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EST. 1919

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# University of the Built Environment Guide to Academic Integrity (Taught Provision)

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# 1. Academic Integrity at University of the Built Environment

## Academic integrity is your commitment to shared standards of academic good practice and professional ethics.

You demonstrate this commitment when you:

1. complete study activities to the best of your ability.
2. give a true account of your learning during assessments.
3. cite and reference all the sources that have supported your work.

The University of the Built Environment Guide to Academic Integrity is informed by higher education standards of academic integrity and built environment industry professional ethics, including:

- International Centre for Academic Integrity (ICAI) Fundamental Values of Academic Integrity (opens new window).
- Quality Assurance Agency (QAA) Academic Integrity Charter (opens new window).
- Royal Institution of Charted Surveyors (RICS) Rules of Conduct (opens new window).
- Chartered Institute of Building (CIOB) Policy Position on Ethical Standards (opens new window).
- Chartered Management Institute (CMI) Code of Conduct and Practice (opens new window).
- Chartered Association Building Engineers (CABE) Guide to Ethical Professionalism (opens new window).
- Chartered Institute of Architectural Technologists (CIAT) Code of Conduct (opens new window).
- Royal Town Planning Institute (RTPI) Code of Professional Conduct (opens new window).
- Chartered Institute of Building Engineers (CIBSE) Code of Conduct (opens new window).
- Royal Institute of British Architects (RIBA) Code of Professional Conduct (opens new window).



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Each academic activity at the University of the Built Environment requires all members of the academic community (University of the Built Environment staff, students and other relevant stakeholders), to act with integrity.

This guide outlines, with examples, the expected standard of academic integrity, known as Academic Good Practice.

The guide also outlines what happens when these standards are not met, known as Academic Poor Practice, and what happens when Academic Misconduct takes place.

# 2. Academic Good Practice

The following is given as a guide to demonstrate the University of the Built Environment's expectations of good practice at different important stages of online study:

## Learning activities

- Attempting learning activities in a timely manner and to the best of your abilities;
- Engaging with the teaching staff and students in webinars, forums and on other collaborative platforms;
- Asking questions to clarify anything you are not sure about;
- Making notes about key information, including the correct reference for each source;
- For project modules, following the guidance provided on ethical research;
- Seeking support from University of the Built Environment teaching staff if you are having difficulties with any learning activities.

## Assessment preparation

- Reading the assessment brief thoroughly;
- Asking clarifying questions in the assessment webinar or on assessment forums;
- Identifying and following guidance on appropriate use of generative Artificial Intelligence for the assessment;
- Collaborating with fellow students to help each other understand the assessment;
- Making an assessment plan that covers all elements of the brief;



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- Sharing with the University of the Built Environment any difficulties that are impacting upon your ability to complete your assessment or any pressures to commit Academic Misconduct, through Student Central (opens new window) or for apprentices, your Apprenticeship Outcomes Officer (AOO).

## Assessment Production and submission

- Creating the assessment following guidance from the brief and assessment webinar;
- Giving a true account of your learning and not passing off the work of others as your own;
- Creating the assessment in your own words, paraphrasing sources and keeping direct quotations to a minimum;
- Following University of the Built Environment guidance on the appropriate use of generative Artificial Intelligence, and accurately declaring its usage;
- Citing all sources in-text and listing all references at the end of the assessment, following the University of the Built Environment Harvard referencing system;
- When referring to your own previous work, citing and referencing yourself as the author;
- Explaining how sources support your work and justifying their inclusion as authoritative texts;
- For project modules, demonstrating that you have ethical approval for your research and that you have followed research ethics guidance;
- Planning your time to allow for proof-reading and checking referencing before submission;
- Using the Assignment Referencing Check (where appropriate) prior to submission to identify similarities and ensure all sources are referenced and paraphrased appropriately;
- Taking care not to share your draft or finished work with other students, to reduce the risk of Academic Misconduct by others.

## Assessment results and feedback

- Reading your feedback to identify strengths and areas for improvement. Guidance on understanding your feedback is available in the Student Hub (opens new window).



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- Raising any issues for clarification in your feedback through Student Central (opens new window).

## Supporting Academic Good Practice

The University of the Built Environment supports members of the academic community in understanding the importance of academic integrity and how to follow academic good practice in the following ways:

- Teaching sessions for new students on academic integrity and academic good practice;
- Providing resources in Be Ready University of the Built Environment Orientation (opens new window), eLibrary (opens new window) and the Study Skills (opens new window) areas of the VLE to support good practice in academic writing, referencing and avoiding plagiarism;
- Publication of The University of the Built Environment Guide to Referencing and Citation: The University of the Built Environment Harvard referencing system (opens new window) as the definitive guide to referencing at University of the Built Environment;
- Awarding marks for the appropriate use of sources and correct citation and referencing, as set out in assessment briefs and mark schemes;
- Appointing a designated Academic Integrity Lead in the School of the Built Environment to promote academic integrity at University of the Built Environment;
- Offering support tutorials with Academic Support Tutors to help with the development of academic good practice, including supporting those who have committed Academic Misconduct;
- Promoting academic good practice and academic integrity during subject webinars and in teaching materials;
- For Project modules, promoting research ethics and requiring ethical approval before research can be carried out;
- Providing resources on the appropriate use of generative Artificial Intelligence Generative AI student guidance (opens new window);
- Supporting Academic Integrity week during teaching and other targeted activities, to promote Academic Integrity and good practice.



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# 3. Academic Poor Practice

Academic poor practice occurs when a member of the academic community does not meet University of the Built Environment standards of academic good practice.

Members of the academic community who carry out poor academic practice are expected to improve the standard of their academic work to meet good practice expectations.

If a student is identified as having poor academic practice, the student will be referred to the Academic Support and Enhancement Team who will offer an academic support tutorial to assist the student in improving their academic practice.

The following is given as an example of how poor practice might occur at different important stages of study:

## Learning activities

- Partially attempting or not attempting key learning activities;
- Benefiting from reading the posts of others in webinars, forums and other collaborative platforms without ever contributing your own thoughts;
- Making assumptions without checking your learning;
- Making only brief notes without recording sources.

## Assessment preparation

- Skim-reading the assessment brief and making assumptions as to what is required;
- Relying on others to do the preparation for you;
- Making assumptions about the appropriate use of generative Artificial Intelligence instead of checking the guidance;
- Jumping straight into the assessment without planning;
- Rushing work due to poor time management;
- For project modules, only partially following research ethics guidance;
- Not sharing with University of the Built Environment any difficulties that are impacting upon your ability to complete your assessment, or doing this inappropriately, e.g. by writing about it in your assessment.



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### Assessment production and submission

- Not following the instructions in the brief;
- Relying on the work of others and not giving a good account of your own learning;
- Using extended direct quotations without paraphrasing;
- Using generative Artificial Intelligence outside of appropriate usage guidance, and not declaring usage accurately;
- Only partially using in-text citation and referencing and not following The University of the Built Environment Harvard system of referencing;
- Stating information from source materials without explaining how it supports your work;
- For project modules, a lack of clarity about your ethical approval and how you have followed research ethics guidance;
- Not proof-reading your work or checking references before submission;
- Sharing or discussing in detail your draft or completed assessment with other students, increasing the risk of academic misconduct by yourself or others.

### Assessment results and feedback

- Not reading or otherwise engaging with your feedback;
- Not seeking guidance on how to improve.

## 4. Academic Misconduct

Academic misconduct occurs when a member of the academic community acts without sufficient academic integrity.

Acts of academic misconduct have the potential to diminish the quality or academic standing of a University of the Built Environment award through the award of unearned academic credit, or by bringing about reputational damage to University of the Built Environment.

Academic misconduct occurs when a member of the academic community attempts to gain academic credit unfairly.

Academic misconduct is a disciplinary offence under the Terms and Conditions of Contract (opens new window) and is punishable by a range of sanctions, depending on the seriousness of the offence.



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If there is a concern that academic misconduct has occurred, the University of the Built Environment Academic Misconduct Procedure (opens new window) is followed.

University of the Built Environment has a duty both to uphold standards of academic integrity and to educate community members in academic good practice. University of the Built Environment therefore takes a supportive and educative approach when there is a concern that academic misconduct has occurred.

University of the Built Environment will support students both in preparing for academic misconduct panels and where necessary in improving their academic practice to avoid future academic misconduct concerns.

## Types of academic misconduct

The following is a list of the types of academic misconduct that might occur. It is not meant to be an exhaustive list and University of the Built Environment may investigate other types of academic misconduct as they occur.

**Plagiarism** –The intentional passing off of the work of others – including ideas, arguments, words, diagrams, images, and data – as your own.

This occurs when the work of others, including content created by generative Artificial Intelligence systems (AI), is not cited or referenced, with the intention of convincing the marker or other readers that it is your own work.

**Self-plagiarism** (or double submission) – The intentional passing off of your own work, for which you have already received academic credit either at University of the Built Environment or elsewhere, as new learning.

This occurs when you do not cite or reference your previous work, with the intention of convincing the marker or other readers that it is new learning.

Work re-submitted for a resubmission or a retake is not considered self-plagiarism, as academic credit has not yet been awarded for the work.

**Collusion** – The submission by two or more students of substantial amounts of identical work in individual assessment each representing it as their own work. This occurs when students work too closely together so that they end up creating a joint assessment, meaning they cannot clearly demonstrate their individual learning.

Alternatively, this occurs when one student allows another to copy their work, with the intention of convincing the marker or other readers it is the second student's own work.



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When a student copies another's work **without** their permission, and without citation or referencing, this is considered plagiarism rather than collusion.

It is considered poor academic practice to share assessments as it increases the risk of academic misconduct occurring.

**Falsification of data or making false declarations** – Questionnaire results, interviews or other data that are expected to be obtained truthfully are made up or altered.

This occurs when you do not carry out research and instead falsify the information with the intention of convincing the marker or other readers that the information has been properly obtained.

This also occurs when information that has been obtained correctly is subsequently altered with the intention of convincing the marker or other readers it is a true representation of the findings.

It also includes making false declarations to obtain special assessment arrangements, including providing false information as part of mitigating circumstances submissions.

**Bribery or attempting to influence University of the Built Environment staff** – Giving any member of University of the Built Environment staff money, gifts or any other advantage which is intended to induce or reward impropriety in the marking and/or processing of a student's assessment.

This includes attempting to influence a marker or other University of the Built Environment official to increase the marks awarded by writing additional notes on an assessment.

**Ethical breaches** – Research is conducted in an unethical and irresponsible manner.

This occurs when ethical approval has not been granted before primary research is undertaken and/or data requests and collections from participants are carried out in an inappropriate way.

**Contracting or requesting another to produce an assessment for you** – This involves any means whereby a person or generative Artificial Intelligence does work (in whole or in part) on your behalf which you intentionally pass off as your own work.

This occurs when you make an agreement with another person or organisation to produce or undertake an assessment, with the intention of convincing the marker or other readers that it is your own work.



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If the person with whom the agreement is made is a member of the University of the Built Environment learning community, both parties commit academic misconduct.

## 5. Guide to Academic Integrity Review Cycle

The guide to Academic Integrity is subject to annual review and approval by the University of the Built Environment Learning, Teaching and Enhancement Deliberative Committee.



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