

Academic Misconduct Procedure

Summary

This is the Procedure for students and staff that sets out how suspected cases of academic misconduct by students on taught programmes are investigated and addressed.

Control information:	Control detail:
Owner	Academic Quality and Policy Office
Responsible team/service	Academic Quality and Policy Office
Approved by	University Academic Quality Committee
Version	2.0
Approval date	10 June 2026
Effective date	01 August 2026 (<i>for the 2026/27 academic year</i>)
Full review period	2 years
Date of next full review	01 January 2027
Applicable statutory, legal or best practice requirements	UK Quality Code, Advice and Guidance: Assessment
Keywords	Academic misconduct; cheating; plagiarism; academic integrity; ethics, collusion; contract cheating
Related information	University policy on academic integrity University regulations on academic misconduct University regulations on student outcomes appeals

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1. Introduction

- 1.1. The University of Bristol expects students to uphold high standards of academic integrity, including in assessment. Where academic misconduct is suspected, a case is investigated with a set of penalties and training opportunities provided where identified.

2. Scope

- 2.1. The Academic Misconduct Procedure applies to cases where academic misconduct or poor academic practice by a student on a taught programme or unit is identified. Academic misconduct constitutes: plagiarism, where a student re-uses their own previously submitted work without properly referencing it ('self-plagiarism'), cheating (including, inappropriate use of generative artificial intelligence, contract cheating and collusion), and where there is an ethical breach in a student's research.
- 2.2. This Procedure sets out how the University uses its regulations to determine which procedure should be used to address a case of academic misconduct, and then how a case is investigated and the outcomes of that investigation.

3. Definitions

- 3.1. The definitions are provided in the relevant sections.

4. Related regulations and procedures

- 4.1. University policy on academic integrity
- 4.2. University regulations on academic misconduct
- 4.3. University regulations on student outcomes appeals

5. Confidentiality

- 5.1. All information is processed in accordance with the [Student Fair Processing Notice](#) and requirements of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.
- 5.2. Investigations into academic misconduct are determined with an appropriate level of confidentiality.
- 5.3. Appeals will be handled with an appropriate level of confidentiality, with information shared only with those who need it for the purposes of investigating or responding to the appeal and the Office of the Independent Adjudicator (OIA). The outcomes and recommendations from appeals may be shared across the University, in an anonymised and aggregated format, for institutional learning and reporting purposes.

6. Detecting academic misconduct

- 6.1. Academic misconduct can be identified by staff involved in marking or teaching. It can also be reported or disclosed by a third party, which can instigate this procedure provided that evidence is provided.
- 6.2. Software may be used as to help identify potential academic misconduct. Any suspected cases are reviewed before any action is taken.

Where there are any contractual, security or safety obligations to safeguard student work, a request for exemption from using third-party software to check for plagiarism may be made by a student or appropriate member of staff (e.g. dissertation supervisor). The request is considered for approval by the relevant Faculty Associate Pro Vice-Chancellor Education and Students or delegate. If the request is approved, a relevant member of staff instead undertakes a manual check on the dissertation for academic integrity and plagiarism.

- 6.3. If academic misconduct is suspected, the case is investigated and considered under one of the following procedures:
 - [poor academic practice](#);
 - [plagiarism](#);
 - [re-using own work with proper acknowledgement](#);
 - [cheating](#);
 - [ethical breaches in student research](#).
- 6.4. If a student intends to withdraw from the University, the relevant Faculty Associate Pro Vice-Chancellor Education and Students, or their nominated representative, has discretion whether to proceed with an academic misconduct investigation. The procedure is normally concluded before the withdrawal occurs.
- 6.5. If a student intends to or has suspended studies, the investigation may be paused until the student returns from the suspension.

7. Poor academic practice

Definition

- 7.1. **Poor academic practice** is minor instances of poor referencing, incorrect, or missing attribution for small sections of copied work, or similar infringements by a student where there is no suggestion that there is an intention to deceive.

Consideration

- 7.2. If a case, following academic review, is considered to be poor academic practice rather than academic misconduct, it is referred to the unit or programme director.

Outcomes

- 7.3. If the unit or programme director agrees and decides it is a case of poor academic practice, then:
- a. explicit feedback is provided to the student, with further instruction, as necessary, on proper academic practice, with referral to [study skills support](#) where appropriate,
 - b. the student is advised to review training materials on academic integrity again, and
 - c. the case is held on the student's record for future internal reference.
- 7.4. If the unit or programme director determines that the case amounts to more than poor academic practice, they consult with the designated member(s) of staff in the school (normally the School Academic Integrity Officer). If they agree, the case is referred to the relevant Faculty Associate Pro Vice-Chancellor Education and Students or delegate to consider the case under the relevant procedure.

8. Plagiarism

Definition

- 8.1. **Plagiarism** is the unacknowledged inclusion in a student's work of material from published or unpublished work of another source, whether it is intentional or unintentional. If a student(s) directly plagiarises the work of another/others from within their same cohort, this is considered to be collusion, a serious form of cheating. [see [web page](#) for students on plagiarism]

Consideration

- 8.2. Allegations of plagiarism are considered initially by the Faculty Associate Pro Vice-Chancellor Education and Students, or their nominated representative(s), responsible for the home school of the student (i.e. the school where the student is registered).
- 8.3. If multiple cases from one student are being considered as a single allegation, due to the time at which they have been discovered, and these cases cover units from more than one school or faculty then the relevant Faculty Associate Pro Vice-Chancellors Education and Students determines which faculty will handle the investigation.
- 8.4. The relevant Faculty Associate Pro Vice-Chancellor Education and Students, or their nominated representative, makes an initial determination of how the allegation of

plagiarism should be dealt with, within twenty-one days of the concern being raised with them.

Outcomes

8.5. Outcomes are either to:

- a. dismiss the case if it is judged that the allegation is not supported by sufficient evidence
- b. ask for more information
- c. decide that the case is poor academic practice
- d. require [additional training](#) and/or provide feedback to the relevant students
- e. convene a panel to investigate the academic misconduct.

8.6. When determining which action to take in 8.5, the following factors are taken into account:

- the educational history of the student and how this may have informed their understanding of academic integrity, including whether there have been previous academic misconduct offences and what support has been already provided and training undertaken by the student
- the nature, extent, and significance of the academic misconduct
- whether the assessment contributes significantly to the student's progress or degree classification.

9. Re-use of academic work

Definition

9.1. **Re-use of own academic work** is where a student has submitted, in whole or in part, work which has previously been submitted by them for credit at the University of Bristol or elsewhere, without fully referencing it. It does not include where the previously submitted work was for formative assessment to inform the subsequent summative assessment or where a student's original piece of work is allowed to be resubmitted as reassessment or supplementary assessment.

Consideration

9.2. Where the re-use of academic work without appropriate referencing is identified, the School Academic Integrity Officer, or nominated representative, considers the case.

Outcomes

9.3. Outcomes are either:

- a. Providing it is a first offence of this nature and the case is not considered too serious, no further assessment is needed and support is provided to the student to prevent future occurrences, or
- b. To require the student to complete the assessment, by:
 - rewriting the affected sections, or
 - re-doing an equivalent piece of work, or
 - completing a reassessment
 for the same attempt number as the original assessment, or
- c. For second or subsequent offences, to consider the case to be a form of plagiarism, under that procedure.

9.4. In all cases, the school should support the student to understand the issues associated with this practice and why it is unacceptable.

10. Cheating

Definition

- 10.1. Cheating is where a student is considered to have broken the rules of an assessment or sought to gain an unfair advantage through unauthorised means. A student engaging in any of the following is considered to be cheating:
- a. accessing and/or making use of unauthorised items or texts during an examination (campus-based or online). For campus-based exams this may occur either at their desk or during an authorised absence from the examination room
 - b. planning, participating in or benefitting from collusion during any assessment (campus-based or remote). Collusion is defined as intentionally working with other students to complete an assessment that should be done independently [see [web page](#) for students on collusion]
 - c. copying from another student(s)
 - d. dishonestly receiving help from another person(s), company or organisation during the examination or assessment
 - e. dishonestly giving help to another student during the examination or assessment
 - f. acting dishonestly in any way, whether before, during or after the assessment, to obtain an unfair advantage or to assist another candidate to obtain an unfair advantage

- g. buying or commissioning a piece of work and presenting it as a student's own work (contract cheating). [see [web page](#) for students on contract cheating]
- h. unauthorised use of artificial intelligence to complete a piece of work (that means a student does not demonstrate the intended learning outcomes for the relevant unit through that assessment).

A student who shares their work with others is treated with equal seriousness to the student who copies the work. This applies even if it is not clear that academic misconduct was planned.

Consideration

- 10.2. In cases of suspected cheating, further investigative work (i.e. discussion with the student about how they completed the work) may be necessary to determine if cheating may have occurred.
- 10.3. The relevant Faculty Associate Pro Vice-Chancellor Education and Students, or their nominated representative, makes a determination of how the allegation of cheating is dealt with.

Outcomes

- 10.4. Outcomes are either to:
 - a. Dismiss the case if it is judged that the allegation is not supported by sufficient evidence
 - b. Ask for more information
 - c. Decide that the case is poor academic practice
 - d. Require [additional training](#) and/or provide feedback to the relevant students
 - e. Convene a panel to investigate the academic misconduct.
- 10.5. When determining which action to take in 10.4, the following factors are taken into account:
 - the educational history of the student and how this may have informed their understanding of academic integrity, including whether there have been previous academic misconduct offences and what support has been already provided and training undertaken by the student
 - the nature, extent, and significance of the academic misconduct
 - whether the assessment contributes significantly to the student's progress or degree classification.

11. Ethical breach in student research

Definition

- 11.1. Any of the following are considered to be a **breach of ethics by a student** on a taught programme regarding any substantial piece of research (i.e. a dissertation or equivalent) [see [web page](#) for students on ethical breach in research]:
- a. Not gaining ethical approval before undertaking research, where it is required
 - b. Making a significant deviation from the approved research without being granted ethical approval for the deviation where that is required
 - c. Any other form of research misconduct as defined in the Regulations on Research Misconduct.

Consideration

- 11.2. A student suspected of an ethical breach in their research is reported by the relevant school to the Research Ethics and Integrity Manager in the Research Ethics Team.
- 11.3. For any potential ethical breaches in student research that are reported **prior to** submission of the research, the case is considered under the [Research Ethics](#) process.
- 11.4. For any potential ethical breaches in student research that are reported **after** submission of the research, the Research Ethics Team, with the relevant Faculty or School Research Ethics Officer, undertakes an initial review of the case to assess the seriousness of the suspected breach and determine whether it:
- constitutes a form of research misconduct as defined in the Regulations on Research Misconduct, in which case it is considered under the research misconduct process, or if not;
 - is sufficiently significant to be considered as academic misconduct, in which case it is considered under this procedure (see below), or if not;
 - can be managed by mitigating action.

Outcomes

- 11.5. Where the breach is deemed to constitute academic misconduct, the case is referred to the relevant Faculty Associate Pro Vice-Chancellor Education and Students, or their nominated representative, to initially determine how it should be dealt with.
- 11.6. Outcomes are either to:
- a. dismiss the case if it is judged that the allegation is not supported by sufficient evidence

- b. ask for more information
 - c. decide that the case is poor academic practice
 - d. convene a panel to investigate the academic misconduct.
- 11.7. When determining which action to take in 11.6, the following factors are taken into account:
 - the educational history of the student and how this may have informed their understanding of academic integrity, including whether there have been previous academic misconduct offences and what support has been already provided and training undertaken by the student
 - the nature, extent, and significance of the academic misconduct
 - whether the assessment contributes significantly to the student's progress or degree classification.
- 11.8. A case may also be referred and considered under the Student Disciplinary Regulations and Procedure for suspected student misconduct.

12. [Additional training for students on academic integrity](#)

- 12.1. Due to the potential for misconduct to occur because of different academic practices, and/or poor understanding of expectations, some cases can be dealt with through **additional training and/or feedback** to help students reach the required understanding of expected ways of working.
 - a. An undergraduate student is invited to attend an [Academic Integrity Awareness Course](#) if:
 - a. it is their first offence, and
 - b. they are not in their final year of study, and
 - c. the case is not considered too serious that it cannot be addressed by additional training, and
 - d. for eligible students not in their first year of study, the nominated member of faculty staff judges that the student would benefit from the Course and circumstances allow it.
 - b. A taught postgraduate student may be invited to either:
 - a. attend an Academic Integrity Awareness Course,
if:

- it is their first offence, and
- the case is not considered too serious that it cannot be addressed by additional training (as set out in b below), and
- the nominated member of faculty staff judges that the student would benefit from the Course and circumstances allow it.

or

- b. have a supportive discussion with the unit director, or another appropriate staff member on ways of working and expectations of academic integrity, directing the student to study skills support and resources as necessary, and

redo the plagiarised section(s) of the assessment or complete an equivalent piece of work as the same attempt number(to be submitted normally no later than two weeks after receiving the additional support, taking into account any other assessment tasks the student may have),

if:

- it is their first offence, and
- they have not previously had the opportunity to submit and receive feedback on a piece of work.

- 12.2. A case is held on a student's record for future internal reference in case further concerns over academic misconduct are raised.

13. Academic integrity awareness course (AIAC)

- 13.1. The Head of School is responsible for nominating a member or members of staff to discharge the responsibilities outlined in relation to AIACs, including participating in delivery, inviting students to attend, indicating additional work a student needs to complete and liaising with relevant individuals from other Schools and the Faculty as necessary to deliver this.
- 13.2. If it is determined that the offence can be addressed by training, the designated member(s) of staff in the School checks whether the student has already attended the course.
 - If they have, the case is referred to a panel.

- If they have not, the student is notified in writing of the pieces of work affected, invited to enrol on an AIAC and informed of the additional work necessary in order for credit for the unit to be awarded.
- 13.3. Any student referred to an AIAC can appeal this decision. The student may raise their appeal by submitting the AIAC Appeal Form by email to the Student Resolution Service (SRS) within 21 days of being informed they are required to attend an AIAC. The student must set out in writing the grounds on which the appeal is based, as set out in regulation. The student may seek assistance from the Academic Advice Team in the Students' Union when preparing their appeal.
- 13.4. The appeal is heard by a Faculty Associate Pro Vice-Chancellor Education and Students, or equivalently experienced academic who has not been involved in the case. They either:
- a. reject the appeal and confirm attendance at the AIAC is required, or,
 - b. uphold the appeal and revoke the original decision for attendance at an AIAC.
- 13.5. Part of the learning is in the student completing additional work in relation to the assessment in question. This work is considered the same attempt and can be awarded a full range of marks.
- 13.6. Full attendance and engagement are required for successful completion. If a student does not attend the AIAC, or attends but refuses to engage or is disruptive, the work in question is awarded a mark of zero. Standard regulations apply on how this impacts the unit mark and whether reassessment is available.

14. Academic misconduct panels

Membership of the panel

- 14.1. The Faculty Associate Pro Vice-Chancellor, or nominee, with the relevant Heads of School, are responsible for identifying appropriate members of staff to sit on academic misconduct panels.
- 14.2. The Panel consists of two nominated academic members of staff from the student's home faculty. If a school has a designated Academic Integrity Officer who deals with academic misconduct then this individual can be one of these two academic members on the panel. The panel does not include the student's personal tutor, their research project/dissertation supervisor or the person who identified the suspected misconduct. The member of staff who chairs an exam board may be on the panel, but should not be part of the consideration of any students whose academic outcome comes under the purview of the exam board they chair.

- 14.3. For cases of ethical breaches in student research, the Panel includes the relevant School or Faculty Research Ethics Officer.
- 14.4. The Head of Faculty Education and Student Success or nominee attends to advise the panel on procedures and regulations.
- 14.5. The Head of School is responsible for nominating a member or members of staff for panels that are convened within the Faculty.

The panel meeting

- 14.6. The student is notified in writing of the suspected case (including the pieces of work affected) and invited to interview with a panel. The interview can be in-person or online.
- 14.7. The student can request: the option of answering written questions instead of, or as well as, attendance at the panel; and, to see the evidence considered by the panel.
- 14.8. The student may be accompanied by another person at the panel interview. This person may address the panel and confer with the student during the meeting, however, they are not permitted to answer any questions on behalf of the student, unless in exceptional circumstances where they are a qualified lawyer, and the student is unable to do so themselves.
- 14.9. The student may elect not to attend an interview and to submit a statement to the panel instead. Where the student does not attend an interview, unless prevented by unforeseeable circumstances, the panel proceeds to reach its conclusions without the student's attendance.
- 14.10. Notes of the interview with the student(s) is taken, which is circulated after the interview to all parties. A member of staff may attend the panel in order to act as note taker.
- 14.11. An appropriate academic knowledgeable on the work and concern in question, must be offered the opportunity to provide input to the panel and may be required to attend the academic misconduct panel (but only as a witness and not as a panel member) in order to explain the allegation and provide specialist knowledge.

Outcome of the panel meeting

- 14.12. Once the interview is complete, the panel determines if, on the balance of probabilities, misconduct has occurred or not. The academic misconduct panel may decide to defer a decision until further investigation has taken place. In such cases the panel decides whether they need to engage with the student again to discuss any new material that has been considered as part of the decision-making process.

- 14.13. The panel determines an outcome of their investigation from the list in the [Academic Misconduct Regulations](#).
- 14.14. When considering what would be an appropriate outcome, the panel takes into account the seriousness of the offence. Factors that are considered are:
- the educational history of the student and how this may have informed their understanding of academic integrity
 - whether this is a first or subsequent offence
 - the amount of credit attached to the assessment
 - the significance of academic misconduct in the piece of work
 - the extent to which the academic misconduct undermines the learning objectives of the work
 - whether the assessment contributes significantly to the student's progress or degree classification
 - the degree and effects of the dishonesty.
- 14.15. In cases where there is an exceptionally high level of dishonesty and seriousness of the misconduct such that the student's status at the University is called into question, the panel may refer a case to the Student Disciplinary procedure.
- 14.16. The student is informed of the panel's decision within two weeks of the date of the panel.
- 14.17. If there is a case to answer and the student is registered on a professional programme for which there is a Fitness to Practise (FtP) procedure, academic misconduct may also need to be considered under the FtP procedure. It may be appropriate to include a FtP Case Investigator as a member of the academic misconduct panel to allow the two processes to be completed within a single meeting with the student.
- 14.18. The decision of the panel is presented to the relevant exam board for when it considers the student's academic outcome.
- 14.19. The exam board will consider whether the impact of the penalty to the student's overall outcome is disproportionate to the offence, but will not normally reduce or overturn a penalty due to the presence of exceptional circumstances (see 22.16-17 in the Taught Code).

- 14.20. A student may appeal a decision made by a panel to apply a mark penalty for academic misconduct as set out in section 15 below. Appeals against academic decisions of an exam board are covered by the regulations in the Taught Code on Student Outcomes Appeals and the Student Outcomes Appeal Procedure.

15. Academic misconduct appeal

- 15.1. Students may appeal the decision of an Academic Misconduct panel on one or more of the following grounds:

- a. New supporting evidence, relevant to the finding of academic misconduct, is available that could make a difference to the outcome and which the student was unable, for good reason, to disclose at the time of the panel.

Evidence relating solely to exceptional circumstances will not constitute grounds of appeal unless in exceptionally severe cases (see 22.17 in the Taught Code for details).

- b. There is evidence of significant procedural error which warrants consideration.

Appeal submission

- 15.2 To submit an appeal, the student must complete and submit an academic misconduct appeal form within 14 days of the student being sent the decision of the panel.
- 15.3 A day refers to a calendar day in which the University is generally open and so includes weekends but does not include public holidays in England or University closure days as marked on the University's website, unless otherwise stated.
- 15.4 Students are expected to submit their own appeal. However, where a student is unable to do so without support, a third party may submit an appeal on their behalf only if acting as their designated representative and with the student's explicit written consent. Students may be supported, advised, or represented by a third party, such as the Students' Union Academic Advice Service. The involvement of a representative should not delay the appeals process. Appeals are not legal proceedings, and legal representation is not normally necessary or expected.

Initial Assessment

- 15.5 Upon receipt of an appeal form, an initial assessment will be undertaken to check that it has been made under the right procedure, within the deadline, in the required format and

on one or more of the valid grounds for appeal. Disagreement with the academic judgment of the panel will not constitute a valid ground for appeal.

- 15.6 In exceptional circumstances, the University may consider a request to submit an appeal outside of published time limits. Students must provide a clear explanation and supporting evidence demonstrating why they were unable to meet the deadline. If an appeal is not submitted within the permitted time limit, and no new deadline has been agreed, the appeal will be closed and no further consideration will be given.

Evidence Requirements

- 15.7 The student has responsibility for providing all the evidence and information that they wish to be considered at the time of submission of the appeal. Further guidance on appropriate evidence requirements can be found here.
- 15.8 The University is not able to contact third parties (e.g. doctors, police etc) to obtain evidence on behalf of a student.
- 15.9 Disabled students with a condition, impairment or learning difference covered by a Study Support Plan (SSP) are not required to submit additional medical or supporting evidence to re-establish the existence of their disability when submitting an appeal. The SSP constitutes the established evidence base for their disability. However, where the appeal is based on a worsening or acute episode of their condition, students are expected to provide evidence of the impact and timing of the change in circumstances.
- 15.10 In cases where it is not possible to present evidence with an appeal, an explanation of why the evidence has not been included, with an indication of when it will be provided should be included in the appeal form.
- 15.11 Consideration as to whether it is appropriate to allow additional time to provide outstanding evidence will be determined on a case-by-case basis.
- 15.12 Should the person reviewing the appeal have cause to suspect that the documentary evidence provided with the appeal has been falsified, they will refer the case to the Student Disciplinary Regulations for consideration. The appeal may be paused, or the appeal outcome withheld until the matter has been resolved.

Appeal Outcomes

- 15.13 Following consideration of an appeal, the following outcomes are possible:

- Dismiss the appeal following initial assessment giving reasons and issuing a Completion of Procedures letter.
- Not Upheld with the relevant reasons outlined. The original decision made by the panel stands.
- Uphold the appeal: either completely or in part. The case will be referred to a panel to re-run the panel or modify or reverse the decision of the original panel.

The decision of an appeal will be final and conclude the University's internal procedures. Students who remain dissatisfied should refer to Section 16.

- 15.14 For all outcomes, the decision will be communicated within 14 days of the completed appeal form and all relevant evidence being submitted.
- 15.15 The University endeavours to respond within the timeframes that are outlined. There will occasionally be circumstances when, for good reason, the University will need to extend the timeframe. When this occurs, the University will inform the student and provide regular progress updates.

Frivolous and Vexatious Appeals

- 15.16 The University expects students to engage with the appeals process in a constructive and respectful manner. Appeals that are considered frivolous or vexatious may not be accepted for consideration. Examples of such appeals include, but are not limited to:
- Using the appeal process as a means to harass or intimidate staff, including submissions that include aggressive or threatening language directed at staff.
 - Submitting multiple appeals on the same matter, even after the decision has been made and no new grounds or evidence are presented.
 - Persistently insisting on outcomes that lack reasonable support in the evidence, even after clear explanations and decisions have been communicated or that are not permissible under the University Regulations on Academic Misconduct.
- 15.17 The University may decline to consider an appeal if it considers it to be frivolous or vexatious and in these circumstances the student will receive a written explanation of the reasons. Where a student has made an appeal of this nature the University may consider taking action under the Student Disciplinary Regulations.

16. Office of the Independent Adjudicator for Higher Education (OIA)

- 16.1. The OIA provides an independent scheme for the review of student complaints. The OIA will only consider cases when the University's internal procedures have been exhausted. It will not intervene in matters which turn purely on academic judgment.
- 16.2. At the end of the appeal process, if the appeal is not upheld, the student will be issued with a Completion of Procedures letter.
- 16.3. If an appeal is upheld (fully or partially), a Completion of Procedures letter is not issued automatically. Students can request a letter within one month of the outcome if required.
- 16.4. Following receipt of the Completion of Procedures letter the student is entitled to submit a complaint to the OIA (oiahe.org.uk).

17. Reporting Processes

- 17.1. On an annual basis, analysis of the outcomes of the academic misconduct process will be undertaken to provide oversight and assure compliance, consistency and fairness. This will be reported to the University Academic Quality Committee where areas of good practice will be highlighted and recommendations to address areas for improvement that have been identified.

18. Roles and responsibilities

- 18.1. **A Faculty Associate Pro Vice-Chancellor (Education and Students)** is responsible for a number of decisions or actions. They may nominate a suitable representative/s to whom they delegate these actions:
 - a. make an initial determination of how an allegation of plagiarism, cheating or where an ethical breach of student research is deemed to constitute academic misconduct is dealt with, including whether a case is referred to a panel
 - b. consider an appeal from a student to be required to attend an Academic Integrity Awareness Course
 - c. deciding whether to proceed with an active academic misconduct investigation for a student who intends to withdraw from the University.
- 18.2. **A Head of Faculty Education and Student Success** is responsible for ensuring that advice is available to the Academic Misconduct Panel on procedures and regulations and for the administration of the procedures.

- 18.3. **A Head of School** is responsible for nominating staff to: (a) discharge responsibilities to staff in their school in relation to the delivery of the Academic Integrity Awareness Course; and (b) be members of Academic Misconduct Panels.
- 18.4. **Unit or Programme Director** is responsible for addressing cases of poor academic practice with students by way of supportive discussion with students, on ways of working and expectations of academic integrity, directing the student to study skills support and resources as necessary.
- 18.5. **School Academic Integrity Officer** is responsible: for considering cases where cases of students re-using academic work without appropriate referencing is identified; consulting with the unit or programme director as to whether a case amounts to more than poor academic practice; and be a member of the Academic Misconduct Panel.
- 18.6. **Faculty or School Research Ethics Officer** - For any potential ethical breaches in student research that are reported **after** submission of the research, the Research Ethics Team, with the relevant Faculty or School Research Ethics Officer, undertakes an initial review of the case. For cases of ethical breaches in student research, the Panel includes the relevant School or Faculty Research Ethics Officer.