

## **Staff Student Liaison Group (Years 1 and 2)**

### **Terms of Reference and Membership**

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The Staff Student Liaison Groups report to the relevant Education Sub-Committee and are chaired by representatives from the ICSM Student Union. The role of these groups is to provide a forum for consideration of academic and non-academic issues raised by staff and/or students regarding the MBBS/BSc programme.

The Group's specific responsibilities include:

- 1 To consider academic and non-academic issues and problems raised by student and/or staff concerning the relevant years of the course, to identify possible solutions and oversee remedial action, referring matters to the relevant Education Committee where appropriate.
- 2 To receive and respond to teaching evaluations as part of the quality assurance procedures.

#### **Distribution list**

President ICSM SU (Chair)	Ms Suzie Rayner
Deputy President ICSM SU	Mr Ali Hosin
Deputy Principal and Director of Education	Professor Jenny Higham
Deputy Directors of Education	Dr Sue Smith, Professor Karim Meeran and Mr Martin Lupton
Head of Year 1 and 2	Professor John Laycock
Deputy Head of Year 1 and 2 and MCD Theme Chair	Dr Keith Gould
Science and Patient Theme Chairs	Dr Gareth Barnes and Dr Michael Wilson
FOCP and Dr and Patient Theme Chair	Dr Elizabeth Muir
LSS Theme Chair	Professor Mary Morrell
LCRS Theme Chair	Professor Steve Gentleman
Relevant ICSM SU reps	
• Welfare	Mr Neeraj Kalra
• Academic Officer (Yrs 1 and 2 and GE)	Mr Steven Tran
• Year 1 Reps	Ms Anju George
	Mr Nik Nik Fauzi
	Mr David Goldsmith
	Mr John Golden
• Year 2 Reps	Mr Kyung-hoon Moon
	Ms Jennifer Chivinge
	Mr Keenan Saleh
	Ms Aiysha Puri
Senior Tutor (Yrs 1 and 2)	Dr Mike Emerson
Sub Board Chair (Year 1 Assessment)	Dr Paul Kemp
Sub Board Chair (Year 2 Assessment)	Dr Niamh Martin
Head of Learning Resources	Dr Mike Barrett
Head of Quality Assurance & Enhancement	Professor Karim Meeran
Library Representatives	Ms Jacqueline Cousins and Ms Kate Perris
Curriculum Administrator (Yrs 1 and 2)	Ms Jo Williams

**Ex Officio Members – to receive papers and attend as appropriate**

Course coordinators for courses which have recently run or those with an interest in a specific agenda item are invited to relevant meetings.

Manager, Faculty Education Office (FEO)

Deputy Manager, FEO

Student Services Manager

Senior Learning Technologist

Quality Assurance and Enhancement Manager

Examinations Manager

Examinations Officer (Years 1 and 2)

Learning & Technical Services Manager

Ms Susan English

Mr Paul Ratcliffe

Ms Janette Shiel

Mr Ashish Hemani

Mr Chris Harris

Ms Erika McGovern

Ms Margaret Rodger

Ms Michele Foot

**Staff Student Liaison Group (Years 1 and 2) meeting**

1<sup>st</sup> June 2011

15.00

Room 128, SAFB

South Kensington Campus

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**Minutes**

Present:, Mr D Smith (Chair), Dr G Barnes, Dr M Emerson, Prof G Frost, Dr K Gould, Professor J Laycock, Dr P Kemp, Ms E McGovern, Professor K Meeran, Mr K H Moon, Prof M Morrell, Dr E Muir Mr N Patel, Ms K Perris, Ms A Puri, Mr S Rahim, Mr R Ravindran, Mr Y Reissis, Ms J Shiel, Dr M Thavarajah, Dr T Tierney, Mr S Tran, Mr C Zhang.

In attendance: Ms J Williams (secretary).

Apologies: Ms S English, Ms M Foot, Mr A Hemani, Prof J Higham, Mr A Hosin, Dr M Lupton, Mr P Ratcliffe, Ms M Rodger

Meeting commenced at 15.00

**1. Welcome & Apologies of Absence**

Apologies for absence noted.

**2. Minutes from the Meeting on 16<sup>th</sup> March 2011.**

RECEIVED: [Paper SSLG1,21011-06]

AGREED:

a) that the following amendments be noted:

Minute 3.1 should read students rather than Theme Leaders

Minute 4.2 clarified that the Anatomy unit would give as long a period as possible for students to have the half skeletons and that this minute should not relate to the times of day when skeletons were distributed.

b) that Minutes would be amended accordingly

**Action: Curriculum Administrator, Years 1 and 2**

**3. Matters arising**

**3.1 Format of Clinical Communication.**

AGREED:

a) that after consultation with students it had been agreed that the Year 1 format would remain as currently ie 1:1 rather than group based in the simulated patient sessions.

**3.2 Use of students as Anatomy demonstrators**

REPORTED:

:

b) that after discussion between Head of QAE and Head of Anatomy, this was not a strategy that could be usefully employed due to timetabling of Year 6 and risk of increasing variability of tutors..

**3.3 PBL feedback timing**

REPORTED:

c) that it was agreed that this would be done more speedily in future.

**3.4 Year 2 Clinical Placement information**

REPORTED:

d) that this information was dependent on resit information and having a confirmed list of students but would continue to be

- 3.5  
AGREED: issued as early as possible.  
**Increased feedback for Year 1 and introduction of formative assessment for Year 2**  
e) that all Year 1 students would be given a full breakdown after both summative and formative results are issued but it was unlikely that formative papers would be released. Year 2 formative assessment was discussed and it was pointed out that PMSAs had not been well attended in Year 1 and that timetabling meant it was difficult to envisage this being possible. It was hoped that in time more on line assessment would be available in the future.
- 3.6  
REPORTED: **Amendment of Electronic Absence Forms**  
f) that the administrators involved had considered changes but that the form needed to be able to be used for all courses and years and no major change was envisaged.
- 3.7  
REPORTED: **Microwave in Reynolds Building at Charing Cross**  
g) that ICSM SU President reported that funding was being sought to provide a meeting room in the Reynolds Building and that a microwave could be installed here.
- 3.8  
REPORTED: **SOLE changes**  
h) that it was not possible to keep SOLE anonymous which was a College wide policy, and have students fill in and save as they went along.
4.  
RECEIVED: **Summer Term Teaching.**  
Paper SSLG1,21011-11
- 4.1  
NOTED: **Year 1 Courses**  
**Alimentary System**  
a) that the timetable had changed slightly due to clinical commitments of some staff, but that all the information was in the guide.  
b) that the course leaders would review the comments and would consider moving the liver function lecture to later in the course..
- NOTED: **Anatomy of the Abdomen**  
a) that the ratio of demonstrators to students was not poor but that students needed to be proactive in getting demonstrators to move around in living anatomy sessions.  
b) that course leaders would consider having separate sessions for male and female anatomy but that this would require further teaching time.  
**Action: Head of Anatomy and Abdomen Course Leader**
- NOTED:: **Urinary System**  
a) that students requested more tutorial time but timetabling and staffing were constraining factors.  
AGREED: b) that further CAL or other on line self directed study would be considered,  
**Action: US Course Leader**
- NOTED:: **Skin**  
a) that students considered there were too many lectures in this short course.  
AGREED: b) that students were encouraged to complete SOLE and the Theme Leader would consult with Head of Year to see what action could be taken to improve this course.  
**Action: Students and Theme Leader**

**First Clinical Attachment (FCA)**  
NOTED: a) that students reported challenges in tutor variation and that  
: there was a lot of work in an exam driven term.  
b) that they were encouraged to feedback to the course leader  
specific issues with tutors

**Recording of Lectures**  
: REPTED: a) that there was a College review underway regarding this but  
currently permission needed to be sought from individual  
lecturers.

**Eportfolio/IT**  
REPORTED: a) that the timing of the introductory sessions were discussed and  
the possibility of combining with the IT sessions in the Foundation  
course raised..  
AGREED: b) that the timing of the sessions were planned to be immediately  
prior to when students started to use the system and considered  
therefore more beneficial.

## 4.2

### Year 2 courses

#### Science and Patient

NOTED: a) that students reported some confusing about the course and  
the assessment, although enjoyed the teaching and appreciated  
the mock exams and the hands on involvement of Professor  
Meeran.  
b) that they had some concerns relating to the running of the  
practicals  
c) that they felt some of the slides were not uploaded onto the  
intranet quickly enough.  
REPORTED: d) that the Theme Leader emphasised that the aim of this course  
was to encourage self directed learning and as such was taught  
in a different way to previous courses.  
AGREED: e) that the Theme Leader agreed to clarify concerns over  
assessment verbally this year and in the future to relieve stress  
f) that the running of the practicals would be amended for next  
year and that paperwork detailing information would be sent to  
the Learning Resources team in advance.

**Action: Theme Leaders**

**Slides on the Intranet**  
AGREED: g) that to encourage lecturers to upload their slides promptly, all  
course leaders would be emailed with details of how to do this  
whilst lecturing by placing work on the desktop of the lecture  
theatre computer. The technicians did try and also reinforce this  
and Head of Learning Resources would also ensure that a clear  
note reminding staff how to do this would be put on the  
equipment.

**Action: Head of Learning Resources and Curriculum  
Administrator, Years 1and 2.**

## 5.

### Assessment

REPORTED: a) that students felt that the weighting of exam questions did not  
always represent the amount of teaching on that subject eg  
diagnostics vs cancer in MCD.  
b) It was pointed out that this was not always possible if all  
courses – especially shorter ones – were to be assessed.  
c) that all exams were pass/fail and that approximately the top 10-  
20% were awarded merit/distinctions.

d) that students requested that the Medical Ethics and Law exam now in Year 3 be held earlier than June as this meant that it was at the same time as all the other assessment and occurred a long time after the Ethics teaching in the Spring term of Year 2.

e) that it was pointed out that having an exam mid year in Year 3 would disrupt the learning of the clinical year as students would then be likely to miss clinical teaching to concentrate on the exam.

AGREED: f) that the Exams team pointed out that the timing lay with the Exams Chair for Year 3 and would be based on the most appropriate decision educationally.

**6. SOLE**

REPORTED: a) that students requested that Spring term SOLE remain open after their exams in April/May

b) that The Head of QAE would consider but that in reality extending the deadline for completion did not add much to participation rates.

**7. Personal Tutor system and welfare support**

REPORTED: a) that some students felt there was too great a variability of tutors and that there was on occasion too much information that was covered in the sessions..

b) that students were reminded that the scheduled sessions were important in terms of building a relationship between students and tutors and that the sessions had been planned to ensure that all students received adequate information about important issues such as Fitness to Practice, Study techniques and dealing with Exam pressures.

c) that students welcomed the introduction of the FEO run drop in sessions for Year 1 and supported them continuing in the Autumn term.

**8. Any other business**

**Seats in the Drewe and LT1, SAFB**

REPORTED: a) that the seats in LT1 had been repaired and a major refurb was planned for the Drewe Lecture Theatre over the summer.

b) that The Year Reps thanked the staff for the excellent teaching and support over the year. The Year Reps, Academic Officer and President were thanked for their support over the year.

**9. Meeting Dates 2011/12**

CONFIRMED: Wed 23<sup>rd</sup> November 2011 at 3pm in Room 128, SAFB

Wed 14<sup>th</sup> March 2012 at 3pm in 128, SAFB

Wed 30<sup>th</sup> May 2012 at 3pm in 128, SAFB.

Meeting closed  
at 16.30

DS/JW  
June 2011

**To:** SSLG 1 & 2  
**Date:** Wednesday 23<sup>rd</sup> November 2011

**Presented by:** Year 1 and 2 Representatives  
**Written by:** ICSMSU Academic Officer for Years 1, 2 & GE – Steve Tran, Year 1 and 2 Representatives

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### Year 1 & 2 Feedback

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#### 1. Introduction

There are four elected student representatives from both years one and two that have been given feedback from their respective years. All the feedback, which was collected up until the Monday 14<sup>th</sup> November, has been categorised as either 'for information purposes' or 'for discussion'.

#### 2. Recommendations

The committee is invited to:

- a. Consider and discuss the issues raised in the paper and relay appropriately to the course leaders.
- b. Note for information the feedback located in the appendix.

#### 3. Feedback from Year 2 – For Discussion

##### General

##### a. Overflow Room

- Students would like the overflow room back

##### b. Uploading Lecture Slides

- Across all the topics, students are finding that lecturers are not uploading their slides, making it difficult to stay up to date with notes.

##### Life Cycle and Regulatory Systems (LCRS)

##### a. Neuroscience

- While the lecturers are informative and engaging, some students would appreciate more information on the slides, as sometimes it is difficult to keep up with them. Would it be possible to include more comprehensive notes in the course guide?
- In the case history sessions, which were a very good insight into real medical scenarios, many students requested a breakdown and analysis of the cases, so that they can look over them again at a later date.

**b. Anatomy of the Head, Neck & Spine**

- Unfortunately pro-sections have not been well received. Students are having difficulty identifying anatomical structures. Would it be possible to have access to fresher specimens or coloured models e.g. to illustrate key vessels?
- They have also expressed interest in having more dissections incorporated into the sessions.
- If feasible, students have requested to be allowed to bring a notepad/paper into the dissection rooms to make notes.
- The level/enthusiasm of anatomy tutors are still varying dramatically throughout the different groups. Is there any way of solving this issue?
- Would it be possible for demonstrators to wear name badges so that students could give more directed feedback?

**c. Pharmacology & Therapeutics**

- Students would like if the tutorials were placed after the relevant lectures in order to avoid tutorials on topics that have not yet been covered.

**Foundation of Clinical Practice (FoCP)****a. Clinical Communications (CC)**

- The majority of students have found the simulated patient interviews extremely useful (particularly the feedback) and wish to have more sessions.
- For those who had theirs early on, some have commented that the videos are taking a long time to be uploaded.

**Doctor & Patient****a. Problem-Based Learning (PBL)**

- Sadly, PBL has not been well received by the students
- Students would find it helpful if there was more guidance on peer feedback
- Many feel that PBL tutorials could be replaced with lectures from other topics as some are struggling with the workload from those. A potential solution would be to have PBL focus on topics people struggle with more.

**Science & Patient**

- Students understand the value of the course, but would appreciate more guidance with reading papers and a mark schemes for work.
- Would it be possible to try to link the teaching from year 1 epidemiology into S&P?
- Would it possible to have more small-group tutorials?

**4. Feedback from Year 1 – For Discussion****Molecules, Cells & Disease (MCD)****a. Lectures**

- Students would find it more useful to have one topic completed before moving onto the next i.e. having Metabolism 1-9 before starting Genetics, Tissues etc. It allows students to have more continuity with a topic and make it easier for students to link information from various lectures.



- Students would appreciate more time on more content heavy lectures.

### **Foundation of Clinical Practice (FoCP)**

#### **a. Clinical Communications (CC)**

- The presentation and non-verbal communication sessions were somewhat ineffective as a lot of the time was consumed by trying to make a presentation as opposed to attempting to understand the material.

#### **b. Society and Health (S&H)**

- Students feel this topic could be taught in smaller groups, or in shorter more focussed lectures.
- It is unclear for many what to take away from most sessions. Some lectures were commented to be 'a bit vague'.

### **Doctor & Patient**

#### **a. Problem-Based Learning**

- Students have commented that timetabling issues have resulted in some having PBL sessions before the relevant MCD lectures. Would it be possible to have them after the relevant MCD lectures?

### **Miscellaneous**

#### **a. Electronic Timetable**

- Students have loved the smartphone integration but there have been frequent errors i.e. one lecture was left out until 2 hours beforehand when an urgent email was sent out.

#### **b. Information Technology, E-Portfolio, Blackboard, Intranet**

- Students feel that topics such as E-portfolio and Library tutorial would be bettered taught if in an E-learning style, e.g. having an instructional voiced-over video on the intranet. So if there are any queries, students can refer back to it or contact the relevant personnel directly.

### **General Feedback**

#### **a. Travel Allowance**

- Biomedical engineers have a printing allowance. Students want some form of travel allowance due to being in Charing Cross Campus 50% of the time.
- Some students were allocated in FCA to patients in distant places (e.g. Windsor), is it possible to have some compensation for travel expenditure? (One student's patient was shocked to learn there was no travel allowance)

#### **b. Self-Tests**

- Students wish for self-tests to be up indefinitely, many do not understand why they are taken down and then put back up.

#### **c. Podcast**

- Students have commented how they would like to have podcasts of the lectures so that it can allow students use them as a revision tool.

#### **d. Learning Objectives**

- Many are too vague and do not provide students with details on what level of understanding is required.

#### **e. Revision Practice**

- Students would appreciate pointers on how to revise – potentially a workshop or booklet?
- f. Lectures**
- Some students have commented on how the dim lighting in the lecture theatre makes it difficult to make notes.
  - Students have suggested providing lecturers with handheld clicker devices so that it would encourage them to be more engaging instead of the students feel like they are hiding behind the computer screen.

## 5. Appendix

### Feedback from Year 2 – For Your Information Purposes

#### Life Cycle and Regulatory Systems (LCRS)

##### a. Neuroscience

- Students believe that the course has been particularly well taught and that the lectures are excellent.

##### b. Anatomy of the Head, Neck & Spine

- The videos have been received very well and students hope they will be available in other anatomy teaching

##### c. Endocrinology

- The course is similar to last year and is logically taught. Once again students praise Professor Laycock for his teaching.
- The tutorials have been helpful in consolidating learning.

##### d. Pharmacology & Therapeutics

- The topic has been overwhelmingly well received, especially the tutorials.

##### e. Musculoskeletal

- No teaching yet.

#### Molecules, Cells & Disease (MCD)

##### a. Haematology

- Students found the content very heavy and would appreciate it if they were broken down into more lectures or tutorials.

##### b. Diagnostics

- No teaching yet.

##### b. Personal and Professional Development (PPD)

- So far, most groups have enjoyed their sessions, especially the interactive parts.
- Many have commented that having an F2 as a tutor should be continued, and potentially introduced in other topics. This is because they are able to connect with students more easily and have a better understanding of how we feel, as the age gap is relatively smaller.

### Feedback from Year 1 – For Your Information Purposes

#### Molecules, Cells & Disease (MCD)

##### a. Lectures

- **Cells** – Many students enjoyed Dr Emerson's Lectures. Many students wish for more lectures to be taught like Dr Emerson's.
- **Metabolism** – Students are content with this topic.

- **Nucleic Acids** – Students are content with this topic.
- **Genetics** – Students are content with this topic so far.
- **Tissues** – Students feel that some lectures go at too fast a pace.
- **Immunology** – Only have had one session so far.
- **Cell Pathology** – Hasn't started yet.
- **Microbiology** – Hasn't started yet.

#### b. **Practicals**

- Students have enjoyed these, as they have been fun and engaging, but feel there is a lack of guidance of what they are doing during the practical.
- Students are struggling to figure out the relevance of the practicals to clinical medicine and the reasoning of why they do them. Many have suggested if it was possible to a 10-minute summary at the end of the practicals to help relate it back to the course. Otherwise it would be useful to have a paragraph in the course-guide saying the relevance of the practical to future clinical medicine.
- Students would like additional written guides on how to take blood in the guides as students felt quite apprehensive about taking blood after only watching a video 10 minutes before.

#### c. **Tutorials**

- Tutorials have been structured and stimulating. However it would be useful to have them after the relevant MCD lectures to ensure students have a better understanding of the topic.
- They are popular and students would like more per week.

### **Foundation of Clinical Practice (FoCP)**

#### d. **First Clinical Attachment (FCA)**

- The overall feedback has been positive, but students feel that they could be provided with more guidance in the introductory sessions or delaying the start of the course until students have been exposed to more clinical communication sessions.
- Some students have had problems contacting patients but have been reassigned.
- Some students were allocated to patients in distant places (e.g. Windsor), is it possible to have some compensation for travel expenditure? – Further mentioned under General Feedback for discussion.

#### e. **Epidemiology in Practice (EIP)**

- Students find the material interesting but feel that lectures spend too much time on specific topics.

### **Miscellaneous**

#### a. **Personal Tutors**

- Some students have found their tutors “disengaged”.

#### b. **Welfare**

- No issues reported.

#### c. **Welcome Packs**

- Students have found the welcome packs very useful. One student commented that they felt “pretty prepared after flipping

through" everything. However another commented saying that they felt that they could have been condensed.

**d. South Kensington Service**

- The counter service has been well staffed, friendly and helpful. Students also commend the short waiting times.

**e. Introducing the Human Body Day**

- Students enjoyed the hands-on element of the dissection but if the purpose of the day was for a shock element, it was successful but otherwise it was not very useful.
- Wing May Kong's ethics lecture was well loved.

**To:** SSLG1,2

**Date:** 23<sup>rd</sup> November 2011

**Presented by:** Professor Alison McGregor, Head of BSc Assessment

**Written by:** Professor Alison McGregor, Head of BSc Assessment; Ms Susan English, Faculty Operating Officer; Miss Hannah Pietruszewska, Question Bank Administrator

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### **Academic Honesty and On-line Coursework Submission**

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**The following paper is circulated to this group for information only.**

**The paper has been presented to, and approved by the following Faculty of Medicine Committees:**

**Education Committee Years 1 and 2**  
**Education Committee Year 4**  
**Education Committee Years 3, 5 and 6**

**It was subsequently presented to and approved by the**

**College's Medical Studies Committee (09/11/11)**

**The policies and procedures outlined in this paper will now be implemented across the MBBS/BSc courses. Detailed information will shortly be available for all students on the teaching intranet.**

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### **Summary**

#### ***Problem***

- Rise in the number of cases of plagiarism
- Non-use of Turnitin software routinely questioned by external examiners
- We don't have a transparent process for handling cases of plagiarism for either staff or students
- We don't have a clearly communicated process on handling cases of plagiarism for either staff or students with the Faculty of Medicine

Review panel to consider problem

A group of academics from each of the 6 years met to discuss the above issues.

This brought to the fore the need to:

- Move towards digital coursework submission to eliminate duplication of hard and digital copies of coursework
- Eliminate duplication of hard and digital copies of coursework
- Enhance plagiarism detection using "word-matching" software such as Turnitin routinely
- Streamline and make transparent our handling of both minor and major plagiarism
- Consider and improve teaching of written communication in years 1-6
- Improve feedback associated with coursework

- Improve archiving of coursework
- Improve accountability for marking

The review panel concluded that a full transfer to digital submission of all coursework and projects would address all these needs.

### **Recommendations**

- To consider the importance of teaching written communication
- To review assessment approaches in early years and perhaps role of peer marking
- To introduce digital submission and marking of all coursework and global use of “Turnitin” detection software
- Develop on-line feedback proforma to be associated with the on-line submission tool
- Development of digital archiving
- Tool to track marking and record associated contact hours
- Develop a consistent and clear pathway for managing plagiarism
- To establish a ‘plagiarism panel’ that will consider all allegations of plagiarism.
- Clear and consistent approach to imposing penalties in line with College rules
- Develop a clear reporting route to College of issues arising
- To develop and implement a clear communication and information strategy on academic honesty

### **Further Information**

- Standardised document templates to be developed and used across all courses
- Consider referring to as ‘academic honesty’ rather than ‘plagiarism’

## **Faculty of Medicine Academic Honesty Policy and Process**

### **What constitutes plagiarism?**

The College defines plagiarism as:

“the presentation of another person's thoughts or words as though they were your own”  
(<http://www3.imperial.ac.uk/registry/exams/examoffences>)

Students will receive training on plagiarism at different stages of the undergraduate curriculum, and the website above provides a useful link on what to consider when submitting coursework.

Most cases of plagiarism, or what we prefer to call academic dishonesty, are due to ‘poor scholarship’ by inexperienced students and are not carried out with deliberate intent to cheat. Forms of poor scholarship include: -

- unsophisticated or thoughtless use of electronic sources, text books and lecture notes
- misunderstanding of the conventions governing individual written work based on group exercises
- poor or inappropriate note taking techniques carried through to written work
- poor time management
- reluctance, or lack of confidence to reword the work of authoritative authors

- diversity of experiences in the practice and conventions of education before coming to university

Unfortunately, deliberate cheating involving work maliciously copied from a fellow student or the deliberate exchange of work between students with the intent to cheat do occur and such cases are referred to the College rather than being dealt with by the Faculty.

**A Faculty of Medicine ‘Academic Honesty Panel’ will take decisions about cases of suspected plagiarism.**

The Panel will comprise: -

- Head of the academic honesty panel
- A member of the administrative team
- 2 other academic members of staff with experience across the 6 years of medicine between them

**Who does the Panel report to**

- Examination boards for each year
- Director of Education
- Registry

In addition, the following people will be notified during each step of the process: -

- The student involved and their personal/academic tutor
- Senior Tutor (relevant year)
- Head of Year

The Panel will decide whether there is a case to answer and, if so, whether the plagiarism is minor or major.

**Minor plagiarism**

- Poor referencing
- Paraphrasing
- Failure to reference figure, or table
- Failure to attribute reference to direct quote and to use inverted commas

**Major plagiarism**

- Extensive poor referencing or paraphrasing
- Use of others phrases, concepts or arguments without due acknowledgement
- Use of the work of another student, past or present
- Direct and unacknowledged repetition of your own work that has already been submitted for assessment is self plagiarism
- Providing incorrect information about the source of a quotation
- Extensively copying text or ideas such that it makes up the majority of the work with little of your own thoughts, critique or understanding apparent.
- Any repeat offence relating to academic honesty

**Process**

- 1) All written course work throughout the 6 years of medicine will be submitted digitally via the College’s VLE and automatically run through Turnitin. NB assistance and support will be given to achieve this and a set format for uploading to Turnitin devised.
- 2) Work is marked and following approaches could be used :-
  - a) the marker marks in the normal way and can access Turnitin SSI report if required or issues raised
  - b) Turnitin reports of greater than 20% Similarity index flagged and further scrutinised
- 3) If any indicator of poor academic quality (plagiarism) noted

- a) A plagiarism allegation report filed and sent to Course Director
- b) Course Director arranges to meet with the student with the Head of Year
- c) A member of the administrative team is present to take minutes
- d) Student's tutor and/or relevant Senior Tutor informed
- e) The student is given the opportunity to discuss the issue and given the opportunity to admit or deny offence
- f) The student is given the opportunity to discuss the issue and given the opportunity to admit or deny offence and explain any mitigating circumstances
- g) Student provides a statement, which with the allegation report and meeting minutes is forwarded to the Academic Honesty Panel
- h) The Panel review allegation and decide if major or minor, normally within ten working days.

#### If Major

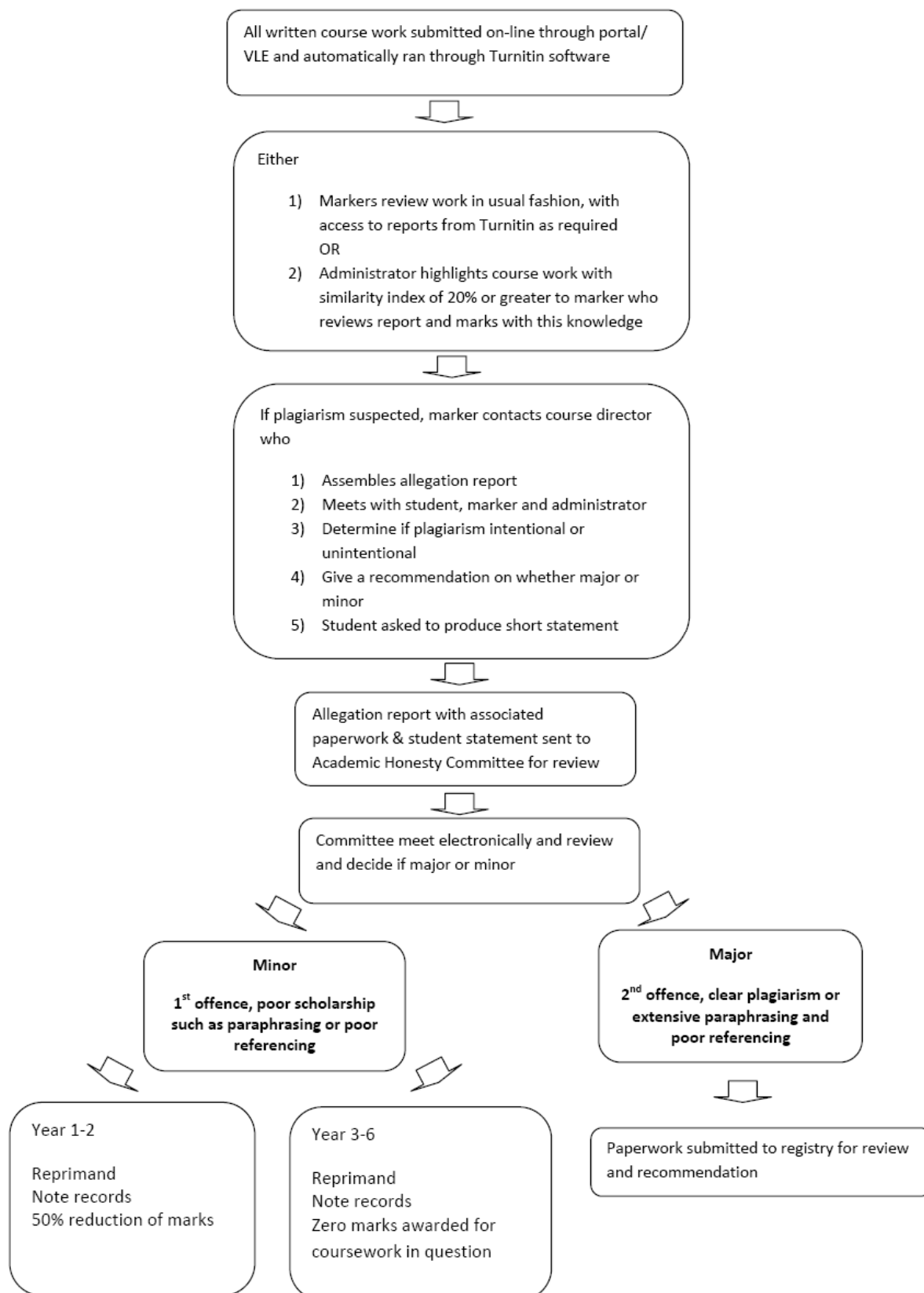
- i. Student informed and all paperwork is sent to Registry. It should be noted that the penalties for students found guilty of major plagiarism are severe and can include expulsion from the College.

#### If Minor

- ii. If years 1 or 2, and deemed poor scholarship and 1st offence – student mark for that assessment capped at the pass mark
  - iii. If in subsequent years where student should fully understand implications and a first offence, a zero mark is awarded for the work that the offence was identified in. If necessary, the student will be given the opportunity to submit a new piece of work if this is required for progression purposes.
- 4) If a repeat offence, the case is automatically forwarded to registry
  - 5) Student is informed of the penalty in a formal letter, with a copy retained in their FEO file
  - 6) All penalties for that academic year are presented at relevant Examination Boards and reported to the Medical Studies Committee and Registry on an annual basis.
  - 7) Appeals are managed to Registry



Enhancing Academic Quality and managing suspected plagiarism



## Appendix 3

### Cheating Offences Policy and Procedures

#### INTRODUCTION<sup>1</sup>

- 1 These Policy and Procedures apply to all students and former students at Imperial College registered for Imperial College or University of London awards. Allegations of a breach of the examination regulations involving staff of Imperial College will be referred to the Director of Human Resources and dealt with by investigation and disciplinary measures through the Human Resources Disciplinary Procedures.
- 2 Students and former students must note that conduct of a nature which would be inappropriate in a member of some professions could require additional disciplinary action. In particular, students whose course of study leads to provisional registration as doctors, and whose conduct falls to be considered under the Cheating Offences Policy and Procedures, may also fall to be considered under the College's Procedure for the Assessment of Fitness to Practise Medicine.
- 3 In any proceedings under these Policy and Procedures, the student shall be presumed to be innocent until the contrary is established beyond reasonable doubt.
- 4 Throughout these Policy and Procedures, the Academic Registrar and the Head of Central Secretariat may delegate any of the duties ascribed to him/her to another appropriate member of College staff.
- 5 Any dispute as to the interpretation of these Policy and Procedures shall be referred to the Academic Registrar, whose decision in the matter shall be final.
- 6 Cheating may take the form of Plagiarism or other Examination Offences, and these offences shall be dealt with according to different procedures, outlined below. Plagiarism is dealt with under paragraphs 7 to 22 below, and Examination Offences under paragraphs 23 to 288.

#### PLAGIARISM – TAUGHT COURSES

- 7 This section should be read in conjunction with the Tariff for Major Cheating Offences at Annex 1.
- 8 Where the offence is an instance of suspected plagiarism, it shall be dealt with in accordance with the following procedures, commensurate with the severity of the suspected offence.
- 9 Where plagiarism is detected in group work, members of that group may be deemed to have collective responsibility for the integrity of work submitted by that group and may be liable for any penalty imposed, proportionate to their contribution.

<sup>1</sup> These Policy and Procedures draw on the best practice at several Higher Education Institutions and Imperial College would like this to be acknowledged.

- 10 **Minor Offences of Plagiarism:** The following instances of suspected minor plagiarism shall be referred directly to the relevant Board of Examiners (or Chairman or other delegated person acting on behalf of the Board) by the Department:
- a. A **first** occurrence and in which the part of the work in question can be demonstrated to have been plagiarised, either intentionally or unintentionally, and is not judged by the Board of Examiners to form a significant part of that work, considered both by volume and by weight of meaning. This may include instances of self-plagiarism or suspected collusion (where the work of another student is used with that student's consent).

- 11 The action open to the Board of Examiners is as follows:-

- a. That there is no case to answer and therefore that no further action be taken;
- b. That the student concerned be informally reprimanded (*i.e. that a note should be kept on the student's departmental file*);
- c. That the student concerned be informally reprimanded and that the mark given for the performance of the student in the assessment in question be reduced;
- d. That the student concerned be informally reprimanded and that a mark of zero be made upon the performance of the student in the assessment in question.

[Note 1: the decision of a Board of Examiners that plagiarism has occurred need not preclude the student in question from submitting subsequent coursework for assessment for the same course, where applicable.

Note 2: in cases in which a student is penalised for an academic offence with regard to a single, **optional** assessment, the Board or Panel may exercise the right to specify that the assessment should count towards the student's marks for the academic year, as if the student had chosen to submit it.]

- 12 Any such action taken by the Board of Examiners should be reported to the meeting of the Board at which students' results are confirmed, and a summary report of action taken by the Board during the academic year under this procedure, in which individual students are not named, should be made annually, normally via the minutes of the meeting of the Board, to the Academic Registrar for dissemination to the Pro Rector (Education and Academic Services) (see also paragraph 18 below).

- 13 **Major Offences of Plagiarism:** All other instances of suspected plagiarism not covered in paragraph 11 above, **including matters where the student does not admit that plagiarism has occurred**, should be reported to the Academic Registrar who will appoint an investigating officer who shall be responsible for investigating the incident. Each Department should delegate to one or more academic staff the responsibility for the investigation of suspected instances of plagiarism on behalf of the Board of Examiners. As soon as is reasonably possible, the Chairman of the Board of Examiners or their nominee shall complete the official forms Annex 2, Part I). Where the investigating officer deems on the evidence presented that the plagiarism is of a minor or technical

nature s/he, after consultation with the Chairman of the Board of Examiners, may decide that the matter can be dealt with by the Board of Examiners, or that no further action will be taken. A report of the decision shall be kept in the Registry but the matter shall, thereafter, be regarded as closed.

- 14 Where it is suspected that a student has made use of another student's work without that student's consent, this will normally be regarded as an offence of plagiarism of a major nature.
- 15 Where an offence of plagiarism is suspected in more than one piece of assessment or where an offence of plagiarism is suspected in respect of an individual who has previously been punished for a cheating offence including an offence of plagiarism, the offence[s] shall be regarded as major plagiarism even if the offence[s] taken in isolation might normally be regarded as minor in nature.
- 16 Where the investigating officer has determined that there is a *prima facie* case of major plagiarism to answer (that is, instances other than those defined in paragraph 10 above) the case shall be dealt with in accordance with paragraph 28 below and will proceed to the establishment of a Review Panel (see paragraphs 29 to 32 below).
- 17 In considering accusations of major plagiarism, the Review Panel can decide upon appropriate actions as laid out in Annex 1.
- 18 **Recording of Plagiarism offences:** Minor plagiarism offences will be recorded on the student's Departmental student file and summarised in the minutes of the meetings of the Boards of Examiners. Major plagiarism offences will be recorded on the student's Departmental and Registry files. In order that the College has an overview of the extent of the problem, a report outlining the number of minor plagiarism offences dealt with by each Department/Division (in which individuals are not named) shall also be sent to the Pro Rector (Education and Academic Services) at the end of each academic year.

#### **PLAGIARISM – RESEARCH DEGREES**

- 19 Plagiarism in a research degree can essentially only be detected by the supervisor when reviewing the thesis prior to submission, by the examiners either before or during the viva or by someone who reads/consults the thesis post examination. If plagiarism is identified during the research programme well before thesis submission then correction, modification and re-education would be seen as part of the learning process imparted by supervisor to student with the former reinforcing their role of guiding students to avoid plagiarism and to reference their work properly. If plagiarism is repeated and this is still well before thesis submission the Department shall be required to review the student's position and determine whether registration for a research degree is still appropriate.
- 20 Otherwise there are two types of plagiarism that may be detected in a thesis submitted for examination:
  - a. Plagiarism determined as **minor** in nature would comprise a relatively small component of the thesis and would in all likelihood be attributable to poor academic practice rather than intent to deceive. The penalty for such an offence would normally be a reprimand, a commitment and undertaking by the student to remove or properly reference the offending material and for the

student to agree to have the final thesis run through the plagiarism detection service prior to examination as a precaution to ensure that no other material had been plagiarised. If the plagiarism detection service detected further significant plagiarism then the penalty below shall apply.

- b. Plagiarism shall be identified as **major** where a relatively large component of the thesis has been plagiarised thereby normally indicating an intent to deceive. The only penalty appropriate for major plagiarism in a research degree thesis is expulsion from College and exclusion from all future assessment.
- 21 Suspected plagiarism in a research degree is very serious and, as such, all cases whether major or minor are reviewed by a Panel, comprising the Pro Rector (Education and Academic Services), Dean of Students and Academic Registrar, once the alleged offence has been investigated by an officer appointed by the Academic Registrar in the usual way.
- 22 If plagiarism is identified in a thesis post award, the above Panel shall appoint an investigating officer who, as part of their investigation, shall seek the views of the student's Department and most importantly the original examiners on the validity of the award. If plagiarism is shown to be relatively minor it may be sufficient to require the student to remove or properly reference the offending material. If major plagiarism is proven this would normally lead to the degree award being revoked and the student being excluded from all future assessments of the College.

#### **EXAMINATION OFFENCES**

- 23 Where the offence is an Examination Offence (defined in paragraph 24) it shall be dealt with under the procedures below. Conduct which breaches examination regulations and/or which is likely to affect the security of examinations and/or which is likely to give an unfair advantage to the student in examinations or assessments, whether in written, oral, practical, clinical, laboratory-based or coursework form, shall be dealt with in accordance with the procedures described below.
- 24 Examination offences include, but are not restricted to:
- a. Introduction into the examination room of any materials other than those permitted for the examination;
  - b. Removal of any examination script, any part of an examination script or blank examination stationery from the examination room except by a person with designated authority to do so;
  - c. Any attempt to confer with or gain access to the script of any other student during the period of the examination; or to collaborate in or gain access to the assessed coursework of any other student, unless authorised to do so;
  - d. Any attempt to tamper with examination scripts or coursework after they have been handed in by students;
  - e. Any unauthorised study and/or unsupervised absence of a student from the examination room during the period of the examination;

- f. Impersonation or attempted impersonation of a student, including aiding and abetting someone to do so; both the student who is impersonated and the impersonator are liable to be punished.
- g. Incidences of plagiarism, which is defined as the presentation of another person's thoughts or words or work (including figures, diagrams, formulae and computer programs) as though they were a student's own. Plagiarism offences, which may be minor or major in nature, shall be treated according to the procedure described in the Plagiarism section above.
- h. Contract cheating including the purchase of essays and other material from other sources.
- i. Other conduct likely to give an unfair advantage to the student.

#### **PROCEDURE FOR DEALING WITH EXAMINATION OFFENCES**

- 25 Where a student<sup>2</sup> or former student is alleged to have committed an examination offence as defined in paragraph 24 above – other than cases of plagiarism which are treated according to the instructions in the Plagiarism section above – the Department/ Division shall inform the Academic Registrar as soon as possible after its detection. The Academic Registrar shall then appoint an investigating officer from within the Registry, who shall be responsible for investigating the incident. As soon as is reasonably possible, the Chairman of the Board of Examiners or their nominee shall complete the official form (Annex 2, Part I). In cases of joint courses, the student's second department shall be informed about the alleged examination offence at the same time as the Registry.
- 26 Where the investigating officer, who may consult other members of staff recommended by the Academic Registrar if necessary, deems on the evidence presented that the offence is of a minor or technical nature s/he, after consultation with the Chairman of the Board of Examiners, may decide that the matter can be dealt with by the Board of Examiners in whatever way is considered appropriate. This can include the decision that no further action will be taken. A report of the decision shall be kept in the Registry and the matter shall, thereafter, be regarded as closed.
- 27 Where the investigating officer, who may consult other members of staff recommended by the Academic Registrar if necessary, has determined that there is prima facie a case to answer, s/he shall complete the first half of the Student Allegation Form (Annex 2, Part II) determining the official wording of the allegation in relation to the relevant regulations.
- 28 The Student Allegation form, along with a copy of this policy, shall then be sent to the student for completion. The student shall complete and return the Student Allegation Form (Annex 2, Part II) to the investigating officer within 10 working days from the date on the letter. A review panel will then be established. Where a student admits a cheating offence he/she shall be invited to submit a statement of mitigation to the Review Panel. If the student fails to return the form within 10 working days, the investigating officer shall send a warning letter. If, following another 10 working days, no answer is still forthcoming, the College shall by default proceed to the establishment of a Review Panel.

<sup>2</sup> As used herein, the term "student" shall include the plural.

**ESTABLISHMENT OF A REVIEW PANEL**

- 29 A Review Panel comprising the Academic Registrar or Deputy Academic Registrar, the Dean of Students (or nominee) and a College Tutor shall be established to consider the evidence and to agree on an appropriate outcome according to the Tariff at Annex 1 (depending on whether the Review Panel has been convened to hear a case of plagiarism or another examination offence).
- 30 In exceptional circumstances, the Review Panel may decide, at its absolute discretion, to apply one of the other penalties set out in Annex 1 instead of the default or moderated penalty for the offence. The penalty may be higher or lower than that suggested by the tariff. Where the Review Panel decides exceptionally to exercise its discretion in this way, it must set out its reasons for doing so in the record of its decision.
- 31 The investigating officer shall communicate the decision of the Review Panel, including where the decision is that no offence has been committed, in writing to the student within five College working days following the decision of the Panel, as well as his/her Head(s) of Department and any other persons in the case.
- 32 If the student wishes to appeal against the decision of the Review Panel, he or she must write to the Academic Registrar within five College working days of receiving the decision of the Review Panel, stating that s/he wishes to appeal and giving the grounds for the appeal. An appeal against the Review Panel's decision shall be allowed on the grounds listed in paragraph 33 and, if the appeal is allowed, an Appeals Panel will be convened to consider the appeal (see Establishment of an Appeals Panel section below).

**NOTICE OF INTENTION TO APPEAL**

- 33 An appeal may be allowed on the following grounds:
- a. Administrative error;
  - b. Where there is new evidence of extenuating circumstances which was not available to the Board of Examiners at the time it made its decision;
  - c. Where there is evidence that the Review Panel or Board of Examiners acted unfairly or where it was thought to have imposed too harsh an outcome.
- 34 In cases of minor plagiarism, notice of intention to appeal must be received in writing by the Academic Registrar, no later than five College working days after the date on which the student was notified of the decision. The notification of intention to appeal must state the grounds for appeal. The Academic Registrar in conjunction with the Deputy Academic Registrar will decide whether an appeal is justified, based on the grounds given in 33. If an appeal is justified, a Review Panel will be convened. The Review Panel will have the power to confirm, reverse or modify the original decision, including the application of further and more severe outcomes, in accordance with the penalties applicable to minor offences of plagiarism, in 11.

- 35 In cases of major cheating offences, notice of intention to appeal against the decision of the Review Panel must be received in writing by the Academic Registrar, no later than five College working days after the date on which the student was notified of the decision. The notification of intention to appeal must state the grounds for appeal. The Academic Registrar will forward the case to the Pro Rector (Education and Academic Services) who, in conjunction with the Head of Central Secretariat, will decide whether an Appeals Panel shall be convened based on the grounds given in 33<sup>3</sup>.
- 36 An Appeals Panel shall be convened for the purpose of hearing the appeal as early as possible after the receipt of such notification and the student notified in writing of the relevant date and time of the hearing.

#### **ESTABLISHMENT OF AN APPEALS PANEL**

- 37 The Appeals Panel<sup>4</sup> shall be constituted as follows:
- a. The Chair, who shall be a Dean;
  - b. Two members of the Discipline Committee and Examination Offences list (which is drawn up from nominations by Departments and approved annually by Senate);
  - c. The President of the Student Union, or a member of the Student Union Council nominated by the President;
  - d. A Lay member of Council or the Court.

The Academic Registrar or his or her nominee shall be present to provide advice to the panel.

- 38 A secretary to the Appeals Panel shall be appointed by the Head of Central Secretariat. The proceedings before the Appeals Panel and its deliberations shall be recorded by the secretary in sufficient detail to enable him/her to complete Annex 2, Part III of the report.
- 39 The Academic Registrar shall commence proceedings describing the procedures involved and the background to the particular case concerned. The evidence in the possession of the College shall be presented by the Dean of Students (or his nominee). Either the Chair of the relevant Examination Board (or his nominee), or a Departmental Representative nominated by the Head of Department, shall be available for the full duration of the Hearing, to answer any queries from the Panel and the student.
- 40 Students may, if they wish, be accompanied by a member of Imperial College (either a fellow student, or a personal tutor, warden or other member of the academic staff). The person accompanying the student may speak in support of the student if the latter so desires.

<sup>3</sup> In cases of plagiarism in a research degree, the Academic Registrar will forward the case to the Deputy Rector who, together with the Head of Central Secretariat, shall decide whether an Appeals Panel shall be convened based on the grounds given in paragraph 33.

<sup>4</sup> To ensure natural justice, Panel members should not have been connected to the offence in any way, nor should they be from the same Department(s)/Division(s) as the accused student(s).



- 41 If the student wishes to be accompanied by a member of Imperial College they shall notify the Clerk to the Panel accordingly with reasonable notice, not less than two working days before the appeal hearing.
- 42 The Chair of the Board of Examiners or his/her nominee shall arrange for a copy of each document which s/he will present to the Appeals Panel to be sent to the student. This should include Annex 2, Part I questions 1-8, but should not include questions 9-12 (which shall only be presented at an Appeals Panel once and if a cheating offence has been established). Such documents shall also include any written statement or statements made by the student. A notice of the purpose of the Appeals Panel and the time and place at which it will be held shall also be sent with these documents. The documents shall include any materials relating to the Department's initial dealings with the case. They shall also include details of the Department's measures to communicate the seriousness of the offence and its definitions. The documents and notice shall be posted no fewer than five working days before the date set for the hearing.

### **APPEALS PANEL PROCEDURE**

- 43 The student shall have the right to be present at all proceedings of the Appeals Panel subject to paragraphs 52 and 533 below.
- 44 Sittings of the Appeals Panel shall normally be held in private, but in keeping with the Human Rights Act (1998), the student may, if s/he wishes, request that the hearing be held in public.
- 45 Proceedings of the Appeals Panel shall not be invalidated by reason of the absence from the meeting of the Panel of the student provided that the conditions of paragraphs 33 to 36 of these Policy and Procedures have been observed.
- 46 All members of the Panel shall introduce themselves. The secretary shall read to the student the particulars of the allegation and ask him/her to confirm the decision made on the Student Allegation Form (Annex 2, Part II) irrespective of whether the allegation has been admitted to or not.
- 47 If, at this stage, the student decides to admit to an offence that s/he had previously not admitted, the Panel has the authority to consider which outcome(s) to impose immediately (section on Decisions of the Appeals Panel and section on Outcomes for Examination Offences below), so long as the Chair of the Board of Examiners (or his/her nominee) and the student are in agreement that this should occur.
- 48 In all cases other than those covered by 47 above, each side, first the Chair of the Board of Examiners (or his/her nominee) and then the student, shall present the documentary material and call witnesses who may be examined.
- 49 The student shall have the right to examine any documents, reports or written statements that have been used in the case as the Appeals Panel has the right to examine any written reports or documents introduced by the student.
- 50 If the student wishes, s/he may give evidence, and may thereupon be questioned by the Chair of the Board of Examiners or his/her nominee and members of the Appeals Panel.

- 51 Before the Panel considers its finding, the Chair of the Board of Examiners (or his/her nominee) and then the student shall have the opportunity to make any closing arguments.
- 52 The Panel shall consider its finding in private and shall if possible reach its finding without adjournment. The secretary shall be present.
- 53 The Appeals Panel may, at its discretion, at any time during the proceedings, order the room to be vacated, or the members may themselves retire to another room for private discussions. The student shall not be entitled to be present at such times.

#### **DECISIONS OF THE APPEAL PANEL**

- 54 An Appeals Panel shall have the power to confirm, reverse or modify the original decision in any way, including the application of further and more severe outcomes (listed in the Appeals Panel section below).
- 55 The decision of the Appeals Panel shall be reached by a majority vote but shall be announced as the decision of the Appeals Panel. In cases of a split vote, the Chair shall have the casting vote.
- 56 The votes of individual Panel members shall always be treated as confidential.
- 57 At the conclusion of the evidence, the Appeals Panel shall determine in private whether an offence has been committed. The Panel shall give reasons for its decision on the form at Annex 2, Part IV.
- 58 Where the Appeals Panel finds that particulars of the allegation have been established, both the College and the student against whom the allegation has been proven shall have a further opportunity to address the Panel on the question of the outcome to be made.
- 59 Before reaching any decision on the outcome, the secretary shall pass to the Appeals Panel any written statements (which may include statements from a personal tutor, Head of Department, or other member of College staff) submitted to the Panel by the Chair of the Board of Examiners or his/her nominee or by the student who has been found to have committed an offence. Copies shall be provided for both sides. No witnesses may be called at this stage.
- 60 The consideration of the outcome shall be made in private. At the beginning of the consideration, the secretary shall provide the Panel with information about the student provided in Annex 2, Part I – The Effect on the Student's Academic Progression.
- 61 Where possible, the Panel shall reach its decision on the outcome without adjournment. However, if an adjournment is required, the Panel may adjourn for a period not exceeding five working days.
- 62 If the Appeals Panel finds that an offence has been committed, it can decide upon one of the outcomes listed in Annex I. The decision regarding the penalty and the reasons for the decision (as recorded in Annex 2, Part IV) shall be communicated to the student in writing as soon as possible after the Panel meeting, no more than five College working days after the hearing, or seven College working days if an adjournment has been required.

- 63 All paperwork relating to the Appeals Panel shall be entered on the student's file in the Registry.
- 64 In keeping with the Human Rights Act (1998), should the student wish, the decision of the Panel will be posted on the relevant departmental notice board(s).

#### **OUTCOMES FOR EXAMINATIONS OFFENCES**

- 65 This section should be read in conjunction with the Tariff for Cheating Offences at Annex 1.
- 66 In deciding upon an examination offence, the Review Panel or Appeals Panel can decide upon an appropriate action in accordance with Annex 1.
- 67 For all outcomes except 'a.' ('That the allegation is not proven and that no further action is required'), a record must be entered on the student's file in the Registry. The Review Panel or Appeals Panel shall normally apply the appropriate tariff system, and shall bear in mind that a student who has committed an examination offence should receive a higher penalty than would result from not submitting the piece of work in the first place.
- 68 Findings and outcomes of the Review Panel or Appeals Panel, including where the decision is that no offence has been committed, shall be sent to the student, his/her Head(s) of Department and any other persons in the case as soon as possible after the review or hearing, at most no more than five working days.

#### **COMPLETION OF PROCEDURES**

- 69 Once a student has completed the College's internal procedures, the College will issue the student with a Completion of Procedures Letter. If the student is still dissatisfied, the student may direct their complaint to the Office of the Independent Adjudicator within three months of the date on which the Completion of Procedures Letter was issued. Information on the complaints covered by the Office of the Independent Adjudicator and the review procedures is available at: <http://www.oiahe.org.uk/>. The College reserves the right to reject a complaint when it is issued more than three years after the substantive event (s) to which it relates.

Annex 1TARIFF FOR MAJOR CHEATING OFFENCES

- 1 In considering accusations of major cheating offences, the Review Panel can decide as follows.
- a. That the allegation is not proven and that no further action is required; or
  - b. That the plagiarism offence is a minor one and should be referred to the relevant Board of Examiners; or
  - c. That the allegation is proven and that one of the following penalties shall be applied with reference to the tariff reproduced below at (1)-(6) and in tables 1 to 3. The tables indicate the 'default' penalty for any offence. The 'moderated' penalty should only be used when the Review Panel considers that there is good reason not to award the 'default' penalty. The penalty awarded by the Review Panel in accordance with the tariff shall be binding upon the department. For all penalties a record must be entered on the student's file in the Registry:
    - (1) That the candidate is to be formally reprimanded but that no further action is required;
    - (2) That the candidate is to be formally reprimanded and that the mark obtained in the assessment(s) concerned is to be set at zero. Where the candidate is eligible to retake the assessment(s), s/he shall be required to retake the assessment(s) at the next available opportunity in the following academic year, but the mark recorded will be 'capped' at the pass-mark;
    - (3) That the candidate is to be formally reprimanded, that zero is to be recorded for the performance of the candidate in **all** the written examinations and other assessments s/he sat in the academic year the offence occurred and that the candidate not be permitted to retake the assessment in that academic year; **and**
      - a) That the candidate, where eligible, should retake the assessments at the next available opportunity, but the mark recorded will be 'capped' at the pass-mark; or
      - b) That the candidate is not to be permitted to re-enter for any assessments before the expiry of a stated period of time, not exceeding two years and the mark recorded will be 'capped' at the pass-mark; or
      - c) That the candidate is to be permitted to re-enter for those assessments on the next available opportunity and the mark recorded will be 'capped' at the pass-mark, but that no degree/diploma/certificate is to be awarded to the candidate before the expiry of a stated period, not exceeding two years following satisfactory completion of the conditions for the award;
    - (4) That the candidate is to be formally reprimanded, that zero is to be recorded for the performance of the candidate in all the written examinations and other assessments s/he sat in the academic year the offence occurred and s/he is to be excluded from

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any future assessments administered under the College's jurisdiction; this amounts effectively to expulsion from the College.

[Note 1: in cases in which a student is penalised for an academic offence with regard to a single, **optional** assessment, the Board or Panel may exercise the right to specify that the assessment should count towards the student's marks for the academic year, as if the student had chosen to submit it.]

[Note 2: tables 1-3 below should be read in conjunction with paragraph 13 - 17 and 23 - 24 of the Procedures/paragraph 1.c. of this Annex.]

**Table 1:**

<b>UG YEAR ONE AND TWO PLAGIARISM</b>	INTENT TO DECEIVE	INTENT TO DECEIVE	POOR ACADEMIC PRACTICE	POOR ACADEMIC PRACTICE
	FIRST OFFENCE	REPEATED OFFENCE	FIRST OFFENCE	REPEATED OFFENCE
DEFAULT	<b>(3a)</b>	<b>(3b)</b>	<b>(2)</b>	<b>(3a)</b>
MODERATED	<b>(2)</b>	<b>(3a)</b>	<b>(1)</b>	<b>(2)</b>

**Table 2:**

<b>ALL OTHER UG YEARS AND PGT PLAGIARISM</b>	INTENT TO DECEIVE	INTENT TO DECEIVE	POOR ACADEMIC PRACTICE	POOR ACADEMIC PRACTICE
	FIRST OFFENCE	REPEATED OFFENCE	FIRST OFFENCE	REPEATED OFFENCE
DEFAULT	<b>(3c)</b>	<b>(4)</b>	<b>(3a)</b>	<b>(3c)</b>
MODERATED	<b>(3a)</b>	<b>(3c)</b>	<b>(2)</b>	<b>(3a)</b>

**Table 3:**

<b>ALL UG AND PGT YEARS EXAM OFFENCES</b>	INTENT TO DECEIVE	INTENT TO DECEIVE	NO INTENT TO DECEIVE	NO INTENT TO DECEIVE
	FIRST OFFENCE	REPEATED OFFENCE	FIRST OFFENCE	REPEATED OFFENCE
CHEATING - DEFAULT	<b>(4)</b>	<b>(4)</b>	<b>(2)</b>	<b>(3a)</b>
CHEATING – MODERATED	<b>(3a)</b>	<b>(3c)</b>	<b>(1)</b>	<b>(2)</b>
IMPERSONATION	<b>(4)</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

- 2 Findings and orders of the Review Panel, including where the decision is that no offence has been committed, shall be sent to the student, his/her Head(s) of Department and any other persons in the case as soon as possible after a decision has been reached, and normally not more than 5 working days.

**MONITORING**

- 3 A monitoring report on the operation of the above procedures will be made to Senate by the Academic Registrar in the Spring Term annually.

**Annex 2****REPORT OF AN ALLEGATION OF CHEATING****PART I**

Part I of this report is to be completed by the Chairman of the Board of Examiners or their nominee in the event of an allegation of major plagiarism or other examination offence being made against a student.

At the end of the procedure, a copy of all parts of this report (excluding the accompanying documentation unless an appeal is being made) are to be forwarded to the Academic Registrar and relevant Head(s) of Department and, if the student has been found guilty of the offence, recorded on his/her file in the Registry.

- 1 Name of Student:**
- 2 CID of Student**
- 3 Programme on which student is registered**
- 4 Year of registration**
- 5 Course/component of programme or name of paper in which the breach of examination regulations is alleged to have occurred:**
- 6 Statement of the alleged breach of examination regulations:**  
*Please provide a brief factual summary of the breach that is alleged to have occurred and when the breach is alleged to have occurred.*
- 7 Where the allegation involves plagiarism, please provide an estimate of the extent (in percentage) to which the assessment(s) in question is/are alleged to have been plagiarised:**
- 8 Documentation:**  
*Please indicate below the documentary evidence to be considered in support of the allegation e.g. the assessment in question or other material, notes or items relating to the allegation; notes of any interview held with the student about the alleged breach; and a copy of any statements already made. Where the allegation involves plagiarism, extract of original texts, underlined to indicate the extent of the plagiarism, should also be provided.*

Questions 9 and below should not be circulated to the student(s).

- 9 The relation of the assessment in question to the degree/diploma/certificate for which the student is registered:**  
*This should be expressed as a proportion of the overall mark or, where this is part of a larger unit of assessment the proportion of that assessment and that assessment's contribution to the degree as a whole.*
- 10 Is the course/component in which the alleged breach of examination regulations has occurred compulsory or optional?**
- 11 Does the student have a further opportunity to retake the assessment in question:**
- 12 Has the student been found to have committed any breach of the examination offences policy in the past?**  
*If yes, please give details*

Chairman of the Board of Examiners:

Name of person completing form if different from above:

Date:



**PART II – STUDENT ALLEGATION FORM**

Sections 1-5 shall be completed by the investigating officer:

- 1 NAME OF STUDENT
- 2 PROGRAMME ON WHICH STUDENT IS REGISTERED
- 3 YEAR OF REGISTRATION
- 4 COURSE/COMPONENT OF PROGRAMME OR NAME OF PAPER IN WHICH THE BREACH OF THE EXAMINATION REGULATIONS IS ALLEGED TO HAVE OCCURRED
- 5 OFFICIAL STATEMENT OF THE ALLEGED BREACH OF THE EXAMINATION REGULATIONS

The following shall be completed by the Student:

*(Please tick the relevant boxes below and sign and date the form)*

**Either:** I admit to the allegation set out on this form. A Review Panel will consider what outcome, if any, should be made.

**Or:** I do *not* admit to the allegation set out on this form. A Review Panel will consider the allegation and what outcome, if any, should be made.

*(You are able to submit a written explanation in addition to this form. Please tick the relevant box below)*

I wish to submit a written explanation (attached).

I do not wish to submit a written explanation.

Signed

(Student)

Date:

***Please note that help and advice is available from College Tutors and from the Student Information and Advice Centre ([advice@imperial.ac.uk](mailto:advice@imperial.ac.uk))***

**PART III – REPORT OF THE APPEALS PANEL**

**Date of Appeals Panel Meeting (delete as appropriate):**

**Panel Members (if Appeals Panel Meeting):**

**Student:**

**Name of friend [if in attendance]:**

**Did the student admit to the allegation (as set out in Part II of this Report)?**

**Statement in Explanation (Please list any facts or other explanation given by the student in response to the allegation):**

**Other factors/issues raised during the course of the hearing:**

Signed

(Secretary of the Panel)

Date:

**PART IV – DECISIONS OF THE APPEALS PANEL**

**Decision of the Appeals Panel** *(please tick the appropriate box and delete as applicable)*

Grounds for Allegation / Appeal established

Grounds for Allegation / Appeal not established

**Reason(s) for the Decision**

**Penalty(s)**

**Reason(s) for the Penalties**

Signed

Chair of Panel

Date: