



Academic Integrity Policy

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Authority for establishing the Policy

HE Institution Board of Directors

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Related policies and procedures

Student Charter

Assessment Policy

Student Grievances and Appeals Policy

Student Academic Integrity Website

Description

This document provides an institution-wide approach to promoting the core values of academic integrity (honesty and trust) among students, for preventing and managing breaches of academic integrity. The policy also explains the roles and responsibilities of staff and of students. The Institution is committed to educating students about what is intellectual property, why it matters, how to protect their own, and how to legitimately access other people's work.

Policy stakeholders

All staff and students of the institution are responsible for academic integrity. Staff other than those bound by professional standards relating to client confidentiality, who in the course of their work have knowledge of a possible breach of academic integrity, are required to report these concerns along with the evidence of the breach. Students who witness or have knowledge of possible breaches of academic integrity are encouraged to report the matter.

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1. POLICY SCOPE

To ensure the institution takes a consistent, equitable and transparent approach to academic honesty amongst staff and students. The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the institutional community to abide by the principles of academic honesty.

Academic honesty is an integral part of the core values and principles contained in the Institutions 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 Institution's objectives is to produce ethically and socially aware graduates, capable of applying the skills and knowledge they have developed at the institution to all aspects of their lives, as well as to their academic work.

Academic dishonesty undermines the integrity of the institution, academic awards and assessment processes, and damages the institution's reputation. It also reduces the effectiveness of a student's time at the institution.

2. POLICY PURPOSE

Academic integrity and honesty are fundamental to the work of the institution in advancing the histories of individuals and communities. Ethical and honest behaviour is integral to maintaining the academic standing of institution's qualifications. The Institution requires that all its staff and students behave according to high standards of academic honesty in any assessment, research and publications in which they engage.

This policy reflects the vigilance of the institution in curbing the incidence of plagiarism and providing clear and fair procedures for managing this. Every first year course includes a period of academic apprenticeship for students in transition to tertiary study, introducing them into the conventions and language of academic writing as these apply to that unit of study. Typically, an Academic apprenticeship will provide students with practical exercises designed to:

- develop language skills in a subject area. This can involve tasks requiring students to synthesise ideas from different reading materials relevant to that subject area and to present these in written form using the appropriate referencing system;
 - clarify referencing requirements; clarify what things should be quoted; teach them how to summarise; introduce students to the requirements and expectations arising under this policy. For example, it is expected that students will be able to access Acknowledgement/Referencing/Plagiarism workshops and/or on-line support. The practical nature of these exercises dictates that this work is commenced at the beginning of a course, and reinforced throughout the course to nurture the development of their academic language
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3. ACADEMIC INTEGRITY

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 IN ASSURING ACADEMIC INTEGRITY

The **Institution** is responsible for:

- providing information about this policy to all students and staff, including those staff employed by partner institutions to deliver institution topics;
- taking steps to ensure consistent and equitable application of this policy;
- taking steps to ensure timely investigation of allegations of breaches of academic integrity;
- providing access to an appeal process;
- maintaining the Academic Integrity Management component of the website.

Staff are responsible for:

- being aware of the policies and procedures in relation to academic integrity; providing examples of good academic practice by appropriately acknowledging the work of others in their teaching and research;

- familiarising themselves with the information provided on the Academic Integrity Management component of the University web site;
- providing clear instructions to ensure students are aware of common conventions in relation to expectations of academic integrity, as well as the specific requirements of the disciplines;
- determining whether electronic text matching software is to be used, and if so, complying with the Protocols for the Use of Electronic Text Matching Software (Appendix A);
- providing students with appropriate guidance, learning activities and feedback on academic integrity;
- communicating to students the assessment methods and expectations relating to academic integrity;
- communicating to students the acceptable level of working together and how their work will be individually or jointly assessed;
- designing assessment tasks that minimise the potential for breaches of academic integrity.

Executive Deans are responsible for:

- ensuring that School Deans or nominees understand their responsibilities under this policy;
- taking steps to ensure that the policy is implemented.

Students are responsible for:

- submitting original work for assessment which meets the requirements of academic integrity;
- informing themselves about the expectations of the University and relevant discipline by utilising the information provided by the University and staff. The University has made available the Academic Integrity Management component of the University web site and electronic text matching software for this purpose;
- taking advantage of the education opportunities provided for education on academic integrity, and seeking additional assistance if required;
- adhering to any instructions given by staff about the acceptable level of working together and how their work will be individually or jointly assessed;
- acknowledging that they are aware of, and have met the requirements of academic integrity, by signing an appropriate statement with all assessed work.

5. PROMOTING ACADEMIC INTEGRITY

5.1 Promoting a culture of Academic Integrity

The institution 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. Academic integrity and cases of academic misconduct will be managed as an educative process for students.

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. 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 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.

5.2 Ensuring academic integrity in assessment

The institution's strategy for reducing opportunities for breaches of academic integrity in assessment includes:

Setting assessments: assessments are set in such a way that academic integrity breaches becomes difficult, (e.g., using local or specialised case materials for analysis, avoiding widely available case material, requiring multiple case studies or material from multiple sources to be included in student work, by varying assignment tasks from year to year etc).

Educating students about best practice: students are helped to learn best practice in academic writing, each school/department provides discipline-specific annotated examples to show work which is clearly plagiarised, work which is acceptably paraphrased and work which is correctly referenced. Support for academic study skills: study skills support is provided to students, particularly support designed to promote good practice in academic writing. The Guide to learning services sets out the study resources and support available to students on campus.

Staff awareness: all teaching staff are regularly made aware of the Academic Integrity procedures.

Supporting ESL (English as a second language) students: whilst recognising that all students can engage in academic integrity breaches, the Institution provides a range of resources prior to and during their degree studies specifically to support ESL students in their study and writing skills.

Academic integrity declaration: each student is required to sign an academic declaration on every assessment item they submit. There is a standard form of words for the declaration, and every school/department and program is required to use it.

6. ACADEMIC INTEGRITY BREACHES

6.1. Specify what constitutes an academic integrity breach at your institution

A breach of academic integrity encompasses all behaviour involving the misrepresentation of academic achievement, whether intentional or unintentional.

Student academic misconduct includes, but is not limited to:

Cheating in examinations and tests: occurs when a candidate: 1) communicates, or attempts to communicate, with a fellow candidate or individual who is neither an invigilator or member of University staff; 2) copies, or attempts to copy from a fellow candidate; 3) attempts to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device; or 4) impersonates another.

Fabrication of results: occurs when a student claims to have carried out tests, experiments or observations that have not taken place, or presents results not supported by the evidence.

Misrepresentation: occurs when a student presents an untrue statement or does not disclose any information or matter where there is a duty to disclose such information or matter.

Plagiarism: occurs when the work of another is represented, intentionally or unintentionally, as one's own original work, without appropriate acknowledgement of the author or the source.

This category of academic misconduct includes but is not limited to the following: 1) collusion, where a piece of work prepared by a group is represented as if it were the student's own; 2) acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by: a. purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned; b. submitting a paper written by another person, either by a fellow student or a person who is not a member of the University; 3) duplication of the same or almost identical work for more than one assessment item; 4) copying ideas, concepts, research data, images, sounds or text; 5) paraphrasing a paper from a source text,

whether in manuscript, printed or electronic form, without appropriate acknowledgement; 6) word for word copying, cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work; 7) submitting as one's own work all or part of another student's work, even with the student's knowledge or consent. A student who willingly assists another to plagiarise (for example by willingly giving them access to their own work) is also breaching academic integrity, and may be subject to disciplinary action.

The institution regards academic misconduct as unacceptable, because it undermines the core values of academic integrity (honesty and trust).

6.2. Classification of academic integrity breaches

Level 1: Minor Academic Misconduct

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.

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.

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:

- minor plagiarism such as inadequate or inconsistent referencing, paraphrasing too close to the original;
- 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;
- copying of answers to questions at the end of laboratory practicals.

Level 2: Moderate Academic Misconduct

Instances of academic misconduct are deemed MODERATE where the misconduct may be reasonably judged to be a moderate breach of ethical scholarship and includes:

- moderate plagiarism (refer Section 6), in an assessment item other than a thesis or dissertation;
- recycling an item of assessment from one unit and re-submitting it in complete or substantial form for another assessment;
- fabricating or falsifying data, experimental results or sources of information in an assessment item other than a thesis or dissertation;

- 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.

Level 3: Major Academic Misconduct

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):

- 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.
- Major plagiarism (refer Section 6), particularly in a thesis or dissertation;
- Fabricating or falsifying data, experimental results or sources of information in a thesis or dissertation

6.3 Academic integrity breach outcomes

All allegations of academic dishonesty will be dealt with (and penalised where substantiated) in accordance with this policy.

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:

- a deduction of up to 10% of marks for inappropriate referencing or unfair academic benefit (if the work has been marked), or
- a mark or re-mark of the work as it stands, taking into account the inappropriate referencing and/or unfair academic benefit, or
- 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:

- receive a written warning that subsequent breaches will not be treated as the result of a misunderstanding, AND
- have the warning recorded in the Faculty Academic Dishonesty Register maintained by each Faculty's Associate Dean (Learning and Teaching) or equivalent, AND

- be directed to appropriate education resources to improve their academic skills, such as referral to the Centre for Learning and Professional Development.

Where it is determined that there is no misunderstanding, the penalty for the first formal breach is:

- a mark of zero for the assessment task, AND
- 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:

- to re-submit the task, or (if the assessment task was an examination) to sit an additional examination and may also
- 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.

The penalty for a second formal breach is:

- a mark of zero for the assessment task, AND
- a Fail for the course, AND
- a further record in the Central University Academic Dishonesty Register.

The penalty for any subsequent formal breach is

- a mark of zero for the assessment task, AND
- a Fail for the course 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.

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.

6.4 Academic integrity breach decision makers

Each school has at least one Academic Integrity Officer that oversees each case of suspected academic misconduct. They ensure that all cases are handled quickly and consistently. This flowchart provides an overview of the process (PDF 20kb - opens in a new window).

AIOs facilitate the:

- interpretation and implementation of policy
- initial management of reported cases of academic misconduct
- making judgments on cases of academic misconduct
- consistency of outcomes when academic misconduct is proven
- regular reporting to relevant Heads of Schools, School boards and Division teaching and learning committees.

Note: For research degree students academic integrity matters are dealt with by the Deans of Research.

7. ACADEMIC INTEGRITY DECISIONS

7.1. Academic Integrity Decision-making process

The Student Academic Misconduct Process is illustrated as a flow chart in Diagram 1.

The flow chart in Diagram 1 is necessarily an abbreviated and partial representation of the Student Academic Misconduct Process and in the event of any inconsistency between it and the text of this policy, the text of this policy shall prevail.

Notifying a Concern about Academic Misconduct

A concern about academic misconduct may be notified to either the Tier 1 Decision Maker (Course Convenor) or to the Student Academic Integrity Co-ordinator who shall refer it to the appropriate Decision Maker.

Receipt of Concern by Tier 1 Decision Maker

On receipt or identification of a concern of academic misconduct by the Tier 1 Decision Maker, a Concern about a Possible Breach of Academic Integrity Form is completed by the Tier 1 Decision Maker and the relevant annotated assessment item or a copy, which has been affected by the misconduct is attached for forwarding to the Student Academic Integrity Co-ordinator. At this point the Tier 1 Decision Maker may choose to notify the student by e-mail advising that a concern has been raised and returning a copy of the annotated student's assessment item, keeping the original for investigation.

Initial Action by Student Academic Integrity Co-ordinator

The Student Academic Integrity Co-ordinator checks the student's record in the Student Academic Integrity Management System, updates it with the current concern and refers the matter to either a Tier 1 Decision Maker via partially completing the Tier 1 Academic Integrity Closure Form or to a Tier 2 Decision Maker via partially completing the Tier 2 Academic Integrity Closure Form, along with a copy of the affected assessment item.

The following are referred to the Tier 1 Decision Maker:

- Cases assessed by the Student Academic Integrity Coordinator to be Tier 1 Cases

The following are referred to the Tier 2 Decision Maker:

- Cases assessed by the Student Academic Integrity Coordinator to be Tier 2 Cases.

The Tier 2 Decision maker also considers:

- Cases referred by the Tier 1 Decision Maker
- Cases where the student appeals the decision of the Tier 1 Decision Maker

Tier 1 Process - Investigation and findings

If the matter is to be dealt with by the Tier 1 Decision Maker the Student Academic Integrity Co-ordinator advises the Tier 1 Decision Maker via e-mail that they are the decision maker, attaches a draft letter to be sent to the student formally notifying them of the concern and a partially completed Tier 1 Academic Integrity Closure Form containing details about the student's academic performance and the number of credit points the student has completed (GPA and academic standing status).

In this e-mail, the Student Academic Integrity Co-ordinator identifies program based support (in the form of the Program Convenor/Director, or First Year Advisors) for the Course Convenor, if required. The Head of School receives a copy of this e-mail and its attachments, so they are informed of all academic integrity concerns.

The Tier 1 Decision Maker may choose to edit the draft letter before sending it via e-mail to the student outlining the concerns, identifying the conduct of the student which has raised the concern and asking them to respond in writing or via an interview within fourteen days of the date of the e-mail.

The Tier 1 Decision Maker conducts an investigation of the possible breach giving the student an opportunity to respond to the possible breach (in writing via e-mail, face-to-face or on the telephone). A meeting may be arranged with the student who may be accompanied by a support person. The meeting may also include one or more of the following: the First Year Advisor, Program Convenor, and Student Academic Integrity Co-ordinator.

If the student does not respond within the fourteen day timeframe then the Tier 1 Decision Maker investigates the concern, reaches a decision and selects a response, finalises the partially completed Tier 1 Academic Integrity Closure Form and forwards it via e-mail to the Student Academic Integrity Co-ordinator.

7.2. Identification of potential Academic Integrity breach

The following may detect a possible breach of academic integrity:

Examiner: An individual who is responsible for assessing any aspect of a student's performance in a course. The examiner may be internal or external to

the University. The primary responsibility for detecting concerns about possible breaches of academic integrity rests with individual examiners, who should be alert to the possibility of finding misconduct in students' work. The use of 'text matching' software facilitates this process. However, the examiner must use their specialist knowledge and academic judgement in deciding what is and what is not acceptable. If an examiner has concerns about the student's work they must report these concerns to the relevant Course Convenor.

Invigilator: An academic staff member, postgraduate student (not invigilating postgraduate courses) or person external to the University employed on a casual basis, responsible for the proper and efficient conduct of an examination. An invigilator is responsible for detecting student behaviour that could be construed as cheating or another form of misconduct in an examination. In such cases the invigilator may ask the student concerned to move to another position or, in the event that the student is creating a disturbance, ask the student to desist. If the student fails to comply, the invigilator may require the student to leave the examination room. Immediately following the conclusion of the examination, the invigilator is required to make an incident report to the Manager, Examinations that includes evidence of alleged cheating or other misconduct. The Manager, Examinations conveys the incident report to the Student Academic Integrity Coordinator and provides a copy of the report to the relevant Course Convenor. If the examination is not centrally managed by Exams and Timetabling, the incident report is provided by the invigilator to the relevant Course Convenor.

University staff: University staff, other than those bound by professional standards relating to client confidentiality, who in the course of their work have knowledge of a possible breach of academic integrity, are required to report these concerns to the Student Academic Integrity Co-ordinator along with the evidence of the breach.

4.4 Students: Students of the University who witness or have knowledge of possible breaches of academic integrity are encouraged to report the matter to the relevant Course Convenor or to the Student Academic Integrity Co-ordinator.

7.3. Notification of breach to an appropriate authority

A notification of a concern of an academic integrity breach should be made for the purpose of investigation to the following:

Student Academic Integrity Co-ordinator: University staff member responsible for keeping a record of all concerns and proven breaches of academic integrity. The duties of the Co-ordinator include keeping a record of all cases, including reports from Course Convenors, and from cases heard by the Dean (Learning & Teaching), giving information and other support to Course Convenors to assist them in discharging their duties and managing the Student Academic Integrity Management System.

Head of School: The academic staff member responsible for assigning convenors to courses. The Head of School receives a copy of emails and

attachments prepared by the Student Academic Integrity Co-ordinator advising the Course Convenor that they are the decision maker, so they are informed of all academic integrity concerns being managed within their school.

Program-based Support: Academic staff responsible for the management of a program (e.g. Program Convenor, First Year Advisor) in which the course is taught and the student is enrolled. The Course Convenor may seek support from the Program Convenor and/or the First Year Advisor for the program, in which the student is enrolled, in making contact and meeting with the student about whom a concern is raised.

Course Convenor: The academic staff member appointed by the Head of School to have responsibility for the teaching and assessment of a course. The responsibilities of the Course Convenor include initial receipt or identification of concerns about possible breaches in academic integrity at undergraduate and postgraduate coursework levels, reporting concerns to the Student Academic Integrity Co-ordinator, providing the Student Academic Integrity Co-ordinator with evidence of the concern, acting as the Tier 1 Decision Maker and reporting outcomes to the Student Academic Integrity Coordinator for recording on the Student Academic Integrity Management System.

Dean (Learning & Teaching): The academic staff member appointed by the University Council who reports to the Group Pro Vice Chancellor and is responsible for the determination of grades from individual examiners, individual student cases, monitoring of results and for the provision of advice on student achievement, in respect of all programs which are the responsibility of that Group with the exception of higher degrees by research. The Dean (Learning & Teaching) acts as the Tier 2 Decision Maker as set out in the policy on Student Academic Misconduct.

7.4. Referral of breach to Academic Integrity Decision-maker

The breach documentation required to be provided to an Academic Integrity Breach Decision-maker includes:

- Concern about a Possible Breach of Academic Integrity Form
- Tier 1 Academic Integrity Closure Form
- Tier 2 Academic Integrity Closure Form
- Annotated assessment task
- Similarity report from Text matching
- Invigilator report

7.5. Preliminary assessment by Decision-maker

Four factors are considered in determining the seriousness of an act of academic misconduct:

- the type of misconduct

- the extent of the misconduct
- the experience of the student
- the intent of the student

Cases of academic misconduct are classified into two tiers - Tier 1 (less serious) and Tier 2 (more serious) For guidance in assessing the seriousness of an act of academic misconduct and determining whether it is a Tier 1 or a Tier 2 case refer to Institutional Framework for Promoting Academic Integrity among Students.

7.6. Communication of Students' rights in the decision-making process

A 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.

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

The Tier 1 Decision Maker may choose to edit the draft letter before sending it via e-mail to the student outlining the concerns, identifying the conduct of the student which has raised the concern and asking them to respond in writing or via an interview within fourteen days of the date of the e-mail.

The Tier 1 Decision Maker conducts an investigation of the possible breach giving the student an opportunity to respond to the possible breach (in writing via e-mail, face-to-face or on the telephone).

A meeting may be arranged with the student who may be accompanied by a support person. The meeting may also include one or more of the following: the First Year Advisor, Program Convenor, and Student Academic Integrity Co-ordinator.

If the student does not respond within the fourteen day timeframe then the Tier 1 Decision Maker investigates the concern, reaches a decision and selects a

response, finalises the partially completed Tier 1 Academic Integrity Closure Form and forwards it via e-mail to the Student Academic Integrity Co-ordinator

7.8. Consideration of relevant matters in determining outcome

To ensure procedural fairness (i.e. that each individual student case is assessed on its own merits and without bias or prejudgement) each and every separate concern about a breach of academic integrity is investigated as an individual event. Consequently, no decision maker shall be given access to the information in the student's record from the Student Academic Integrity Management System during the process of investigation. If a finding of academic misconduct is made, for the purposes of determining an appropriate Educational Response or Penalty, the Decision Maker will be informed of the student's record by the Student Academic Integrity Co-ordinator.

When in the investigation of an alleged breach there is discovery of further unrelated separate breaches, each such breach will be managed by the Student Academic Integrity Co-ordinator through the academic misconduct process separately and independently. In this process students are given the opportunity to respond to any concerns raised, to be advised of any information or material available to the decision maker upon which they propose to rely, and to be made aware of the appeals processes.

A decision about the consequences a student should bear as a result of having a case of academic misconduct found against them needs to take account of:

- the intent and the level of remorse exhibited by the student
- the seriousness of the academic misconduct including the type and extent of misconduct engaged in by the student
- the student's explanation of the situation
- the extent of the affected work and its importance in the context of the course or dissertation/thesis component
- the stage of the student in their program
- the extent of the student's knowledge of the concept of academic misconduct (experience of the student)
- the experience of the student and previous findings of academic misconduct against the student for the outcome to be proportional to the breach.

Selection of one or more of the following outcomes should not only be proportional to the breach but facilitate a graduated response if the student continues to engage to the same extent in the same type of misconduct or if the student's engagement in academic misconduct escalates.

7.9. Communicating the decision.

The Co-ordinator enters the decision on the Student Academic Integrity Management System and prepares, on behalf of the Course Convenor, a letter informing the student of the decision.

This letter (e-mail) to the student addresses:

- what specific actions of the student raised concerns
- what the subsequent actions to these concerns were
- 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
- the serious consequences of subsequent offences, and spells out the actions and penalties that will be applied.
- where relevant, the student's rights and the process of appeal to the Tier 2 Decision Maker (Chair of the Assessment Board) under the provisions of the Student Grievances and Appeals Policy .

There is normally a four week (28 days) timeframe from case identification to case closure. At 21 days, if a completed Tier 1 Academic Integrity Closure Form has not been received the Tier 1 Decision Maker is reminded by the Student Academic Integrity Co-ordinator, via e-mail, of the timeframe for closing the concern.

8. RECORDKEEPING

The Student Academic Integrity Co-ordinator controls access to the Student Academic Integrity Management System. The student's record is used by the Student Academic Integrity Co-ordinator to determine whether the student's case needs to be referred to the Tier 2 Decision Maker and to inform the Tier 1 or Tier 2 Decision Maker for the purpose of determining an Educational Response and/or a Penalty, after a finding of academic misconduct has already been determined.

All Educational Responses and Penalties are recorded on the Student Academic Integrity Management System. The fact that the University has imposed a Penalty, based on a finding of academic misconduct, shall not be recorded on a student's academic transcript, with the exception of the penalty of exclusion from the University. Where a penalty of exclusion is imposed by a Tier 2 Decision Maker, the academic record will bear the annotation "excluded from the University on (date) for disciplinary reasons".

9. APPEALING THE DECISION

Where any Penalty for academic misconduct is imposed as provided for in Penalties section, a student may appeal to the University Appeals Committee under the provisions of the Student Grievances and Appeals Policy. The student is informed of the right of appeal in the correspondence advising of the imposition of a Penalty.
