

# Birmingham City University

## Student Disciplinary Procedure

### Introduction

This procedure allows us to meet our responsibilities relating to caring for and protecting our community and others, and to maintain the standards of our awards. It gives us the power to discipline our students, issue formal warnings and apply suitable penalties where there is a good reason to do so.

Our aim is to encourage acceptable behaviour and academic practices, and prevent behaviour which falls short of our expectations. We expect you to behave in a way that does not disrupt or disturb the learning of others. The procedure is designed to discourage unacceptable behaviour and make sure everyone is treated fairly by applying appropriate penalties for unacceptable behaviour. It also encourages improvement by identifying and agreeing positive actions if your behaviour falls short of the standards we expect. For minor incidents of poor behaviour we will let you know we are not satisfied with your behaviour and may put in place a formal action plan. For poor behaviour that is more serious, we will refer the matter for investigation and we may give you a warning and a penalty. In rare cases, your misconduct may be so serious that we can exclude you from the University and prevent you from applying for further study for up to five years. As part of this Student Disciplinary Procedure, we may need to suspend you from the University, and there is more information about this in the 'Guidance on Suspensions' which is available on iCity.

This procedure applies to all students who are enrolled directly with Birmingham City University and to students enrolled through some of our partner organisations. Your student handbook will tell you if this procedure applies. This procedure meets the 'General principles applying to Birmingham City University student procedures'.

Our Articles of Government state that the Vice-Chancellor is responsible for “the maintenance of student discipline and within the rules and procedures provided for within these Articles for the suspension and expulsion of students on disciplinary grounds or other urgent cause and for implementing decisions to expel students for academic reasons”. The Vice-Chancellor may delegate responsibilities relating to student discipline to appropriate members of staff as explained in this procedure. There is information on the circumstances and process we will use when suspending a student from the University in the Guidance on Suspensions which is available on iCity.

### What is misconduct?

We define two types of misconduct - **academic and general**.

**Academic misconduct** is any behaviour which is likely to give you an unfair advantage in an assessment. Academic misconduct threatens the standards of awards we make as it is an attempt to gain credit for work which is not completely your own. Here are some examples of academic misconduct.

- Cheating in a live assessment (for example, an examination, viva, placement, recital or performance). This includes copying or trying to copy from someone else, communicating or trying to communicate with another student, having notes that are not allowed or having electronic devices, such as mobile phones, that are not allowed.

- Exam invigilators will tell you at the beginning of the assessment what items you are allowed to have with you and if there are any conditions for having those items (for example, you may be allowed to have a copy of a specific book but it must be 'clean' and have no markings in it made by you or anyone else). After the exam invigilator has announced that the assessment has started, it is misconduct for you to have anything with you that is not allowed. If you don't know what you can have with you during an assessment, you must ask the exam invigilator before the assessment begins.
- Trying to see an exam paper or trying to get confidential information about an exam paper before the exam.
- Getting someone else to take or try to take an assessment for you.
- Not following the instructions issued by the exam invigilator.
- Plagiarism. This means submitting any item of assessment which contains work produced by someone else in a way which makes it look as though it is your own work. This includes copying material in any medium (for example, written work, video, sound recording and so on) and from any source such as websites, books or journals, failing to reference the work of others, copying work from sources such as essay banks or asking someone else to write an assessment for you. This includes 'self-plagiarism' - you are not allowed to re-use work, or significant sections from work, that you have already submitted for assessment. This work has already been given academic credit and you can't get more credit for the same work. Guidance on plagiarism is available on iCity.
- Collusion. This means working with at least one other person to produce a piece of work which you then pass off as your own. Unless the assessment brief clearly states that the work can be produced jointly, the work you submit for an assessment must be your own. You can discuss ideas for the work with other students, but you must not work with them to produce a piece of work together, you must not copy or share another student's work, and you must not lend your work (including drafts) to another student to allow them to copy your work. If your piece of work is very similar to that of another student, you are likely to be accused of collusion. If you are found to have made your work available for another student to copy all or part of it, you may be referred for disciplinary action even after you have completed your award and are no longer a student of the University.
- Falsifying information, resources or data. This includes making up research responses, inventing or changing someone else's work to fit your assessment or theory, or forging a signature on an assessment document.
- Failing to get the necessary permission before carrying out research.

**General misconduct** applies to any other type of misconduct that does not involve an assessment. Here are some examples of general misconduct.

- Any behaviour which is a criminal offence. Some criminal offences will result in you being automatically suspended from the University. More information is included in the University Guidance on Suspensions which is available on iCity.
- Possessing an offensive weapon or replica weapon on University premises, or when doing an off-site activity for the University (such as site visits, or field trips) unless you have our permission.
- Threatening, bullying, harassing, or indecent or violent behaviour (either in person, in writing or online), whether or not actual harm is caused.
- Any form of discriminatory behaviour. This includes using certain language or gestures, or behaviour which is likely to break current discrimination laws or which fails to respect other people's rights to freedom of speech and belief.
- Stealing or attempting to steal or misusing or attempting to misuse our property or the property of another member of the University.

- Damaging or trying to damage our property or the property of another member of the University.
- Not following a reasonable instruction we have issued. This includes failing to change inappropriate behaviour after we have asked you to do so.
- Stopping, or unreasonably delaying, us (or any of our members) from carrying out any of our work, duties or activities.
- Bribing or attempting to bribe any member of University staff.
- Fraud, deception or dishonesty relating to the University. This includes making a false claim for money that you are not entitled to or dishonestly preparing a reference about yourself that makes it seem as though it was written by a member of the University.
- Behaviour which harms or could harm our reputation. This includes using social media for this purpose.

The above are only examples and other types of misconduct may also result in disciplinary action being taken. If you are on a programme of study covered by the Fitness to Practise Procedure and an academic misconduct allegation against you relates to either falsifying information, buying or trying to buy someone else's work, or repeated academic misconduct, we may investigate the matter under the Fitness to Practise Procedure rather than this Student Disciplinary Procedure.

### **Levels of concern**

We consider all misconduct to be a serious matter. Most types of misconduct (either academic or general) can range from being minor to major in nature, and we will respond in a way that is in proportion to the seriousness of the particular issue raised. For academic misconduct we have set out categories of offences and appropriate penalties which will help you understand what may happen in any academic misconduct case. You will find these in the tables at the end of this document.

### **Proving the allegation**

It is our responsibility to prove the allegation against you. We will accept the explanation that is most likely to be true. This is known as the balance of probability.

### **Disability and misconduct**

This procedure applies to all students equally. We do not accept disability as a reason for your misconduct. However, we may reasonably adjust the process we follow to take account of any disability you have disclosed to us. For example, this could involve an extra person being present during an investigation and panel meetings to provide sign language interpretation, or more breaks during an investigation or panel meeting.

### **Time limits**

We will raise concerns that may relate to your behaviour as soon as possible so that you can take action to correct your behaviour. We aim to complete the formal stage, including any panel meeting, within 45 working days. To help us achieve this you must meet any deadlines we set for providing further information or documents and attending meetings. There will occasionally be circumstances when we need to extend the timeframe for different stages. (We will only do this if there is a good reason, for example if we need to wait for a key witness to be available to speak to us.) If this is the case, we will tell you and will explain the

reasons for the delay and tell you the new timescales. We will provide regular updates on progress where appropriate.

### **Student representation**

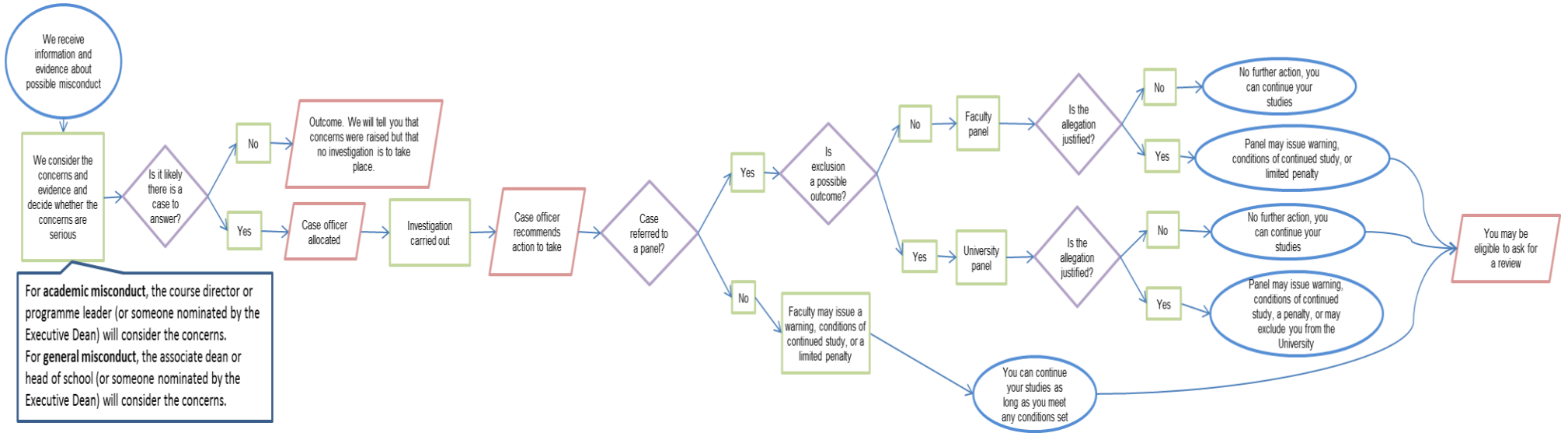
You have the right to take someone with you to meetings. This person is not there to act in a legal capacity. They are there to provide advice and support to you, not to act on your behalf. The Students' Union Advice Centre can help you with this.

### **Confidentiality**

We will not share any information about you or any case against you unless we need to as part of our procedures or if there is good reason and urgent cause to do so. This could include passing information about your case to external agencies such as the police. Our 'Guidance on the production of references for students', which is available on iCity, explains what information we will share if we are asked for a reference.

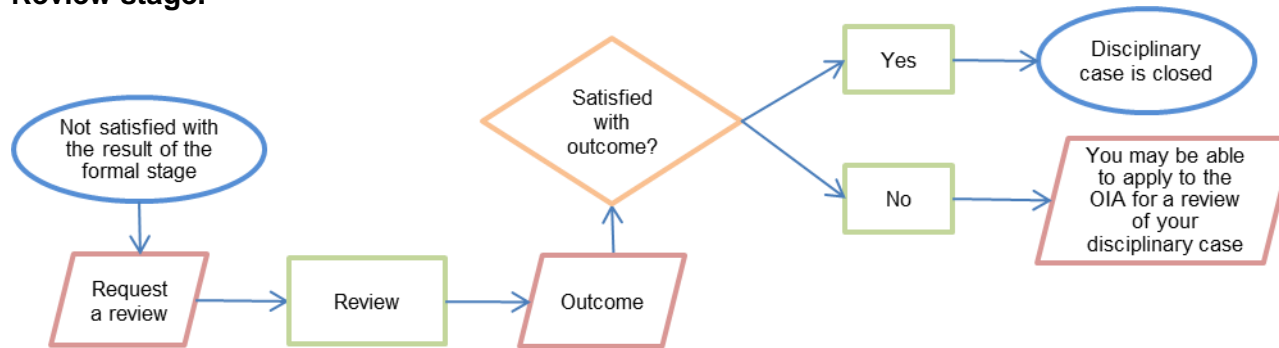
## Flowchart of stages

### Formal stage:



For **academic misconduct**, the course director or programme leader (or someone nominated by the Executive Dean) will consider the concerns.  
 For **general misconduct**, the associate dean or head of school (or someone nominated by the Executive Dean) will consider the concerns.

### Review stage:



## **Stages of the procedure** (please see the flowchart)

This procedure aims to provide a quick process that is proportionate to the concerns being raised. There is a strong focus on staff having the power to deal with concerns as soon as possible. The Student Disciplinary Procedure has an informal stage, a three-step formal stage, and a review stage (see the flowchart).

### **Informal stage - guidance and advice**

This stage is for minor misconduct concerns. These would include poor scholarly activity (for example, incorrect or confused referencing) due to lack of experience and, for general misconduct, situations where you were probably not aware of how your behaviour was affecting others and where you could quickly change your behaviour to avoid it happening again. During the informal stage, issues are dealt with quickly and locally, often by the relevant University tutor. In most cases, a conversation with you about your behaviour and how to improve will be enough to deal with the matter. To help with your ongoing development, we may put an action plan in place. If you do not make the necessary progress or if the issue is serious, it may move on to the formal stage.

### **Formal stage – triage, investigation and recommendation, and faculty or University panel**

The formal stage is to be completed within 45 working days of the disciplinary concerns being raised using the Student Disciplinary Concerns form. It involves assessing the concerns being raised and, where appropriate, carrying out a formal investigation. We may hold a faculty or University panel to consider very serious or complicated cases. The formal stage will involve the following three stages.

#### **(1) Triage**

For concerns that are felt to be anything more than minor concerns that can be dealt with effectively through guidance and advice, the person raising the concerns must fill in the 'Student Disciplinary Concerns' form. This person must provide all supporting evidence within two weeks of sending us the Student Disciplinary Concerns form. If we do not receive the evidence within two weeks, we will not investigate the concerns but may still discuss them with you to provide you with relevant guidance and advice.

For **academic misconduct**, the programme leader (or someone nominated by the Dean) will consider the filled-in Student Disciplinary Concerns form and the relevant evidence to decide whether there is a case to answer.

For **general misconduct**, an associate dean, head of school or director of service (or someone nominated by the Student Complaints, Appeals and Discipline Committee) will consider the filled-in Student Disciplinary Concerns form and the relevant evidence to decide whether there is a case to answer.

If we feel there is no case to answer, we will tell you about the concerns that were raised and, where relevant, put an action plan in place for you.

If we feel there is a case to answer, we will refer the matter to a suitably trained case officer who will carry out an investigation. We will tell you if we do this and will give you information about the case officer who will investigate your case.

**(2) Investigation and recommendation:**

The case officer will have no knowledge of you or of any previous disciplinary or fitness to practise matters you have been involved in.

The case officer will provide specific information about the concerns being raised, and will give you a copy of the evidence. We will invite you to a meeting with the case officer to discuss the concerns and evidence. You have the right to take a companion with you to the meeting. This may be a friend, relative or member of the Students' Union. As the meeting will be held during normal working hours on any of the University campuses, we will expect you to attend. The meeting will only be rescheduled if the case officer decides there is a good or urgent reason for this.

The case officer will consider the disciplinary concerns and may talk to relevant staff or students and refer to documents and other evidence. At the meeting, we expect you to give the case officer any evidence that it is reasonable for you to have. This may include copies of emails or letters, or statements from witnesses if it is safe and helpful to provide these. In exceptional circumstances, the case officer may ask you or any other relevant person to provide evidence after the meeting. For academic misconduct where there are concerns about whether work is really yours or research data is genuine, we may also ask you to attend a viva with at least two members of academic staff to test your knowledge of the work you submitted. You will receive copies of all the evidence the case officer has considered during the investigation. The case officer will produce a report based on their investigation, which will outline the process they have followed, the information they have gathered, the evidence they have considered, their conclusions and their recommendations.

The case officer can make any of the following recommendations.

- There is no case to answer, so we will not hold a panel and will not take any further action.
- There is a case to answer, but it does not need to be considered by a panel. We may issue you with any of the following.
  - A guidance note about your future behaviour or requirements you must meet.
  - An academic penalty in line with the table of penalties for academic misconduct.
  - A written warning about your future behaviour or requirements you must meet.
  - A final written warning about your future behaviour or requirements you must meet.
  - A conditional learning agreement. You must meet the conditions set out in the agreement to be allowed to continue on the programme of study.
- There is a case to answer that needs to be considered by a panel.

The associate dean, head of school or director of service (or other approved person) that made the referral will consider the case officer's recommendation. At this stage, the associate dean, head of school or director of service may take into account any previous disciplinary or relevant fitness to practise matters against you when deciding whether to accept the case officer's recommendation. The associate dean, head of school or director of service can make the following decisions.

- To accept the case officer's recommendation without change.
- To accept the case officer's recommendation with minor changes.
- Not to accept the case officer's recommendation, but take a different course of action instead.

In all cases, we will tell you the outcome of the investigation and what action, if any, we have decided to take.

If the concerns are very serious and it is possible that we may decide to exclude you from the University, your case will be considered by a University panel.

This stage must be completed within 15 working days of the concerns being referred for investigation.

### **(3) Faculty or University panel**

We will hold a faculty or University panel in line with our standard procedures for such panels.

The disciplinary faculty panel can make the following decisions as appropriate.

- You will receive no formal warning or penalty. We may give you a guidance note about your future behaviour.
- For academic misconduct, we may give you an academic penalty in line with the academic misconduct table.
- We may give you an action plan or a learning agreement (or both) which you will need to keep to and show how you are making progress. If you do not meet the conditions we may give you a written warning or a final written warning.
- We may give you a written warning which we will keep on your student file for a set time. If you commit another offence we will take this written warning into account when agreeing on any further penalty.
- We may give you a final written warning which means that if you commit another offence you are likely to be excluded from the University.

A University panel is authorised to make any of the above decisions, and also to exclude you from the University or any of our partner institutions for up to five years.

When the panel decides on the penalty it will not normally take account of penalties you have already been given for a different type of misconduct. For example, if you had received a written warning for academic misconduct and then went on to commit general misconduct, the panel would not normally take the previous warning into account when deciding on the new penalty.

### **Extending the time limit**

If there are clear and justifiable reasons for extending the time limit, we will set new time limits. The Complaints and Appeals Office will tell you the new time limits and the reasons for the extension.

### **Closing the disciplinary action at the formal stage**

We will give you a clear explanation of the outcome of the formal stage of the disciplinary action in writing, setting out the reasons for each decision in simple, straightforward language. We will record the outcome on our disciplinary record system.



We will tell you about:

- your right to take the case to the review stage;
- the grounds on which you can do this (see below);
- the time limit for moving to the review stage (20 working days of receiving the outcome of the formal stage);
- the appropriate procedure to follow; and
- where and how to access advice and support, for example the Students' Union or Student Services.

If you do not take the case to the review stage within the time limit for doing so, we will close the matter.

### **Review stage – to be completed within 20 working days of receiving your request for a review**

If you are not satisfied with the outcome of the formal stage, you have 20 working days to ask for a review. There are limited grounds for asking for a review, which are as follows.

- There is new evidence which you were unable, for valid reasons, to provide earlier in the process, and which would have had a significant effect on the outcome of the formal stage.
- The correct procedure was not followed during the formal stage and this has had a significant effect on the outcome.
- The outcome was unreasonable given all the circumstances and the evidence considered.

The purpose of a review is to consider whether the outcome was reasonable. At the review stage, we will not usually consider the issues again or investigate the matter further. Your case must have been considered at the formal stage before it can move to the review stage. If your expectations appear to be beyond what can be achieved at the review stage, we will tell you this as soon as possible in writing to manage your expectations about possible outcomes.

You must submit a request for a review electronically, by email or through our website, by filling in the appropriate form. We will only accept a form submitted by someone else on your behalf if you have given the other person written permission to act as your representative for the review stage. You must set out your concerns clearly and briefly and provide evidence, where possible, of the issues raised. Only evidence that is clearly referenced in the form will be considered. We will acknowledge the request for a review within five working days.

The Complaints and Appeals Office will assess your request for a review and the Director of Student Services, or someone they nominate to act on their behalf, will use this assessment to decide between the following two possible outcomes.

- There are no grounds for taking the matter further. If this is the case, the Complaints and Appeals Office will tell you in writing and also let you know about any right you may have to ask the Office of the Independent Adjudicator (OIA) to review your case.
- There are grounds for reconsidering the case.

If there are grounds for reconsidering the case, the Director of Student Services, or someone they nominate to act on their behalf, will consider the following.

- Was the outcome reasonable in all the circumstances?
- Was there a mistake in how we used this procedure to assess your case and the outcome has been less favourable to you as a result?
- Have you received clear reasons for the outcome at the formal stage?
- If you have provided new evidence, have you provided valid reasons for not providing it earlier?
- Would any new evidence you have provided have affected the outcome (if there were valid reasons for not providing this earlier)?

The Director of Student Services, or someone they nominate to act on their behalf, will decide between the following two options.

- The case will be referred back to the formal stage with a recommendation.
- The issues are complicated and so it would be better to deal with them through a review panel.

We will hold a review panel in line with our standard procedures for such panels.

### **Extending the time limit**

If there are clear and justifiable reasons for extending the time limits, the Assistant Director of Student Services (Complaints and Appeals), or someone they nominate to act on their behalf, will set new time limits. The maximum extension will be 10 working days (that is, not more than 30 working days in total from the date we receive your request for a review).

### **Closing the case at the review stage**

We will give you a clear explanation of the outcome of the review in writing. This explanation will set out the reasons for each decision in simple, straightforward language and clearly state any action to be taken (if appropriate). We will record the outcome on our disciplinary record system. We will also let you know about any right you may have to ask the OIA to review your case.

## Academic misconduct tables

We will take into account the seriousness of the offence when deciding on the right type of penalty. This includes looking at the level of unfair advantage you could have gained. Occasionally there may be circumstances beyond your control which have contributed in some way to your academic misconduct. These are called 'mitigating circumstances'. If you are able to provide evidence of mitigating circumstances and how they affected your behaviour we will take this into account when deciding on an appropriate penalty.

We use three levels of concern - minor, moderate and major. Table 1 shows the level of concern that each of the offences shown above under 'What is misconduct?' falls into and table 2 indicates the penalties for each level of offence.

**Table 1: Levels of concern**

<b>Type of offence</b>	<b>Indicative level of concern</b>
Cheating in a live assessment.	Major
Trying to see an exam paper or trying to get confidential information about an exam paper before the exam.	Major
Getting someone else to take or try to take an assessment for you.	Major
Not following the exam invigilator's instructions.	Moderate
Poor scholarly activity (for example, incorrect or confused referencing) due to inexperience or misunderstanding, including plagiarism up to 10%. This only applies to students in the early stages of their programmes, usually at level 4.	Minor
Plagiarism and collusion where the plagiarised, copied or shared work is less than or equal to 30% of the assignment. This includes self-plagiarism where you re-use work you have already been given credit for.	Moderate
Plagiarism and collusion where the plagiarised, copied or shared work is more than 30% of the assignment. This includes self-plagiarism where you re-use work you have already been given credit for.	Major
Buying assignments or answers from others.	Major
Helping another student to cheat, including allowing them to copy your work.	Moderate
Falsifying information, resources or data. This includes making up research responses, inventing or changing someone else's work to fit your assessment or theory or forging a signature on an assessment document.	Major
Failing to get the necessary permission before carrying out research.	Moderate or major
Repeating any of the above offences.	Major

**Table 2: Indicative penalties**

Level of concern	First offence		Second offence	
	Type of warning	Penalty	Type of warning	Penalty
Minor	Guidance note	<b>Conditional learning agreement</b>	Written warning	<p><b>Conditional learning agreement and failure of the assessment in which the offence took place.</b></p> <p>You have lost an assessment attempt and will have to resit the assessment. The resit attempt must be a new item of assessment and the result will be capped at the pass mark for your programme of study.</p> <p>If you have no more assessment attempts left so cannot resit, you may fail the module. If the module is a core module, you will have to withdraw from the programme or transfer to another programme (if this is allowed). If the module is an optional module you may be able to switch to a different option module.</p> <p>Your academic transcript will show that you failed a module for academic misconduct reasons.</p>
Moderate	Written warning	<p><b>Conditional learning agreement and failure of all assessments for the module in which the offence took place.</b> This includes any assessments you have already passed for that module.</p> <p>You have lost an assessment attempt and will have to resit all assessments for that module. The resits must be new items of assessment and the results will be capped at the pass mark for your programme of study. You must still take any assessments you have not yet attempted for the module but these results will also be capped at the pass mark for your programme of study.</p> <p>If there are mitigating circumstances or the unfair advantage gained would be small, we may decide to give you a <b>conditional learning agreement and failure of the assessment in which the offence took place.</b></p> <p>You have lost an assessment attempt and will have to resit the assessment. The resit attempt must be a new item of assessment and the result will be capped at the pass mark for your programme of study.</p>	Final written warning	<p><b>Conditional learning agreement and failure of all assessments for the module in which the offence took place plus 0% to be used as your result for that module when calculating your award classification.</b> This includes any assessments you have already passed for that module.</p> <p>You have lost an assessment attempt and will have to resit all assessments for that module. The resits must be new items of assessment. You must still take any assessments you have not yet attempted for the module.</p> <p>We will record 0% on your record as your result for that module, and will use 0% to calculate your award classification but, as long as you pass the module, you will be awarded the credits.</p> <p>If there are mitigating circumstances or the unfair advantage gained would be small, we may decide to give you a <b>conditional learning agreement and failure of all assessments for the module in which the offence took place.</b> This includes any assessments you have already passed for that module.</p>

		<p>For both of the above, if you have no more assessment attempts left so cannot resit, you may fail the module. If the module is a core module, you will have to withdraw from the programme or transfer to another programme (if this is allowed). If the module is an optional module, you may be able to switch to a different option module.</p> <p>If the module is level 5 or higher, we will use it to calculate your award classification.</p> <p>Your academic transcript will show that you failed a module for academic misconduct reasons.</p>		<p>You have lost an assessment attempt and will have to resit all assessments for that module. The resits must be new items of assessment and the results will be capped at the pass mark for your programme of study. You will still have to take any assessments you have not yet attempted for the module but the results for these will also be capped at the pass mark for your programme of study.</p> <p>For both of the above, if you have no more assessment attempts left so cannot resit, you may fail the module. If the module is a core module, you will have to withdraw from the programme or transfer to another programme (if this is allowed). If the module is an optional module, you may be able to switch to a different option module.</p> <p>If the module is level 5 or higher, we will use it to calculate your award classification.</p> <p>Your academic transcript will show that you failed a module for academic misconduct reasons.</p>
Major	Final written warning	<p><b>Conditional learning agreement and failure of all assessments for the module in which the offence took place plus 0% to be used as your result for that module when calculating your award classification.</b> This includes any assessments you have already passed for that module.</p> <p>You have lost an assessment attempt and will have to resit all assessments for that module. The resits must be new items of assessment. You must still take any assessments you have not yet attempted for the module.</p> <p>We will record 0% on your record as your result for that module and will use 0% to calculate your award classification but, as long as you pass the module, you will be awarded the credits.</p> <p>If there are mitigating circumstances or the unfair advantage gained would be small, we may decide to give you a <b>conditional learning agreement and failure of all assessments for the module in which the offence took place.</b> This includes any assessments you have already passed for that module.</p> <p>You have lost an assessment attempt and will have to resit all assessments for that module. The resits must be new items of assessment and your results will be capped at the pass mark for</p>	Does not apply	<p><b>Exclusion from the University for up to five years.</b> This may be with or without academic credits that you have already gained and which have been confirmed by the relevant exam board.</p>

		<p>your programme of study. You will still have to take any assessments you have not yet attempted for the module but your results for these will also be capped at the pass mark for your programme of study.</p> <p>For both of the above, if you have no more assessment attempts left so cannot resit, you may fail the module. If the module is a core module, you will have to withdraw from the programme or transfer to another programme (if this is allowed). If the module is an optional module, you may be able to switch to a different option module.</p> <p>If the module is level 5 or higher, we will use it to calculate your award classification.</p> <p>Your academic transcript will show that you failed a module for academic misconduct reasons.</p>		
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## Student disciplinary concerns form

A member of University staff must fill in this form.

<b>Name</b>	Miss/Ms/Mrs/Dr/Prof
<b>Job title</b>	
<b>Faculty</b>	

<b>Student name</b>	Miss/Ms/Mrs/Dr/Prof
<b>Student ID number</b>	
<b>Course of study</b>	

<b>Academic misconduct</b>	✓
Cheating in a live assessment.	
Trying to see an exam paper or trying to get confidential information about an exam paper before the exam.	
Getting someone else to take or try to take an assessment.	
Not following the exam invigilator's instructions.	
Poor scholarly activity due to inexperience or misunderstanding, including plagiarism up to 10%. This only applies to students in the early stages of their programmes, usually at level 4.	
Plagiarism, including self-plagiarism.	
Collusion	
Buying assignments or answers from others.	
Helping another student to cheat, including by allowing them to copy your work.	
Falsifying information, resources or data. This includes making up research responses, inventing or changing someone else's work to fit your assessment or theory or forging a signature on an assessment document.	
Failing to get the necessary permission before carrying out research.	
Other	
<b>General misconduct</b>	
Any behaviour which is a criminal offence. Some criminal offences will result in you being automatically suspended from the University.	
Possessing an offensive weapon or replica weapon on University premises, or when doing an off-site activity for the University (such as site visits or field trips).	
Threatening, bullying, harassing, or indecent or violent behaviour (either in person, in writing or online), whether or not actual harm is caused.	
Any form of discriminatory behaviour.	
Stealing or attempting to steal or misusing or attempting to misuse our property or the property of another member of the University.	

Damaging or trying to damage our property, or the property of another member of the University.	
Not following a reasonable instruction we have issued.	
Stopping, or unreasonably delaying, us (or any of our members) from carrying out any of our work, duties or activities.	
Bribing or attempting to bribe any member of University staff.	
Fraud, deception or dishonesty relating to the University. This includes making a false claim for money that you are not entitled to or dishonestly preparing a reference about you that makes it seem as though it was written by a member of the University.	
Behaviour which harms or could harm our reputation.	
Other	

If 'other' please give details.

My knowledge of the events relevant to this matter is as follows.

[List events in date order. Please refer to any relevant documents which support the account, and attach the documents to this statement with reference numbers. Please make sure that your statement could be read and understood by someone with no knowledge of the case so that they would be left understanding what the allegation was and how the evidence you have provided is relevant to the allegation.]

I am attaching (or will provide within two weeks) the following evidence to support this statement.

Example

<b>Document reference</b>	<b>Brief description of document</b>	<b>Attached or to follow</b>
1	Submitted assignment – plagiarised material highlighted	Attached

I have read the Student Disciplinary Procedure and understand that:

- within two weeks of sending this statement to the University I must provide all evidence referred to in this statement;
- you may provide this statement to the student named above in the course of any University investigation into the concerns being raised; and
- due to confidentiality restrictions, you may not keep me informed of the progress of your investigation.



Your signature:

Date:

Send your filled-in form and any queries to [name, email address].

Notes to consider:

1. Try to make sure the statement covers all relevant issues and only those that you have direct knowledge of.
2. Make sure that the statement does not include details that are not relevant or could be unfair, such as earlier offences or evidence about other similar offences.
3. Wherever possible, try to avoid any second-hand (hearsay) evidence, although we will accept hearsay evidence if there is no better evidence available.
4. Consider whether the witness statement is an important part of the case or whether it adds little to it or simply duplicates other evidence. Although it can be helpful to include more than one account supporting the same events, there will be a point at which duplicating evidence will just unnecessarily extend the time needed to deal with the case.

Date student started the current programme	Level of study	Has the student interrupted their study?
	4 5 6 7	Yes <input type="checkbox"/> No <input type="checkbox"/>

