locate one's writing within the debates of the discipline they

are researching. By incorporating the key debates and ideas written by scholars in the field, students meet the requirements expected in higher education by providing due acknowledgement and proper referencing of these sources. This is clearly not plagiarism; instead, it is a process which provides transparency on the sources students have used. It is extremely important that the reader is aware of which parts of the essay are the students' own independent work, and which sections draw on someone else's ideas.

What this means in practice is that (1) the sources used by students in their academic assignments must be clearly quoted and/or cited or (2) the work must be paraphrased - and even then, it still must be cited if the paraphrased text does not originate from the student's own research and analysis.

A student might ask: 'Do I have to cite every single point I make that draws on the research of someone else?' Yes, with one exception. If the passage a student writes includes information that is general knowledge or facts that are commonly understood, it is not necessary to include a reference. However, in cases in which students are uncertain as to whether something is considered to be common knowledge or not, it is best to err on the side of caution and cite it.

Effective citation and referencing makes the scholarly process transparent and academically rigorous. For instance, in terms of transparency, it gives readers the opportunity to follow up the references in the essay and check the validity of their interpretation. It also demonstrates a student's argument by showing the basis for it. Ultimately, by referencing appropriately, it trains students in skills crucial to academic success like knowing how to gather, organise, analyse and express information. These types of skills are required in careers such as law, public policy, journalism and business as these professions typically require tasks such as writing reports.

For more information on reference lists, see section 9.

5. PROOFREADING GUIDANCE

Proofreading should initially be undertaken by students themselves as it can be a valuable learning experience for students to identify their own errors and inconsistencies. However, OELS acknowledges the importance of proofreading as a means to maintain academic standards while allowing students to present their work in the clearest and most effective manner. Students are permitted to use proofreading services, provided these services are strictly limited to grammar, punctuation, and formatting corrections. It is crucial that the intellectual and analytical content of any assessed work remains the student's own, and substantial edits or rewrites by third parties are strictly prohibited.

In some disciplines and for particular pieces of assessment it may not be appropriate for any proofreading to take place e.g. where correct grammar is part of the assessment criteria or assessed work submitted relating to language and translation. For example, proofreading may not be acceptable for language courses, as language proficiency is one of the key learning outcomes.

Students are encouraged to declare any external assistance received, including proofreading, as part of their submission process. This declaration should specify the nature of the assistance received to ensure transparency and adherence to academic integrity standards. Failure to declare such assistance may be considered a breach of the academic integrity policy and treated accordingly.

6. HOW TO APPROACH QUOTING AND PARAPHRASING

Accurate referencing involves both quoting and paraphrasing from another source.

1. **Quoting:** This means a student uses a direct word-for-word excerpt from another text in their writing. Typically, direct quotations are used in the rare cases in which it is critical to present the author's exact words - if it is believed that the exact words are particularly insightful or well-phrased, or to avoid misinterpretation if an author's ideas are complex or could easily be misunderstood if they were not directly quoted. Quotations must always be accompanied by a reference in the text. The structure of the citation should be as follows: the author's surname, date of publication, and page numbers (where available) in round brackets. They should also be identified as quotations by typography. Please see the example below.

Smith (2020, p. 45) states, "the impacts of climate change can be seen in increased frequency of extreme weather events."

In this example, the author's last name and the year of publication are stated at the beginning, and the page number from where the quote has been taken is added after the

year. The quote is placed within quotation marks to indicate it is a direct quote. If the page number is not available (for instance, in a web source), the citation will simply be (Smith, 2020).

2. **Paraphrasing:** Most of a student's assignment does not include quoting but instead paraphrasing. In academic writing, paraphrasing involves presenting an author's ideas in your own words while preserving the original content, emphasis and interpretation. It requires you to digest, understand, and convey the essence of what you have read in a new and original form. For students to do this effectively, one must clearly understand the ideas and the concepts in the original text before putting them in their own words. Whilst one can use strategies sparingly such as synonyms, as well as changing the word order and word class (i.e. verb to noun class), it is not sufficient to paraphrase the work of others by altering on a few words and word order. Such minor or superficial changes will result in "paraphrase plagiarism". Paraphrasing necessitates significant changes and considerable skill.

A recommended approach is to write a brief summary of the author's overall argument in one's own words and include notes on how the author justifies this position. This can include the author's thesis statement, any supportive reasons for this position, evidence and examples, results, and/or the inclusion of opposition claims.

7. VARIOUS TYPES OF PLAGIARISM

Accidental plagiarism

Especially in cases in which students are new to higher education or are moving between countries where academic culture may differ, plagiarism may arise by accident, rather than a deliberate intention to cheat. For instance, a student may not yet be fully familiar with how to use Harvard Referencing, or they may have forgotten to include all citation details when taking notes. However, this does **not** excuse a student from their duties to adhere to academic conventions. At OELS, even in cases in which the plagiarism is not intentional, there may still be an academic penalty. It is the **duty of all students to familiarise themselves with the referencing conventions we use**. Our school in London has the right to use any method of plagiarism detection, specifically in software solutions. Here are some common examples of plagiarism:

Verbatim (word for word) quotation without clear acknowledgement.

Cases in which the assignment features work copied word for word from a source without a citation is an especially egregious form of plagiarism. For instance, a student has cut and pasted text directly from the Internet or ChatGPT and does not include a citation. Please remember that text from either the Internet or ChatGPT is often unreliable and, therefore, not suitable for

quotation or even a paraphrased reference, since it is less likely to have been through a process of scholarly peer review as published sources.

Patchwork Writing and Paraphrase Plagiarism

If a student copies a sequence of words and then separates or connects with a few words, phrases or even sentences written by the student themselves, this is known as patchwork writing. It is a form of plagiarism as it lacks original thought as the writer is merely rewording or reshuffling the original text.

Another form of plagiarism is “paraphrase plagiarism”. It typically takes the following shape: a student alters every word - or most words - in a sentence with a synonym. The danger of adopting this approach not only involves committing an academic violation, but also the writing will be less comprehensible as the synonyms will often have the wrong connotations or register.

Auto-plagiarism

For students to submit work for assessment that they have previously submitted for another module, they need to consider the context. If they are using only a small component as a source, it should be cited appropriately. If they are planning to use a more substantial section, they need authorisation from the module lecturer and to provide a clear reason for reusing this segment, as this is normally neither required nor suitable. Failure to check places the risks on the students being guilty of auto-plagiarism.

8. EXAMPLES OF PLAGIARISM IN MORE DETAIL

Below are two examples that feature common areas in which plagiarism may arise, and one example of a non-plagiarised text.

Original academic text: "In recent years, studies on climate change have shown that the increasing global temperature is a direct consequence of human activities. Industrialization and the resulting carbon dioxide emissions are primarily responsible for this unprecedented change."

Smith, J., & Johnson, L. (2023). The Impact of Industrialization on Global Climate: An Empirical Analysis. *Journal of Climate Studies*, 55(2), 287-310.

Plagiarised text 1: Recently, research on global warming demonstrated that the rise in worldwide temperature had been a direct result of human behaviour. Industrial activities and the ensuing carbon dioxide emissions had been mainly accountable for this unparalleled shift.

We can see this is an example of patchwork writing. The student has changed the tense (e.g., "have shown" to "demonstrated", "is" to "had been"), altered word order, made lexical substitutions (e.g., "climate change" to "global warming", "human activities" to "human behaviour"), and inserted/deleted a few words. This is patchwork plagiarism, as the core ideas from the original text are still present but have been rearranged and reworded without proper attribution. Crucially, there is also no citation (e.g. Smith & Johnson 2023, p.295) at the end of the text.

Plagiarised text 2: In recent years, studies on climate change have shown that the increasing global temperature is a direct consequence of human activities. "Industrialization and the resulting carbon dioxide emissions are primarily responsible for this unprecedented change" (Smith & Johnson 2023, p.295)

This example is a more serious case of plagiarism. The text is taken verbatim (in other words, word-for-word) from the original text without any attempt at paraphrasing. Furthermore, the student disingenuously only applied quotation marks to the second sentence of the paragraph rather than also including the first sentence as well. This is a dishonest attempt to indicate that anything not in quotation marks is original to this student. The reference itself, however, follows accepted academic conventions.

Non-Plagiarised text: According to recent research, global warming is not merely a natural phenomenon, but a significant issue exacerbated by mankind's actions (Smith & Johnson, 2023). Industrial processes and their consequent carbon dioxide emissions, specifically, are identified as chief factors contributing to the upswing in global temperatures. This elevation in temperatures is seen as an extraordinary shift, altering the earth's climate patterns in a manner that has not been observed before.

In this paraphrase, the authors are properly cited, the content from both previous attempts is combined in a meaningful way, and the sentence structure is altered sufficiently to avoid plagiarism.

9. REFERENCE LIST

A reference list is a comprehensive list of all the sources you have used during your research and writing process. Included at the end of your academic work, it provides detailed information on every book, article, or other resources (e.g. ChatGPT) you consulted or quoted to substantiate your arguments. Its purpose is threefold: first, it credits the original authors, acknowledging their contribution and avoiding plagiarism; second, it shows that you are familiar with and able to accurately use the appropriate academic conventions; and third, it allows readers to track down and verify your sources, lending credibility to your work and enabling others to further explore the topic.

The format of entries in a reference list can vary depending on the referencing style used. As a reminder at OELS, we use the Harvard referencing style.

In the Harvard referencing style, each entry typically includes the author's surname and initials, year of publication, title of the source, place of publication, and publisher, with specific formats depending on the type of source.

For example:

- *For a book: Smith, J. (2020) 'Title of the Book', City of Publication: Publisher.*

Smith, J. (2020) *'The Rise of AI'*, New York: Tech Forward Press.

- *For a journal article: Smith, J. (2020) 'Title of the Article', Title of the Journal, Volume (Issue), pp. Pages.*

Smith, J. (2020) 'Exploring the Implications of Quantum Computing', *Journal of Advanced Computer Science*, 35(7), pp. 245-263.

- *For a webpage: Smith, J. (2020) 'Title of the Webpage', Title of the Website. Available at: URL (Accessed: Day Month Year).*

Smith, J. (2020) 'Harnessing Renewable Energy: The Future of Power', *Sustainable Energy Blog*. Available at: <https://www.sustainableenergyblog.org/harnessing-renewable-energy> (Accessed: 16 July 2023).

For generative AI output: Organisation (Year) Name of tool (version) [Large language model]. Available at: URL (Accessed: Day Month Year).

OpenAI (2026) ChatGPT (GPT-5) [Large language model]. Available at: <https://chatgpt.com> (Accessed: 21 August 2026).

Referencing an AI tool records where the output came from. It does not by itself satisfy your obligation to declare the use on the Coursework Submission Form, and AI output is not a scholarly source: do not cite it as authority for a factual claim.

Citations

At OELS, we use the Harvard Referencing style. A citation is formulated as follows:

- Author's surname, date of publication, page number (if it is a quote).

See example below:

China's massive public investment in semiconductors enhances China's resilience against overseas supply chain disruptions (Smith, 2019).

If it is a direct quotation, you must put quotation marks around the sentence or paragraph. See example below:

“It often takes time for new students to adjust to the learning culture of HE and much depends on their previous academic experience. Teaching staff at degree level expect students to study independently and not to need regular supervision” (Kelman, 2016, p.45).

Remember, all the sources cited in your work should be listed in the reference list, and it should only include the sources you referenced. In other words, you should only include sources that you have used in your writing and should not include sources that you may have read but not actually referred to in your assignment.

10. APPROACH TO ARTIFICIAL INTELLIGENCE (AI)

OELS recognises the transformative and potentially disruptive impact AI tools such as ChatGPT are having on the academic and workplace environment. Since these tools help generate content that may feature in assessed work, some academic institutions have prohibited their use. We do not seek to prohibit them. Rather, OELS will support students in using these tools, but strictly on the basis that they are deployed in an effective, ethical and transparent fashion. By effective, we refer to the fact that students must approach these tools with a critical eye and recognise that they often “hallucinate” and generate misleading or incorrect information.

Furthermore, by relying exclusively on these tools as a shortcut, students will not adequately develop the knowledge to understand their subjects, nor the critical reasoning skills that are vital to succeed in Higher Education and in the future workforce. Students also must be aware of the ethical problems associated with these tools; namely, they may be trained on biased datasets that perpetuate stereotypes and discriminatory practices. Finally, it is imperative that students use these tools transparently so that one can avoid academic misconduct (i.e. plagiarism), and it is here, a student must be aware of how to appropriately reference content generated from AI tools, such as ChatGPT.

As a result of the various complexities in using AI appropriately, the school provides dedicated support to this area as part of its Study Skills workshops. This will involve looking at how to use ChatGPT as an appropriate source, for example, and how to acknowledge use of AI sources in general. This can also be linked to the school’s teaching and learning strategy, where AI is considered to be a valuable tool for development as opposed to a tool to prohibit, as long as it is used and acknowledged appropriately. For more on this, please see the section below.

OELS operates within the OMNES Education *Charte d’usage de l’intelligence artificielle*, the group-level charter governing AI use across the schools of OMNES Education. This section and Table 1 set out how that charter applies at OELS and are the operative requirements for students

of this school. Where the group charter is updated, this section is reviewed for consistency at the next annual review.

Understanding the appropriate, effective and ethical use of AI tools

You can usually use AI tools for the reasons given in the table below. However, you must always check the specific rules for each assignment in your course materials: Module Handbook and/or Assessment Brief. If you are unsure whether the use of AI is permitted, always seek clarification from your lecturer and/or Programme Lead. If you are allowed to use AI, you must clearly explain how you used it, including the prompts you gave, the results it provided, and any changes you made before submitting your work. This should be detailed in the cover sheet for your assignments (see Section 11).

While AI can assist with planning, organising and providing feedback, it is not acceptable to write your entire assignment with AI or ask it to re-write it for you. Remember, AI tools do not fact check the information they generate, so you cannot rely on them for factual correctness. If you use AI in any part of your work, you are responsible for ensuring the information is up-to-date and accurate, and you must acknowledge and disclose the AI use.

To ensure your work meets the standards of OMNES Education London School, you might find the table below helpful.

Table 1. Acceptable use of AI in assessments

You can use AI for:	You cannot use AI for:
Brainstorming ideas for your written assignments	Writing essays and other written assignments or parts of assignments (i.e. introduction, reference list, etc.)
Researching topics	Copying and pasting material directly from AI chatbots
Feedback on your drafts	Generating answers during exams
Summarising ideas	Fabricating data and research (i.e. statistics, references, etc.)
Proofreading drafts (spelling, grammar, punctuation, phrasing)	Not acknowledging your AI use in assessments
Translating source material or your own writing to aid comprehension	
Suggesting structure for your written assignments	
Creating revision materials (flashcards, practice quizzes, etc.)	
Citations and referencing help (AI tools such as Mendeley and MyBib)	
Checking academic writing style	

Create PowerPoint presentation design	
Create pictures and visuals	
Generating code, calculations or data analysis, where the use of AI is declared.	

If you use any unacknowledged content generated by AI within a summative assessment as though it is your own work, it will constitute academic misconduct and will be investigated according to .

11. COVER PAGE AND AI ACKNOWLEDGEMENT

Every piece of coursework that is submitted must include the **Coursework Submission Form**. This is available at the end of the document and also as a standalone document on the *Intranet* under *Key Documents*.

The standalone copy of the Cover Page and AI acknowledgement available on Boostcamp is a reproduction of the form appended to this policy. Where the two differ, the version appended to this policy governs. A

A lecturer is not required to mark work that has no cover sheet, and will normally ask the student to provide it. If the work is resubmitted late as a result, lateness penalties will apply in line with the information provided in the *Assessment and Feedback Policy* and the *Student Handbook* section 2.3.3.

12. ANNUAL REPORTING ON ACADEMIC MISCONDUCT

Each year, a comprehensive report detailing all incidents of academic misconduct will be prepared and presented to the Academic Board. This report will include statistical data on the types and frequency of misconduct, including by programme, course, and student demographics. The report will not only serve to inform the Academic Board of the current state of academic integrity within the institution but will also highlight patterns and trends that may require attention. Additionally, it will include a section dedicated to lessons learned from the year's incidents, focusing on effective preventative measures, changes in student behaviour, and the efficacy of current policies. Recommendations for policy adjustments, enhanced educational initiatives, and faculty training based on these insights will also be provided. This process ensures continuous improvement and upholds the institution's commitment to maintaining the highest standards of academic integrity. The report will be compiled by the Quality Manager with input from relevant stakeholders before submission to the Academic Board.

Academic Misconduct Procedure

INTRODUCTION

This document outlines the procedures for handling academic misconduct at OMNES Education London School (OELS). It aims to uphold academic integrity and ensure a fair process for all parties involved. Responsibility for academic integrity is a joint endeavour across all the stakeholders of the school as it is both a formal mechanism for ensuring the quality and outcomes of the programmes and courses, as well as a learning tool for students.

It is important to note that while in some cases students set out to intentionally cheat and gain an unfair advantage of their peers, in a large proportion of cases, students end up having problems in this area, which sometimes have very serious consequences, simply because they were not aware of the *Academic Regulations*.

As a result, it is imperative that students pay close attention to the *Academic Regulations* that govern the school. While OELS makes every effort to make policies, procedures, and regulations as clear as possible – in writing, with oral summaries of key information and/or signposting at induction, including with an Academic Culture workshop, and further support sessions during the academic year for referencing – it is the student's responsibility to ensure that they read and understand the policies, and that they ask if they have any questions.

Definition: Academic Misconduct is defined as any inappropriate activity by a student which may give them, or another student, an unfair and disallowed advantage in their summative assessments. Section 2 of this policy outlines various examples of academic misconduct, such as plagiarism, for example.

REPORTING AND INITIAL INVESTIGATION

1. **Reporting:** Suspected misconduct can be reported using the *Academic Misconduct Form*, available at the end of this document. This is submitted by email to the Quality Manager (QM).
2. **Initial Investigation:**
 - a) **Before submission of the form:** If the reporter is a member of faculty – they will undertake a basic review first. This may involve one or more of a variety of potential actions:
 - i. Comparing the student's submission with a handwritten sample of work.
 - ii. Using software to look at the likelihood of academic misconduct, such as the plagiarism report made available on the OELS virtual learning environment. Output from plagiarism or AI-detection software is never used as the sole or determinative evidence of academic misconduct. It is one source of evidence, considered alongside all other evidence available to the panel.
 - b) **After submission of the form:** The QM, in conjunction with the Chair of the Academic Misconduct Panel, then conducts a preliminary review to ascertain if there is a case to answer. This will involve looking at the form submitted and speaking to the relevant faculty

member. They may also organise an informal discussion with the student if required. The QM liaises with the reporting member to reach an answer to this preliminary review within 10 working days.

At the end of the investigation, the QM and Chair of the Panel will decide on which of the two following actions will take place:

1. For minor issues or clear-cut cases, it may be decided that a written warning or small penalty is sufficient.
2. For more serious and/or more complex cases, a panel will be convened.

The QM will email the student to inform them which of the two steps is taking place.

HEARING PANEL PREPARATION

If a panel is to be held, the student will be informed in writing by the QM of the allegations and their rights, including the right to be accompanied by a Student Representative. They will also be provided with the evidence submitted. The student will be given at least 5 working days' notice before a panel is held.

If the student wishes to respond in writing in advance of the panel and/or to include any of their own evidence, this must be done at least 3 working days in advance of the panel in order to be admissible.

If, however, they wish to accept that academic misconduct has taken place, they have the option to not attend the meeting, and a decision will be taken in their absence. It is possible that penalties in this case may be more lenient than in the case where a student does not accept any misconduct, and the panel subsequently decides that academic misconduct has indeed taken place.

EXPEDITED PROCESS FOR URGENT CASES

In exceptional cases where institutional deadlines (e.g. grade submission or Exam Board deadlines) do not permit a full five working days' notice, and where delay would cause undue disruption to assessment procedures, the School Director may approve an expedited notice period of no fewer than 2 working days. Students must still be given the opportunity to review evidence and respond before the panel.

HEARINGS

- **Hearing Panel:** Where a panel is convened, this will normally consist of three voting members, plus a Student Representative if this has been requested:
 - 1) The Reporter (voting member)
 - 2) A Chair, appointed by the Director from academic staff not involved in the case (voting member)
 - 3) A Secretary, appointed by the Director (voting member)

Other members may be invited to the panel either as substitutes or in addition if required. In some cases, the panel may be comprised of only two members. This is decided on a case-by-case basis and will always include, as a minimum, the reporting member and a Chair.

- **Process:**

- The reporting member will be invited by the Chair to present the details to the panel.
- The student will be invited to accept or deny the academic misconduct allegation.
- The panel will then have the opportunity to ask the student questions and to further consider any of the evidence provided.
- The student and reporting member will then have a final opportunity to make a closing statement as to whether the allegation should be upheld.
- The student leaves the hearing.
- The panel then makes a determination based on the balance of probabilities.
- If a judgement is made that no academic misconduct has taken place, then the work is marked as usual, and no notes are kept on the student's file.

If it is determined that academic misconduct has occurred, an appropriate penalty will be applied, and a record of the incident will be maintained in the student's file within the Academic Misconduct Panel folder. The Home School will also be notified in the following scenarios:

1. If it is a case of Gross Academic Misconduct (e.g., the student had the work completed by someone else, stole an answer sheet, etc.)
2. If the student has already committed a previous academic offence

OUTCOMES AND PENALTIES

- **Possible Outcomes:** There is a wide range of possible outcomes. These range from no action being taken, to expulsion from the school with no credits being awarded and no opportunity to take any applicable resits at OELS. Other outcomes may include written warnings, grade deductions, a zero awarded for a piece of work or for the whole module, or a temporary suspension.
- **Determining Penalties:** Penalties are determined based on the severity of the misconduct, prior violations, and any mitigating circumstances.

OFFENCE	POTENTIAL PENALTIES
Minor Offence (e.g., poor citation or unintentional plagiarism)	Written warning
Moderate Offence (e.g., copying significant portions of work or unauthorised collaboration)	Up to 10 points deducted from the grade
Serious Offence (e.g., using unauthorised materials, falsifying data)	A zero awarded for the specific piece of work or the module (resit allowed if required as a result of penalty).

Gross Academic Misconduct (e.g., hiring someone to complete the work, stealing answer sheets)	Expulsion from the school with no credits awarded and no opportunity for resits at OELS. Record of the offence permanently maintained in the student's academic file.
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The student will be informed of the outcome by the Quality Manager within 5 working days. Where this may not be possible, the reasons and an alternative timeframe will be communicated to the student.

APPEALS

The outcome of an Academic Misconduct Panel can be appealed via the Appeals and Complaints Policy which can be found on the [OELS website](#). Appeals will only be considered if they meet the eligibility and timeframe requirements of the Appeals and Complaints Policy, so please ensure you read it carefully before submitting the form.

ABSENCE FROM PANELS

If a student is not able to attend a panel for a valid reason, and they have provided notice of this in advance of the panel hearing, all reasonable attempts to reschedule the panel will be made.

If a student does not attend a panel without notice, the panel will be held in their absence, and they will be informed of the outcome within the usual timeframe of 5 working days.

RECORD KEEPING

Records are confidential and accessible only to those directly involved in the case. Records are kept for six years after the resolution of the case.

SUPPORT AND RESOURCES

Support Services: The institution offers sessions with the Psychological Coach for any students involved in misconduct proceedings.

Questions about this procedure that are not answered here should be directed to the Quality Manager before a hearing.

Document title: Academic Integrity Policy		
Owner: Quality Manager		
Approving Body: Academic Board		Date of approval: Jun-2025, Jun-2026
Version: V3 - Dates updated, updated reference to Dean with School Director, Appeals section updated to simply refer to the Appeals and Complaints policy.		Next review date: Jun-2027
Public use: No	Staff use: Yes	Student use: Yes

Academic Misconduct Form

Section 1: Reporter Details

- Name:
- Role: Student / Faculty / Staff
- Programme:
- Contact email:

Section 2: Student Details

- Name:
- Student ID:
- Programme:
- Contact email:

Section 3: Details of Alleged Misconduct

- Type of Misconduct: (AI, Plagiarism, Cheating, Fabrication, Collusion, Other)
- Date of Incident:
- Programme:
- Module and Assessment Involved:
- Description of Incident:

Section 4: Evidence

- List of Evidence: (Attach relevant documents, e.g., copies of assignments, emails)
- Witnesses (if any):

Section 5: Declaration

- Reporter Signature:
- Date:

Section 6: For OELS Official Use Only

- Date Received:
- Initial Investigation Outcome:
- Formal Investigation Outcome:
- Hearing Date (if applicable):
- Final Decision:
- Penalty (if any):
- Appeal Status:

COURSEWORK SUBMISSION FORM

Academic Year 2026/2027

This form should be submitted with every piece of coursework. If it is missing, your lecturer is not required to mark your work until the form is provided. If resubmitting with the form takes you past the deadline, late penalties will apply.

It can be handwritten or completed electronically as required by the lecturer.

Programme	
Module	
Coursework Title	
Semester	
Lecturer	
Student Name and Surname	
Student Number	
Deadline of the submission	Time: Date:

Late submissions are penalised in line with the *Assessment and Feedback Policy & Student Handbook*

ACADEMIC INTEGRITY DECLARATION

I confirm that I have read and that I understand the school's *Academic Integrity Policy*.

- I confirm that all work submitted for this module is my own, and that I have properly cited and referenced all sources used.
- I understand that submitting materials, or parts of materials, that were not created by me, without proper citation, constitutes academic misconduct.
- I have read and I understand the explanation of how to cite and reference my sources according to the referencing guidelines presented to me.
- I understand that unauthorised collusion with another student or with anyone else is an example of academic misconduct.
- I understand and agree that my work may be checked using automated software systems which will detect similarities with other work.
- I understand that I may be asked to attend an *Academic Misconduct Panel* to explain close similarities between my submitted work and work created by others, or notable changes in my usual writing style. I understand that the panel will consider my explanation alongside all other available evidence in reaching its decision, and that an explanation the panel does not find credible may weigh against me as one factor in that decision.

All policies and the Student Handbook can be found on Boostcamp.

AI ACKNOWLEDGEMENT

Whether you can use AI depends on the piece of coursework you are doing. Some assignments will allow it, some will allow it for particular tasks only, and some will require you to work without AI because the skill being assessed is the one that AI would do for you.

Your module handbook and assessment brief will tell you whether you can use AI in a given piece of work. Ask your lecturer if you are unsure. Where there is no specific guidance, you should follow Table 1 in the Academic Integrity Policy.

Even where AI is allowed, you must declare the use on this form. Declaring a use does not make it automatically permitted. Lecturers will review AI declarations and may refer concerns to the Quality Manager who can convene an Academic Misconduct Panel. If misconduct is found, penalties will be applied based on the severity of the offence.

You must answer question 1. If you answer 'Yes', you must answer questions 2 to 5.

Q1: Did you use AI to enhance your work in this assessment?

- ☐ Yes Go on to Q2 to Q5.
☐ No No further responses are required. Sign and date at the end of this form.

Q2: Which generative AI tools did you use?

Tick all that apply.

- | | | |
|---|-------------------------------------|-------------------------------------|
| ☐ Canva Magic Studio | ☐ ChatGPT | ☐ Claude |
| ☐ Cohere | ☐ DALL-E | ☐ DeepL |
| ☐ DeepSeek | ☐ Gamma | ☐ Gemini |
| ☐ Microsoft Copilot | ☐ NotebookLM | ☐ Perplexity |
| ☐ Other: _____ | | |

Q3: What did you use the tools for?

Tick all that apply. Ticking an item does not confirm the use was permitted for this assessment.

Understanding and preparing

- ☐ Explaining concepts or source material to me
☐ Finding or researching sources
☐ Brainstorming ideas
☐ Suggesting a structure or outline
☐ Summarising material I then used
☐ Creating revision materials (flashcards, practice quizzes)

Language and expression

- ☐ Proofreading (spelling, grammar, punctuation, phrasing)
☐ Rewriting or rephrasing text I had written
☐ Translating my own writing into English
☐ Translating source material to help me understand it
☐ Checking academic writing style and tone

Material appearing in the submission

- ☐ Generating code, calculations or data analysis
- ☐ Creating presentation design
- ☐ Creating pictures or visuals
- ☐ Citations and referencing help

Feedback and review

- ☐ Feedback or comments on my drafts
- ☐ Other: _____

Q4: What prompts did you provide, and what did the tool return?

Give examples. Continue on a separate sheet if you need more room.

Q5: How did you use or change the output?

For each item ticked at Q3, say what you did with the output and roughly how much of the submission it affected.

OTHER ASSISTANCE

Did you receive any other assistance with this submission, for example proofreading by another person or by a proofreading service?

- ☐ Yes Describe the nature of the assistance below.
- ☐ No

DECLARATION

By signing below I confirm that I have read and understood the Academic Integrity Policy, that this submission is my own work, and that the answers given in the AI Acknowledgement and Other Assistance sections are complete and accurate.

Signed:

Date: