
Academic Integrity and Misconduct Policy

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Contents

1.0 Introduction..... 3

2.0 Academic Integrity..... 4

3.0 Definitions..... 5

4.0 Classification of Academic Misconduct 8

5.0 Use of Generative Artificial Intelligence Tools 9

6.0 Process for Addressing Poor Academic Practice 9

7.0 Process of Investigating Academic Misconduct 10

8.0 Academic Misconduct Discovered after the Award of Credit..... 25

9.0 Appeals against a decision of Academic Misconduct..... 25

10.0 Confidentiality 28

1.0 Introduction

The endeavours of the Dyson Institute and its students, whether scholarship, research, or innovation, are based on the values of academic integrity, honesty, and trust.

The Dyson Institute is committed to the maintenance of academic standards by ensuring the integrity of all aspects of the assessment process and to supporting all students to understand how to uphold these principles. The Dyson Institute will take action against any student who contravenes its regulations and policies governing assessment, whether inadvertently or through negligence or deliberate intent, and who, by so doing, could gain unfair advantage or assist another student to gain an unfair advantage. Proven academic misconduct may result in a penalty ranging from the capping of assessment marks to the failure or the revocation of an award, in more severe cases.

All students have a personal obligation to maintain the standards of academic integrity required and expected as outlined within this academic misconduct policy. This includes an obligation to report instances of academic misconduct when they become aware of it, even if this academic misconduct has been committed by others.

1.1 Objectives

The objectives of this policy are:

- To outline what academic integrity is for students engaged in studies at the Dyson Institute;
- To outline behaviours and practices that constitute good academic integrity;
- To ensure that staff and students understand the definition of academic misconduct;
- To support students to understand the different ways in which academic misconduct is defined;
- To differentiate between issues of academic misconduct and professional behaviour;
- To explain the process for investigating potential academic misconduct;
- To lay out the possible penalties for substantiated academic misconduct.

1.2 Scope

The purpose of this document is to outline the academic misconduct policy in place at the Dyson Institute and should not be used in any legal capacity. The policy applies to all present and former students who are currently enrolled or were enrolled at the Dyson Institute. It includes academic misconduct relating to any form of assessment, whether it be an examination, coursework, or any other form of assessed work.

2.0 Academic Integrity

Academic integrity forms the core set of principles which the Dyson Institute expects students to embody as part of their ongoing studies. These principles apply to each student individually and set out the personal standards they must uphold whilst engaged in studies. Students who maintain academic integrity at the Dyson Institute should be able to demonstrate honesty, trust, diligence, fairness, and respect throughout all their learning as part of their time at the Dyson Institute.

2.1 Maintaining Academic Integrity

Academic integrity centers around a core set of principles. For students, this means:

- Taking responsibility for their own work and studies;
 - Respecting the opinions of others, even if they do not necessarily agree with them;
 - Respecting the rights of others to work and study within the learning community;
 - Acknowledging the work of others, where it has contributed to their own studies, research or publication;
 - Ensuring that the individual's contribution to group assessment is represented honestly;
 - Following the ethical requirements and where appropriate, professional standards appropriate to the context of the work;
 - Avoiding actions which would provide the student with an unfair advantage over other students;
 - Ensuring the results of experiments and experimental data are represented honestly and acknowledged appropriately;
 - Complying with the assessment requirements in full;
 - Supporting other students to behave with academic integrity.
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2.2 Supporting Students

Students will be supported throughout their time at the Dyson Institute with academic integrity material made available to them through the induction process and student handbook. Other resources may be made available to students which will reaffirm academic integrity standards as part of the assessment submission process.

It is the sole responsibility of the student to ensure they have made themselves aware of the Dyson Institute standards, as well as being proactive to ensure they take steps to familiarise and uphold these standards. Students should be vigilant in supporting their peers in addressing instances of poor or questionable academic integrity within their learning community. If it is believed academic integrity standards are not being upheld, students may wish to seek support from an Academic Integrity Officer.

2.3 Academic Misconduct

Instances where poor academic integrity has been demonstrated will be referred to as academic misconduct. Academic misconduct will be investigated further as part of the process outlined in this policy to establish the severity and context of the misconduct, and if it warrants a penalty for the student(s) involved.

3.0 Definitions

All references to a post holder in the Dyson Institute should also be read as referring to any person (including external parties) to whom the roles and responsibilities of that post holder have been delegated.

Academic misconduct is defined as any inappropriate activity or behaviour by a student which may give that student, or any another student, an unpermitted academic advantage in an assessment. Academic misconduct can be the result of an intentional or unintentional act to gain unfair advantage.

Academic Misconduct typically falls into one of the below categories.

3.1 Plagiarism

The Dyson Institute defines plagiarism as *using, without acknowledgement, another person's work or ideas and submitting it for assessment as through it were one's own work.*

Some examples of plagiarism could be:

- Submitting another students work as through it were one's own;
- The use of quotation(s) from the published or unpublished work of other persons which have not been clearly identified as such by being placed in quotation marks and acknowledged;
- Using unacknowledged material and software code from the internet;
- The use of services which could be paid or unpaid, for the purposes of 'ghost writing' in the preparation of assessed work;
- The use of services which could be paid or unpaid, for the purposes of copy editing;
- Summarising another person's ideas, judgements, figures, software, or diagrams without appropriately attributing that person in the text and the source in the reference list;
- Self-Plagiarism - duplicating one's own previously assessed work in another assessment context, without variation and without citing that it was used previously.

This list is not exhaustive.

The Dyson Institute implements the use of software tools for the detection of source material(s) and similarity for which students are required to submit their assessed work through.

3.2 Collusion

The Dyson Institute defines collusion as *two or more students or other persons working together without prior authorisation in order to gain an unfair advantage and to produce the same or similar piece of work, and then attempting to submit this work entirely as their own.*

Some examples of collusion could be:

- Two or more students co-constructing any kind of outline or skeleton structure which is then implemented as a solution to an assessed piece of work, which is then presented for assessment without acknowledging the originator(s) of the work;

- Two or more students working together to develop data or other materials without prior authorisation. Such materials would then be presented for assessment without acknowledging the originator(s) of the work;
- Sharing data, materials or other coursework with another student(s) which is then presented for assessment without the knowledge or permission of the originator(s);
- Working with an employee of Dyson Ltd on an assessed piece of work to gain an unfair advantage over other students, when it is not permitted;
- Communication with another student during an assessment period.

This list is not exhaustive.

Whilst students are actively encouraged to discuss course content during their studies, they must remain vigilant to not stray further than what would be considered reasonable in the context of the assessment. All cases of academic misconduct will be considered on the balance of probabilities.

The Dyson Institute implements the use of software and online tools for the detection of source material(s) and similarity for which students are required to submit their assessed work through.

3.3 Commissioning

The Dyson Institute defines the commissioning of work as *the act of paying for, or arranging for another person to produce, a piece of work whether or not this is then submitted for assessment as though it were the student's own work. Commissioned work may also include the submission for assessment of the commissioned work as though it were the student's own work.*

Some examples of commissioning include:

- Contacting another person to request they complete any part of an assessed piece of work on your behalf;
- Using materials from an essay exchange, essay bank, essay mill or expert question and answer type site;
- Paying another for the collection, manipulation, or interpretation of data, where this is a requirement of the student's studies;
- Paying for another to draft or write coursework which is then presented for assessment or presented for the scrutiny and feedback of a supervisor;

This list is not exhaustive.

The Dyson Institute implements processes for the checking of online repositories for material associated with all the academic programmes offered by the Dyson Institute.

3.4 Falsification

Falsification is the presentation of fictitious or distorted data, evidence, references, citations, or experimental results, and/or to knowingly make use of such material. This includes falsely claiming to have carried out experiments, observations or other forms of research and data collection which have not, in fact, taken place.

3.5 Personation

Personation is assuming the identity of another student (of the Dyson Institute or any other institution) with the known or unknown motives of gaining an unfair advantage over other students. This extends to submissions curated by software and digital tools (including tools that utilise Generative Artificial Intelligence). Personation encompasses a student or students who allow another person or software to impersonate them, as well as the curation of work on their behalf which would result in an unfair advantage being gained.

3.6 Failure to Secure Ethical Approval

A student will be committing academic misconduct if they fail to secure appropriate ethical approval or follow due process prior to instigating any research activity involving human participants. It is the student's responsibility to apply for ethical approval and to seek clarification on whether ethical approval is required if they are unsure. For more guidance on where an ethical approval is required, refer to your supervisors, module lead, or line managers.

3.7 Assessment

Throughout this policy, the term assessment refers to any form of coursework, lab task, viva, examination, or work which is submitted by a student for the purposes of assessment. This includes all work submitted for assessment which is credit bearing, as well as work which is submitted for assessment as pass/fail (non-credit bearing). Work which is pass/fail (non-credit bearing) will be classed as summative assessment.

For more information on how the Dyson Institute classifies different types of assessment, please refer to the Assessment Framework for further information.

3.8 Student

Throughout this policy, the term student refers to any person registered or formerly registered as a student as part of the Dyson Institute, as defined in the academic regulations.

3.9 Academic Integrity Officer (AIO)

The Academic Integrity Officer (AIO) is a nominated member of academic staff who is responsible for ensuring consistency within the Dyson Institute in relation to the implementation of plagiarism and other integrity procedures and practice and the investigation of suspected cases of misconduct, to ensure equity of treatment of students. The role also involves plagiarism education, including raising staff and student awareness of plagiarism issues. The Academic Integrity Officer works directly with the Senior Academic Integrity Officer (SAIO).

The principal duties of the Academic Integrity Officer (AIO) are:

- Overseeing the investigation of suspected cases of minor academic misconduct, including involvement in any Institute-wide investigations.
- Ensuring consistent procedures and practice across the Dyson Institute.
- Working with other staff to raise awareness of academic integrity issues.
- Actively promoting the use of Turnitin within the Dyson Institute and developing standard practices in consultation with colleagues.
- Promoting good practice in academic writing and sharing best practice with students.
- Ensuring that all students in the Dyson Institute complete formal academic integrity tutorials/inductions.
- Providing discipline-specific content for the generic online tutorial if required.
- Contributing to the updating and renewal of policy, procedure, and practice where necessary.

3.10 Senior Academic Integrity Officer (SAIO)

The Senior Academic Integrity Officer (SAIO) is a nominated member of academic staff who is responsible for ensuring consistency within the Dyson Institute in relation to the implementation of plagiarism and other integrity procedures and practices and the investigation of suspected cases of misconduct, to ensure equity of treatment of students. The role also involves plagiarism education, including raising staff and student awareness of plagiarism issues. The SAIO works closely with the Academic Integrity Officer (AIO).

The principal duties of the Senior Academic Integrity Officer (SAIO) are:

- Overseeing the investigation of suspected cases of minor academic misconduct, including involvement in any Institute-wide investigations.
- Ensuring consistent procedures and practice across the Dyson Institute.
- Working with other staff to raise awareness of academic integrity issues.
- Actively promoting the use of Turnitin within the Dyson Institute and developing standard practices in

consultation with colleagues.

- Promoting good practice in academic writing and sharing best practice with students.
- Ensuring that all students in the Dyson Institute complete formal academic integrity tutorials/inductions.
- Providing discipline-specific content for the generic online tutorial if required.
- Contributing to the updating and renewal of policy, procedure, and practice where necessary.
- Overseeing the investigation of suspected cases of major academic misconduct, including involvement in any Institute-wide investigations.
- Referral of major or 2nd offence cases to the Deputy Director of Academics in such instances where a panel should be convened.
- Leading on the updating and renewal of policy, procedure, and practice where necessary.
- Keeping abreast of sector wide changes in practice and major developments in relation to academic integrity.

4.0 Classification of Academic Misconduct

The Dyson Institute classifies instances of academic misconduct into one of three categories according to their severity and depending on if the incident is a first or second offence. The classification of academic misconduct in this way assists in designating appropriate procedure and in the imposition of any penalties which may occur. Penalties for instances of academic misconduct are outlined more explicitly within the later chapters of this policy.

It should be noted that ignorance and negligence are not considered valid reasons for exercising poor academic practice or unintentionally committing minor or major academic misconduct.

The three categories of academic misconduct are outlined below:

4.1 Poor Academic Practice

Poor academic practice may be caused by a lack of familiarity with, or understanding of, appropriate academic practice, such as referencing (Refer to Academic Referencing guideline). Instances of poor academic practice will be monitored so that steps can be taken to help address the student(s) problems in maintaining academic standards. However, students who commit more substantial academic misconduct (minor or major) as part of their transition to familiarise themselves with the academic standards at the Dyson Institute may still be processed in accordance with the procedure of minor or major academic misconduct, if deemed appropriate.

Instances of poor academic practice are only recorded for monitoring purposes, but not as part of the final transcript of results or degree certificate awarded by the Dyson Institute.

4.2 Minor Academic Misconduct

Minor academic misconduct is caused when the severity of the act of gaining an unfair advantage surpasses poor academic practice. This could be when a student engages intentionally or otherwise in academic malpractice regardless of their knowledge and experience with aim of achieving an unfair advantage over other students in assessment. Typically, minor academic misconduct will constitute forms of plagiarism as a first offence. More details about the penalties associated with instances of minor academic misconduct can be viewed as part of this policy

Instances of minor academic misconduct are not recorded as part of the transcript of results awarded by the Dyson Institute.

4.3 Major Academic Misconduct

Major academic misconduct is caused when the severity of the act of gaining an unfair advantage surpasses minor academic misconduct. This could be when a student engages intentionally or otherwise in academic malpractice regardless of their knowledge and experience with aim of achieving an unfair advantage over other students in assessment. Typically, major academic misconduct will range between forms of collusion and commissioning as a first offence but can be classified as any form of academic misconduct which has been alleged as part of a second offence. More details about the penalties associated with instances of major academic misconduct can be viewed as part of this policy document.

Instances of major academic misconduct are not recorded as part of the transcript of results awarded by the Dyson Institute.

5.0 Use of Generative Artificial Intelligence Tools

The use of generative artificial intelligence tools (e.g., ChatGPT, Claude, Copilot, DALL·E, etc.) in academic work must comply with the Dyson Institute's standards of academic integrity.

Students are permitted to use such tools to aid their personal study and research where the application of learning falls within an academic programme of study. If you are unsure, it is recommended you consult with your module coordinator to understand how you can effectively use such tools while still maximising your educational experience and maintaining good academic practice. Students should recognise how these tools can enhance their learning but must also understand that they are not a replacement for at the expense of their own academic growth. Understanding the limitations of these tools and avoiding poor academic practice is crucial.

However, any use of such tools where there is any application or reference to workplace-based material belonging to Dyson, intellectual property (IP) derived from Dyson, or conceptualisation(s) must be done so in accordance with Dyson's Global Responsible Artificial Intelligence Policy. Dyson have two approved tools students can use on their Dyson device which are CoPilot and ChatDyson. If you are unsure, it is recommended you consult with your workplace line manager or a representative of Dyson Legal.

6.0 Process for Addressing Poor Academic Practice

Instances of poor academic practice will not typically be investigated as an academic misconduct offence. When an issue of poor academic practice occurs, an academic member of staff will highlight the issue with the student and help signpost the student to support and guidance resources so that the student can overcome their issues of academic conduct and malpractice.

As part of the process for addressing poor academic practice, the issue(s) and action(s) to remedy the deficiency of knowledge will be recorded by the student support team. This record is used [only] for monitoring purposes. The

purpose of monitoring instances of poor academic practice is so that the Dyson Institute can help implement a mechanism for supporting students in case there are more substantial misunderstandings in the expected academic standards in place at the Dyson Institute.

Additionally, repeated instances of poor academic practice will be investigated. This could include the latest instance of poor academic practice being viewed as a minor or major academic misconduct offence.

6.1 Rectifying Poor Academic Practice

Instances of poor academic practice will typically be highlighted by a member of academic staff who can help pinpoint the problem and signpost to further resources. These resources may include the student handbook, student hub (SharePoint), external resources and/or by attending a mandatory academic integrity refresher session delivered by an appropriate member of staff.

7.0 Process of Investigating Academic Misconduct

The following process applies to minor and major academic misconduct offences. In some rarer cases, this process may also be followed as part of more substantial or repeated cases of poor academic practice.

Throughout this process, no student will be recorded or referred to as having committed academic misconduct until the full process of investigation, consideration of evidence and determination has been completed.

This process runs independently of a student's studies. However, marks will be withheld from the student for the piece of work under consideration as part of the academic misconduct investigation until the process has complete.

7.1 Reporting potential Academic Misconduct

Any individual who believes that academic misconduct may have taken place should report the matter in writing to an Academic Integrity Officer (AIO) within five working days of becoming aware of the potential academic misconduct. The report must be made using a potential academic misconduct report form. In their report, the individual should outline the nature and extent of the alleged offence and any supporting evidence they have available. The AIO should inform the student that their work has been reported for consideration.

7.1.1 Evidence

In the cases of plagiarism or collusion, evidence of the original source material should be provided alongside the originality report generated through plagiarism detection software, where appropriate and if available. There are no limitations of what material can be used as evidence as part of an academic misconduct case.

7.1.2 Academic Integrity Officer (AIO)

Throughout the process of investigating potential academic misconduct, the allocated AIO will be responsible for

the handling of a case. More severe cases involving potential commissioning, falsification, personation, ethical or second offences will be handled by a Senior Academic Integrity Officer (SAIO). For conciseness this policy will refer to such roles by abbreviation.

Allocation of AIO or SAIO to the reported case will ensure there is no bias or conflict of interest.

7.1.3 Group Submissions

When allegations of academic misconduct relate to a group submission or collaborative assessment, the AIO responsible for investigating will need to speak to each student as per the process outlined in 7.2. It may also be necessary for the AIO to speak to other students who are not implicated as part of the main allegation. The purpose of speaking to other students will be to help the AIO understand the scope of the allegation and if it involves any other student(s) or external parties. Any students who are approached for questioning are reminded that they have agreed to adhere to the academic integrity standards at the Dyson Institute (see Section 2.0), and it is plausible that students may only be approached for general information which, in most cases, will have no repercussion or penalty.

7.2 Upon receipt of a Potential Academic Misconduct Report

On receipt of an academic misconduct report, the AIO will review the available evidence and determine whether a *prima facie* case¹ of academic misconduct has been established. If a *prima facie* case has been established, the AIO should inform the affected student(s) via email. The AIO will review the available evidence and hold a meeting with the student(s) to discuss the allegation formally.

For cases of plagiarism, the AIO may invite the student to a meeting to discuss the allegation. For cases involving collusion, the AIO will ask all students involved to attend a meeting which may include students who are not directly implicated. There is no set format for how a meeting can be conducted; students may be invited to the meeting on an individual basis, or as a group depending on how the AIO wishes to proceed with the formal investigation. All

invitations to meetings will be sent via an email to the student's Institute email address.

The below list outlines the key aspects as part of a formal meeting with an AIO to discuss an academic misconduct case:

- Notice of the date of the meeting, (within five working days' notice to be given);
- An overview of the meeting agenda;
- Confirmation of any possible outcomes of the meeting (e.g., for penalties, see Section 7.5);
- Invitation for the student(s) to write a written response to the allegation(s) which must be received no later than 24hrs ahead of the meeting;
- A request that the student confirm attendance no later than one working days before the meeting;
- Details of the allegation(s) including the report from the member of staff bringing the allegation(s);
- A copy of any report from software or digital tools (e.g., Turnitin) used to detect the case of misconduct;
- A copy of any text matching or similarity index software report(s), examination paper(s) or other evidence as appropriate (the student will retain the evidence after the meeting);
- A copy of the assessment submitted by the student and a copy of the original source text, where this is obtainable, with relevant sections highlighted;
- The module assessment criteria where appropriate;
- A request that the student bring all notes used in the production of the work, where appropriate;
- A copy of this policy to be followed in the event that the student accepts/refutes the allegation;
- Confirmation that the student is entitled to have a supporter from the Dyson Institute community to attend the meeting. The supporter should not comment on the case itself, but should intervene if they see fit, as a means of helping the student engage in the meeting.

- Confirmation of who will conduct the interview and, if applicable, details of another member of staff who may observe the interview;
- Explanation that failure to respond will result in the meeting going ahead in absentia and a decision being made on the basis of the information contained within the meeting documentation; and
- A request to produce any mitigation as necessary.

In some cases, the AIO may wish to speak with the student prior to a formal invitation to a meeting to confirm the circumstances of the case, or the process being followed. This should be minuted to help the panel for the decision-making purposes.

¹ Prima Facie Case: A case based on what seems to be the truth when first seen or heard (*Cambridge Business English Dictionary* © Cambridge University Press)

7.2.1 Attendance at the Meeting

If the student does not respond to the email inviting them to a meeting by the deadline, the AIO should make appropriate checks that correspondence is going to the correct address. Additionally, the AIO should remind the student(s) that failure to respond will result in the meeting going ahead in absentia and that a decision will be made on the basis of the information contained within the meeting documentation.

If the student has indicated that they do not wish to attend the meeting, the AIO will decide on fact, considering any representations from the student and advise the student of this decision accordingly. The student will, in any case, be made aware, via email, of the decision.

If the student has indicated that they are attending but is prevented from doing so for a legitimate and evidencable reason, and the student advises the AIO within 24 hours of the meeting, it is possible for the meeting to be deferred to a later date.

If the student has indicated that they are attending but fails to attend and does not inform the AIO prior to the meeting, the meeting will go ahead and a decision on fact will be reached based on the information available to the AIO at that time.

If the student fails to confirm their attendance and all attempts (at least three) to contact the student have failed, the meeting will still go ahead and a decision on fact will be reached based on the information available to the AIO. Attempts to contact the student must be made in recordable ways including emails and letters. All attempts will be recorded on that student's file, including a copy of any correspondence.

7.2.2 Conduct of the Academic Misconduct Meeting

The AIO will discuss with the student(s) their understanding of the type of academic misconduct under discussion. They will furthermore ask a range of questions designed to establish an understanding of the circumstances surrounding the incident. The AIO will discuss with the student the evidence that is under consideration and discuss why it demonstrates potential academic misconduct.

The AIO will treat the student professionally and with respect, while also asking necessarily challenging questions in order to establish the truth of the situation.

If the student has chosen to bring with them a supporter from the Dyson Institute community, this supporter must not comment on the case itself but should help the student engage in the meeting.

The AIO or will take formal notes of the meeting and share these with the student within five working days of the meeting. In some circumstances, the AIO may also ask the permission of the student to record the meeting (as an audio file), which will also be shared in full with the student as part of the formal notes.

The AIO may request for notes to be taken by an additional note taker during the meeting.

7.2.3 Outcome of the Academic Misconduct Meeting

The AIO will determine the allegation and will come to one of the following decisions:

- There is no prima facie case of academic misconduct,
- There is evidence of minor academic misconduct; or
- There is evidence of major academic misconduct (see 7.3).

If the AIO believes that the evidence against the student is substantiated and constitutes minor academic misconduct, the AIO may take one of the following actions:

- Issue a formal warning to the student. There will be no alterations to the original.
- Issue a formal warning and reduction of marks penalty. Affected areas of the work will be ignored, resulting in a reduced mark.
- Issue a penalty of 0% for the assignment or module component. If this is a first attempt, the student should re-submit at a capped pass mark.
- Issue a penalty of 0% for the module. If this is a first attempt, the student should sit a re-sit component at a capped pass mark.

A full list of penalties associated with the severity of different levels of academic misconduct are available in section 7.5. Any penalties applied will require the student(s) involved to also refresh their knowledge of academic integrity via the process outlined in section 6.0.

In applying any penalty, the AIO must consider any mitigating evidence presented by the student. The AIO is given discretion to apply a different penalty than what would normally be applied if the student has presented independent evidence, from a suitably qualified professional and that evidence demonstrates that the student's decision-making abilities had been affected at the time of the offence.

The outcome of the meeting and any proposed penalty must be communicated to the student, in writing, within five working days. If the student does not agree with the decision, or considers the proposed penalty to be insufficient, they must submit an appeal, as outlined in Section 9.0 of this policy.

If there is evidence of major academic misconduct, or if the AIO considers the penalty available to them in relation to an incident of minor academic misconduct to be insufficient, then the AIO will refer the case to SAIO for consideration at an academic misconduct panel. This outcome must be communicated to the student, in writing, within five working days.

7.3 Evidence of Major Academic Misconduct

Where there is evidence of major academic misconduct arising from undertaking an official meeting with the student, the AIO will discuss the matter with the SAIO, who will decide whether to progress to a formal allegation. If it is decided not to proceed, a formal warning or other penalty will be issued which will be implemented and placed on the student's file in accordance with the procedure for minor academic misconduct (see penalties associated with minor academic misconduct in Section 7.5.1).

In all cases where the AIO refers a matter to the SAIO on the basis of major academic misconduct, the AIO should include a copy of the written report and supporting evidence within five working days of the meeting to the SAIO. The supporting evidence should include:

- A summary report from the AIO;
- A report from member of staff raising the allegation;
- Signed statement from the student confirming the notes of the meeting with the AIO;
- A copy of any Turnitin report or examination paper or other evidence as appropriate;
- A copy of the assessment submitted by the student and a copy of the original source text with relevant sections highlighted, where this is obtainable;
- Any evidence of mitigation or extenuating circumstances provided by the student;
- Module assessment criteria where appropriate.

The student must be informed, in writing, of this decision within five working days of the meeting.

Should the SAIO decide to progress the allegation of major academic misconduct, they must convene an academic misconduct panel. The SAIO must inform the board of examiners of their decision to convene the academic misconduct panel.

Additionally, the SAIO must write to the student in question:

- Informing them of the decision to convene the academic misconduct panel;
- An overview of the meeting agenda;
- Confirming the potential outcomes of the meeting (see Section 7.5);
- Confirming the date on which the academic misconduct panel will convene (the student must be given notice within 10 working days);
- Providing copies of the evidence supporting the allegation;
- Providing details of the composition of the academic misconduct panel and providing the student with the right to submit representations regarding its composition within five working days;
- Offering the student an opportunity to submit a written statement to the panel in response to the allegation. The written statement must be received no later than 24 hrs. ahead of the panel;
- Offering the student, the opportunity to attend the meeting of the academic misconduct panel in person;
- Confirming that the student is entitled to have a supporter from the Dyson Institute community to attend the meeting as a silent observer; and
- Requesting a confirmation of attendance within five working days of the letter being issued.

Where a student does not respond within the required period, inference may be drawn from this and considered by the academic misconduct panel.

Where an allegation involves collusion between two or more students, each student will be individually informed. No conclusion will be reached until all reasonable evidence has been considered.

Until such time as the academic misconduct panel has reached a conclusion, no mark or credit can be awarded for the assessment concerned. This is under the assumption that the allegation was raised prior the marks being released for the assessment.

In the event that a meeting of the board of examiners is convened prior to a decision being made by the academic misconduct panel, the board of examiner's decision in respect of the award of credit to the student under consideration will be deferred. Where an academic misconduct panel is held after the award of credit has already been made, the recommendation from the academic misconduct panel may require the board of examiners to reconsider its decision.

7.3.1 Academic Misconduct Panel

Allegations of major academic misconduct will be considered by an academic misconduct panel, which will be convened as required by the SAIO.

The membership of the academic misconduct panel will typically consist of:

- A senior member of staff (Chair);
- Senior academic administrator (Clerk);
- A member of academic staff (this must not be the member of staff who initially raised the allegation)
- A member of the governance team and
- A Representative nominated by the student from the following list:
 - Head of Digital Services
 - Senior Engineering Workplace Manager
 - Senior Project and Operations Manager
 - Student Support Advisor

No academic integrity officer will be placed on an academic misconduct panel who has been involved in the case up until this point. The academic misconduct panel will also not contain members who are considering the assessed work under scrutiny as part of their own module(s) or where they are involved on those module(s). Additionally, the composition of the academic misconduct panel will ensure there is no bias or conflict of interest.

7.3.2 Attendance at the Academic Misconduct Panel

If the student has indicated that they are attending the academic misconduct panel but is prevented from doing so for a legitimate and evidencable reason, and the student advises the senior academic administrator no less than 24 hours before the meeting, the meeting will be deferred to a later date.

If the student has indicated that they are attending the academic misconduct panel but fails to attend and does not inform the senior academic administrator prior to the meeting, the meeting will go ahead and a decision on fact will be reached based on the information available to the academic misconduct panel.

If the student fails to confirm attendance and all attempts (at least three) to contact the student have failed, the meeting will go ahead and a decision on fact will be reached based on the information available to the academic misconduct panel. Attempts to contact the student must be made in recordable ways including emails and letters. All attempts will be recorded on the student file including a copy of any correspondence.

7.3.3 Conduct of the Academic Misconduct Panel Meeting

The chair of the panel will put in place an appropriate process for the academic misconduct panel in accordance with the principles of natural justice. The process can be subject to reasonable adjustments where appropriate to safeguard participants including staff, witnesses, and the student.

The student will be asked to confirm whether they accept or deny the allegation, and this may determine the process for hearing the allegation.

The panel will discuss with the student their understanding of the type of academic misconduct under discussion. They will furthermore ask a range of questions designed to establish an understanding of the circumstances surrounding the potential incident of academic misconduct. The panel will discuss with the student the evidence that is under consideration, and why it demonstrates potential academic misconduct.

The panel will treat the student professionally and with respect, while also asking necessarily challenging questions to establish the truth of the situation.

If the student has chosen to bring with them a supporter from the Dyson Institute community, this supporter must remain silent throughout the meeting.

The clerk will take formal notes of the meeting and share these with the student within five working days of the meeting. The clerk may ask the permission of the student to record the meeting (as an audio file) in addition to taking notes, which would be shared in full with the student. Alternatively, the student may request the presence of an additional note taker at the meeting, which the chair would secure.

7.3.4 Decision of the Academic Misconduct Panel

The academic misconduct panel will consider all the evidence previously submitted to the SAIO, as well as any other relevant evidence. They will also consider the written response of the student and their oral evidence, if provided.

If the student does not provide evidence, the panel will make its decision on the basis of the evidence available. The panel must first establish the facts of an allegation. Where an allegation has been disputed or the facts have not been agreed the panel may make a decision on the balance of probabilities. Evidence of previously upheld

allegations of minor academic misconduct or major academic misconduct will not be considered a factor in whether an allegation should be upheld but may be used in deciding upon a penalty.

If the allegation is accepted by the student or the panel finds that an offence of academic misconduct has been committed, they will agree a penalty from those listed in Section 7.5, to be recommended to the board of examiners.

Regardless of outcome, the SAIO will inform the student of the decision of the panel, and rationale, in writing, within five working days.

Where the panel upholds the allegation in the student's absence, the panel will apply an appropriate penalty.

7.3.5 Acceleration of Process

In exceptional circumstances, the Dyson Institute may suggest that the process of investigating a case of academic misconduct be accelerated, if it is deemed appropriate and, in the student's best interest (i.e., not detrimental to the student's case). The acceleration of the procedural timeline to investigate academic misconduct would not diminish the standards of the process but seek to finalise an informed outcome in a more condensed timeframe.

For example, it may be suggested if the normal timeline for investigating academic misconduct stretches into a new academic year; the timeline can be accelerated, within reason, so that the procedure does not detrimentally affect a student's progression on their programme of study.

In such cases, a student would be made aware of the proposed acceleration of process and the implications of this for them and their circumstances.

7.4 Action of the Board of Examiners

On receipt of the panel’s recommendation, the board of examiners will meet to consider the recommended penalty. The board of examiners will consider the student’s overall profile and the impact that the recommended penalty will have on their progression or award. In cases that fall outside of normal academic timetabling, a supplementary board of examiners meeting will be established to consider the recommended penalty.

The external examiners inclusion is not required in order for the board of examiners to progress a penalty for academic misconduct.

The board of examiners cannot overrule the academic misconduct panel’s decision that academic misconduct has taken place and must, at minimum, register a formal warning.

The board of examiners must write to the student to inform them of the penalty that will be imposed no more than 10 working days from the date on which it received the recommendation of the academic misconduct panel.

Information of upheld allegations and any associated penalty will be kept on the student’s file.

7.5 Penalties

In deciding on the appropriate penalty, the academic misconduct panel will consider:

- The scale of the academic misconduct (for example, whether it related to a section of a piece of assessed work or the work in its entirety;
- Any potentially extenuating or mitigating circumstances presented by the student;
- Any previously upheld allegations of academic misconduct; and
- Whether the student expressed responsibility for their actions, and appropriate contrition and commitment not to repeat the offence.

In cases where the academic misconduct panel accept evidence of extenuating or mitigating circumstances it can apply a different penalty (from the list of recommended penalties listed as part of 7.5.1 and 7.5.2) than would normally be applied if:

- The student has presented independent evidence, from a suitably qualified professional and;
- The evidence that has been presented demonstrates the student’s decision-making abilities had been affected at the time of the offence.

The below subsections outline the categorisation of academic offences and their recommended associated penalties for a first and second offence.

7.5.1 First Offence Penalties

Cases of major academic misconduct are dealt with at panel and so the recommended penalty outlined below serves as a guide. The panel may choose to reduce the penalty within the boundaries of the classification of academic misconduct (either minor or major) depending on the details and context of a case.

Plagiarism Offences				
Class	Allegation Level	Example	Guideline Penalty	Case Handler

Poor Practice	1 st Offence	Poor academic practice which is considered on the understanding that the student did not understand the academic conventions and/or is at an early stage in their academic programme.	No formal penalty. Seek training via Section 6.0 of this policy.	Academic staff / Academic Integrity Officer
Minor	1 st Offence	Minor amounts of plagiarism from published work listed in the bibliography, minor amounts from sources not listed within the bibliography or misrepresentation of data or information considered to be of minor importance in the context of the work.	Written warning or written warning and affected text to be ignored resulting in a reduced mark.	Any Academic Integrity Officer
	1 st Offence	Small amounts of plagiarism from published work listed in the bibliography, minor amounts from sources not listed within the bibliography or misrepresentation of data or information considered to be of importance in the context of the work. Using small amounts of work from a previously submitted assessment which is unacknowledged.	0% for the assignment or the module component.	Any Academic Integrity Officer
	1 st Offence	Large amounts of plagiarism from published work listed in the bibliography, large sections of plagiarised text not listed in the bibliography or falsification of data or information considered substantial in extent or where the importance of the data are the basis on which significant conclusions, other work or knowledge are based on. Submitting a previously assessed piece of work for a new assessment.	0% for the module.	Any Academic Integrity Officer
Major	1 st Offence	Large amounts of plagiarism from published work listed in the bibliography, large sections of plagiarised text not listed in the bibliography or falsification of data or information considered major in extent or importance. This includes using a copy editor, proof-reader, generative AI tool, or other external service to enhance work submitted to the Dyson Institute.	Cancellation of all marks and disqualification.	Senior Academic Integrity Officer

Collusion and Commissioning Offences

Class	Allegation Level	Example	Guideline Penalty	Case Handler
Major	1 st Offence	Collusion with other student(s), external entities or Dyson employees in un-permitted creation, communication, or generation of work for the purposes of assessment.	0% for the module.	Any Academic Integrity Officer
	1 st Offence	Evidence of widespread collusion on a more	Cancellation of all	Senior

		significant level. Placing an order for a commissioned piece of work with no evidence of submission.	marks and disqualification.	Academic Integrity Officer
	1 st Offence	The act of commissioning another person to prepare work on the student's behalf whether it be paid or unpaid. Submission of a commissioned piece of work for the purposes of assessment or use of external services to write assessments on the student's behalf, whether they are then submitted for assessment or not. Fabrication of data or information.	Cancellation of all marks and disqualification.	Senior Academic Integrity Officer

Other Offences

Class	Allegation Level	Example	Guideline Penalty	Case Handler
Major	1 st Offence	Falsification or forgery of official Dyson Institute documents, failure to secure appropriate ethical approval or personation of another member of Dyson. Institute or employee of Dyson Ltd. This extends to the use of software, generative AI tools, and other digital tools as a means of fabricating or generating written work.	Cancellation of all marks and disqualification.	Senior Academic Integrity Officer

7.5.2 Second Offence Penalties

Second offence academic misconduct cases are dealt with at panel and so the recommended penalty outlined below serves as a guide. The panel may choose to reduce the penalty within the boundaries of the classification of academic misconduct depending on the details and context of a case.

Plagiarism Offences

Class	Allegation Level	Example	Guideline Penalty	Case Handler
Minor	2 nd Offence	Small amounts of plagiarism from published work listed in the bibliography, minor amounts from sources not listed within the bibliography or misrepresentation of data or information considered to be of minor importance in the context of the work. Using small amounts of work from a previously submitted assessment which is unacknowledged.	0% for the assessment/module component or 0% for the module.	Senior Academic Integrity Officer
Major	2 nd Offence	Large amounts of plagiarism from published work listed in the bibliography, large sections of plagiarised text not listed in the bibliography or falsification of data or information considered substantial or major in extent or where the importance of the data are the basis on which significant conclusions, other work or knowledge are based on. Submitting a previously assessed piece of work for a new assessment.	Cancellation of all marks and disqualification.	Senior Academic Integrity Officer

Major	2 nd Offence	Using a copy editor, proof-reader, or other external service to enhance work submitted to the Dyson Institute.	Cancellation of all marks and disqualification.	Senior Academic Integrity Officer
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Collusion and Commissioning Offences

Class	Allegation Level	Example	Guideline Penalty	Case Handler
Major	2 nd Offence	Collusion with other student(s), external entities or Dyson employees in un-permitted creation, communication, or generation of work for the purposes of assessment.	Cancellation of all marks and disqualification.	Senior Academic Integrity Officer.
	2 nd Offence	Evidence of widespread collusion on a more significant level. Placing an order for a commissioned piece of work with no evidence of submission.	Cancellation of all marks and disqualification.	Senior Academic Integrity Officer
	2 nd Offence	The act of commissioning another person to prepare work on the student's behalf whether it be paid or unpaid. Submission of a commissioned piece of work for the purposes of assessment or use of external services to write assessments on the student's behalf, whether they are then submitted for assessment or not. Fabrication of data or information.	Cancellation of all marks and disqualification.	Senior Academic Integrity Officer

Other Offences

Class	Allegation Level	Example	Guideline Penalty	Case Handler
Major	2 nd Offence	Falsification or forgery of official Dyson Institute documents, failure to secure appropriate ethical approval or personation of another member of Dyson Institute or employee of Dyson Ltd. This extends to the use of software, generative AI tools, and other digital tools as a means of fabricating or generating written work.	Cancellation of all marks and disqualification.	Senior Academic Integrity Officer

7.5.3 First Offence Penalties when under Examination Conditions

Examination Conditions				
Class	Allegation Level	Example	Guideline Penalty	Case Handler
Minor	1 st Offence	Written, verbal, or physical communication with another student where the subject of communication is not relevant to the examination or would not provide the student(s) with an unfair advantage. Bringing in a mobile phone or other device to an exam environment which then causes a distraction.	Written reprimand	Any Academic Integrity Officer

Major	1 st Offence	Written, verbal or physical communication with another student where the subject of communication is deemed relevant to the examination and would provide the student(s) with an unfair advantage. Attempting to copy from another student's exam script or copy work relating to the exam.	Cancellation of marks for the exam script	Any Academic Integrity Officer
Major	1 st Offence	Written notes taken into the exam environment whether they be paper based, written on oneself or visible/audible through an electronic device that could provide the student with an unfair advantage over others.	Cancellation of all marks and disqualification	Senior Academic Integrity Officer
Major	1 st Offence	Bribery of exam invigilators or other staff members involved in the examination process. Attempting to sit an exam as another student (personation). Commissioning of an exam script whether it is then submitted for assessment or not.	Cancellation of all marks and disqualification	Senior Academic Integrity Officer

7.5.4 Second Offence Penalties when under Examination Conditions

Examination Conditions				
Class	Allegation Level	Example	Guideline Penalty	Case Handler
Major	2 nd Offence	Written, verbal, or physical communication with another student where the subject of communication is not relevant to the examination or would not provide the student(s) with an unfair advantage. Bringing in a mobile phone or other device to an exam environment which then causes a distraction.	Cancellation of marks for the exam script	Any Academic Integrity Officer
Major	2 nd Offence	Written, verbal or physical communication with another student where the subject of communication is deemed relevant to the examination and would provide the student(s) with an unfair advantage. Attempting to copy from another student's exam script or copy work relating to the exam.	Cancellation of all marks and disqualification	Senior Academic Integrity Officer
Major	2 nd Offence	Written notes taken into the exam environment whether they be paper based, written on oneself or visible/audible through an electronic device that could provide the student with an unfair advantage over others.	Cancellation of all marks and disqualification	Senior Academic Integrity Officer
Major	2 nd Offence	Any act of bribery or attempt to bribe exam invigilators or other staff members involved in the examination process. Attempting to sit an exam as another student (personation). Commissioning of an exam script whether it is then submitted for assessment or not.	Cancellation of all marks and disqualification	Senior Academic Integrity Officer

Where a panel applies one of the penalties outlined above (7.5.1 – 7.5.4), the following guidance applies:

0% for the assessment/module component:

- If the work is a first attempt, it may be resubmitted but will be capped at the threshold pass mark.
- If the academic misconduct was established during a resit, no more resubmission attempts will be permitted. The student will be required to leave the course.

0% for the module:

- If the work is a first attempt, it may be required to resubmit the assessment concerned, as well as any other tasks in the module. This includes any tasks that have previously been passed. All work as part of this module will be capped at the threshold pass mark.
- If the academic misconduct was established during a resit, no more resubmission attempts will be permitted. These students will be required to leave the Dyson Institute.

Cancellation of all marks and disqualification from the Dyson Institute:

- No resubmission or reassessment is permitted, and the student will be required to withdraw from the Dyson Institute with immediate effect. All credit which has previously been legitimately earned may be retained.

All penalties will be recorded on the student's record. They will not be recorded on the student's transcript and will not inform references for onward study or future employment.

Penalties outlined as part of 7.5.1-7.5.4 are guideline only and serve as the starting point whereby the penalty is reduced in light of mitigating circumstances, or any other relevant reason(s) considered by those handling the case.

7.5.5 Simultaneous First Offences

In the event that there are multiple first offence allegations of academic misconduct against a student, these will be viewed cumulatively as a single first offence. That being, the process of conducting an academic misconduct investigation (as outlined in 7.2) must have concluded, with the student receiving an outcome letter before any second offence allegation can proceed. A student who has multiple first offence allegations still may receive multiple penalties which are applied to each module they were where they are accused.

7.5.6 Penalties in Group Assessment

If a student is found to have committed academic misconduct as part of piece of work submitted for a group assessment, there should be careful consideration given to the penalty awarded as to not disproportionately negatively affect other students in the group who have not been involved in the academic misconduct.

A simplified example of how this could occur would be where evidence of substantial plagiarism has been detected as part of a group of 4 student's collaborative document, which was then submitted for assessment. In such a case, it is for the AIO responsible to investigate the case using the process outlined in chapter 7.0 to determine the student(s) responsible for academic misconduct.

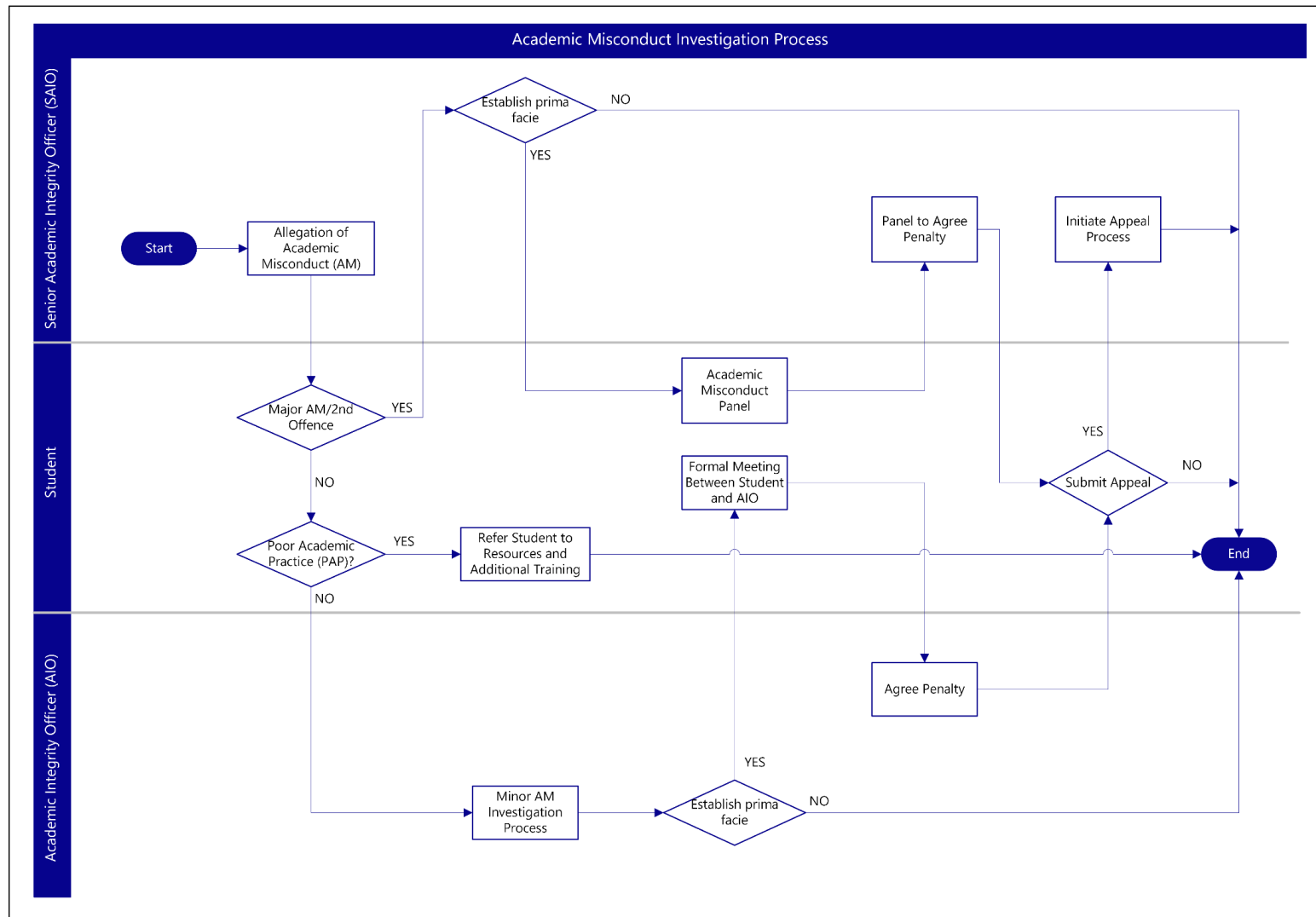
If it is clear which student or students are at fault as part of a group submission, these students will be eligible to receive a penalty in line with the severity of the academic misconduct, as outlined in the penalties as part of 7.5.1 or 7.5.2.

Where it is not clear which student(s) are at fault or the entire group of students have decided to 'share the blame', the recommended penalty of 0% for the module will be applicable to all. In which case, these students will be required to sit a supplementary assessment which will be capped at the pass mark.

The student or students who are not at fault will receive no formal penalty of academic misconduct and there will be no trace of any penalty or case on their record. The mark they receive for the assessment will normally be adjusted

accordingly to ensure the student is not disproportionately negatively affected by the actions of their peers who were found to have committed the academic misconduct.

7.6 Overview of the Academic Misconduct Investigation Process



8.0 Academic Misconduct Discovered after the Award of Credit

There is no time limit beyond which academic misconduct allegations against a present or former student will not be investigated. Potential academic misconduct, whether discovered before or after graduation, will be investigated and dealt with in accordance with this academic misconduct policy.

Where academic misconduct is proven after work has been formally assessed, this may lead to the withdrawal of credit previously ratified by the board of examiners or the revocation of a conferred award. Where new material evidence comes to light which could not reasonably have been obtained or known at the time of a previous investigation of academic misconduct, a previously completed investigation may be reopened.

9.0 Appeals against a decision of Academic Misconduct

Students may appeal against a finding of Academic Misconduct and any associated penalty in accordance with the Academic Appeals Policy linked [here](#):

9.1 Grounds for an Academic Misconduct Appeal

The Dyson Institute will only consider academic appeals against any formal decision relating to academic misconduct on the following grounds:

- A procedural irregularity or administrative error in the academic misconduct process;
- Bias or perception of bias;
- Evidence that, for good reason, the academic misconduct panel could not have been made aware of at the time it made its decision;
- The decision was unreasonable (i.e., there was a failure to properly consider the case and all supporting evidence); or
- The penalty imposed was felt to be disproportionate.

9.2 Making an Academic Misconduct Appeal

9.2.1 Submission of an appeal

Appeals must be submitted within 10 working days of the date of notification of the decision that is the subject of the appeal. A further five days are permitted to supply appropriate evidence if this was not available at the time of submitting the initial appeal.

Students may lodge an appeal by submitting the completed form on the Complaints, Appeals, Concerns and Feedback

portal located on the Hub [here](#)

9.2.2 Consideration by the Governance Team

The governance team will consider the grounds for the appeal and evidence provided and decide whether the appeal should be permitted to proceed. The governance team reserves the right to refuse an appeal if:

- The appeal does not meet the grounds set at 8.1 of this policy; or
- The appeal has not been made within the required 10 working days of the decision that is being appealed (and there is no reasonable explanation nor evidence for why the appeal has could not be made within the required timeframe).

If the governance team decides that the appeal will not be permitted to proceed, the team will write to the student within five working days of the receipt to advise that the appeal has been rejected, the reasons for that decision and notifying the student that the original decision appealed against will stand. There will be no right of appeal against this decision and the governance team will issue a completion of procedures letter within 28 days of coming to this decision. This letter will state the decision not to uphold the appeal, and the reasoning.

If after the appeals process has been finalised, a student is dissatisfied with the outcome they may raise their appeal with the Office of the Independent Adjudicator for Higher Education (OIA). Any requests for review must be received by the OIA within 12 months of the date of the Completion of Procedures letter.

9.2.3 Referral to the Academic Appeals Panel

If the governance team decides to progress the appeal, the matter must be referred to the academic appeals panel. The governance team must arrange for the panel to be convened.

The governance team must write to the student:

- Informing them of the decision to convene the academic appeals panel;
- Confirming the date on which the academic appeal panel will convene (the student must be given at least 15 working days' notice);
- Providing copies of the evidence to be considered by the academic appeal panel;
- Providing details of the composition of the academic appeal panel, including the name of the chair, and providing the student with the right to submit representations regarding its composition within 5 working days;
- Offering the student opportunity to submit a written statement to the academic appeal panel. The written statement must be received no later than 24hrs ahead of the panel.

Offering the student, the opportunity to attend the meeting of the academic appeal panel in person;

Outlining the students' right to be accompanied to the meeting by a member of the Dyson Institute as a supporter but not an advocate; and

Requesting a confirmation of attendance within ten working days of the letter being issued.

9.2.4 Attendance at the Meeting

If a student has indicated that they do not wish to attend the academic appeal panel, the panel will make a decision taking

into account any written representations from the student and advise the student of this decision accordingly.

If a student has indicated that they are attending but is prevented from doing so for good reason which can be evidenced, and the student advises the chair of the panel at least 24 hours before the hearing, the hearing will be deferred to a later date.

If the student has indicated that they are attending but fails to attend and does not inform the chair of the panel prior to the hearing, the hearing will go ahead and a decision on fact will be reached based on the information available to the panel.

If the student fails to confirm their wish to attend the panel (or not), and all attempts to contact the student (at least three) have failed, the hearing will go ahead and a decision on fact will be reached based on the information available. Attempts to contact the student must be made in recordable ways including emails and letters. All attempts will be recorded on the student's file including copies of letters and emails.

9.2.5 Academic Appeals Panel

The academic appeals panel for academic misconduct appeals will usually consist of:

- The Deputy Director of Academics chair;
- An Academic Integrity Officer (AIO) not involved in the original case;
- A member of the governance team who has not previously been involved in the consideration of the student's request for an academic appeal;
- A representative nominated by the student, selected from a list of trained individuals listed above; and
- An appointed clerk.

The membership of the panel may vary to ensure there can be no perception of bias and to avoid any conflict of interest: this may require using non-Dyson Institute staff as panel members. Any reasonable concerns which the student has regarding the composition, or any perception of conflicts of interest or bias of the panel must be addressed within 5 working days of any representations made by the student.

At its meeting, the panel will review all written evidence submitted, including that submitted to any previous panel as well as receiving oral evidence and representations from the student or other parties as appropriate, in order to fully understand the basis and merit of the academic appeal.

A written record must be kept of all meetings of the academic appeals panel by the clerk to the panel for the purposes of data retention. All information will be stored confidentially

At the conclusion of the hearing of an appeal, the panel may make one of the following decisions:

- to reject the academic misconduct appeal and uphold the original assessment decision (and penalty);
- to uphold the academic misconduct appeal and recommend to the relevant board of examiners that it reconsiders its previous decision in light of the decision of the panel;
- to uphold the academic misconduct appeal and change, revise or remove any penalty imposed by the academic misconduct panel and update the student's record; or

- to remit the case back to the academic misconduct panel for reconsideration.

The outcome of the appeal shall be communicated to the student in writing, noting the reasons for the decision, within ten working days of the meeting of the board of examiners relating to the academic appeal.

The academic assessment appeals process is to be completed typically within 90 working days.

In the case of an academic misconduct appeal there shall be no further right of appeal and a completion of procedures letter must be sent to the student. This letter must be sent no later than 28 days following the completion of all steps associated with the mitigating circumstances appeal.

If, after the academic misconduct appeals process has been finalised, a student is dissatisfied with the outcome they may raise their appeal with the Office of the Independent Adjudicator for Higher Education (OIA). Any request for review must be received by the OIA within 12 months of the date of the completion of procedures letter.

9.3 Support through the Academic Appeals process

During all stages of the academic appeals process, students may be accompanied to meetings by a member of the Dyson Institute staff.

Only in exceptional circumstances and by prior agreement may a student be accompanied by someone who is neither a member of the Dyson Institute nor a Dyson employee.

The role of the companion is to offer support and advice to the student: they cannot formally represent the student or act as their advocate.

Students who would like further guidance on this policy and the processes it describes can speak to their student support advisor, the senior academic administrator, or any member of the governance team.

10.0 Confidentiality

Allegations of academic misconduct will be treated in the strictest confidence. No student will be recorded, or referred to, as having committed an academic misconduct offence until the full academic misconduct process has been completed and the allegation proven.

Even at the stage where a case has concluded, the case will only be disclosed to those who need to know for the purposes of the administration of the process and its associated outcomes.