

Academic Misconduct & Malpractice Policy

LSBF Executive Education Programmes

Version 1.4

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1. Integrity

- 1.1.** All delegates of the London School of Business and Finance Executive Education (LSBF EE) are expected to act with integrity in relation to the production and representation of academic work. Academic integrity is central to academic life and requires that delegates are honest and responsible in acknowledging the contributions of others in their work - *For further information refer to Appendix B.*

- 1.2.** In all assessed work, delegates should take care to ensure that the work they present is their own and that it fully acknowledges the work and opinions of others by (preferably) using the Harvard Referencing System. It is also the responsibility of delegates to ensure that they do not undertake any form of cheating or gain unfair advantage in any other way - *For further information refer to Appendix B.*

- 1.3.** In order to assure LSBF EE that the work is their own and that the opinions of others have been acknowledged, delegates must take care to follow the appropriate standards for academic practice. This includes:
 - 1.3.1.** Providing full citation of all sources (*books, articles, web sites, newspapers, images, artefacts, data sources, programme code, etc.*) which have been drawn on in the preparation of an assignment.

 - 1.3.2.** Properly referencing the sources of the arguments and ideas in an assignment using a recognised referencing system (as specified in the Delegate Handbook and/or from your tutor). It is not only quotations that must be referenced but also paraphrasing of the arguments of others and the use of their ideas, even if explained in the delegate's own words.

 - 1.3.3.** Following other guidelines for preparing and presenting coursework as defined in the relevant course handbooks and assignment briefs.

 - 1.3.4.** Using mechanisms for checking their own work, including Turnitin text matching software, and support and advice given by teaching staff.

- 1.4.** Proof-reading entails the identification of grammatical, spelling or punctuation mistakes in text. The use of a proof-reading service may constitute academic misconduct if the service includes

any editorial activity which entails re-writing or re-wording the delegate's original work beyond this.

- 1.5. Work that does not meet appropriate standards of academic practice will be marked at a lower level (at 50%) than work that does and may leave the delegate open to action under this policy and procedure.

2. Principles

- 2.1. The work submitted by a delegate for assessment must have been undertaken by the delegate.
- 2.2. Academic misconduct also includes cheating or inappropriate behaviour during a class test or examination.
- 2.3. The determination of whether cheating, plagiarism or another form of academic misconduct has occurred is not a matter for the Assessment Board; the facts must be established before the Assessment Board can consider the effect of the alleged incident on a delegate's performance.
- 2.4. An allegation of cheating, plagiarism, malpractice or other form of academic misconduct (as given in the next section) is not the same as proof of the incident.
- 2.5. Allegations of academic misconduct will be investigated with full regard to principles of equity and fairness.
- 2.6. Once the facts have been established, it is then for the Assessment Board to judge the seriousness of the case and to exercise discretion accordingly, having regard to institutional precedent where appropriate.

3. Definitions and Examples

There are different forms of academic misconduct, all of which may be the subject of the procedures described below – Please refer *Appendix C for policy and procedure on staff academic malpractice and maladministration*. The following are different examples of academic misconduct but do not constitute an exhaustive list:

3.1. Plagiarism

The unacknowledged incorporation in a delegate's work of material derived from the work (published or unpublished) of another. Examples of plagiarism are:

- 3.1.1. The inclusion in a delegate's work of more than a single phrase from another person's work without the use of quotation marks and acknowledgement of the sources.
- 3.1.2. The summarising of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement.
- 3.1.3. The use of the ideas of another person without acknowledgement of the source.
- 3.1.4. The unacknowledged use of images (digital or otherwise) music, patents or other creative material either in the entirety or in the creation of a derivative work.
- 3.1.5. Copying the work of another delegate, with or without their knowledge or agreement. (See section on Collusion).

3.2. Collusion

Collusion exists where a delegate:

- 3.2.1. Submits as entirely his/her own, work done in collaboration with another person.
- 3.2.2. Collaborates with another delegate in the completion of work which is submitted as that other delegate's own unaided work.
- 3.2.3. Enables another delegate to copy all or part of his/her own work and to submit it as that delegate's own unaided work.

3.3. Falsification

Examples of Falsification include:

- 3.3.1. The falsification of data. The presentation of data in projects or other forms of assessment based on experimental or other work falsely purported to have been carried out by the delegate, or obtained by unfair means.

3.3.2. The falsification of references, including the invention of references and/or false claims.

3.4. Personation

“Personation” is the legal term for what is usually referred to by the lay person as “impersonation”. Personation is thus the assumption by one person of the identity of another person with intent to deceive or to gain unfair advantage. It may exist where:

3.4.1. One person assumes the identity of a delegate, with the intention of gaining unfair advantage for that delegate.

3.4.2. The delegate is knowingly and willingly impersonated by another with the intention of gaining unfair advantage for himself/herself.

3.5. Ghosting

Ghosting exists where:

3.5.1. A delegate submits as their own work, which has been produced in whole or part by another person on their behalf, *e.g.* the use of a ‘ghost writing’ service or similar.

3.5.2. A delegate will also be guilty of academic misconduct if he/she deliberately makes available or seeks to make available material to another delegate (of this institute or elsewhere) whether in exchange for financial gain or otherwise with the intention that the material is to be used by the other delegate to commit academic misconduct.

3.6. Serious Misconduct

Serious academic misconduct is defined as being any intentional action or attempted action by the delegate that may result in creating an unfair academic advantage for themselves. Examples of serious academic misconduct include (but are not limited to); when Turnitin Originality Report percentages exceed 41%; when two delegates submit the same assignment.

3.7. Non-Serious Misconduct

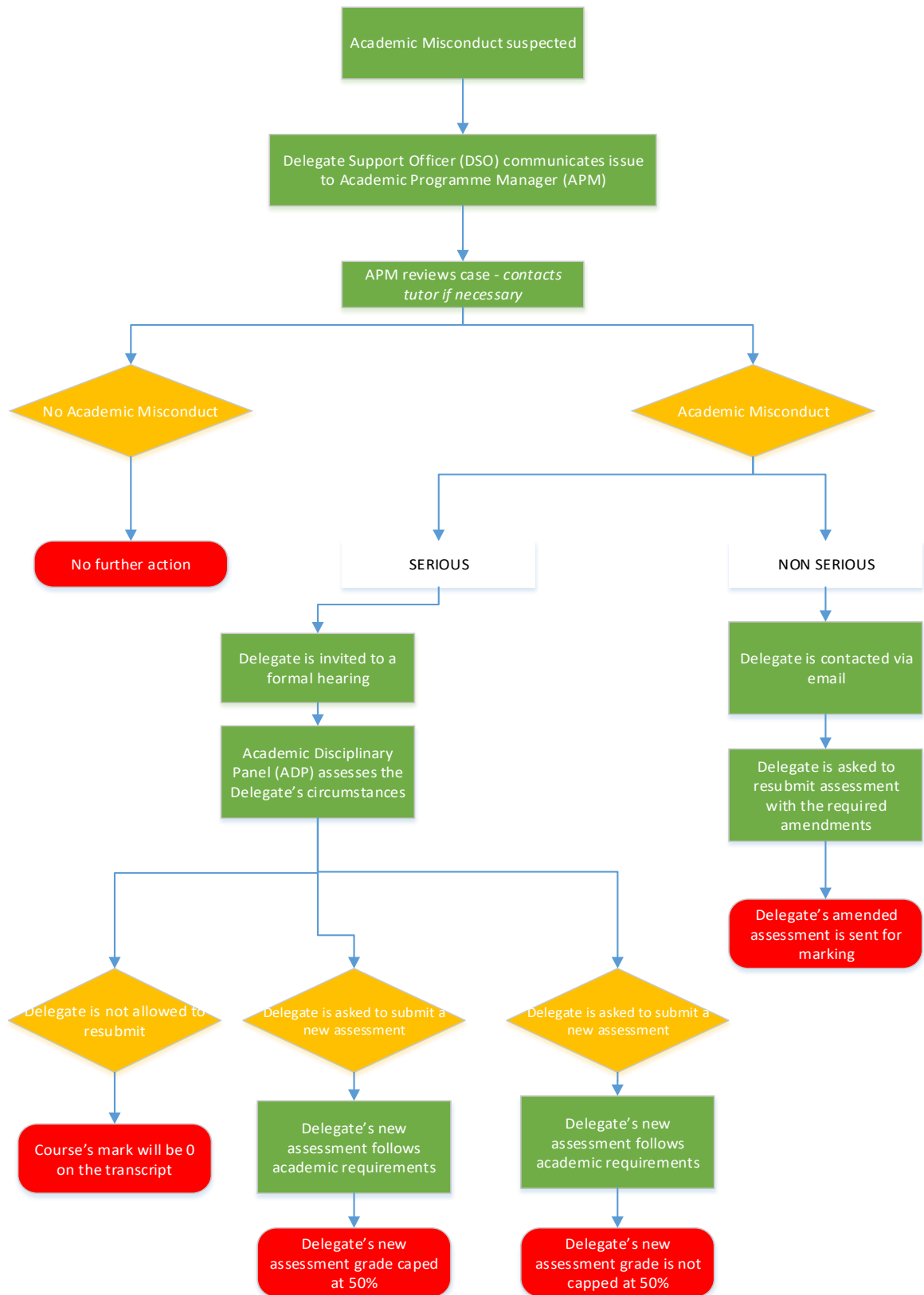
Non-Serious academic misconduct is defined as being any accidental action or attempted action by the delegate that might have inadvertently resulted in creating an unfair academic advantage for themselves. Examples of non-serious academic misconduct include (but are not limited to); not including referencing in an assignment; not citing their sources in an assessment correctly.

3.8. Penalties

Penalties are defined as consequences for academic misconduct by the delegate to be enforced by the School. Examples of these penalties include (but are not limited to); coursework to be capped at pass or fail only (50%); coursework to receive a fail grade.

4. Academic Misconduct Procedure

4.1. Process Overview:



4.2. Flowchart Actions

1. Academic misconduct is suspected. For example, an assessment receives an Originality Report percentage on Turnitin of higher than 20% after being submitted prior to tutor marking – *Refer to Appendix A*
2. The Delegate Support Officer (DSO) will contact the Academic Programme Manager (APM) to discuss the case of Academic Misconduct. The Academic Programme Manager will review if the tutor needs to be contacted and decide whether academic misconduct has occurred.
3. If no misconduct is considered to have occurred, **no further action will be taken**
4. If academic misconduct is considered to have occurred, a decision will be made as to whether the misconduct is Serious or Non-Serious (see definitions)
5. If the case is considered *Serious*, the delegate will be contacted by the DSO and invited to attend a formal hearing with an Academic Disciplinary Panel (ADP) to discuss the case. During this meeting, the ADP will ascertain the circumstances surrounding the case. The ADP's members should include the APM and DSO. During the ADP discussion, the delegate will be given the opportunity to defend his/her work;
 - i. If the delegate is unable to successfully demonstrate that the work was genuine, and the panel can establish that the delegate does not possess the necessary knowledge/skills to answer the assessment questions and the delegate has deliberately plagiarised, the delegate will not be allowed to resubmit and will fail the course (s).
 - ii. If the delegate has involuntarily plagiarised, but the panel cannot establish the delegate possess the necessary knowledge/skills to answer the assessment questions and the delegate will be allowed to resubmit, but **the assessment will be marked and the grade capped at 50% (Pass)**. If the new submission does not comply – i.e. if academic misconduct is considered to have taken place a second time – **the new assessment will not be marked and the delegate will receive a fail grade for the course** in question.
 - iii. If the delegate is able to successfully demonstrate that the work was genuine, and the panel can establish the delegate possess the necessary knowledge/skills to answer the assessment questions. The ADP will give the delegate the opportunity to submit a new assignment. If the new assessment complies with the academic standards set out by the institution, **the assessment will be marked and the grade will not be capped at 50% (Pass)**. If the new submission does not comply – i.e. if

academic misconduct is considered to have taken place a second time – **the new assessment will not be marked and the delegate will receive a fail grade for the course** in question.

6. If the case is considered *Non-Serious*, the delegate will be contacted by the DSO via email and be invited to resubmit the assessment with the required amendments, such as accurate referencing – Harvard Referencing System, APA, etc. If the resubmission complies with the academic standards set out by the institution, **the resubmission will be marked**. If the resubmission does not comply – i.e. if academic misconduct is considered to have taken place a second time, the School will refer to the serious academic misconduct procedure.

Appendix A: Detecting Plagiarism – a Guide for Assessors

What is Plagiarism?

There are many definitions of what constitutes plagiarism. All of them agree that plagiarism is a form of academic misconduct or, put more simply, a form of cheating. Plagiarism is much more than simple copying from another delegate, or from books, or from the internet and can be taken to include paraphrasing, subcontracting the work to someone else, submitting the same piece of work for two different purposes, etc. Ultimately, plagiarism is attempting to pass off other people's work and ideas as your own.

Why is plagiarism wrong?

- It is fundamentally dishonest;
- Delegates who commit plagiarism are seeking an unfair advantage over other delegates;
- Delegates who commit plagiarism are devaluing the value of their qualification;
- It is disrespectful to their assessors, and a betrayal of their trust.

What are the undesirable consequences of plagiarism?

- Delegates who commit plagiarism learn far less than those who do not;
- Assessment procedures are compromised if the work submitted is not the delegate's own;
- Assessors are unable to form correct decisions on the progress of individual delegates;
- It may result in legal action due to infringement of copyright laws;
- It may be penalised by failure in one or more components of a course;
- It could be unfairly interpreted as professional incompetence on the part of the Assessor.

How is plagiarism detected?

Delegates work is submitted to Turnitin (or other plagiarism detection software/websites).

Turnitin searches billions of pages of active and archived internet information, a repository of works previously submitted to Turnitin, and a repository of tens of thousands of periodicals, journals, & publications. Turnitin provides an originality report which shows the percentage of work copied and the sources to help highlight where the delegate may have quoted or paraphrased without referencing.

Turnitin Originality Reports

The originality report has a percentage score BUT there is no specific number that indicates plagiarism has taken place. This policy is a guide to the originality report/percentage score process but is at the discretion of your tutor and APM.

Any matching or highly similar text discovered is detailed for your tutor to see. This originality 'score' or 'similarity index' should ideally not be above 20%. However, some delegates think that a score of less than 20% from a Turnitin originality report will be acceptable and no plagiarism is indicated. This is wrong. How the twenty percent is made up is of critical importance as the following examples illustrate:

- i.* Where the 20% comes from a large chunk of the text of the delegate's assessment, for example, a number of consecutive paragraphs and this is all from one source, then this would be considered to be plagiarism.
- ii.* Where the 20% is made up, for example, of 10% from the reference section and a number of small percentages (say seven of 1% or 2%), then this would not necessarily be regarded as plagiarism.
- iii.* Where the 20% is made up for two chunks of text each of 10% and each full paragraphs copied from one copied from one text book or journal article, then this would be regarded as plagiarism.
- iv.* Where the 20% is made up of four instances of 5% from four different sources a more difficult decision has to be made. This example may fall into a grey area and the lecturer would need to make an academic decision over whether or not to treat this as plagiarism.

Note: A 'similarity index' of zero is unusual since full references are normally identified in the originality report and will make up a percentage and not be treated as plagiarism. It may be that the delegate's work has been incorrectly loaded into Turnitin or is in a file format that Turnitin cannot read. In such an instance the delegate will need to resubmit a valid file format (ideally an MS. Word copy).

There are some occasional instances where the similarity index registers over the thresholds defined above, such as quoting legislation and acts of parliament, in which case each assignment will be judged on its own merit. This is at the discretion of the tutor and subject to the APM's authorisation.

Plagiarism may also be detected by handwritten/verbal presentation work submitted in class that the tutor notices similarities to another delegate(s). This will also be at the discretion of the tutor and subject to the APM's authorisation.

As a Guide:

Turnitin Originality Report Percentage	Action
If the originality report shows a percentage 0-20.	This may be checked by your tutor and/or APM and guidance and support will be given.
If the originality report shows a percentage 20-40.	This will be checked by the tutor and/or APM, and normally considered a <i>Non-Serious</i> infringement. The delegate will be asked to resubmit within an agreed timescale. Guidance and support will be given.
If the originality report shows a percentage 41-99.	This will be checked by the tutor and normally considered a <i>Serious</i> infringement. The work will not be marked. The delegate will be invited to attend a formal hearing with the ADP to discuss the severity of Plagiarism and disciplinary action may be taken
If the originality report shows a percentage of 100%	Firstly, check that the work has not been submitted directly to Turnitin by the delegate. This will be checked by the DSO and/or APM and normally considered a <i>Serious</i> infringement. The work will not be marked. The delegate will be invited to attend a meeting with ADP to discuss the severity of Plagiarism and disciplinary action may be taken

Limitations of Turnitin

Turnitin is a very useful tool for detecting certain types of plagiarism, but it does not offer a complete solution to the issue. Turnitin cannot recognise, for example, when the work does not match the

known ability and style of the delegate. Further, the software can only match against what is electronically available to it.

Repeat offences

The tutor will have tracking documents of delegate's submitted work. If a second and subsequent high percentage originality report is found, the delegate will be required to meet with the Academic Programme Manager to discuss disciplinary action and suitability of the programme of study.

Appendix B: Avoiding Plagiarism – Delegate Responsibility

It is the delegate's responsibility to reference work correctly and ask for support or guidance during the assessment process. Delegates should be aware of the Academic Misconduct Policy and conform to this at all times.

All suspicions of academic misconduct will be reported to the Delegate Support Officer (DSO) or Academic Programme Manager and will be investigated in accordance with the Academic Misconduct Procedure.

How to avoid plagiarism

The following key points will help you to avoid plagiarism in your written coursework:

- Make sure you write using your own words;
- Indicate clearly when a direct quotation is used and provide the full reference;
- Observe fully, the referencing requirements;
- Provide referenced sources for any indirect quotations or paraphrasing;
- Take notes from the sources you use in preparing for your assignment using your own words;
- Do not copy parts of a source in your assignment or for your notes;
- Ask your lecturer for guidance if you are not sure;
- Check through your written work to make sure that you have acknowledged all quotations, paraphrasing, *etc.* properly.

Read this policy a number of times and keep it with you for reference when writing an assignment

Appendix C: Academic Malpractice and Maladministration by Staff; Policy and Procedure

C1. Introduction

- C1.1.** This policy relates to malpractice in any assessment and certification context and sets out the rights and responsibilities with regard to malpractice of staff of London School of Business and Finance Executive Education (LSBF EE). This policy should be read in conjunction with the LSBF EE's *Academic Appeals Policy*.
- C1.2** Academic malpractice or maladministration by LSBF EE's staff can undermine the integrity and validity of assessment, can potentially lead to learners being disadvantaged, may cause reputational damage to the school, the accreditation of the school and/or damage the authority of those responsible for conducting the assessments.
- C1.3** LSBF EE does not tolerate actions (or attempted actions) of malpractice or maladministration by staff or anyone with responsibility for assessments and certification.

C2. Definitions

- C2.1** Staff **academic malpractice** is defined as any deliberate action by an assessor, or staff member which has the potential to undermine the integrity of the assessment by creating unfair advantages or disadvantages for learners.
- C2.2** The following are examples of malpractice by LSBF EE staff. The list is not exhaustive and other instances of malpractice may be considered:
- C2.2.1. alteration of assessment and grading criteria;
 - C2.2.2. assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner;
 - C2.2.3. producing falsified witness statements, for example for evidence the learner has not generated;
 - C2.2.4. allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment / task / portfolio / coursework;
 - C2.2.5. facilitating and allowing impersonation;

- C2.2.6. misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment;
- C2.2.7. falsifying records/certificates, for example by alteration, substitution, or by fraud;
- C2.2.8. fraudulent certificate claims, *i.e.* claiming for a certificate prior to the learner completing all the requirements of assessment;
- C2.2.9. inappropriate retention of certificates.
- C2.2.10 breaking the confidentiality of question papers or materials.

C2.3. Staff **maladministration** refers to any non-deliberate activity that results in the school:

- C2.3.1. not complying with accrediting body rules and regulations;
- C2.3.2. not complying with specified requirements for programme delivery;
- C2.3.3. failing to retain digital learner records in line with the school's data policies;
- C2.3.4. failing to keep assessment/test papers secure prior to the assessment/test.
- C2.3.5. failing to invigilate in accordance with standards of best-practice.

C3. Dealing with Staff Academic Malpractice or Maladministration

C3.1. Preventative Measures

To safeguard against instances of academic malpractice or maladministration occurring, LSBF EE will:

- use robust internal and external verification procedures to detect irregularities or inconsistencies in assessment outcomes;
- audit learner records, assessment tracking records and certification claims;
- ensure staff are made aware of accrediting body requirements and of this policy during inductions and training;
- ensure that staff are aware of the consequences of malpractice and maladministration;

- Where appropriate, ensure that test scripts and assessment submissions are anonymised when sent for marking to prevent preferential treatment being given (whether conscious or unconscious) from assessment markers who know the learners personally.

C3.2. Reporting Instances of Academic Malpractice or Maladministration by Staff

Allegations of academic malpractice or maladministration on the part of LSBF EE staff can be raised through the *formal complaints channel*, the *academic appeals channel* or simply by approaching APM or other member of staff to relate concerns directly. Any of these will trigger the same investigation process, as given below.

All cases are taken seriously and learners will not be penalised for raising a genuine concern. LSBF EE expects that learners will not engage in making frivolous, vexatious or false allegations. However, where clear evidence exists that delegates do submit allegations of academic malpractice or maladministration which are clearly baseless, frivolous or vexatious, disciplinary action may be taken.

C3.3. Investigating Cases of Academic Malpractice or Maladministration by Staff

STAGE 1: Preliminary Investigation

Allegations will be sent by the officer/staff member to the Managing Director (MD), who will take ownership of the case thereafter.

On receipt of information concerning suspected academic malpractice or maladministration, the MD (or an appointed investigating officer) will carry out a preliminary investigation within **10 working days**.

The outcome of the preliminary investigation will be that the allegation is:

- a. unfounded or does not warrant formal investigation;
- b. is credible and warrants formal investigation

In the event of the former **(a.)**, the person bringing the allegation (complainant) will receive a clear explanation from the MD or appointed officer as to why the matter will not be advanced and advised of any external recourse to review, should they wish to pursue it.

In the event of the latter **(b.)**, the MD will invoke the formal investigation process.

STAGE 2: Formal Investigation

This stage is to be completed within **one calendar month** from the date of referral to the MD, where the outcome of the preliminary investigation is that there is sufficient substance to the allegation to warrant a formal enquiry.

The MD will convene and chair a review panel comprised of at least three independent members, two of which should be senior and at least one of the academics should specialise in the academic area where the malpractice took place.

The MD will present a report of the findings of the preliminary investigation. The complainant will have the opportunity to comment on matters of fact only in this report, prior to the panel meeting taking place.

The staff member identified as having conducted academic malpractice or maladministration (respondent) will be informed **two weeks prior** to the panel meeting of the allegations made and requested to provide evidence to justify their position to the panel members **one week prior** to the panel meeting.

The respondent may if they choose, attend the panel meeting to defend their actions.

Through deliberation the panel will reach one of the following conclusions:

- a.** There is no substance to the allegation and case is to be dismissed;
- b.** There is substance to the allegation and restorative (including potential disciplinary) action is required.

A formal notification of outcome will be sent to both the complainant and respondent within **two days** of the meeting.

The MD will oversee the completion of any actions resulting from the panel meeting.

STAGE 3: Review of Formal Investigation Process

Note: Both the complainant and respondent have a right to request a review of the formal investigation decision.

To invoke Stage 3 either party must produce evidence that was not available for the formal review with a valid reason why this evidence was not initially presented, or provide compelling evidence as to why the findings of the formal investigation are flawed, within **21 days of the date of the outcome notification**.

The party requesting the review will be put in contact with the Academic Director of LSBF Group. The Academic Director (LSBF Group) will appoint a review panel comprising of three senior staff members who have had no previous involvement with the case.

The MD will provide information to the review panel **two weeks** prior to the meeting taking place; they will attend the meeting in an advisory capacity only and will not contribute to its final decision. Through deliberation the review panel will reach one of the following conclusions:

- a. Confirm the findings of the Formal Investigation panel, or
- b. Decline to confirm the findings of the Investigation Panel.

A formal notification of outcome will be sent from the Rector's Office to the complainant, respondent and Head of School within **two days** of the meeting.

This concludes the internal investigation process.

C4. Penalties and Sanctions

C4.1 Where staff members are found to have committed malpractice, action may be taken by LSBF EE under the existing staff disciplinary proceedings, depending on the severity of the incident. Such action taken will be proportionate to the nature of the incident and ultimately mindful of whether the incident was deliberate or non-deliberate.

C4.2 In the interests of enhancement and furthering good practice, where the investigation into the alleged malpractice or maladministration reveals a vulnerability in LSBF EE's assessment processes, remedial action will be taken to ensure protection of LSBF EE's academic standards. The implementation of the action will be overseen by the MD and reported to the APC.

C5. Retention of Records

Records of incidents will be kept on file within the LSBF EE Administration team for a minimum of **three years**. All records will be kept in accordance with LSBF EE's *Data Collection Process & Retention Policy*.

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	Name	Role	Date
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