



Swansea University
Prifysgol Abertawe

Code of Practice for dealing with cases of Academic Misconduct

2026-27



Code of Practice for Academic Misconduct

Contents

Introduction/Background	4
Regulations update	5
1. Definitions	5
1.1 Academic Integrity	5
1.2 Academic Misconduct	6
2. Prevention and Detection	9
2.1 Prevention	9
2.2 Detection	11
3. Roles and Responsibilities	12
3.1 Faculty/School Academic Integrity Officers	13
3.2 Conflicts of Interest	13
3.3 Dealing with allegations	13
3.4 Checking on prior offences	13
3.5 The College (Swansea University Students)	14
3.6 Standard of proof	14
3.7 Dealing with “simultaneous first” cases	14
3.8 Evidence	14
3.9 Poor referencing or academic misconduct?	15
3.10 Collusion cases	17
3.11 Dealing with cases of suspected commissioning	17
3.12 Cases involving interviews	18
3.13 Academic Integrity vivas as a means of detecting academic misconduct in non-examination conditions at School/Faculty/Partner Institution level	21
3.14 Support for Academic Integrity Officers	21

Code of Practice for Academic Misconduct

4. After an Award has been bestowed (University level Committee of Enquiry)	21
4.1 Research Degree thesis	21
5. Penalties	25
5.1 Academic misconduct under examination conditions	26
5.1.1 Breach of examination regulations	26
5.1.2 Penalties - exam breach	26
5.1.3 Penalties - exam conditions	26
5.2 Penalties - Non-examination conditions (excluding PGR research theses)	27
5.3 Academic Misconduct in Research Degrees	29
6. Reviews and Office of the Independent Adjudicator (OIA)	30
6.1 Review of Decision	30
6.2 Office of the Independent Adjudicator (OIA)	30
APPENDIX	31
Appendix 1: Canvas Assignment Template	32

Code of Practice for Academic Misconduct

Introduction/ Background

This Code of Practice is designed to assist members of staff in dealing with issues relating to academic misconduct. The University supports and encourages the highest standards of intellectual honesty and integrity and likewise endeavours to promote good practice in research and student learning. This document places considerable emphasis on preventative measures both at School/Faculty/Collaborative Partner Institution and University level and offers a guide to Schools/Faculties/Partner Institutions on detecting and processing cases of academic misconduct.

A fair, transparent and efficient system is provided for students suspected of academic misconduct. Students shall have:

- Access to the [Academic Misconduct procedure](#);
- The right to be provided with the evidence relating to the suspected misconduct;
- The opportunity to respond to an allegation;
- Access to help and advice from the Students' Union Advice Centre (SUAC);
- The right to request a review of the final decision.

Student Cases within **Education Services**, is responsible for the overall administration of academic misconduct cases (with the exception of cases involving students on collaborative programmes which shall be processed/managed by the partner institution), including maintaining the regulations, arranging University Committees of Enquiry, record keeping and the processing of final reviews.

The University has also appointed a **Faculty Academic Integrity Officers** who are responsible for overseeing the integrity of University assessments, and working closely with Education Services on all issues relating to academic integrity and academic misconduct. Specific roles and responsibilities are outlined in Section 3.



Code of Practice for Academic Misconduct

Regulations update September 26

The following amendments have been made to the [Academic Misconduct Regulations](#):

- Relevant consequential amendments to terminology as part of streamlining
- In relation to PGR cases where a prima facie case of academic misconduct is found to exist a Committee of Enquiry is to be established to hear the case.

1. Definitions

1.1 Academic Integrity

Academic integrity reflects a shared set of principles which include honesty, trust, diligence, fairness and respect and is about maintaining the integrity of a student's work and their award. Academic integrity is based on the ethos that **how you learn is as important as what you learn**.

Academic integrity is based upon a number of core principles. For students, this means:

- Taking responsibility for their own work and studies.
- Respecting the opinions of others, even if they do not agree with them.
- Respecting the rights of others to work and study within the 'learning community'.
- Acknowledging the work of others, where it has contributed to their own studies, research or publications.
- Ensuring that the individual's contribution to group work is represented honestly.
- Supporting others to behave with academic integrity.
- Following the ethical requirements and, where appropriate, professional standards relating to the discipline.
- Avoiding actions which would give an unfair advantage over others.
- Ensuring that the results of research or experimental data are represented honestly.
- Complying with the assessment requirements.

Academic integrity is the guiding principle for all student assessment, from taking exams or in-class test, making oral presentations, or writing assignments, dissertations or theses for assessment.

Academic misconduct includes:

- Plagiarism;
- Unacknowledged use of generative artificial intelligence (GenAI);
- Collusion;

Code of Practice for Academic Misconduct

- Breach of examination regulations;
- Fabrication of data;
- Impersonation of others;
- Commissioning of work for assessment.

1.2 Academic Misconduct

The University defines academic misconduct as follows:

'It is academic misconduct to commit any act whereby a person may obtain for himself/herself or for another, an unpermitted advantage. This shall apply whether candidates act alone or in conjunction with another/others. An action or actions shall be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework or any other form of assessment undertaken in pursuit of an academic or professional qualification at Swansea University.'

Examples of academic misconduct in examination conditions

Examination conditions refer to assessments that are **invigilated, whether in person or online via remote proctoring** (e.g. via Respondus LockDown Browser & Monitor).

It is academic misconduct to:

- Introduce into an examination room examination/online proctored assessment/in-class test any unauthorised form of material such as a book, manuscript, data or loose papers, information obtained via an electronic device or any source of unauthorised information;
- Copy from, or communicate with, any other person in the examination, without prior authorisation by the School/Faculty Partner Institution;
- Communicate electronically with any unauthorised person during an examination;
- Be in possession of any unauthorised electronic device capable of communicating with other devices or other people during an examination/online assessment';
- Use unauthorised materials during an online proctored assessment;
- Impersonate an examination candidate, or allow oneself to be impersonated;
- Present evidence of special circumstances to examination boards which is false, or falsified, or which in any way misleads or could mislead examination boards;
- Present an examination script as one's own work when the script includes material produced by unauthorised means.

Examples of academic misconduct in non-examination conditions

Non-proctored online exams are considered as taking place under non-examination conditions.

Code of Practice for Academic Misconduct

Plagiarism is using, without acknowledgment, another person's work and submitting it for assessment as though it were your own work; for instance, through copying or unacknowledged paraphrasing. This constitutes plagiarism whether it is intentional or unintentional.

Examples include:

- The use of any quotation(s) from the published or unpublished work of other persons which have not been clearly identified as such by being placed in quotation marks and acknowledged through appropriate citation;
- Summarising another person's ideas, judgments, figures, software or diagrams without appropriately attributing that person in the text and the source in the reference list;
- The use of unacknowledged material downloaded/copied from the internet;
- The submission of another student's work as though it was your own.

This list of examples is not exhaustive.

Swansea University regulations do not explicitly ban the use of **generative artificial intelligence** in the production of original work, but any such use must be within the guidance given for each assignment and be clearly acknowledged and referenced.

Using material generated by artificial intelligence, without due acknowledgment, and submitting it for assessment as though it were your own work may be considered an academic misconduct offence. Students are therefore advised to use such tools with extreme caution in order to ensure both the academic integrity and quality of their work. Examples of use that may constitute academic misconduct include:

- Generating a response to an assignment using ChatGPT or similar and submitting it in whole or in part with only minor amendments;
- Copying passages of text generated by artificial intelligence into an assignment without proper acknowledgement or referencing to show where the text originated;
- Using generative artificial intelligence to create data, graphs, images, audio or video or any other type of content without proper acknowledgement.

This list of examples is not exhaustive.

Self-Plagiarism is not recognised in Swansea University regulations. Where a student has self-plagiarised work, the School/Faculty will mark the work in accordance with the normal marking criteria.



Code of Practice for Academic Misconduct

Collusion is two or more people producing work together and submitting it as the work of an individual. Examples include:

- Two or more students working together to develop data or other materials without prior authorisation. Such materials would then be presented for assessment without acknowledging the originator(s) of the work;
- Sharing data, materials or other coursework with another student(s) which is then presented for assessment without the knowledge or permission of the originator(s).

Commissioning is the act of paying for or arranging for another (person or system) to produce a piece of work, whether or not this is then submitted for assessment, as though it were the student's own work. Examples include:

- Commissioning an essay to be written by another;
- Accessing or downloading materials from essay exchange sites;
- Paying another for the collection, manipulation or interpretation of data where this is a requirement of the student's studies.

This list is not exhaustive.

Falsification of the results of laboratory, fieldwork or other forms of data collection and analysis also constitutes academic misconduct.

The [University's Proofreading Policy](#) contains updated guidance regarding the use of artificial intelligence tools and software designed for editing, paraphrasing and translating text. Students should be aware of what is permissible regarding their use when seeking to develop and improve their work.

2. Prevention and Detection

2.1 Prevention

Academic staff are asked to be proactive in the prevention of academic misconduct, and Schools/Faculties/Partner Institutions are encouraged to adopt procedures for preventing the spread of academic misconduct. The following are examples of good practice which Schools/Faculties/Partner Institutions may adopt:

- An induction session at the beginning of each module on the dangers of academic misconduct and quoting examples relevant to the particular module;

Code of Practice for Academic Misconduct

- Making students aware of web resources offering advice on referencing and the prevention of academic misconduct;
- Introducing Study Skills modules, which advise students on good referencing practices, including examples of plagiarism and the consequence of engaging in academic misconduct;
- Making use of the Turnitin software and, where possible, explaining the use and content of reports to students. Some Schools/Faculties may also allow students to access the detection software in relation to formative work (only) to assess their ability to attribute sources correctly;
- Reviewing assessment practices and ensuring that assignments are not 'recycled';
- Ensuring assessment rubrics are clear and outline the permitted use of Gen AI such as using AI to summarise long articles; formatting references and bibliographies already written and analysing text already written for clarity and structure; using structure; using GenAI to further understanding of a topic by asking it questions and using the information as they would a text book or journal article. GenAI must always be acknowledged and it is never acceptable to copy work produced by GenAI and then submit it as your own.
- Stress testing assessments with AI;
- Reminding students of the University's definitions of academic misconduct and the implications of being found guilty of academic misconduct;
- Providing students with written guidance on referencing;
- Publicising the outcome summaries of cases, without naming students;
- Integrating assessment tasks to prevent students from purchasing assignments online;
- Providing clear guidance to students on when collaboration or group work is acceptable and when independent work is expected.

Guidance and advice on artificial intelligence

[Artificial Intelligence Framework - Swansea University](#)
[Enhanced Artificial Intelligence \(AI\) guidance for staff](#)
[Undergraduate and Postgraduate Taught Students Artificial Intelligence Guidance](#)

Students should also be directed to the [Academic Misconduct Procedure](#) and [University's Proofreading Policy](#) for further information.

Schools/Faculties/Partner Institutions

As a minimum requirement, Schools/Faculties/Partner Institutions should publish:

- Advice on referencing;
- The University's definition of academic integrity, academic misconduct, plagiarism and examples of academic misconduct;

Code of Practice for Academic Misconduct

- A link to the University's Proofreading policy;
- Guidance on the use of AI systems.

School/Faculty/Partner Institution Academic Integrity Officers should also promote academic integrity at the School/Faculty/Partner Institution level, and it is considered good practice to ensure that information on academic integrity and academic misconduct is included in any School/Faculty induction and, where feasible, in each programme/module.

Schools/Faculties/Partner Institutions should also use the Assignment Submission Declaration, which includes a signed statement from the student confirming that the work submitted is their own, and that they are aware of the University's definition of the different types of academic misconduct, including plagiarism, commissioning and use of unacknowledged GenAI and its possible consequences. The updated text is attached as Appendix 1. This **must** form the basis of any School/Faculty proforma and include the standard University wording in the statement of authorship, although Schools/Faculties may add additional information as appropriate.

The University

The University should assist Schools/Faculties/Partner Institutions in the prevention of academic misconduct by:

- Including a section on academic integrity and academic misconduct in the template for School/Programme Handbooks/Canvas Hubs;
- Including information on academic integrity and academic misconduct at relevant University induction events;
- Offering a suite of online courses which aim to support students in their studies, including a course on academic integrity (Academic Success: Skills for Learning, Skills for Life is available via student Canvas accounts);
- Referring students to University subject librarians for support and guidance on referencing;
- Making students aware of the support offered by Swansea University's Centre for Academic Success;
- Providing training, advice and guidance to Schools/Faculties;
- Providing advice and information to students on regulations and procedures;
- Providing written warnings, in each examination venue, of what may or may not be taken into the examination venue;
- Promoting academic integrity.

Students' Union

The Education Officer should work in conjunction with University authorities and academic Schools/Faculties/Partner Institutions in the prevention of academic misconduct.

Code of Practice for Academic Misconduct

2.2 Detection

It can be difficult for staff to detect academic misconduct due to the wide variety of sources which students have access to. Schools/Faculties/Partner Institutions and the University should ensure that there is no bias in the detection of academic misconduct. The following may help in the detection of academic misconduct:

Academic misconduct under examination conditions

- Training of invigilators and reports of incidents;
- Clear guidance to students regarding items which cannot be taken into examinations e.g. mobile phones and other electronic devices, notes etc.

Academic misconduct under non-examination conditions

Staff should be encouraged to look at the following:

- Turnitin reports;
- Unusual formatting;
- URLs left at the top of a student's work;
- Odd changes in font and/or layout;
- The inconsistent use of jargon or American spelling in a piece of work;
- Sections or sentences that do not relate;
- Inconsistent grammatical errors;
- Bibliographies which are incompatible with the content of the assignment, or which do not include reference to key texts or work covered in lectures/seminars;
- Inconsistencies of style within the assignment and between the student's other work;
- Inappropriate reference to outdated sources;
- Work wholly or largely reliant on generative AI systems (see [AI guidance](#))

Academic integrity vivas

- Schools/Faculties/Partner Institutions may also choose to implement a system of random vivas in particular subject areas.

The process for undertaking academic integrity vivas as a means of detecting academic misconduct in non-examination conditions is laid out in section 3.13.

Code of Practice for Academic Misconduct

3. Roles and Responsibilities

3.1 Faculty/School/Partner Academic Integrity Officers

Each School, Faculty, or Partner Institution must appoint at least two Academic Integrity Officers (AIOs) to handle academic misconduct cases. Typically, one AIO will review the case first to decide whether there is sufficient evidence to proceed, while a second AIO will make the final decision on whether misconduct has occurred and what penalty should apply. How these roles are assigned is decided locally, but it is the responsibility of the Head of School/Faculty/Partner Institution to ensure staff understand how to report concerns.

Academic Integrity Officers are expected to:

- Act as the main contact for academic misconduct queries within their area;
- Review and manage cases, ensuring decisions follow University procedures;
- Take part in meetings or hearings and provide evidence where needed;
- Work with Education Services to check for previous cases and report outcomes;
- Keep clear and accurate records of cases and share documentation as required;
- Apply penalties in line with the University's Code of Practice;
- Offer guidance to colleagues on processes, prevention, and any changes to regulations;
- Share information with staff and students to promote understanding of academic integrity;
- Attend relevant training and briefing sessions;
- Provide documentation for final review requests when needed;
- Contribute to Committees of Enquiry.
- More senior/experienced AIOs (referred to as Lead AIOs for the purposes of the regulations and this Code) are also expected to ratify penalties where appropriate (when they have not acted as first or second AIO).

Support and resources

To support them in their role, Academic Integrity Officers have access to:

- Advice and guidance from the Academic Integrity Team within Student Cases;
- Templates for letters and case documentation;
- Ongoing training opportunities;
- Case history information from the Academic Integrity Team within Student Cases;
- A Community of Practice to connect with other AIOs;
- Key University documents, including regulations, the Code of Practice, and the annual academic misconduct report.

Code of Practice for Academic Misconduct

Although AIOs handle cases independently, the Academic Integrity Team within Student Cases will review outcomes to ensure that they are fair and consistent. They are also encouraged to flag any recurring issues or areas for improvement, helping to strengthen academic integrity and improve the overall student experience.

Newly appointed Academic Integrity Officers are invited to request one or more sessions with Lead Faculty/School/Partner Academic Integrity Officers and Education Services to assist them with their role.

Academic Integrity Officers are expected to bring to the attention of module lecturers any patterns or breaches which may suggest that the method of assessment for the module may require reviewing. An example may include group work where roles and responsibilities of each student are unclear and may lead students to collude in the production of the work.

3.2 Conflicts of interest

In cases where the School/Faculty/Partner Institution Academic Integrity Officer is also the marker/module coordinator of the module, it is recommended that the Academic Integrity Officer does not deal with the case. In such instances the case should be referred to the other Academic Integrity Officer within the School/Faculty/Partner Institution or an Officer from another School/Faculty/Partner Institution, or to Education Services.

3.3 Dealing with allegations

The University has distinctive procedures and penalties for dealing with allegations of academic misconduct:

- i. In non-examination conditions (see [Figure 1](#));
- ii. In examination conditions (see [Figure 2](#));
- iii. In research degrees (see [Figure 3](#));
- iv. After an award has been bestowed (see [Figure 4](#)).

All cases of academic misconduct must be dealt with in accordance with the regulations and no “informal” cases can be heard. Penalties for **PGT directed independent learning, commissioning and second/subsequent offences** should be sent to a Lead Faculty Academic Integrity Officer for ratification.

3.4 Checking on prior offences

It is the responsibility of the second Academic Integrity Officer to contact Education Services to check for prior offences as this information is relevant to any penalty applied.

Code of Practice for Academic Misconduct

3.5 The College (Swansea University students)

Joint cases (first offences) involving The College students on non-integrated programmes and Swansea students and/or The College students on integrated programmes shall be dealt with in accordance with the Swansea University procedures. Cases involving The College students on non-integrated programmes only shall be dealt with by The College. In joint cases dealt with by the University, a representative from The College may be involved in stages two to five (see [regulation 4.2-4.7](#)).

3.6 Standard of proof

In deciding whether students have committed offences, the Academic Integrity Officer must determine that “on the balance of probabilities”, the student has committed the offence. This means that it is **more likely than not** that the student has committed the offence.

3.7 Dealing with ‘simultaneous first’ cases

In certain cases, students will be under investigation in relation to two separately submitted pieces of work at one time. This situation applies where a student is suspected of having committed academic misconduct in relation to a first piece of work, or has been found to have committed the offence, but has not yet received an outcome in relation to that investigation. Where the same student is then investigated in relation to a second piece of work, this will be considered a ‘simultaneous first’ case. In this situation, if the student is found to have committed academic misconduct in both cases, then they should be given a penalty in line with the procedures for a first offence. Any subsequent offences would then be considered a second offence.

3.8 Evidence

Sufficient evidence is required to determine if there is a case of academic misconduct. Module lecturers are expected to provide Academic Integrity Officers with this information when referring a case.

In certain cases, students can be requested to attend vivas by the module lecturer. In these cases, an Academic Integrity Viva Report completed to form part of the evidence to be forwarded for consideration by the Academic Integrity Officers.

Where an Academic Integrity Officer requires additional information before a decision can be made, they will request this directly from the module leader. Before the student is asked to respond to the allegation (in person or in writing), it is essential that all relevant information regarding the case is provided to the student.

Code of Practice for Academic Misconduct

It is reasonable for an Academic Integrity Officer to expect a student to provide evidence of originality, for example, by providing earlier drafts of their work, copies of preparatory notes, data or photocopies of cited sources.

Please note, covertly obtained evidence or evidence submitted by third parties who wish to remain anonymous is usually inadmissible unless those third parties are prepared to waive their anonymity.

3.9 Poor referencing or academic misconduct?

In some cases, the Academic Integrity Officer may decide that poor referencing has occurred rather than academic misconduct. Normally, this would be in the cases where a student is early in their academic career and there are minor infringements. The following groups of students would be considered as early in their academic career:

- Level 3 and 4;
- The first teaching block of the programme for direct entry Level 5, and 7 PGT students;
- Top Up Degree students.

Typical instances would include very minor and/or relatively insignificant cases of:

- Poor referencing;
- Incorrect (or an absence of) attribution for copied work inserted in an assignment;
- A small amount of work copied from another student or produced by generative AI (artificial intelligence) systems;
- A small amount of paraphrasing without adequate attribution.

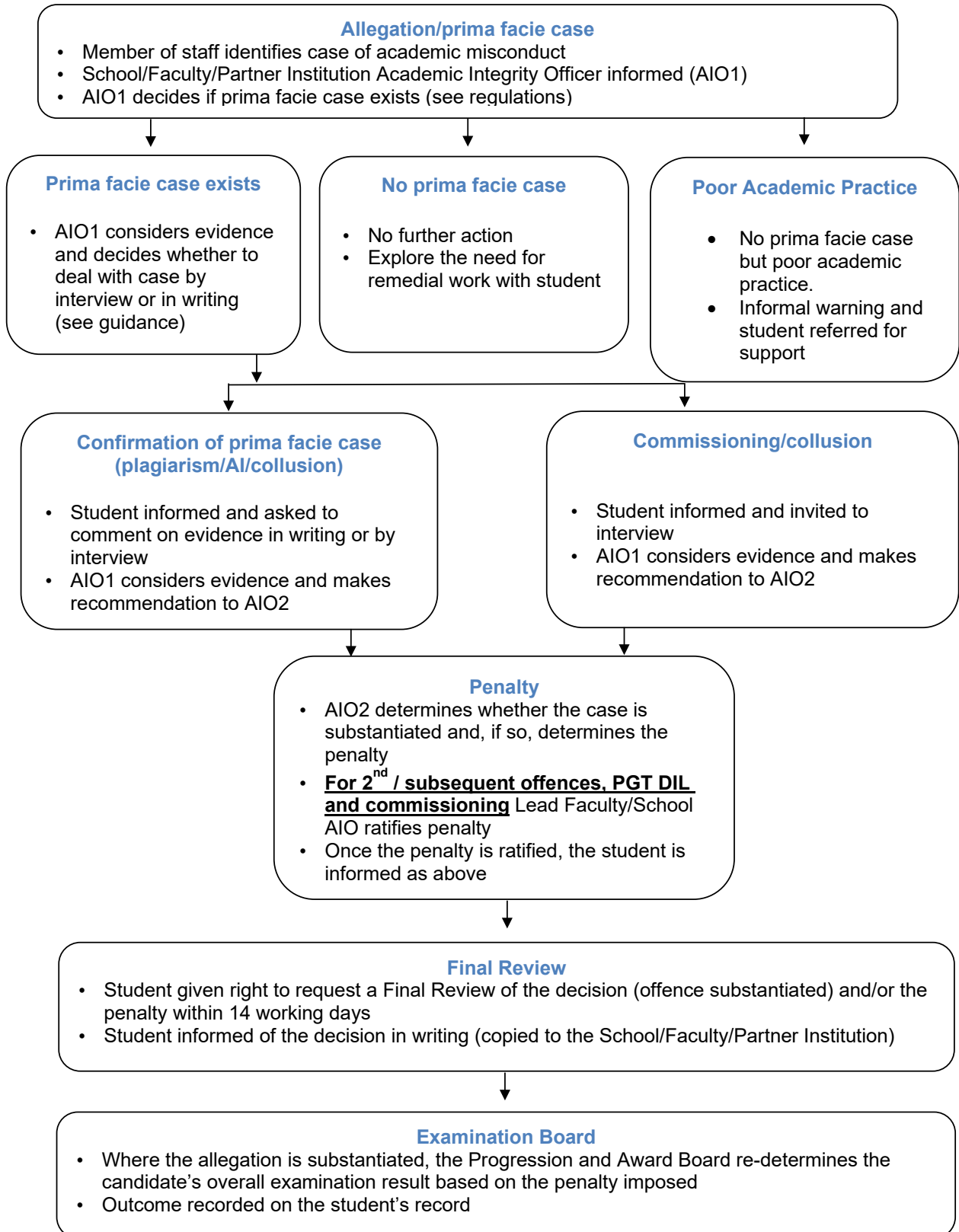
In such cases the student will be issued an informal warning and be referred to appropriate sources of advice (such as the Personal Tutor, the subject librarian, online training courses and the Centre for Academic Success) for guidance on correct referencing and good academic practice. The School/Faculty will mark the work in accordance with normal marking criteria. Such cases will be noted but will not be recorded as academic misconduct. Normally only one informal warning may be given. However, the Academic Integrity Officer, with reference to the above, may exercise their discretion and award a further informal warning.

Minor and unacknowledged use of generative artificial intelligence may also be considered poor academic practice (see 4.3). Additionally, unacknowledged text or content that appears to have been generated by artificial intelligence but is considered unsubstantial and/or inconsequential may be reflected in the marking process leading to a lower grade being awarded rather than being treated as an academic misconduct offence.

See [regulation 4.3 in the Academic Misconduct Procedure](#) for further information.

Code of Practice for Academic Misconduct

Figure 1: Dealing with cases in non-examination conditions



Code of Practice for Academic Misconduct

3.10 Collusion cases

In cases of alleged collusion, it is recommended that the School/Faculty/Partner Institution Academic Integrity Officer interview both/all of the students involved. Students should be informed that the interview will form part of the investigation process and that they may be accompanied at the interview e.g. Students' Union Advice Centre, parent or friend.

An allegation of collusion may be amended during a hearing/investigation to allow a student to be exonerated of the offence whilst amending the allegation against another student(s) e.g. to one of plagiarism. An Academic Integrity Officer must be satisfied that, where a student is exonerated of an offence, that they have clearly demonstrated that there was no intention to assist the other student/students involved.

The Academic Integrity Officer has discretion to ask for the students to provide a written response rather than attend an interview.

3.11 Dealing with cases of suspected commissioning

Where an academic or marker feel that a submission is not the student's own work, the student should be invited to attend a viva so that the panel are able to test the student's knowledge of the work submitted and a record of the viva kept in the form of an **Academic Integrity Viva Report**. If the viva shows that the student is unable to answer questions satisfactorily, then a referral for possible Academic Misconduct must be made attaching the Academic Integrity Viva Report and any available evidence from the list below:

- Any emails between the student and their supervisor/Personal Tutor relating to academic guidance on the work;
- The metadata for the assignment of concern. Also, if possible, metadata from previous assignments submitted in proximity to the suspicious work (for comparison purposes);
- If possible, consideration by the supervisor/Personal Tutor of the student's reference list (as to whether any of the references are not available for free/in Swansea);
- Comparative work which demonstrates the student's grasp of spelling or grammatically correct/technical language, where appropriate;
- Any draft work sent to the supervisor prior to submission;
- A written record of the viva undertaken in the form of a completed Academic Integrity Viva Report, showing detailing all attendees and any documents shared on screen during the viva (see para 3.13 below);
- Original documents (even if in a foreign language) if, for example, the student claims to have written the essay in a first language and translated it thereafter;
- Original data, if appropriate;

Code of Practice for Academic Misconduct

- Receipts or invoices for any proofreading services;
- Any evidence of a commission order being placed on an online site, where available.

It is also helpful for Academic Integrity Officers to be provided with access to the relevant Canvas site.

First Academic Integrity Officer will review the submission and the Academic Integrity Viva Report and decide if there is a prima facie case. Where a prima facie case exists, the student will be invited to attend an interview with either two Academic Integrity Officers or one Academic Integrity Officer and an academic with subject knowledge. The student will be provided with the Turnitin Report and any other evidence provided by the referring academic.

The student should be advised that the interview will form part of the investigatory process, and they may be accompanied in the interview by a friend, family member or a representative from the Students' Union Advice Centre in a support capacity.

An allegation of commissioning may be amended during an investigation to allow the allegation to be amended to one of the other academic misconduct offences.

3.12 Cases involving interviews

If the First Academic Integrity Officer determines that a prima facie case of academic misconduct exists, the student should be informed of the suspected case of academic misconduct. The School/Faculty/Partner Institution Academic Integrity Officer will either (a) invite the student to comment in writing or (b) invite the student to attend an interview normally providing five days' notice.

Where the student is invited to an interview, the student shall be entitled to be accompanied by a friend or colleague (who is a member of the University) or a Students' Union representative. The role of any person accompanying the student will be to support the student, and they will not normally be allowed to answer questions on behalf of the student.

The interview would normally involve at least two members of staff, usually the First Academic Integrity Officer and one other.

A record of the meeting must be kept; this will be in the form of an audio/media recording if the Second Academic Integrity Officer is not present at the meeting plus a written summary of the discussion will also be prepared by the First Academic Integrity Officer, or the written summary alone if the Second Academic Integrity Officer is present at the meeting. At the discretion of the

Code of Practice for Academic Misconduct

School/Faculty/Partner Institution, a member of staff may be nominated to record/transcribe the meeting.

If the Second Academic Integrity Officer is present at the interview, the First Academic Integrity Officer would still make a recommendation on the case following the interview and the Second Academic Integrity Officer would make a decision on this basis.

In cases involving a PGR thesis where a prima facie case of academic misconduct exists, the School/Faculty/Partner Institutions Academic Integrity Officer shall request that a Committee of Enquiry is established to hear the case. Each Committee of Enquiry Panel will consist of three members (selected by a Committee Secretary), namely an experienced Chair and two members of academic staff and will be established in accordance with [Academic Misconduct Procedure, Section 6](#).

Students are provided with copies of the evidence, normally this will be a copy of the marked-up essay and/or the Turnitin report, sources etc.

In cases of collusion, students will normally be asked to attend an interview. Students should be sent copies of all the work under investigation, or extracts as appropriate, and any evidence submitted in advance of the interview by the other student(s).

The terms of reference for the interview shall be:

- To consider the evidence submitted with regard to the allegation of academic misconduct;
- To make a recommendation as to the outcome of the case (including, if substantiated, any penalty).

In cases where the second Academic Integrity Officer is present at the interview, the terms of reference shall include:

- To consider the recommendation made by the First Academic Integrity Officer;
- To determine whether the allegation has been substantiated;
- To determine, in appropriate cases, the penalty which should be imposed.

The procedure during the interview shall be as follows:

The First Academic Integrity Officer shall:

- Introduce themselves and any additional staff to the student;
- Outline the purpose of the Panel and the possible consequences;
- Inform the student of the allegation and summarise the evidence/facts of the case;

Code of Practice for Academic Misconduct

- Inform the student that they and the second Academic Integrity Officer/member of staff will question the student, calling witnesses (CoE interviews) and presenting evidence as they see fit;
- Allow the student and/or their representatives the opportunity to respond to the allegation and outline their case;
- Allow the student to present any evidence which they have brought with them such as drafts, sources, etc.;
- Assess the student's understanding of academic integrity and academic misconduct;
- Ask the student whether they wish to provide any mitigation and remind the student that, where they could have reported such circumstances to the Faculty/School/Partner Institution prior to their decision being made, those circumstances cannot subsequently be cited as grounds for review;
- Provide the student with information regarding the timeline for their decision and the right to appeal against the decision;
- Where appropriate, refer the student for additional help and support, for example to the Personal Tutor, subject librarian or the Academic Success Programme;
- Keep a record of the meeting.

The School/Faculty/Partner Institution Academic Integrity Officer does not have to take intent into consideration in relation to an allegation of academic misconduct; there can be no defence that the offence was committed unintentionally or accidentally. Such circumstances can, however, be submitted by the student as mitigation in relation to the penalty to be imposed.

After having considered the evidence and any response provided by the student, the First Academic Integrity Officer shall refer the case, all relevant evidence, any written response received from the student and any notes of any meeting held with the student to the Second Academic Integrity Officer, together with their recommendation as to the outcome of the case using the case report form available from the Academic Integrity Team, Student Cases.

The Second Academic Integrity Officer shall determine the outcome of the case. If the case is substantiated, they shall also determine any penalty to be applied and the reasons for the penalty.

The Second Academic Integrity Officer shall consult the Code of Practice for Academic Misconduct, case history and the candidate's academic record before imposing any penalty. In order to ensure consistency in the application of penalties, the University provides guidance on penalties in the Code of Practice on Academic Misconduct. However, the Second Academic Integrity Officer may also wish to take into consideration the implications of the penalty on the student, intent and any mitigating circumstances. The Second Academic Integrity Officer should be convinced that the mitigating circumstances have a direct bearing on the case and, in particular, had influenced the action of the student(s) concerned.

Code of Practice for Academic Misconduct

3.13 Academic integrity vivas as a means of detecting academic misconduct in non-examination conditions at School/Faculty/Partner Institution level

In cases where an academic member of staff (usually the module marker) or the School/Faculty/Partner Institution Academic Integrity Officer has concerns about whether a piece of work submitted by a student is their own, the academic member of staff or the School/Faculty/Partner Institution Academic Integrity Officer may decide that a student should be invited to attend an academic integrity viva. The purpose of the academic integrity viva is to test the student's knowledge of the work which they have submitted and to provide the student with the opportunity, prior to any academic misconduct proceedings, to demonstrate that the work is their own.

Please see [Section 3.1 of the Academic Misconduct Procedure](#) and guidance for academic integrity vivas contained within the 'information for academic staff referrals' contained at [Academic Integrity and Academic Misconduct](#), which can also be accessed via [Academic Integrity - Staff Toolkit - Swansea University](#).

3.15 Support for Academic Integrity Officers

The primary support for Academic Integrity Officers is through Faculty/School Academic Integrity Officers - Education Services and the Academic Integrity Officers Community of Practice which meets annually to disseminate new information, brief officers of any regulation changes and enable discussion of common issues. Academic Integrity Officers are also encouraged to discuss issues with other School/Faculty/Partner Institution Officers (internal and external to their School/Faculty) and to seek advice and support from the Student Cases Team (academicintegrity@swansea.ac.uk)

4. After an Award has been bestowed (University level Committee of Enquiry)

In addition [Section 8 of the Academic Misconduct Procedure](#) governs allegations of academic misconduct after an award has been bestowed on a student. In such cases, the procedure in Figure 4 would apply.

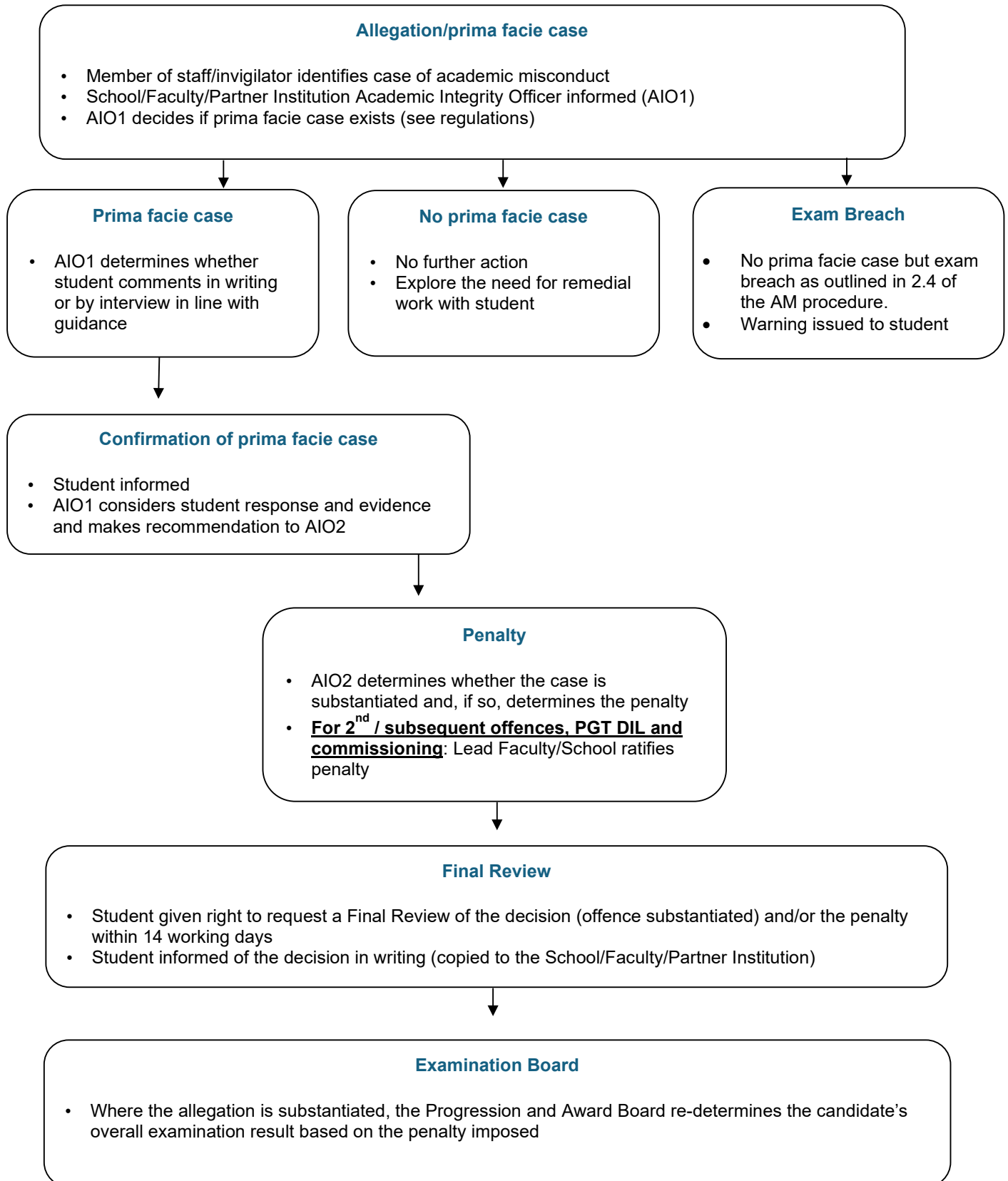
Staff are advised to contact Education Services in the first instance.

4.1 Research degree thesis

[Section 6 of the Academic Misconduct Procedure](#) governs allegations of academic misconduct related to research degree thesis. In such cases, the procedure in Figure 3 would apply. Staff are advised to contact Education Services in the first instance.

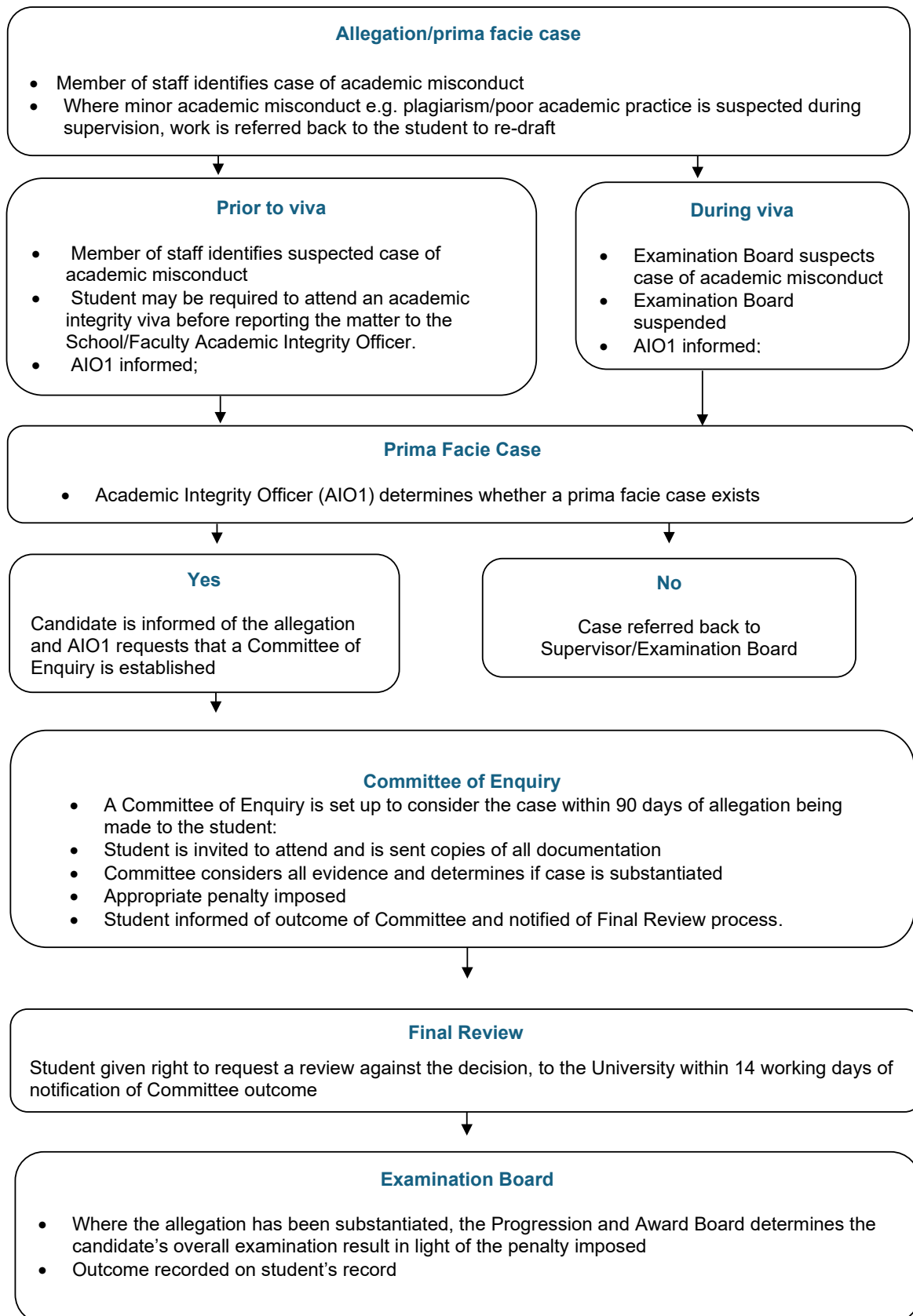
Code of Practice for Academic Misconduct

Figure 2: Dealing with cases in examination conditions



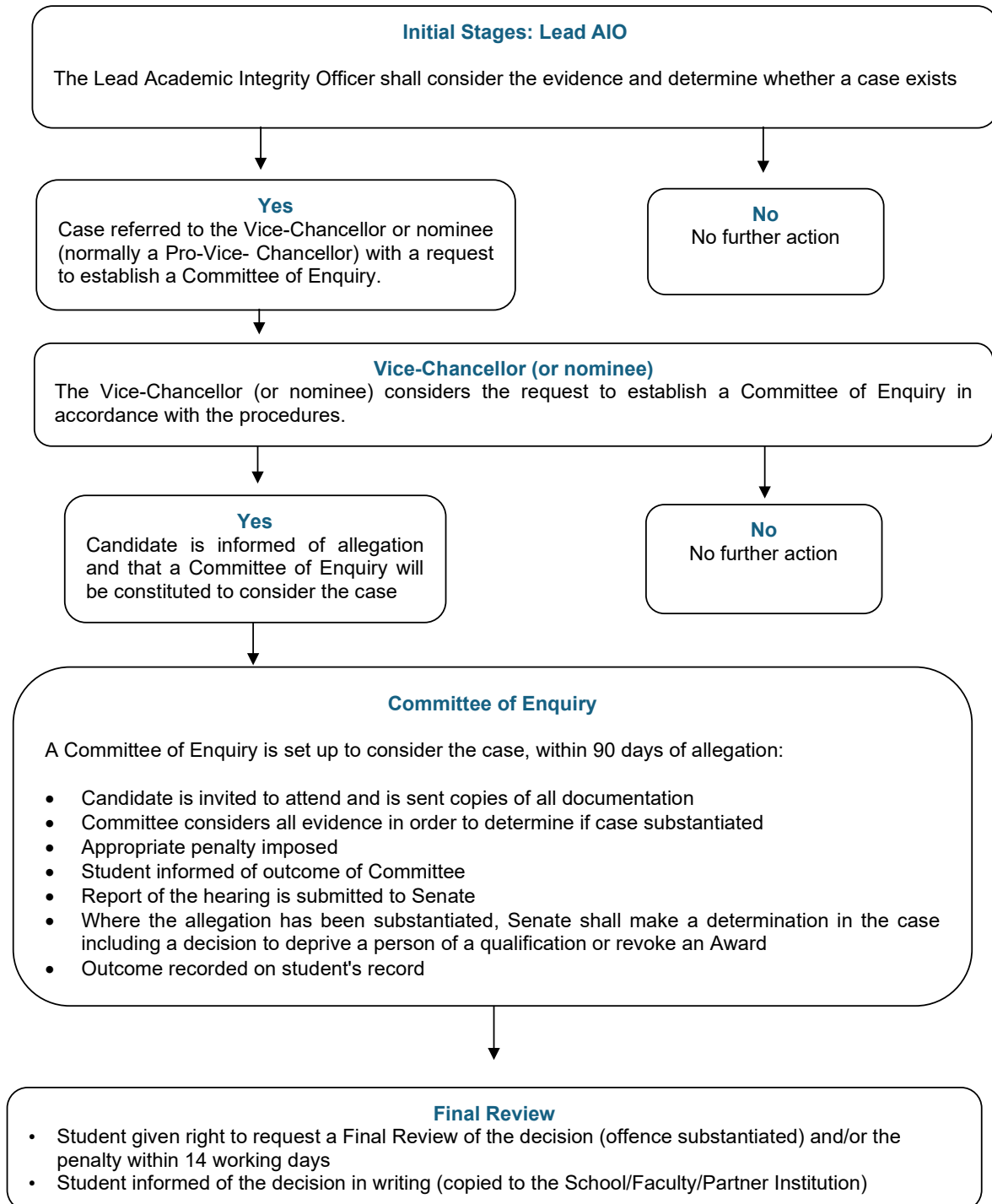
Code of Practice for Academic Misconduct

Figure 3: Cases involving research theses



Code of Practice for Academic Misconduct

Figure 4: Procedures for allegations after an Award has been bestowed



Code of Practice for Academic Misconduct

5. Penalties

Every case shall be considered on its own merits and penalties should be proportionate to the offence. However, in order to ensure consistency in the application of penalties, Academic Integrity Officers and Lead Academic Integrity Officers are expected to determine penalties in accordance with the framework provided in the following tables. The School/Faculty is expected to refer to the recommended penalties and ensure that penalties are proportionate to the offence.

Intent

Intention is not taken into consideration in determining whether the allegation is upheld and there can be no defence that the offence was committed unintentionally or accidentally. Such circumstances may be submitted as mitigation in relation to the penalty.

Mitigating circumstances

Mitigating circumstances may be taken into account. The University does not accept a student's medical or personal circumstances as an excuse/reason for academic misconduct. However, the bodies responsible for imposing penalties for academic misconduct are obliged to consider whether the penalty should be mitigated in the light of personal or medical circumstances.

Candidates raising mitigating circumstances must provide evidence in support of the circumstances and provide clarity on their effect. Where a candidate could have reported such circumstances to the School/Faculty prior to the decision being made, those circumstances cannot subsequently be cited as grounds for review.

Schools/Faculties should be convinced that the mitigating circumstances have a direct bearing on the case and, in particular, influenced the action(s) of the student concerned, for example severe mental health problems where a student's capacity for rational judgement has been severely impaired. In cases where a student has been found to have committed academic misconduct and was experiencing difficult medical or personal circumstances which were beyond their control and are judged to have contributed to their committing of the offence, the body responsible for considering the case is required to take due account of the circumstances in determining the penalty for the offence. Circumstances such as family pressure, anxiety about assessments and short-term illness shall not normally be considered.

Deviation from the recommended penalty

Penalties are normally awarded in line with the recommended University penalties. This is in order to ensure that students across the University are treated consistently. Where there is deviation from the recommended penalty, **a full explanation for the reason for the penalty applied should be provided**. The University will review the application of penalties and identify any areas of concern on an annual basis.

Code of Practice for Academic Misconduct

5.1 Academic misconduct under examination conditions

5.1.1 Breach of examination regulations

In the case of a student being found in possession of an electronic device e.g. mobile phone, etc., which is not permitted in the rubric of the examination paper, but which has not been used or where there is no evidence that it has been used, the offence shall be considered as a breach of examination regulations only.

The invigilator shall report the case as soon as possible in writing to the Faculty/School/Partner Institution's Academic Integrity Officer.

The Academic Integrity Officer may interview the student and draw their attention to examination regulations. The Academic Integrity Officer shall then decide whether to issue a penalty (see below).

5.1.2 Penalties - Exam Breach

Breach	Illustrative Example	Penalty
1st breach (no previous offence)	Possession of an electronic device e.g. mobile phone, etc. which is not permitted in the rubric of the examination paper, but which has not been used or where there is no evidence that it has been used.	Written warning
2nd breach	Possession of an electronic device e.g. mobile phone, etc. which is not permitted in the rubric of the examination paper, but which has not been used or where there is no evidence that it has been used.	Written warning or proceed to deal with the case in accordance with the academic misconduct procedure

5.1.3 Penalties - Exam Conditions

The **recommended penalty** for students found guilty of academic misconduct under examination conditions shall be the **cancellation of the candidate's mark for the module concerned**.

However, the full range of penalties is included in Table 1 below. Where a student is allowed to retake the examination in question, the Committee shall also determine whether the marks achieved should be capped or uncapped.

Code of Practice for Academic Misconduct

Where an allegation has been substantiated, and the Faculty/School/Partner Institution is concerned that this may affect the student's fitness to practise, the case may also be referred to the Executive Dean PVC (or nominee) in accordance with the University's [Fitness to Practise Procedure](#).

Where an allegation has been substantiated and the student is already registered with a professional, statutory or regulatory body (for example, registration with the General Medical Council), the student is responsible for notifying the professional body of the outcome.

TABLE 1: PENALTIES UNDER EXAMINATION CONDITIONS

Allegation/ Offence	Illustrative Example	Penalty
1st allegation (no previous offence)	Minor breach of examination regulations e.g. written or verbal communication which clearly has no bearing on the examination and is not of an academic nature.	Written warning
1st allegation (no previous offence)	Moderate breach of examination regulations e.g. where a student has attempted written or verbal communication with another student relating to the examination or copying from another student's work.	Mark of 0% for the module component(s)
1st allegation (no previous offence)	Major breaches of examination regulations, e.g. notes taken into examination, which are relevant to the subject area.	Mark of 0% for the module as a whole
1st allegation (no previous offence)	Serious breaches of examination regulations, with evidence of premeditated action e.g. notes pasted into reference books, impersonating another or allowing themselves to be impersonated, use of electronic devices pre-set with relevant material.	Mark of 0% for the level of study
2nd allegation (previous offence)	Examination breaches based on second allegations.	Mark of 0% for the level of study and disqualification

5.2 Penalties - Non-examination conditions (excluding PGR research theses)

The **recommended penalty** for students found guilty (first offence) shall be the **cancellation of the candidate's mark for the module concerned** (see Table 2).

However, the full range of penalties is included in Table 2 below. The decision whether to allow a student to retake work/assessment(s) shall be made by the relevant Examination Board, in accordance with the assessment regulations for the programme.

Code of Practice for Academic Misconduct

Where an allegation has been substantiated and the student is already registered with a professional, statutory or regulatory body (for example, registration with the General Medical Council), the student is responsible for notifying the professional body of the outcome.

Where an allegation has been substantiated, and the Faculty/School/Partner Institution is concerned that this may affect the student's fitness to practise, the case may also be referred to the Executive Dean PVC (or nominee) in accordance with the University's [Fitness to Practise Procedure](#).

TABLE 2: PENALTIES UNDER NON-EXAMINATION CONDITIONS

Allegation/ Offence	Illustrative Example	Penalty
1st allegation (no previous offence)	Minor plagiarism or unacknowledged use of generative artificial intelligence (GenAI) where a small amount of work is affected and/or it is early in the student's academic career or there is good reason to suppose that the student did not understand the academic conventions.	Written warning or written warning and plagiarised text to be ignored when marking, resulting in a reduced mark.
1st allegation (no previous offence)	Plagiarism from published work listed in the bibliography or minor amounts from a source not listed in the bibliography; use of unacknowledged GenAI; misrepresentation of data which is of minor importance.	Mark of 0% for the assignment.
1st allegation (no previous offence)	Plagiarism from published work listed in the bibliography or minor amounts from a source not listed in the bibliography; use of unacknowledged GenAI; misrepresentation of data which is of minor importance.	Mark of 0% for the module component(s).
1st allegation (no previous offence)	Plagiarism from published work not listed in the bibliography or large sections of plagiarised text in the work with the source listed in the bibliography; use of unacknowledged GenAI affecting large sections of text; unauthorised collusion with another student; falsification of data which is substantial in extent or importance and where the data forms the basis of the conclusion/knowledge.	Mark of 0% for the module as a whole.
1st allegation (no previous offence)	Large or substantial texts plagiarised in more than one assignment/module; use of unacknowledged GenAI in more than one assignment/module; misrepresentation or falsification of data which is major in extent or importance; Commissioning another person to prepare the work on the student's behalf with no evidence of submission.	Mark of 0% for the level of study.
1st allegation (no previous offence)	Commissioning another person to prepare the work on the student's behalf with evidence of submission Falsification/forgery of University documents; fabrication of data.	Mark of 0% for the level of study and disqualification.

Code of Practice for Academic Misconduct

Allegation/Offence	Illustrative Example	Penalty
2nd allegation (previous offence)	Minor plagiarism from published work listed in the bibliography or minor amounts from a source not listed in the bibliography; use of unacknowledged GenAI; misrepresentation of data which is of minor importance; Plagiarism from published work not listed in the bibliography or large sections of plagiarised text in the work with the source listed in the bibliography; use of unacknowledged GenAI affecting large sections of text; unauthorised collusion with another student; falsification of data which is substantial in extent or importance and where the data forms the basis of the conclusion/knowledge.	Mark of 0% for the module as a whole. Mark of 0% for the level of study.
2nd allegation (previous offence)	Large or substantial texts plagiarised in more than one assignment/module; use of unacknowledged GenAI in more than one assignment/module; misrepresentation or falsification of data which is major in extent or importance; Commissioning another person to prepare the work on the student's behalf, with or without evidence of submission; Falsification/forgery of University documents; fabrication of data.	Mark of 0% for the level of study and disqualification.
3rd allegation (previous offences)	Any third offence.	Mark of 0 % for the level of study and disqualification.

5.3 Academic Misconduct in Research Degrees

If a member of staff considers or suspects that academic misconduct has occurred in relation to a research degree thesis they shall report the matter to the Faculty/School/Partner Institution's Academic Integrity Officer and Education Services (academicintegrity@swansea.ac.uk) as soon as possible.

[Section 6 of Academic Misconduct Procedure](#) outlines the initial stages to be taken.

Code of Practice for Academic Misconduct

TABLE 3: PENALTIES FOR DISSERTATIONS (DIL) and PGR thesis (non-examination conditions)

Allegation/Offence	Illustrative Example	Penalty
1st allegation (no previous offence)	Minor academic misconduct which does not affect the substance of the research.	Fail, with a right of resubmission.
1st allegation (no previous offence)	Major act of academic misconduct e.g. substantial sections of the thesis are copied from another source, or statistics are fabricated/copied.	Fail, with no right of resubmission.
2nd allegation (previous offence)		Fail, with no right of resubmission.

6. Reviews and Office of the Independent Adjudicator (OIA)

6.1 Review of Decision

The academic misconduct procedures are not a judicial, but a University process. The following basic principles apply:

1. The student should be informed of the case against them, in advance of the case being heard/determined.
2. The student has the right to challenge and respond to the case against them.
3. The person/persons deciding on the case do so without bias.
4. There is a mechanism for reviewing the decision.
5. Students are entitled to support during the process.

All students found to have committed academic misconduct have the right to request a final review (please see flow charts) under the [University's Final Review procedure](#).

School/Faculty/Partner Institution Academic Integrity Officers may be asked to provide documentation on the case and respond to specific questions raised.

6.2 Office of the Independent Adjudicator (OIA)

Students who are dissatisfied with the outcome of their final review may be able to complain to the Office of the Independent Adjudicator (OIA) provided that their complaint is eligible under its rules (please see the [OIA website](#)).

Code of Practice for Academic Misconduct

APPENDIX

Further information and advice is available at [Academic Integrity and Academic Misconduct](#) including viva guidance, referral information and [Academic Integrity - Staff Toolkit - Swansea University](#). In addition, further information for AIOs can be found on the AIO Community of

Code of Practice for Academic Misconduct

Appendix 1: Canvas Assignment Template

Faculty/School Information	[*Edit this field* - Please refer to school/department guidance on what to include here - below is an illustrative example of best practice. Please note that the Assignment Submission Declaration should not be removed or edited.]
Assignment Overview 	[*Edit this field* - Type your assignment prompt here. You can also link to articles, websites, or embed images/videos as part of the prompt. You can learn more by visiting the Canvas Instructor Guide on Assignments] 
Guidelines	[*Edit this field* - Use this space to provide specific guidelines and marking criteria for students to refer to. Please see the sample below – this may be dependent on the type of assessment or how the assessment needs to be submitted if not on Canvas].
Word Limit	[*Edit this field* - provide the maximum word limit] Recommended compliance statement: “I submit this assessment in accordance with the parameters defined in the Assignment Brief/Template”
Submission Type	[*Edit this field* - clarify the submission method and any specific file types required]
Marking Criteria	You should refer to the marking criteria as a guide to help you understand what is expected in this assignment: [*Edit this field* - Include where students can find the marking criteria, including a hyperlink if possible]
Learning Objectives	This assignment assesses the attainment of the following learning objectives: [*Edit this field* - Insert appropriate learning objectives]
Graduate Attributes	This assignment provides the opportunity to demonstrate the following graduate attributes: [*Edit this field* - Insert appropriate graduate attributes]
Academic Integrity	It is essential for every student to work with integrity when completing assessments. Here at Swansea University that means we commit to a culture of being honest in our work which includes giving credit where it is due through appropriate referencing and collaborating when it is appropriate, for example in group assessments.

Code of Practice for Academic Misconduct

Artificial Intelligence	[*Edit this field* – Each assignment brief should include an indication of the extent to which (if any) the use of Artificial Intelligence by learners is permitted in completing the assignment, along with any requirements around referencing, submission of prompts, transcripts etc. For detailed information on Artificial Intelligence and Assessment at Swansea University, please refer to the University's AI Guidance for Staff. *] For general information around the use of Artificial Intelligence in assessment, please refer to the University's AI Policy. <i>It is recommended that the AI Assessment Scale be embedded into this section wherever possible.</i>
Assessment Feedback	Assessment Feedback for this assignment will be available: - On [*Edit this field* - Insert Date/time as it appears on the Course Overview page] - In [*Edit this field* - Insert Access point/location]
Submission Support	[*Edit this field* - Provide guidance here as to what students should do, or who they should contact, if they experience technical difficulties with submission.] Need help using Canvas Assignments? If so there is a series of Canvas Student Guides for Assignments available.
ASSESSMENT SUBMISSION DECLARATION	
By submitting your assessment, you agree to the following statement: In submitting this assessment, I certify that I have read and understood the University's Academic Misconduct Policy and Proofreading Policy, and the School's/Faculty's advice on good academic practice, and definitions including plagiarism, collusion, unacknowledged use of generative artificial intelligence and commissioning. I have also read and understand the University's Artificial Intelligence Guidance. I understand that all marks received with feedback are to be considered provisional until they have been ratified by an Examination Board.	

KEY:

Required	
Important	
May be important	
Nice to have	