

Document name and version	3.4 Academic Impropriety Policy and Procedures
Policy Number	3.4
Policies that Interact with Policy 3.4	Policy 2.11 Procedures for Hearings and Appeals Policy 3.3 Academic Integrity Policy
Approval Body	Academic Council
Date of Approval	February 2020
Date Policy Comes into Force	25 th January 2021
Date of Review	2025
Revisions	<p>May 2023</p> <p>Revised to ensure consistency with NAIN guidelines</p> <ul style="list-style-type: none"> • Updated definitions • Include provision for the use of Textmatching software • Included Courageous Conversations • Included Table of Consequences • Include reference to Artificial Intelligence

1. Preamble.

1.1. Academic Integrity means acting honestly and in accordance with the expectations of a learner's scholarly community in all of their work.

1.2. Principles of Academic Integrity include:

- Work presented by a learner as their own work is actually their own work;
- Work used is properly cited. That means that it is referenced in the text and in the reference list in accordance with the requirement of the APA referencing system;
- Research material is presented fairly and truthfully;
- Professional activity is carried out in accordance with the ethical and professional standards of the profession.

1.3. It follows that in order to act with integrity in a scholarly domain a learner has the responsibility to source, understand and be able to apply relevant codes, principles and procedures. This includes, centrally, the referencing system used in IICP College, APA (American Psychological Association) referencing style¹.

1.4. IICP College will deal appropriately, consistently and fairly with allegations and substantiated cases of Academic Impropriety. The policy and procedure for responding to concerns about academic impropriety are set out in this policy.

1.5. This policy addresses:

- 1.5.1. The requirements of (i) QQI's suite of QA guidelines, (ii) QQI Assessment and Standards (revised 2013) and (iii) ESG. These regulations require that Institutions have in place and consistently apply pre-defined and published regulations covering all phases of the learner life cycle, and in particular "foster academic integrity and freedom and is vigilant against academic fraud"².

¹ American Psychological Association. (2023). *APA Style* <https://apastyle.apa.org/>

² European Association for Quality Assurance in Higher Education (ENQA), et. al (2015), *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*, 2nd edn, Available at https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf P.11

1.6. *Computation of Time*: Where this procedure prescribes a number of days, this is taken to mean working days: that is, weekends and public holidays shall not be counted. Reference to a specific staff role in any policy is taken to mean that role or any other appropriate member of staff designated by the College to take the specified responsibility in the conduct of that policy.

1.7. Meetings, hearings and appeals may be held on a face to face or remote access basis.

2. Definitions

2.1. Ireland's National Academic Integrity Network [NAIN] defines academic integrity as: "compliance with ethical and professional principles, standards, practices and consistent system of values, which serve as guidance for making decisions and taking actions in education, research and scholarship"³. Academic Integrity refers to a commitment to and demonstration of the values of academic that underpin academic endeavours: "honesty, trust, fairness, respect, responsibility, and courage"⁴. It values ethical academic behaviour and the avoidance of any impropriety or dishonesty.

2.2. Academic impropriety means not reaching the standard of honesty and responsibility expected by your academic community. It is defined by NAIN as: "any action, or attempted action that undermines academic integrity and may result in an unfair advantage or disadvantage for any member of the academic community or wider society"⁵. Impropriety does not require an intention to act improperly – although the intention may be there. Avoiding academic impropriety requires that learners know the standards and practices relating to academic work, and behave accordingly.

2.3. Academic Integrity requires that, for example:

- Work presented by a learner as their own work is actually all their own work;

³ NAIN, 2021, *Lexicon of Common Terms*, p. 3.

⁴ International Center for Academic Integrity [ICAI]. (2021). *The Fundamental Values of Academic Integrity*. (3rd ed.). p. 4 https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf

⁵ NAIN, 2021, *Lexicon of Common Terms*, p. 7.

- Work presented by a learner that is not their own work gives proper credit to the work of others;
- Work used is properly cited. That means that it is referenced in the text and in the reference list in accordance with the requirement of the APA referencing system;
- Research material is presented responsibly, honestly, fairly and truthfully.

2.4. Academic Integrity is a breach of IICP College regulations, and can also be illegal.

Examples of impropriety include:

- Presenting work as one's own work when it is not;
- Engaging a third-party to complete assignments, projects or other assessment;
- Carrying out an assessment for another learner;
- Sharing class or programme information in breach of confidentiality or copyright agreements.

2.5. In order to act with integrity in a scholarly domain a learner has the responsibility to source, understand and be able to apply relevant codes, principles and procedures. This includes, centrally, the referencing system used in IICP College, APA (American Psychological Association⁶) referencing style.

3. Scope.

3.1. This policy applies to all undergraduate and postgraduate learners at IICP College.

3.2. This policy is complemented by information on plagiarism and good practice in academic writing that can be found in programme handbooks and/or course material.

4. Purpose.

4.1. The purposes of this policy are as follows:

- 4.1.1. To articulate IICP College's expectations for maintaining the principle of Academic Integrity;
- 4.1.2. To provide a framework for dealing with allegations of Academic Impropriety;

⁶ American Psychological Association. (2023). *APA Style* <https://apastyle.apa.org/>

4.1.3. To relate consequences to associated levels of impropriety.

5. Roles and responsibilities.

5.1. The Academic Council is responsible for formally approving this policy and for overseeing its implementation and review.

5.2. The Head of Academic Studies is responsible for the oversight of the implementation of this policy, and for initiating appropriate action. The Head of Academic Studies arranges for and manages Courageous Conversations.

5.3. All faculty members are responsible for taking appropriate action under this policy where they have good reason to suspect academic impropriety.

5.4. The Registrar is responsible for managing a Request for Appeal.

5.5. The Academic Council is responsible for establishing an Appeals Board.

5.6. All faculty, staff and learners are responsible for upholding the principles of this policy, and for adhering to its procedures.

6. Policy.

6.1. Learners commit to honesty and integrity in all of their scholarly endeavours in IICP College. Demonstrating Academic Integrity and avoiding Academic Impropriety are core to this commitment. Academic Impropriety means not reaching the standard of honesty and responsibility expected by your academic community.

6.2. Academic Impropriety includes but is not confined to:

Plagiarism	When you present the work or ideas of others as your own it is plagiarism. To avoid plagiarism you must always cite materials you use from others to give credit to the original authors of the work. You must do this when you are quoting, summarising, paraphrasing or referring to the work of another.
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Self-plagiarism	Reusing your own work without citing where you have previously submitted it is considered self-plagiarism.
Using Generative AI where it is not permitted or used in a way it is not allowed	<p>General principles of ethics in academic writing apply. In particular any use of generative AI should be made visible and referenced appropriately, and care should be taken to ensure the reliability of AI sources. As with all text not produced by you, this can only be used where permitted and as sources. Using Generative AI in an assessment where there is an express prohibition; presenting the output of AI as your own; using Generative AI without appropriate attribution and/or citation; are examples of academic misconduct.</p> <p>Information can be fed into generative AI. The security and privacy of this information cannot be guaranteed, and therefore personal data must not be inputted.</p>
Breach of exam regulations	Breaches range from impersonation - someone other than the registered learner taking the exam on their behalf - to bringing in unauthorised materials.
Fabrication/ Falsification	Forging or manipulating research activities, data, records or academic documents, to inaccurately represent the content. This can include making up or omitting data or relevant information, and altering results.
Collusion	Collusion is undisclosed collaboration of two or more people on a project or an assignment that is meant to be completed individually. Collaboration with your peers is encouraged, but any work that is submitted by you individually must be your own.
Contract Cheating	Contract cheating is where you engage a third party to produce academic work for you that you submit as your own. This is a form of plagiarism. It is also illegal to assist learners to cheat by completing, in whole or in part, any piece of work ⁷ . Services such as essay mills may approach you and offer to write your assignment for you, advertising themselves as plagiarism-free, but this is untrue.
Sharing or selling course materials	This involves distributing any materials from a class outside of that class without permission to do so. This includes slides, handouts, assignment details, or your own assignments. It is also illegal to assist learners to cheat by completing, in whole or in part, any piece of work

⁷ Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2018. Section 43a.

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- 6.3. Academic impropriety can arise through poor academic practice or lack of knowledge of accepted norms of the academic discipline. IICP College ensures that programmes incorporate education around good academic practice for learners at all levels.
- 6.4. Academic Misconduct not only relates to gaining unfair advantage in an assessment. It can relate to a lack of care that could cause harm to others. All students have a duty of care in how they treat personal data, and are required to ensure that they treat any personal data safely, ethically and lawfully. This is particularly important when using software to process personal data.
- 6.4.1. Generative Artificial Intelligence tools such as ChatGPT do not guarantee the security and privacy of information inputted into them, and therefore personal information about any person must not be inputted into these softwares.
- 6.5. All learners must complete a declaration to be submitted with all assessed coursework, confirming that the assignment submitted by them is their own work.
- 6.6. TextMatching software is used in some programmes and assessment to assist with avoiding, identifying and responding to plagiarism.
- 6.7. Procedures for responding to alleged Academic Impropriety recognise that impropriety may manifest itself in different forms, may involve different levels of intentionality, and may be more or less harmful to the academic community. These procedures also recognise that those who have engaged in impropriety may have different responses, along a continuum from denial to acceptance. These differences are taken into account in the implementation of these procedures and in applying outcomes .
- 6.8. Standard of Proof: When dealing with academic impropriety, the accepted standard of proof is that the decision maker is convinced that it is more likely than not that academic impropriety has taken place.

6.9. Record Keeping: Records relating to academic impropriety will be retained in accordance with IICP Data Protection Policy and in compliance with data protection law, specifically the EU General Data Protection Regulation 2016 (“GDPR”) and the Data Protection Acts 1988-2018.

6.10. There are no time limits associated with the investigation of alleged academic impropriety, and where a case is identified including after an award has been made or the learner has left IICP College, the case will be fully investigated using these procedures. If a Conduct in Assessment Disciplinary Committee concludes, retrospectively, that an offence had occurred then the appropriate penalty will be applied. This may mean that the Committee recommends to Academic Council that an award should be rescinded.

7. Procedure: Informal Stage.

7.1. In order to ensure that the College can respond consistently to allegations of academic impropriety, and that accurate data on Academic Integrity issues can be gathered and returned to regulatory bodies, the Head of Academic Studies should be informed of any concern about and/or response to Academic Impropriety.

7.2. Informal procedures.

7.2.1. Appendix 1 sets out the levels of Academic Impropriety, and the associated informal procedures and consequences.

7.2.1.1. Courageous Conversations may consider lesser consequences where a learner owns their mistakes and errors of judgement, and identifies their breach of Academic Norms and Conventions.

7.2.1.2. Where any concern regarding Academic Integrity cannot be resolved through the identified informal procedure, then formal procedures may be invoked.

7.2.2. In the first instance, unless there are good reasons to act otherwise, concerns regarding academic impropriety are dealt with through conversations between the learner and faculty.

7.2.3. Prior to attending a conversation, the learner should be informed of the work that is under scrutiny, the concern that has been identified, and the next steps, which may also include the use of text matching software.

7.2.4. There are two conversations a learner may be invited to have regarding concerns about academic impropriety:

- A conversation with a member of the teaching staff,
- A courageous Conversation.

7.2.4.1. A conversation with a member of the teaching staff

Where there is a concern regarding a Level 1 infringement (see appendix 1) ie minor unintentional infringement of academic norms, then the faculty may, in the first instance, discuss the matter directly with the learner.

7.2.4.1.1. The faculty member should discuss the concern with the learner, specify the work that is under scrutiny, and indicate any issues with academic integrity that have been identified.

7.2.4.1.2. Where a level 1 infringement is found, on the balance of probabilities, to have occurred, then the corresponding outcomes identified in Appendix 1 should apply.

7.2.4.2. Courageous Conversations

Courageous Conversations may be used where there are concerns about infringements of Academic Norms and Conventions, other than those identified in Appendix 1 as level 1. Courageous Conversations are arranged by the Head of Academic Studies, and held between a learner and one or more faculty members. The purpose is to enable academic conduct concerns to be raised in a supportive environment, using an educational and integrity-driven approach.

- 7.2.4.2.1. Courageous Conversations are a way of managing allegations of academic impropriety that can allow owning of mistakes and errors of judgement. They can provide a way forward that can be positive for all concerned.
- 7.2.4.2.2. Where it is agreed on the balance of probability that academic impropriety did not occur, then there will be no consequence and the matter will not be recorded in the learner's file.
- 7.2.4.2.3. Where the learner acknowledges that academic impropriety did occur, then the faculty members present, in consultation with the Head of Academic Studies if appropriate, will choose the most appropriate consequence, keeping in mind that the focus is on developing integrity and good academic practice. Irrespective of the nature of the impropriety, the harshest consequences available through formal procedures – suspension and expulsion – will not be considered, and the learner will be free to remain a part of the community and continue with their studies.
- 7.2.4.2.4. Where an agreed account cannot be reached, then it is up to the faculty members present, in consultation with the Head of Academic Studies where required, to decide which account, on the balance of probability, is more plausible.
- 7.2.4.2.4.1. Where it is decided that on the balance of probabilities Academic Impropriety did occur, then either (i) the corresponding outcome listed in Appendix 1 should be imposed or (ii) the matter should be referred to formal procedures.
- 7.2.4.2.5. A learner may choose to bring a current learner colleague of their choice to the conversation (but not any other person or body). This person may not participate in the interview. The primary purpose of this support person is as a support to the learner, not to speak on the learner's behalf.

8. Procedure: Formal Stage Hearing.

8.1. The Head of Academic Studies will inform the Registrar where a concern about Academic Integrity cannot be resolved at informal stage, for example where a learner fails to engage with the informal process. The Registrar will take into account the seriousness of the alleged breach, and the strength of evidence available before deciding whether to request the Academic Council to convene a **(Conduct in Assessment) Disciplinary Committee**.

8.1.1. Referral to the Academic Council is in writing.

8.1.2. Request to the Academic Council should occur, where possible, within five working days of referral to the Registrar. The Academic Council should convene a panel as soon as possible thereafter.

8.1.3. The Learner should be informed as soon as is possible of the intention to convene a (Conduct in Assessment) Disciplinary Committee, and of their right to representation.

8.2. Procedure: The Academic (Conduct in Assessment) Disciplinary Committee will be presented with all the evidence gathered during the informal stage. The learner must receive a copy of the evidence presented to the committee. The Committee will review the evidence and set a date for the hearing. The Committee procedure is set out in IICP College's "Procedure for Hearings and Appeals."

8.2.1. The Committee usually invites both the faculty members involved and the learner to attend for interview.

8.3. Possible Outcomes:

8.3.1. The Committee may decide that there is insufficient evidence to ground these procedures, and in this case no record of the matter will be kept in the learner's file.

8.3.2. Where in the opinion of the Committee there are minor or singular concerns about the use of academic and/or professional conventions in the work, the Committee may determine the following consequence:

- Resubmit with no penalty. The learner is required to rephrase and reference correctly all plagiarised elements. Other content should not be

altered. The resubmitted work will be assessed and marked without penalty

8.3.3. Where the Committee finds that a significant instance/multiple instances of breach of academic and professional standards has occurred, and lesser penalties are not appropriate, then the Committee may direct the Head of Academic Studies to arrange for:

- Resubmit with capping. The learner is required to rephrase and reference correctly all plagiarised elements. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark.
- Repeat with capping. There is no opportunity for resubmission with corrections. The learner is required to submit a new piece of work as a repeat assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark

8.3.3.1. In either case the Committee may direct that a formal written warning from the Head of Academic Studies should be placed on the learner file.

8.3.4. In exceptional cases, the committee can recommend to the Academic Council one of the following consequences. These outcomes can only be imposed by the Academic Council:

- Suspension;
- Dismissal;
- Where a learner has received an award, to rescind any degree, even after conferral.

8.4. Timing

8.4.1. The Chair of the Committee will notify the learner, in writing, within **10 working days** of the hearing, of:

- The outcome of the hearing.
- The right to Appeal.

8.4.2. From convening of a (Conduct in Assessment) Disciplinary Committee to the completion of the Committee hearing should take no longer than **30 working days**. If any delay is necessary, the Chair of the Committee will inform all parties, in writing, outlining the proposed change to the timeline and the rationale for the delay.

8.5. Right of Appeal. A learner has a right of Appeal from the Disciplinary Committee to the Academic (Conduct in Assessment) Appeals Committee. The Request for Appeal must occur within **5 working days** of the communication of the decision to the learner.

9. Procedure: Formal Stage Appeal

9.1. To initiate an Appeal, the learner must submit to the Registrar a Request for Appeal in writing, within **5 working days** from the date of receipt of the outcome report.

9.2. The potential grounds for Appeal in relation to a decision are as follows:

- That there is evidence of procedural irregularity in the consideration of the learner's case of such a nature as to cause doubt as to whether the result might have been different had there not been such an irregularity;
- That there existed circumstances affecting the learner's case of which those who determined the consequence were not aware when they made their decision, and which could not reasonably have been presented to them;
- That the consequence imposed by the disciplinary hearing was too severe bearing in mind the circumstances of the case.

9.3. The written Request for Appeal should outline the grounds for Appeal. The Request for Appeal should be accompanied by supporting documentation that shall be relied upon in the event of a hearing.

9.4. The purpose of the Appeal Hearing is to examine the Grounds of Appeal made by the learner. Its purpose is not to re-hear the case.

- 9.5. An Appeal should not result in any increase in consequence.
- 9.6. Upon receipt of the written Request for Appeal, the Registrar will evaluate whether the Appeal is rooted in one of the named grounds for Appeal. The Registrar may dismiss an Appeal which does not provide a prima facie case.
- 9.7. Where the Appeal comes within the stated grounds, and provides a prima facie case, then the Registrar will request the Academic Council to convene an **Academic (Conduct in Assessment) Disciplinary Appeals Committee [Henceforth, Appeals Committee]**. This request should occur where possible within **10 working days** of receipt of Request for Appeal. The Academic Council should convene an Appeals Committee as soon as possible thereafter.
- 9.7.1. Within **10 working days** of the Request for Appeal the Registrar will acknowledge receipt, and inform the learner whether an Appeals Committee will be constituted, or the Request for an Appeal has been refused.
- 9.8. Where the Request for an Appeal has been refused then any outcome decided by the Academic (Conduct in Assessment) Disciplinary Committee and suspended pending Appeal will be implemented.
- 9.9. Where constituted, the Appeals Committee will be provided with a written report from the Registrar, which details the management of the investigation to date and the appeal documentation submitted by the learner. The learner must be presented with a copy of the documentation.
- 9.10. When an Appeals Committee is convened, the Academic Council will ensure that original decision makers will not be involved in the adjudication of the appeal.
- 9.11. The circumstances of the appeal shall dictate the most appropriate course of action which shall be determined by the Appeals Committee, subject to Academic Council policies, in particular Procedures for Hearings and Appeals (Policy 2.11). The Appeals Panel will decide on the Terms of Reference of the Appeal, including the scope,

processes and time frames, and will communicate this to any parties required to participate in the process.

9.11.1. A minute taker will also be appointed to the Appeals Committee and will take minutes of the process.

9.11.2. The Registrar will inform the learner of the Terms of Reference of the Appeals Committee at least 10 days before any hearing is due.

9.12. In exceptional circumstances, where it is considered that witnesses are appropriate, witnesses may be invited to attend the Appeal Hearing. The Appeals Committee will have power to gather any additional information that is necessary to evaluate the grounds of the Appeal.

9.13. The purpose of the Appeals Committee is to ascertain whether the matter was correctly and appropriately addressed, whether all evidence was examined and whether proper procedures were followed.

9.14. The Appeals Committee will communicate its findings to the Academic Council, the Registrar and the Learner where possible **within 10 working days of the Appeals hearing**. The Chair has responsibility for ensuring that the decision is communicated as soon as is practicable. If any delay is necessary, the Chair will inform all parties, in writing, outlining the proposed change to the timeline and the rationale for the delay.

9.15. Outcome of the Appeal: The Outcome of the Appeal may rescind or uphold the original decision of the Disciplinary Committee. Where a ground for an Appeal is related to the severity of a consequence, then the Appeal Panel may vary the consequence, provided that this does not result in any increase in consequence.

9.16. The decision of the Appeals Committee is final.

9.17. The Appeals Committee will report to the Academic Council where possible within **30 working days** of the Appeal hearing.

Figure 1: Academic and Professional Integrity Formal process (outline only)

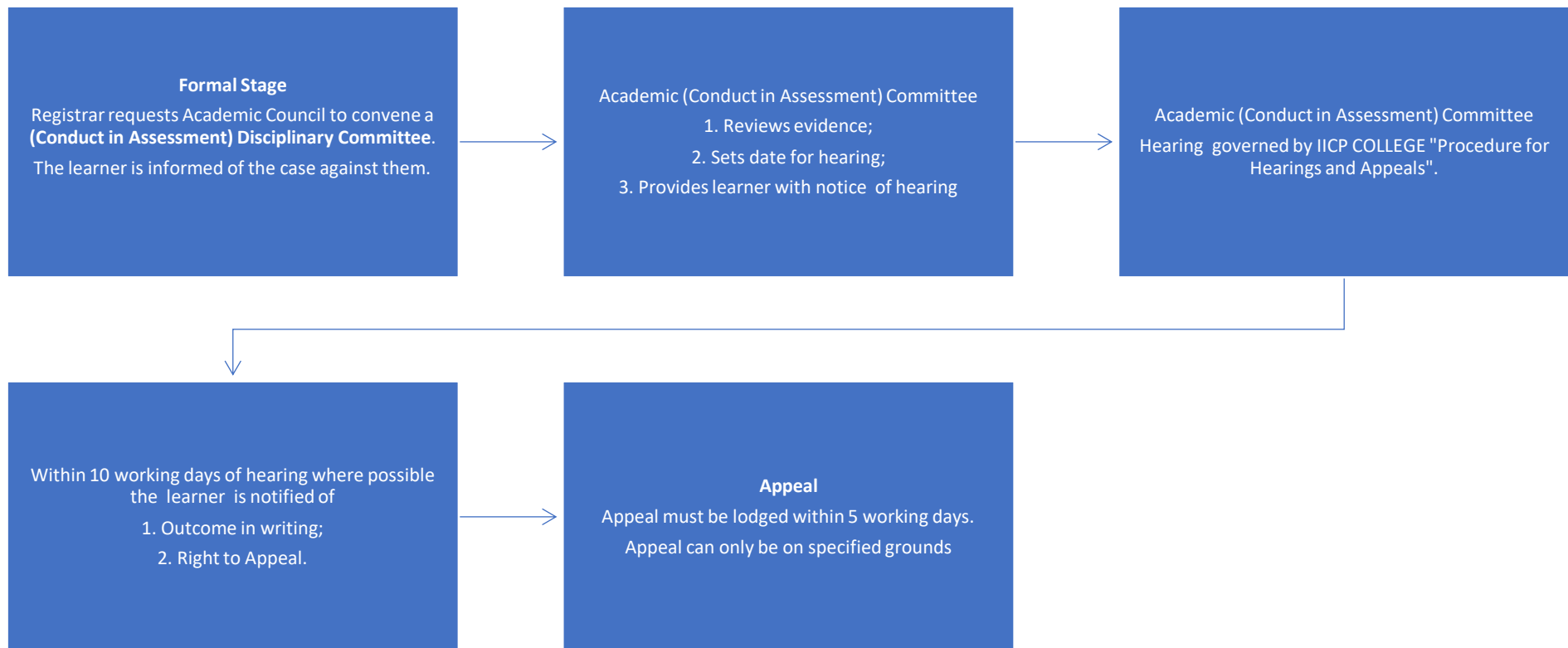
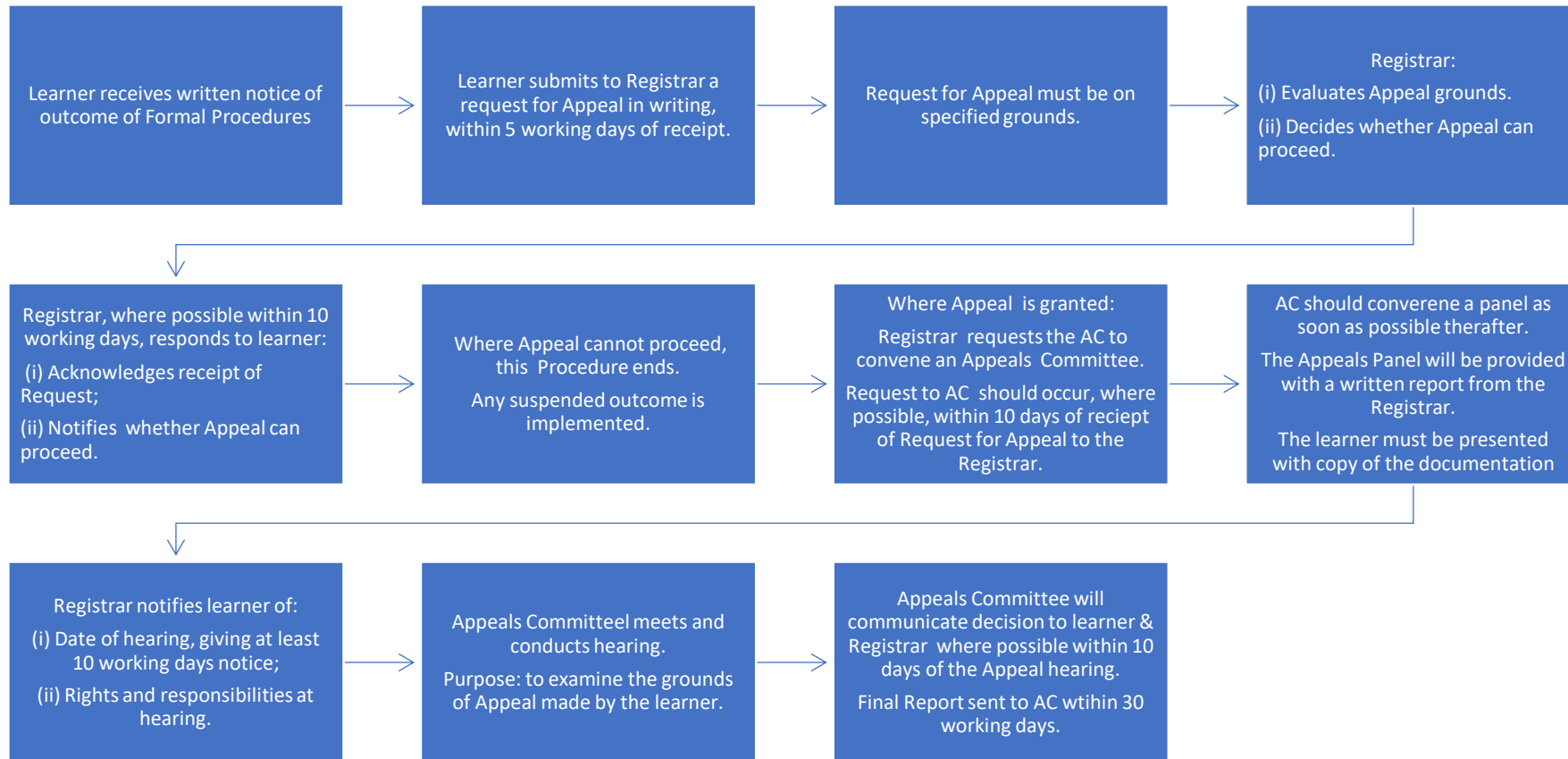


Figure 2 Appeal



Appendix 1. Informal stage – Levels and Consequences

<p>Level 1: Minor unintentional infringement of academic norms.</p> <p>Characteristics of this classification</p>	<p>Procedure</p>	<p>Possible Consequence available to decision maker on determination of Academic Impropriety.</p> <p>Courageous Conversations may consider lesser outcomes where the learner owns improper conduct.</p>
<p>Level 1: This is academic impropriety but it is not considered as misconduct. A record is kept on the learner’s file of the concerns, procedure used, and outcomes.</p> <p>This level can only occur where there is no prior record of academic impropriety.</p>		
<p>Lack of knowledge of and familiarity with norms and conventions of academic work</p> <ul style="list-style-type: none"> • You have little previous exposure to the norms and conventions of different types of academic work; or • You display minor deviations from referencing requirements; or • You bring different cultural assumptions to your work. <p>AND</p> <ul style="list-style-type: none"> • A limited amount of material is not acknowledged correctly <p>This is particularly applicable to undergraduate learners, as postgraduates can be assumed to have sufficient knowledge of academic conventions.</p>	<p>Informal Procedures</p> <p>Conversation with Faculty</p>	<p>You are required to rephrase and reference correctly all incorrect content. Other content should not be altered. The resubmitted work will be assessed and marked without penalty. You will be given a deadline, which will be your date for submission, You will not be penalised for late submission if you meet this deadline.</p> <p>You may be required to engage with specified teaching and learning inputs relating to Academic Writing.</p>
<p>Your work displays incorrect referencing and citation, such as :</p>	<p>Informal Procedures</p>	<p>The piece of work in question is inadmissible. You are required to</p>

<ul style="list-style-type: none"> Poor use and/or understanding of referencing conventions, including how to present direct quotations; Poor understanding of how to acknowledge sources of direct and indirect quotations; Poor paraphrasing skills; <p>AND</p> <ul style="list-style-type: none"> Only small amounts of material are unacknowledged. 	<p>Conversation with Faculty Or Courageous Conversations</p>	<p>rephrase and reference correctly all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty.</p> <p>You will be required to engage with specified teaching and learning inputs relating to Academic Writing.</p>
<p>Your work displays incorrect referencing and citation, such as :</p> <ul style="list-style-type: none"> Poor use and/or understanding of referencing conventions, including how to present direct quotations; Poor understanding of how to acknowledge sources of direct and indirect quotations; Poor paraphrasing skills; <p>AND</p> <ul style="list-style-type: none"> A Substantial amount of material is not acknowledged correctly 	<p>Informal Procedures Conversation with Faculty Or Courageous Conversations</p>	<p>The piece of work in question is inadmissible.</p> <p>You are required to rephrase and reference correctly all plagiarised elements. The resubmitted work will receive a reduced or capped mark (at the pass mark) depending on the seriousness/extent of plagiarism.</p> <p>You will be required to engage with specified teaching and learning inputs relating to Academic Writing.</p>

Level 2. Inadequate adherence to Academic Norms and Conventions Characteristics of this classification	Procedure	Possible Outcome available to decision maker
<p>Level 2: This occurs when you were or should have been aware of what constitutes plagiarism.</p> <p>A record is kept on the learner's file of the concerns, procedure used, and outcomes.</p>		

<ul style="list-style-type: none"> You exhibit any of the Characteristics of Level 1 classification AND You have previously been found to have engaged in academic impropriety or misconduct 	<p>Informal Procedures</p> <p>Courageous Conversations</p>	<p>The piece of work in question is inadmissible.</p> <p>There is no opportunity for resubmission with corrections. The learner is required to submit a new piece of work as a repeat assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark.</p> <p>You will be required to engage with specified teaching and learning inputs relating to Academic Writing.</p>
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Characteristics of this classification	Procedure	Possible Outcome available to decision maker
<p>Level 3: This relates to more serious instances of Academic Impropriety.</p> <p>A record is kept on the learner's file of the concerns, procedure used, and outcomes.</p>		
<p>Your work demonstrates one or more of the following:</p> <ul style="list-style-type: none"> Unaccredited elements of another learner's work; Substantial sections copied from other sources and presented as your own; Substantial material and/or language from a source without correct acknowledgement Fabricated referencing, 	<p>Informal Procedures</p> <p>Courageous Conversations</p>	<p>You receive a formal written warning.</p> <p>The piece of work in question is inadmissible.</p> <p>There is no opportunity for resubmission with corrections. The learner is required to submit a new piece of work as a repeat assessment during the next available</p>

		<p>session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark.</p> <p>You will be required to engage with specified teaching and learning inputs relating to Academic Writing.</p>
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Characteristics of this classification	Procedure	Possible Outcome available to decision maker
<p>Level 4: This relates to more serious instances of Academic Impropriety. A record is kept on the learner's file of the concerns, procedure used, and outcomes.</p>		
<p>Your work demonstrates one or more of the following:</p> <ul style="list-style-type: none"> You have sought, bought or commissioned work with the intention of representing it as your own work; You have improperly enlisted editorial input, e.g. engaging a paid proof reader or copy-editing service; Your submitted assignment is identical to another learner's work, even if they gave you permission to use their work. 	<p>Formal Procedures Under exceptional circumstances Informal Procedures - Courageous Conversations May be offered to a learner</p>	<p>You receive a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. The learner is required to submit a new piece of work as a repeat assessment during the next available session. Provided the work is of passing standard, the assessment mark and the module mark will be capped at the pass mark.</p>

Appendix 2. Supporting documentation.

Right to Decline Representation Form

Personal Details	
Learner Name:	
Learner Number:	
Programme Title:	
Stage of Programme:	
Address for Correspondence:	
Telephone Number:	
Email Address:	

1. I confirm that I have been informed of my right to have representation or be accompanied to any informal or formal process carried out under the Academic Impropriety Policy hearing of the Academic (Conduct in Assessment) Disciplinary Committee.

2. I confirm that I choose to exercise my right to decline representation/ accompaniment at this hearing (specify) _____

Signed: _____

Dated: _____

Appeal from decision of Disciplinary Academic (Conduct in Assessment) Disciplinary Committee. Request for an Appeal form:

Personal Details	
Learner Name:	
Learner Number:	
Programme Title:	
Stage of Programme:	
Address for Correspondence:	
Telephone Number:	
Email Address:	

Grounds for Appeal: In the space below, please identify the ground(s) on which you wish to rely on in making this Appeal (Please tick all that apply).

1. That there is evidence of procedural irregularity in the consideration of the learner's case of such a nature as to cause doubt as to whether the result might have been different had there not been such an irregularity.

2. That there existed circumstances affecting the learner's case of which those who determined the consequence were not aware when they made their decision, and which could not reasonably have been presented to them.

3. The consequence imposed by the hearing was too severe bearing in mind the circumstances of the case.

Further Information: For each ground you wish to rely on, please provide a summary of your Reasons for Appeal under the following headings:

Ground 1: That there is evidence of procedural irregularity in the consideration of the learner's case of such a nature as to cause doubt as to whether the result might have been different had there not been such an irregularity.

a) Please explain why you believe this to be a ground for Appeal.

b) Please outline any evidence that supports your application for Appeal on this ground.

c) Please attach any documents that support your application for Appeal on this ground.

Ground 2: that there existed circumstances affecting the learner's case of which those who determined the consequence were not aware when they made their decision, and which could not reasonably have been presented to them.

a) Please explain why you believe this to be a ground for Appeal.
b) Please outline any evidence that supports your application for Appeal on this ground.
c) Please attach any documents that support your application for Appeal on this ground.

Ground 3: The consequence imposed by the disciplinary hearing was too severe bearing in mind the circumstances of the case.

a) Please explain why you believe this to be a ground for Appeal.
b) Please outline any evidence that supports your application for Appeal on this ground.
c) Please attach any documents that support your application for Appeal on this ground.

Declaration:

1. I confirm that the information contained within this form and any supporting documentation submitted with this form is accurate.
2. I confirm that I am willing to participate fully in any investigation of the Appeal
3. I have read relevant IICP College Policies and understand the process, potential consequences and outcomes of lodging this application for an Appeal.

Signed: _____