Academic Integrity

In this guide you will learn what is meant by Academic Integrity and what it means for your studies. You will ﬁnd guidance and resources on how to avoid academic malpractice, and what may happen if it is suspected.

# Definitions of Academic Integrity and Examples of Academic Practice

## What is ‘Academic Integrity’ and why is it important?

The University of Manchester deﬁnes academic integrity as the "avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in research and academic publishing."

Academic Integrity is about honesty and the spirit of scholarship in your education. Learning is only rewarding when it is you that has completed the hard work. While studying at university, you will undertake assessments that will track your learning, but also, more importantly, challenge you to think critically and to engage with your learning.

 This is your learning journey, not anyone (or anything) else’s, so consider carefully what and how you use support by referring to the guidelines in your course handbook. If you breach rules around academic integrity the consequences can be serious.

## What are the risks of breaching Academic Integrity?

“The presentation, intentionally or unwittingly, of the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.”

The consequences of breaching academic integrity may vary depending on the type of assessment or examination. Read some of the potential risks of academic malpractice in the sections below:

* **Warning or feedback:** In certain cases, such as formative assessments where there is poor academic practice, a warning or feedback is given through the marking process.
* **Disciplinary action:** This can only be taken when a student has submitted a summative assessment containing evidence of malpractice. Disciplinary action can include the capping of marks, being awarded a mark of zero (with or without loss of credits), failing the whole unit, being demoted to a lower class of degree, or being excluded from the programme or university.
* **Viva Voce:** In cases where there is a suspicion that the assessment has been completed by a third party but without direct evidence of this, a viva voce (an oral hearing) may be arranged as a chance to prove that your work was produced on your own account. If there is still doubt on the part of academic staﬀ that the piece of writing is yours, the case will be referred for disciplinary action.
* **Disciplinary hearing:** Depending on the severity of the case, a disciplinary hearing may be held within a School, Faculty, or the University disciplinary panel, and can result in the disciplinary action.

For more guidance on disciplinary procedures download the [Academic Malpractice Procedure](https://documents.manchester.ac.uk/display.aspx?DocID=639).

For more information about academic support, plus advice on what to do if something has aﬀected your academic performance, visit our [Student Support website](https://www.studentsupport.manchester.ac.uk/study-support).

For more advice on what to do to avoid academic malpractice take a look at our guide [Avoiding plagiarism through good academic practice](https://www.education.library.manchester.ac.uk/mle/avoiding-plagiarism/).

# What is Academic Malpractice?

In the [University’s policy](https://documents.manchester.ac.uk/display.aspx?DocID=639), academic malpractice is deﬁned as "any attempt (intentional or otherwise) to gain, or assist others to gain, an unfair academic advantage in academic work or research. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally."

What is key here is that it is your responsibility to make sure you are not unfairly giving yourself, or someone else, an advantage. This is why it is important to be informed on all forms of academic malpractice. If you’re not sure if it is malpractice, you should contact the Library, your academic advisor, supervisor, or a lecturer to ﬁnd out.

There are several forms of malpractice. You will ﬁnd the most common examples in this guide along with some you may not have considered. Using a friend’s work or cheating in an exam may sound like obvious cases, but what about using your lecture notes, misusing Generative AI, or even quoting yourself?

In the next section we will go through the important forms of academic malpractice you should be aware of.

## Examples of Academic Malpractice

There are four areas of academic malpractice we will now cover:

1. Plagiarism and Self Plagiarism
2. Collusion
3. Research and Data Integrity
4. Contract Cheating and Exam Malpractice

### Plagiarism and self-plagiarism

Plagiarism is the academic word for "copying". You can refer to other people’s ideas in your work by using quotes or summarising. To learn how to do this, take a look at our online guide [Referring to other people's ideas in your work](https://www.education.library.manchester.ac.uk/mle/referring-to-other-peoples-ideas-in-your-work/%23/).

This even includes yourself! "Self plagiarism" is deﬁned as “re-using work that has been previously submitted for a diﬀerent assessment, either at the University of Manchester or a diﬀerent institution, without appropriate citation." This is plagiarism because it misrepresents the novelty of your current work.

The University of Manchester uses the Turnitin software to detect similarities in submitted written work, like a piece of coursework. It’s important to note here that similarity is not the same as plagiarism; they’re two diﬀerent concepts. When you’ve submitted your work, Turnitin uses its global database to compare your work with a variety of sources ranging from the internet, published work, and other student-generated content, not just from the University of Manchester, but from Universities across the world, covering years and years of materials.

Turnitin then produces results as a similarity score: the percentage of your content that is ﬂagged as similar to the resources in their database. This does not automatically mean that there is plagiarism; this is just a number to alert the person who’s reviewing your paper, i.e. your examiner, of potential plagiarism or malpractice. The decision is left up to the reviewer to decide whether this is a case of academic malpractice and whether this needs needs to be escalated for further action.

The University of Manchester does not allow you to use Turnitin to check your paper before submission. You may be tempted to test your similarity score beforehand by using third-party services to do so. However, the University does not recommend this as often this can either produce unreliable results or could interfere with Turnitin's Similarity Report, which could show your work to contain malpractice.

Though this section focuses on the use of Turnitin as a key piece of similarity detection software, remember that the University may have other methods of detection that it can use. For example, some areas of the University use Cadmus, where students produce work within the Cadmus environment, and this then provides analytics to show a student’s approach to a piece of work e.g. time spent on an assignment; this data may show signs of malpractice.

Examiners have even been able to spot plagiarism without detection tools when they know the source e.g. lecture slides.

### Collusion

Copying a friend’s work is not just plagiarism: it's collusion. If a friend lends you their work, they are also committing malpractice. Collusion is:

"When a student or students permit or condone another student or students, to share a piece of work subject to assessment to gain a mark or grade to which they are not entitled. Students who allow another student to copy their work are also committing collusion and both the copier and the provider of the work are liable to be penalised. The methods of collusion may include, but are not limited to, sharing of work, ideas or plans by social media or other electronic communication means, and/or physical sharing of work, ideas or plans. Collusion may happen through an exchange or communication outside of an assessment submission and/or at the time of an assessment submission.”

Remember to carefully check what you are being asked to do for the assessment, particularly whether the assessment is aimed at you producing your own individual work.

As part of your studies, collaboration can be ﬁne. This includes revising with your friends, discussing general themes and ideas from lectures and seminars, helping people to ﬁnd resources, etc. Collusion, however, is largely where you share your work, ﬁrm ideas, plans and solutions with other people, and they then submit the same work as you, e.g. someone giving or copying homework, or someone asking in WhatsApp what someone has put as an answer to a question and someone providing their answer. Sometimes collusion is spotted not when the same answers are given, but because people have made the same mistakes!

Collusion is unlikely to apply where group work is required as part of an assessment, e.g. where your course puts together a group to produce a presentation. In this situation, your course is saying close collaboration is necessary for the assessment.

Your peers can support you, and you can support them. However, your peers can't provide answers or work and you can't take that work. Your peers can show you the way and you can head towards it, but **you** need to ﬁnd the answer **yourself**. You may fall into the trap of collusion if you are cutting corners and avoiding doing your work. Remember: individual assessments are about showing your own work.

### Research and Data Integrity

Falsiﬁcation of results or data is wrong. It can be frustrating if the results of the research you conduct don’t go as planned, but this does not give you a reason to amend or invent data.

You cannot lie about something you might have expected to discover. If the data does not ﬁt the theory, something needs to change, and it is likely it isn’t the data which needs changing.

Remember that academic colleagues are there to help support you with research and data collection; they'd much rather you tell them about a problem you've encountered, than ﬁnd out the data has been made up.

The aim of research is to adapt our theories, evolve our understanding, and shift our perspectives to new data, so any changes in data must be logically justiﬁed. These include:

* Explaining errors encountered in collection methods.
* Identifying outliers (a data point that diﬀers signiﬁcantly from other observations) with supporting calculations.
* Providing deeper explanations for more complex systems, such as participant data or data being inﬂuenced by unforeseen factors.

Issues with research could also go beyond false data. When conducting research you need to be mindful of research ethics, which alongside academic malpractice, may include things like conﬁdentiality, seeking approval for research, ensuring appropriate consent from participants, and protecting participants from harm, among other things. [The University's Code of Practice for Investigating Concerns about the Conduct of Research](https://documents.manchester.ac.uk/display.aspx?DocID=611) provides more examples for you to think about.

## Exam Malpractice

Academic malpractice extends to the exam room: having someone take an exam in your place, or intentionally or unintentionally possessing unauthorised materials or devices, are considered malpractice.

This could include having notes in your pocket, writing on your arms, a phone on your person. It does not need to be shown that the materials are relevant, or have been used, for there to be a potential case: the issue is having the materials in the ﬁrst place.

Make sure you turn up to the exam on time, listen to announcements, and check your pockets and your person for anything that might cause suspicion. Remember, invigilators are usually present to make sure the rules are being followed and will be able to spot anything out of the ordinary.

## Contract Cheating

Paying someone directly or asking someone to produce a piece of work on your behalf, is contract cheating. This can also include using an essay mill, an organisation that produces custom assignments intended for submission as one’s own work.

If you receive an email from a potential Contract Cheating provider, send it to cheating.spam@ds.man.ac.uk and the University will review the email and consider whether to block the source.

# Summary

Avoid all forms of academic malpractice such as collusion, plagiarism, and exam malpractice by having conﬁdence in your abilities, rather than relying on other people or methods. This can be done by:

* Producing and submitting your own original work.
* Managing your time in a way that is eﬀective for you. Remember that some progress is always better than no progress.
* Completing any work, reading, and research identiﬁed by your Programme.
* Familiarising yourself with the concepts of academic integrity and academic malpractice, as well as with the instructions and guidance for your assessments.
* Reﬂecting on any feedback you are given by your lecturers and using this to inform your approach to future work. Take a look at our guide to [Making the most of academic feedback](https://medium.com/my-learning-essentials/making-the-most-of-academic-feedback-2acb6ee0abdb).
* Seeking support outside of assessment periods on any assessment or study queries, as well as identifying any skill gaps that can be addressed at our [My Learning Essentials workshops](https://www.library.manchester.ac.uk/training/my-learning-essentials/).
* Alerting your School or Faculty to personal circumstances that may be having an impact on your studies. This can be done by submitting a mitigating circumstances form, submitting a change of circumstances request, or registering with the [Disability Advisory Support Service](https://www.dass.manchester.ac.uk/) (DASS) if you identify as being disabled.
* If you're registered with DASS, they can help recommend reasonable adjustments for your assessment based on your circumstances.

# Positive Practices

Here are are some links to resources that can positively help you with developing your Academic Integrity.

* [Referring to other people's ideas in your work](https://www.education.library.manchester.ac.uk/mle/referring-to-other-peoples-ideas-in-your-work/%23/): This guide explores the what, when, why and how of referencing sot that you can use it correctly in your writing.
* [Using Generative AI with Integrity](https://education.library.manchester.ac.uk/mle/ai_integrity-sharing/index.html%23/): This guide produced by Cancer Research UK and the Manchester Institute examines the risks of using Generative AI in research.
* [Strategies for eﬀective note making](https://www.education.library.manchester.ac.uk/mle/note-making/): This guide will take you through the diﬀerent contexts in which you will make notes and the diﬀerent purposes of note making, as well as demonstrating some useful techniques that you can adopt to improve your note making.
* [Managing Your Time Eﬀectively](https://medium.com/my-learning-essentials/managing-your-time-effectively-36b97c81e7e4): This post explores what time management means and how you can use simple strategies to manage your time more eﬀectively.

## Summary

* Referring to the ideas of others allows you to demonstrate your critical thinking skills.
* Your ability to be critical will be vital to your academic success.
* Planning ahead and being organised will help you to practice academic integrity.
* Note making is an essential skill that will support you from essay writing to revision and research.

# Generative AI tools and Academic Integrity

Generative AI tools like ChatGPT and Notion can compromise your academic integrity. There are many risks to consider when using Generative AI tools. These include plagiarism, falsiﬁcation, lack of accuracy, and unreliable sourcing. Often, such tools do not provide references to the information they have provided, eﬀectively making things up to give you an answer. This section will ask you to think about how you can make sure you maintain academic integrity when using Generative AI tools.

## Using Generative AI tools and maintaining integrity

Consider the following questions before using Generative AI tools in your work:

* Am I communicating my own original understanding of the material?
* Why am I considering using a Generative AI tool? What do I hope it will do?
* Am I missing out on key learning by using it this way? What should I do to make sure I learn what I need to?
* What are the risks of using the tool like this? What else should I think about?
* What's my plan for using the tool now?
* Can I ﬁnd the answer I need in the resources and materials provided by my Programme?

The question is not whether you can use Generative AI tools for an assignment, it's whether you should use Generative AI tools. It is important to stay up to date on conversations around how Generative AI tools may be used in relation to your work. The best way to stay informed is to check with your school, supervisor, or lecturer. Departments and staﬀ will have slightly diﬀerent approaches toward Generative AI tools and this is something that you need to be aware of.

You should also consider the following when using these tools:

* Uploading a journal entry to which you don’t have copyright permissions into a Generative AI tool, even for the sake of a permitted task like summarising, is considered an academic infringement. This is because Generative AI tools store all the information inputted into them in large datasets, and sharing or uploading information you don't have the rights to breaches copyright law.
* Generative AI tools may store data that has been inputted. If the data you are using includes conﬁdential or private information protected under The Data Protection Act, then it is unethical to share it.
* The output of Generative AI tools can be subject to biases inherent to the datasets they draw from. Other responses they give can be "hallucinated" or made up by the Generative AI tool in its attempt to answer your query. Therefore, all answers must be cross checked for accuracy and integrity.

Keep copies of your conversations with Generative AI tools will help you to critically analyse your use of these tools and ensure you maintain academic integrity. This serves as a "timestamp" showing what you did with the tool and when, so do not delete the chat logs.

## Using Generative AI tools in your work?

Whenever you use Generative AI tools in your work, you must cite them. If you are unsure how, click on the link to view this useful [Library Generative AI tools referencing guide](https://manchester-uk.libanswers.com/teaching-and-learning/faq/264824).

## Using Generative AI tools such as ChatGPT for coding

Generative AI tools can be used to write code, but just as with any type of assessment, you should use Generative AI tools for coding purposes with integrity.

If you use ChatGPT to write modular code in a programming language such as Python, then you miss out on learning why the code is constructed in that way, and you may not be able to demonstrate key skills when assessed.

It is important to critically exercise your own judgement and check the validity of any blocks of code generated by ChatGPT. It’s the same principle as would apply to using blocks of text generated by Generative AI tools.

## Case studies

Here you will ﬁnd guidance in the form of case studies that have been created using real-life examples of academic malpractice, including unintentional acts of malpractice.

Ask yourself as you read through them:

* Where was the bad decision making?
* If I do this, am I missing out on learning or losing my own voice?

### Lectures and your own notes

You begin the writing stage of your assignment by turning your notes and ideas into sentences that will become your ﬁnal essay. You feel proud of your hard work and submit on time. A few weeks later, you are confused to discover that your work has been referred to the disciplinary process for potential plagiarism. You didn’t use Generative AI tools, you did not steal anyone’s ideas, and you double checked your references.

* What happened?

Your notes were a combination of your own thoughts and those delivered by the lecturer. Many months had passed, and you could not remember the distinction between your ideas and theirs. You later receive a penalty for the work because it was conﬁrmed that the work contained plagiarism.

* How can you avoid this in the future?

Prioritise making better notes. You need to ensure that the notes you take clearly distinguish between the lecturers' ideas and your own, even when these often overlap.

If you need to use information from a class, always reference your lecturer.

Lectures can go by quickly; if you’re also taking notes quickly and throughout, you should not let this blur the lines between your voice and ideas. Ask the academic if they oﬀer recordings of the content, or ask to record it yourself and go over your notes a second time.

Check back over any lecture slides too.

Check to see if something you've said is in the common usage or phrasing for your subject, like a technical deﬁnition that cannot be reworded, as this may or may not need to be quoted and referenced based on the academic expectations for your Programme.

### Self Plagiarism

You had a great, original idea in a previous assignment and you received a high grade and lots of positive feedback. You have become an expert in your idea and choose to use your previous work in an upcoming assignment, as you notice they are closely linked. After conﬁdently submitting, you receive feedback that your work has been found with plagiarism.

* What happened?

The idea may have been yours, but once your work has been submitted in any capacity, it must be referenced.

* How can you avoid this in the future?

Reference your previous work directly, in line with your referencing body.

Always make it clear that you are referencing something you have said already, even if you are developing or referring to that idea.

Speak to your lecturer or academic advisor if you are concerned about how to write a continuation of your previous ideas.

### Collusion or Collaboration?

You’ve had plenty of chats with your course mates about the upcoming assignment, sharing which question you’ll be choosing, your ideas and sources. Afterwards, someone asks you to share what you were talking about in the course WhatsApp chat. Feeling super helpful, you share a document you put together of your main ideas, the sources you will use and your conclusion. After submission, yours and four other essays are singled out for plagiarism.

* What happened?

You shared exactly what you were thinking and doing regarding the assignment, allowing others to use your ideas to either copy or develop their own. These were so similar by the end of these discussions that the arguments became almost indistinguishable. As a result, you received a penalty.

* How can you avoid this in the future?

Part of being a great classmate is sharing ideas, being collaborative, and helping others think through their ideas. However, make sure it is their ideas that you are helping them think through – not the ones you will write or have written about.

Do not share documents or clear outlines of your argument with classmates under any circumstances.

Use WhatsApp or other group chats for general comments and social activities. "I’m really struggling, can anyone share their essay plan?" is not a sensible conversation starter.

### Exam Malpractice and Unauthorised Devices

You arrive at your exam with ﬁve minutes to spare. You grabbed your pencil case and water, but ran out of time to check your pockets. You sit down in your assigned seat and feel your phone in one pocket, earphones in the other. You don't have time to turn your phone oﬀ and, halfway into the exam, it vibrates.

* What happened?

An invigilator approaches you and a case in your name is opened for exam malpractice.

* How can you avoid this in the future?

Taking mobile phones or any other unauthorised materials into an exam is taken seriously and should be a priority when you are preparing. You should check your person and pockets for anything that may give you an advantage in the exam.

Even when rushing, ensure you have left your mobile phone switched oﬀ and in a place where you can't access it. You can leave it in your bag at the side of the exam room, hand it to an invigilator, or leave it in a sealed wallet provided on your desk.

If you know you have multiple exams coming up, begin an "Exam Routine" that can help you feel more prepared.

In a worst-case scenario, be honest with an oﬃcial in the exam hall at the earliest instance; it is important that unauthorised devices are reported before the exam begins.

Arrive to exams on time so you can feel more settled and can hear and/or read all the important announcements.

### Poor Time Management

You have two essays due on the same day. The date felt far away, but now you calculate your time and realise you only have two weeks left to submit. You had started planning and researching for both.

You have two options.

1. Ask Generative AI tools to create two essay plans and an argument: You panic and ask Generative AI tools to create two essay plans and an argument. You understand the risks but feel helpless, and so you justify using it.
2. Summarise your ideas and begin writing: You look over your notes, summarise your ideas, and begin writing. You know that it will be diﬃcult, but you trust and have conﬁdence in your abilities.
* Conclusion

Option 1 is tempting; the risk of using Generative AI tools seems worthy when considering how hard you would have to work to submit good quality work in two weeks.

If mere procrastination is what landed you in this position, you are capable of now putting your ideas to paper and producing great work.

However, if you struggled to manage your time due to personal, unforeseen circumstances, please contact your school for mitigating circumstances.

### ‘Helping’ a Friend

Your best friend has been poorly recently and is running out of time to submit their assignment. You’ve already written and submitted an essay you are really happy with. They ask if they can use your wisdom to help them write a few sections. You've talked about your ideas together so much that it doesn’t feel much diﬀerent to just write it down.

Your options are:

1. Begin writing for your friend: You begin writing for your friend, asking what they want to write and ﬁlling in gaps where you feel their argument could be stronger. You are conﬁdent in the topic and feel you’re doing nothing wrong as you have already submitted.
2. Sympathise and refer them to University services: You sympathise with your friend and reassure them that they can’t help having fallen ill. You have heard about mitigating circumstances and refer them to the University service that helps with this very thing. Instead of colluding in your assignments, you help them gather their thoughts and explain their situation in the mitigating circumstances form.
* Conclusion

Being a good friend isn’t about doing your friend’s work for them. In this case, a great friend would refer them to the services that have been put in place to support their situation. You can both hold onto your academic integrity because you can be conﬁdent that the work they submit is to the best of their ability, and without collusion.

### Encountering Barriers to Learning

You are a postgraduate student and are ﬁnding the new academic workload a challenge. You have been asked complete a literature review for an assessment, providing a brief review of the literature you have read, and the deadline is coming up. The literature is very jargon heavy and diﬃcult to understand, which is creating a sense of overwhelm. You understand the general ideas of the literature, but are not sure how to write about it in your own words.

Your options are:

1. Write about the literature you have full conﬁdence in: You only write about the literature that you are fully conﬁdent with and attempt to write something small about the remainder of the literature, as a general overview of what they cover.
2. Use Generative AI tools to summarise the literature
	1. You use Generative AI-based software tools to help summarise the literature, then copy and paste the results into your review.
	2. You use Generative AI-based software tools to help summarise the literature, critically reﬂect on the summary produced by the software, and then use this to inform your academic writing.
* Conclusion

Option 1 is the safest and will often be the only option you can pick if usage of Generative AI tools are not allowed in your assignment.

Option 2.1 is academic malpractice.

Option 2.2 is academic malpractice if you are not transparent about how you used Generative AI tools in your assignment. If your assignment allows the use of Generative AI tools, given it meets academic integrity standards, then option 2.2 is ﬁne to do if you’re transparent with the process.

## Common Pitfalls

There are many reasons why you may ﬁnd yourself struggling to maintain academic integrity. Below are some of the most common, along with a summary of what to do or consider if you ﬁnd yourself in a diﬃcult situation.

### Poor Time Management

Managing your time at university can be incredibly diﬃcult. It is important that you develop techniques to help yourself in the future. The Student Team have oﬀered advice on this on their blogpost, [Time management: How to get better at it!](https://studentteam.medium.com/time-management-how-to-get-better-at-it-61c4341840c0)

### Helping a Friend or Classmate

Being a helpful friend or classmate is about oﬀering support. This should never become doing their work, oﬀering yours, or even sharing speciﬁc ideas. Never share your work online. Instead, signpost friends or classmates to the support that the University oﬀers.

### Falling Behind

If you ﬁnd yourself struggling, it is not too late to turn things around. Better habits and restoring your conﬁdence can stop you from the temptation of academic malpractice. If you are struggling due to unforeseen circumstances, then you can apply for [mitigating circumstances](https://www.studentsupport.manchester.ac.uk/study-support/mitigating-circumstances/).

### Feeling Unsure

It can be diﬃcult to have conﬁdence in your ability or to seek help if you are struggling. Sometimes, it is about knowing where to go for support. The Library oﬀers one-to-one appointments, workshops on academic skills, and more.

### Not Being Informed

As this resource shows, many forms of academic malpractice are unintentional. However, it is your responsibility to remain informed about what constitutes academic malpractice. Contact the Library, your supervisor, or your school if you are unsure.

# Support

This overview of support was compiled by the Library Student Team. The University has a robust support system for those in doubt and needing guidance. Beyond looking at these websites, feel free to walk into the Library to speak to someone who can help.

## Library Support

The Library oﬀers a variety of [training and skills resources](https://www.library.manchester.ac.uk/training/) to support you with your academic integrity and beyond. You can access support via workshops, online resources and our [frequently asked questions](https://manchester-uk.libanswers.com/).

## Wellbeing and Counselling

Dealing with an emotional or personal issue is tough and should never be done alone. If you need any support, the University’s [Counselling](https://www.counsellingservice.manchester.ac.uk/) and [Wellbeing](https://www.welcome.manchester.ac.uk/welcome-and-induction/wellbeing/) team oﬀers their experts and advice anytime.

## Mitigating circumstances

If any tragedy has struck, or unfortunate events are having an impact on your studies, the University has a built-in system of consideration, called [mitigating circumstances](https://www.mitcircs.manchester.ac.uk/).

You can request one-week extensions for deadlines or seek urgent leniency for exam performance.

## Speak to your lecturer or academic advisor

Your academic advisor, assigned to you at the start of your studies, is one of the best equipped people to handle your academic queries. There's no need to wait for the allotted session to speak to them: simply reach out to them and they will be able to respond at their convenience.

If your query is about a speciﬁc task or topic from a module, then reach out to a member of teaching staﬀ. Their emails are provided at the start of the module page on Blackboard, so don’t be a stranger: say hi!

This is even better if you try to do so right before or after your class.

## The Library Student Team

The [Library Student Team](https://studentteam.medium.com/) are here to support you, so check out the blog or talk to us in person at Snack and Chat.

The Student Team wear red shirts and are based in the Alan Gilbert Learning Commons or Main Library. They are more than happy to help with anything you need. It might be a bit hard to ﬁnd them outside of allotted workshop times like Snack and Chat or Library Drop Ins, but you can stop them if you see them. The Student Team’s blog addresses new and upcoming trends and events, and includes a number of resources to help you throughout your academic journey. They’re students, just like you, making them a familiar and relatable voice if you need it.

## Student Support Hubs

The University has many specialised Schools for each subject matter and each degree. As such, if your query is subject speciﬁc, then it might be a good idea to go to a [support hub](https://www.studentsupport.manchester.ac.uk/support-hubs/) and speak to someone there ﬁrst. They are almost always open during standard University hours, so you can ﬁnish a lecture and just pop by.

They’re also equipped to help you with many things beyond your speciﬁc subject and are there to support you.

## ResLife

If you have been or are in a University Hall of Residence, you’ve probably already met a [ResLife advisor](https://www.residents.manchester.ac.uk/reslife/). They are there for you and can provide expert advice and guidance, having once been in your shoes as a student. Reach out to them at any time; you can get their contact details from the common room notice board and they’re more than happy to help.

## Students’ Union

The [Students’ Union’s](https://manchesterstudentsunion.com/advice) main task has always been to be there for students. They are well equipped to handle a variety of queries. Walk in or contact them through the website.

## University Centre for Academic English

The University has a resource for teaching students academic English, both for those whose ﬁrst language is not English and for those who are wanting to brush up and sound more academic in their writing and beyond. [The Centre](https://www.ucae.manchester.ac.uk/) also has guided sessions you can book to meet someone.

## Disability, Advisory and Support Service (DASS)

[DASS](https://www.manchester.ac.uk/connect/jobs/disabled-applicants/disability-advisory-support-%20service/) is there to support individuals with registered disabilities or longstanding health conditions, by reviewing the individual's needs and then identifying reasonable adjustments to their study environment, e.g., extensions to deadlines, sitting exams on their own, being able to take breaks etc. It is best to register with DASS as early as possible. If you require help in accessing DASS, speak to your local welfare team who can make a referral for you or show you how to do it yourself.

# Conclusion

This resource was written to help and support you. It is your responsibility to remain informed on what constitutes academic malpractice. Not intending to commit academic malpractice is not considered a reasonable excuse. Everything in this resource is based on real-life cases and this should help you to stay informed. However, it's important to remember that this is your learning journey, and academic integrity is a pathway. If you stray away from it, you can always get back to it!