

University of Southampton Academic Integrity Guidance

Contents

1	What is academic integrity and why is it important?	2
2	Good Academic Practice	3
3	Information from your programme and the University.....	3
4	Seeking Further Advice and Assistance.....	4
5	Essay or dissertation writing services	4
6	Proof reading and translation services	5
7	Academic Integrity in an online world	6
8	Academic Integrity and Special Considerations.....	6
9	After completing your studies	6
10	Poor Academic Practice and Additional Learning.....	6
11	Suspected cases	6
11.1	Procedure	7
11.2	Postgraduate research (PGR) students.....	8
12	Specific breaches, outcomes and strategies to avoid issues.....	8
12.1	Plagiarism.....	8
12.2	Cheating.....	10
12.3	Collusion	11
12.4	External authorship/assistance.....	11
12.5	Falsification	12
12.6	Recycling.....	13
12.7	Breaching ethical standards.....	14
12.8	Misconduct in Research.....	14
13	Academic Integrity Panels	15
14	References.....	15

This guidance was written by the University Academic Integrity Network and approved by AQSC. It was last updated in July 2021, to reflect the changes to the Academic Integrity Regulations from August 1st 2021.

Referencing in this document uses the Harvard referencing system which may or may not be the system used in your discipline. Further information on referencing is available from the [Library](#).

Abbreviations: AIO Academic Integrity Officer

If you have any issues accessing this document, please contact gsa@soton.ac.uk

1 What is academic integrity and why is it important?

The University is a 'learning community' within which students and staff learn from each other, from their peers and through original research. All members of the University are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty and mutual respect. In maintaining this learning community, the concept of **academic integrity** is fundamental.



Figure 1: Academic Integrity ([University of Southampton, 2021b](#)¹)

Academic integrity means conducting all aspects of your academic life in a professional manner. It involves:

- Taking responsibility for your own work and respecting the rights of others;
- Fully acknowledging the work of others wherever it has contributed to your own;
- Avoiding actions which seek to give you or anyone else an unfair advantage over others;
- Ensuring that your own work is reported honestly, following accepted conventions, rules and laws;
- Ensuring that you follow the ethical conventions and requirements appropriate to your discipline and the [University Ethics policy](#);
- Complying with and undertaking your research responsibly, following all necessary regulatory, legal and professional obligations;
- If you are studying on a professionally-recognised vocational programme, maintaining standards of conduct which are appropriate to a practitioner in that area;
- Supporting others in their own efforts to behave with academic integrity.

As a member of the academic community at Southampton, you are expected to work in accordance with these principles and the University [Academic Integrity Regulations](#). Further information is available on the University [Quality Handbook](#) and on the University [Library website](#).

Acting with academic integrity enables you to demonstrate your own knowledge, skills and understanding of the subject and then to receive feedback to help you progress. You will also be developing professional skills and values which are sought by employers. Conversely, failure to act in this way means that you will not be developing the skills which are essential in the longer term for your personal and academic growth. The feedback you then receive on your work will not help you to improve as it will not be a genuine reflection on your knowledge and abilities.

¹ <https://library.soton.ac.uk/sash/what-is-academic-integrity>

2 Good Academic Practice

A key element of academic integrity is understanding good academic practice in written work and creative practice. Understanding how to use the work of others, including your peers, to develop your own insights into a subject and spark new ideas is an important professional skill. The purpose of assessment is to enable you to develop and demonstrate your own knowledge and understanding of the learning outcomes of a module/programme or professional skills or competencies. The skills you need to succeed in higher education in the United Kingdom may be different from those you have learned at school, college or in your workplace as you will be expected to follow professional academic conventions:

- Within our academic community, it is entirely appropriate that your work should be informed by and refer to the work of others in the field (whether published or unpublished and including material from the internet). However you must always acknowledge this explicitly, following your discipline's citation and referencing conventions. If you include words or ideas without this acknowledgement, it is not seen as a mark of respect but as plagiarism. It is important to make clear which are your words or ideas and which have been taken from others and it requires more than a mention of a source in a bibliography or reference list which may be a practice you are used to from previous experience.
- When you take notes from sources, make sure you do so in ways which identify where you are recording your own observations based on the document you are reading, where you are paraphrasing and where you are recording direct quotations. This will be particularly important if you are taking notes over a longer period and then reviewing them later.
- To demonstrate your knowledge and ability effectively in assignments you need to ensure that you address the question you are asked. Including large amounts of correctly acknowledged and identified pasted material, or over-quotation from external sources, is likely to detract from the quality and originality of the work and is therefore unlikely to secure good marks.
- Learn to plan your study time effectively, be aware of deadlines and leave plenty of time for writing to avoid the need to take 'short cuts' which could lead to bad academic practice. Breaches of academic integrity often arise from poor time management.
- It is often helpful to discuss ideas and approaches to your work with your peers and this is a good way to help you think through your own ideas. However, work submitted for assessment should always be entirely your own except where clearly specified otherwise in the instructions of the assignment. In some instances, working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment. If you have worked with others you should make sure that you acknowledge this in any declaration you make.

When you submit a piece of coursework you will be asked to declare (e.g. through use of a signed declaration or ticked box for electronic submission) that you are aware of the requirements of good academic practice and the potential penalties for any breaches.

3 Information from your programme and the University

To support you in developing your understanding of academic integrity and academic good practice, you can access:

- Opportunities to participate in learning experiences to improve your understanding of academic integrity and academic good practice appropriate to your level of study;
- Advice and information about referencing conventions within your discipline as appropriate to each level of study;
- Advice as to what information in the discipline may be regarded as 'common knowledge' and therefore does not need to be referenced;

- Information about copyright and intellectual property in relation to your discipline and when you need permission to reproduce figures or other printed material (including material from the internet);
- Feedback on your work in relation to any relevant aspects of academic integrity;
- Information, where applicable, about the use of electronic methods used to identify breaches of academic integrity such as Turnitin;
- Information about the ways in which poor academic practice and breaches of this statement will be handled and the possible penalties which may be incurred;
- Where relevant, an awareness of the University's policies connected to ethics and support in applying for ethics approval.

If you study a module with another School or Faculty in the University you should be aware that they are likely to have different, discipline-related conventions for aspects of academic writing such as citations and references. You are encouraged to look at guidance in the module documentation and talk to the module leader to find out what is expected. Similarly, if you study elsewhere in the UK or abroad for any part of your programme you should check the Academic Integrity Regulations that apply there, bearing in mind that different terms are sometimes used such as 'academic misconduct'.

4 Seeking Further Advice and Assistance

If you wish to improve your study skills, always seek advice sooner rather than later. It is an important element of independent learning, and a normal part of academic development, to recognise when you need to seek advice and to learn to benefit from it. This would not necessarily mean that you are 'struggling' with your work.

There are a number of sources of advice: your module tutor, Personal Academic Tutor or supervisor will be able to advise you on requirements for particular assignments, referencing styles etc. or point you in the direction of appropriate sources of advice. If this does not answer your question you can consult:

- This guidance and related links;
- [The Library academic integrity advice](#) and the [Academic Skills Hub](#);
- The University [Academic Guide to Referencing](#)
- [The Students' Union Advice Centre](#);
- The Academic Integrity Officer for your School;
- [Enabling Services](#), especially for students with disabilities or learning difficulties;
- The University [Academic Integrity Regulations](#).

5 Essay or dissertation writing services

You must never use the services of any such companies or individuals. If you do, then the work is not your own and the University will regard this as a serious breach of academic integrity. It can be tempting to engage with these companies, and they may even advise that the service they provide is undetectable, however, often, we will still be able to detect such work by use of software and other means.

Please be aware that these companies will use a range of methods to gain your attention, including WhatsApp, posters in halls or the handing out of business cards on campus. Individuals may offer support and even appear to be students also studying at the University; you should be cautious about accepting help of this nature. The University will never recommend or endorse companies offering these sorts of services.

It is worth noting that in research on the output of companies producing assignments for students in this way (Sutherland-Smith and Dullaghan, 2019) found that such companies can:

- Produce assignments which, even when paid for at a premium rate, arrive late and/or do not pass;

- Keep the personal and payment details of those who use them and could potentially pass them on to others with or without declaring that they are going to do this;
- Blackmail students who have used their services by letting the University know or pressurise students in the future to purchase further assignments.

Acceptable help	Unacceptable help
<ul style="list-style-type: none"> • Discussions about the ideas with fellow students, tutors, friends and family; • Joint preparation of a group presentation or other group assessment when specifically advised to do so as part of your programme; • The use of an amanuensis or notetaker, for example in lectures or examinations, where this is specified to support a student's needs; • Any support given by Enabling Services, the Library Academic Skills Hub or other official University source; • Support from a University authorised tutor or supervisor. • Manufacturing support with prior permission and appropriate acknowledgment. 	<ul style="list-style-type: none"> • Any use of external sources such as essay mills, contract cheating or ghost-writing services, whether paid or not; • Any copying of work produced by another student unless authorised by the University; • Any part or complete piece of work written or prepared by someone else, including a friend or family member, unless authorised by the University (as, for example, in group assessments).

You are therefore advised NOT to use the services of any company or individual offering to help you with researching or writing any of your work including your dissertation or thesis. Doing so may have serious consequences for you.

6 Proof reading and translation services

It is common for you to want to ask friends and family to proof read your work or to help you clarify points in your written English prior to submission. Please bear in mind the following boundaries and remain mindful that the work you submit for marking must be your own.

Acceptable help	Unacceptable help
<ul style="list-style-type: none"> • The identification of any errors in spelling or grammar; • Highlighting where your text is difficult to understand or where the argument that you are trying to describe is not clear; • Identifying where you may have forgotten to cite a reference etc; • Use of online grammar checking or translation tools where you make the final choice unless otherwise advised by the University; • The use of an amanuensis or notetaker, for example in lectures or examinations, where this is specified to support a student's needs; • Any support given by Enabling Services, the Library Academic Skills Hub or other official University source; • Support from a University authorised tutor or supervisor. 	<ul style="list-style-type: none"> • Proof-reading that is paid for unless otherwise advised by the University; • Translation services unless otherwise advised by the University; • The rewriting of any sections of your work by anyone other than yourself; • The addition of further material or references into the text, except where there is an error in the bibliography/reference list by anyone other than yourself; • Translation Software.

Once you receive this feedback it is important that you make any corrections yourself. This is the only way that you can be sure that you are submitting "your own work". You are advised to keep copies of different versions of your work as you proceed so that you can demonstrate this process if necessary.

The University will never recommend or endorse companies offering proof-reading or translation services.

7 Academic Integrity in an online world

The rapidly increasing use of technology and the capabilities it provides present huge benefits in many instances for students. It is worth noting that the same principles of academic integrity continue to apply.

8 Academic Integrity and Special Considerations

We know from experience that, in many instances, poor academic practice and breaches of academic integrity are at least partly due to a student making poor choices in challenging circumstances. If you are experiencing personal or other difficulties you are strongly encouraged to discuss this with your Personal Academic Tutor (PAT), SUSU or another member of the University so that we direct you to the appropriate support. If you know a friend or fellow student is experiencing such difficulties we hope you will guide them to appropriate support. Where academic integrity issues and Special Considerations apply, usually the academic integrity case will be explored first before the Special Considerations Board consider the case and whether any mitigation is appropriate. When the Special Considerations Board meets it is helpful for them to have details of the academic integrity case.

9 After completing your studies

You should be aware that the [Academic Integrity Regulations](#) that were in place when you registered at the University continue to apply even after you have left. This means that you should not share your work with future students as this could lead them and you to be in breach of the Regulations.

10 Poor Academic Practice and Additional Learning

As a University we recognise that developing best practice in academic skills can take a little time, especially for those at the start of their courses; we are committed to providing appropriate educative materials and opportunities. In the Academic Integrity Regulations we have introduced signposting to Additional Learning as an outcome where we identify poor academic practice. Poor academic practice will usually be due to inexperience, lack of understanding (so generally for students earlier in their course) and usually limited in scope. If you receive a letter directing you to this, you are strongly encouraged to explore the resources fully and ask your PAT or another tutor if you have queries. The letter signposting you to such resources should make clear what the issues are. For example (assuming plagiarism was the issue):

The Turnitin report shows a number of close matches to other texts, for example source 2 on page 4, source 7 on page 5 and source 3 on page 8. It appears that you are changing a few words when using a source but not fully paraphrasing in your own words.

11 Suspected cases

If you are to work with academic integrity, there are several practices you must avoid which are explained in more detail in section 12. You are responsible for your own work and conduct and for ensuring that you neither fall accidentally into poor academic practice in your written work nor engage in practices which breach academic integrity because:

- Such practices are unacceptable whether they have been followed deliberately or through a lack of understanding;
- As well as damaging your own development, failure to work with academic integrity is unfair to other students who complete work honestly and fairly;
- It can also potentially damage the relationship between staff and students which is at the heart of the University community, and relationships with other partners, e.g. business and the NHS;

- Ultimately your results will not be a true reflection of your performance which may potentially damage the academic standing of the University's awards.

Should you have reason to believe that a fellow student is not working with academic integrity, you should speak to a member of academic staff such as the module tutor, module leader, Programme Director, Academic Integrity Officer or your Personal Academic Tutor (PAT). Any such matter raised by a student will be treated with the highest level of confidentiality that can be maintained and following all relevant University policies.

If it is suspected that a student has not worked with academic integrity this will be investigated. The University has defined procedures for undertaking such investigations which may be found in the [Academic Integrity Regulations](#). As noted in Section 10, if poor academic practice is identified, a student will be signposted to Additional Learning to help them develop their skills. If a student is found to have breached the Regulations, there are a range of penalties which may be applied. These penalties will, in most cases, affect the mark you receive for the piece of work in question. The most serious cases could lead to a reduction in degree classification or even termination of programme; there is likely also to be an impact on any future reference from your School.

Any student involved in an investigation will have the chance to put their case forward. Students in this position are encouraged to seek support from the [Students' Union Advice Centre](#). There is also provision to request a review of the outcome of any investigation.

The following sections describe examples of breaches of academic integrity under each of the University definitions, consider the likely range of penalties in each instance and give guidance on how to avoid issues. It is essential to note that:

- **There may be other breaches of academic integrity which are not specifically referred to here, and some breaches may fall into more than one category;**
- **Examples, outcomes and penalties given in this document are provided for illustration and as an indication of the range. The need to explore each case on its own merits means that no hard and fast rules can be applied for all cases;**
- **The expectations and standards of Professional, Statutory and Regulatory Bodies will impact the outcomes and penalties awarded.**

The penalties outlined in Section A 5 of the [Academic Integrity Regulations](#) are set out in order of severity (with the exception of 5.4.10 which applies only to PGR students).

11.1 Procedure

Full details of the procedures for academic integrity meetings and Panels can be found in Section B of the [Academic Integrity Regulations](#).

When cases are referred to an AIO they will decide on the appropriate course of action, depending on the evidence available:

- No breach – marking continues as normal.
- If there is evidence of poor academic practice the AIO will arrange for signposting to Additional Learning, as set out in section 10. AIO confirms with CQA, module tutor, module lead and Student Office. CQA send the student details of the Additional Learning resources.
- Where the evidence is clear and the appropriate penalty would be Signposting to Additional Learning or 5.4.1, 5.4.2 or 5.4.3, an Academic Integrity Officer (AIO) can arrange for a proposed penalty letter.
 - AIO confirms with CQA, module tutor, module lead and Student Office. CQA arrange the proposed penalty letter.

- The AIO should send text to CQA for inclusion in the proposed penalty letter, clearly explaining to the student what the issues are, for example:

The reason for this proposed penalty is that the submitted work shows evidence of several incidences of clear patterns of plagiarised text material, as indicated by the highlighted text on the Turnitin report. For example, all the text on page 6 is drawn from Sources 1 and 2, but you have unacknowledged or poorly acknowledged sources. Other examples are the highlighted text from Sources 1 to 4.
- As set out in the [Academic Integrity Regulations](#), the student then has the choice to accept the proposed penalty or ask for a meeting with the AIO;
- It is worth noting that with an outcome of Signposting to Additional Learning or 5.4.1 there is no reduction in marks for the breach of academic integrity. However, the mark may be reduced during the marking process where the assessment marking criteria sets conditions/standards for citation and referencing. The mark and feedback would be returned to the student as part of the normal feedback on assessment process.
- Where the evidence is less clear, the AIO feels that a meeting would benefit the student or the suspected breach is more severe, the AIO reach requiring a meeting with an AIO – AIO confirms with CQA, module tutor, module lead and Student Office. CQA arrange the AIO meeting with the student and AIO.
 - AIOs will often need to call an AIO meeting to determine whether a breach has occurred and determine the outcome
 - Further guidance for students on preparing for AI meetings can be found here:
 - [Students' Union advice](#)
 - [Online tool](#) outlining how to prepare and what to expect.

Following a formal academic integrity meeting:

- The AIO can determine an outcome of no breach, Signposting to Additional Learning or 5.4.1, 5.4.2, 5.4.3, 5.4.4 or 5.4.5. The vast majority of cases fall into this group;
- For any further penalties or where the AIO cannot make a decision, the case is referred to an AI Panel (see section 13);
- On the rare occasions when the most severe penalties are appropriate (5.4.9, 5.4.11 or 5.4.12) the Regulations specify the further involvement required;
- On second and subsequent occurrences and where the case occurs later in the student's academic journey at the University of Southampton, it is likely that tougher penalties will be applied. This will also apply when students have previously been signposted to Additional Learning.

11.2 Postgraduate research (PGR) students

The same Regulations and expectations apply to PGR students. However, as stated in the [Academic Integrity Regulations](#), the penalties applied in relation to progression reviews and final theses are set out in Section A, paragraph 5.4.10. After initial investigation by the Academic Integrity Officer in conjunction with the Faculty Director of the Graduate School and an initial meeting with the student, Section B paragraph 3.3.4 requires that an Academic Integrity Panel considers the case and decides the penalty. It is worth noting that if the case concerns a final thesis the Chair of the Panel must also consult the external examiner about the outcome of the Panel.

12 Specific breaches, outcomes and strategies to avoid issues

12.1 Plagiarism

The University definition of plagiarism is:

the use of ideas, intellectual property or work of others (including that of another student) without acknowledgement and/or indication, thereby presenting someone else's work as your own' ([University of Southampton, 2021a](#)²).

Plagiarism applies to all written and non-written work including:

- All printed texts including books, articles, journals, newspapers and magazines;
- Material from taught sessions and training within and beyond the University;
- Web pages;
- Conference proceedings;
- Designs, models or displays of any type;
- Diagrams, graphs, tables, drawings;
- Photographs and maps;
- Music and compositions;
- Works of art and artefacts;
- Posters and presentations;
- Digital images and computer-aided design drawings;
- Computer programs and software in all forms;
- Mathematical models, computer models and algorithms;
- Macros, spreadsheets and databases;
- Mathematical derivations and calculations.

Examples of plagiarism	Likely outcomes: 1 st occurrence	Likely outcomes: 2 nd and subsequent occurrences
<ul style="list-style-type: none"> • Some attempt but failure to adequately reference sources, including incomplete or inadequate reference list/bibliography, footnotes and/or quotations. 	Signposting to Additional Learning or 5.4.1	5.4.2, 5.4.3
<ul style="list-style-type: none"> • Several sentences of direct copying without acknowledging the source. • Several instances of inappropriate or unacknowledged paraphrasing. • Short blocks of copied code, other computer files or experimental results copied from another student or the work of others from online resources or books without appropriate identification and referencing. • Several paragraphs of unacknowledged paraphrasing of another person's thoughts, ideas or text. 	Signposting to Additional Learning or 5.4.1, 5.4.2 or 5.4.3	5.4.2, 5.4.3, 5.4.4 or 5.4.5
<ul style="list-style-type: none"> • Substantial and significant portions of plagiarised material. 	5.4.2 or 5.4.5	5.4.5 or more severe

To avoid issues with plagiarism you need to:

- Ensure you are rigorous when taking notes, making sure you paraphrase or summarise in your own words and note carefully when you have used a direct quote;
- Avoid inadvertently copying text by working from your notes rather than the original source when completing work to be submitted;

² <http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>

- Be careful to acknowledge all sources fully and use the correct citation and referencing style for your discipline;
- Consult the relevant advice on the [Library website](#) and the [Quality Handbook](#).

12.2 Cheating

The University definition of cheating is:

any action before, during, or after an examination or assessment by which you seek to gain unfair advantage or assist another student to do so. This includes the possession of unauthorised material or technology during an examination and attempting to access unseen assessment materials in advance of an examination ([University of Southampton, 2021a](#)³).

Note: this does not include the use of an amanuensis or notetaker in examinations or legitimate input from University study skills tutors and/or mentors.

Examples of cheating	Likely outcomes: 1 st occurrence	Likely outcomes: 2 nd and subsequent occurrences
<ul style="list-style-type: none"> • Taking materials into an examination (whether belonging to you or another person) that are not permitted under the regulations. 	5.4.3	5.4.5 or more severe
<ul style="list-style-type: none"> • Attempting to gain an advantage in an examination by removing reserved materials from a lab or library to have additional study time at home. • Copying the work of another student without their knowledge or agreement whether in examinations or in other assessments. • Trying to communicate during an examination with any person outside the examination room or with other students within the examination room. 	5.4.5	5.4.5 or more severe
<ul style="list-style-type: none"> • Turning over an examination paper before being directed to do so or continuing to write after being told to stop writing. 	Signposting to Additional Learning or 5.4.1, 5.4.2 or 5.4.5	5.4.5 or more severe
<ul style="list-style-type: none"> • Taking the work or notes of someone else without their permission to use as your own work. • Allowing another person to impersonate you, or impersonating another person, with the intention of gaining an unfair advantage for yourself or the other person. 	5.4.5 or more severe	5.4.6 or more severe

To avoid issues with cheating you should:

- Ensure you are clear about and follow all aspects of the examination and assessment regulations which relate to you;
- Ensure you keep all your work securely, for example on a password-protected computer;
- Ensure you listen carefully to and act on all instructions given by tutors prior to the assessment and by invigilators on the day, and follow all instructions on the examination paper;
- Avoid sharing your final assessments with other current and future students unless specifically advised by the University to do so;

³ <http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>

- Follow guidelines about working with other students on group assessments carefully;
- Never share your University assessments and guidelines for assessment with external sources, unless encouraged to do so by the University (for example, publication of theses);
- Consult the relevant advice on the [Library website](#) and the [Quality Handbook](#).

12.3 Collusion

The University definition of collusion is:

working with another student or students in an unauthorised way to create academic work that should be created by a student independently' ([University of Southampton, 2021a](#)⁴).

Note: this does not include the use of an amanuensis in examinations or legitimate input from University study skills tutors and/or mentors.

Examples of collusion	Likely outcomes: 1 st occurrence	Likely outcomes: 2 nd and subsequent occurrences
<ul style="list-style-type: none"> • An assignment has been edited by another student. • Two or more students submit identical work for all or part of an assessment when collaboration is allowed but independent work on the submitted work is expected. 	5.4.2, 5.4.3 or 5.4.5	5.4.5 or more severe
<ul style="list-style-type: none"> • Loaning work to another student which they then copy (with or without explicit direction from you). 	Signposting to Additional Learning or 5.4.1 or 5.4.5	5.4.5 or more severe
<ul style="list-style-type: none"> • Two or more students submit a computer program containing significant amounts of the same code. 	5.4.2 or 5.4.5	5.4.5 or more severe
<ul style="list-style-type: none"> • Facilitating the cheating of another in an examination. 	5.4.5 or more severe	5.4.5 or more severe

To avoid issues with collusion you should:

- Discuss ideas with fellow students to help you learn (this is encouraged) but ensure that pieces of work submitted for assessment purposes are your own independent work, unless specifically advised otherwise;
- Avoid sharing your work with other students unless specifically advised by the University to do so;
- Follow guidelines about working with other students on group assessments carefully;
- Never share your University assessments and guidelines for assessment with external sources, unless encouraged to do so by the University (for example, publication of theses);
- Consult the relevant advice on the [Library website](#) and the [Quality Handbook](#).

12.4 External authorship/assistance

The University definition of external authorship/assistance is:

where you present work as your own that has been created using unauthorised external input including ghost-writing or use of commercial essay mills or any other form of contract cheating, whether that input is obtained on a commercial basis or not ([University of Southampton, 2021a](#)⁵).

⁴ <http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>

⁵ <http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>

Note: this does not include the use of an amanuensis in examinations or legitimate input from University study skills tutors and/or mentors.

Examples of external authorship/assistance	Likely outcomes: 1 st occurrence	Likely outcomes: 2 nd and subsequent occurrences
<ul style="list-style-type: none"> An assignment has been translated into English by another person. 	5.4.3	5.4.5
<ul style="list-style-type: none"> An assignment or part of an assignment has been prepared by someone other than the student claiming to have written it, whether the person preparing it has been paid or not. 	5.4.6 or more severe	5.4.7 or more severe

To avoid issues with external authorship/assistance you should:

- Ensure that all work you present is your own work;
- Avoid all contact, approaches and engagement with sources that claim to be able to complete your work for you;
- Ask your module tutor, module leader, PAT or supervisor for advice if you are finding a piece of work challenging and cannot work out how to proceed with it;
- Keep drafts of your work and your notes on sources on a University filestore or other service with verifiable time stamps;
- Consult the relevant advice on the [Library website](#) and the [Quality Handbook](#).

12.5 Falsification

The University definition of falsification is

any attempt to present fictitious or distorted data, evidence, references, experimental results or other material and/or knowingly to make use of such material ([University of Southampton, 2021a](#)⁶).

Examples of falsification	Likely outcomes: 1 st occurrence	Likely outcomes: 2 nd and subsequent occurrences
<ul style="list-style-type: none"> Presenting data based on controlled investigations, experiments, surveys or analysis falsely claimed to have been carried out by you. The invention of references and/or false claims. Fabricating data/findings to prove a hypothesis. Including data etc. in your work which you know to be false or incorrect, whether or not this has been created by you. 	5.4.4 or 5.4.6	5.4.7 or more severe
<ul style="list-style-type: none"> Violation of the rights of a copyright holder. Sharing of work, undertaken by someone else, which is subject to copyright without consent. Theft of the work of other students, commercial or industry practitioners. Fraud, including impersonation and misrepresentation of identity. 	5.4.7	5.4.7 or more severe

⁶ <http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>

Examples of falsification	Likely outcomes: 1 st occurrence	Likely outcomes: 2 nd and subsequent occurrences
<ul style="list-style-type: none"> In connection with programmes leading to a professional qualification, falsely claiming to have completed non-academic requirements such as hours in practice, or to have achieved professional competencies. 	5.4.6 or 5.4.7	5.4.11

To avoid issues with falsification you should:

- Keep and report all data accurately, even when the findings are not what was expected;
- Ensure you gain all necessary permissions to use copyright material and acknowledge all sources fully;
- Seek support if you are falling behind on tasks.
- Ensure that you adhere to the requirements of the University [Research Data Management Policy](#);
- Consult the relevant advice on the [Library website](#) and the [Quality Handbook](#).

12.6 Recycling

The University definition of recycling (sometimes referred to as self-plagiarism) is

where a piece of work or part thereof which has already been used in one context is used again (without appropriate acknowledgement or authorisation) in another context ([University of Southampton, 2021a](#)⁷).

In some instances it may be acceptable to use work previously submitted for a written assignment as the basis for an examination answer or to further expand and develop such work at a higher level; e.g. developing the ideas formulated in your third year dissertation into a Master's level thesis. Such situations would be governed by the specific regulations of the appropriate programme of study.

Examples of recycling	Likely outcomes: 1 st occurrence	Likely outcomes: 2 nd and subsequent occurrences
<ul style="list-style-type: none"> Sentences of direct copying from your own work, previously submitted on another assignment, without explicit authorisation. 	Signposting to Additional Learning or 5.4.1, 5.4.2 or 5.4.3	5.4.3 or 5.4.5
<ul style="list-style-type: none"> Re-submitting work which has already been assessed and marked in full or in part for another assessment in the same or in a different course or programme. Failure to disclose that a piece of work was submitted for assessment and has been or will be used for other academic purposes. 	5.4.2, 5.4.3 or 5.4.5	5.4.3 or more severe

To avoid issues with recycling you should:

- Use ideas from previous reading and assignments where appropriate, but not copy and paste. Paraphrase or summarise instead, such that the wording is notably different, unless you have been specifically advised that you can reuse the same material in its original form;
- Acknowledge correctly (according to the specifications of your discipline) where you have used material from previous work (where this is permitted);

⁷ <http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>

- Ensure you are clear about and follow all guidance given in relation to referral assignments and resubmissions.
- If you are repeating a year, check carefully whether you can reuse any assignments or not. It is likely that you will not be able to reuse previously submitted assignments;
- Consult the relevant advice on the [Library website](#) and the [Quality Handbook](#).

12.7 Breaching ethical standards

The University definition of breaching ethical standards is:

failing to comply with your ethical obligations when carrying out your Academic Work as set out in the [University Ethics Policy](#) and the applicable ethical requirements for your subject area, such as failing to obtain free and informed consent ([University of Southampton, 2019a](#)⁸).

Examples of breaching ethical standards	Likely outcomes: 1 st occurrence	Likely outcomes: 2 nd and subsequent occurrences
<ul style="list-style-type: none"> • Failing to obtain free and informed consent from participants as set out in your approved ERGO application. • Failing to obtain ethical approval through ERGO where necessary before carrying out research, including using relevant secondary data. • Failing to carry out the study as set out in your approved ERGO application • Changing the study design without the relevant approval. • Improperly continuing to use data from a participant who has asked to withdraw from the study. 	5.4.2 plus 5.4.4 or more severe	5.4.7 or more severe

To avoid issues with breaching ethical standards you should:

- Ensure you follow the [University Ethics Policy](#);
- Ensure you obtain ERGO approval for all elements of your study (when required) before carrying it out;
- Carry out the study as set out in your ERGO application OR amend your application where necessary and wait for approval before using anything included within the amendment;
- Ensure you seek free and informed consent from your participants before collecting data as set out in your ERGO application;
- Ensure you keep all research data secure, as set out in your ERGO application;
- Ensure you remove all data from a participant who has chosen to withdraw;
- Seek advice on ethical matters from your tutor or supervisor where you are unclear;
- Consult the relevant advice on the [Library website](#) and the [Quality Handbook](#).

12.8 Misconduct in Research

The University states that misconduct in research:

includes any of the above breaches in relation to research and/or other factors including a failure to comply with regulatory, legal and professional obligations such as a breach of confidentiality, infringement of intellectual property rights, failure to take due care for participants in research or of

⁸ <http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>

personal data, and abuse of research subjects or materials (including artefacts) ([University of Southampton, 2021a](#)⁹).

Examples of misconduct in research	Likely outcomes: 1 st occurrence	Likely outcomes: 2 nd and subsequent occurrences
<ul style="list-style-type: none"> • A breach of confidentiality. • Infringement of intellectual property rights. • Failure to take due care for participants in research or of personal data. • Abuse of research subjects or materials (including artefacts). • Failing to keep research data secure. 	5.4.5 or more severe	5.4.7 or more severe

To avoid issues with misconduct in research you should:

- Carry out your research carefully and thoroughly, ensuring all protocols and policies are followed rigorously, including ethical requirements;
- Ensure you treat your participants and their data and/or any research materials or artefacts with respect and confidentiality;
- Consult the relevant advice on the [Library website](#) and the [Quality Handbook](#).

13 Academic Integrity Panels

As indicated in the [Academic Integrity Regulations](#), an Academic Integrity Panel can be convened when:

- A student requests a Panel meeting because they dispute the outcome of a meeting with the Academic Integrity Officer;
- An Academic Integrity Officer chooses to refer the outcome of an AI meeting to a Panel because the case is not clear or the expected penalty would be more severe and requires a Panel meeting.

A clear outline of the procedure is given in the Academic Integrity Regulations. However, if you are involved in such a meeting:

- Students are strongly advised to seek the advice of the Students' Union. Contact details are: email advice@susu.org, telephone 023 8059 2085;
- You are strongly advised to refer to our [online tool](#) for guidance about the purpose and running of the Academic Integrity Panel meeting.
- Staff are strongly advised to consult their School AIO and/or Faculty AIO.

14 References

Sutherland Smith, W. & Dullaghan, K. (2019). 'You don't always get what you paid for: A user's experience of engaging with contract cheating sites.' *Assessment & Evaluation in Higher Education* **44**(8) pp.1148-1162

University of Southampton (2021a) *Regulations Governing Academic Integrity*. Available at: <http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html> Accessed 1.9.19

University of Southampton (2021b) *What is academic integrity: home*. Available at: <https://library.soton.ac.uk/sash/what-is-academic-integrity> Accessed 1.8.21

⁹ <http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>