



University of
Salford
MANCHESTER

Student Code of Conduct

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Student Experience and Academic Support

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1. Purpose

The University wishes to ensure that all students receive the necessary support and guidance they need in order to achieve success. This Code of Conduct sets out the standard of conduct the University expects of its students to enable everyone to undertake their studies in a supportive and non-threatening environment. During your time as a University of Salford student, we also expect you to behave in a way that does not bring the University into disrepute, including conduct whilst not on University premises.

This Code of Conduct should help you to understand the standard of behaviour that we expect, but is intended to provide you with examples rather than an exhaustive list of 'do's and don'ts'. The Code also sets out the procedures which the University uses to resolve matters when a student's behaviour is unacceptable.

2. Scope

- i. This Code of Conduct applies to all students who are registered with us, including those who are suspended from their studies.
- ii. If you are registered with a partner institution for a course that is accredited by us, you will be subject to this code of conduct and disciplinary procedures unless it has been agreed that partner institution's policies and procedures including its code of conduct and disciplinary procedures apply.
- iii. It applies when you are on campus and also (wherever you may be) in any of the following circumstances:
 - a. You are participating in an activity or event that the University is involved with, or has approved, or because of your status as a student of ours;
 - b. You are representing the University of Salford ;
 - c. You are using social media, such as Twitter or Facebook, in a manner that reflects on the University.
 - d. Your behaviour is contrary to this Code of Conduct and is causing a negative impact on another member of the University.
- iv. If alleged misconduct occurs during events / activities arranged by the Students' Union or its' societies, you will usually be subject to that organisation's disciplinary procedures until, and unless, we agree that it is appropriate for the matter to be referred to us. This may, for example, be in the case of very serious misconduct.
- v. If you are resident in Campus Living Villages (CLV), Peel Park Quarter accommodation, you will be subject to that organisation's disciplinary procedures until, and unless, we agree that it is appropriate for the matter to be referred to us. This may, for example, be in the case of very serious misconduct.
- vi. The Code does not cover conduct by staff towards students. Students must make any complaint about the conduct of a member of staff through the Student Complaints Procedure.
- vii. Where an individual is both a student and an employee, this Code of Conduct will apply in addition to the conduct requirements for employees.

3. Relationship to other policies and procedures

- i. The University has published separate regulations and policies, including (but not limited to): the Library Code, the ICT Acceptable Use Policy, Car Parking Policy, Academic Misconduct Procedure, Student Disciplinary Procedure, Fitness To Practise Procedure, and Fitness To

Study Procedure. Breaches of any of these or other University regulations or policies which amount to misconduct as outlined below, may be dealt with under the Student Code of Conduct.

- ii. This Code of Conduct supplements the other procedures which apply to our students and will be interpreted in a manner which is consistent with them.

4. Expected standards of conduct

As a student of the University we expect you to behave according to the following standards:

- i. Treat other people with respect, and make sure you have **consent** for any actions you perform towards them.
- ii. Treat other people with respect, appreciating difference and including people of all backgrounds.
- iii. Treat other people with consideration and empathy, and avoid actions which are likely to cause them distress or harm.
- iv. Respect other people's physical and personal space, physical and intellectual property and private information.
- v. Respect the University's campus, physical / intellectual property and confidential information
- vi. Act in such a way as to keep yourself and others safe.
- vii. Comply with all applicable rules, regulations, policies, procedures and codes, both of the University and of local/national government, and act honestly, ethically, and in good faith.
- viii. Act in such a way as to support the work of the University and uphold its reputation.

5. Behaviour regarded as misconduct

Some examples of what we would regard as misconduct are set out below.

- i. Performing actions towards somebody if you don't know if they agree to them, or know they don't agree to them, or can't agree to them. This is particularly true of physical or sexual acts or acts which could be perceived as unwanted attention or bullying behaviour.
- ii. Harassing, victimising or discriminating against anyone on the basis of their age, disability, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, gender reassignment, pregnancy, maternity, marriage or civil partnership or socio-economic background.
- iii. Using violent, threatening or offensive behaviour or language (whether expressed orally, in writing or electronically) against someone. Harassing or bullying anyone.
- iv. Trespassing in people's homes, stealing their belongings, preventing them from legally expressing any views, stealing their private information, or sharing personal private information unnecessarily, particularly sensitive information.
- v. Damaging, defacing, stealing, trespassing on or misusing University property, systems or information, whether deliberately or recklessly.
- vi. Behaving in a way that is likely to cause injury to yourself or someone else, or to impair safety, whether deliberately or recklessly.
- vii. Disregarding University rules and procedures, acting dishonestly in your study or research activities, trying to defraud the University, failing to disclose information which the University or its' staff reasonably request, or obstructing staff or students in carrying out their legitimate activities as members of the University.

- viii. Acting in a way which damages the University's reputation (this doesn't affect your right to make fair and justified comment, criticism or protest) and doing anything which causes the University to breach its responsibilities under local or national laws or regulations.

Appendix B contains examples of types of behaviour which would constitute misconduct under each of these standards. However, the list provided is not exhaustive and the University can bring action in relation to other unacceptable behaviour.

6. Consequences if you do not behave according to this Code of Conduct

It is important to note that we may take action against you if you do, or attempt to do, anything that falls below the standard of conduct that we expect. We will take action under the most appropriate of the University procedures and policies, depending on factors such as the course you are studying, and the conduct you are alleged to have committed or attempted. You can find a list of the University Policy Pages at: <http://www.salford.ac.uk/policies>.

7. Penalties for misconduct, and aggravating / mitigating factors

A list of the penalties that we may impose is set out in each of the university's policies and procedures. Penalties range in severity and we decide the most appropriate one to impose in a particular case by considering all the circumstances of that case including:

- a. the type of misconduct;
- b. the extent of the damage or impact which was caused or could have been caused;
- c. the need to balance the interests of the alleged perpetrator and our staff and other students;
- d. aggravating factors (which make the misconduct more serious); and
- e. mitigating factors (which make the misconduct less serious).

Examples of aggravating factors could include (but not be limited to):

- Having been warned before that the behaviour in question is not acceptable.
- An intention to commit more serious damage / harm than actually resulted from the action.
- Attempts to hide or lie about behaviour.

Examples of mitigating factors could include (but not be limited to):

- Acting without sufficient consideration rather than maliciously.
- Genuine remorse for actions.
- Co-operating with investigation under procedure.

Appendix C contains some anonymised and illustrative case studies to give you an idea of the type of penalties that we have imposed in cases that range in seriousness.

APPENDIX A: Definitions

i. Consent

A person consents (agrees) to something if:

- Their agreement is **voluntary**, made without influence or pressure
- Their agreement is **informed** with a full understanding of what they are agreeing to
- They are **capable** of making the choice
E.g. they are not mentally impaired to the point where they cannot understand the choice, what the consequences might be etc.

A person can withdraw their consent, however this does not apply retrospectively.

When a person withdraws their consent, the activity, process etc. to which they previously agreed should stop immediately, unless this will cause a serious imminent risk of significant harm to any person.

Ideally a positive communication of consent should always be sought. This should be at a level of formality (e.g. verbal, written) appropriate to the activity.

ii. Freedom of Expression

Freedom of expression protects a person's right to express themselves using any words, images, ideas etc. that they like.

Freedom of expression covers all forms of expression including speech, writing, song, public protest, flag burning, dance, tattoos etc.

Freedom of expression in the UK is subject to restrictions for a variety of reasons including (but not only) expressions which are deemed to incite religious or racial hatred or glorify terrorism; libel or slander of another person; or causing a breach of the peace.

A person's right to freedom of expression can be further restricted by, for example, reasonable terms in an employment contract or University regulations and procedures etc.

Freedom of expression does not entitle one to protection from criticism of the ideas etc. being expressed.

APPENDIX B: Examples of behaviour that constitute misconduct

i. **Treat other people with respect, and make sure you have consent for any physical actions you perform towards them.**

Examples of misconduct include any of the following behaviours carried out on another person without their **consent**:

- Engaging in sexual or indecent acts with another person, performing sexual or indecent acts where another person can see them, including showing your genitals to another person.
- Touching through clothes, touching hair, tickling, massaging, pulling clothing up/down, drawing on or shaving body parts, pinching, poking, scratching, spitting on someone.
- Restricting another person's movement, for example, by holding on to them, by physically blocking an exit, or locking a door.

Examples which are **not** usually misconduct in this area:

- Breastfeeding an infant.
- Using a shared toilet or changing facility as it was designed to be used.

ii. **Treat other people with respect, appreciating difference and including people of all backgrounds**

Examples of misconduct include any of the following behaviours:

- Making or publishing abusive, insulting or offensive comments or performing any other abusive or offensive actions which relate to the sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age of any person. This includes:
 - comments made to a person about e.g. the race or sexual orientation of a third person or group who are not present
 - viewing or displaying materials which are intended for personal or private consumption (for example, on a personal phone or laptop, in a social media group, or in a private bedroom) but which are seen by another person.
 - comments which might seem to be overtly complimentary but are actually negative, for example, due to racial stereotyping;
- Excluding another person from activities such as group work, because of their sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age of any person.
- Not following the University's Freedom of Speech Policy
- Seeking to prevent someone from the reasonable exercise of their right to freedom of belief or **freedom of expression**.

iii. **Treat other people with consideration and empathy, and avoid actions which are likely to cause them harm**

Examples of misconduct include any of the following behaviours carried out towards another person without their **consent**:

- Hitting with an object, punching, kicking, slapping, pulling hair, biting, choking, pushing, shoving.
- Threatening unwanted physical violence or other physical actions through words and/or conduct, acting in an intimidating or hostile manner.

- Making unwanted remarks or unjustified criticism aimed at undermining someone
- Anti-social behaviour, e.g. making or causing excessive noise, particularly late at night
- Repeatedly contacting another person (by phone, email, text or on social networking sites)
- Repeatedly following another person without a good reason
- Taking and / or sharing private sexual information or pictures of another person
- Pulling 'pranks' on someone
- Abusing or disrespecting our processes e.g. making a malicious complaint against another student.
- Spreading malicious rumours
- Excluding someone unreasonably from group activities
- Disrupting classes

Examples which are **not** usually misconduct in this area:

- Disagreeing with someone's opinion, even repeatedly
- Raising a concern or problem relating to another person's conduct in a reasonable manner and with the intent to achieve a resolution
- Choosing not to participate in private study or privately socialise with another person (as opposed to e.g. group work which is part of the programme of study; class activities)

iv. Respect other people's private space, physical and intellectual property, freedom of expression and private information.

Examples of misconduct include:

- Entering into space belonging to another person or organisation without permission (including, for example, a bedroom)
- Misusing or damaging someone else's property (including, for example, the personal possessions of another student)
- Taking property belonging to another person or organisation without permission

Examples which are **not** usually misconduct in this area:

Reporting the expression of views which are illegal or prohibited on the grounds of discrimination, incitement to hatred, incitement to terrorism etc.

Sharing someone's private information with authorities to prevent a risk to a vulnerable person

v. Respect the University's campus, physical / intellectual property and private information

Examples of misconduct include:

- Theft, misappropriation or misuse of University property including copyright and other intellectual property, or the property of the University's staff, students or visitors.
- Misuse or unauthorised use of University premises and equipment, including the unauthorised possession of a key to University premises
- Not following the University's [Car Parking policy](#)
- Not following the [Library Code](#)
- Defacing or vandalising University buildings or property, or those of its members or visitors
- Distributing or displaying advertising materials or leaflets on campus except in authorised locations or with appropriate consent.
- Littering

- Bringing children onto campus except in accordance with the [Children at the University Policy](#)
- Bringing animals onto campus without permission except if they are recognised assistance animals as a necessary and reasonable adjustment

vi. Act in such a way as to keep yourself and others safe

Examples of misconduct include:

- Action likely to cause injury or impair safety on University premises, including misuse of safety equipment and infringement of safety requirement, including (but not only):
 - disabling fire extinguishers
 - preventing fire doors from closing
 - smoking / discarding cigarettes in non-designated areas.
- Not following the University's Health and Safety Policies and requirements
- Not following reasonable instructions from relevant staff about e.g. appropriate clothing for teaching and learning activities such as laboratory work or fieldwork.

Examples which are **not** usually misconduct in this area:

- Participating in sporting activities such as rugby or skiing which have an element of risk.

vii. Comply with all applicable rules, regulations, policies, procedures and codes, both of the University and of local/national government, and act honestly, ethically, and in good faith.

Examples of misconduct include:

- Any conduct which constitutes a criminal offence, including:
 - Possessing/storing/supplying/selling/misusing controlled drugs
 - Illegal gambling
- Any failure to abide by the [Academic Misconduct Procedure](#), including (but not only):
 - Plagiarising the work of another person or passing another's work off as your own
 - Cheating in examinations or assessments
 - Sharing your work with another student (collusion)
 - Plagiarising work you yourself have submitted previously, either at this university or any other, or which has previously been published (self-plagiarism)
- Not following the Information Technology Acceptable Use policy, including (but not only):
 - 'Hacking' to gain access to restricted information which you do not have authority to view
- Any fraud, dishonesty, deception or falsification of documents involving the University or any other person or organisation, including, (but not only):
 - Falsification or misuse of the University's name, logo or formal records including award certificates
 - Pretending to other people that research you are inviting them to take part in is authorised by the University when it is not
 - Failure to disclose a criminal conviction where required to do so
- Any failure to abide by the [Academic Ethics Policy](#), including (but not only):
 - Helping someone else to break,, or collaborating with someone else to break, any applicable law, regulation, policy, code etc., including (but not only):

- Being party to impersonation where another person sits an examination or test in the place of the actual student or a student is knowingly impersonated by another
- Provision, or assistance in the provision, of evidence or knowledge or understanding in examination or tests
- Providing work, such as assignments, to external websites which could be used for academic misconduct.
- Offering or giving money, gifts or any other advantage to any employee of the University with the intention of inducing that employee to perform their job improperly or of rewarding that employee for performing their job improperly
- Making frivolous, vexatious and / or malicious allegations or complaints.

viii. Act in such a way as to support the work of the University and uphold its reputation

Examples of misconduct include:

- Disruption of the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere
- Disruption of the functions, duties or activities of any student or employee of the University or any authorised visitor to the University
- Disrespecting and disrupting academic and technical staff acting in their role delivering teaching and learning activities.
- Disregarding reasonable instructions from University staff in the course of delivering teaching and learning activities, or services, for example:
 - Failing to disclose or attempting to disguise information about identity to a member of staff in circumstances in which it is reasonable for such information to be required
 - Failing to comply with set times of arrival etc. when on fieldwork
- Demanding a disproportionate level of personal attention during an activity which needs to meet the needs and support the learning experience of multiple students.

Examples which are **not** usually misconduct in this area:

- Evidence-based criticism of the University whether directed through internal channels or spoken, published or promoted externally

APPENDIX C: Case Studies of disciplinary cases and penalties

These case studies are based on real cases however some details about the cases may have been changed to make the case studies more useful.

Study #	1
Circumstances	A student drove over an area of University property (landscaped with grass and plants) causing damage, in order to avoid a barrier restricting entry to a car park.
Relevant element of Code of Conduct	Respect the University's campus, physical / intellectual property and private information
Aggravating factors	None
Mitigating factors	None
Relevant policy	Student Disciplinary Procedure
Penalty	The student was charged a fine for parking in the car park without authorisation The student was charged for the cost of putting the garden back in good condition.

Study #	2
Circumstances	A student submitted another student's work as his own.
Relevant element of Code of Conduct	Comply with all applicable rules, regulations, policies, procedures and codes, both of the University and of local/national government, and act honestly, ethically, and in good faith.
Aggravating factors	When asked about this behaviour the student denied it and attempted to blame the other student The student had a previous warning from the University for multiple instances of plagiarism.
Mitigating factors	None
Relevant policy	Academic Misconduct Procedure
Penalty	The student was expelled from the University.

8. Equality Impact Assessment

1	Name of the Policy/SOP/Service	Student Code of Conduct	
2	Department/Business Group		
3	Details of the Person responsible for the EIA	Name: Polly Smith Job Title: Head of Student Support Contact Details: X56788 p.r.smith@salford.ac.uk	
4	What are the main aims and objectives of the Policy/SOP/Service?	<ul style="list-style-type: none"> • To enable students to clearly understand what behaviour is required from them, and what behaviour is prohibited, including by stating clear examples • To clarify the consequences of breaking the expected standard of conduct 	

For the following question, please use the EIA Guidance document for reference:

5	A) IMPACT Is the policy/SOP/Service likely to have a differential impact on any of the protected characteristics? If so, is this impact likely to be positive or negative? Consider: <ul style="list-style-type: none"> • Does the policy/SOP apply to all or does it exclude individuals with a particular protected characteristic e.g. females, older people etc? • What does existing evidence show? E.g. consultation from different groups, demographic data, questionnaires, equality monitoring data, analysis of complaints. Are individuals from one particular group accessing the policy /SOP /Service more/less than expected? 	B) MITIGATION Can any potential negative impact be justified? If not, how will you mitigate any negative impacts? <ul style="list-style-type: none"> ✓ Think about reasonable adjustment and/or positive action ✓ Consider how you would measure and monitor the impact going forward e.g. equality monitoring data, analysis of complaints. ✓ Assign a responsible lead. ✓ Designate a timescale to monitor the impacts. ✓ Re-visit after the designated time period to check for improvement. <p style="text-align: right;">Lead</p>
PROTECTED CHARACTERISTICS		

Age			
Disability	We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate	Continue to monitor Disciplinary actions as QEO already do at present.	

	remedial action.		
Race / Ethnicity	In other settings such as schools, pupils from BME backgrounds are sometimes unduly penalised because of ingrained prejudices and cultural expectations etc.	We should ensure that clear guidance for staff is provided, including about unconscious bias. Continue to monitor Disciplinary actions as QEO already do at present.	
Gender	We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action.	Continue to monitor Disciplinary actions as QEO already do at present.	
Gender Reassignment	We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action.	Continue to monitor Disciplinary actions as QEO already do at present.	
Marriage & Civil Partnership			
Pregnancy & Maternity			
Religion & Belief	We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action.	Continue to monitor Disciplinary actions as QEO already do at present.	
Sexual Orientation	We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail	Continue to monitor Disciplinary actions as QEO already do at present.	

	what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action.		
OTHER CHARACTERISTICS			
International	We anticipate that this Code should provide a particular positive benefit for International students by pointing out key areas where practice and expectations in the U.K. may differ from other cultures / countries.	Continue to monitor Disciplinary actions as QEO already do at present.	
Part-time, Distance Learning			
Carers, Students w/ Families			
Care Leavers, Estranged	We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action.	Continue to monitor Disciplinary actions as QEO already do at present.	
First in Family	May be a particular benefit in setting out expectations clearly so don't have to guess.	Continue to monitor Disciplinary actions as QEO already do at present.	
Sanctuary Seekers	We anticipate a positive impact on all groups who are more likely to be target of bullying, harassment, hate crime, by making clear in explicit detail what behaviours are prohibited which should assist us to decrease misconduct, increase reporting and support disciplinary or other appropriate remedial action.	Continue to monitor Disciplinary actions as QEO already do at present.	
EIA Sign-Off	<p>Your completed EIA should be sent to Sue Clark , Equality and Diversity Manager for approval and publication:</p> <p>Equality@salford.ac.uk <equality@salford.ac.uk></p>		

9. Document Control Information

Document Control Information			
Revision History incl. Authorisation: (most recent first)			
Author	Summary of changes	Version	Authorised & Date
Polly Smith	<i>Initial Approval</i>	V1.0	1/9/17 Chair of SELTEC (Chair's Action following SELTEC

			E-consultation)
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Policy Management and Responsibilities:

Owner:	This Policy is issued by Director of Student Experience and Support who has the authority to issue and communicate policy and has delegated day to day management and communication of the policy to the Head of Student Support.
Others with responsibilities (please specify):	All subjects of the Policy will be responsible for engaging with and adhering to this policy.

Author to complete formal assessment with the following advisory teams:

Equality Analysis (E&D, HR) <u>Equality Assessment form</u>	1. Submitted 8/8/17 response awaited
Legal implications (LPG)	2. Yes
Information Governance (LPG)	3. N/A
Student facing procedures (QEO)	4. Yes
UKVI Compliance (Student Admin)	5. N/A

Consultation:

Staff Trades Unions via HR Students via USSU Relevant external bodies (specify)	USSU consulted
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Review: Annually

Review due:	April 2018
Document location:	<u>University of Salford Policy pages</u> <u>http://www.salford.ac.uk/policies</u> Supporting information available on the QEO webpages Student Facing Procedures

The owner and author are responsible for publicising this policy document.