

Student Academic Integrity Policy

Approved by: TBC	Effective date: 01 August 2024	Next review: Spring 2026
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Student Academic Integrity Policy

The Student Academic outlines the University's stance on Academic Integrity. The Policy applies to all modes of assessment and all students at all levels of study.

Who needs to know about the policy?

- All students
- Deans of Faculty and Pro Vice-Chancellors
- Heads of School and Department
- Course Directors
- Module Leaders
- All teaching Staff
- Personal Academic Tutors
- Staff with a Partnership responsibility (both academic and administrative)
- Course Administrators
- Professional Services staff involved in managing Academic Integrity and Misconduct within Faculties and central services (particularly Library, Learning Development, Learning & Teaching Enhancement, Directorate of Student Resolution & Student Protection and Registry Services)

Purpose of the policy

This Policy provides a broader outlook at the University's commitment to academic integrity. It defines Academic Integrity and Academic Misconduct and explains the support available to students to develop good practice in their academic work.

Contacts

Learning and Teaching Enhancement (LTE) is responsible for:

- Student Academic Integrity Policy.
- Providing advice, guidance and assistance on pedagogical/academic practices and assessment design.
- Delivering training on pedagogical/academic practices.

The LTE Team can be contacted by emailing: LTE-ADMIN@canterbury.ac.uk.

The Early Resolution & Case Handling Team within the Directorate of Student Resolution and Student Protection is responsible for:

- Monitoring implementation of the Procedure across the University and its Partner Institutions.
- Procedural advice and guidance.

- Providing templates for enacting the Procedure.
- Procedural training.
- Institutional level annual reporting.

The Early Resolution & Case Handling Team can be contacted by emailing:
casehandling@canterbury.ac.uk

Faculty/School and Partner Institutions are responsible for:

- Operational implementation of the Procedure.
- Providing advice and assistance to students.
- Operational training for staff.

The relevant contacts are:

- Faculty of Arts, Humanities & Education: FAHE.ExecutiveServices@canterbury.ac.uk
- Faculty of Medicine, Health & Social Care: psf.fsess@canterbury.ac.uk
- Faculty of Science, Engineering & Social Sciences: apq.health@canterbury.ac.uk

The Directorate of Student Resolution and Student Protection is responsible for the operation and management of the Academic Misconduct Procedures.

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Section one

What is Academic Integrity and why is it important?

- 1.1. Canterbury Christ Church University is an academic community that brings together students, staff members, collaborative partners and external stakeholders. We collectively commit to promoting excellence in learning, teaching, research and scholarly activities. Our [Vision 2030 Strategic Framework](#) and [Learning, Teaching & Assessment Strategy](#) promote high ethical and professional standards. At the core of our values and standards is Academic Integrity. The University committed to promoting Academic Integrity by signing the [QAA Integrity Charter](#) in December 2020. This Policy reflects the fundamental principles of the Charter.
- 1.2. Academic Integrity is a set of values that we must apply to our academic work. It helps us learn how to use other people's ideas when creating our own work. The values are¹:
 - Honesty – being truthful about where your ideas come from and when they are formed from the ideas of others, and always giving credit to the owner of the work when your ideas come from other sources.
 - Trust – others can have faith in you being open about your work and acknowledging others' work. Being honest, thoughtful and genuine in all aspects of your academic work engenders trust in your integrity.
 - Fairness – you do not try to gain an unfair advantage in using others' work, and you take responsibility for your own actions.
 - Responsibility – you take an active role in applying the principle of Academic Integrity to your work and learn and follow institutional rules and codes of conduct relating to good academic practice
 - Respect – you show respect for the work of others and recognise the consequence of your words and actions on others
- 1.3. Academic Integrity has several aspects that you need to respect as a member of our academic community:
 - 1.3.1. take responsibility for your own work
 - 1.3.2. refrain from any actions that would give you an unfair advantage over other students
 - 1.3.3. be honest in presenting your work for assessment and ensure it is your own work. You must not get others (including generative AI) to complete the work for you, in whole or in part
 - 1.3.4. acknowledge the work of others (including generative AI), by including a complete reference, where it contributes to your work
 - 1.3.5. follow the required conventions for referencing the work of others and rules of your academic subject area when presenting your own work, as explained in your course or module handbook
 - 1.3.6. follow the ethical conventions and requirements for your academic subject area as explained to you in course and module handbooks
 - 1.3.7. maintain the standards of conduct which are appropriate to you as a practitioner if you are on a professional course

- 1.3.8. behave with respect and courtesy when debating with others even when you disagree with them
- 1.3.9. support others to work with Academic Integrity: for instance, by explaining how to work with Academic Integrity and by encouraging others to avoid unacceptable academic practices

1.4. Everyone has a role to play in maintaining Academic Integrity at the University and in our Partner organisations. As part of our “whole community” approach, everyone is responsible for understanding Academic Integrity and role modelling it to others.

1.5. The University awards its certificates, diplomas and degrees through a process that requires assessment. The awarding of our qualifications forms part of our work as an academic community. We make our awards after verifying the standards achieved. Assessment processes not conducted with integrity jeopardise the standard of our qualifications. Assessments must represent original and personal work to maintain these standards.

1.6. The University must take action against Academic Misconduct, which are breaches of Academic Integrity. Where breaches of Academic Integrity are suspected to have occurred, the University (and its Partners) will take action under the Academic Misconduct Procedure to investigate and (as appropriate) take action to address the issue. Failure to meet academic integrity standards poses a threat to our academic community and the quality of our awards at many levels, including the following:

- You: When you fail to act with Academic Integrity, you will find it harder to develop the skills essential for your academic development. If you are found to have committed academic misconduct, doing so may also compromise your award and your future career.
- Other students: Students acting with Academic Integrity will not receive the recognition they deserve if others get similar results using dishonest means.
- The University: The qualifications we award may be called into question, putting our reputation at risk as well as devaluing the award for students.
- Society: “Graduates could enter the workforce without the necessary skills, knowledge and competency, with potential public health and safety implications” (QAA Academic Integrity Charter, 2020)

¹ Adapted from International Center for Academic Integrity (2020), *The Fundamental Values of Academic Integrity 20019 ICAI-Fundamental-Values R12.pdf* (academicintegrity.org)

2 What is Academic Misconduct?

- 2.1. What is considered to be academic misconduct is illustrated below. These examples are not exhaustive.

- 2.1. Students might choose to get support from their peers when preparing assessments, such as discussing the subject of the assessment, exchanging ideas, and receiving suggestions for improving the work. This is peer-support, and the University accepts this as a reasonable expectation when completing assessments. However, peers must not make any changes to others' work as such actions could lead to allegations of academic misconduct.

- 2.2. The University expects all students to observe good academic practice in relation to third-party proofreading of academic work.

- 2.3. This means that students must not use a third-party (including generative AI., essay mill companies, friends, relatives etc. unless specifically advised to by their teaching team) to:
 - a. translate their work into English or any other language;
 - b. change the text of the work so as to develop the ideas and arguments;
 - c. change the ideas and arguments put forward within the work;
 - d. contribute additional material to the original;
 - e. correct information within the work;
 - f. rewrite sections where the argument or logic is faulty;
 - g. substantially change the content of a piece of work;
 - h. change the words or figures or notation (except to identify the correct spelling or verb tense of the word used);
 - i. rearrange passages of text, sequence of code or section of other material;
 - j. rewrite formulae, equations, or computer code;
 - k. re-label figures or diagrams;
 - l. work closely with one or more students on production of assessed work (see collusion)
 - m. produce all or a large part of any assessment

- 2.4. Should a student request proofreading support from a peer who then plagiarises the work, both students (or all students involved) will potentially be subject to academic misconduct procedures.

The table below, is a non-exhaustive list of the types of Academic Misconduct and their definitions. The following are designed to be illustrative examples of academic misconduct:

Type of Academic Misconduct	Definition
Cheating	Cheating is when someone acts dishonestly or unfairly before, during, or after an examination or a summative class test which may result in one student gaining or potentially gaining an unfair advantage over another.
Collusion	Collusion can occur when two or more students collaborate in the production of work, and this is submitted as the efforts of an individual. The assessed work is falsely presented as their own work. This can occur knowingly, or unknowingly through negligence by sharing their own work with another student, resulting in similar items of work being submitted is also considered collusion.
Contract Cheating (also referred to as Commissioning)	Contract cheating (also known as assessment outsourcing, commissioning or ghost writing) occurs when a student(s) seeks out another party (including generative AI) to produce work for the purposes of submitting the work for assessment that is, either wholly or in part, not the student's own work. Contract cheating may involve payments made which can either be financial or payments in kind.
Duplication (also referred to as Self-Plagiarism)	Duplication (also referred to as self-plagiarism) is the submission of work that has previously been submitted for assessment purposes to the University or another institution. This may involve a significant amount of identical or substantially similar material.
Falsification or Fabrication	Falsification is where someone fabricates, manipulates, invents or distorts data, evidence, sources and/or citations and any other consent or approval required for practice assessment documentation or otherwise. –
Plagiarism	Plagiarism relates to the act of presenting the material, ideas, and arguments of another person as one's own in work submitted for assessment without acknowledgement. It is done in a way that may deceive the reader as to the source.

	Plagiarism can take various forms, including close paraphrasing without citation, and negating to cite referenced materials in the bibliography.
Misuse of digital tools to enhance work	<p>Misuse of digital/ generative and other AI tools occurs when students use such tools (whether free or behind a paywall) to:</p> <ul style="list-style-type: none"> augment their work in a misleading way and which enhances their work beyond their current stage of learning; to paraphrase without understanding the text or how it contributes to their work; to falsely insert references; to falsely inflate the range of academic or subject specific vocabulary. <p>These tools include, but are not limited to, ChatGPT, Quillbot, Gemini (formerly Bard), Grammarly, Claude, Copilot etc.</p>
In examinations	<p>Examination misconduct covers instances where someone misbehaves in any way, whether before, during or after the examination, so as to obtain, or give another student, an unfair advantage in the examination. It relates to all forms of examination and time-constrained assessment, including examinations undertaken on a 'take-home' basis.</p> <p>Examples of examination misconduct include, but are not limited to:</p> <ul style="list-style-type: none"> •attempted or proven offering of financial or other inducements to those concerned with the examination process (which is a form of bribery); •deliberate introduction into the examination room of any materials other than those permitted; •making use of unauthorised items, texts, mobile devices, software, apps and websites during the examination;

	<ul style="list-style-type: none">•unauthorised access to unseen examination papers;•obtaining, or seeking to obtain, any examination stationery or examination papers that are the property of the University;•deliberate unauthorised removal of an examination script, any part of an examination script or tampering with examination scripts or coursework after any student has handed them in;•any attempt to talk to, or gain access to the script of, any other student during the examination;•copying from the script of another student during the examination;•inappropriately receiving help from or giving help to another person during the examination;•unauthorised absence from the examination room during the period of the examination;•impersonating or attempting to impersonate another student, or asking another person to impersonate the student;
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Please note that these definitions are aligned with the Academic Misconduct Procedures. Please see the Procedures Schedule 2 for likely sanctions and minor/major categories.

- 2.5. The temptations to resort to breaching the Policy are various, including a lack of confidence in one's abilities, time pressure, pressure from others, personal issues and anxiety. What is important is to plan your study time effectively. You may need to work on several assessments at the same time. You need to be aware of deadlines and leave plenty of time to prepare. Taking shortcuts often leads to poor academic practice.
- 2.6. We have policies, procedures, support, and guidance to manage the type of difficulties set out above. You can seek help if faced with these issues, as explained in the next section. You should seek this help as soon as possible. Early contact will help you prepare for your deadlines to avoid the issues outlined above. The University has arrangements to support you to help you complete your work and preserve your Academic Integrity. However, you have the responsibility to tell your tutors about any difficulties you experience so they can direct you to the relevant procedures. Whenever possible, mitigations will be put in place to help you complete your work whilst preserving its Academic Integrity. If you are confused by an assessment, the first place to start is always your tutor.
- 2.7. We explain the actions we take to detect and to apply sanctions for misconduct (academic or professional) in the following University procedures:
- [Academic Misconduct Procedures](#)
 - Research and Enterprise Integrity Framework, which includes the [Research and Enterprise Misconduct Policy](#).
 - [Fitness to Practise](#)
 - [Expected Behaviours of Students](#)
 - [Student Conduct Procedure](#)
 - [Supporting Student Teachers & Professional Suitability Policy](#)

3. How will Course Teams, Personal Academic Tutors and Supervisors support me in acting with Academic Integrity?

- 3.1. The academic skills you need to succeed at the University may differ from those you learned previously at school, college, or your workplace. You may need time to adjust to the expectations of UK Higher Education. Should you feel overwhelmed by what you need to do, you can get help from your course team and our support services. These services are available via [student webpages](#) and the [Learning Skills Hub](#). It is your responsibility to access these services in plenty of time to prepare for your assessments. If you are studying with one of the University's collaborative partners, you can also seek help locally.
- 3.2. Your course team and Personal Academic Tutor or supervisor will help you develop your understanding of Academic Integrity and good academic practice. The support will depend on your academic subject area and your level of study. Your course team and Personal Academic Tutor or supervisor will:
- 3.2.1. give you opportunities to participate in learning experiences to help you understand Academic Integrity, good academic practice and the professional requirements of your discipline
 - 3.2.2. give you advice and information about referencing conventions within your academic subject area appropriate to your level of study
 - 3.2.3. give you feedback on your work, individually or collectively, to help you develop your academic practice and improve your learning and future assessments
 - 3.2.4. tell you where to get advice and assistance if you have specific learning needs
- 3.2.5. explain the nature of intellectual property and when you need permission to make use of material

- 3.2.6. give you advice on good academic practices that will allow you to demonstrate how you undertook your work, should an allegation be made that you failed to act with Academic Integrity
 - 3.2.7. give you information on how we use text-matching software as part of most assessments
 - 3.2.8. give you an opportunity to self-check at least one draft assessment prior to each summative assessment submission, for work submitted via Turnitin. Specific submission points are set up at module level to this effect
 - 3.2.9. Help you understand the meaning of similarity reports from text-matching software and how to improve your work
 - 3.2.10. give you advice on where you could get help if you are tempted or put under pressure to breach this Policy, or if you receive threats of any kind (e.g., through infiltration of a private WhatsApp group, threatening communication from essay mills or being targeted in person by a representative from a contract cheating supplier)
 - 3.2.11. tell you how the University challenges poor academic practice and academic misconduct, including potential penalties
 - 3.2.12. guide you if you need to report somebody else's possible academic misconduct
 - 3.2.13. tell you how to get a copy of the Policies applicable to your course.
- 3.3. On your course, you may need to work in a group, including for your assessments. In these instances, there must not be collusion between members of the group. Your course team or supervisor will tell you how they will identify individual contributions to the joint work, if applicable. Your course team will explain to you how they will assess this work. Should you have any doubts about the boundaries between the group and individual assessed work, it is best to check with the tutor setting the assessment to avoid allegations of collusion.
 - 3.4. Students may choose to ask someone to proof-read their work before submitting it. Any editing help of this nature must be acknowledged at the beginning of the work and follow the guidance in the Academic Misconduct Procedures.
4. **What will happen if I do not act with Academic Integrity?**
 - 4.1. You are responsible for your own work and academic practice. To work with Academic Integrity, you must ensure you avoid malpractices such as those described earlier in this Policy, which are unacceptable. They will lead to a challenge by your course team, your Personal Academic Tutor or supervisor.
 - 4.2. When you submit work for assessment, you will need to confirm it is your work. We will ask you to confirm you have read the Academic Integrity Policy and declare you are aware of good academic practice requirements. You will also need to ensure you understand the potential sanctions for Academic Misconduct. We tell you from whom you can seek guidance to avoid such breaches in section 3.
 - 4.3. Where we find a student engaged in Academic Misconduct, we may apply a range of penalties. We set out these penalties in our Procedures, listed in section 2.8 of this Policy. The most severe cases could lead to no award or a reduced award, withdrawal from the course, or expulsion from the University. For professional courses, the breach might need reporting to a regulatory body.

- 4.4. All students alleged to have undertaken academic misconduct will always be given the opportunity to explain their position as part of the case consideration. Students in this position are strongly encouraged to seek support from the Students' Union as soon as possible. The [Students' Union](#) offers independent and impartial advice to students going through University procedures. It can provide support before, during and after the process. There is also a right to request a review of the outcome of any investigation. The University will tell the student how to do this as part of the outcome.
5. **What should I do if I believe someone else is not acting with Academic Integrity?**
- 5.1. Should you think a fellow student is not acting with Academic Integrity, you need to report the matter as soon as possible to your Personal Academic Tutor or Course Director.
- 5.2. Should anybody encourage you to act without Academic Integrity, you should also tell your Course Director or Personal Academic Tutor about it as soon as possible. You can get support from Student Wellbeing Advisors, the Mental Wellbeing Team, the Chaplaincy, and the Students' Union. This reporting includes when someone from outside the University contacts you to invite you to buy services to write your assessments for you. This contact can come by email, letter, telephone call, text message, social media posting, infiltration of personal WhatsApp, Snapchat, Instagram or Facebook accounts or approaching you in person.
- 5.3. We will not reveal your identity as part of any investigation. However, we might need to ask you to provide some information to understand your concerns.
- 5.4. Academic Misconduct Proceedings can only be initiated by way of submitting a formal Stage 1 Academic Misconduct Allegation Report form to the Early Resolution and Case Handling Team.

Document information	Description of document information
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Document owner	Professor Niamh Downing (Pro Vice-Chancellor Education & Student Experience)
Document manager	Senior Academic Developer – LTE Lead for Academic Integrity
Related University policies	<ul style="list-style-type: none"> • Research and Enterprise Integrity Framework, which includes the Research and Enterprise Misconduct Policy • Faculty of Medicine, Health and Social Care Low Level Concerns and Fitness to Practise Policy; Student Conduct Procedure and Expected Behaviours of Students • Anonymous Marking Policy
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Web address	University Academic Integrity webpage https://www.canterbury.ac.uk/learning-and-teaching-enhancement/policies/academic-integrity.aspx