Academic Integrity Procedure

Procedure Category	Academic		
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Responsible Officer	Dean		
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Related Documents	*Academic Freedom and Free Intellectual Enquiry Policy* *Academic Integrity Procedure* *Assessment Policy* *Examinations Procedure* *Fraud and Corruption Control Policy* *Fraud and Corruption Control Procedural* *National Code Compliance* *Quality Assurance Framework* *Risk Management Plan* *Staff Code of Conduct* *Staff Misconduct Procedure* *Student Code of Conduct* *Student Misconduct Procedure*		
Version	**Authorised by**	**Approved**	**Effective Date**
1.4	Academic Board	4/01/2022	4/01/2022

1. Scope

This Procedure implements the Australian Institute of Business Intelligence's (the 'Institute') *Academic Integrity Policy*.

This Procedure provides a framework for staff and students to prevent breaches of academic integrity, manage suspected breaches, and penalties for breaches.

2. Definitions

Academic integrity: a commitment to the values of honesty, trust, fairness, respect, responsibility and courage in all areas of academic activity.

Academic misconduct: acting in any way contrary to the spirit of academic integrity to gain an unfair and unmerited advantage.

Assessment: a process to determine a student's achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration.

Breach: a failure to comply with the Institute's *Academic Integrity Policy* and related policies, procedures, directions or instructions – intentionally or unintentionally.

Collusion: an agreement between two or more parties to mislead or deceive others. Regarding coursework and assessments, the aim of collusion is usually to gain unfair advantage.

Contract cheating: a form of academic misconduct in which students get others to complete their coursework, assessment, or examination, and claiming the work is their own (also referred to as "ghost writing").

Exclusion: the suspension of a student's enrolment for a period of time.

Ghost writing: refer to "contract cheating".

On the balance of probabilities: based on evidence, the occurrence of the event was more likely than not.

Plagiarism: when work is submitted which includes the words or ideas of others without appropriate attribution or reference to the original author.

3. Preventing breaches of academic integrity

3.1. Students

The following measures are designed to support students in meeting academic integrity requirements:

3.1.1. Assessment Design

In designing assessments, academic staff incorporate strategies to eliminate or minimize opportunities for academic misconduct. This includes, but not limited to:

- assessment tasks that have clearly explained requirements, supported by well-designed marking criteria and marking rubric.
- measures that eliminate or minimize the possibility of academic misconduct are included in the assessment brief, such as:
    - written submissions are to include:
        - outlines or drafts; and/or
        - an oral presentation; and or
        - demonstration of ability and knowledge via a written or practical examination
        - academic referencing
        - submission of a similarity detecting software report e.g. turnitin
    - for non-written submission, part of the assessment may include
        - demonstration of skills and application of knowledge
        - evidence of research and findings
        - drafts or preparatory work
- assessment tasks in which breaches of academic integrity have occurred are redesigned
- regular rewriting of assessment tasks and/or examination questions to avoid repetition of assessments in which students have gained knowledge of the task

3.1.2. Student Orientation

The student orientation program includes information about academic integrity, particularly what academic misconduct is and how to avoid it such as:

- following the requirements in the assessment brief, and the advice of the lecturer
- seeking assistance from the lecturer, Learning Support and Library Staff.

All commencing students are required to undertake a tutorial on academic integrity as part of their orientation. Students who do not complete the tutorial during orientation will be contacted by the Learning Support Officer and will need to complete the tutorial within the first 2 weeks of commencement, or risk suspension of their candidature. The Learning Support Officer will maintain a record of students who have undertaken the tutorial.

Education campaigns on academic integrity will be developed based on recent good practice guidance from TEQSA and Australian higher education peak bodies (for relevant references, see Section 7).

3.1.3. Learning Support

Learning and academic skills support will be offered to students throughout their enrolment by Learning Support and Library staff. Support can be offered in the areas of:

- accessing resources
- researching
- paraphrasing and quoting
- acknowledging sources and referencing
- self-regulation

This support will be offered through scheduled workshops and individually on request.

3.1.4. Academic Integrity Declaration

As assessments are submitted via the LMS, students are required to declare that the work being submitted is their own, and there is no breach of academic integrity. On submission students will be advised that making a false declaration is a serious offence and will be taken into consideration if a breach of academic integrity has taken place.

3.1.5. Examination procedures

Examinations are to be conducted as outlined in the Institute's Examination Procedures.

3.2. Staff

The following measures are designed to support students in meeting academic integrity requirements:

3.2.1. Staff Induction

When inducting new academic and corporate staff, the manager is to include reference to the *Academic Integrity Policy* and this Procedure. They will also be advised to seek further support as required to maintain academic integrity from their manager, Learning Support and Library Staff, and will be advised of the availability of similarity detecting software, such as Turnitin.

Induction on academic integrity will be developed based on recent good practice guidance TEQSA and Australian higher education peak bodies (for relevant references, see Section 7). The induction of academic staff will include academic integrity regarding the development and use of teaching and assessment materials.

3.2.2. Self-regulation

Staff will be provided access with similarity detecting software, such as Turnitin. They are to use this software when they have referenced external documents in the development of new documents for the Institute, and rectify any issues identified with the similarity of their work with others prior to submitting the document for approval to their manager or a governance committee.

4. Dealing with breaches of academic integrity

4.1. Students

Following is the procedure to be adopted by staff regarding suspected breaches of academic integrity by students:

4.1.1. Recognition

Recognition of possible breaches of academic integrity is the responsibility of the lecturer, and needs to be support by clear evidence, such as:

- similarity detecting software report
- similarity with work submitted by another student, or by the same student for another assessment
- non-submission of required outlines, drafts, or preparatory work, as outlined in the assessment brief
- disparity between student's performance to date in course work and/or prior assessments
- breach of examination procedures

Without clear evidence, an allegation of academic misconduct is not to be acted upon.

When academic misconduct is suspected in group tasks, the steps within this procedure must be undertaken individually in respect to each student.

4.1.2. Enquiry

Lecturer notifies the relevant Program Coordinator of the suspected breach of academic integrity, who considers the evidence provided by the lecturer. If the Program Coordinator deems:

- the evidence does not substantiate a breach of academic integrity, the allegation is dismissed, and no further action is taken;
- the evidence indicates a possible breach of academic integrity the Program Coordinator informs the student via email within 5 working days and invites the student to a meeting at which the student can present their case. The email is to:
    - inform the student of the allegation;
    - advise the date and place of the meeting. The meeting should occur within 10 working days of the initial notification.
    - indicate that the student may bring a support person;
    - provide a copy of the Academic Integrity Policy and these Procedures
    - give the student an opportunity to submit a written statement by the date of the meeting as an alternative to, or supplement to the meeting.
    - If the student is unable to attend the meeting, the discussion may occur via email, teleconference, or video conference.

The Program Coordinator is to record this communication within the student information system, along with ongoing correspondence with the student.

In response to the enquiry, the Program Coordinator is to determine whether the evidence confirms:

- a breach of academic integrity has occurred, based 'on the balance of probability'. The Program Coordinator documents this in the student information system, and proceeds to Step 3;

- a breach of academic integrity has not occurred. The allegation is dismissed, the outcome recorded in the student information system and communicated to the student and the lecturer via email.

If the student does not respond to the meeting request, or chooses not to participate in the enquiry, the Program Coordinator is to determine whether the evidence confirms a breach has occurred or not.

4.1.3. Penalty

When the evidence confirms a breach of academic integrity has occurred, the PD is to determine whether the breach is:

- 'major' - deliberate, planned, significant in scale, and/or significant in scope.
- 'minor' - academic misconduct that is not deemed 'major'
- 'initial' – first time a breach has been confirmed
- 'repeated' – a breach has previously been confirmed

The Program Coordinator is then to determine an appropriate penalty for any minor, not repeated breach, based on the four criteria above. Penalties include (noted in ascending severity):

- a downgrade in the mark for the relevant assessment task. Any mark awarded will be based on submitted work that has not been part of the academic misconduct
- an alternative assessment task is to be undertaken by the student where the opportunity to breach academic integrity has been eliminated or reduced (e.g. an oral or invigilated individual examination)
- a zero mark for the assessment task
- a downgrade on the final grade in the unit
- referral to the Student Conduct Policy with a recommendation of suspension, exclusion or expulsion

Except for expulsion, each of these penalties is to be accompanied with a requirement for the student to undertake further training on academic integrity.

Any major (including initial or repeated) or repeated breach must be referred to the Dean for decision. An accompanying recommendation on how to respond to the breach must also be provided by the Program Coordinator.

The Program Coordinator's, or if applicable the Dean's, decision is recorded in the student information system and communicated to the student and the lecturer via email. If the student disagrees with the outcome of investigation, the student can access the appeals process outlined in the *Student Complaints and Appeals Policy*, which can be accessed on the Institute's website.

Appendix 1 provides an overview of the process for dealing with suspected student breaches of academic integrity.

4.1.4. Follow up

In response to breaches of academic integrity, the Program Coordinator reviews the assessment brief for which a breach occurred, and associated assessment practices, to determine if further developments are required to eliminate or minimise future occurrences.

The Dean reports breaches of academic integrity to the Academic Board and advises on measures being taken to eliminate or reduce opportunities for academic misconduct.

4.2. Staff

4.2.1. Recognition

Suspected breaches of academic integrity by staff are to be raised with the line manager and evidence provided. Without clear evidence, an assumption of academic misconduct is not to be acted upon.

4.2.2. Enquiry

The manager considers the evidence provided and determines whether the report and/or evidence indicates a breach of academic integrity, based 'on the balance of probability':

- has not occurred. In such cases, the allegation is dismissed, and no further action is taken.
- may have occurred – In such cases, the manager informs the staff member within 5 working days via email and invites the them to a meeting at which they can present their case. The email is to:
    - inform the staff member of the allegation;
    - advise the date and place of the meeting. The meeting should occur within 10 working days of the initial notification.
    - indicate that the staff member may bring a support person;
    - provide a copy of the Academic Integrity Policy and this Procedure
    - give the staff member an opportunity to submit a written statement by the date of the meeting as an alternative to, or supplement to the meeting.
    - If the staff member is unable to attend the meeting, the discussion may occur via email, teleconference, or video conference.

The manager is to maintain a record of associated correspondence and outcomes.

In response to the discussion, the manager is to determine whether the evidence confirms:

- a breach of academic integrity has occurred. The Program Coordinator documents this in staff files, and proceeds to Step 3.
- A breach of academic integrity has not occurred. The allegation is dismissed, the outcome noted and communicated to the staff member via email.

If the staff member does not respond to the meeting request, or chooses not to participate in the discussion, the manager is to determine whether the evidence confirms a breach has occurred or not.

4.2.3. Penalty

When the evidence confirms a breach of academic integrity has occurred, the manager is to determine whether the breach is:

- 'major' - deliberate, planned, significant in scale, and/or significant in scope.
- 'minor' – a breach that is not deemed 'major'
- 'initial' – first time a breach has been confirmed
- 'repeated' – a breach has previously been confirmed

The manager is then to determine an appropriate action for the breach, based on the four criteria above. Actions include (noted in ascending severity):

- review of the Academic Integrity Policy and this Procedure
- undertaking training on academic integrity

- performance management
- dismissal

The manager's decision is recorded in staff file and communicated to the staff member via email. If the staff member disagrees with the outcome of investigation, they can access the appeals process outlined in the *Staff Complaints and Appeals Policy*, which can be accessed on the Institute's website.

Appendix 2 provides an overview of the process for dealing with suspected staff breaches of academic integrity.

4.2.4. Follow-up

Breaches of academic integrity by staff is to be noted in the Risk Register, along with actions arising and the outcome.

5. Breaches

If a student or staff member is found to be in breach of this Procedure, she or he may be subject to disciplinary action in accordance with the relevant *Code of Conduct* and *Misconduct Procedure*, which can be accessed from the Institute's website.

6. Appeals

Appeals concerning any decision taken in relation to this Procedure should be made under the relevant *Complaints and Appeals Policy*, which can be accessed from the Institute's website. Overseas students may lodge an appeal with the Overseas Students Ombudsman.

7. References

Higher Education Standards Framework (Threshold Standards) 2021 – Part A, Standards 5.2, 6.2

National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 8

Australian Code for the Responsible Conduct of Research (2007)

TEQSA Good Practice Note: Addressing contract cheating to safeguard academic integrity

TEQSA Online Learning Good Practice - The prevention of contract cheating in an online environment

8. Acknowledgements

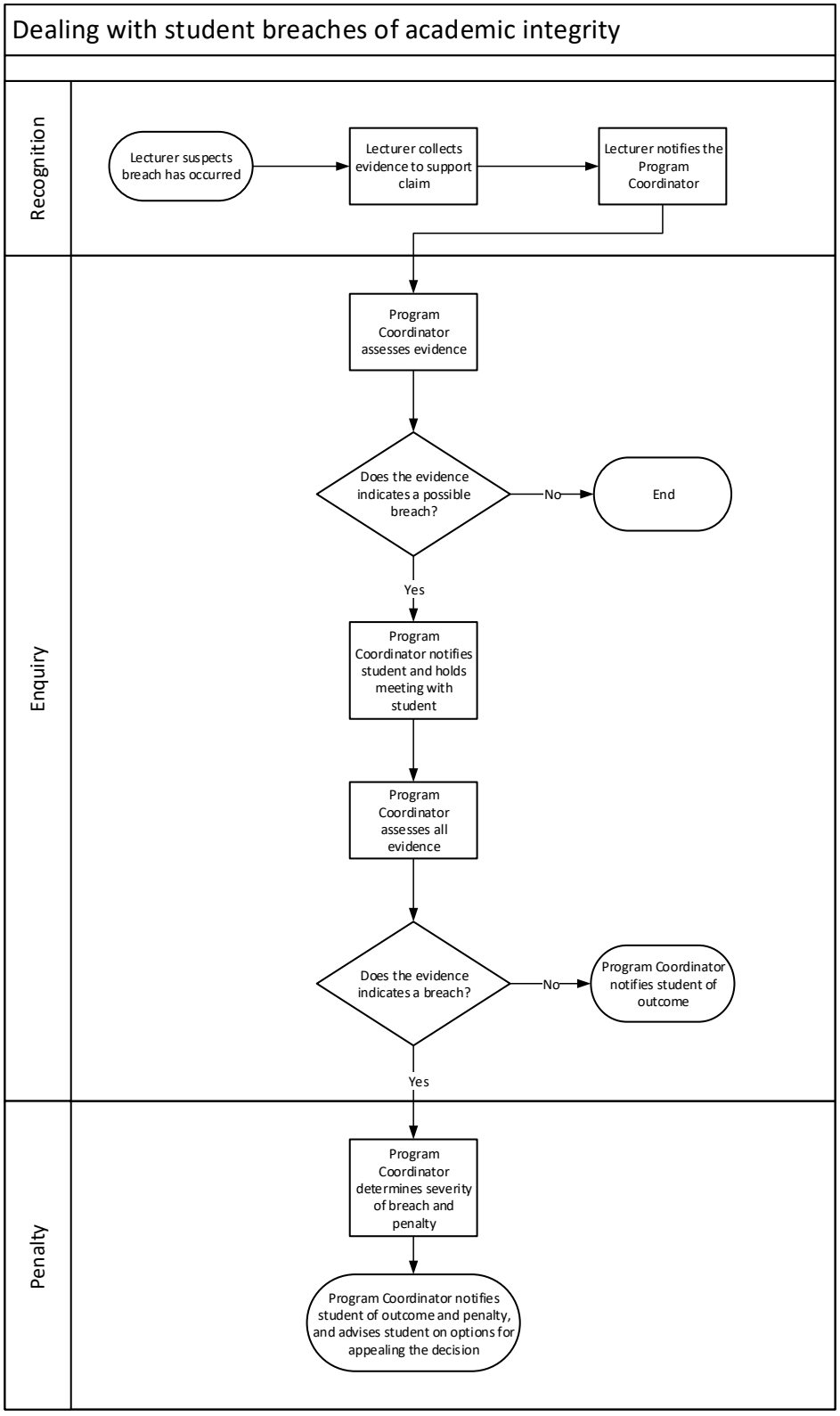
In developing this Procedure, the Institute acknowledges:

- *Think: Colleges: Academic Integrity Procedure*
- *TEQSA Guidance Note: Academic Integrity*

Document History:

Version	Date	Author	Reason	Sections
0.1	6/6/2017	Leanne McCoy	Revisions as per the AB meeting held 25th May 2017	all
0.2	07/08/17	Donna Mack	Updated after AB meeting on the 20/07/17	2 & 5
0.3	24/08/17	Donna Mack	Updated after the AB meeting on the 17/08/17	4 & 5
0.4	20/9/2017	Lincoln Aleck + Ed Green	Updated after the AB meeting on the 14/9/17	All
0.5	10/4/18	Stephen Andrews	Revised in response to Academic Board feedback 26/2/18, and approved Policy Development and Review Framework	All
0.6	16/5/18	Stephen Andrews	Revised in response to Academic Board feedback 23/4/18 and 16/5/18, and approved Policy Development and Review Framework	All
0.7	16/07/18	Julien Marechal	Flowcharts added in response to Academic Board's request at 16/05/18 meeting	Appendices 1 and 2
1.0	31/07/18	Julien Marechal	Amendments as requested by the Academic Board at its 23/07/18 meeting	All
1.1	8/08/2019	Julian de Meyrick	Revised in response to TEQSA feedback and approved by the Academic Board 8/8/19.	4.1.3
1.2	12/02/2020	Stephen Andrews	Amended to reflect new trading name 'Waratah Institute'. Revised in response to Academic Board review 30/01/2020	All 2, 3.2.1
1.3	4/08/2020	Stephen Andrews	Amended to note the level of certainty required to consider a suspected breach of academic integrity as proven. Approved by the Academic Board 4/08/2020	2, 4.1.2, 4.2.2, 7
1.4	04/01/2022	Zoe Williams	Amended to reflect new corporate name Australian Institute of Business Intelligence; abbreviated to the Institute and new logo; and updated references to the Higher Education Standards Framework 2021	All

Appendix 1 – Student breaches of academic integrity



Appendix 2 – Staff breaches of academic integrity

