



**STUDENT ACADEMIC INTEGRITY POLICY**

<b>Section</b>	Academic
<b>Contact</b>	AVC Academic & International
<b>Last Review</b>	November 2010
<b>Next Review</b>	November 2013
<b>Approval</b>	AB10/110

**Purpose:**

Massey University has a strong commitment to academic integrity as a core academic value. The purpose of this Policy is to provide a framework for staff regarding the development of academic integrity as a core value for students, and for the management of allegations of breaches of academic integrity by students. The principles underpinning the process are primarily educative but also disciplinary; both approaches are needed in a context of high academic expectations.

**Policy:**

Academic integrity comprises all forms of scholastic honesty underpinned by the framework and its components described below.

**Educative framework**

Massey University is committed to the development and practice of academic integrity as a core value of its students. This commitment is most clearly expressed in the educative framework which has two purposes: to teach students skills and practice related to information literacy and academic integrity, and to develop staff’s understanding of how to integrate the principles of academic integrity and information literacy into their teaching. The educative framework is multi-faceted and includes written resources (paper-based and online), and academic workshops and tutorials for students, and resources, workshops, and the support of an Academic Integrity Officer for staff.

**Framework:**

There are six components to the academic integrity development and management framework:

1. Educative framework for both staff and students. The resources available to students and staff to assist them with the understanding of the conventions of academic writing, information literacy and academic integrity, and development of appropriate skills and values. A range of resources are available in both hard copy and on-line. For the on-line resources see the [Academic Integrity \(AI\) webpage](#)
2. The Student Disciplinary Regulations. This is the Massey University regulatory framework within which academic integrity breaches are managed.
3. Academic Integrity Officers (AIO). These staff provide advice and assistance at the Academic unit level for all matters pertaining to academic integrity. They are responsible for assisting staff at Level 1 and managing the academic breach process at Level 2. (Level 3 breaches are managed by either the Assistant Vice-Chancellor Academic and International or the Assistant Vice-Chancellor Research).
4. Academic Misconduct Register (AMR). The Academic Misconduct Register is used for three purposes:



- To determine that attendance at the Student Learning Development Services (SLDC) has taken place,
  - To identify previous breaches so that escalation of penalties can be considered,
  - To provide an internal quality assurance mechanism for the University Disciplinary Advisory Committee (UDAC) to monitor the way that Massey University manages the process both in terms of consistency and frequency over time,
5. Communication of the process for staff occurs primarily via the AIOs. Communication for students begins at commencement of study and continues throughout their student life through the AI webpage, course materials and other resources available in the library (e.g. APA manuals).
6. Detection. A text-matching programme called Turnitin® is deployed at Massey University. Staff reserve the right to use this programme as required.

## **Definitions:**

Any reference to the Policy means the Student Academic Integrity Policy.

Any reference to the Procedure means the Procedure for Managing Breaches of Academic Integrity.

Any reference to the Regulation refers to the Student Disciplinary Regulations previously called the Disciplinary Procedures for Students.

Any reference to the Proctor means that person who is designated by the University to investigate Level 3 breaches of Academic Integrity.

Academic Integrity comprises all forms of scholastic honesty. Examples of breaches include but are not limited to:

- Plagiarism. This is defined by the university as:
  - Copying of sentences, paragraphs, computer files, research data, creative products that are the works of other persons, without appropriate acknowledgement.
  - Closely paraphrasing sentences, paragraphs or themes without appropriate acknowledgement.
  - Submitting one's own previously assessed or published work for assessment or publication elsewhere, without appropriate acknowledgement and/or approval.
  - Substituting material obtained from internet-based essay depositories (paper mills) or similar sources.
  - Submission of work overly reliant on model answers or sample solutions provided in the course materials.
- Cheating in any examination or test. For example, use of crib cards, cell phones or study notes in an examination setting.
- Submitting an individual assignment written entirely or in part by another person (e.g. ghost writing and collusion).
- Presenting data with respect to laboratory work, clinical placements, practica, field trips or other work that has been copied or falsified.
- In the case of collaborative projects, falsely representing the individual contributions of the collaborative partners.



- Presenting data obtained improperly. e.g. data collected without prior approval of the relevant ethics committee ethical considerations.
- Any misrepresentation in relation to academic achievement or records.
- Any assistance given by a current student to another student to be dishonest or fraudulent with academic assessment.
- Disclosing or assigning Intellectual Property in which the University can reasonably be said to have an interest outside the channels prescribed by the University's Intellectual Property Policy.
- Any breach of the Code of Responsible Research Conduct by a student (note: student research misconduct is managed through the process described in this policy. Thus any doctoral student, even if they are staff, are dealt with through this process; however, other staff research misconduct is managed through the disciplinary process described in the Code of Responsible Research Conduct).

## **Audience:**

This policy applies to all types and levels of breaches of academic integrity by students regardless of whether the breach occurs in taught or research papers or research documents.

## **Procedure for processing any allegation of a breach of academic integrity**

The procedure for managing an allegation of a breach of academic integrity is described in the associated procedures document entitled Procedure for Managing Breaches of Academic Integrity.

## **Notes regarding the procedure:**

1. **Natural Justice** means ensuring that the standards of procedural fairness are met, and seen to be met, at all times, including the following four basic requirements. The respondent:
  - a) be given notice of the complaint and the process to be used;
  - b) be given the opportunity to respond to the complaint;
  - c) the decision-maker(s) must act impartially, honestly and without bias at all times;
  - d) have the right to representation, including legal representation.
2. **Determine the level of seriousness of any allegation of a breach of academic integrity**

There are three levels of seriousness, Level 1, Level 2, and Level 3. The level of seriousness determined dictates which staff member is responsible for dealing with the allegation. In addition, the range and seriousness of possible outcomes also increases as the level increases.

Level 1 breach is the lowest level and is typically managed informally by the staff member involved, in consultation with the academic unit AIO if required.

Level 2 breach occurs when any of the three criteria used to categorise the breach, namely the extent, nature or expectation of the student, are higher than a Level 1 breach. These allegations are managed by AIO's.



Level 3 breach refers to a significant breach of expected academic integrity standards where either the extent, nature, student expectation, or a combination of any of the three are such that the breach should be assessed by the university's highest academic misconduct authority namely the AVC(A&I) or the AVC(R).

Specific examples of Level 3 breaches include:

- Large scale misrepresentation of material submitted for assessment. This could include collusion, fabrication or falsification of data.
- Use of assignments from a paper mill or other internet site.
- Theft of intellectual property.
- Any doctoral student misconduct regardless of the extent.

### 3. **Criteria**

There are three criteria for determining the level: extent of the breach, nature of the breach and the experience of the student. This is a qualitative assessment only. Academic staff should consult with Academic unit AIOs as required to determine the level of breach. Guidance is provided in the table on page 8 of this policy. The three criteria include:

#### **Extent**

The extent relates to the proportion of material in an assessment that is alleged to be inappropriately used. This often relates to plagiarism and refers to the proportion of an assignment that is matched against secondary source. There is no hard and fast rule to apply to the proportion that is unacceptable and the Turnitin Similarity Index should only be used as a guide. Large segments of an assignment may be either directly or very closely matched against other secondary sources and the conventions for acknowledging the author are not followed.

#### **Nature**

The nature of the breach involves students participating in any deceptive practice or misrepresenting the originality or ownership of the material submitted for assessment. Examples include but are not limited to:

- One or more students caught cheating in a term or other non - invigilated test.
- A submission of a computer file or research data that appears to be fabricated.
- Poor paraphrasing that may resemble nothing more than word substitution.
- Collusion with one or more other students.

#### **Expectation**

Expectation refers to the reasonable expectation of staff concerning a student's understanding of academic integrity matters. For example an academic Integrity breach may not amount to a significant proportion of an assessment; however, if the student through the length of time at Massey University is expected to understand the required academic integrity conventions, then the breach may be considered at a higher level.

### 4. **Academic Misconduct Register (AMR)**

The University maintains a register (AMR) of all previous cases where students have been found guilty of level 2 and 3 allegations. The database manager in the office of the AVC (A&I) is to be notified when such breaches occur.

This record exists for three purposes:

- To determine that attendance at the SLDS has taken place,
- To identify previous breaches so that escalation of penalties can be considered,



- To provide an internal quality assurance mechanism for the University Disciplinary Advisory Committee (UDAC) to monitor the way we manage the process both in terms of consistency and frequency over time,

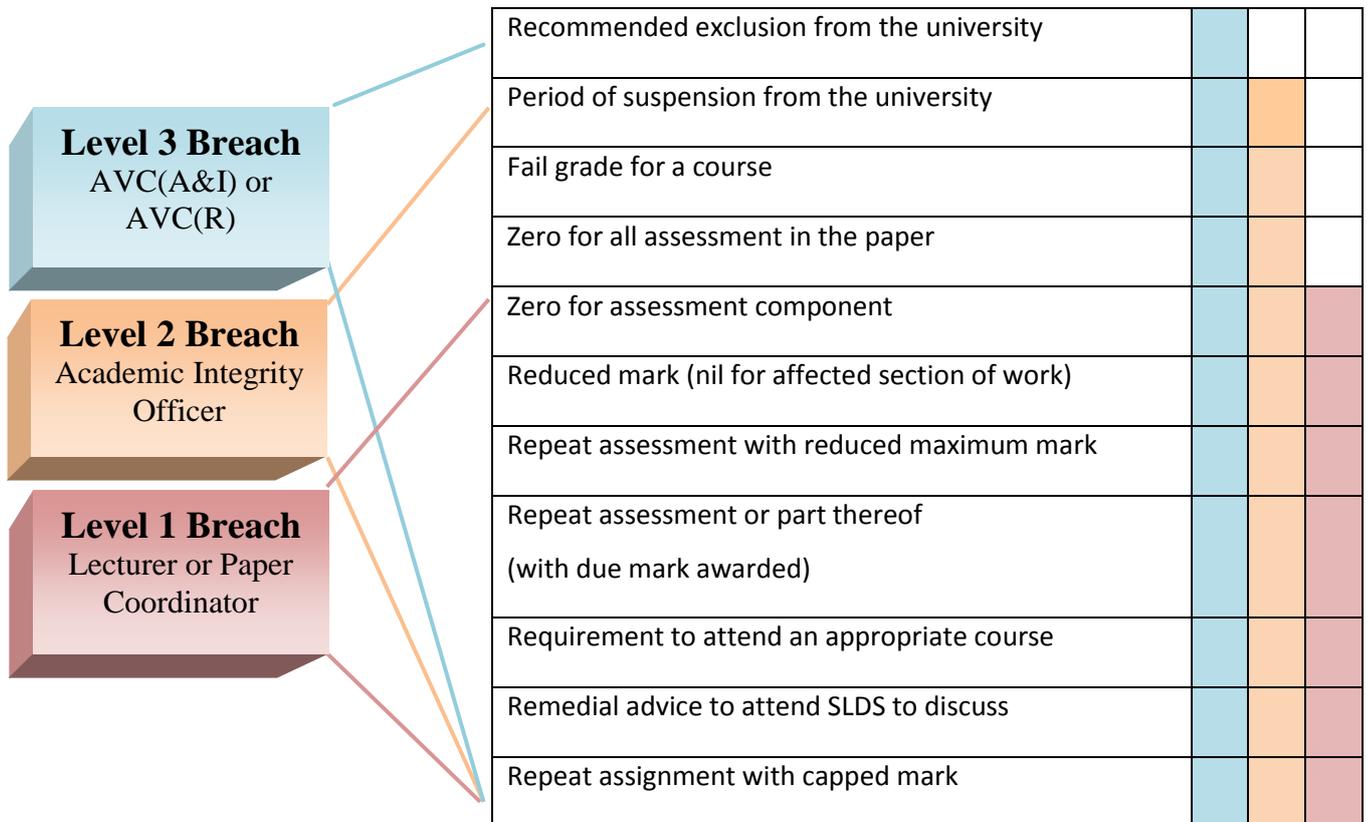
**Access to the database is limited to only the Database Manager in the Office of the AVC(A&I). Information will only be given to AIOs after guilt has been established and not prior to determination of a penalty.**

**5. Academic Integrity Officers**

All staff have access to a College Academic Integrity Officer. This staff member has the delegated authority to dispose of breaches of academic integrity, primarily at Level 2. See Appendix 1 for the specific roles and responsibilities of the AIO.

**6. Determination of the Penalty**

The penalty options available for each level of breach are shown in the diagram below. The options increase in severity in line with the increase in level. The list may also be augmented by *mandatory* remedial processes i.e. that the student is required to attend a specific course at the SLDS.



**7. Notify student of the outcome**

Template letters are provided in the procedure for the management of academic integrity breaches.



## 8. Student Record

The paper coordinator will adjust the student's mark if required. If a final result has been withheld (NF) pending the determination of an outcome of an allegation of breach of academic integrity, the paper coordinator should put through a change of grade form. No additional textual entry is to be entered onto the student record unless exclusion was the outcome of the hearing.

## 9. Notify the AMR Manager

Notify the AMR manager of the outcome of the Level 2 or Level 3 allegation so that an entry can be included on the database for future reference.

## 10. Appeal procedure

Outcomes of either Level 1 or Level 2 breaches, where the outcome is resolved between the AIO and the respondent, may **not** be appealed. Any other Level 1 or Level 2 breach may be appealed in accordance with the Student Disciplinary Regulations.

### **Audience:**

All staff and students

### **Relevant legislation:**

N/A

### **Related Procedures or Documents:**

- [Student Disciplinary Regulations](#)
- [Procedure for Managing Breaches of Academic Integrity](#)
- [Code of Responsible Research Conduct and Procedures for Dealing with Misconduct in Research](#)
- [Intellectual Property Policy](#)

### **Acknowledgement**

Permission was granted by Curtin University to allow us to use some aspects of their disciplinary framework.

### **Document Management Control:**

Prepared by: Academic Policy Manager

Authorised by: Assistant Vice-Chancellor (Academic & International)

Approved by: AB10/110

Date issued: November 2010

Last review: November 2010

Next review: November 2013

## Determining Seriousness of Academic Integrity breaches

Student Name ..... Student ID ..... Date..... Nature of alleged academic breach	Make an overall judgment about the level of seriousness. Final level if Level 2 must be ratified by AIO. Level 3 must be ratified by AVC(A&I) or AVC(R)  Staff Member Name .....		
Criteria	Level 1 Lecturer, Paper Coordinator	Level 2 Academic Integrity Officer	Level 3 AVC (A&I), AVC(R)
<b>Experience of the student.</b>  Relates to the expectation you have that the student should be aware of the seriousness of their actions	<ul style="list-style-type: none"> <li>First year student or first semester of course</li> <li>Cultural considerations/mitigating circumstances eg.</li> <li>No prior instruction or unclear instructions given</li> </ul>	<ul style="list-style-type: none"> <li>Student beyond their first semester of study</li> <li>Misconduct after having been given an instruction on avoiding academic misconduct</li> </ul>	<ul style="list-style-type: none"> <li>Student nearing completion of an undergraduate degree</li> <li>Experienced student who is expected to fully understand</li> <li>Any Doctoral student misconduct.</li> </ul>
<b>Nature of the breach of the academic scholarship</b>	<ul style="list-style-type: none"> <li>Referencing not clear, adequate or has numerous errors</li> <li>Inappropriate paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>Copying segments of another students work</li> <li>Copying fragments of material from websites, books or other publications</li> <li>False indication of contribution to group work</li> <li>Fabricating references or citations</li> <li>Recycling parts of previous assignments</li> <li>Cheating in any examination or test</li> </ul>	<ul style="list-style-type: none"> <li>Whole works copied from any source</li> <li>Purchase of an assignment</li> <li>Stealing others work</li> <li>Research students; in final thesis draft or submitted thesis</li> </ul>
<b>Extent of the academic misconduct.</b>  The amount or proportion of assessment item or work that is not the student's own or the extent to which the assessment process is compromised	<ul style="list-style-type: none"> <li>Few sentences, one paragraph, one graphic</li> <li>Few elements of computer source code</li> </ul>	<ul style="list-style-type: none"> <li>Two or three paragraphs or a segment of work or,</li> <li>Greater than approx 10% of the work is copied, inappropriately or not acknowledged, from a single source</li> <li>Segments of computer source code</li> </ul>	<ul style="list-style-type: none"> <li>Significant appropriation of ideas or artistic work</li> </ul>



## **Academic Integrity Officer**

### **Introduction**

The purpose of introducing Academic Integrity Officers is to ensure we apply the rules and regulations pertaining to academic integrity at this university in a consistent manner. In particular they support academic staff with identifying breaches and determining outcomes. Academic Integrity Officers are college-based staff who have been delegated the authority, by their PVC to manage alleged breaches of academic integrity. All staff have access to a College Academic Integrity Officer either through this college-based support or through a similar school or departmental resource. There are four key aspects to the role of the AIO. They include:

1. Familiarity with the regulatory framework associated with academic integrity, specifically the policy and procedure documents.
2. Responsibility for the management of many of the allegations of academic integrity.
3. Information and education. They should be able to provide advice to other staff in relation to academic integrity process.
4. Detection. They should be familiar with the text-matching programme used by the university.

### **Role**

Specific aspects of the role include:

- Implement the regulatory requirements of the academic integrity regulation
- Provide timely expert advice to fellow academics
- Provide a consistent, transparent, defensible approach to dealing with allegations
- Apply consistent penalties when a breach is proven
- Oversee the use of Turnitin within the College, Department, Institute or School
- Reducing the workload and possible tension when fellow academics discover allegations of an academic integrity breach.
- Streamline the record keeping through the central AMR

### **Academic Level and Conditions**

Academic Integrity Officers need to be well respected by their peers and have academic credibility. They need to be in a position to dedicate 60 – 90 hrs per year to the role. They need a sufficiently flexible schedule to be able to meet with both staff and students about misconduct allegations and thus dispose of cases at relatively short notice.

*Acknowledgement of the demands of the role shall be built into the workload allocation for any staff member taking on the role of Academic Integrity Officer.*



## **Organisational Relationship**

Although the appointment of Academic Integrity Officers occurs at college or department level, the process is coordinated centrally through the Office of the AVC (A&I) and or the AVC(R).

## **Management of Allegations**

AIOs will follow the procedure described in the Procedure of the Management of Breaches of Academic Integrity which itself aligns with this policy statement and the Student Disciplinary Regulations.

## **Outcomes**

Academic Integrity Officers are permitted to action the Level 1 and Level 2 outcomes described in note 6 of this policy.

## **Numbers of Academic Integrity Officers**

There is no predetermined number of AIOs at any one time. These staff could be a Department, Institute or School resource equally it may be determined that that a College resource is adequate.