

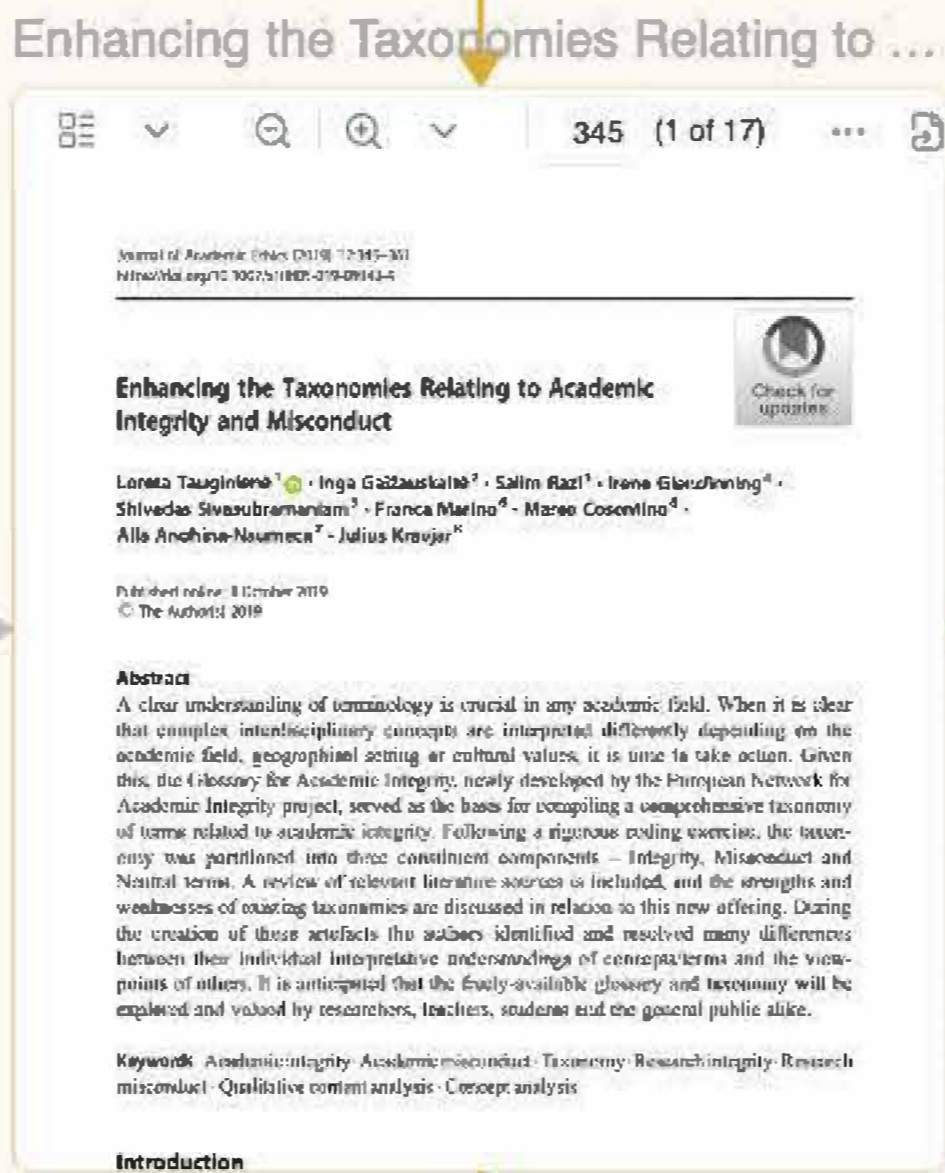
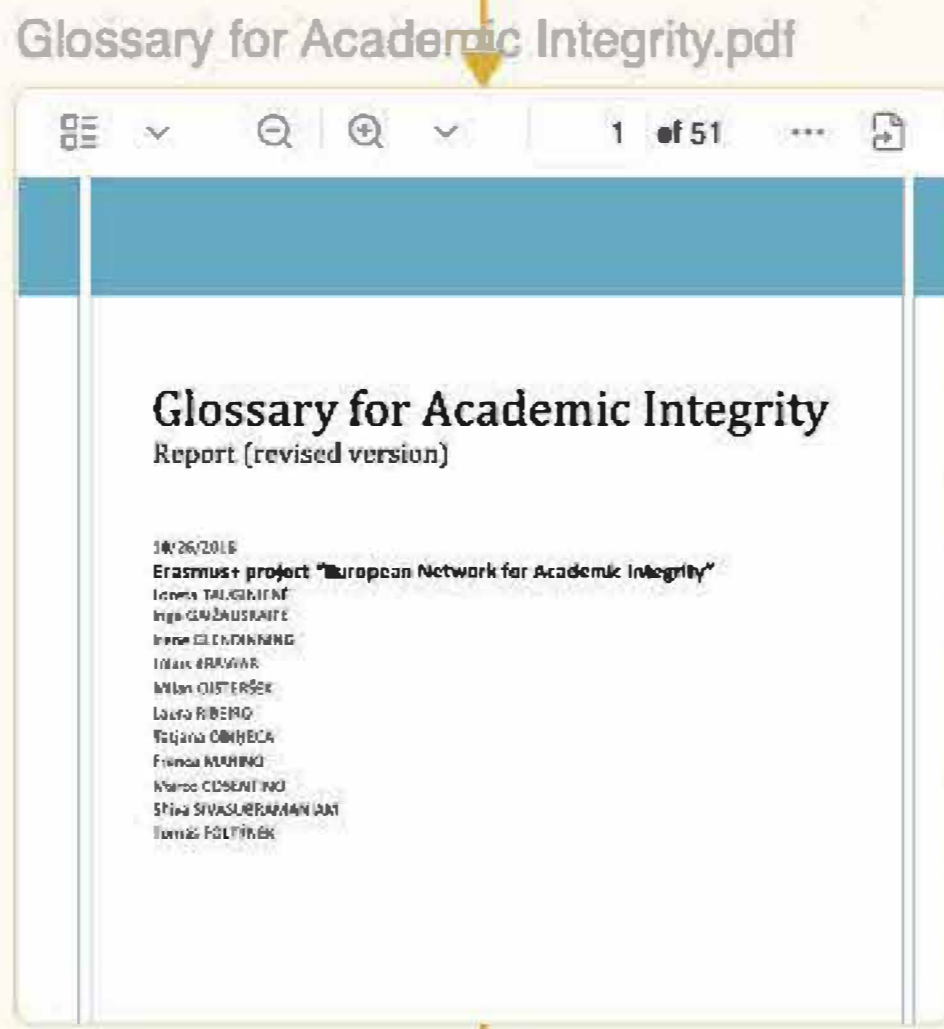
Academic Integrity Glossary (ENAI)

Integrity is not simply the absence of misconduct, it includes good academic practice; ethical scholarship; responsible research conduct; fair authorship attribution; methodological clarity; honest representation of contribution; responsible knowledge production; credibility and trust; shared academic values.

'we argue that it would be more logical to provide a taxonomy based on a lexicon relating to good academic practice, or to take a more holistic approach by addressing all relevant terms (positive and negative) relating to "integrity" with their meaning and examples to address, or be applicable to, a wide range of different disciplines' (Tauginienė, 2019 #9405: 357)

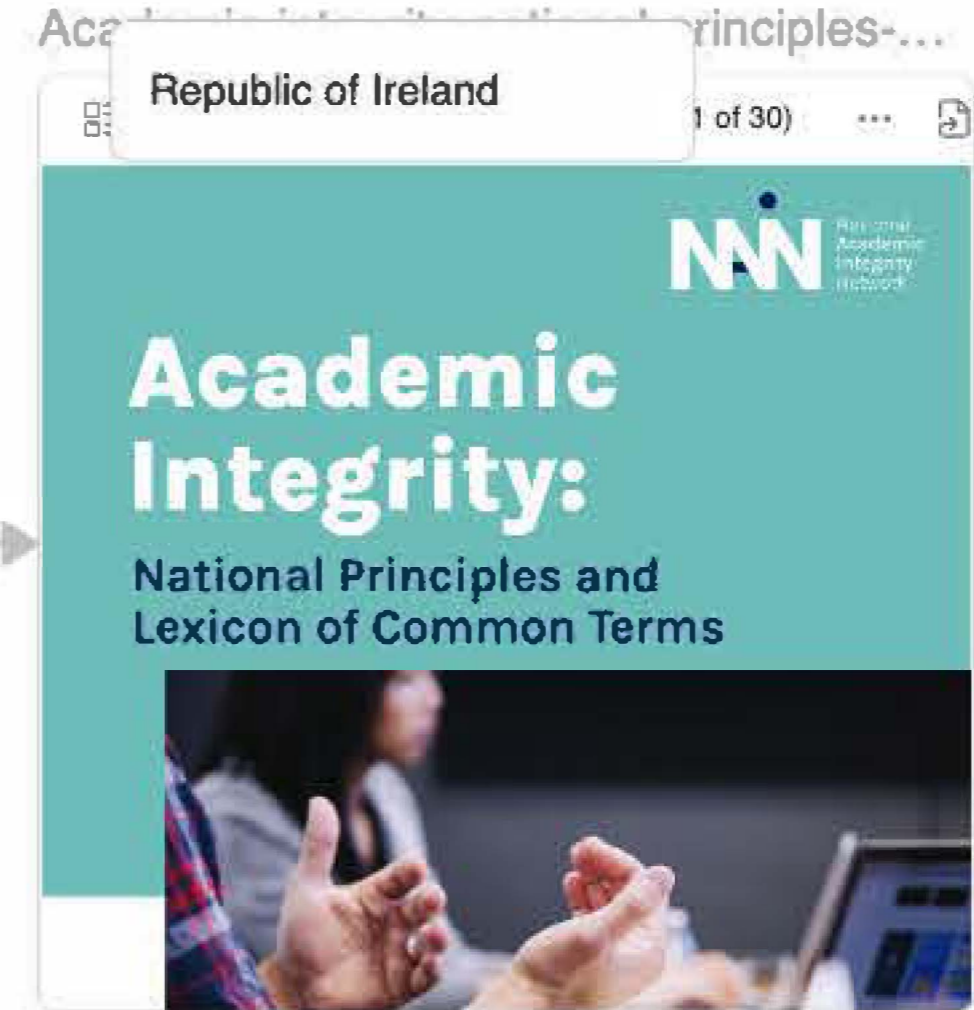
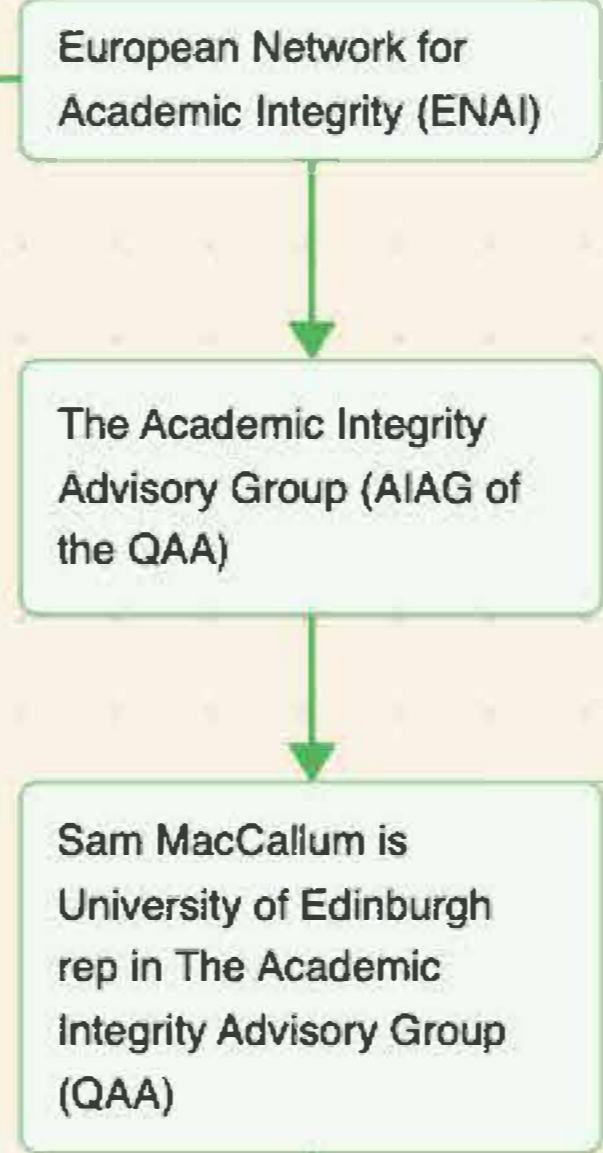
Tauginienė, L, Gaižauskaitė, I, Glendinning, I, Kravjar, J, Ojsteršek, M, Ribeiro, L, Odiņeca, T, Marino, F, Cosentino, M, Sivasubramaniam, S, Foltýnek, T. Glossary for Academic Integrity: European Network for Academic Integrity, Erasmus Plus, Strategic Partnerships (2018). <http://www.eacademicintegrity.eu/wp/>

Tauginienė, Loreta, Inga Gaižauskaitė, Salim Razi, Irene Glendinning, Shivadas Sivasubramaniam, Franca Marino, Marco Cosentino, Alla Anohina-Naumeca, and Julius Kravjar. "Enhancing the Taxonomies Relating to Academic Integrity and Misconduct." Journal of academic ethics 17, no. 4 (2019): 345–61. <https://doi.org/10.1007/s30805-019-00342-4>

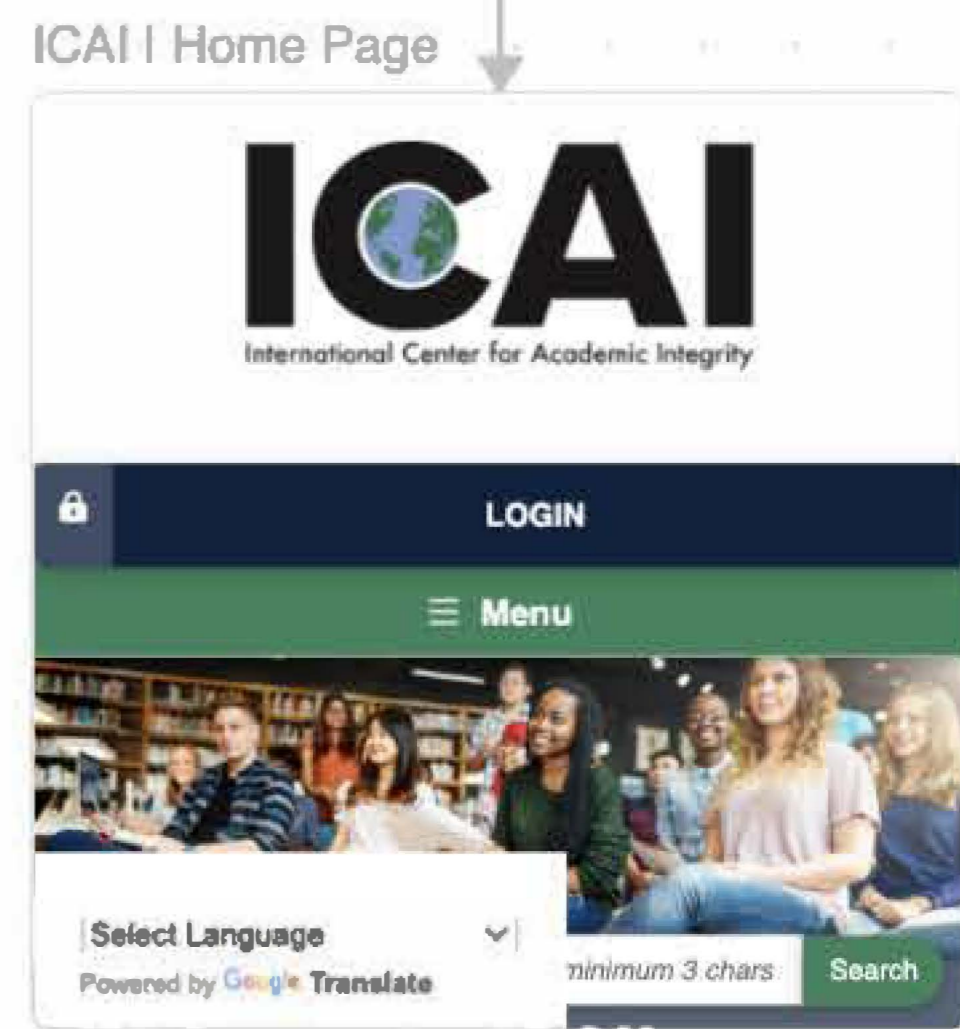


'Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship.' (Tauginienė, 2018 #9406: 7-8)

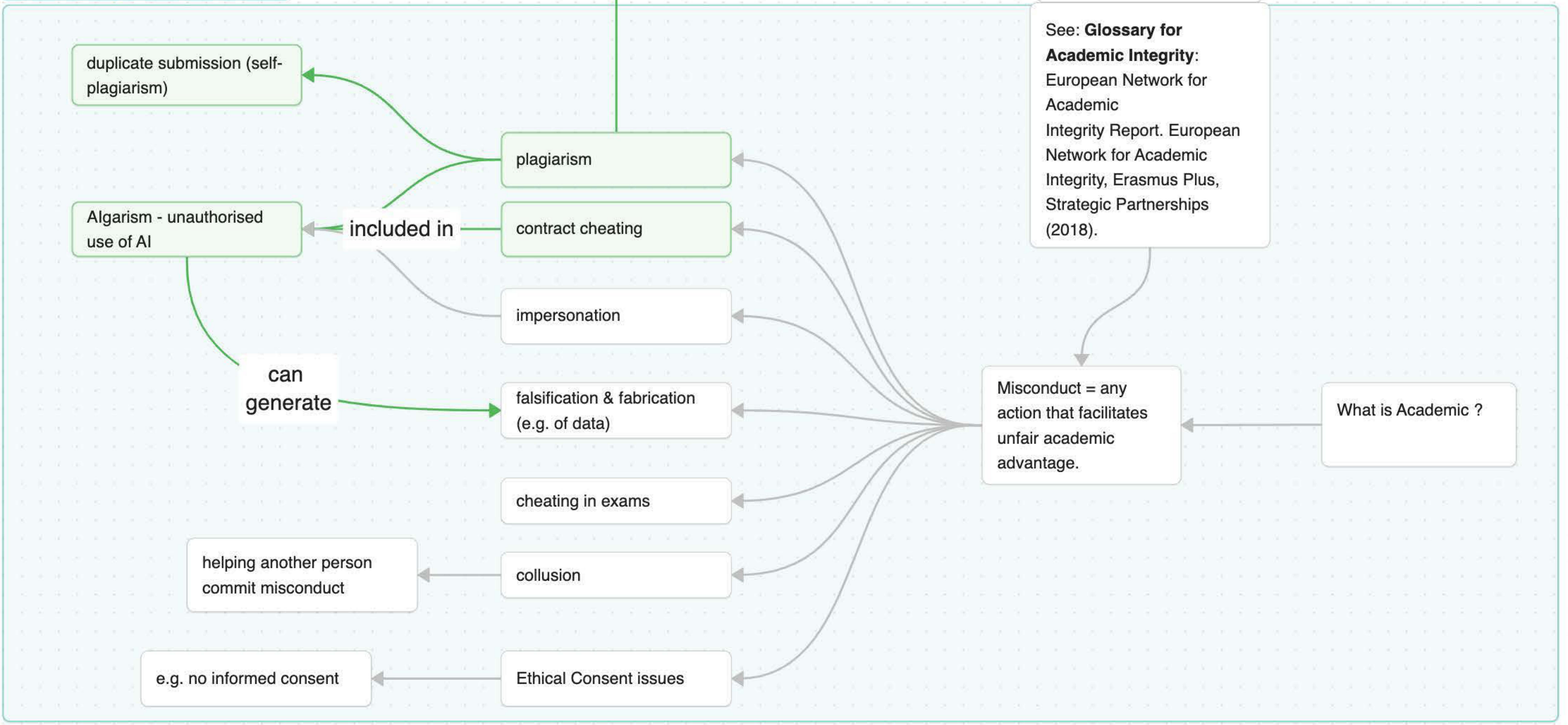
Gov. Academic Integrity



The International Center for Academic Integrity (ICIA), US Dept. of Education



Taxonomy of misconduct



"researchers and practitioners have noted that the act of **plagiarism is complicated and ambiguous** as "between imitation and theft, between borrowing and plagiarism, lies a wide, murky borderland" (Chan)



See: **Glossary for Academic Integrity:** European Network for Academic Integrity Report. European Network for Academic Integrity, Erasmus Plus, Strategic Partnerships (2018).

Misconduct = any action that facilitates unfair academic advantage.

What is Academic ?

duplicate submission (self-plagiarism)

Algarism - unauthorised use of AI

can generate

included in

plagiarism

contract cheating

impersonation

falsification & fabrication (e.g. of data)

cheating in exams

collusion

Ethical Consent issues

helping another person commit misconduct

e.g. no informed consent

The role of CAMO



What does the role involve?

PROCESSES (REGULATORY ROLE)
Communicating **processes** and **outcomes**
Reviewing **allegations**
Ensuring **evidence** is robust
Applying **regulations** fairly
Supporting reviewing **panels**
Maintaining SEARCHABLE AUDITABLE **records**

I see the role as both **regulatory** and **educative**.

R&D
reviewing and renewing systems that support processes and integrity education

i.e, **do R&D**

EDUCATIONAL

EXPECTATIONS - Advising colleagues and students

PREVENTATIVE co-designing and promoting integrity education.

Identifying trends in integrity research and practice

How does academic misconduct work support the wider academic mission of the College or University?

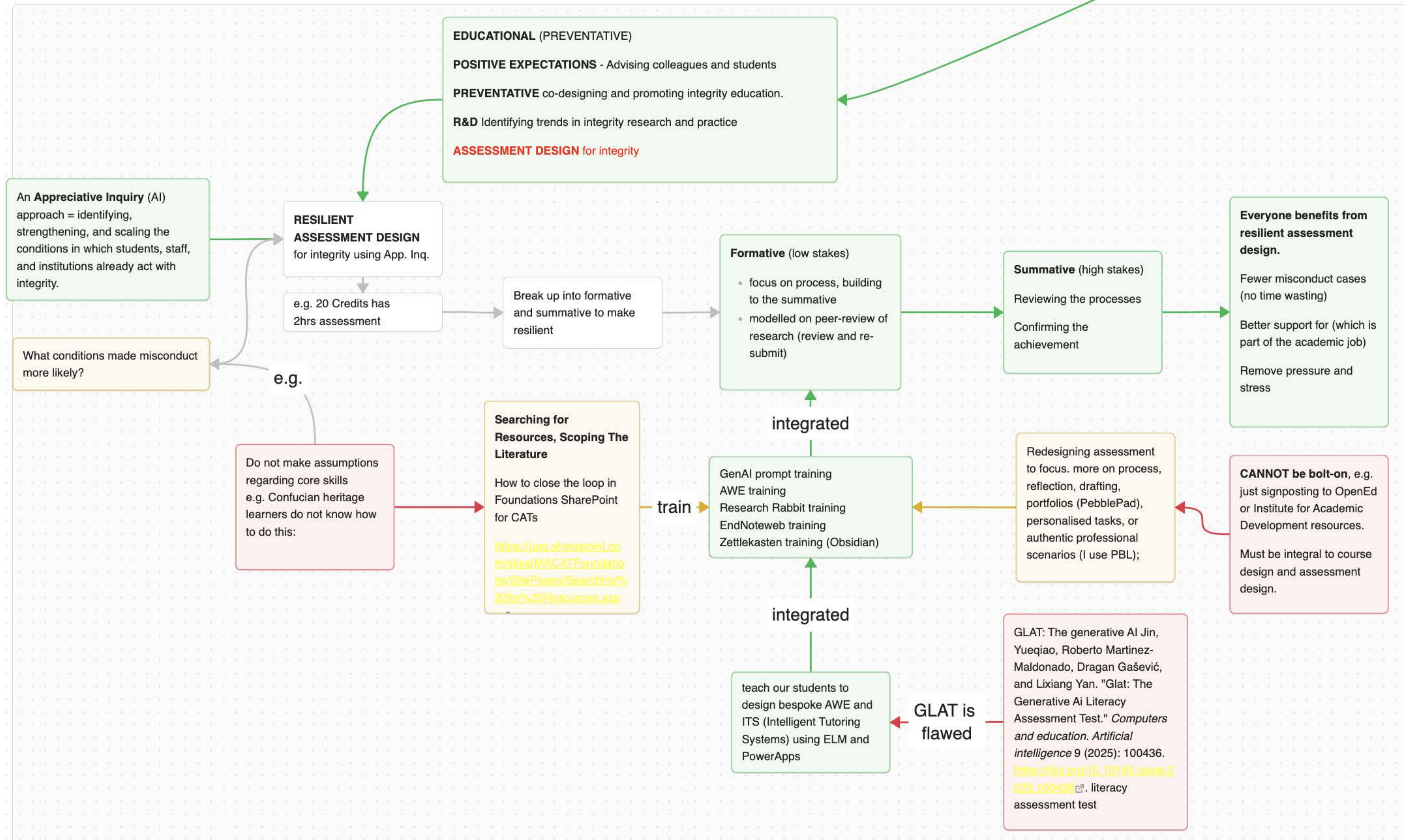
REPUTATIONAL & PROFESSIONAL
Protects value and meaning of degree awards
Maintains public confidence in what we do
Develops the honesty and professionalism expected of our graduates.

Academic Integrity Coordinator (better name than the punitive Misconduct Officer)

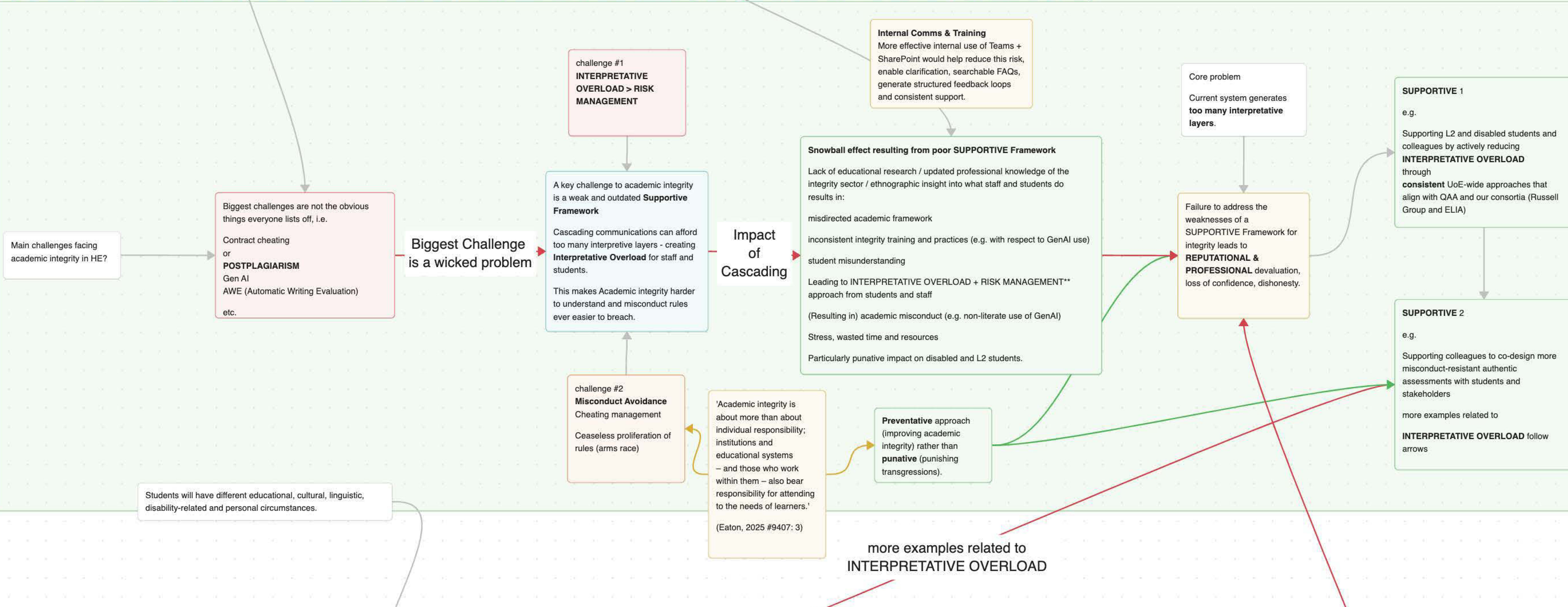
The Academic Integrity Advisory Group (QAA)

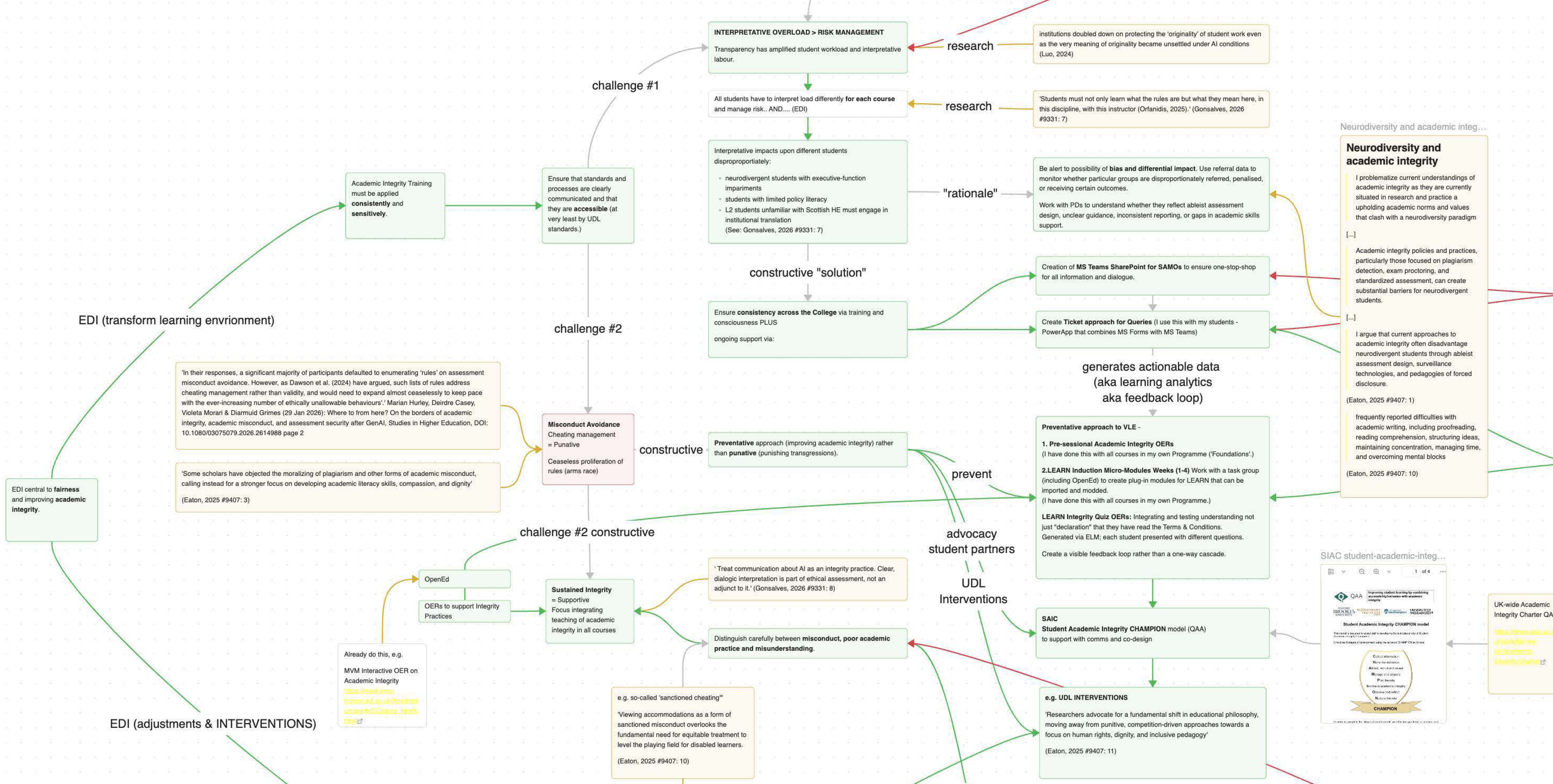
SUPPORTIVE Framework
Supports fairness and promotes equality
Improves quality in teaching, learning and assessment
Promotes ethical scholarship
Identifies and supports changing learning needs

Assessment Design for Academic Integrity



Key Challenge = Weak Supportive Framework further weekend by Interpretative Overload caused by Cascading (poor comms; too many interpretive layers)





EDI (adjustments & INTERVENTIONS)

Already do this, e.g.
 MVM Interactive OER on Academic Integrity
<https://www.gmsc.kumvm.edu.uk/AcademicIntegrity/CC/story.html>
[link](#)

e.g. so-called 'sanctioned cheating'
 'Viewing accommodations as a form of sanctioned misconduct overlooks the fundamental need for equitable treatment to level the playing field for disabled learners.'
 (Eaton, 2025 #9407: 10)

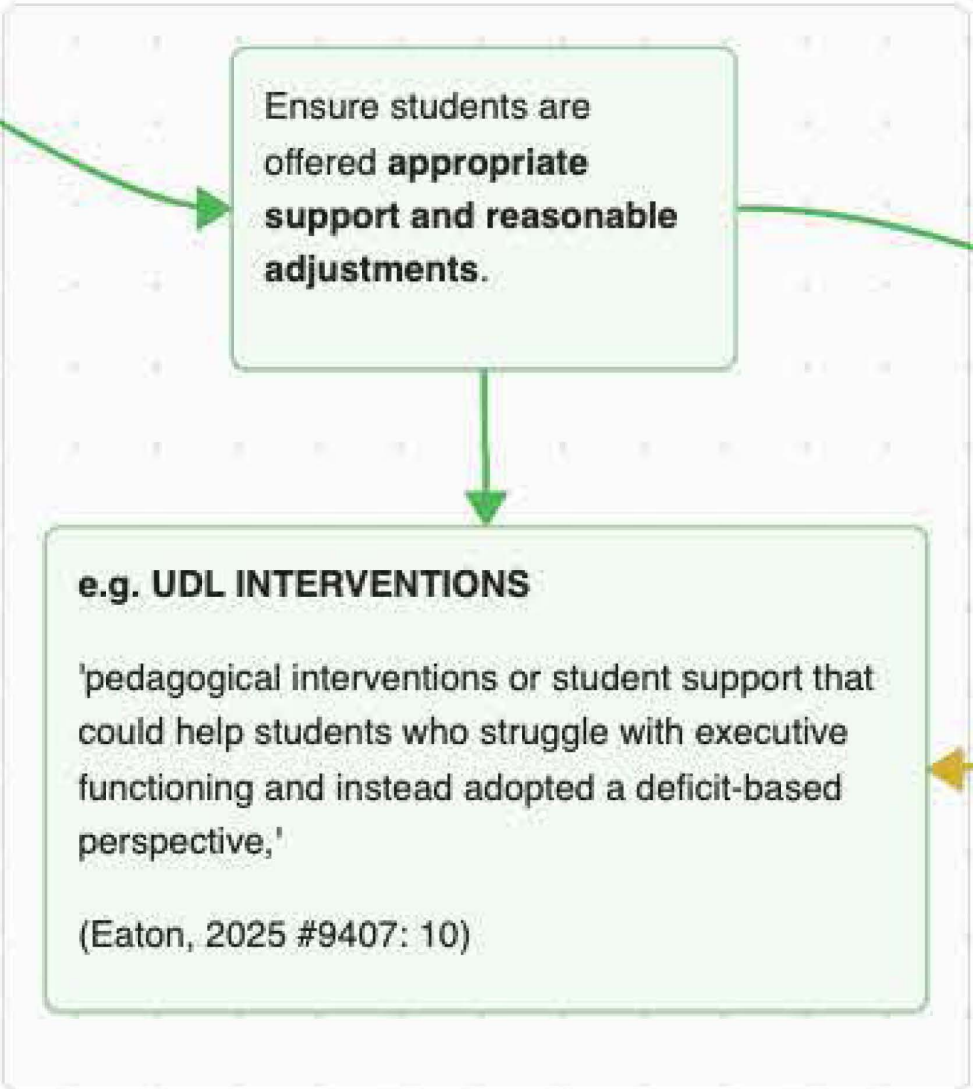
Distinguish carefully between **misconduct, poor academic practice and misunderstanding.**

e.g. UDL INTERVENTIONS
 'Researchers advocate for a fundamental shift in educational philosophy, moving away from punitive, competition-driven approaches towards a focus on human rights, dignity, and inclusive pedagogy'
 (Eaton, 2025 #9407: 11)

to support with comms and co-design



EDI (adjustments & INTER...



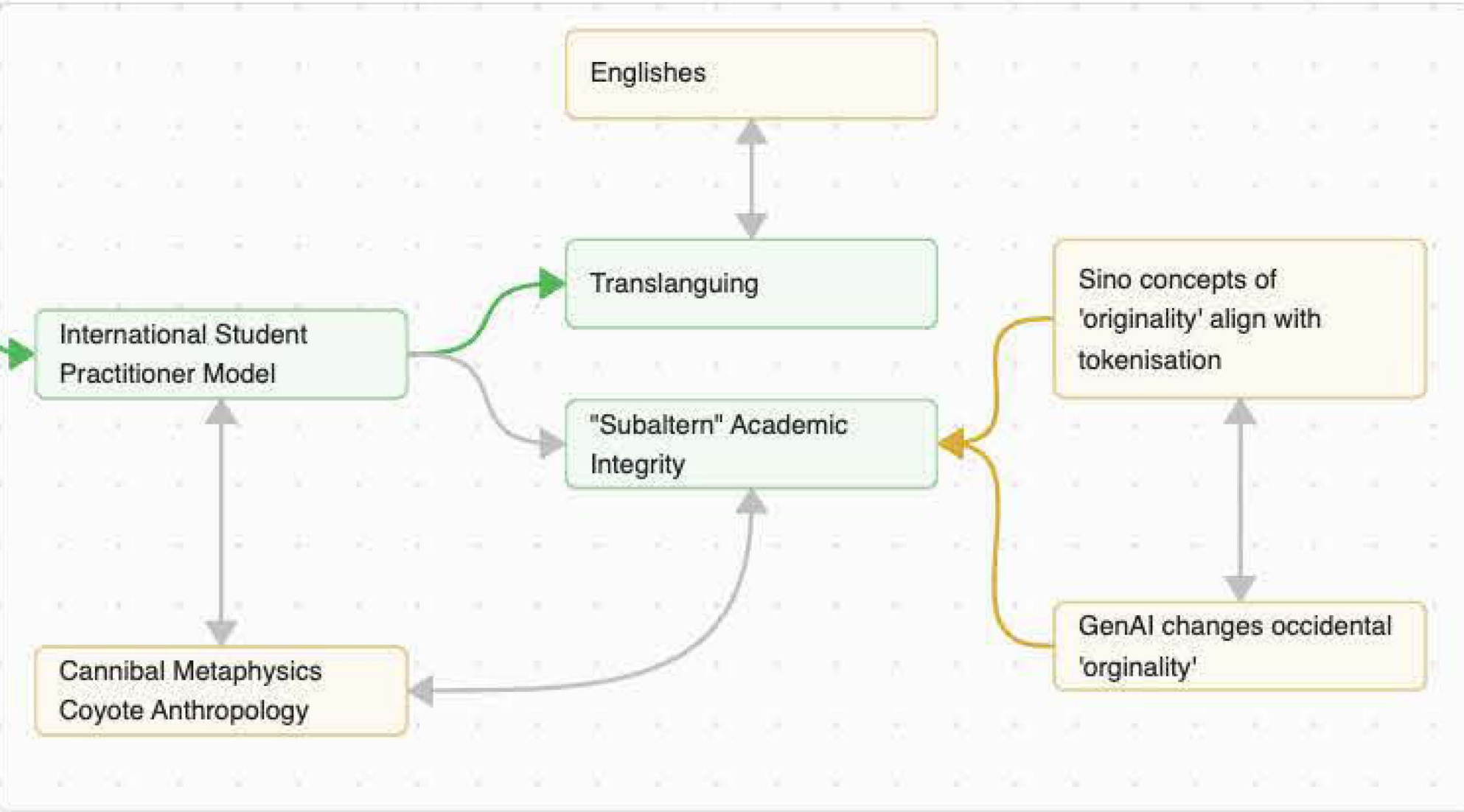
e.g. UDL INTERVENTIONS

For example, if a student has a disability, mental health condition or specific learning difference, we must ensure adjustments are considered for meetings, deadlines, evidence submission and communication format.
 We must signpost students to relevant support services.

ontological reorientation (decolonisation)

'Since the mid-2010s, academic integrity discourse has expanded to include consideration of overrepresentation among racialized and visible minority students (e.g. Adam 2024; Beasley 2016; Davis 2022, 2024; Hollis 2024).'
 (Eaton, 2025 #9407: 4)

Decolonisation (Coyote Anthropology)



I do a lot of research on educational metaphors (in relation to magic). Metaphors matter a great deal.
 Misconduct Officer sends all the wrong signals, e.g. it is a
 - **disciplinary or surveillance function.**
 - **deficit model** of academic integrity
 • "CAMO" is infused with the **prejudicial assumption** that staff/students are offenders (so not trust-based) AND the **prejudicial assumption** is a bias reinforced by the role title.
 -etc.
Academic Integrity Coordinator aligns better with The Academic Integrity Advisory Group (QAA)



Academic Misconduct Investigation Procedures

Summary
 This document sets out the University's procedures for dealing with suspected incidences of academic misconduct by students or graduates of the University. These procedures apply to all types of academic misconduct including plagiarism, self-plagiarism, collusion, falsification, cheating, deceit and personation. The inappropriate use of Generative Artificial Intelligence could contribute to academic misconduct.

The University takes very seriously any suspected incidences of academic misconduct and aims to ensure that all suspected cases are investigated efficiently and dealt with appropriately.

Scope: Mandatory Procedure
 All staff and students

Contact academicpolicy@ed.ac.uk

Document control

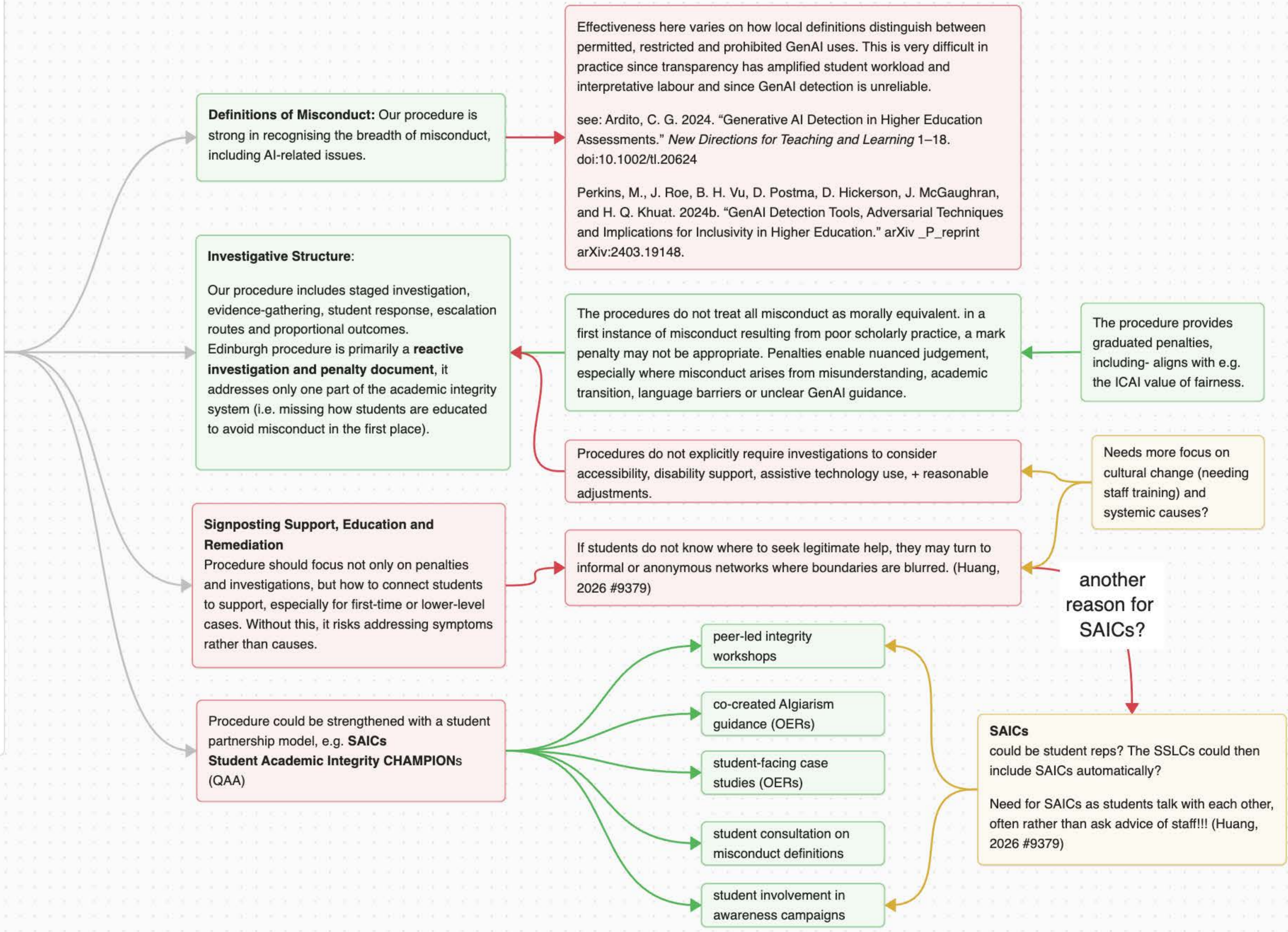
Dates	Version Approved:	Effective Date:	Equality impact assessment:	Last Reviewed:	Next Review:
	25.05.24	16.09.2024	10.12.14	25.05.24	2027/28

Approving authority Academic Policy and Regulations Committee (APRC)

Related policies, procedures, guidelines & regulations Academic Misconduct Report Form
Code of Student Conduct

Alternative format If you require this document in an alternative format please email academicpolicy@ed.ac.uk

Keywords Academic misconduct, plagiarism, self-plagiarism, collusion, falsification, cheating, deceit, personation



Definitions of Misconduct: Our procedure is strong in recognising the breadth of misconduct, including AI-related issues.

Investigative Structure:
 Our procedure includes staged investigation, evidence-gathering, student response, escalation routes and proportional outcomes. Edinburgh procedure is primarily a **reactive investigation and penalty document**, it addresses only one part of the academic integrity system (i.e. missing how students are educated to avoid misconduct in the first place).

Signposting Support, Education and Remediation
 Procedure should focus not only on penalties and investigations, but how to connect students to support, especially for first-time or lower-level cases. Without this, it risks addressing symptoms rather than causes.

Procedure could be strengthened with a student partnership model, e.g. **SAICs Student Academic Integrity CHAMPIONS (QAA)**

Effectiveness here varies on how local definitions distinguish between permitted, restricted and prohibited GenAI uses. This is very difficult in practice since transparency has amplified student workload and interpretative labour and since GenAI detection is unreliable.
 see: Ardito, C. G. 2024. "Generative AI Detection in Higher Education Assessments." *New Directions for Teaching and Learning* 1-18. doi:10.1002/tl.20624
 Perkins, M., J. Roe, B. H. Vu, D. Postma, D. Hickerson, J. McGaughran, and H. Q. Khuat. 2024b. "GenAI Detection Tools, Adversarial Techniques and Implications for Inclusivity in Higher Education." arXiv _P_ reprint arXiv:2403.19148.

The procedures do not treat all misconduct as morally equivalent. in a first instance of misconduct resulting from poor scholarly practice, a mark penalty may not be appropriate. Penalties enable nuanced judgement, especially where misconduct arises from misunderstanding, academic transition, language barriers or unclear GenAI guidance.

Procedures do not explicitly require investigations to consider accessibility, disability support, assistive technology use, + reasonable adjustments.

If students do not know where to seek legitimate help, they may turn to informal or anonymous networks where boundaries are blurred. (Huang, 2026 #9379)

peer-led integrity workshops

co-created Algiarism guidance (OERs)

student-facing case studies (OERs)

student consultation on misconduct definitions

student involvement in awareness campaigns

SAICs
 could be student reps? The SSLCs could then include SAICs automatically?
 Need for SAICs as students talk with each other, often rather than ask advice of staff!!! (Huang, 2026 #9379)

The procedure provides graduated penalties, including- aligns with e.g. the ICAI value of fairness.

Needs more focus on cultural change (needing staff training) and systemic causes?

another reason for SAICs?

Sanctions & Integrity Seminars

SANCTIONS

Integrity Seminars

(University of California
Toronto, Sydney,
Melbourne)

Educational sanctions

AND also academic
integrity seminars,
reflection assignments
and workshops.

Integrity Seminars Universities may offer or require students to complete:

- academic integrity modules;
- plagiarism awareness courses;
- citation and referencing workshops;
- academic writing support;
- library skills sessions;
- reflective statements;
- resubmission opportunities;
- rewriting exercises;
- meetings with academic skills advisers;
- AI literacy training;
- assessment literacy training;
- support around collaboration versus collusion;
- mandatory online tutorials before future submissions.

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-deficit model of academic integrity

"CAMO" is infused with the **prejudicial assumption** that staff/students are offenders (so not trust-based) AND the **prejudicial assumption** is a bias re-inforced by the role title.

-etc.

Punitive framing	Integrity-focused framing
Misconduct Officer	Academic Integrity Coordinator
Rule breaches	Values and good practice
Offenders	Learners
Detection and punishment	Prevention, education and support
Compliance culture	Integrity culture
Reactive case handling	Quality enhancement
Individual blame	Shared collegial responsibility

Change the name, mark a cultural shift backed up by **SUPPORTIVE FRAMEWORK** that genuinely promotes academic integrity. he change is not merely cosmetic; it repositions the role from policing misconduct to coordinating a culture of integrity.

Aligns with The Academic Integrity Advisory Group (QAA), the European Network for Academic Integrity (ENAI) and The International Center for Academic Integrity ICIA

Cascading (Hierarchy) to Feedback Loop (Network)

NB: Broken system of email "cascading"

Top-down approach of email "cascading" directly leads to inconsistencies (broken telephone / ghost regulations).

Such comms are **decontextualised** and not UDL compliant.

Comms are non-linear; viral funnel.

We aren't preparing our students for the workplace (lean-agile organisations use it (or use Slack, Discord, etc.)

Email cascading is part of the problem - informational glut > **INTERPRETATIVE OVERLOAD**

Senate communicates → College interprets → School reps take away an adapted version → Subject Areas act on partial understanding → Staff/Students adapt partial understanding to their own ends (**INTERPRETATIVE OVERLOAD**) → Schools attempt to manage adapted partial understanding → College interprets Schools attempts to manage adapted partial understandings → Senate returns to the drawing board.

The current communication model relies on cascading interpretation, where each layer receives and adapts a message before passing it on. This creates interpretative overload, inconsistent implementation, and unnecessary corrective work.

In MA CAT, this is replaced with a Teams-enabled SharePoint communication model. Senate communications are proxy-published once on a bespoke SharePoint hub as the golden copy.

MS Teams is then used to engage relevant stakeholders (academic, SAAS and student reps), host structured discussion, capture questions, and feed clarification back into the SharePoint guidance.

College, Schools, Subject Areas, staff and students can therefore work from the same version of the message, with role-specific guidance provided transparently rather than through informal reinterpretation.

The result is a shorter, clearer communication loop: publish once, discuss openly, clarify visibly, update centrally, and implement consistently.

Move to MS Teams!!!

Ability to query = Ability to **contextualise**

clarify through discussion

create a visible **feedback loop** rather than a one-way cascade.

escalation of unresolved questions to CAMO

searchable discussion threads

- more accessible;
- more consistent;
- less punitive;
- more educative;
- easier to update;
- easier to search;
- better aligned with students' needs;
- closer to workplace comms;
- less dependent on informal local interpretation.

Enables use of GANTs, project modelling, MS Kanban, etc. to stay on top of projects.

updated in real time; linked to golden copies (files) and Committees (via MS Loop) and their actions.

Workflow

