בס"ד

LSJS

London School of Jewish Studies

Academic Misconduct Policy

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1. Introduction

The London School of Jewish Studies (LSJS) is committed to operating in an ethical way in every area to ensure the highest possible standards of decision-making and accountability.

This policy has been developed to ensure our students learn about and develop a professional and ethically informed skillset, based on fundamental values and principles such as trust, honesty and integrity.

As part of this development, it is essential that our students know how to learn from and acknowledge others' work in the process of creating their own unique pieces of academic work – and to be truthful about their own contribution.

LSJS recognises that academic integrity is a set of learned skills, with honesty, fairness and respect for others and their work at the core. LSJS will support and guide students to learn the necessary skills through education and reinforcement of learning, the promotion of core values, enabling policies and the appropriate use of technology.

In order to demonstrate academic integrity, students must produce their own work, acknowledging explicitly any material that has been included from other sources or legitimate collaboration. Students must also present their own findings, conclusions or data based on appropriate and ethical practice.

Students must have ethical approval for their project/dissertation which cannot be gained retrospectively. Failure to do so may result in failure of the work. Refer to the programme and/or module handbook for details regarding requirements for ethical approval.

Academic misconduct is a breach of the values of academic integrity and can occur when a student cheats in an assessment or attempts to deliberately mislead an examiner that the work presented is their own when it is not. It includes, but is not limited to, plagiarism, commissioning or buying work from a third party or copying the work of others and misrepresentation of content generated through artificial intelligence.

LSJS deals with breaches of academic integrity through instances of academic misconduct. It will act against any student who contravenes these regulations through negligence, foolishness or deliberate intent in any form of assessment. A finding that academic misconduct has occurred is a judgement based on available evidence, the standard of proof being the balance of probability.

2. Aims and purpose

This policy is designed to support staff and students to embed good practice and develop methods for enhancing academic integrity. It's aims are to:

- Ensure fair and equal treatment of all students when considering whether academic integrity has been breached.
- Make clear the types of behaviours that are considered to be academic misconduct.
- Create a culture of enhancement seeking to learn from cases of academic misconduct.
- Improve the student experience including through appropriate detection training for decision- makers.
- Ensure clarity in language and process.
- Uphold fairness, consistency and natural justice in the treatment of the student body as a whole.

3. Principles

The following principles underpin the LSJS approach to academic integrity:

a) If academic misconduct is suspected in relation to work submitted by a student, in the interest of helping students to avoid continued acts, cases should be investigated as soon as possible.

b) Cases of suspected academic misconduct should be evidenced and documented before the appropriate procedure is instigated. Where appropriate a viva should be conducted to demonstrate the student's understanding of the subject matter.

c) In place of a provisional grade for the work submitted the students will receive notification from the marker that their work is under investigation for academic misconduct. A holding grade of "U" will be recorded in the student record.

4. Definitions of types of academic misconduct

Academic misconduct (cheating) in assessments is where a student gains, seeks, attempts or intends to gain advantage in relation to assessments or to aid another to gain such an advantage by unfair or improper means.

Minor Errors

Minor errors arise when a student has attempted to adopt academically acceptable practices but has failed to do so accurately or fully. Examples include forgetting to insert quotation marks, minor mistakes in referencing or citation, gaps in the bibliography or reference list, non-compliance with some aspects of presentation guidelines.

Collusion

Collusion occurs when, unless with official approval (e.g., in the case of group projects), two or more students consciously collaborate in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form and/or is represented by each to be the product of his or her individual efforts. Collusion also occurs where there is unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student's own.

Collusion can also be the act of one student presenting a piece of work as their own independent work when the work was undertaken by a group. With group work, where individual members submit parts of the total assignment, each member of a group must take responsibility for checking the legitimacy of the work submitted in his/her name. If even part of the work is found to contain academic misconduct, penalties will normally be imposed on all group members equally.

Copying

Copying occurs when a student consciously presents as their own work material copied directly from a fellow student or other person without their knowledge. It includes the passing off of another's intellectual property, not in the public domain, as one's own. It differs from collusion in that the originator of the copied work is not aware of or party to the copying. Copying of work from published sources would be dealt with as plagiarism.

Dishonest use of data

Fabricating or falsifying data or using another person's work without permission.

Fabricating or falsifying data to include presenting work that has not taken place. This includes research reports, dissertations or projects based on experimental or field work. It may also include falsifying attendance sheets for placements where this is part of the assessment requirements.

False declarations

False declarations presented in order to receive special consideration by Assessment Boards, including deferrals and requests for extenuating circumstances and requests for exemption from work.

Plagiarism

Passing off someone else's work, whether intentionally or unintentionally, as your own.

Plagiarism occurs when a student misrepresents, as his/her own work, work in the public domain, written or otherwise, of any other person (including another student) or of any institution. Examples of forms of plagiarism include:

- Verbatim (word for word) copying of another's work without appropriate and correctly presented acknowledgement and citation of the source
- Close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without appropriate and correctly presented acknowledgement and citation of the source
- Failure to reference appropriately or to adequately identify the source of material used
- Unacknowledged quotation of phrases from another's work
- Deliberate and detailed presentation of another's concept as one's own

Self-plagiarism

Self-plagiarism is when a student submits the same piece of work, or substantial part thereof, for assessment more than once for graded credit. It will be regarded as self-plagiarism unless the original piece of work is appropriately referenced.

Purchasing or commissioning

Purchasing or commissioning is either attempting to purchase or purchasing work for an assessment including, for example from the internet, or attempting to commission, or commissioning someone else to complete an assessment. For courses at all levels, the commissioning of proof-reading where this substantially alters the content of the original work, whether this is from a commercial provider or a personal contact, falls under this definition and is considered academic misconduct.

Use of generative artificial intelligence (GAI) in assignments and research

Where Artificial Intelligence or automated tools are used, students must comply with relevant guidance regarding declaration and permitted use. Undeclared or inappropriate use will be treated as academic misconduct.

GAI used in any assignments must be declared on the coursework submission form in line with the guidance in the LSJS 'Use of GAI in writing tasks and assignments' policy.

GAI used as a research tool for dissertations must be identified within the relevant 'Ethics Form' for the programme.

Misrepresentation of GAI in submissions or failure to declare use of GAI may result in the assignment being identified as academic plagiarism as outlined above.

5. Regulations and procedures

Middlesex University Regulations for Academic Misconduct apply to the LSJS BA (Hons) Jewish Education degree programme and the MA Jewish Education degree programme.

This policy is a revised version of the Middlesex University Regulations for Academic Misconduct adapted specifically for LSJS. The Middlesex University document can be found here: https://www.mdx.ac.uk/media/middlesex-university/about-us-pdfs/academic-quality/NEW--Policy-and-Procedures-for-Academic-Integrity-and-Misconduct--24-25.pdf

Penalties will be applied in line with the Middlesex University Academic Misconduct framework and tariff, with consultation with Middlesex University where required for serious cases.

The terminology may not be familiar in all cases as it refers to Middlesex University staff and committees. If you are involved in any action under these regulations and do not understand the process involved, please contact Dr Helena Miller (helena.miller@lsjs.ac.uk) as LSJS institution link tutor, or Rebecca Lerman (r.lerman@mdx.ac.uk) as Middlesex University link tutor.

Approval has been given by Middlesex University for LSJS to manage cases of academic misconduct locally.

When relevant to convene, the LSJS Plagiarism Panel will consist of:

- Dr. Helena Miller – Director of Post-graduate Degrees; Senior Research Fellow
- Rabbi Dr. Rafi Zarum – Dean of LSJS
- Paul Gould – Interim Chief Executive Officer

Signed on behalf of the LSJS Senior Leadership Team by Paul Gould, Interim Chief Executive Officer

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