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## **Academic Integrity Policy Toolkit**



## Academic Integrity Policy Toolkit

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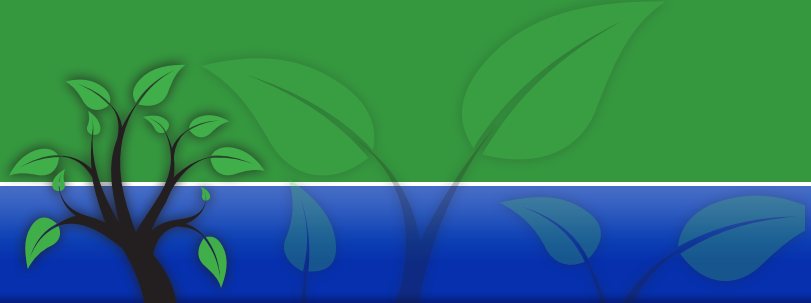
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## Academic Integrity Policy Toolkit






*Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector* (Exemplary Academic Integrity Project) aimed to extend and embed the **five core elements of exemplary academic integrity policy** identified by the recently concluded *Academic Integrity Standards Project* (Bretag et al 2010-2012) – access, approach, responsibility, detail and support – across the Australian higher education sector. Central to these elements is a commitment by providers to fostering a culture of academic integrity.

Within the **higher education context**, the Exemplary Academic Integrity Project (EAIP) was a strategic collaboration between UniSA as project leader, Griffith University researchers and policymakers and Queensland Institute of Business and Technology (QIBT).

As support is crucial to enact exemplary policy, this OLT project developed resources accessible to both public and private higher education providers to embed these elements. Two critical areas identified by Bretag et al (2012) were addressed in this project. First, support systems were developed for vulnerable student groups including international English as an Additional Language (EAL) students, and educationally 'less prepared' students who struggle to understand the concept of academic integrity without assistance. Second, the lessons about exemplary academic integrity policy and support frameworks were extended to include higher degree by research (HDR) students.

The project deliverables included:

-  An academic integrity policy toolkit for Higher Education providers in an interactive online format.
-  Tailored support resources for English as an Additional Language students and educationally less prepared students in higher education;
-  Evidence based academic integrity policy and support framework for Higher Degree by Research (HDR) students.



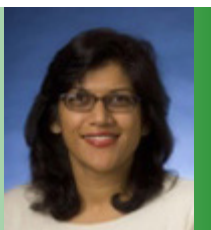


## Academic Integrity Policy Toolkit

### Team



**Project Leader: Tracey Bretag**, BA (Hons), MA, EdD (by research), Director: Global Experience Program, University of South Australia. Bretag brings extensive research experience on academic integrity to the group. Bretag has been the Chair, Co-Chair or Deputy Chair of The Asia-Pacific Forum on Educational Integrity (APFEI) ([apfei.edu.au](http://apfei.edu.au)), since it was founded in 2003. She is also the Deputy Chair and in-coming Chair (2013) of the Advisory Council to the International Center for Academic Integrity (ICAI). She has written extensively about academic integrity issues and is also the founding Editor (since 2005, originally with Helen Marsden) of the International Journal for Educational Integrity ([www.ojs.unisa.edu.au/index.php/IJEI](http://www.ojs.unisa.edu.au/index.php/IJEI)). In 2011 Bretag was awarded the ICAI Exemplar of Integrity Award, in recognition of her contributions to the field of academic integrity. From 2010-2012, Bretag was the Project Leader of the Australian Learning and Teaching Council Priority Project: Academic integrity standards: Aligning policy and practice in Australian universities.



**Project Manager: Saadia Mahmud**, MBA, MPhil, PhD, Research Fellow, University of South Australia. Mahmud brings extensive project management experience to this OLT project. She has been on UniSA led research grants since 2009, and was the Project Manager on the ALTC Academic integrity standards: Aligning policy and practice in Australian universities project, and former Project Manager of the ALTC project, **Moderation for fair assessment in transnational learning and teaching** (2008-2010). After a decade of working in banking and finance in project management roles, Mahmud joined UniSA in 2001. Her doctoral thesis entitled "Role of self-organisation in the handling of adaptive challenges by enterprises" found that open and honest communication and trust were related to the ability to self-organise and being adaptive to change. The vital role of honesty and trust in organisations is a recurrent theme in her work and she has published numerous articles and conference papers with Bretag on issues of academic integrity.



**Karen van Haeringen** drafted both Griffith's Institutional Framework for Promoting Academic Integrity Among Students and the Policy on Student Academic Misconduct, as well as guided the development of the Student Academic Integrity Management System (SAIMs) within the PeopleSoft Student System. Karen has over 20 years' experience in managing and implementing evidence-based institution-wide policy projects often underpinned by the development of large Information Technology (IT) solutions. Her work in academic integrity is currently being extended to building a framework for developing professional integrity among Griffith's students in the context of student registration by professional bodies and increased involvement in work-integrated learning. Karen brings to the project practical experience in the decision-making processes that guide the development and administration of policy.



**Anna Stewart** led the Griffith-wide development and implementation of the Griffith University Institutional Framework for Promoting Academic Integrity among Students. During this time she worked closely with Karen van Haeringen to develop the necessary policy framework and resources. Professor Stewart's academic background includes being a Head of School and Deputy Dean (Learning and Teaching) and an internationally recognised researcher in youth justice, prevention science, evaluation science and policy analysis. She brings to the project a sound theoretical and empirical evidence base and she will ensure the implementation and evaluation strategies are practical and appropriate. Professor Stewart also has a strong interest in the development of a framework for HDR students. She has supervised eight PhD students to completion and currently supervises 10 PhD students. She has examined 16 HDR theses. She has published over 60 peer-reviewed publications, government reports and non peer reviewed publications. She has been involved in partnerships that have obtained over four million dollars in National Competitive Funding (including six ARC grants), consultancies and other government research funding.






**Leigh Pointon** is the Director of Academic Programs and Student Services at the Queensland Institute of Business and Technology. Leigh has approximately 20 years' experience delivering higher education courses within the university and private education sectors. She has considerable experience teaching EAL students, and managing and delivering higher education programs across a broad range of disciplines to educationally 'less prepared' students. QIBT and Griffith University have worked tirelessly in their attempts to ensure graduates of QIBT enjoy a seamless transition to their university programs. A cornerstone of the successful transition is the cross institution consistency in policy; in particular those around learning and teaching. QIBT also has a strong affiliation with the other Australian and international Navitas pathway colleges, and plays a pivotal role in the development and dissemination of Learning and Teaching, and Governance policy and practice within the Navitas University Pathway Division (UPD).




## Academic Integrity Policy Toolkit

### Academic integrity policy toolkit

The purpose of the **Academic Integrity Policy Toolkit** is to guide Australian higher education providers in:

-  the development of their Academic Integrity policy; or
-  in reviewing or auditing their existing Academic Integrity policy against exemplary practice for the purpose of improvement; or
-  more effectively implementing and supporting their existing Academic Integrity policy.

The **Academic Integrity Policy Toolkit** has been developed by the **Exemplary Academic Integrity Project** to ensure that all Australian higher education (HE) providers have access to a range of resources to develop and implement an institution-specific academic integrity policy. This will assist higher education providers to meet the standards required by the **Tertiary Education Quality Standards Agency (TEQSA)** to:

-  "Ensure the integrity of student assessment
-  Ensure the integrity of research and research activity
-  Prevent, detect and address academic misconduct by students or staff including cheating and plagiarism". (TEQSA Provider Registration Standard, 4, Requirement 4.3)

Support is crucial for the development and enactment of effective policy and the Academic Integrity Policy Toolkit aims to provide that support by:

Transferring evidence-based, efficacious principles of exemplary academic integrity policies to all TEQSA registered HE providers; and

Building capacity within Australian HE providers to develop an institutional culture of academic integrity.

#### How to use the Academic Integrity Policy Toolkit

The template (See Appendix) is designed to facilitate the drafting of an appropriate academic integrity policy instrument for consultation, decision and implementation at specific Australian higher education institutions. Once the template has been completed, users can save the academic integrity policy form as a word document, which can be further edited as required.

Policy makers can access internationally recognised resources and suggestions for best practice to address institutional issues in relation to academic integrity by clicking on the question icon.



These resources are also available using the links below:

**Policy title**

**Policy access**

**Related policies and procedures**

**Policy scope**

**Policy purpose**

**Academic integrity**

**Roles and responsibilities in assuring academic integrity**

## Academic Integrity Policy Toolkit

Promoting a culture of academic integrity

Ensuring academic integrity in assessment

Academic integrity breaches

Classification of academic integrity breaches

Academic integrity breach outcomes

Academic integrity breach decision-makers

Academic integrity breach decision-making process

Identification of potential academic integrity breach

Notification of breach to an appropriate authority

Referral of breach to Academic Integrity decision-maker

Preliminary assessment by decision-maker

Communication of students' rights in the decision-making process

Student's response to allegation of academic integrity breach

Consideration of relevant matters in determining outcome

Communicating the decision

Recordkeeping

Appealing the decision

Feedback on the use of the toolkit, its value to higher education providers and suggested improvements are welcome via the **Feedback Form**.

The toolkit draws from:

Academic Integrity Standards Project (AISP): Aligning Policy and Practice in Australian Universities (2012). Elements of exemplary academic integrity policy, Office for Learning and Teaching Priority Project 2010-2012, [www.aisp.apfei.edu.au/content/exemplary-elements-policy](http://www.aisp.apfei.edu.au/content/exemplary-elements-policy); and The Exemplary Academic Integrity Project Roundtable, Brisbane, 28 Feb-1 March 2013.





## Academic Integrity Policy Toolkit

### Policy title

The title of the policy indicates the institution's approach to academic integrity. It should clearly have an educative focus.



### Academic integrity policy toolkit: Policy title

This is the primary method for locating the policy. Select a title which best reflects both institutional approach and ease of access.

**Access:** The policy is easy to locate, easy to read, well written, clear and concise. (AISP 2010-2012).

**Approach:** Academic integrity is viewed as an educative process and appears in the introductory material to provide a context for the policy. There is a clear statement of purpose and values with a coherent institutional commitment to academic integrity through all aspects of the policy. (AISP 2010-2012).

**Examples:** [University of Western Australia](#), and [Victoria University](#).

Higher Education Academy (HEA) 'Policy works' Recommendation 3, p.11 - Establish a central web area on the institutional website that gives structure and coherence for the policy and related guidance, so staff and students can readily access up-to-date documentation.

**Example:** The University of Western Australia's "[Academic Conduct: Ethical Scholarship, Academic Literacy and Academic Misconduct](#)" policy is easy to read, clear, and comprehensive with a logical layout. The policy provides links to related policies and legislation.

### The University of Western Australia

#### Related Policies or legislation:

This policy must be considered within the context of:

Statute No. 17: Student Discipline

( [www.secretariat.uwa.edu.au/page/20839](http://www.secretariat.uwa.edu.au/page/20839) )

Regulations for Student Conduct and Discipline

( [www.secretariat.uwa.edu.au/page/20839](http://www.secretariat.uwa.edu.au/page/20839) )

Student Rules: Rule 35 Satisfactory or Unsatisfactory Progress in Academic Performance

( [rules.handbooks.uwa.edu.au/rules/student\\_rules](http://rules.handbooks.uwa.edu.au/rules/student_rules) )

Procedures for Dealing with Allegations of Research Misconduct contained in the Guidelines on Research Ethics and Research Conduct

( [www.research.uwa.edu.au/staff/research-policy/guidelines](http://www.research.uwa.edu.au/staff/research-policy/guidelines) )

**Source:** [www.universitypolicies.uwa.edu.au/search?method=document&id=UP07%2F21](http://www.universitypolicies.uwa.edu.au/search?method=document&id=UP07%2F21)



## Academic Integrity Policy Toolkit



### Academic integrity policy toolkit: Policy access

**Access:** The policy is easy to locate, easy to read, well written, clear and concise. The policy uses comprehensible language, logical headings, provides links to relevant resources and the entire policy is downloadable in an easy to print and read document. (AISP 2010-2012)

**Examples:** [University of Western Australia](#), and [La Trobe University](#).

**Search terms for ease of access:** Policy makers should work with web developers to ensure that appropriate meta-data is included so that all stakeholders can easily find the policy using a range of appropriate search terms. Some examples include: academic integrity, academic honesty, academic misconduct, research integrity, academic integrity breach, plagiarism, acknowledgement, academic writing conventions, citation, quoting, paraphrasing, summarising, collaboration, copyright, intellectual property, plagiarism, cheating, collusion, data fabrication, misrepresentation, assessment, plagiarism detection, text-matching software.

**Languages for ease of policy access:** International students and domestic students from ESL backgrounds may experience cultural and linguistic barriers when asked to respond to a concern of a possible breach of academic integrity. To deliver a policy that is accessible, meaningful and relevant to this student group the academic integrity policy may be provided in a range of languages.

**Example:** [Griffith University](#) in cooperation with the Student Representative Council provides its Student Academic Misconduct Policy in Arabic, French, Hindi, Korean, Shona, Simplified Chinese, Spanish, Traditional Chinese and Vietnamese.

### Policy Access

Define the metadata to achieve an optimised search engine ranking.



## Academic Integrity Policy Toolkit

### Related policies and procedures

Specify the relationship of the academic integrity policy to other relevant policies and procedures governing the operations of the higher education institution to facilitate consistency of approach.



**Academic integrity policy toolkit:** Related policies and procedures

**Example:** University of Wollongong

Higher Education Academy (HEA) **Policy Works** Recommendation 1, pp.8-9  
– Establish a cross-institutional committee supported by senior management ... with a remit for promoting academic integrity across the institution.

See HEA – JISC example - The University for the Creative Arts, p.22.

HEA Policy Works Recommendation 1 – Establish a cross-institutional committee supported by senior management...for reviewing the policy for unacceptable acceptable academic practice and related guidance for staff and students

See HEA- JISC illustrative case – The University of Leeds, pp.23-24.

**Example:** University of Wollongong's "**Academic Integrity and Plagiarism Policy**" is concise, with a clear layout, logical headings, good numbering and links to resources.

### University of Wollongong

#### ACADEMIC INTEGRITY AND PLAGIARISM POLICY

**Date approved:**

15 October 2010

Autumn  
Session 2011

**Date of Next  
Review:**

October 2014

**Date Policy will take effect:**

**Approved by:**

University Council

**Custodian title & e-mail  
address:**

Senior Manager, Policy and Governance  
[governance@uow.edu.au](mailto:governance@uow.edu.au)

**Author:**

Policy Analyst, Policy & Governance Unit

**Responsible Faculty/  
Division & Unit:**

Policy and Governance Unit  
Academic Registrar's Division

**Supporting documents,  
procedures & forms of this  
policy:**

[Learning Development Plagiarism and Turnitin Website](#)  
[UOW Referencing and Citing Website](#)

**References & Legislation:**

[Student Conduct Rules](#)  
[Procedure for Managing Alleged Academic Misconduct by a Student Undertaking Coursework](#)  
[Code of Practice – Research](#)  
[Code of Practice – Students](#)  
[Code of Practice – Teaching and Assessment](#)  
[Good Practice - Assessment Guidelines](#)  
[Graduate Qualities Policy](#)  
[Research Misconduct Policy](#)

**Audience:**

Public – accessible to anyone

Source: [www.uow.edu.au/about/policy/UOW058648.html](http://www.uow.edu.au/about/policy/UOW058648.html)



## Academic Integrity Policy Toolkit

### Policy Scope

Specify the actions and conduct that the policy is promoting.



#### Academic integrity policy toolkit: Policy scope

Policy scope clarifies to whom the policy applies and for what actions.

**Examples:** [The University of Adelaide](#) and [University of Canberra](#).

**Example:** The University of Adelaide's "[Academic honesty policy](#)" clearly states the scope of the policy.

### The University of Adelaide

#### SCOPE

This policy applies to all students who are enrolled in a University of Adelaide course or courses which can or do form part of a University of Adelaide coursework program.

Students enrolled in courses at other institutions are covered by the equivalent policies of their enrolling institution, even if the teaching and/or marking is provided by the University of Adelaide.

The University's approach to assessment and the principles and procedures which must be followed by academic staff when setting and marking assessment are contained in the University's [Assessment for Coursework Programs Policy](#).

Academic dishonesty in higher degree by research programs is dealt with under the [Responsible Conduct of Research Policy](#).

## Academic Integrity Policy Toolkit

### Policy Purpose

Provide a clear statement of purpose and values with a coherent institutional commitment to academic integrity through all aspects of the policy, including promoting academic integrity, preventing and managing academic integrity breaches.



### Academic integrity policy toolkit: Policy purpose

Policy purpose states the institution's reason for the policy and the desired outcome.

**Examples:** [La Trobe University](#), [University of Western Australia](#) and [Macquarie University](#).

**Example:** La Trobe University's "[Academic Integrity Policy](#)" clearly states the purpose of the policy.

### La Trobe University

#### Purpose/ objectives

Academic honesty is a fundamental principle in teaching, learning, research and scholarship. This policy reflects the University's intent to promote academic integrity among its staff and students and to detect and manage academic misconduct.

#### Scope/ Application

All staff

All students

#### Policy Statement

**The University requires its academic staff and students to observe the highest ethical standards in all aspects of academic work and it demonstrates its commitment to these values by awarding due credit for honestly conducted scholarly work, and by penalising academic misconduct and all forms of cheating.**

During their first year of enrolment at La Trobe, all commencing coursework students must successfully complete a compulsory academic integrity subject.

It is the responsibility of the academic staff:

- To teach and conduct research and scholarship according to ethical standards, and
- to teach their students ethical learning, research and scholarship practices, in order to promote and maintain academic integrity by assisting students to be honest

It is the responsibility of the students:

- to acquire a clear understanding of how to avoid unethical practices, and
- to employ this knowledge in their work submitted for assessment.

It is the responsibility of the Faculties:

- to ensure that appropriate education about academic integrity and avoidance of plagiarism is incorporated in the design of courses, and
- to take steps to detect unauthorised collusion, fraudulent or unethical research or plagiarism, the last of which may include the use of electronic text-matching software and other methods

Academic staff or students who engage in plagiarism, unauthorised collusion, and/or fraudulent or unethical research and scholarship practices will be subject to the disciplinary procedures of the University. Students who cheat in tests, examinations, essays, or other assessable work will also be subject to disciplinary processes.

Instances of academic misconduct by students will be classified as either minor offences or serious offences and dealt with according to the La Trobe University Academic Misconduct Statute 2009.

Source: [www.latrobe.edu.au/policy/all-policies](http://www.latrobe.edu.au/policy/all-policies)



## Academic Integrity Policy Toolkit

### Academic integrity

Define academic integrity  
and why it is important.



#### Academic integrity policy toolkit: Academic integrity

**Approach:** Academic integrity is viewed as an educative process and appears in the introductory material to provide a context for the policy. There is a clear statement of purpose and values with a coherent institutional commitment to academic integrity through all aspects of the policy. (AISP 2010-2012).

“Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Staff should be role models to students. Academic integrity is important for an individual's and a school's reputation.”

Plain English definition of Academic Integrity adapted by Exemplary Academic Integrity Project

Please use the following citation when referring to this resource: Exemplary Academic Integrity Project (EAIP): Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector (2013), Plain English definition of Academic Integrity, Office for Learning and Teaching Strategic Commissioned Project 2012-2013, [www.unisa.edu.au/EAIP](http://www.unisa.edu.au/EAIP).

## Academic Integrity Policy Toolkit

### Roles and responsibilities in assuring academic integrity

Specify the roles and responsibilities of the institution, its staff (academic and professional), students at all levels in promoting academic integrity, preventing and managing academic integrity breaches.



**Academic integrity policy toolkit:** Roles and responsibilities in assuring academic integrity

#### Responsibility

The policy has a clear outline of responsibilities for all relevant stakeholders, including university management, academic and professional staff, and students. (AISP 2010-2012)

**Examples** – Macquarie University, University of Canberra and Flinders University

**Example 7:** Macquarie University's "Academic Honesty Policy" includes responsibility of staff and students to act with integrity.

### Macquarie University

#### Purpose

To ensure the University takes a consistent, equitable and transparent approach to academic honesty amongst staff and students.

#### Overview

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Academic honesty is an integral part of the core values and principles contained in the *Macquarie University Ethics Statement*. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

All academic and professional staff involved in learning, teaching and research are expected to display leadership in this area.

One of the University's objectives is to produce ethically and socially aware graduates, capable of applying the skills and knowledge they have developed at University to all aspects of their lives, as well as to their academic work. Academic dishonesty undermines the integrity of the University's academic awards and assessment processes, and damages the University's reputation. It also reduces the effectiveness of a student's time at the University.

**Source:** [www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

## Academic Integrity Policy Toolkit

### Promoting a Culture of Academic Integrity

Specify the institution's strategy for supporting and resourcing the promotion of academic integrity.



**Academic integrity policy toolkit:** Promoting a culture of academic integrity

**Support:** Enabling strategies enact the policy. Without long-term, sustainable and practical support resources, a policy will not be enacted, no matter how well it is articulated. (AISP 2010-2012).

**Examples:** University of Sydney, University of South Australia, and University of Western Australia.

**Example:** The University of Sydney's "Academic Dishonesty and Plagiarism Policy" has proactive measures to educate students including guidelines for staff on providing information on requirements and available support and resources.

### The University of Sydney

#### 4 Responsibilities and obligations of each department and school

Departments and schools have a responsibility and obligation to:

- 4.1 inform students of their requirements by providing a departmental or school style guide (or guides) for the presentation of assignments. This (or these) must at least set out the styles of writing appropriate for different tasks and the form(s) of referencing demanded for each task;
- 4.2 ensure that all academic staff are aware of the need to introduce and reinforce, from the outset, student understanding of the professional and academic skills demanded by the discipline at all levels;
- 4.3 ensure that all academic staff are aware of the appropriate sources of assistance for students seeking to develop their skills in academic writing;
- 4.4 incorporate material into first year units that will aid students to understand what academic honesty means;
- 4.5 put in all appropriate public documents such as school handbooks a statement which:
  - 4.5.1 states the University definition of plagiarism and gives examples relevant to the discipline;
  - 4.5.2 makes clear that plagiarism is unacceptable;
  - 4.5.3 explains the process of dealing with complaints of Academic Dishonesty and Plagiarism;
  - 4.5.4 provides information to students on how to seek support in improving their skills in the preparation and presentation of all assignments;
  - 4.5.5 provides clear guidelines on group work, especially concerning Assessment and division of tasks among group members;
  - 4.5.6 implements appropriate security practices for submission and return of assignments;
  - 4.5.7 provides clear guidelines outlining where co-operation and collaboration is encouraged and where it is prohibited; and
  - 4.5.8 provides clear procedures for monitoring group work by academic staff, to ensure fair assessment.

**Source:** [www.usyd.edu.au/ab/policies/Academic\\_Honesty\\_Cwk.pdf](http://www.usyd.edu.au/ab/policies/Academic_Honesty_Cwk.pdf)

See a template for providing **Turnitin information** to students.



## Academic Integrity Policy Toolkit

### Ensuring Academic Integrity in Assessment

Specify the institution's strategy for  
reducing opportunities for breaches  
of academic integrity in assessment.



**Academic integrity policy toolkit:** Ensuring academic integrity in assessment

**Support:** Enabling strategies enact the policy. Without long-term, sustainable and practical support resources, a policy will not be enacted, no matter how well it is articulated. Systems are in place to enable:

Implementation of the academic integrity policy including procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy.

Proactive measures to educate students about academic writing and referencing conventions

Practical strategies to prevent breaches of academic integrity. (AISP 2010-2012).

**Examples:** University of Sydney, University of South Australia, and University of Western Australia

**Example:** University of South Australia's academic integrity policy makes it clear that management of allegations is an 'educative process' for students. Policy implementation is supported by Academic Integrity Officers and procedures are carefully detailed. The policy uses the term 'inquiry' instead of 'investigation'.

### University of South Australia

#### Academic integrity

- 9.1.1 The University aims to foster and preserve the scholarly values of curiosity, experimentation, critical appraisal and integrity, and to foster these values in its students. Throughout their learning experience, students are encouraged to work collaboratively. However, it is important that students understand the difference between collaboration and collusion. Students are expected to adhere to high standards of academic integrity and honesty at all times. Failure to do so may constitute academic misconduct.
- 9.1.2 Academic integrity and cases of academic misconduct will be managed as an educative process for students.
- 9.1.3 The course information booklet will include information about academic integrity and, where appropriate, will give examples of what would constitute academic misconduct in that course.
- 9.1.4 Information about plagiarism will be made available in lectures and other teaching material, in study support material provided by the Learning and Teaching Unit or UniSA transnational administration office, as applicable, and in library resources as applicable, and will include comparisons of acceptable and unacceptable use of referencing, quotations, bibliographies, etc.

Source: [www.unisa.edu.au/policies/manual/default.asp](http://www.unisa.edu.au/policies/manual/default.asp)



## Academic Integrity Policy Toolkit

### Academic Integrity Breaches

Specify the type and range of actions that constitute an academic integrity breach.

**Academic integrity policy toolkit:** Academic integrity breaches

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process.

The policy provides a detailed description of a range of academic integrity breaches (**AISP 2010-2012**).

**Examples:** The University of New England, and University of South Australia.

**Example:** The University of New England's "**Plagiarism Student Coursework Plagiarism and Academic Misconduct Rules**" has very comprehensive guidelines about findings and penalties; detailed description of a range of other academic misconduct apart from plagiarism including cheating, bullying, ghost writing, recycling, falsification of data, violations of rules and regulations concerning the conduct of research, misrepresentations in publication, and violations of Research-related property rights. There are a number of plagiarism related flowcharts.

### University of New England

#### Student Coursework Plagiarism and Academic Misconduct Rules

##### Appendix 1

#### Examples of Prohibited Practices

The following practices constitute examples of **Plagiarism** and are infringements of the University's academic values and policies. This list should be considered as representative and not as exhaustive of possible practices.

**Table 1 Examples of Plagiarism**

Type	Description		Citation of sources	Intentional/Inadvertent
Straight/verbatim copying	The writer uses the exact words of the source text without quotation marks	and	Sources are not acknowledged	May be Intentional or Inadvertent plagiarism
	The writer uses the exact words of the source text without quotation marks	and	Sources are acknowledged in a footnote/citation and bibliography/list of references	May be Intentional or Inadvertent plagiarism
	The writer presents diagrams charts, maps, flowcharts, photographs, tables, or other creative works originated by others	and	Sources are not acknowledged	May be Intentional or Inadvertent plagiarism
Incorrect paraphrasing	<i>Sham paraphrasing:</i> The writer takes directly from another text, changing very little from the original text, e.g., only selected words or phrases or the order of phrases	and	Sources are acknowledged	May be Intentional or Inadvertent plagiarism
	<i>Illicit paraphrasing:</i> The writer takes directly from another text, changing very little from the original text, e.g., only selected words or phrases or the order of phrases	and	Sources are not acknowledged	May be Intentional or Inadvertent plagiarism
Intellectual theft	The writer presents substantial concepts, arguments, ideas or information from elsewhere (e.g., published work, television programs, material downloaded from an internet site, staff, colleagues, fellow students)	and	Sources are not acknowledged	May be Intentional or Inadvertent plagiarism
	The student submits under their own name work written substantially by another		n/a	Intentional
Collusion	Conspiring with others to produce work that is presented misleadingly as the autonomous work of the student		n/a	Intentional

**Source:** Student Coursework Plagiarism and Academic Misconduct Rules, [www.une.edu.au/policies/academic.php](http://www.une.edu.au/policies/academic.php)

## Academic Integrity Policy Toolkit



**Academic integrity policy toolkit:** Classification of academic integrity breaches

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process. The policy provides a detailed description of a range of academic integrity breaches and explains those breaches using easy to understand classifications or levels of severity. (AISP 2010-2012)

**Examples:** The University of New England, University of Western Australia, and Griffith University.

**Example:** The University of Western Australia's "**Academic Conduct: Ethical Scholarship, Academic Literacy and Academic Misconduct**" outlines proposed levels of academic misconduct with examples.

### Classification of Academic Integrity Breaches

Classify the type, nature of the academic integrity breach, and the extent to which the assessment process has been compromised. Determine the level of the breach and provide classifications.

## The University of Western Australia

### 4 Proposed Levels of Academic Misconduct

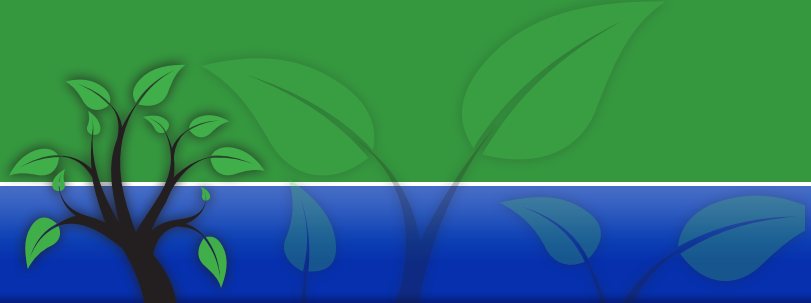
Academic misconduct at UWA, for both undergraduate and postgraduate students, must be defined according to a system of three levels, as follows:

#### 4.1 Level 1: Minor Academic Misconduct

- 4.1.1 Instances of academic misconduct are deemed MINOR where the misconduct may be reasonably judged to result from careless practices and/or neglect of specific guidelines relating to assessment requirements by students, whose outcome compromises the purpose of an assessment to a limited extent only.
- 4.1.2 Misconduct does not include relatively trivial breaches by an entry level student in their first 24 points of study in a course, which in the opinion of the relevant unit coordinator may routinely occur in the course of learning the techniques, methodologies and presentation conventions within an area or discipline.
- 4.1.3 Instances of Level 1 minor academic misconduct may arise most often, although not exclusively, in relation to first year undergraduate student assessment items. Examples of minor academic misconduct may include but are not limited to:
  - (i) minor plagiarism (refer Section 6) such as inadequate or inconsistent referencing, paraphrasing too close to the original;
  - (ii) minor copying of material, such as copying one or two sentences including copying where a student utilises a verbatim transcription in their notes and presents it as their own words;
  - (iii) copying of answers to questions at the end of laboratory practicals.

#### 4.2 Level 2: Moderate Academic Misconduct

- 4.2.1 Instances of academic misconduct are deemed MODERATE where the misconduct may be reasonably judged to be a moderate breach of ethical scholarship and includes (but is not limited to):
  - (i) moderate plagiarism (refer Section 6), in an assessment item other than a thesis or dissertation;
  - (ii) recycling an item of assessment from one unit and re-submitting it in complete or substantial form for another assessment;
  - (iii) fabricating or falsifying data, experimental results or sources of information in an assessment item other than a thesis or dissertation;
  - (iv) colluding with another student about assessable work and representing that as individual work when such collusion has not been specified as acceptable within unit outlines or other assessment requirements.



### 4.3 Level 3: Major Academic Misconduct

4.3.1 Instances of academic misconduct are deemed MAJOR where the misconduct may be reasonably judged to be a serious and substantial breach of ethical scholarship and includes (but is not limited to):

- (i) cheating in examinations, including:
  - (a) bringing in and/or referring to unauthorised material in an examination, including (but not limited to) written notes, formulae or other prompts whether stored on or within some object or device, or on paper or on the student's body;
  - (b) communicating (or attempting to communicate) in an unauthorised manner with others during examinations (whether by speaking or other means);
  - (c) reading (or attempting to read) the work of other examinees during the exam;
  - (d) engaging in or agreeing to any act of imposture whereby an enrolled examinee's examination is undertaken by another who assumes their identity.
- (ii) Major plagiarism (refer Section 6), particularly in a thesis or dissertation;
- (iii) Fabricating or falsifying data, experimental results or sources of information in a thesis or dissertation

Source: [www.universitypolicies.uwa.edu.au/search?method=document&id=UP07%2F21](http://www.universitypolicies.uwa.edu.au/search?method=document&id=UP07%2F21)



## Academic Integrity Policy Toolkit

### Academic Integrity Breach Outcomes

Specify the range of educational outcomes that can be made in relation to a finding of an academic integrity breach.



**Academic integrity policy toolkit:** Academic integrity breach outcomes

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process. Processes are detailed with outcomes, and the contextual factors relevant to academic integrity breach decisions outlined. (AISP 2010-2012)

**Examples:** [The University of Adelaide](#), and [LaTrobe University](#).

**Example:** The University of Adelaide's "[Academic honesty policy](#)" provides students an awareness of the consequences for breaching academic integrity policy.

### The University of Adelaide

#### 2.3 Allegations and penalties for academic dishonesty

2.3.1 All allegations of academic dishonesty will be dealt with (and penalised where substantiated) in accordance with the [Academic Dishonesty Procedures](#). A summary of the penalties which may be applied under these procedures is as follows:

- a. If a case of academic dishonesty is determined to be the result of genuine misunderstanding, the penalty may be:
  - i. a deduction of up to 10% of marks for inappropriate referencing or unfair academic benefit (if the work has been marked), or
  - ii. a mark or re-mark of the work as it stands, taking into account the inappropriate referencing and/or unfair academic benefit, or
  - iii. a requirement that the student re-write with appropriate referencing and re-submit the work, or (if the assessment task was an examination) to sit a supplementary examination.

The student will also:

- i. receive a written warning that subsequent breaches will not be treated as the result of a misunderstanding, AND
  - ii. have the warning recorded in the Faculty Academic Dishonesty Register maintained by each Faculty's Associate Dean (Learning and Teaching) or equivalent, AND
  - iii. be directed to appropriate education resources to improve their academic skills, such as referral to the Centre for Learning and Professional Development.
- b. Where it is determined that there is no misunderstanding, the penalty for the first formal breach is:
    - i. a mark of zero for the assessment task, AND
    - ii. a record in the Central University Academic Dishonesty Register.

If it is determined that there are extenuating circumstances, the decision-maker may permit the student:

- i. to re-submit the task, or (if the assessment task was an examination) to sit an additional examination and may also
  - ii. limit the mark for the re-submitted assignment or resat examination to no more than 50% of the maximum possible mark for the assessment task.
- c. The penalty for a second formal breach is:
    - i. a mark of zero for the assessment task, AND
    - ii. a Fail for the course, AND
    - iii. a further record in the Central University Academic Dishonesty Register.
  - d. The penalty for any subsequent formal breach is
    - i. a mark of zero for the assessment task, AND
    - ii. a Fail for the course



## Academic Integrity Policy Toolkit

AND the matter may be referred to the Deputy Vice-Chancellor and Vice-President (Academic) for further action in accord with the **Rules for Student Conduct**. This may result in a penalty of suspension or expulsion from the University and/or a fine.

- 2.3.2 Where the student's alleged behaviour is of a kind that prejudices the interests of other students or the integrity of the assessment scheme itself, the breach may be referred to the Deputy Vice-Chancellor and Vice-President (Academic) for action in accord with the **Rules for Student Conduct**. This may result in a penalty of suspension or expulsion from the University and/or a fine, in addition to a mark of zero and/or a Fail for the course.

Source: [www.adelaide.edu.au/policies/230/](http://www.adelaide.edu.au/policies/230/)



## Academic Integrity Policy Toolkit



**Academic integrity policy toolkit:** Academic integrity breach decision makers

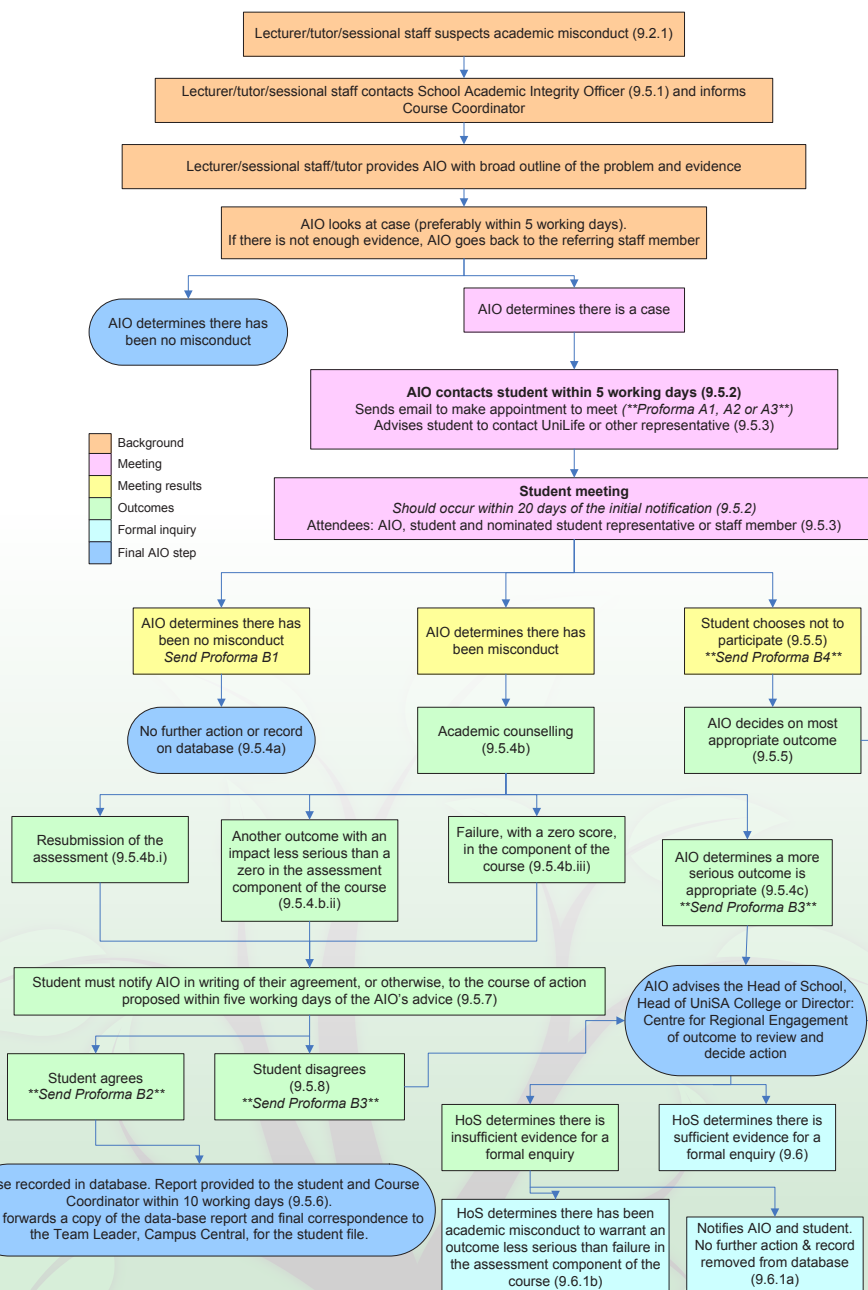
Four of the five universities with exemplary academic integrity policies and represented at the EAIP Roundtable (Brisbane, 28 February 2013) recommended that there should be a decision-maker (or decision-makers, depending on the size of the department and the number of cases) located within the faculty with designated authority to determine outcomes for academic integrity breaches. This person might be referred to as an Academic Integrity Officer, Academic Conduct Advisor or Faculty Academic Misconduct Officer (Bretag & Mahmud, in progress).

**Example:** University of South Australia, Higher Education Academy (HEA) 'Policy works' Recommendation 4 (p.12): Develop strategies for staff engagement and development to help ensure that the policy and procedures are consistently followed.

### Academic Integrity Breach Decision Makers

Specify those who are authorised by your institution to make a decision about academic integrity breaches.

#### PROCESS FOR ACADEMIC INTEGRITY OFFICERS (AIO)







## Academic Integrity Policy Toolkit

### Academic Integrity Decision-making process

Provide clear guidelines to ensure that students have a transparent, procedurally fair and unbiased outcome.



**Academic integrity policy toolkit:** Academic integrity breach decision making process

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process. The policy incorporates simple flow charts to demonstrate how the policy is enacted in practice. (AISP 2010-2012).

Data from presentations of all five institutions with exemplary academic integrity policy at the EAIP Roundtable (28 February 2013) were coded under the theme 'tools for decision-making', with presenters agreeing on the importance of providing academic integrity breach decision-makers and other stakeholders with a simple flowchart that details specific roles and tasks.

**Examples:** The University of Melbourne has a [flowchart](#) showing the process for an allegation of misconduct. See also [Griffith University](#) (Sections 6-10).

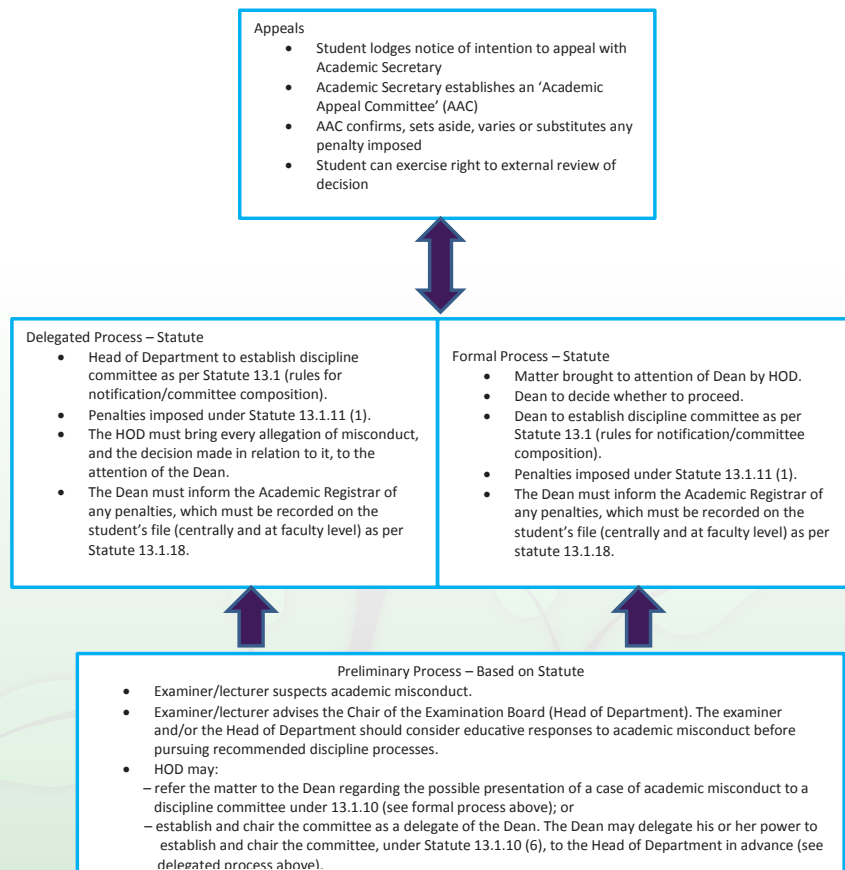
**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process.

The policy incorporates simple flow charts to demonstrate how the policy is enacted in practice.

**Example:** The University of Melbourne's "[Academic Honesty and Plagiarism Policy](#)" has a flowchart, reproduced below, showing the process for an allegation of misconduct.

### University of Melbourne

#### Flowchart



Source: <http://academichonesty.unimelb.edu.au/policy.html>

#### Acknowledgement:

This content is an extract from the following resource: Academic Integrity Standards Project (AISP): Aligning Policy and Practice in Australian Universities (2012). Elements of exemplary academic integrity policy, Office for Learning and Teaching Priority Project 2010-2012, [www.aisp.apfei.edu.au/content/exemplary-elements-policy](http://www.aisp.apfei.edu.au/content/exemplary-elements-policy), p.16.





## Academic Integrity Policy Toolkit



**Academic integrity policy toolkit:** Identification of potential academic integrity breach

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process. The policy provides a description of how a potential academic integrity breach is identified. (AISP 2010-2012)

**Example:** The Academic Integrity policy at **Queensland University of Technology** (QUT) provides a description of how a potential academic integrity breach is identified, usually in the first instance by the teaching staff member.

**Example:** The Academic Integrity policy at Queensland University of Technology (QUT) provides a description of how a potential academic integrity breach is identified.

### Identification of potential academic integrity breach

Provide clear guidelines on how a breach is identified and by whom

### Queensland University of Technology

#### 5.3.6 Identifying and determining minor or major cases of failing to maintain academic integrity

Teaching staff will normally identify potential breaches of academic integrity. If a teaching staff member suspects that a student may have breached the academic integrity policy, the unit/course coordinator should be notified. To assist in identification of potential breaches, unit/course coordinators may require students to authenticate their learning on the assessment item (e.g. through showing notes/drafts/resource materials used in the preparation of the item, or by undertaking a viva or practical based exercise). The unit/course coordinator may also require that a student or students use content matching software to assist in verifying that original work has been submitted, and/or to supply reports generated by such software as part of the conditions of assessment for particular units or particular assessment items. Such a requirement must be clearly stated in the unit outline for the particular unit.

Source: [www.mopp.qut.edu.au/C/C\\_05\\_03.jsp](http://www.mopp.qut.edu.au/C/C_05_03.jsp)

## Academic Integrity Policy Toolkit



**Academic integrity policy toolkit:** Notification of breach to an appropriate authority

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process (**AISP 2010-2012**).

**Example:** **The University of Newcastle's** policy provides detail of the appropriate authority to be notified of a suspected academic integrity breach. At the University of Newcastle, these authorities include Student Academic Conduct Officers or Advisors in Research Integrity.

Notification of breach to  
an appropriate authority

Provide detail of the appropriate  
authority to be notified about a  
potential breach

**Example:** The University of Newcastle's **Student academic integrity policy** states the appropriate authority to be notified of a suspected breach.

### University of Newcastle

#### 5. Responsibilities and Delegations

- 5.1. All staff of the University are responsible for reinforcing high standards of academic integrity, and for reporting suspected breaches of this policy to the relevant SACO or Advisor in Research Integrity.
- 5.2. The following officers have particular responsibilities in relation to implementing the University's academic integrity and student academic misconduct procedures:
  - i. Program convenors and Assistant Deans (Research Training) are responsible for ensuring that mechanisms are in place to provide students with education about academic integrity, including (but not limited to) compulsory Academic Integrity Modules and the use of electronic text-matching software as a learning tool, where appropriate;
  - ii. Student Academic Conduct Officers are responsible for assessing cases of alleged academic dishonesty, for initiating appropriate action in accordance with the Student Misconduct Rule, and for ensuring relevant records are entered into the SMR;
  - iii. Advisors in Research Integrity are responsible for referring any reported case of academic dishonesty by research higher degree candidates or students undertaking the research component of a professional doctorate to the Dean of Graduate Studies for consideration under the Student Misconduct Rule; and
  - iv. The Pro Vice-Chancellor or Deputy Vice-Chancellor (Academic) is responsible for making an assessment and determination of any misconduct issue that is escalated to them in accordance with the Student Misconduct Rule.

Source: [www.newcastle.edu.au/policy/000608.html](http://www.newcastle.edu.au/policy/000608.html)

## Academic Integrity Policy Toolkit



**Academic integrity policy toolkit:** Referral of breach to academic integrity decision maker.

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process ([AISP 2010-2012](#)).

**Example:** The [University of South Australia](#) has designated Academic Integrity Officers located within faculties who are responsible for managing academic integrity breaches, from the initial identification of the breach, through to communicating and meeting with the student. Staff members with concerns liaise directly with the AIO.

See a template of a letter to a student regarding the [Referral of breach](#) to a decision-maker.

Referral of breach to  
Academic Integrity  
decision-maker

Specify the process for referring a  
potential breach to a decision-maker

### Academic Integrity Breach Referral Letter

The Referral Letter is sent to the student when a concern for a possible breach of academic integrity has been assessed initially as serious and requiring a Tier 2 decision-maker. The letter advises the student that the concern has been referred by the Course Convenor to the Chair, Assessment Board.

Student No: «Student\_Number»

«Date»

VIA EMAIL: «Email»

«Title» «First\_Name» «Last\_Name»

«Street\_1»

«City\_1» «State\_Province\_1» «Postal\_Code\_1»

Dear «Title» «Last\_Name»,

I have considered the concern regarding «Assessment\_Task\_Involved» submitted for the course «Course\_Code» «Course\_Title».

I have decided to refer this matter to the Chair of the Assessment Board for a decision. You will be contacted by them in due course.

«Course\_Convenor»  
Course Convenor

cc: Student Academic Integrity Coordinator

## Academic Integrity Policy Toolkit



**Academic integrity policy toolkit:** Preliminary assessment by decision maker.

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process ([AISP 2010-2012](#)).

**Example:** In making a preliminary assessment of academic integrity breach allegations, Academic Integrity Officers (AIOs) at the [University of South Australia](#) take into account a range of relevant factors, as below. In those instances where the AIO determines that there is a case to investigate, these factors continue to influence decision-making.

**Example:** The University of South Australia has designated Academic Integrity Officers located within faculties who are responsible for managing academic integrity breaches, from the initial identification of the breach, through to communicating and meeting with the student. Staff members with concerns liaise directly with the AIO.

### Preliminary assessment by decision-maker

Provide guidance to decision-makers  
on how to make a preliminary  
assessment of a potential breach

## University of South Australia

### 9.4 Academic Integrity Officers

- 9.4.1 Each school has at least one member of staff in the role of academic integrity officer. These staff have undertaken appropriate professional development to gain expertise in handling cases of academic misconduct within their discipline. Their role enables:
- (a) consistent interpretation and implementation of policy
  - (b) streamlined management of reported instances of academic misconduct within each discipline, up to the level of involvement of formal committees
  - (c) consistent use of plagiarism detection tools in sampling and targeting student work within each discipline
  - (d) consistent judgments to be made on cases of academic misconduct
  - (e) consistent outcomes when academic misconduct is proven, and
  - (f) regular reporting to relevant heads of schools, school boards and division teaching and learning committees.

### 9.5 Initial inquiry into alleged academic misconduct

- 9.5.1 Where an academic staff member has concerns that the action of a student may involve academic misconduct (see clause 9.2.1), they will discuss the issue with the school academic integrity officer in the first instance.
- 9.5.2 If the academic integrity officer believes the issue warrants further investigation, the academic integrity officer will notify the student of their concerns in writing within five working days, and request that the student attend a meeting to discuss the matter. The meeting should occur within 20 working days of the initial notification. Where the student is unable to attend the meeting, the discussion may occur via email or teleconference.

Source: [w3.unisa.edu.au/policies/manual/2012/s9-academic%20integrity.pdf](http://w3.unisa.edu.au/policies/manual/2012/s9-academic%20integrity.pdf)

## Academic Integrity Policy Toolkit

### Communication of students' rights in the decision making process

Specify the procedures that allow the student to be fully informed about the academic integrity breach and an opportunity to respond.



**Academic integrity policy toolkit:** Communication of students' rights in the decision making process

Provide students with a meaningful and supported opportunity to prepare a comprehensive response to the allegation within a specified timeframe.

See Section 10. "Observe Natural Justice" (p.7) in the [Good decision-making guide](#) from the Queensland Ombudsman.

Examples: [Victoria University](#) and [University of South Australia](#).

See two templates of letters sent to a student about an allegation of a breach [Letter 1](#) and [Letter 2](#).

**Example:** University of South Australia's policy communicates the student's rights through the decision making process of an alleged academic integrity breach.

### University of South Australia

#### Assessment Policies and Procedures Manual 2012 – Section 9: Academic Integrity

- 9.6.7 The head of school will notify the student in writing of the details of the alleged misconduct and invite the student to attend or, if unable to attend (in person or via teleconferencing) to provide evidence to the formal inquiry committee regarding the allegation. The letter to the student must include a copy of this policy.
- 9.6.8 The student may be assisted or represented at the inquiry by:
  - a. a representative of UniLife, or in the case of offshore students, a representative of the UniSA partner institution
  - b. any staff member or student of the University.
- 9.6.9 The formal inquiry may proceed whether or not the student responds or attends.
- 9.6.10 Where the formal inquiry concludes that:
  - a. the action of the student does not constitute academic misconduct as defined above, no further action will be taken. Where the inquiry arose following the removal of a student from a placement (see Section 4 of this Manual), the student may be reinstated in the existing placement or arrangements made to complete an alternative placement.
  - b. the action of the student constitutes academic misconduct, warranting an outcome equal to or less serious than, failure in the assessment component of the course, the outcomes described in clause 9.5.4 b. will be applicable and the matter may be referred back to the academic integrity officer for implementation, where appropriate. Where the inquiry arose following the removal of a student from a placement (see Section 4 of this Manual), the student may be reinstated in the existing placement or arrangements made to complete an alternative placement following counselling from the academic integrity officer.
  - c. the action of the student constitutes academic misconduct, and warrants an outcome more serious than failure in the assessment component of the course, one of the following outcomes will be determined:
    - (i) failure in the course, or
    - (ii) failure in the course and suspension from the course for a period not exceeding one year, or
    - (iii) suspension from the University for a period not exceeding three years, or
    - (iv) another outcome appropriate to the case but with an impact less serious than expulsion from the University, or
    - (v) expulsion from the University, or
    - (vi) referral to police (in the case of fraud).

9.6.11 Where the formal inquiry concludes that the action of the student warrants suspension from the University, the student will be notified by registered mail within ten working days that:

- a. re-admission to the University in any program will not normally be considered during the period of suspension
- b. application for re-admission to the University will follow normal procedures and is not guaranteed, and
- c. students who gain re-admission will be classified as new students for the purposes of assessing fees and eligibility for Commonwealth support or assistance.

9.6.12 The head of school will notify the following people of the outcome of the inquiry within five working days:

- a. the student
- b. the relevant academic integrity officer
- c. the course coordinator and program director, and
- d. Campus Central, or UniSA transnational administration office, as applicable, to be retained on the student's file, and to notify UniSA International, where appropriate.

9.6.13 If the outcome of the inquiry is one listed under clause 9.6.10 c., the head of school will include a copy of this policy in their correspondence to the student, and will advise the student of their right of appeal.

### 9.7 Appeals against outcomes of a formal inquiry

9.7.1 The student has the right of appeal against the decision of the formal inquiry committee.

9.7.2 The student may appeal in writing to the Director: Student and Academic Services within 20 working days of being notified of the outcome of the formal inquiry. The Director: Student and Academic Services will collect relevant documentation, including the records of prior inquiries (see clause 9.8) and forward this, together with the appeal, to the Student Appeals Committee of the Council for final resolution (see Section 11 of this Manual).

9.7.3 Students may continue their program of study pending the outcome of an internal appeal, unless the University considers that this places the student at risk. In these cases, appropriate documentary evidence must be maintained on the student's file.

9.7.4 Clinical or field placements may only continue if they are part of a course not affected by the appeal.

9.7.5 Should the student's appeal be denied, their current enrolment will be amended accordingly

Source: [w3.unisa.edu.au/policies/manual/2012/s9-academic%20integrity.pdf](http://w3.unisa.edu.au/policies/manual/2012/s9-academic%20integrity.pdf)



## Academic Integrity Policy Toolkit



**Academic integrity policy toolkit:** Student's response to allegation of academic integrity breach

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process (**AISP 2010-2012**).

**Example:** **Queensland University of Technology**. This example provides details of the actions available to students when they respond to an allegation of an academic integrity breach. In particular, see points (v) to (ix) which specify details relating to who can attend the meeting and what support is available to the student.

See two templates of letters sent to a student about an allegation of a breach **Letter 1** and **Letter 2**.

**Example:** Queensland University of Technology's **Management of student misconduct** policy provides an example of the actions available to students when they respond to an allegation of an academic integrity breach. In particular, see points (v) to (ix) which specify details relating to who can attend the meeting and what support is available to the student.

Student's response to  
allegation of academic  
integrity breach

Provide details of the actions  
available to students when they  
respond to an allegation of a breach

### Queensland University of Technology

#### 8.1.7 Dealing with allegations of major misconduct

Because significant cases of misconduct may, if substantiated, result in the imposition of a penalty upon the student, the procedures to be followed must be consistent with requirements of natural justice. All of the following steps must be undertaken in relation to misconduct which is alleged to have occurred whilst a person is a student at QUT.

##### (a) Allegation notice

Allegations of misconduct must be put to the student in writing. To ensure receipt by the student, the allegation notice must be posted to the student's current postal address in the student management system, and a copy forwarded to the student's email address employed by the University for student communications. A notice must contain the following information to assist the student to understand the nature of the allegation(s), the process for dealing with the allegation(s), and the student's rights

- (i) the relevant section of the QUT Student Code of Conduct (E/2.1.4) alleged to have been breached
- (ii) the particulars or evidence of the incident or conduct giving rise to the allegation(s)
- (iii) the date, time and place set for a meeting at which the allegation(s) of misconduct will be considered by the misconduct committee responsible for dealing with misconduct in that category
- (iv) any person proposed to be interviewed by the misconduct committee at the meeting
- (v) the student's right to respond to the allegation(s) by, if the student elects, attending the meeting, and in any case, by providing written submissions on the allegation(s) or the type of penalty which could be imposed if an allegation is substantiated
- (vi) the student's right to arrange for the attendance of a person with relevant information to be interviewed by the misconduct committee at the meeting
- (vii) the student's right to be accompanied or represented by a support person at the meeting (8.1.7(c))
- (viii) the consequences of non-attendance or of failing to provide written submissions, including the powers of the misconduct committee to determine an allegation and impose a penalty on the student
- (ix) the support services provided by the QUT Student Guild to assist a student in responding to allegations.

The chair of the misconduct committee which deals with significant cases of misconduct in the relevant category is responsible for ensuring that an allegation notice in this form is sent to the student. Copies of all documents or written evidence to be taken into consideration by the misconduct committee should be provided to the student at the same time as the allegation notice is sent.



## Academic Integrity Policy Toolkit

### *(b) Time for meeting*

The misconduct committee meeting at which the allegation(s) will be considered must be held no less than 10 working days and not more than 20 working days after the date upon which the allegation notice was sent to the student.

### *(c) Meeting procedures*

Meetings of the relevant misconduct committee will be conducted in accordance with [Council Procedure 1 - Committees](#). If a student is not present at the meeting within 10 minutes of the starting time for the meeting, the misconduct committee may proceed to determine the matter without further recourse to the student, though the misconduct committee must take into account any written submissions provided by the student prior to the meeting date and time.

If the student is present, the student must be given the opportunity to ask questions of any person interviewed by the committee and may present any facts, evidence, documents or oral submissions relevant to the allegation(s). The student may be accompanied to the meeting by a support person, who will hold rights of audience only as defined in [Council Procedure 1 - Committees](#).

A representative may attend the meeting in the student's place, and has the same rights of audience and debate as the student. However, neither the student nor the University is entitled to have a legal representative (being a person who has been admitted as a legal practitioner in any Australian jurisdiction) present during the meeting.

A support person or representative must not be another student involved in or associated with the student's case.

A report of discussion and the findings of the misconduct committee on the student's case must be prepared.

Source: [www.mopp.qut.edu.au/E/E\\_08\\_01.jsp](http://www.mopp.qut.edu.au/E/E_08_01.jsp)

## Academic Integrity Policy Toolkit



**Academic integrity policy toolkit:** Consideration of relevant matters in determining outcome

Students' academic integrity breaches do not occur "in some a temporal ether" (Howard 1999, p. 164). An Academic Integrity Decision-Maker needs to take into account the extent of the plagiarism, the student's intention and/or motivation, the conventions of the discipline, the student's knowledge of academic conventions and the impact of the outcome on the student's progression. Other contextual factors such as the student's learning background, their level in the academic program and any other previous breaches, may also need to be taken into account (Bretag 2008, p. 4). Each case should be decided on its individual merits and without bias or pre-judgement.

### References:

Bretag, T. (2008) Responding to plagiarism: The need to engage with students' 'real lives', paper presented in the refereed stream of the *ATN Assessment Conference: Engaging students in assessment*, University of South Australia, 20-21 November.

Howard, R.M. (1999). Standing in the shadow of giants: Plagiarists, authors and collaborators. Volume 2, *Perspectives on writing: Theory, Research and Practice*, Ablex Publishing Corporation, Stamford, Connecticut.

**Examples:** [University of South Australia](#) , and [La Trobe University](#).

Consideration of relevant matters in determining outcome

Provide detailed guidelines to decision makers about relevant matters which can be considered in determining an outcome.

### EXAMPLES OF PENALTIES FOR ACADEMIC MISCONDUCT

TYPE OF ACADEMIC MISCONDUCT	ISSUES/REASONS TO CONSIDER	SUGGESTED RANGE OF PENALTIES
<b>PLAGIARISM (FIRST OFFENCE, FIRST-YEAR STUDENTS)</b>		
<b>Note:</b> Some later year or postgraduate entry students may be considered equivalent to first year undergraduate entry (especially if from different cultural/educational background)		
<b>Poor referencing.</b>	<ul style="list-style-type: none"> <li>• Clear indication of inexperience, lack of understanding, honest/ accidental mistake.</li> <li>• Different cultural, educational practices re accepted referencing, language background.</li> <li>• Intention to deceive.</li> </ul>	<p>If due to inexperience:</p> <ul style="list-style-type: none"> <li>➢ Emphasis on educational corrective action;</li> <li>➢ Academic Counselling.</li> <li>➢ No further action.</li> </ul> <p>If due to intentional deception:</p> <ul style="list-style-type: none"> <li>➢ - Academic Counselling and/or;</li> <li>➢ - Reprimand and/or;</li> <li>➢ - Resubmit work.</li> </ul>
<b>Student's work contains some short extracts copied from documents without acknowledgement.</b>	<ul style="list-style-type: none"> <li>• Student's level of training, understanding and experience in referencing; mistake;</li> <li>• Different cultural, educational practices re accepted referencing, language background.</li> <li>• Intention to deceive and/or to obtain an academic benefit.</li> </ul>	<p>If due to different background or not intentional :</p> <ul style="list-style-type: none"> <li>➢ Emphasis on educational corrective action;</li> <li>➢ Academic Counselling.</li> <li>➢ No further action</li> </ul> <p>If not wholly accidental:</p> <ul style="list-style-type: none"> <li>➢ Warning or;</li> <li>➢ Reprimand and/or;</li> <li>➢ Resubmit work.</li> </ul>



## Academic Integrity Policy Toolkit

### EXAMPLES OF PENALTIES FOR ACADEMIC MISCONDUCT

TYPE OF ACADEMIC MISCONDUCT	ISSUES/REASONS TO CONSIDER	SUGGESTED RANGE OF PENALTIES
<b>PLAGIARISM (LATER-YEAR STUDENTS OR REPEAT OFFENCES)</b>		
<b>Student's work contains poor referencing or a few short extracts copied without acknowledgement.</b>	<ul style="list-style-type: none"> <li>Student's level of training, understanding and experience in referencing; mistake;</li> <li>Different cultural, educational practices re accepted referencing, language background.(maybe only in limited circumstances – need to be assessed)</li> <li>Intention to deceive and/or to obtain an academic benefit.</li> </ul>	<p>If student has not had adequate training:</p> <ul style="list-style-type: none"> <li>Academic Counselling;</li> <li>Emphasis on educational corrective action; or</li> <li>Warning;</li> <li>Resubmit work</li> <li>No further action.</li> </ul> <p>If student has had training:</p> <ul style="list-style-type: none"> <li>Reduce mark for work (% variable - marking criterion).</li> </ul>
<b>Repeated instances of minor plagiarism.</b>	<ul style="list-style-type: none"> <li>Lack of care/ negligence.</li> <li>Not heeding previous corrective action.</li> <li>Intention to deceive and/or to obtain an academic benefit.</li> </ul>	<p>If student has had adequate training, but is still displaying lack of care and/or understanding:</p> <ul style="list-style-type: none"> <li>Zero mark for work; or</li> <li>Zero mark for the subject.</li> </ul> <p>If in opinion of Head of academic division it is a serious offence – refer to Faculty Academic Misconduct Officer</p> <p><b>Research Higher Degrees only</b> – appropriate penalties as above <b>plus</b> possible period of suspension.</p>

TYPE OF ACADEMIC MISCONDUCT	ISSUES/REASONS TO CONSIDER	SUGGESTED RANGE OF PENALTIES
<b>Student's work contains substantial number of short extracts copied without acknowledgement.</b>	<ul style="list-style-type: none"> <li>Student's level of training, understanding and experience in referencing; mistake;</li> <li>Cultural, educational practices re accepted referencing, language background *Note: (Such students in later years/postgraduate entry may be considered equivalent to first year undergraduate entry – (circumstances to be assessed).</li> <li>Lack of care, not heeding previous corrective action.</li> <li>Intention to deceive and/or to obtain an academic benefit.</li> </ul>	<p>If the offence relates solely to different background:</p> <ul style="list-style-type: none"> <li>Emphasis on educational corrective action;</li> <li>Academic Counselling;</li> <li>Resubmit work.</li> <li>No further action.</li> </ul> <p>In other minor cases or for minor pieces of work:</p> <ul style="list-style-type: none"> <li>Zero mark for work; or</li> <li>Zero mark for the subject.</li> </ul> <p>If in opinion of Head of academic division it is a serious offence – refer to Faculty Academic Misconduct Officer</p> <p><b>Research Higher Degrees only</b> - appropriate penalties as above <b>plus</b> possible period of suspension.</p>
<b>Student's work contains a large amount copied from one or more documents.</b>	<ul style="list-style-type: none"> <li>Nature of work; Level of student awareness; blatant attempt to copy; repeat offence.</li> <li>Obvious intention to deceive and/or to obtain an academic benefit.</li> </ul>	<p>In minor cases:</p> <ul style="list-style-type: none"> <li>Reduced mark for work (can be zero);</li> <li>Zero mark for the subject.</li> </ul> <p>If in opinion of Head of academic division it is a serious offence – refer to Faculty Academic Misconduct Officer</p> <p><b>Research Higher Degrees only</b> – appropriate penalties as above <b>plus</b> possible period of suspension.</p>



## Academic Integrity Policy Toolkit

### EXAMPLES OF PENALTIES FOR ACADEMIC MISCONDUCT

TYPE OF ACADEMIC MISCONDUCT	ISSUES/REASONS TO CONSIDER	SUGGESTED RANGE OF PENALTIES
<b>Inappropriate collaboration.</b>	<ul style="list-style-type: none"> <li>Nature of work; Low level of student awareness; blatant attempt to copy; repeat offence.</li> <li>Obvious intention to deceive and/or to obtain an academic benefit.</li> </ul>	<p>In minor cases:</p> <ul style="list-style-type: none"> <li>➤ Reduced mark for work (normally zero);</li> <li>➤ Zero mark for the subject.</li> </ul> <p>If in opinion of Head of academic division it is a serious offence – refer to Faculty Academic Misconduct Officer</p> <p><b>Research Higher Degrees only</b> – appropriate penalties as above <b>plus</b> possible period of suspension.</p>
<b>Copying from another student's work.</b>	<ul style="list-style-type: none"> <li>Nature of work; low level of student awareness; blatant attempt to copy; repeat offence;</li> <li>Different cultural, educational practices re accepted referencing, language background.</li> <li>Obvious intention to deceive and/or to obtain an academic benefit.</li> </ul>	<p>In minor cases:</p> <ul style="list-style-type: none"> <li>➤ Reduced mark for work (normally zero);</li> </ul> <p>For copying a significant amount in a major assignment</p> <ul style="list-style-type: none"> <li>➤ Zero mark for the subject.</li> </ul> <p>If in opinion of Head of academic division it is a serious offence – refer to Faculty Academic Misconduct Officer</p> <p><b>Research Higher Degrees only</b> – appropriate penalties as above <b>plus</b> possible period of suspension.</p>

TYPE OF ACADEMIC MISCONDUCT	ISSUES/REASONS TO CONSIDER	SUGGESTED RANGE OF PENALTIES
<b>EXAMINATIONS (ALL YEAR LEVELS)</b>		
<p><b>Possession of unauthorized material in formal examination.</b></p> <p>Infringements can range from placing chapter 'tabs' in an allowed text book at an open book examination (unmarked text); through to a candidate being in possession of substantial notes that relate directly to the examination paper.</p>	<ul style="list-style-type: none"> <li>Clear intention is to deceive and/or obtain an academic benefit.</li> <li>Take into account the examination instructions and information provided to the candidate regarding allowable materials.</li> </ul>	<p>For minor infringements with established intent to obtain minimal academic benefit:</p> <ul style="list-style-type: none"> <li>➤ Zero for the examination (This would need to be referenced to the specific circumstances of the case being reviewed).</li> </ul> <p>If in opinion of Head of academic division it is a serious offence – refer to Faculty Academic Misconduct Officer</p> <p><b>Research Higher Degrees only</b> – appropriate penalties as above <b>plus</b> possible period of suspension.</p>
<p><b>Copying from another student in a formal examination.</b></p>	<ul style="list-style-type: none"> <li>Clear intention is to deceive and/or obtain an academic benefit.</li> </ul>	<p>If in opinion of Head of academic division it is a serious offence – refer to Faculty Academic Misconduct Officer</p> <p><b>Research Higher Degrees only</b> – appropriate penalties as above <b>plus</b> possible period of suspension.</p>

## Academic Integrity Policy Toolkit

### Communicating the decision

Provide clear guidance for the decision-maker to communicate the breach outcome to the student



#### Academic integrity policy toolkit: Communicating the decision

Detail: Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process (**AISP 2010-2012**).

Example: **Griffith University** provides clear guidance of the details that the Student Academic Integrity Coordinator needs to include in communicating the decision to the student about the outcome (penalty) for an academic integrity breach.

**Example:** Griffith University's **Student academic misconduct policy** provides clear guidance for the Student Academic Integrity Coordinator to include in communicating the decision to the student about the outcome (penalty) for an academic integrity breach.

### Griffith University

In the case of a penalty being imposed on the student:

"a hard copy letter is to be forwarded to the latest mailing address advised by the student. The letter to the student addresses:

- what specific actions of the student raised concerns
- what the subsequent actions to these concerns were
- where applicable, appropriate sources of study skills help
- the need to discuss their work with academic staff if they are uncertain about how to avoid subsequent breaches of academic integrity
- the student's Student Academic Integrity Management System record
- the Educational Response or Penalty
- the serious consequences of subsequent offences, and spells out the actions and penalties that will be applied
- where relevant, the student's right to appeal a Penalty to the University's Appeals Committee under the provisions of the Student Grievances and Appeals Policy."

Source: [policies.griffith.edu.au/pdf/Student%20Academic%20Misconduct%20Policy.pdf](https://policies.griffith.edu.au/pdf/Student%20Academic%20Misconduct%20Policy.pdf)

See a template of a **Closure letter** communicating the decision to a student that an academic integrity breach has occurred.

See a template of a **No case letter** communicating the decision to a student that no academic integrity breach has occurred.

See a template of an **Appeal decision letter** communicating the outcome of an appeal to a student.



## Academic Integrity Policy Toolkit



### Academic integrity policy toolkit: Recordkeeping

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process (AISP 2010-2012).

Enacting exemplary policy in practice requires that academic integrity breach data is confidentially maintained, secure, managed and analysed for the purpose of process improvement, quality assurance, procedural fairness, transparency, and improvement of teaching and learning (EAIP Roundtable Dissemination Presentation 2013). It is important to outline in what circumstances the records may be accessed for internal and external purposes. Specify if any notation is to appear on the student's transcript or memorandum of results. Data from the presentations of all five institutions with exemplary academic integrity policy at the EAIP Roundtable (28 February 2013) were coded in the theme 'central recordkeeping'.

#### Example: University of Western Australia

As an educative approach to academic integrity is a key purpose of the policy the record is to include opportunities provided or requirements for the student to learn through the completion of an Academic Integrity Student Tutorial or by seeking help from a Learning Advisor. These records (e.g. [Learning Advisor Referral form](#)) are used to guide the further education of the student if another breach of academic integrity is identified.

### Recordkeeping

Specify that the records kept in relation to the academic integrity breach are confidential.



#### Academic Integrity Learning Adviser Referral Form

*This form is intended to be used by academic staff for purposes of referring students to a Learning Adviser for matters relating to academic integrity as outlined in the Institutional Framework for Promoting Academic Integrity Among Students. Learning Advisers will deal directly with the referred student who will need to take responsibility for: (a) booking an appointment for a consultation with a Learning Adviser; (b) presenting this form for signature at the time of the consultation; and (c) bringing any assessment items, criteria sheets and feedback from the lecturer/tutor.*

1. STUDENT PERSONAL DETAILS		
Griffith Identification number:	Name:	Phone:
<input type="text"/>	Family name:	Date Due:
	First name:	Email:
Course code:	Course title:	
<input type="text"/>	<input type="text"/>	
2. REFERRING STAFF MEMBER DETAILS		
<input type="checkbox"/> Course Convenor: _____ (name) _____ (phone)		
<input type="checkbox"/> Program Convenor: _____ (name) _____ (phone)		
<input type="checkbox"/> Other: _____ (position title) _____ (name) _____ (phone)		
3. REASON FOR REFERRAL		
Referring staff member to provide details regarding nature of academic integrity concern and type of assistance required.		
_____ _____ _____		
4. LEARNING ADVISER COMMENTS AND CONFIRMATION (for further comments, please turn over)		
I confirm that the student has sought advice related to this academic integrity matter. Date: _____ Learning Adviser's Name: _____ Signature: _____		
GUIDELINES FOR STUDENTS		
1. Use <b>Book-it</b> to make your appointment with a Learning Adviser online <a href="http://www.griffith.edu.au/library/workshops-training">http://www.griffith.edu.au/library/workshops-training</a> 2. If an appointment is not available online, telephone one of the following numbers to make an appointment <input type="checkbox"/> Gold Coast 555 28109 <input type="checkbox"/> Logan 338 21108 <input type="checkbox"/> Mt Gravatt 373 55778 <input type="checkbox"/> Nathan/South Bank 373 56452 3. Present this form for sign off at your appointment. Bring your assessment task, criteria sheet and any feedback received. 4. Once signed by the Learning Adviser, this form will be returned by internal mail to the Academic Integrity Coordinator c/- Academic Services, Bray Centre, Nathan campus.		
Griffith University collects, stores and uses personal information only for the purposes of administering student and prospective student admissions, enrolment and education. The information collected is confidential and will not be disclosed to third parties without your consent, except to meet government, legal or other regulatory authority requirements. For further information consult the University's Privacy Plan at <a href="http://www.griffith.edu.au/privacy-plan">http://www.griffith.edu.au/privacy-plan</a>		





## Academic Integrity Policy Toolkit

### Appealing the decision

Specify the avenues available to a student to review or appeal the decision, including the timeframe, the institutional contact details and any external bodies for the appeals process.



#### Academic integrity policy toolkit: Appealing the decision

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process (**AISP 2010-2012**).

An academic integrity policy should detail how a student makes an appeal, following appropriate procedure (JISC, 2005, p19).

**Examples:** **University of Melbourne** and **University of Western Australia**.

See a template of a **Closure letter** communicating the decision to a student that an academic integrity breach has occurred and the right to appeal.

See a template of an **Appeal decision letter** communicating the outcome of an appeal to a student.

#### Academic Integrity Breach Closure letter

The Closure letter is sent to the student who has responded to a concern in relation to a breach of academic integrity, the breach has been investigated and a decision made as to the student actions.

Student No: «Student\_Number»

«Date»

VIA EMAIL: «Email»

«Title» «First\_Name» «Last\_Name»  
«Street\_1»  
«City\_1» «State\_Province\_1» «Postal\_Code\_1»

Dear «Title» «Last\_Name»,

I have considered your response to my concern regarding «Type\_of\_Breach» on Assessment Item – «Assessment\_Task\_Involved» submitted for the course «Course\_Code» «Course\_Title». I find that your work on this assessment item is in breach of the academic standards expected at Griffith University and as a result:

- issue you with an official warning
- require that you seek appropriate study skills from Learning Services (referral form attached) within one month of the date of this letter.

This response is consistent with the Breach of Academic Integrity Policy which states:

If the Tier 1 Decision Maker (Course Convenor) concludes on the basis of the evidence including the student's written and/or verbal response, that a breach has occurred, the Tier 1 Decision Maker may choose one or more Tier 1 Educational Responses, taking account of the student's explanation of the situation, the stage of the student in their program (e.g. first year or final year), the academic background of the student and the extent of the student's knowledge of the concept of academic misconduct:

- give the student a warning
- require the student to seek appropriate study skills advice from Learning Services
- require the student to undertake the Academic Integrity Student Tutorial within one month of receiving the letter from either a Tier 1 or Tier 2 Decision Maker advising them to do so
- allocate a mark for the student's assessment item, based on the portion of the assessment item unaffected by the academic misconduct
- allow the student to resubmit the assessment item to achieve a mark no higher than a "pass" mark for the item
- require the student to undertake supplementary assessment
- escalate the case to the Chair, Assessment Board

Under the University's Student Grievances and Appeals policy you may be able to appeal my decision to the Chair of «Organisational\_Element» Assessment Board, «Chair\_Assessment\_Board». However, a student may only appeal against a decision by a Course Convenor if the response falls within Sections 8.3.4, 8.3.5 or 8.3.6 of the Breach of Academic Integrity Policy. Further information is available at <http://www.studentappeals/>


You are advised that this concern has been recorded in the University's central Academic Integrity Management System which is independent of your official student record. Any future concerns regarding academic integrity will result in a more severe response and this particular occurrence will be taken into account in determining the appropriate response.

«Course\_Convenor»  
Course Convenor  
cc: Student Academic Integrity Coordinator



# Academic Integrity Policy Toolkit

## APPENDIX – SCREEN SHOTS OF ACADEMIC INTEGRITY POLICY TOOLKIT


**Academic Integrity Policy Toolkit**

You are not logged in

### Purpose of the Toolkit


The purpose of the Academic Integrity Policy Toolkit is to guide Australian higher education providers in:


- the development of their Academic Integrity policy; or
- in reviewing or auditing their existing Academic Integrity policy against exemplary practice for the purpose of improvement; or
- more effectively implementing and supporting their existing Academic Integrity policy.

**Higher Education Provider Name**

**Higher Education Provider Icon** (max 200px wide by 100px tall; GIF, JPEG or PNG only)

[Choose File](#) no file selected

 **i** **Policy Title (required)**  
This is the primary method for locating the policy.

 **i** **Policy Access**  
Specify a short, meaningful document URL so the policy is easy to locate and define meta data to achieve an optimised search engine ranking

**Authority for establishing the Policy**

**Approval Date for the Policy**

Day : Month : 2013 :

**Effective Date of the Policy**


Day : Month : 2013 :

**Document Version & Number**  
Year nnnnnn

**Policy Advisor/Contact**  
Name | Position, Element Email Address@heprovider Telephone (0X) nnn nnnnn

**Next scheduled review**

Day : Month : 2013 :

 **i** **Related policies and procedures**  
List related documents with hyperlinks here



## Academic Integrity Policy Toolkit



### Description

Short summary of the governing principles and regulatory information provided in the document.

### Policy Stakeholders

Provide a clear statement indicating that the policy applies to all stakeholders.

Continue

### Policy form, continued



#### 1. Policy scope

Specify the actions and conduct that the policy is promoting



#### 2. Policy purpose

Provide a clear statement of purpose and values with a coherent institutional commitment to academic integrity through all aspects of the policy, including promoting academic integrity, preventing and managing breaches of academic integrity.



#### 3. Academic Integrity

Define academic integrity and why it is important. Inserted in the text box below is a [plain English definition of academic integrity](#), which all higher education providers are encouraged to use.

Academic integrity means acting with the values of honesty, trust, fairness respect and responsibility with respect in learning, teaching and research. It is important for students, teachers, researchers and professional staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. All students and staff should be an example to others of how to act with integrity in their study and work. Academic integrity is important for an individual's and a school's reputation.



#### 4. Roles and responsibilities

Specify the roles and responsibilities of the institution, its staff (academic and professional) and students (non-award, undergraduate, postgraduate and HDR) in promoting academic integrity, preventing and managing academic integrity breaches. Staff supporting students in acquiring the skills to be successful in their studies may have roles in both the promotion and management of academic integrity breaches.

### 5. Promoting Academic Integrity



#### 5.1 Promoting a culture of Academic Integrity

Specify the institution's strategy for supporting and resourcing the promotion of a culture of academic integrity.



#### 5.2 Ensuring Academic Integrity in assessment

Specify the institution's strategy for reducing opportunities for breaches of academic integrity in assessment.



## Academic Integrity Policy Toolkit

### 6. Academic Integrity breaches



#### 6.1 Specify what constitutes an Academic Integrity breach at your institution



#### 6.2 Classification of Academic Integrity breaches

Classify the type, nature of the academic integrity breach, and the extent to which the assessment process has been compromised. Determine the level of the breach and provide classifications.

(GIF, JPEG or PNG only; max 1Mb)

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#### 6.3 Academic Integrity breach outcomes

Specify the range of educational outcomes that can be made in relation to a finding of an academic integrity breach.



#### 6.4 Academic Integrity breach decision makers

Specify those who are authorised by your institution to make a decision about academic integrity breaches.

(GIF, JPEG or PNG only; max 1Mb)

no file selected

### 7. Academic Integrity decisions



#### 7.1 Academic Integrity decision-making process

Provide clear guidelines to ensure that students have a transparent, procedurally fair and unbiased outcome.

(GIF, JPEG or PNG only; max 1Mb)

no file selected



#### 7.2 Identification of potential Academic Integrity breach

Specify who can identify a breach of academic integrity, how they may identify the breach and the time frame on reporting breaches. Consider how the institution will respond to external and anonymous reports of breaches.



#### 7.3 Notification of breach to an appropriate authority

Specify to whom notification of a concern of an academic integrity breach should be made for the purpose of investigation.



#### 7.4 Referral of breach to Academic Integrity decision-maker

Provide information about the breach documentation required to be provided to an Academic Integrity Breach Decision-maker.



## Academic Integrity Policy Toolkit



### 7.5 Preliminary assessment by decision-maker

Provide guidelines to assist the decision-maker to determine whether to proceed with the investigation or to dismiss the concern.



### 7.6 Communication of students' rights in the decision-making process

Specify procedures that allow the student the right to be fully informed about the alleged breach and be given a meaningful opportunity to prepare a comprehensive response to the allegation and the evidence supporting the allegation; and the right to be heard and treated without bias.



### 7.7 Student's response to allegation of academic integrity breach

Provide clear guidelines about how and when students need to respond to an allegation of academic integrity breach, and the consequences for not doing so within a specified timeframe.



### 7.8 Consideration of relevant matters in determining outcome

Provide detailed guidelines to decision-makers about relevant matters, in addition to the classification of academic integrity breaches, which can be considered in determining an outcome. Each case should be decided on its individual merits and without bias or prejudgement.



### 7.9 Communicating the decision

Provide comprehensive detail including conduct which prompted the concern, evidence considered, reference to policy and other relevant factors. Where appropriate, provide student with opportunity for academic integrity education. Advise student of avenues for review of decision.



### 7.9 Communicating the decision

Provide comprehensive detail including conduct which prompted the concern, evidence considered, reference to policy and other relevant factors. Where appropriate, provide student with opportunity for academic integrity education. Advise student of avenues for review of decision.



### 8. Recordkeeping

Specify the records that are to be kept in relation to the academic integrity breach, where they are to be kept, who has access to the records and how and in what circumstances are they to be released to external bodies. Specify if any notation in relation to a breach is to appear on the student's academic transcript or memorandum of results.



### 9. Appealing the decision

Specify the avenues to review or appeal the decision available to a student, including the timeframe and institutional contact details for the appeals process.

[Previous](#)[Save to Word](#)