UCEN Manchester

Academic Integrity Policy

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1. Policy Statement

UCEN Manchester is committed to the promotion and maintenance of academic integrity and underpins the standards across the institution. Academic integrity involves engaging in good academic practice and developing essential academic skills. UCEN is proud to be a signatory to the Academic Integrity Charter for UK Higher Education. Academic Integrity involves acting with honesty and openness and acknowledging all sources used in researching for assessments, including artificial intelligence sources.

2. Policy Aims/Objectives

This policy applies to all UCEN Manchester's Higher Education programmes and makes clear the institutions' expectation regarding conduct in summative and formative assessment, relating specifically to the various forms of Academic Misconduct defined within this policy. Academic Misconduct is gaining an unfair advantage, whether intention or unintentional, in summative assessments.

This policy aims to ensure that students act with personal integrity, self-discipline and respect for other in their academic conduct. This policy and its associated procedures are fully informed by the revised UK Quality Code 2018 in particular, Advice and Guidance relating to Assessment, and should be read in conjunction with the UCEN Manchester Academic Regulations.

3. Scope

This policy and associated procedures apply to all UCEN Manchester higher education students, except for those on courses validated by Manchester Metropolitan University and Sheffield Hallam University. Students on these courses should refer to the relevant awarding body policy and procedure.

Sheffield Hallam University Academic Conduct Procedures and Regulations

Manchester Metropolitan University Academic Misconduct Policy

4. Definitions

Term	Definition	Quality Code Ref
Academic Integrity	Acting with honesty, trust, respect, fairness and responsibility in assessments. All students and staff are expected to show respect for the intellectual property of others by always attributing and acknowledging source material.	Assessment Expectations for Quality 1 Core Practices 1 Guiding Principles 2, 9, 10
Academic Misconduct	This encompasses all kinds of academic dishonesty, whether deliberate or unintentional, which infringes the integrity of UCEN's assessment procedures.	

Types of Academic Misconduct		
Poor Scholarship	This is characterised by limited or inadequate technical skills or adherence of academic conventions. This could be through negligence or a lack of understanding and ability. Failure to properly attribute the work of others may be regarded as plagiarism and misuse of source material may be regarded as falsification.	Assessment Expectations for Quality 1 Core Practices 1 Guiding Principles 2, 9, 10
Re-use of Material	Work submitted for assessment must be a new, original piece of work produced specifically for the assessment. Any re-use or repurposing of a student's own material must be clearly identified as such and show how ideas or concepts have been developed in the new work.	
Plagiarism	A form of cheating which involves presenting another person's ideas or expressions without acknowledging the source. This includes internet sources and information obtained from using artificial intelligence programmes.	
Collusion	This could relate to unauthorised collaboration with others or presenting work as their own which has been produced by another person or electronic programme such as AI sources. This includes the purchasing of work from a third party. Students providing other students with work unless authorised in collaborative assessments may also be guilty of academic misconduct.	
Fabrication/Falsification	This includes the fabrication of data or other content or the tampering of official documentation.	
Cheating in Examinations	Any breach of the examination procedure which compromises the integrity of the assessment will be regarded as academic misconduct, regardless of whether any advantage was gained or there was any intention to do so. These principles apply equally to formal examinations and to all laboratory and class tests conducted under exam conditions	
Impersonation	Any student found to be assuming the identity of a third party, or where a student is impersonated by another person, in order to gain or enable access or advantage will be deemed guilty of impersonation.	
Research Misconduct	All research which contributes to the assessment of taught courses must be conducted in an ethical and responsible manner. This includes requirements to secure ethical approval prior to the commencement of primary research, the conduct of the research, the relationship and dealings with participants and proper handling of data.	

Bribery	A student offering academic or other staff money, gifts or any other incitement which is intended to induce or reward impropriety in the marking of their assessment will be guilty of academic misconduct.	

5. Support for Students and staff

All students will be provided with support to help them to develop appropriate academic skills. This includes, but is not limited to, the following:

- Taught sessions within the relevant modules on the course;
- Workshop sessions provided by Library staff;
- A range of materials provided via the VLE

Staff development will be available for all academic staff to support them in the promotion of academic integrity and the detection of academic misconduct. All assessors will be appropriately qualified, trained and meet the requirements of the awarding body and the revised UK Quality Code.

This is mapped to Assessment Expectations for Quality 1, Core Practices 1, Guiding Principles 9

6. Process

All suspected cases of Academic Misconduct will be reported to Academic Services who will then check the appropriate course of action to be taken. Academic Services will maintain a record of all instances of proven academic misconduct. Please refer to the associated Academic Misconduct Process for the detailed procedure.

7. Regulatory requirements of awarding and professional bodies

UCEN Manchester requires that all staff are aware of and operate under the specific regulatory requirements of its awarding bodies and, where appropriate, professional bodies. The College has developed appropriate internal policies and procedures that cover major requirements.

8. Monitoring and Review

UCEN Manchester will regularly monitor and review this policy and its associated procedures to assess the effectiveness of its implementation and outcomes.

9. Appeals

Appeals against decisions should made in accordance with the Academic Appeals procedure, within 14 calendar days from the date of the Academic Misconduct Panel.

10. Related Documentation

Academic Misconduct Process
Academic Appeals Policy
Academic Appeals Process

Academic Integrity Policy

Document Control	
Document Type	Policy and Procedure
Date Approved	
Approved by	Academic Board
Version Number	1
Published Date	
Frequency of Review	4 years
Review Date	July 2030
Department	UCEN Manchester – Academic Standards
Policy Owner	Head of Registry
Principalship Lead	Vice Dean
Accessible to Students	Yes

	Summary Article	Website Policy	Interactive Training	Video & Summary	Student Guide	CPD Day Training	Other	Date Completed
Website		x						
Intranet		x						
Thrive								
Staff Comms								
Student Comms								

Revision History

Version	Date	New/Replacement	Summary of Changes
1	Nov 2023	Replacement	Replaces the Academic Misconduct Policy
2	June 2026	Replacement	Replaces the previous version. Complies with the UCEN Manchester Academic Regulations Removed reference to University of Huddersfield in section 3.

EQUALITY IMPACT ASSESSMENT TEMPLATE

Part 1 – Due regard template - to be completed for all policies / changes

SECTION 1	
Name of activity / proposal / change	Academic Integrity Policy
Is this a new or existing policy / practice / project?	Existing policy (Version 2, replacement policy reviewed June 2026)
Date screening commenced	August 2026
Function / department / service carrying out the assessment	UCEN Manchester Academic Standards/ Registry / Academic Services
Project/policy/practice owner (person responsible for the change)	Nasima Manjra Head of Registry
Name and role of person undertaking this assessment (may be the same as above)	Nasima Manjra Head of Registry

Give an overview of the aims, objectives and purpose of the proposal:

AIMS:
To promote and maintain academic integrity across UCEN Manchester by ensuring that students engage in honest, ethical and responsible academic practice and understand their responsibilities when completing assessments.

OBJECTIVES:

- To establish clear expectations regarding academic conduct and academic misconduct.
- To protect the integrity and credibility of UCEN Manchester awards.
- To ensure students have access to appropriate academic skills support and guidance.
- To provide a consistent framework for identifying and addressing academic misconduct
- To ensure compliance with the UK Quality Code, academic regulations and awarding body requirements.

PURPOSE:
The policy sets out UCEN Manchester's expectations regarding academic integrity and defines forms of academic misconduct, including plagiarism, collusion, cheating, falsification, impersonation and misuse of artificial intelligence. It provides a framework to support good academic practice and ensure fair treatment of students through consistent processes and procedures.

SECTION 2	
Protected characteristic	**Will/Does the implementation of the policy result in different impacts for protected groups and the general population of the organisation?**
Age	No adverse impact identified. The policy applies equally to all students irrespective of age and promotes consistent academic standards.

Disability	No adverse impact identified. The policy does not alter entitlement to reasonable adjustments and support mechanisms remain available.
Gender reassignment	No adverse impact identified. The policy applies equally regardless of gender identity or expression.
Marriage & Civil Partnership	No adverse impact identified. The policy applies consistently regardless of relationship status.
Pregnancy and Maternity	No adverse impact identified.
Race	The policy provides clear guidance and academic skills support for all students, including those from diverse educational and cultural backgrounds. Training and support materials help reduce the risk of unintentional misconduct.
Religion and belief	No adverse impact identified. The policy applies consistently and does not disadvantage students based on religion or belief.
Sex	No adverse impact identified. The policy applies equally to all sexes.
Sexual orientation	No adverse impact identified. The policy applies equally regardless of sexual orientation.
Other equality groups	Positive impact for students from under-represented or disadvantaged backgrounds through the provision of academic skills development, library support and guidance materials.

SECTION 3			
Does this activity propose major changes in terms of scale or significance for LTE Group? For example, is there a clear indication that, although the proposal is minor it is likely to have a major affect for people from an equality group/s? Please tick appropriate box below.			
YES		**NO**	**X**
High risk: complete a full Equality Impact Assessment (see Part 2)		Low risk: go to section 4	

SECTION 4
If this proposal is low risk please give evidence or justification for how you reached this decision:
The policy is designed to ensure fairness, consistency and transparency in academic standards. The provision of academic skills support, staff training and clear guidance is expected to promote equality of opportunity and reduce the likelihood of inadvertent academic misconduct. • It applies equally to all higher education students within scope of the policy. • It promotes fairness, transparency and consistency in the management of academic misconduct cases.

• Students are provided with academic skills support, library workshops and learning resources to help them understand academic integrity requirements. • Staff receive training to support the promotion of academic integrity and the consistent application of processes • Reasonable adjustments available through existing disability support arrangements are not affected by the policy. • No adverse impact on any protected characteristic has been identified. • The policy will be monitored and reviewed regularly to ensure it remains fair, effective and inclusive.

Signed by reviewer / assessor *Nasima Manjra*	**NAME: Nasima Manjra**	**DATE: 19/08/26**
Approval that this proposal is low risk and does not require a full Equality Assessment analysis		
For and on behalf of the LTE Group EDI committee:	**NAME: Wendy Pennington**	**DATE: 10.09.26**
TITLE: Director of Student Experience and Engagement	**SIGNATURE:** *W.Pennington*	