

# Loughborough College Group

## *Higher Education Academic Misconduct Policy*

### 1. Scope and Purpose

- 1.1 The Higher Education academic provision at the Loughborough College Group is based on the values of academic integrity, honesty and trust.
- 1.2 Any improper activity or behaviour by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment is considered to be an act of academic misconduct and unacceptable in a scholarly community. Such action(s) will be considered under these regulations and this may lead to a penalty being imposed.
- 1.3 This policy and regulations are applied to all Higher Education students at the Loughborough College Group, whether currently registered or not, and to former students where appropriate.
- 1.4 Departments will provide advice and examples to students as to what constitutes academic misconduct and will make them aware of these regulations and the possible outcomes of action constituting academic misconduct.
- 1.5 Students are expected to take responsibility for the integrity of their own work, including asking for clarification where necessary.
- 1.6 Instances of academic misconduct and any penalty awarded may be referred to in student references or notified to an accrediting body.
- 1.7 This policy should be read in conjunction with the Student Behaviour Policy.

### 2. Policy Statement

#### 2.1 Definition of Academic Misconduct:

“Academic Misconduct describes student behaviours. It is where a student deliberately seeks to gain academic advantage in areas of their programme of study including, projects, placements, tasks; formal and informal, assessments and examinations. These actions are undertaken in a manner that breaches the conditions under which the student knowledge and/or skills were to be tested for progression within or onto further stages of study, and towards the conferment and classification of an award.”

### 3. Impact Assessments

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|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|------------------|
| Name:               | HE Academic Misconduct Policy                                                                                                                                                               |  | Owner:       | Higher Education |
| Document Reference: | HE-PCG-013                                                                                                                                                                                  |  | Last Review: | September 2025   |
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- 3.1. This policy has been assessed for its impact on equal opportunities and will be informed by the aim to eliminate all forms of discrimination in all strands of the equal opportunities' legislation.
- 3.2. This policy has been assessed for potential risk on data subjects due to the processing of personally identifiable information. All processing has been reviewed and is in line with all current Data protection laws and appropriate safeguards implemented to ensure that the policy has privacy by design as its underlying approach.
- 3.3. This policy has been impact assessed where appropriate for Safeguarding, Health and Safety and Sustainability Factors to ensure that all potential risks are identified and mitigated, and that the policy supports a safe, inclusive, and environmentally responsible learning and working environment.

## 4. Policy

### 4.1. Academic Misconduct Examples:

The following is a non-exhaustive list of examples of academic misconduct which will be considered under these regulations:

#### 4.1.1 Plagiarism:

Representing another person's work or ideas as one's own, for example by failing to follow convention in paraphrasing, acknowledging sources, use of quotation marks etc. This includes:

- The unauthorised use of one student's work by another student;
- The unauthorised use of generative Artificial Intelligence (AI) in assessments;
- Commissioning or purchase of a piece of work, in part or whole, and the subsequent submission of said assessment as the student's own work. This is often referred to as contract cheating which occurs when your assessment has been completed for you partially or wholly by a third party. The third party might be a friend or family member, another student or an academic, or a commercial provider sometimes referred to as an 'essay mill'. It is contract cheating whether you pay them or not and whether you acknowledge this source or not.

#### 4.1.2 Collusion:

Co-operation in order to gain an unpermitted advantage. This may occur where students have consciously collaborated on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorised another to use their work, in part or whole, and to submit it as their own.

#### 4.1.3 Inappropriate use of Artificial Intelligence:

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Artificial Intelligence (AI) is a broad term for technologies that enable computers and machines to simulate aspects of human intelligence, such as learning, problem-solving, and decision-making. Whilst we recognise the use of AI can support student learning, it is important that these tools are used with integrity and does not detract away from the work submitted being solely that of the student. As part of our commitment to support students with engaging with AI in a suitable manner, students are given clear instructions for the ways in which AI can be used within an assessment. Examples of where inappropriate use of AI are present would be:

- AI has been used to formulate and substantially edit the summative work produced by the student in assessments.
- Definitions and explanatory sections of work have been copied directly from the AI tool without critical reflection.
- Summarising the work of others without reading the sources directly to interrogate the accuracy of the statements produced.
- Copying or paraphrasing sections or whole responses of AI generated content so that the work submitted for the assessment is no longer the student's own work.
- Allowing AI to undertake any form of data processing or analysis that would eventually feature in a formal submission.
- Asking generative AI to produce sections of work. For example, sentences and paragraphs.
- Incomplete or poor acknowledgment of AI tools and their use within the work.
- Submitting work with intentionally incomplete or misleading references.

#### 4.1.4 Misconduct in examinations (including in-class tests):

Including, for example, when an examination candidate:

- copies from the examination script of another candidate.
- obtains or offers any other improper assistance from or to another candidate (or any other person unless an approved reader or scribe);
- has with them any unauthorised book (including mathematical tables), manuscript or loose papers of any kind, unauthorised electronic devices (including mobile telephones/ SMART devices) or any source of unauthorised information [see the College's Examination Guidance for further information];
- allows themselves to be impersonated or when any person impersonates another examination candidate.

#### 4.1.5 Fabrication or misrepresentation:

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The presentation of fabricated data, results, references, evidence or other material or misrepresentation of the same. Including, for example:

- Claiming to have carried out experiments, observations, interviews or other forms of research which a student has not, in fact, carried out;
- Claiming to have obtained results or other evidence which have not, in fact, been obtained;
- In the case of professional qualifications/work placement, falsely claiming to have completed hours in practice or to have achieved required competencies when this is not the case.

#### 4.1.6 Failure to disclose previous experience or qualifications:

- That are a bar to enrolment on a module.

#### 4.1.6 Failure to obtain ethical approval:

Where work is undertaken without obtaining ethical approval when there is a clear and unambiguous requirement to do so.

#### 4.1.8 Group Work:

When one or more students:

- Copy (or allows to be copied) from other members of a group while working in the group
- Copy the original work, in whole or in part, of an individual who is not a member of the group, with or without the knowledge of other members of the group, and contribute the plagiarised work to a group assignment
- Discuss with other members of the group how to approach a common assessment item that requires individual submission and relies on the same or very similar approach in the submitted assessment, without any acknowledgement of collaboration with colleagues and without the permission of the assessor.
- Gaining an unfair advantage when a student claims an equal share of the marks but has done one or more of the following:
  - Contributes less than an equal share to a group assignment and then claims an equal share of the work or marks
  - Does not turn up to group meetings and/or does not contribute in group meetings
  - Does not undertake their share of the work with the appropriate level of care and attention
  - Does not complete their section.

Section 4.6 describes the processes that must be followed when investigating suspected academic misconduct. In all cases, this process must be followed.

## 4.2. Scope of Academic Misconduct:

|                     |                                                                                                                                                                                             |  |              |                  |
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4.2.1 When an Academic Misconduct concern is lodged, the Curriculum Manager or nominated representative will be informed as to the nature and content of the concern. The 'Student Behaviour Policy and Procedure' should be referred to alongside this, as the procedures within will be followed for all Academic Misconduct concerns.

4.2.2 Heads of Academic and/or Professional Services and Departments and HR will be informed where an Academic Misconduct concern is matter for one or more of their staff or an aspect of their service i.e. information and learning support services.

4.2.3 Normally an Academic Misconduct concern would be lodged immediately the issue has been identified.

4.2.4 No student having been subject to the Academic Misconduct policy and processes, will, once the matter is deemed resolved under this procedure, be treated less favourably by any member of staff than if the accusation of misconduct had not been brought. If evidence to the contrary is found in this regard the member of staff may be subject to disciplinary proceedings under college policy.

4.2.5 Where an accusation of Academic Misconduct is made, and at the initial stage of any investigation, students will be immediately advised verbally and in writing at their last known registered address, and directed to the relevance of this policy, the Disciplinary Policy and procedure for students and the processes involved, as well as where they can go for support and advice.

### 4.3 This Policy Does Not Cover:

4.3.1 All academic matters covered by the Academic Appeals Procedures, Loughborough College Group Complaints Procedure, Student Behaviour Policy and Procedures and Higher Education Exams Policy. Disciplinary issues including issues related to alleged harassment (covered by the College Code of Conduct, managed through the 'Student Behaviour Policy and Procedure' and Staff Disciplinary Procedure).

4.3.2 Further Education students enrolled on programmes awarded at levels 1-3 i.e. A -Level, BTEC National Certificates at Loughborough College should use the 'Student Behaviour Policy and Procedure'.

### 4.4 Managing Academic Misconduct:

4.4.1 Normally where a member of the teaching or administration team suspects misconduct, they should consult at an early stage with the Curriculum Manager (or nominated representative) of that department, before taking any formal action. If agreed, the 'Student Behaviour Policy and Procedure' should be followed and the Curriculum Manager, Curriculum Quality Lead, Subject Area Lead, Programme Area Lead, or Programme Leader should manage the case through this process.

### 4.5 Principles of Addressing Academic Misconduct:

4.5.1 An accusation is not proof of misconduct however senior, esteemed or experienced a member of staff may be. Students as with all processes that lead to a penalty, have a right to due and fair processes.

4.5.2 All decisions must be evidence based and founded in facts that have been properly investigated.

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4.5.3 Once the facts have been established, the Disciplinary Panel will decide the seriousness of the case and consider and approve any recommendations regarding penalties. These will be verified at the Examination Board.

4.5.4 Confidentiality: where the college takes a view, after proper review and investigation, that on the balance of evidence and probability, no academic misconduct has taken place, then no record of this should be kept or lodged on the student records

## 4.6 Misconduct Procedures:

4.6.1 The Loughborough College Group recognises that there are differences in minor and major academic misconduct. To ensure fairness and proportionality these two areas must be both viewed and responded to differently.

### 4.6.2 Minor Offences of Academic Misconduct:

An incident shall be deemed to be a minor offence of academic misconduct if it relates to work for assessment not undertaken in an Examination Hall, and if the nature of the incident together with the circumstances of the student make appropriate a relatively limited penalty. Examples include first offences or failure to acknowledge sources in a limited amount of coursework, and minor copying of another student's work. These examples and the following are not intended to be exhaustive.

### 4.6.3 Examples of Minor Academic Misconduct:

Academic teams will respond and consider the following examples and contextual consideration as probable cases of minor misconduct that can and will be addressed in the vast majority of cases at a local curriculum level:

- a) Where a student is in the very early stages of their studies in Higher Education. For example, it is their first term and one of their first pieces of work.
- b) Where the student is new to the UK and the conventions of Higher Education in the UK may differ from the student's home experiences.
- c) Where a student transfers into the college's Higher Education Programme with an appropriate recognition of prior learning (RPL) or recognition of prior certificated learning (RPCL) and has not benefitted from the normal college induction.
- d) The student has no prior issues in regard to academic misconduct.
- e) The student has a prior record of sound academic practices and as such, this is an unusual event.
- f) Where the academic misconduct has little material impact on grades, classification or rights to progress onto a higher stage.
- g) Where the misconduct is a relatively small percentage of the work.

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- h) Where the student is in the early stages of developing group work skills and aptitudes and their contribution is an element of a group task.

In such cases, the matter should normally be discussed and responded to locally by course teams and the student, under the guidance of the Curriculum Manager (or nominated representative), assisted by a staff colleague (and any other staff involved and parents/carers, if appropriate) as per Stage 1 of the 'Student Behaviour Policy and Procedure' (See policy for further details). Details of this meeting will be recorded on ProMonitor. Considerations should be proportionate to the stage of study, the student's developmental needs, and the scale and impact of the offence. In all such cases, both parties must: 1) agree that there is an issue that needs addressing and 2) agree the outcomes and solutions.

Where such agreement with a student cannot be reached, advice and mediation should be sought through the Dean of Higher Education. Where the student refused to accept the mediation, they should only then be made aware of the next stages.

Staff will take the matter forwards to the next stage as a 'Major Issue of Academic Misconduct' based on the failure to achieve a resolution and the matter will be referred for independent investigation and then onto the Exam Board for final ratification if misconduct is in all probability found to have occurred.

#### 4.6.3 Minor Academic Misconduct Penalties:

Where the student accepts misconduct then a range of actions may follow:

- A note is made on the ILP to indicate the nature of the minor misconduct and the discussion held between student and tutor
- Is given a Stage 1 written warning and the record is kept for the duration of the award.
- All students will be required to undertake an academic skills refresher course.
- The reduction by any amount of any or all of the marks obtained by the student in the module.
- Work awarded a grade, but marks not allocated to the work which is plagiarised/colluded.
- In some cases, given the level of the processes, likely context and offences, the whole module is capped at 40%. In such cases as this, the Exam Board must ratify the recommendation.

A Curriculum Manager must agree all such recommendations at a local level.

Where a student declines to accept a local recommendation, they have 5 working days to request a formal independent investigation in writing addressed to the Dean of Higher Education.

Where minor incidents of academic misconduct are proven and dealt with locally, it will remain on the student's ILP for the duration of their programme but cannot be referred to in any references the college provides for the student.

#### 4.7 Major Offences of Academic Misconduct:

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An incident shall normally be deemed to be a major offence of academic misconduct if it relates to an assessment undertaken in an Examination Hall, or to other assessed work where the nature of the incident, together with the circumstances of the student, including studying at Level 5 and 6, make appropriate a substantial sanction.

Examples include repeated offences of academic misconduct at all levels, failure to acknowledge sources in a substantial amount of coursework at level 5 and 6, and substantial verbatim (or near verbatim) copying of another student's work. These examples are not intended to be exhaustive.

In some circumstances, where, for example, a limited technical offence is committed, the disciplinary committee may re-designate an offence of academic misconduct relating to an assessment undertaken in an Examination Hall or related to poor academic skills as a Minor Offence.

Where a Major Offence of Academic Misconduct is suspected or it is a repeated offence, Stage 2 or 3 of the 'Student Behaviour Policy' is followed. Stage 3 is chaired by the Head (or nominated representative), assisted by a member of the WMT (and any other staff involved and parents/carers, if appropriate). Please see the 'Student Behaviour Policy and Procedure' for Stage 3 procedures.

#### 4.7.1 Contextual Consideration: Misconduct in Examinations:

Candidates suspected of misconduct, will be warned by the Invigilator and allegations reported to the Senior Exams Officer. Action may be taken against such candidates under the provisions of the 'Student Behaviour Policy and Procedure.' Types of misconduct include copying from or communicating with any other candidate during an examination or the introduction of prohibited materials into the Examination Room. Disruptive behaviour may result in removal from the exam room. Invigilators will inform the Senior Exam Officer of any student removals from the exam room.

#### 4.7.2 Contextual Consideration: Misconduct in Group Work:

The 'Student Behaviour Policy and Procedure' must be applied for all allegations of Academic Misconduct in group work and all members of the group must be investigated according to whether it is deemed to be a minor or major offence. If it is proved that a student(s) has committed academic misconduct in group work, the marks can be modified of that student(s) to reflect their individual contribution, or a reassessment recommended. If any marks are to be modified, this process will be clearly communicated in advance, together with information to show how individual marks are calculated.

#### 4.7.3 Major Academic Misconduct Penalties:

The nature of the sanction should consider the stage the student is at. Normally, more or less severe penalties may be applicable where the student has/has not previously been sanctioned for academic misconduct. The following are a guide to assist the panel in reaching consistent cross college decisions:

|                     |                                                                                                                                                                                             |  |              |                  |
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- a) Major/Repeat offences at Level 4 HE: Repeat all the required assessment elements of the module, not capped at 40% for Loughborough University Validated provisions and capped at a Pass for HN's or Sheffield Hallam University provision.
- b) Major/Repeat offences at Level 5/6 HE: Repeat all the required assessment elements of the module, capped at 40%. Other options may be to repeat the stage, terminate registration on the programme; refuse to confer an award. In severe cases; cap the overall classification of the student's degree award.
- c) In all examples, the board has the choice of capping the maximum mark for any single or multiple pieces of work.

#### 4.8 Summary of Minor and Major Offences:

This is not an exhaustive list, rather a guide as to which stage of the disciplinary procedure examples of Academic Misconduct should be addressed:

| Stage 1 (Low level)                                                                                                                             | Stage 2 (Medium Level)                                                                 | Stage 3 (High level)                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Where a student is in the very early stages of their studies in Higher Education.                                                               | Repeated offences of academic misconduct at all levels.                                | Repeated offences of academic misconduct at all levels following stage 2 interventions.                                                                             |
| Where the student is new to the UK and the conventions of Higher Education in the UK may differ from the students' home experiences.            | Failure to acknowledge sources in a substantial amount of coursework at level 5 and 6. | Examination misconduct e.g. copying from or communicating with any other candidate during an examination or the introduction of prohibited materials into the exam. |
| Where a student transfers into the College's Higher Education Programme with APL/APEL and has not benefitted from the normal college induction. | Substantial verbatim (or near verbatim) plagiarism.                                    | Suspected use of essay mill / contract cheating.                                                                                                                    |
| The student has no prior issues in regard to academic misconduct. Unusual event.                                                                |                                                                                        | Where the academic misconduct has a high impact on grade classification (i.e. Research Project).                                                                    |
| Where the academic misconduct has little material impact on grades, classification or rights to progress onto a higher stage.                   |                                                                                        |                                                                                                                                                                     |
| Where the misconduct is a relatively small percentage of the work.                                                                              |                                                                                        |                                                                                                                                                                     |
| Where the student is in the early stages of developing group work skills and aptitudes and their                                                |                                                                                        |                                                                                                                                                                     |

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|---------------------------------------------|--|--|
| contribution is an element of a group task. |  |  |
|---------------------------------------------|--|--|

In the event of suspected plagiarism, curriculum staff may wish to use the below chart as a way of making an objective and reasoned outcome. The Curriculum Manager should consider the nature of the plagiarism or collusion, intent, experience of the student and extent of the plagiarism before deciding which stage is applicable and the sanctions as appropriate. The weight and relevance of each criterion is a matter of professional judgement.

### Experience of Student

| Low Level                                                                | Medium Level                                                                                                                                        | High Level                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student is within the first six months of higher education in the UK | The student is not within the first six months of higher education in the UK but may genuinely not have fully understood the academic requirements. | <p>The student fully understands the requirements and the rules governing plagiarism and collusion and is not within the first six months.</p> <p>The student has previously received a warning about plagiarism and/or collusion in a piece of work and/or has been found to have breached this policy previously warning about plagiarism and/or collusion in a piece of work and/or has been found to have breached this policy previously.</p> |

### Extent of Plagiarism or Collusion

| Low Level                                                                                                | Medium Level                                                                                         | High Level                                                                                              |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Suspect element(s) only minimally impact on the ability to meet the learning outcomes of the assessment. | Suspect element(s) moderately impact on the ability to meet the learning outcomes of the assessment. | Suspect element(s) substantially impact on the ability to meet the learning outcomes of the assessment. |

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### Intent of the Student

| Low level                                                                            | Medium Level                                                                                                                                                                       | High Level                                                                                                                                                                      |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| On the balance of probability, the act of plagiarism or collusion was unintentional. | On the balance of probability, the act of plagiarism or collusion was not intentional but the result of negligence or carelessness rather than an attempt to deliberately deceive. | On the balance of probability, the act of plagiarism or collusion was intentional and knowingly meant to deceive, or the student did not care whether it was likely to deceive. |

### Nature of Plagiarism Or Collusion

| Low Level                                                                                                                                                                                                                                                                                                              | Medium Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | High Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Poor academic practice relative to the academic task.</p> <p>Plagiarism example:<br/>Suspect element is incidental to the fundamental argument; referencing or attribution of work is not clear or has numerous errors.</p> <p>Collusion example:<br/>Misunderstanding of what constitutes collective activity.</p> | <p>Unacceptable academic practice relative to the academic task.</p> <p>Plagiarism example:<br/>Suspect element contributes to or supports analysis, argument or conclusions but student's own work can be identified and is of greater or at least comparable significance;</p> <p>Failure to reference and/or cite appropriately.</p> <p>Collusion example:<br/>Copying segments of other students' work; lending own work to another student where a reasonable student would believe that it may be copied.</p> | <p>Clear breach of acceptable academic practice.</p> <p>Plagiarism example:<br/>Suspect element contributes the sole or greater part of analysis argument or conclusion and the student's own work cannot readily be discerned; absence of appropriate attribution.</p> <p>Collusion example:<br/>Whole/substantial parts of the work is copied from other students without their knowledge/consent; the sharing of work or content in the knowledge that it will be copied; deliberate</p> |

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|--|--|-----------------------------------------------------------------------------------|
|  |  | concealment of the collective activity.<br>Contract                      cheating |
|--|--|-----------------------------------------------------------------------------------|

#### 4.9 Actions Permissible to an Exam Board:

Where a student admits to Academic Misconduct or the Disciplinary Panel concludes in their absence that on the balance of probability an offence of Academic Misconduct did occur, the following recommendations will be considered at the Examination Board:

- Be permitted to continue with no reassessment.
- Be permitted to continue with a reassessment.
- Not permitted to continue on the course.
- Refused the conferment of an award.
- Classed as failed the whole course and recommended for termination.
- Classed as failing a stage and required to return and retake the stage.
- Removed from an accredited programme of study and reported to the professional body for further action.

#### 4.10 Retrospective Cases:

Where a serious academic offence is brought to the attention of the college at or after an Examination Board, the following process must be followed:

- The Curriculum Manager from the area will be identified to investigate the case and follow the standard practices for investigating such an offence, as per the 'Student Behaviour Policy and Procedure'. The panel will then make recommendations to the Exam Board.
- Where the outcome of the hearing identifies that a case of Academic Misconduct occurred, the Chair of the examination board will be notified immediately.
- The Chair will meet with the disciplinary panel to discuss recommendations and will Chairs action any sanctions made.
- If the final conclusion is that the student's classification has been altered, or they are to be reassessed, they must be informed in writing at the earliest possible date. This will be sent to their last known address, via recorded delivery with information on their rights to appeal.

#### 4.11 Student Rights to Appeal:

4.11.1 Students have the right to appeal the Board's decision. They should refer to the Higher Education Policy and processes: Academic Appeals available to students on the College's Higher Education Learnzone and College website. Where students are no longer registered and the matter relates to a 'Retrospective Offence', a hard copy will be sent by registered post to the last known address of the student.

|                                                                                                                                                                                                                            |                               |              |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------|------------------|
| Name:                                                                                                                                                                                                                      | HE Academic Misconduct Policy | Owner:       | Higher Education |
| Document Reference:                                                                                                                                                                                                        | HE-PCG-013                    | Last Review: | September 2025   |
| Version:                                                                                                                                                                                                                   | 1.0                           | Next Review: | September 2026   |
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4.11.2 Students can also, at the end of the college's process, exercise their right under the Office for Independent Adjudication (OIA) [www.oiahe.org.uk](http://www.oiahe.org.uk). The OIA deals with individual Academic Misconduct from students, normally when students have exhausted the college or university procedures of the provider. It is the students right to make a complaint directly to the OIA, normally following the completion of the college's own procedures. This choice does not take away the rights of a student to make a complaint or appeal to the university/awarding body.

Scheme Application Forms are available from the OIA at:  
 Office of the Independent Adjudicator  
 Second Floor  
 Abbey Gate  
 57-75 Kings Road  
 Reading  
 RG1 3AB  
 Telephone: 01189 599813  
 Email: [enquiries@oiahe.org.uk](mailto:enquiries@oiahe.org.uk)

#### 4.12 Graduating Students:

Where a student in the final year appeals, the Dean of Higher Education will withdraw any invitation to that year's graduation ceremony; as such, on a case-by-case basis, all reasonable efforts will be made to resolve the matter before the Colleges graduation event.

This policy has been assessed for its impact on equal opportunities and will be informed by the aim to eliminate all forms of discrimination in all strands of the equal opportunities legislation.

## 5. Location and Access to the Policy

This document can be found on:

- The Loughborough College Group's Website
- The Loughborough College Group's SharePoint
- HE Learnzone – Student Registry

### 1. Linked Policies and Procedures

Student Behaviour Policy and Procedures  
 Academic Appeals Policy

## 6. Change log

|                     |                                                                                                                                                                                             |  |              |                  |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|------------------|
| Name:               | HE Academic Misconduct Policy                                                                                                                                                               |  | Owner:       | Higher Education |
| Document Reference: | HE-PCG-013                                                                                                                                                                                  |  | Last Review: | September 2025   |
| Version:            | 1.0                                                                                                                                                                                         |  | Next Review: | September 2026   |
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