

Royal Academy of Dance
Faculty of Education

Academic Misconduct Policy and Procedures

1. Introduction and Scope

All students are required to observe the Royal Academy of Dance's (RAD) and Faculty of Education's Student Charter, codes of conduct, policies, and regulations outlined in the Learning and Teaching Handbook and available on the RAD website and the Virtual Learning Environment (VLE).

This policy specifies the acts of academic misconduct that the Faculty of Education penalises and outlines the procedure for investigating these instances.

2. Academic Integrity

Academic integrity is fundamental to every aspect of learning and teaching within Faculty of Education programmes of study and concerns all academic staff and students. As a concept, academic integrity is based on the values of honesty, trust, fairness, respect, responsibility and courage as detailed within the International Centre for Academic Integrity's publication [*The Fundamental Values of Academic Integrity*](#).

3. Declaration of Academic Integrity

In order to ensure that students understand the importance of academic integrity, work submitted for assessment must be accompanied by a fully completed Student Assessment Sheet (SAS), which must be submitted digitally via the relevant Turnitin® assignment on the Virtual Learning Environment (VLE). The SAS includes a Declaration of Academic Integrity and other assessment-related declarations.

4. Poor Academic Practice

Poor academic practice involves collaboration, poor citation practice and poor practice in practical work where there is evidence that the student did not appreciate the rules of academic integrity, or where the extent of potential academic misconduct can be considered so slight that it does not justify a penalty.

5. Definition of Academic Misconduct

Academic misconduct is any practice or action which undermines academic integrity and has the capacity to diminish the value of the Faculty of

Education's awards to their holders and damage the reputation of the Royal Academy of Dance.

The Faculty of Education's definition of academic misconduct is:

Acts or omissions by a student that have the potential to give an unfair advantage in assessments.

6. Forms of Academic Misconduct

6.1 Plagiarism: Inserting words, concepts, images, movement material, creative ideas or other content from the work of someone else into the work submitted for assessment without acknowledging the originator's contribution. Representing the work of another as one's own, whether purchased or not, or taken with or without permission.

6.2 Artificial Intelligence (AI): Presenting content created by generative Artificial Intelligence (AI) tools as one's own work.

6.3 Collusion: Two or more students working together on an assignment which is to be assessed on an individual basis. This means sharing materials and/or findings and/or using the same wording.

6.4 Personation and impersonation: Personation is assuming the identity of another in order to mislead or deceive and allowing another to assume your identity in order to mislead or deceive; impersonation is where the appearance of a first person is assumed by a second person.

6.5 Acquiring work to pass off as one's own that may have been acquired or purchased from services and individuals that provide essays, papers, reports, presentations, posters, lesson plans, and practical material.

6.6 Providing work for another to pass off as their own (whether that person is a student of the Faculty of Education or another institution).

6.7 Passing off work as original that has already been assessed (whether by the Faculty of Education or another institution).

6.8 Failure to declare third party assistance in the presentation of assessed work (other than assistance by the Faculty of Education's student support services or mentoring/coaching/ tutoring assistance provided through Disabled Student Allowance (DSA) or international equivalent). This includes language, syntax, spelling and layout for written work, lesson plans and presentations, and practical material

for choreography, performance and teaching assessments. If the Faculty of Education requests a copy of the draft material submitted to the third party to proof-read and/or correct, failure to provide this is also a form of academic misconduct.

- 6.9 Fabricating results** from research undertaken (for example, experiments, tests, interviews, observations and other empirical research) or misrepresenting data.
- 6.10 Introducing unauthorised textual materials or electronic devices** into an assessment venue or ancillary area, such as a cloakroom or toilets. When devices are permitted to be used within an assessment (such as a practical assessment), they must only be used for the purposes of completing the assessment.
- 6.11 Communicating ‘answers’ to another student or seeking ‘answers’ from another student during an assessment.** This includes signalling prompts in response to discussion or *viva voce* questions and providing physical cues in practical performance.
- 6.12 Making false claims:** Academic misconduct can also take the form of misrepresentation, such as falsely claiming qualifications that are not validly held or experience, including practice-based or performance experience, that has not been acquired.
- 6.13 Research mismanagement:** For undergraduate or postgraduate students engaging in research, the Faculty of Education identifies the following acts, omissions and behaviours as academic misconduct:
- 6.13.1** Engaging in research processes which require approval from the Research Ethics Committee prior to gaining approval;
 - 6.13.2** Collecting data and/or including data results from methods of data collection which were not included in the research proposal approved by the Research Ethics Committee;
 - 6.13.3** Non-compliance with the British Educational Research Association’s (BERA) *Ethical Guidelines for Educational Research*;
 - 6.13.4** Intentional damage to, or removal of, the research-related property of another.

7. Attempted academic misconduct

The Faculty of Education considers any attempt of academic misconduct an act of academic misconduct in and of itself, regardless of whether an assessment is completed or whether academic misconduct is evident in an assessment undertaken.

8. Training on Academic Integrity

As part of their studies with the Faculty of Education, students will receive training and guidance on Academic Integrity. Information, guidance and resources on Academic Integrity are also made available to students on the Virtual Learning Environment (VLE).

9. Burden of Proof

In academic misconduct matters it is for the Faculty of Education to show that it is more likely than not that the relevant assessed work was the product of, or contained the products of, academic misconduct.

10. Standard of Proof

The standard of proof applied by an Academic Misconduct Panel is that of the balance of probability; that on the evidence put forward it is more likely than not that something was or was not the case.

11. Confidentiality and General Data Protection Regulations

The Faculty of Education deals with academic misconduct matters in confidence, to the extent that this is compatible with making enquiries and holding meetings to consider the matter. Personal data may be provided by the student, collected from tutors and other persons relating to an academic misconduct case, and/or taken from any publicly available sources. Any personal data obtained will be stored in line with data protection legislation and in accordance with the Faculty of Education's *Records Retention Schedule*.

12. Disciplinary Procedures

12.1 Stage 1: Initial Investigation

12.1.1 Any circumstances which indicate that a student appears to have committed an act of academic misconduct are reported immediately to the Lead Academic Integrity Officer, who initiates an initial investigation, or assigns a designated Academic Integrity Officer to undertake an initial investigation.

12.1.2 The initial investigation focuses on possible evidence of academic misconduct which may take the form of, but is not restricted to, observed misconduct during an assessment or products of academic misconduct found within a submitted assignment. In considering possible evidence of academic misconduct, Turnitin® reports are, where relevant, referred to.

- 12.1.3 Where it is determined that there is no evidence of possible academic misconduct, the matter is concluded and the student is not made aware of discussions. Marking and moderation of the work is resumed as normal.

12.2 Stage 2: Formal Discussion

- 12.2.1 Where possible evidence of academic misconduct is identified, the relevant staff member contacts the student to arrange a formal discussion. This is normally the Lead Academic Integrity Officer. Where a suspected academic misconduct incident involves more than one student, a formal discussion is arranged with all students concerned.

- 12.2.2 The student is given five working days' notice of the formal discussion. This notice provides details of the nature of the allegation and informs the student of the support available to them from the Student Support and Wellbeing Manager. It also informs the student that they are permitted to be accompanied at the formal discussion by a friend or representative who can be there in a supportive role but may not contribute to the formal discussion in any other way. The formal discussion can take place in person or via video conferencing.

- 12.2.3 Attendance at formal discussions is required as follows:

- Student
- Lead Academic Integrity Officer (or designate)
- Module Tutor or Dissertation/Research Project Supervisor, as appropriate
- Optional: Student Support and Wellbeing Manager or a friend/representative of the student's choosing

Where a student is unable to attend the formal discussion on the specified date and time they can request an alternative provided there are valid reasons supported by appropriate evidence. Where the Lead Academic Integrity Officer is unable to attend the formal discussion, another Academic Integrity Officer or Academic Senior Manager is designated.

- 12.2.4 The formal discussion provides an opportunity for the student to explain how they approached the assessment task and for the student to be shown how the suspected academic misconduct has been identified. The student is also given the opportunity to raise any previously undisclosed extenuating circumstances that may have impacted upon their ability to make a rational choice at the time of the assessment. In such

cases, the student is advised that any consideration of extenuating circumstances will be made by an Academic Misconduct Panel, as appropriate.

12.2.5 The main points and outcome of the formal discussion are recorded in the Academic Misconduct Formal Discussion Report (Appendix A).

12.2.6 If the student does not attend the formal discussion and there are no valid reasons for non-attendance, the case proceeds to the Academic Misconduct Panel stage, as appropriate (see Section 12.3 below).

12.2.7 Following the formal discussion and normally within ten working days of the instance of academic misconduct being identified, the relevant staff member informs the student in writing of one of the following outcomes:

- That there is insufficient evidence of academic misconduct
- That the work includes material that is the product of poor academic practice rather than academic misconduct
- That the work includes material that is likely to be the product of academic misconduct, but further consideration is required
- That there is unequivocal evidence that the work includes material that is the product of academic misconduct

The student is also sent a copy of the Formal Discussion Report.

12.2.8 Where the outcome is insufficient evidence of academic misconduct, no further action is taken and the matter is closed. Marking of the work is resumed and processed in the normal way.

12.2.9 Where the outcome is a judgement of poor academic practice, the student is referred to the Study Skills Coordinator to access guidance and support in improving their academic practice. Marking of the work in question is resumed and processed in the normal way.

12.2.10 Where the outcome is that it is likely that assessed work includes material that is likely to be the product of academic misconduct, but further consideration is needed, the case is submitted to an Academic Misconduct Panel.

12.2.11 Where the outcome is that there is unequivocal evidence of an academic misconduct, the Lead Academic Integrity Officer

recommends that a penalty is applied (see Section 13 below). The outcome and penalty to be applied are subsequently confirmed in writing to the student and recorded on the student's file.

12.3 Stage 3: Academic Misconduct Panel

12.3.1 Misconduct Panels conduct their business in accordance with the Procedures for Hearings by Panel.

12.3.2 The membership of a Panel comprises the following:

- Student
- Lead Academic Integrity Officer (or designate)
- Senior academic staff member (Chair)
- Optional: Module Tutor or Dissertation Supervisor, as appropriate
- Optional: Student Support and Wellbeing Manager or a friend/representative of the student's choosing
- Servicing Officer

12.3.3 The Chair of the panel is a senior academic staff member who was not part of the formal discussion and has no current academic connection with the student (or students). The module tutor or dissertation supervisor is invited to join the panel if it is deemed necessary. The student is permitted to be accompanied at the Panel hearing by a friend or representative of their choosing.

12.3.4 The purpose of a Panel hearing is to review all evidence to determine whether it is more likely than not the relevant assessed work was the product of, or contained the products of, academic misconduct.

12.3.5 Valid evidence in relation to extenuating circumstances that the student may wish to present to the Panel is a signed and dated letter from a medical practitioner (GP or clinical specialist) that states the dates when the circumstances affected the student and how the circumstances affected the student's ability to make a rational choice at the time that the academic misconduct took place.

12.3.6 In cases where it is proposed to convene a Panel outside the student's programme module delivery dates and the student states in writing that they are unable to attend the Panel hearing either in person or virtually, an option to defer the hearing until the next available opportunity within the programme module delivery dates is offered. The student is informed of the possible impact of

such a delay on their ability to progress to the next stage or level of their programme, if applicable.

12.3.7 Prior to the Panel hearing, the Panel members and student are provided with copies of all evidence relating to the academic misconduct case, including the Formal Discussion Report, and any evidence provided by the student, including submitted written statements and letters relating to extenuating circumstances.

12.3.8 A Panel may come to one of the following findings:

- That the work includes material that is the product of poor academic practice rather than academic misconduct
- That the work includes material that is the product of academic misconduct
- That the work includes material that is the product of academic misconduct and there is evidence of extenuating circumstances

The findings are normally reported to the student at the end of the Panel meeting and the student is informed of their right to appeal, if relevant. The findings and any penalty to be applied are subsequently confirmed in writing to the student and recorded on the student's file.

12.3.9 Where the finding is a judgement of poor academic practice, the student is referred to the Study Skills Coordinator to access guidance and support in improving their academic practice. Marking of the work in question is resumed and processed in the normal way.

12.3.10 Where the finding is that academic misconduct has been committed, or the extenuating circumstances submitted are not accepted by the Panel, a penalty is applied (see Section 13 below). If the academic misconduct is a first or second instance, the student is also referred to the Study Skills Coordinator to access guidance and support in improving their academic practice.

12.3.11 Where the finding is that academic misconduct has been committed and there are extenuating circumstances which clearly demonstrate that the student's ability to make a rational choice was impaired at the time the misconduct took place, the assessment is voided and the student is allowed to sit the assessment again as if for the first time (or second time if the voided attempt was a re-sit). The student is also referred to the Study Skills Coordinator to access guidance and support in improving their academic practice.

12.3.12 Cases of academic misconduct are reported to the next meeting of the Student Progress and Assessment Board or Board of Examiners, whichever takes place first.

13. Penalties

The penalties for a disciplinary offence and academic misconduct are as follows:

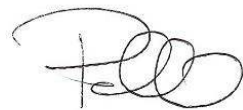
13.2 Academic Misconduct

Instances of Academic Misconduct	Penalties for First Assessment Attempts	Penalties for Re-Sit Assessment Attempts
First Instance	<p>Mark of zero for the component of assessment</p> <p>AND</p> <p><u>If the module is passed overall</u>, the module mark is capped at the pass mark.</p> <p><u>If the module is failed</u>, a re-sit is allowed. The re-sit penalty is applied to the reassessed component of assessment. Where following the re-sit the module is passed, the module mark is capped at the pass mark.</p>	<p>Mark of zero for the component of assessment</p> <p>AND</p> <p><u>If the module is passed overall</u>, the module mark is capped at the pass mark.</p> <p><u>If the module is failed</u>, no further re-sit is allowed.</p>
Second Instance	<p>Mark of zero for the component of assessment</p> <p>AND</p> <p><u>If the module is passed overall</u>, the module mark is capped at zero and the module credits are awarded.</p>	<p>Mark of zero for the component of assessment</p> <p>AND</p> <p><u>If the module is passed overall</u>, the module mark is capped at zero and the module credits are awarded.</p>

	If the module is failed, a re-sit is allowed. The re-sit penalty is applied to the reassessed component of assessment. Where following the re-sit the module is passed, the module mark is capped at zero and the module credits are awarded.	If the module is failed, no further re-sit is allowed. The module mark is capped at zero. No module credits are awarded.
Third Instance	Termination of registration.	Termination of registration.

14. Appeals

The student may appeal against an Academic Misconduct Panel's findings through the *Academic Appeals Policy and Procedure*.

Created	06 March 2023
Approved by Policy and Strategy Committee	21 May 2024
Ratified by the Education Sub-committee of the Board of Trustees of the Royal Academy of Dance	3 June 2024
Signed on behalf of the Education Sub-committee of the Board of Trustees of the Royal Academy of Dance by the Chair	
Review Date	May 2025

Appendix A

Academic Misconduct Formal Discussion Report

This form should be completed by Lead Academic Integrity Officer (or designate), as appropriate, in conjunction with the *Academic Misconduct Policy and Procedures*.

1. Meeting Details

Location of Meeting	
Date of Formal Discussion:	
Persons in Attendance:	

2. Student Details

Forename:		Surname:	
Programme:			
Level/Stage:			

3. Affected assessment(s)

Module Code and Title	Assessment Component Mode (e.g. written)	Assessment Date/Submission Date

4. Please provide a brief summary of the nature of the Academic Misconduct in accordance with Section 6 of the *Academic Misconduct Policy and Procedures*.

Brief summary of the nature of the suspected Academic Misconduct

5. Please specify any evidence considered as part of the Formal Discussion.

Evidence considered as part of the Formal Discussion

6. Please summarise below the main points of the discussion.

Summary of main points discussed

7. Please tick the appropriate box to indicate whether the student raised any previously undisclosed extenuating circumstances and submitted evidence of such extenuating circumstance (see Sections 12.2.4 and 12.3.8 in the *Academic Misconduct Policy and Procedures*).

Extenuating Circumstances Not Indicated	
Extenuating Circumstances Indicated	
Evidence of Extenuating Circumstances Provided	

8. Please tick the appropriate box to indicate the outcome of the Formal Discussion (see Sections 12.2.7 to 12.2.11 in the *Academic Policy and Procedures*).

Academic Misconduct	
1) That there is insufficient evidence of academic misconduct	
2) That the work includes material that is the product of poor academic practice rather than academic misconduct	
3) That the work includes material that is likely to be the product of academic misconduct, but further consideration is required	
4) That there is unequivocal evidence that the work includes material that is the product of academic misconduct	

9. Please tick the appropriate boxes below to confirm that essential information has been communicated to the student, as appropriate:

If the outcome is that further consideration is required, the case will be referred to an Academic Misconduct Panel	
If the student has raised previously undisclosed extenuating circumstances, the case will be referred to an Academic Misconduct Panel	
If the outcome is that there is unequivocal evidence of academic misconduct, the case will be referred to a senior academic member of staff to determine the appropriate penalty and the student has the right to appeal (see Section 13 in the <i>Academic Misconduct Policy and Procedures</i>)	

10. Declaration

I confirm that the content in this report accurately reflects the Formal Discussion

Lead Academic Integrity Officer (or designate) Signature:	
Lead Academic Integrity Officer (or designate) Name:	
Date:	

<i>For Penalties Only</i>	Date form and evidence (if any) received:
Senior Academic Name:	
Decision and penalty to be applied:	