



**SWISS INSTITUTE
OF MANAGEMENT
AND SCIENCES** 

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ACADEMIC INTEGRITY & MISCONDUCT POLICY

SWISS INSTITUTE OF MANAGEMENT AND SCIENCES

Document Control

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1. INTRODUCTION

Academic integrity is at the heart of The Swiss Institute of Management and Sciences (SIMS) commitment to academic excellence. It embodies a set of shared principles: honesty, trust, diligence, fairness, and respect. The Institute strives to communicate and support clear standards of integrity so all students can value, embed, and take those standards forward in their academic and professional pursuits.

Academic Misconduct is any action that produces an improper advantage for the student in relation to their assessment(s) or deliberately and unnecessarily disadvantages other students. It can be committed intentionally or accidentally. SIMS actively pursues all cases of suspected misconduct.

Students are expected to uphold academic integrity and good academic practice by demonstrating honest and ethical behaviour in all of their academic work. This policy identifies the process triggered if a student is suspected of not upholding these principles and committing Academic Misconduct.

This policy applies to all taught programmes leading to an award from The Swiss Institute of Management and Sciences.





2. ACADEMIC INTEGRITY & MISCONDUCT POLICY

2.1. Definitions of Academic Misconduct

Plagiarism:

Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source, for example:

- Wholesale copying of passages from works of others without acknowledgment.
- Use of the views, opinions, or insights of another without acknowledgment.
- Submitting an assignment prepared by another student.

Self-Plagiarism:

It is possible to plagiarise yourself by re-using work you have previously submitted* without acknowledgement:

- The submission of work that the student, as the author, has previously submitted without suitable acknowledgement of the source of their previous work; this should not normally be more than a short quotation as the same work cannot be submitted for different assignments.

***This does not include re-submissions of work for the same assignment approved by your lecturer/tutor.**

Collusion:

The Institute defines collusion as a form of cheating that may occur where students have consciously collaborated on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorised another to use their work, in part or whole, and to submit it as their own.

Collusion	Cooperation
Planning a response together; copying a plan for an individual assessment.	Analysing the assessment question together.
Paraphrasing someone else's assignment and submitting it as your own.	Practising paraphrasing skills together and sharing tips.
Relying on some group members to do all the work.	Sharing work evenly among group members.
Getting someone else to do your assessment task.	Getting help from your personal tutor

Working with other students on a piece of work that will be submitted for individual assessment is not permitted and can result in an accusation of academic misconduct for all the students involved.





Discussing the material and ideas you are learning with your colleagues is beneficial and is encouraged; however, when you start to write down the material you will use for assessment, make sure this is entirely your own work and do not share it with other students.

Collusion differs from group work, where the institute instructs students to work together, and the work is then assessed as a group effort. For group tasks, you will be advised what the group members are expected to do together and what (if anything) you are expected to do separately. If you are unsure, check with your tutor or lecturer.

Falsification of evidence & Fabrication of data:

Falsification of evidence and fabrication of data is cheating by faking the results of an experiment or otherwise “making up” something that one presents as actual, factual, or accurate. Fabrication in an academic context may occur in several forms, including these:

- Falsifying research results or a report of research processes.
- Falsifying reports or records related to a field, practicum, or clinical experience.

Cheating:

Cheating is a general category of academic misconduct that, in the context of an academic course, involves dishonesty in completing work in the course — whether an examination or other kind of assignment. Assisting another student dishonestly is also cheating. Note that plagiarism, fabrication of research results, and other such violations of academic integrity may correctly be identified as particular kinds of cheating. Examples of cheating include, but are not limited to, the following:

- Knowingly discovering or attempting to discover the contents of an examination before the contents are released.
- Taking a picture of or otherwise copying an examination without permission to do so.
- Providing such a picture/copy to another person.
- Obtaining, using, or attempting to obtain or use any material or device dishonestly.
- Supplying or attempting to supply any material or device to another person dishonestly.
- Obtaining or attempting to obtain unauthorised information during an examination from another student or another student’s test materials.
- Unauthorised possessing, taking, copying, or sharing of solutions manuals or computerized solutions for assigned homework or research problems.





Breaching the Regulation for Conduct in Examinations:

The Institute operates a zero-tolerance policy in relation to cheating in examinations. Breaching the regulation for conduct in examinations includes but is not limited to:

- Copying from the examination script of another candidate.
- Obtaining or offering improper assistance from or to another candidate (or any other person unless an approved reader or scribe).
- Refusing to comply with invigilator instructions in an exam.
- Has with them any unauthorised book (including mathematical tables), manuscript or papers of any kind, unauthorised electronic devices* (e.g. mobile telephones, smart watches) or any source of unauthorised information.

***Note: Where a student is found to have taken unauthorised materials or an electronic device to their desk, the student is guilty of academic misconduct, irrespective of that student's intent or the nature of the materials allows himself/herself to be impersonated or when any person impersonates another examination candidate.**

Contract Cheating:

'Contract cheating' happens when a third party completes work for a student who then submits it to an education provider as their own, where such input is not permitted. It is distinct from collusion, as the student contracts the third party to provide the assessment, usually a company or individual using a website to promote themselves and receive orders.

This is a form of cheating where a student submits work to a higher education provider for assessment, where they have used one or more of a range of services provided by a third party, and such input is not permitted. The contract with the student can include payment or other favours, but this is not always the case:

- 'Services' may include essays or other types of assignments, conducting research, impersonation in exams and other forms of unfair assistance for completing assessed work.
- 'Third parties' include web-based companies or auction sites (essay mills), sharing websites (including essay banks), or an individual such as a lecturer, colleague, friend or relative.
- 'Input' means that the third party contributes to the work of the student, such that there is reasonable doubt as to whose work the assessment represents.



Proofreading:

What a proofreader may and may not do within the context of a student’s assessed written work:

- A proofreader should proofread to check for, identify and suggest corrections for errors in the text.
- A proofreader must not edit a student’s writing (that is, check or amend ideas, arguments or structure) since to do so is to compromise the work's authorship.

A proofreader may	A proofreader may not
1. Identify typographical, spelling and punctuation errors.	1. Make grammatical, syntactical or stylistic corrections.
2. Identify grammatical and syntactical errors and anomalies.	2. Re-format layout errors.
3. Identify formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, headers and footers).	3. Rewrite content where the meaning is ambiguous.
4. Highlight overly long or complex sentences or paragraphs.	4. Implement or significantly alter a referencing system.
5. Identify minor formatting errors in referencing.	5. Re-label diagrams, charts or figures.
6. Identify errors in the labelling of diagrams, charts or figures.	6. Reduce content so as to comply with a specified word limit or add to the content in any way.
7. Identify lexical repetition or omissions.	7. Check or correct facts, data calculations, formulae or equations.
	8. Alter argument or logic where faulty.

Students have overall authorial responsibility for their work and should choose whether they wish to accept the proofreader’s advice. Therefore, students' work is preferable to be proofread electronically by means of tracked changes and comments, though handwritten annotations on the hard copy are also permissible.

2.2. Types of Academic Misconduct Cases

The following definitions are indicative and for guidance but are not exhaustive. The severity of individual cases is a matter of academic judgement.

Poor Academic Practice:

Poor academic practice can be defined as inappropriate use of a referencing system which includes but is not limited to the following:

- Unattributed quotations.
- Inappropriate paraphrasing.





- Reproducing an existing concept or idea unintentionally.
- Date missing, incorrect or incomplete citations.
- Several sentences of direct copying without acknowledging the source.
- Unacknowledged proofreading by another person.
- Falsification of Attendance

Academic Misconduct

Academic misconduct cases can include:

- Plagiarism.
- Submission of the same piece of work, or major part thereof, for assessment.
- Collusion, i.e. unauthorised collaboration on assessable written, oral or practical work with another person or persons.
- Repeated Poor Academic Practice, particularly if the student has been previously reprimanded.
- Cheating, e.g.
 - Breaching the Regulation for Conduct in Examinations (except for instances listed under Severe Academic Misconduct).
 - The lending of work that has been submitted for assessment to another student.
 - Fabrication of data e.g. altering research data.
 - Falsification of evidence e.g. altering supporting evidence to obtain an advantage.
 - Inclusion of whole paragraphs or significant sections of unattributed work.
 - Including significant sections of unreferenced text.

Severe Academic Misconduct

Severe Academic Misconduct cases could include cases such as:

- Theft of work of other students or practitioners.
- Contract Cheating e.g.:
 - Buying work from essay services such as essay mills or similar.
 - Commissioning work from individuals (including friends and family) or organisations.
- Evidence of extensive cheating e.g.:
 - Obtaining access to an unseen examination or test prior to the start of an examination/test.
 - Impersonating another person during an examination or arranging for another person to impersonate the student during an examination.
- Copying each other's work.





- Evidence of extensive collusion.
- Fabrication of data e.g. generating an entire set of research data.
- Falsification of evidence e.g. creating or obtaining evidence illegally.
- Failure to obtain ethical approval prior to conducting research.

2.3. Sanctions and Mapping of Sanctions

Poor Academic Practice	Sanction 1	<p>Reprimand</p> <p>A formally recorded warning kept on the student’s record. The work should be marked, but the mark may be reduced to reflect a student’s failure to address the assessment criteria in areas of collation of sources and their citation.</p>
Academic Misconduct	Sanction 2	<p>Capping of the assessment component</p> <p>Failure in the assessment component, with an opportunity to resit where permissible. The assessment component mark for the resit will be capped at the pass mark.</p>
	Sanction 3	<p>Capping of the module mark</p> <p>Failure in the assessment component, with an opportunity to resit where permissible. The mark for the module will be capped at the pass mark.</p>
Severe Academic Misconduct	Sanction 4 and 5	<p>Option 1: Capping of the assessment component and other assessments for the same period</p> <p>Failure in the assessment component, with an opportunity to resit where permissible. The mark for the resit will be capped at a pass. Additionally, capped marks will be imposed on other assessments completed during the same assessment period in which the Academic Misconduct took place.</p> <p>Option 2: Award of zero for the module mark and credits awarded for progression</p> <p>Failure in the assessment component with an opportunity to resit where permissible. If passed, credit for the module will be awarded in recognition of the learning outcomes being met but a module mark of zero will be recorded.</p>
	Sanction 6	<p>Referral to The Swiss Institute of Management and Sciences Disciplinary Panel.</p>





	<p>A student will be referred to the SIMS Disciplinary Panel. Sanctions the SIMS Disciplinary Panel may apply for Academic Misconduct are set out in the Student Discipline Regulation.</p>
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** The Indication Sanctions are not prescriptive. In deciding on an appropriate sanction, the Academic Misconduct Panel should take into account all circumstances related to the academic misconduct, the evidence provided, any historical offences, requirements and the overall impact that the sanction applied will have on the student.

Examples of types of Academic Misconduct	Severity	**Indicative Sanction
Unattributed quotations	Poor Academic Practice * Repeated Poor Academic Practice, particularly if the student has been previously reprimanded, should escalate to Academic Misconduct	1
Inappropriate paraphrasing		
Reproducing an existing concept or idea unintentionally		
Some missing, incorrect or incomplete citations		
Several sentences of direct copying without acknowledging the source		
Unacknowledged proof-reading by another person		
Repeated Poor Academic Practice	Academic Misconduct	2 – 3
Plagiarism: <ul style="list-style-type: none"> • Inclusion of whole paragraphs and/or significant sections of unattributed work • Inclusion of significant sections of unreferenced text 		
Collusion: <ul style="list-style-type: none"> • Unauthorised collaboration on assessable written, oral or practical work with another person or persons 		
Falsification of evidence: <ul style="list-style-type: none"> • Altering supporting evidence to obtain advantage 		
Fabrication of data: <ul style="list-style-type: none"> • Altering research data 		
The lending of work which has been submitted for assessment to another student		
Examinations: <ul style="list-style-type: none"> • Breaching the Regulation for Conduct in Examinations (with the exception of instances listed under Severe Academic Misconduct) 		



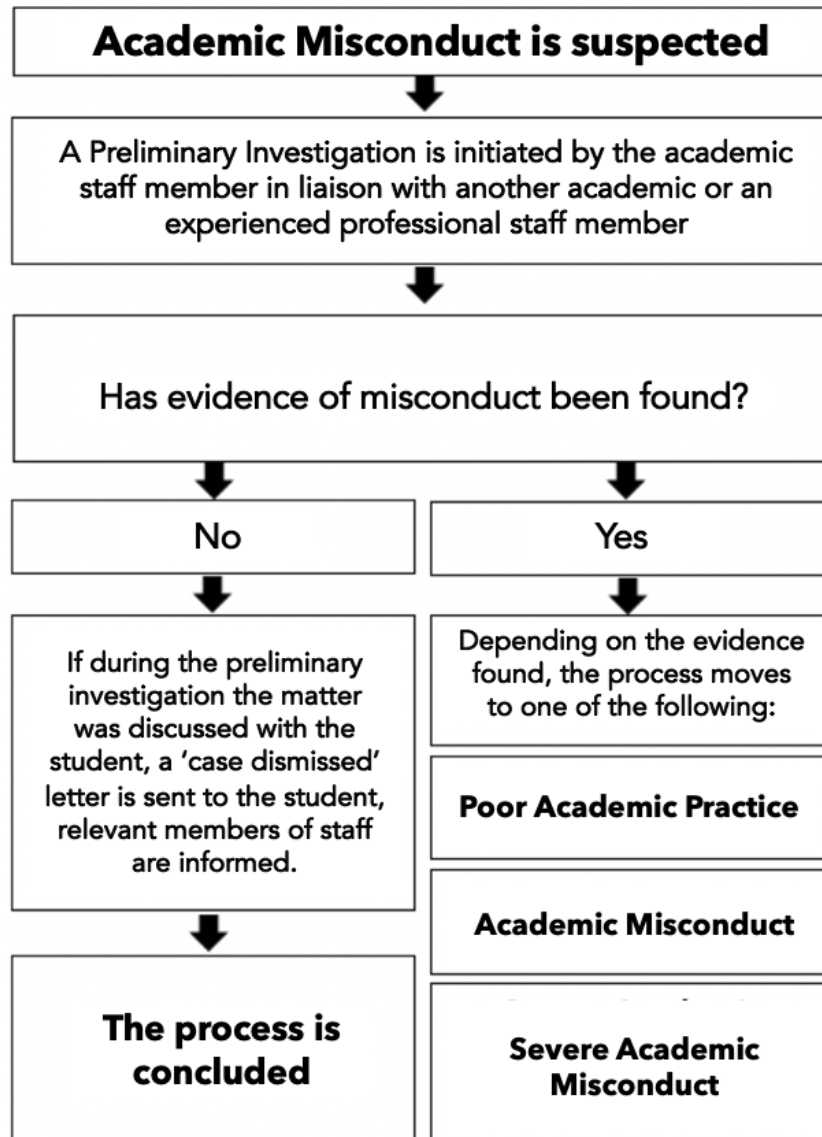
Theft of work of other students or practitioners	Severe Academic Misconduct	4 – 6
Contract Cheating: <ul style="list-style-type: none">• Buying work from essay services such as essay mills or similar• Commissioning work from individuals (including friends and family) or organisations		
Examinations: <ul style="list-style-type: none">• Obtaining access to an unseen examination or test prior to the start of an examination/test• Impersonating another person during an examination or arranging for another person to impersonate the student during an examination• Copying each other's work		
Collusion: <ul style="list-style-type: none">• Evidence of extensive collusion		
Fabrication of data: <ul style="list-style-type: none">• Generating an entire set of research data		
Falsification of evidence: <ul style="list-style-type: none">• Creating or obtaining evidence illegally		
Failure to obtain ethical approval prior to conducting research		





2.4. Investigation Process

Investigating the Allegation



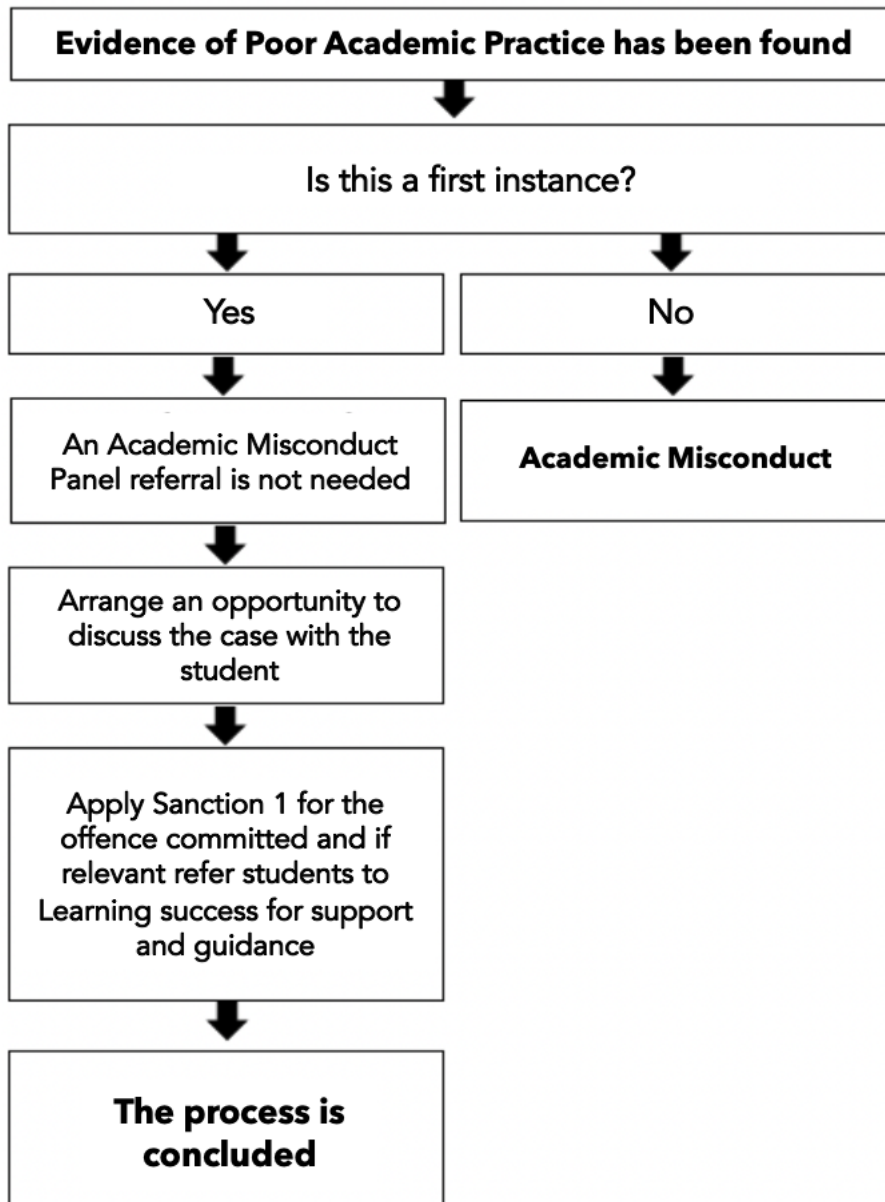
Preliminary Investigations:

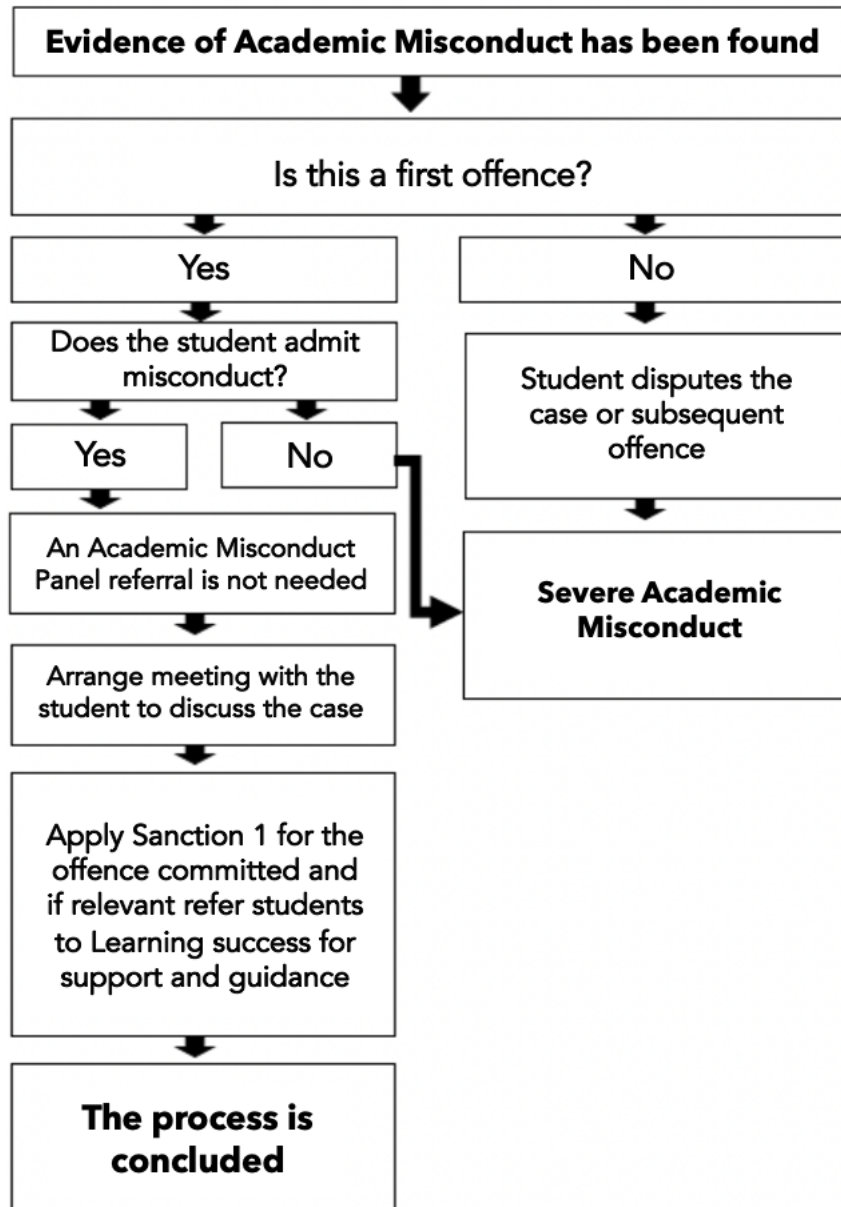
- During the preliminary investigation, the student will be informed of the allegation against them and invited to discuss the allegations. A notice of 5 working days will be provided to the student to ensure that they are able to prepare sufficiently; this can include seeking advice and support from the Students' Union.
- Cases relating to the first instance of Poor Academic Practice may be resolved at the Preliminary Investigation stage without needing an Academic Misconduct Panel. However, any subsequent offence should be escalated to the 'Academic Misconduct' level, which will be reviewed by an Academic Misconduct Panel.
- Where a student commits a first Poor Academic Practice or Academic Misconduct offence and admits that they are at fault, the case may be dealt with under Sanction 1 if deemed appropriate at the Preliminary Investigation stage. Where such cases

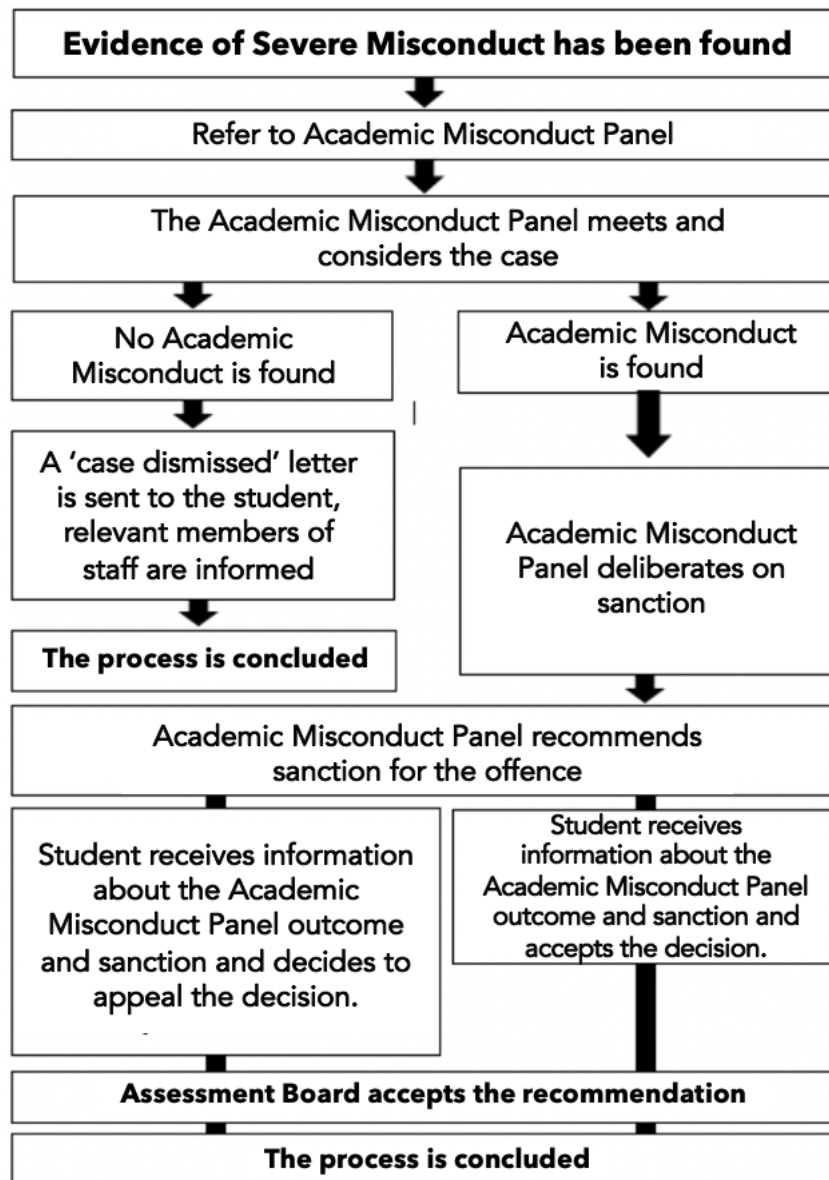




are resolved during a Preliminary Investigation rather than by an Academic Misconduct Panel, it should be ensured that the students are not advantaged or disadvantaged in any way.







The student will be informed within 10 working days when the investigation is escalated from the Preliminary Investigation to an Academic Misconduct Panel to enable them to prepare for the hearing.

The Academic Misconduct Panel will recommend one of the standard sanctions appropriate to the level of the offence; the standard sanctions have been agreed upon to ensure parity of treatment for students across SIMS.

The Assessment Board will ultimately determine whether a sanction recommended by the Academic Misconduct Panel or via the Preliminary Investigations is imposed. The Assessment Board will not reconsider the findings of the Panel.

Students will have the right to appeal the recommendation of the Academic Misconduct Panel following the ratification of the decision by the Assessment Board. The student should:



- Know about the case being put against them at a reasonable time before the case is heard.
- Be able to challenge the outcome of the case.
- Be treated without any bias.
- Be offered the opportunity to appeal against the final outcome or decision.

For more details, the student should be referred to SIMS's Appeals process

2.5. Reporting and statistics

Cases of Academic Misconduct will be recorded and reported annually to the Board of Studies. This is to ensure consistency of practice, equity and comparability and to support monitoring of the process and the outcomes.

The student's record will only show Academic Misconduct cases that have been proven and sanctions have been applied. Reprimands and non-proven cases will not feature on the student's record under the Freedom of Information requests.