

## INFORMATION SHEET

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|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Document Title:</b>                 | Unfair Practice Policy                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Document Type:</b>                  | Policy / Procedure                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Document Owner:</b>                 | Director of Quality and Curriculum                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Responsible Executive Director:</b> | Academic Services                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Purpose:</b>                        | This policy aims to uphold academic integrity and address academic misconduct in partnership with both staff and students. The core principle behind this policy is that any work submitted for assessment must be the student's own, including written content, structure, arguments, interpretations, and conclusions. This policy outlines actions that may violate this principle and, if proven, could be considered academic misconduct. |
| <b>Review Cycle:</b>                   | <b>Biennial</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                   |                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>Links to Strategic Plan:</b>                                                                                                                   |                                        |
| Leading the way in a Modern World / Our place in the Community / Learner opportunity and success / Driving the economy through skills & knowledge |                                        |
| <b>Link to Risk Register:</b>                                                                                                                     |                                        |
| STR0004 Lack of staff capacity/capability in all key specialist areas<br>STR0008 Concerns re. quality of learning experience.                     |                                        |
| <b>Link to our Values:</b>                                                                                                                        | Trust / Fairness / Respect / Honesty / |

| <b>Approval Checklist:</b>                                                         | <b>Date:</b> |
|------------------------------------------------------------------------------------|--------------|
| • First draft uploaded to Grŵp Portal for initial consultation with staff (via RL) | 24/03/25     |
| • First draft sent to JCC for initial 2 week consultation (via RL)                 | 24/03/25     |
| • Impact Assessments completed                                                     | 20/05/25     |
| • Final draft presented to HEQASG                                                  | 09/04/25     |
| • Final draft presented to JCC (if applicable)                                     | 21/05/25     |

|                                                 |          |
|-------------------------------------------------|----------|
| • Final draft presented to SHE (if applicable)  | N/A      |
| • Union Approval at JCC                         | 21/05/25 |
| • Policy presented to CSSC Committee            | 03/06/25 |
| • Policy presented to Board                     | 26/06/25 |
| • Policy translated and uploaded to Grŵp Portal | 20/08/25 |

| Section                     | Description of change                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------|
| 2, 3, 4, 5, 6, 7, 8, 10, 13 | Simplified language                                                                                 |
| 7.1                         | Included reference to artificial intelligence                                                       |
| 8.3                         | Confirmation that the use of artificial intelligence detection software is not permitted            |
| 8.4                         | Included indicators of unfair practice paragraph                                                    |
| 9                           | Section removed and integrated in Section 8                                                         |
| 10                          | Include information regarding conducting VIVAs                                                      |
| 11, 12                      | Section removed and integrated in Section 10                                                        |
| 14                          | Section on UP Panel Procedure updated to current process and for clarity and simplicity             |
| 15                          | A new section regarding Extenuating Circumstances                                                   |
| 16                          | New sanctions to allow more flexibility to panel members and to bring inline with Bangor University |
| 22                          | New procedure flowchart                                                                             |

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## **1. Who does this Policy Apply to?**

- 1.1 This policy applies to students undertaking HE programmes which GLLM have been validated to deliver by the following HE awarding organisations;
- HE programmes validated by Bangor University for delivery by Grŵp Llandrillo Menai
  - Edexcel/Pearson
- 1.2 Students undertaking HE programmes awarded by other institutions should review the policies and procedures which are available in the Programme VLE, GLLM website or awarding organisation website.

## **2. Purpose of the Policy**

- 2.1 This policy aims to uphold academic integrity and address academic misconduct in partnership with both staff and students. The core principle behind this policy is that any work submitted for assessment must be the student's own, including written content, structure, arguments, interpretations, and conclusions. This policy outlines actions that may violate this principle and, if proven, could be considered academic misconduct.

## **3. Policy Statement**

- 3.1 It is considered unfair practice to take any action that gives an unpermitted advantage to oneself or others. This applies whether the student acts alone or with others. Such actions may take place during a formal examination, coursework or any other form of assessment completed as part of a qualification.
- 3.2 The Grŵp expects all students to take responsibility for safeguarding their own work and to take reasonable steps to prevent others from copying it.

## **4. Implementation**

- 4.1 Grŵp Llandrillo Menai is committed to:
- Ensuring that the Unfair Practice Procedure is applied fairly, consistently, and promptly.
  - Providing clear information about this procedure and the definition of academic unfair practice in programme handbooks and on the Student Virtual Learning Environment (VLE).
  - Giving students access to online resources and support to help them understand how to avoid plagiarism.
  - Upholding the principles of natural justice throughout the implementation of this procedure.
- 4.2 An active offer of support is available to all staff and students as appropriate to support their understanding of this policy
- 4.3 Support and guidance is provided to staff to ensure a neutral decision making process through mandatory unconscious bias and equality & diversity training.

## **5. Monitoring and Impact Measurement**

- 5.1 Unfair Practice cases will be reported to the External Examination Boards and External Examiners / Moderators. The Higher Education Quality and Standards Committee will monitor the number and seriousness of cases.
- 5.2 The Unfair Practice policy will be monitored and reviewed every two years in accordance with Grŵp Llandrillo Menai HE Policies approval process and those of the awarding body.

## 6. Purpose of this Procedure

- 6.1 This procedure reinforces academic integrity and addresses academic misconduct in collaboration with staff and students. Its guiding principle is that all submitted work, including written expression, structure, arguments, interpretations, and conclusions, must be the student's own. This procedure sets out actions which may go against this principle and may, if proven, represent an instance of Unfair Practice.

## 7. Definitions of Unfair Practice

- 7.1 The following are examples of behaviour that may be considered unfair practice. However, this list is not exhaustive and Grŵp Llandrillo Menai reserves the right to identify other actions as unfair practice under this procedure if deemed appropriate.

### 1. Examples of Academic Misconduct in coursework

- a. **Plagiarism:** Using another person's words or ideas without proper acknowledgement and submitting them for assessment as one's own work. This includes copying materials from the internet, unfair use of generative artificial intelligence software, rewriting published material without citing the source, and translating materials using unauthorised methods.
- b. **Collusion:** Collaborating with another person to submit some or all of their work as one's own. This includes offering to help by writing or proposing part or all of another person's work. It also applies when one student's work is submitted under another's name or when two or more students submit identical or very similar work. If this is done with the knowledge of the original author or if the original author has been reckless about the possibility of their work being copied, both students may be held responsible.
- c. **Third Party:** This includes any action where a third party completes work on behalf of the student, whether or not the student pays for it. A third party can include a fellow student, friend, or family member; however if it is another student, they will also be subject to action under this procedure. This category also covers material obtained from commercial essay websites or similar agencies.
- d. **Self-Plagiarism:** Submitting work, either in part or in full, that has previously been submitted for academic credit, unless it is properly referenced or is a resubmission of previously failed work that has been authorised by the programme team.
- e. **Fabrication of Data:** Making false claims about carrying out experiments, observations, interviews, or other forms of data collection and analysis.
- f. **Ethical:** Conducting research without the required ethical approval and / or other relevant permissions. Failing to obtain proper informed consent from participants in research projects or failure to adhere to agreed protocols for obtaining and recording consent.
- g. Promoting ways to breach academic integrity by sharing information with other students about ways to commit academic misconduct, or by facilitating academic misconduct.
- h. Presentation of false evidence of extenuating circumstances to a Board of Examiners.

### 2. Examples of Academic Misconduct in examinations

- a. Taking unauthorised materials such as a book, loose papers, mobile phone or smart device into an examination room.
- b. Concealing information on their person to take into the examination room e.g., writing information on hands, arms etc.
- c. Copying from another person in the examination room.
- d. Communicating with another person when in the examination room.

- e. Impersonating a student or allowing oneself to be impersonated.
- f. Presenting an examination script as one's own work when the script includes material produced by unauthorised means including collusion.
- g. Receiving restricted information relating to the assessment without the approval of the examination supervisor.
- h. Presenting false evidence of extenuating circumstances to a Board of Examiners.

## **8. Detection of Unfair Practice**

- 8.1 If a marker or any other individual suspects or believes that a student has engaged in unfair practices during or after the marking period, they must report the matter to the Programme Leader. All suspected cases of unfair practice must be reported to the Quality Assurance Coordinator.
- 8.2 Where possible suspected unfair practice should be supported by clear documentary evidence that, for example, clearly identifies the source of any plagiarised text or material. In cases of suspected plagiarism, a Turnitin originality report may be provided. Reports generated by Turnitin should not be used as the sole basis for determining academic misconduct. Academic staff responsible for marking assignments must review and interpret the results to decide whether to pursue an allegation of Unfair Practice. Additionally, other indicators of Unfair Practice, as outlined in paragraph 7.3, must also be taken into account. As a guideline, a Turnitin similarity report of 20% or higher should prompt further investigation by the marker.
- 8.3 Turnitin is the only plagiarism detection software permitted for use at GLLM. Programme teams should not use artificial intelligence detection software and such reports cannot be submitted as documentary evidence.
- 8.4 Staff marking students' work must use their professional judgement to determine whether plagiarism, use of artificial intelligence or other forms of Unfair Practice have occurred. Indicators of Unfair Practice may include:
- a. The work, or parts of it, exceed the student's research or writing abilities and appear overly professional, journalistic, or scholarly.
  - b. The work contains complex vocabulary, technical terms or expressions that go beyond what would be expected from a student at that level.
  - c. The quality of writing is inconsistent, such as a well-written body but a poorly written introduction or conclusion.
  - d. Formatting inconsistencies, including differences in title page design, font, references or layout.
  - e. There are embedded links, unusual page breaks or incorrect page numbers.
  - f. The topic of the work does not align with the assignment, class lectures or provided materials.
  - g. An unusual bibliography, such as an excessively long reference list, inconsistent citation styles, reliance on outdated or obscure sources or references to materials not available in the college's library. Staff may search the library catalogue to verify availability.
  - h. The same searching techniques that students use for locating papers on the internet can also be used to retrieve plagiarised papers. A phrase from a student's work can be typed into a search engine to identify sources that have been copied.
  - i. Text that closely resembles other sources, even if not identical. Plagiarism includes minor word substitutions, sentence rearrangements or rewriting content without properly citing the original source for ideas or facts.

- 8.5 While the allegation is being investigated a mark of 0 should be given for the work in question. If the investigation cannot be completed before an examination board is held, the mark of 0 will be processed.
- 8.6 If unfair practice is suspected, an investigative interview must be conducted.
- 8.7 In cases where collusion is suspected, initial discussions should take place with the programme team to ensure there is no misunderstanding with collaborative work. It is important that, where group work is allowed, students are clearly informed of the guidelines. Unless explicitly stated otherwise, all work submitted for assessment should be completed individually.

## **9. Investigative Interview Procedure**

- 9.1 If the marker suspects that unfair practice has occurred, the student in question will be interviewed to determine whether there is a valid case to answer.
- 9.2 The investigative interview is especially important when the marker is unable to find sufficient documentary evidence to support the allegation. This is particularly relevant in cases where artificial intelligence use is suspected, but there is not enough evidence to confirm the initial concern.
- 9.3 The following procedure should be followed for the investigative interview:
1. The marker should inform the Programme Leader of their suspicions. If the marker is the Programme Leader, the matter will be discussed with another member of the programme team. The Programme Area Manager should also be made aware of the marker's concerns.
  2. The Programme Leader may ask another staff member, who is not involved in the marking but has relevant expertise, to conduct the interview with the student.
  3. The student will be invited to meet with the nominated staff members, where they will have the opportunity to explain how the work was developed.
- 9.4 It should be made clear to the student in advance that this meeting is not part of the assessment process, but rather a step in determining whether there is a case of unfair practice to address. The student should be encouraged to bring any previous drafts of the assignment and any rough notes made during its development.
- 9.5 The following topics are recommended for discussion during the meeting. Every effort should be made to give the student the opportunity to demonstrate that the work is their own.
- a. The sources used by the student
  - b. The methodology applied
  - c. The thought processes involved in the conclusion / findings
  - d. A discussion of planning and drafts
  - e. The development process of the assignment, particularly the timescales
  - f. The student's understanding of the topic's learning outcomes
- 9.6 When the marker is unable to find sufficient documentary evidence to support the allegation, particularly in cases where artificial intelligence use is suspected, a VIVA (viva voce) should be conducted. This helps ensure the student has the appropriate knowledge for their assessment and enables tutors to identify any potential unfair practice issues. The goal of the viva is to assess whether the student understands their work, can explain what they did and can explain what they learned.

- 9.7 The following topics are recommended for discussion during a VIVA:
- Questions that assess the student's overall conceptual understanding of the subject or topic.
  - Questions about specific topics included in their work.
  - How the student researched the topic and planned for their assessment.
  - Questions that encourage the student to reflect on their work, such as what they believe is good or not so good about it, and if they considered other ideas or approaches.
  - Ask the student to summarise their work, what they have learned, and if they would do anything differently.
- 9.8 If, as a result of the interview, it is determined that no unfair practice has occurred, no further action will be taken under the Unfair Practice Procedure, and the work will be marked as usual.
- 9.9 If the investigative interview determines that there is evidence of unfair practice, the matter must be discussed with the Quality Assurance Coordinator, who will advise whether it can be treated as a minor indiscretion or if it should be escalated to an Unfair Practice Panel.
- 9.10 A formal record of the investigative interview should be created by the Programme Leader, and a copy should be sent to the Quality Assurance Coordinator.
- 9.11 If the student refuses to attend an Investigative Interview or fails to respond to the request (after one reminder), the Director for Quality & Curriculum will decide whether to pursue the matter under the Unfair Practice Procedure, based on the recommendations of the marker and the Interview Panel.

## 10. Minor Indiscretion Procedure

- 10.1 If all of the following factors apply, the offence can be classed as a Minor Indiscretion:
- It is a first offence;
  - The offence has occurred at level 4\*
  - There are indications that the offence has occurred because of poor academic practice rather than a deliberate attempt to gain unfair advantage.
- \*rare exceptions may be made for students studying standalone modules at higher levels, or students studying at a higher level who received credit transfer through experiential learning.*
- 10.2 Following the investigative interview, a decision may be made to classify the offence as a minor indiscretion, if all the above criteria are met. In such cases, the student should be supported in improving their academic writing to prevent a repeat of the offence. A meeting to provide support should be offered to the student by the Programme Leader. Additional support may include attending academic study skills sessions over a specified period or any other method deemed appropriate by the Programme Leader.
- 10.3 If the student commits a further offence of unfair practice, this will automatically result in the matter being referred to an Unfair Practice Panel.
- 10.4 The minor indiscretion should be formally communicated to the student in writing via the Quality Assurance Coordinator, with clear guidance for improvement. It should also be made clear to the student that any future offences will be dealt with formally as unfair practice. A record of the incident should be made in eDRAC. The work



should be marked according to the usual assessment criteria and marking scheme, excluding any sections that are not the original work of the student.

- 10.5 The Quality Assurance Coordinator must be informed of all cases determined to be a minor indiscretion. If it is decided that the case should be escalated to an Unfair Practice Panel, the Programme Leader will inform the Quality Assurance Coordinator, who will then convene a Panel meeting and inform the student in writing.

## 11. Unfair Practice Panel Procedure

- 11.1 The Panel will consist of:

- **Chair:** The Director for Quality & Curriculum
- HE Quality Manager (who may act as Chair if required)
- The Grŵp Library and Learning Resources Manager (as an independent member)

- 11.2 Reserve member to ensure quoracy in the event of absence:

- Teaching & Learning Manager
- Quality Assurance Manager

- 11.3 The Quality Assurance Coordinator will be present at all stages of the panel to provide guidance on awarding body regulations, policies, and procedures, as well as during the discussion regarding the sanction to be imposed, offering guidance on precedents.

- 11.4 The following will also attend the panel;

- The Programme Leader and/or their nominee who will present the case against the student
- The Programme Manager, who may attend to support the Programme Leader as required.
- Student, who may be accompanied by a person for support.

- 11.5 All documentary evidence in support of the case should be clearly annotated and provided to the Panel by the Programme Leader. This documentation should include the Turnitin Originality Report (if applicable), the assignment brief (for non-examination assessments), and the examination rubric (for examination assessments).

- 11.6 In accordance with the timelines outlined in section 18 of this policy, the Quality Assurance Coordinator will inform the student and panel members of the date, time, and venue (if applicable) of the Panel, and will provide copies of the documentation to be considered.

- 11.7 The student will receive a copy of the policy and be advised of their rights, including the right to be accompanied, to present evidence of any extenuating circumstances in accordance with the Extenuating Circumstances Policy, and to hear all evidence. If the student provides additional documentary evidence during the panel, it may only be accepted with the express permission of the Chair. The student will be required to confirm to the Quality Assurance Coordinator whether or not they will attend the hearing and if they intend to be accompanied.

- 11.8 Support will be offered to the student to ensure their understanding of the Unfair Practice Policy.

- 11.9 The student will be asked to confirm if they would like the panel meeting to be conducted in Welsh. If simultaneous translation is required to accommodate the student's request, they will be notified of this prior to the panel meeting.

11.10 The purpose of the Panel is to consider the evidence presented and determine, on the balance of probabilities, whether or not the case has been proven, following the process outlined below:

1. The Programme Leader will present the case against the student to the panel prior to the meeting. The student will receive a copy of this information prior to the panel meeting.
2. The panel will ask the student questions regarding the assessment to ensure the facts are established. The student will be given the opportunity to raise any matters in mitigation or challenge the information presented by the programme leader.
3. The Programme Leader may attend the Panel at the students request.
4. The student and any accompanying person are entitled to hear all the evidence presented.
5. The Chair may invite contributions from the accompanying person.
6. Following the hearing of all the evidence and questions, the student will withdraw and the Panel will consider their verdict.
7. The decision will be reached on the balance of probabilities. The Panel does not need to prove intent on the part of the student for the case to be proven. However, a lack of intent to engage in Unfair Practice may be considered when deciding on an appropriate sanction.
8. The Panel may be advised by the Quality Assurance Coordinator of any relevant previous Unfair Practice offences before making a decision on the sanction. Care should be taken to consider the potential prejudicial effect of disclosing this information, which should only be shared in exceptional circumstances.
9. If the Panel finds the case not proven, the student will be notified in writing and all evidence of the case will be removed from the student's record.
10. If the Panel finds the case proven, it will proceed to consider the sanction to be imposed based on whether or not the offence is low or high, taking into account the recommended range of sanctions outlined in this procedure and any precedents established in previous panels.
11. The Panel may be provided with the student's profile of marks and any relevant assessment conventions or regulations for the programme of study, which may be taken into account during deliberations.
12. The Chair of the Panel may consider an adjournment to collect further evidence, at the request of Panel members or the student.

11.11 Where witnesses are called upon, a complete list of such witnesses must be provided to the Quality Assurance Coordinator in advance of the panel.

11.12 The Panel may wish to consider the following additional factors when determining the level of sanction:

- a. In cases of plagiarism, whether the student's submission is from an early stage of their higher education studies at GLLM.
- b. In cases involving examinations, whether the offence has actually benefited the student.
- c. Whether the manner of the offence demonstrates a deliberate attempt to deceive the markers.
- d. Whether there have been previous instances of academic misconduct or poor academic writing.
- e. Any extenuating circumstances declared by the student, provided that appropriate documentary evidence in accordance with the Extenuating Circumstances Policy is submitted by the student in a timely manner.
- f. Where appropriate, the Panel may adjourn their decision pending the outcome of a scheduled Extenuating Circumstances (EC) Panel.

- 11.13 If the student wishes to appeal against the decision of the Panel, they must do so in writing, following the process outlined in Section 18.

## **12. Extenuating Circumstances**

- 12.1 Extenuating circumstances must be reported by students at the time they occur, so that appropriate arrangements, such as extensions to assessment deadlines or alterations to examination arrangements, can be made.
- 12.2 Extenuating circumstances cannot be used as a justification for Unfair Practice but may be considered when determining the penalty to be imposed.
- 12.3 Students may present details of extenuating circumstances when an allegation has been made. The details provided must be directly relevant to the allegation and to the time of the alleged offence. Students must submit these details, along with supporting evidence, before any meeting regarding the allegation takes place. Any extenuating circumstances submitted by the student will remain confidential and will only be shared as necessary to assess the student's case.

## **13. Sanctions**

- 13.1 The range of penalties outlined below should be used as a guide only and is not exhaustive or exclusive.
- Any penalties involving a resubmission will be treated as an additional resit attempt by the Board of Examiners, unless the Unfair Practice Panel specifies otherwise.
  - Where resubmissions are permitted, the Panel will decide whether students may resubmit the existing work with amendments or must submit a completely new piece of work.
  - A formal reprimand will accompany all penalties applied, and a record of this will be placed in the student's file on eDRAC.
  - The range of sanctions the Panel can apply is not limited to the examples provided in this guidance.

| 1. Lower Penalty                                                                                                                                                                                                                                                                                                                                                                                                                   | 2. Normal Penalties                                                                                                                                                                                                                                                                                                                                                  | 3. Higher Penalties                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>i. Award 0% for assessed work</li> <li>ii. Resit / resubmission allowed</li> <li>iii. Mark for resubmitted work capped at: <ul style="list-style-type: none"> <li>A. 40% (Level 4-6)</li> <li>B. 50% (Level 7)</li> </ul> </li> <li>iv. Option to allow student to resubmit without a cap, but if this option is chosen, the Panel must provide an explanation for the decision.</li> </ul> | <ul style="list-style-type: none"> <li>i. Award 0% for assessed work</li> <li>ii. Resit / resubmission allowed only if required and permitted under Examination regulations and programme derogations.</li> <li>iii. Mark for resubmitted work capped at: <ul style="list-style-type: none"> <li>A. 30% (Level 4-6)</li> <li>B. 40% (Level 7)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>i. Award 0% for assessed work</li> <li>ii. Resit / resubmission not permitted, except to redeem failure as a part-time / external student</li> </ul> |

1. **Lower Penalties** are applied if one or more of the following apply:
  - a. Actions were inadvertent or due to poor understanding of regulations.
  - b. Actions were committed on impulse and were not premeditated.
  - c. Unfair Practice is very limited in relation to the amount of work presented.
  - d. There are relevant personal or other circumstances.
  - e. The Normal Penalty would have a disproportionate impact on the student's profile of marks.
2. **Normal Penalties** are applied if one or more of the following apply:
  - a. The student acknowledges their actions were inappropriate and understands the impact of unfair practice.
  - b. Actions were premeditated.
  - c. Unfair Practice has influenced the work presented, but not extensively.
  - d. There are no relevant extenuating circumstances.
3. **Higher Penalties** are applied if one or more of the following apply:
  - a. The student does not acknowledge their actions as inappropriate and refuses to recognise the impact of unfair practice.
  - b. Actions show a high degree of premeditation and planning.
  - c. Unfair Practice is extensive in relation to the amount of work presented.
  - d. Unfair Practice is a repeat offence after a prior warning from the Panel.
  - e. There are no relevant extenuating circumstances.
  - f. The Normal Penalty does not adequately reflect the offence committed.

Capping the Mark at 30% or 40%: if a module is core, the mark must be capped at 40% (Level 4-6) or 50% (Level 7).

**Note:** If a student falls between categories (e.g., a higher penalty is suggested based on one criterion but a normal penalty on another), the higher of the two penalties should be applied.

#### **14. Interaction with Suitability to Practice**

- 14.1 Where a case of minor or major academic misconduct has been found proven in a professional programme, any outcomes may be referred to the relevant regulatory body if deemed appropriate by the Panel.
- 14.2 If a case of alleged academic misconduct is under investigation at the time of the relevant Examination Board meeting, the Board shall defer consideration of the student's work until the Panel has made a decision. In such circumstances, the student's marks will be considered at the next Board.
- 14.3 If a case of Unfair Practice is found proven following the publication of the student's marks, the Panel shall refer the matter to the relevant awarding body or institution.

#### **15. Support for Students at Hearings**

- 15.1 The student may be accompanied at the hearing by a friend, relative, another student, a member of GLLM staff or any other individual needed to support them due to specific needs (e.g., a carer or translator). However, this person may not act in a legal capacity or speak on behalf of the student without the Chair's express permission, unless prior notice has been given that the student will be represented (see below). If the student intends to be accompanied, they should inform the Quality Assurance Coordinator of the accompanying person's name in advance of the hearing and clarify whether that person has legal qualifications or is a representative of a Professional Body. The student will be responsible for ensuring that the accompanying person is provided with the necessary details, including the date, time, venue, and any relevant documentation.
- 15.2 Any witnesses to be called upon must be made known by the student to the Quality Assurance Coordinator at least 5 working days in advance of the panel.
- 15.3 If the student wishes to be represented by a legally qualified person or a representative from a professional body, the GrŴp reserves the right to have its own legal representative present. The student must notify the Quality Assurance Coordinator of this intention at least five working days before the hearing. Each party will bear its own legal costs. The student will also be responsible for ensuring that their representative is provided with the necessary documentation, as well as the date, time, and venue of the hearing.
- 15.4 It should be noted that no person will be allowed to accompany the student if it can be demonstrated that the person could gain personal advantage from attending, such as a student who is subject to a similar breach of the GrŴp's procedures.

#### **16. Attendance at Unfair Practice Panel**

- 16.1 If a student indicates they will attend the Panel but subsequently fails to do so without providing a reason or apology, the Panel will proceed in their absence. If reasons are provided, the Chair will decide whether a postponement is warranted.
- 16.2 If a student is unable to attend the hearing for exceptional reasons (e.g., an international student who has returned home after their visa expired), they must notify the Quality Assurance Coordinator no later than five working days before the Panel. Where possible, the student will be given the opportunity to participate in the hearing electronically or to submit a written statement for the Panel's consideration.

16.3 If the student requests a postponement, evidence of mitigation will be required and presented to the Chair for approval. A postponement may be granted, but only once.

16.4 If the student indicates they will not attend or fails to respond, the hearing will proceed in their absence.

## **17. Appeals**

17.1 Where a case has been reviewed by the Unfair Practice Panel and the student wishes to appeal the decision, they must submit a full written appeal to the Quality Assurance Coordinator. The appeal must be received no later than ten working days from the date of the letter notifying the student of the Panel's decision. A simple notice of appeal, submitted in writing within the deadline, will not be considered a valid appeal and will not be accepted.

17.2 Acceptable grounds for appeal will be one of the following:

- a. Irregularities in the conduct of the hearing. These must be of such a nature that they cause reasonable doubt as to whether the same decision would have been reached if they had not occurred.
- b. Exceptional personal circumstances. These circumstances were not known to the programme team when the student's case was considered, and they can be shown to be relevant to the unfair practice. The student must provide a valid explanation for why such personal circumstances were not disclosed before the Panel. If a student could have reported exceptional personal circumstances prior to the Panel, they cannot later use these circumstances as grounds for appeal.

17.3 On receipt of an appeal, the Director for Higher Education or an Assistant Principal, who has not been previously involved in the case, shall, where appropriate to the circumstances of the case, consult with the Chair of the Panel concerned.

17.4 The Director for Higher Education or an Assistant Principal, who will be a person not previously involved in the case, is required to disallow an appeal which:

- Is based on factors which were known to the Panel when the sanction was imposed;
- Introduces information which was known to, and could have been reported by the student prior to the meeting of the Panel.

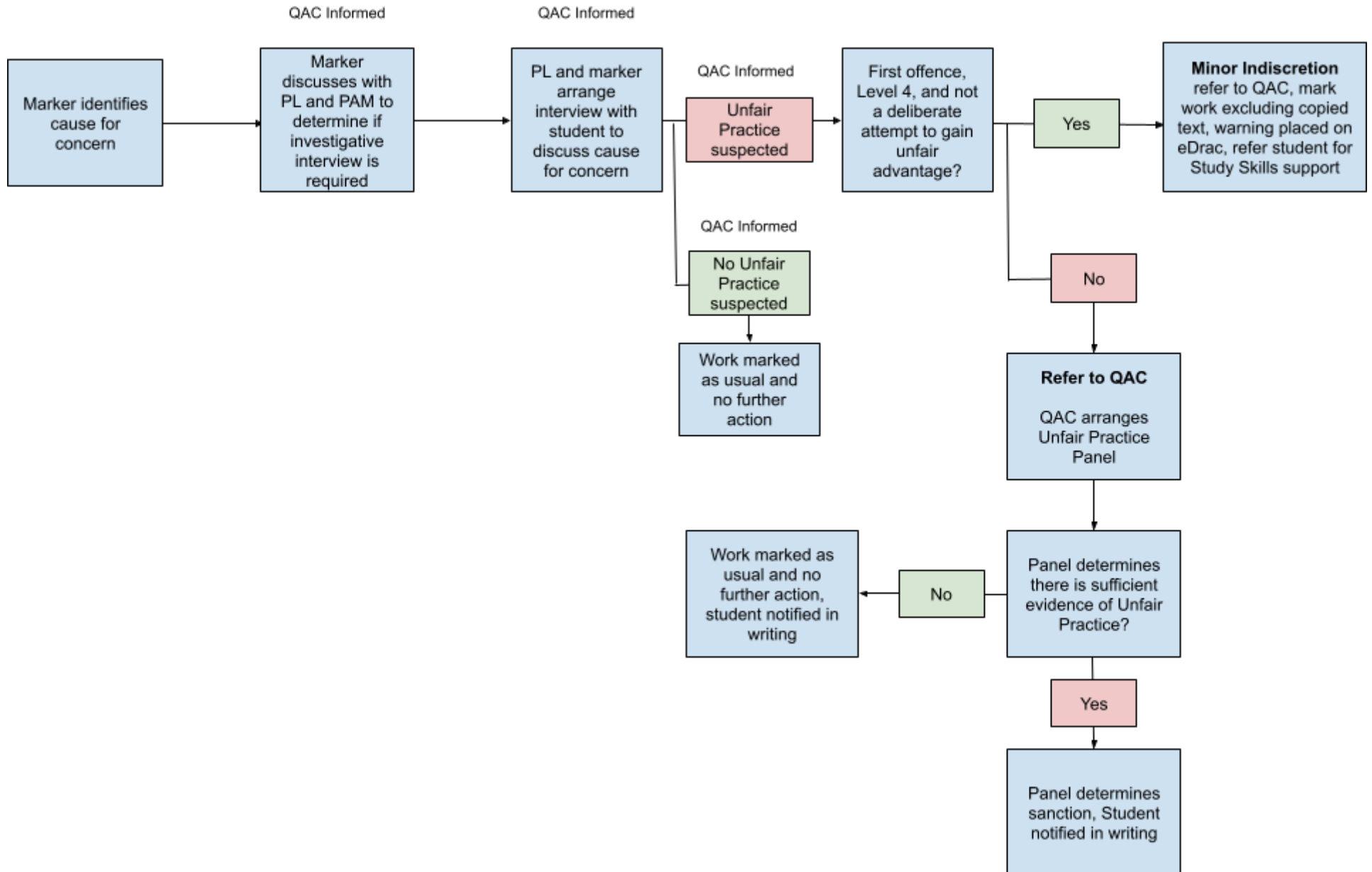
17.5 If the appeal is accepted, it shall be dealt with under Grŵp Llandrillo Menai's appeal procedure.

## 18. Timeline for Unfair Practice Panels

18.1 Every effort will be made to comply with these timescales. It should be noted that unforeseen circumstances may occasionally result in these deadlines not being met.

| Timing (latest date)                                    | Action                                                                                                                                                                                                                        | Responsibility                |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 5 working days before Panel                             | Advise the student in writing of the allegation, including the date and time of the hearing, arrangements for the hearing, and request confirmation of their language preference (Welsh or English).                          | Quality Assurance Coordinator |
|                                                         | The Programme Leader must provide documentary evidence in support of the case to the Quality Assurance Coordinator.                                                                                                           | Programme Leader              |
|                                                         | A full list of any witnesses to be called upon must be provided to the Quality Assurance Coordinator.                                                                                                                         | Programme Leader and Student  |
| 5 working days before Panel                             | Provide the student and the panel with the documents to be considered at the Panel.                                                                                                                                           | Quality Assurance Coordinator |
| 3 working days before Panel                             | The student should confirm whether they will be attending, their language preferences (Welsh or English), and if they will be accompanied and/or represented by a legal representative or a professional body representative. | Student                       |
|                                                         | If the student requests the meeting to be held in Welsh and simultaneous translation is needed, the student will be notified by email.                                                                                        | Quality Assurance Coordinator |
| 5 working days after Panel                              | The student will be notified in writing of the outcome of the hearing and their right to appeal.                                                                                                                              | Quality Assurance Coordinator |
| 10 working days after date of outcome letter to student | Receipt of full written appeal to be made to the Quality Assurance Coordinator.                                                                                                                                               | Student                       |

## 19. Unfair Practice Procedure Flowchart





## 20. Impact Assessments

### Equality Impact Assessment

|                                 |                |               |            |
|---------------------------------|----------------|---------------|------------|
| <b>Assessment completed by:</b> | Siân Pritchard | <b>Dated:</b> | 11/03/2025 |
| <b>Assessment approved by:</b>  |                | <b>Dated:</b> |            |

| Consideration                                                        | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Special requirements / controls                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Which protected groups might be disadvantaged by the policy/process? | <p>The policy is applicable to all learners undertaking HE programmes at the Grŵp validated by Bangor University and Edexcel/ Pearson.</p> <p>The policy aims to uphold and challenge, where appropriate, academic integrity. The policy will be applied fairly, consistently and promptly.</p> <p>Individuals with additional learning needs or those who do not have English or Welsh as a first language may be disadvantaged if they do not understand the policy, the definitions of unfair practice and steps to be taken.</p> <p>The policy records the need to consider the influence or prejudicial effects of disclosing information to the Unfair Practice Panel and notes that this should only be shared in exceptional circumstances.</p> | <p>Support and appropriate guidance should be given to individuals with an Additional Learning need or those who do not have Welsh or English as a first language to ensure that they fully understand the policy and the definitions of unfair practice and steps to be taken described within. An active offer of support should be made to all staff and learners as appropriate to support their understanding of the policy.</p> <p>Reassessment 20/05/2025- policy has been amended to state: 4.2- An active offer of support is available to all staff and students as appropriate to support their understanding of this policy</p> <p>Support and guidance is provided to staff to ensure a neutral decision making process through mandatory unconscious bias and equality &amp; diversity training.</p> <p>Reassessment 20/05/2025- policy has been amended to state:<br/>4.3-Support and guidance is provided to staff to ensure a neutral decision making process through mandatory unconscious bias and equality &amp; diversity training.</p> |

|                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Which protected groups might benefit from the policy/process?                              | <p>All students and staff will benefit as the policy endeavour to uphold and challenge, where appropriate, academic integrity.</p> <p>Individuals who do not have English or Welsh as a first language, individuals with an Additional Learning Need and those with a disability or health concern may benefit from provisions within the policy enabling them to be accompanied a friend, relative, another student, a member of GLLM staff, or any other individual needed to support them due to specific needs (e.g., a carer or translator).</p> <p>If an international learner has returned home after the visa has expired, prior to a Panel hearing, arrangements will be made to enable the individual to attend and participate electronically.</p> |  |
| Does the policy advance equality and foster good relations?                                | Yes, the policy is applicable to all individuals studying on HE programmes at the Grŵp and endeavours to uphold academic integrity. Provisions contained within the policy will support learners to have any unfair practice allegations heard fairly by an appropriate panel.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Could any part of the process discriminate unlawfully?                                     | Not if followed as described.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Are there any other policies that need to change to support the effectiveness of this one? | No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Conclusion</b>                                                                          | Continue the policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

|                |                |               |                        |
|----------------|----------------|---------------|------------------------|
| <b>SIGNED:</b> | Siân Pritchard | <b>Dated:</b> | 11/03/2025, 20/05/2025 |
|----------------|----------------|---------------|------------------------|

## Welsh Language Impact Assessment

|                                 |                |               |            |
|---------------------------------|----------------|---------------|------------|
| <b>Assessment completed by:</b> | Siân Pritchard | <b>Dated:</b> | 11/03/2025 |
|---------------------------------|----------------|---------------|------------|

|                                |  |               |  |
|--------------------------------|--|---------------|--|
| <b>Assessment approved by:</b> |  | <b>Dated:</b> |  |
|--------------------------------|--|---------------|--|

| Consideration                                                                                               | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Special requirements / controls |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| What positive effects will the implementation of the policy or procedure have on the use of Welsh language? | Along with other supporting Grŵp policies and procedures, this policy acknowledges individuals' rights to use the Welsh language when an unfair practice investigation and subsequent Panel is held. The policy states 'the student will be asked to confirm if they would like the panel meeting to be conducted in Welsh. If simultaneous translation is required to accommodate the student's request, they will be notified of this prior to the panel meeting.' |                                 |
| What negative effects will the implementation of the policy or procedure have on the use of Welsh language? | None due to the active offer to use the Welsh language when implementing the policy.                                                                                                                                                                                                                                                                                                                                                                                 |                                 |
| Are there sufficient Welsh-speaking staff available to implement the policy or procedure?                   | <p>Yes. There are sufficient members of the Grŵp HE, library and learning technologies and quality management teams to ensure this policy can be implemented through the medium of Welsh or bilingually.</p> <p>Where there are insufficient members of Welsh speaking staff to support this, support may be provided by another senior manager or, via simultaneous translation as outlined within the policy.</p>                                                  |                                 |

|                                                                                                            |                      |  |
|------------------------------------------------------------------------------------------------------------|----------------------|--|
| If not, what steps will be taken to ensure that sufficient staff are available, and by when?               |                      |  |
| Does the policy or procedure comply with Grŵp Llandrillo Menai's Welsh Language Schemes/Language Strategy? | Yes.                 |  |
| <b>Conclusion</b>                                                                                          | Continue the policy. |  |

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|----------------|----------------|---------------|------------|
| <b>SIGNED:</b> | Siân Pritchard | <b>Dated:</b> | 11/03/2025 |
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### Sustainability Impact Assessment

|                                 |             |               |            |
|---------------------------------|-------------|---------------|------------|
| <b>Assessment completed by:</b> | Lisa Fowlie | <b>Dated:</b> | 19/03/2025 |
|---------------------------------|-------------|---------------|------------|

| Consideration                                                        | Response                                                                                 | Special requirements / controls |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------|
| How will this policy impact upon the Grŵp's sustainability strategy? | This policy will not have an impact on the Grŵp Sustainability and Environmental Policy. |                                 |
| <b>Conclusion</b>                                                    | Continue the Policy and process                                                          |                                 |

|                |             |               |            |
|----------------|-------------|---------------|------------|
| <b>SIGNED:</b> | Lisa Fowlie | <b>Dated:</b> | 19/03/2025 |
|----------------|-------------|---------------|------------|