Exemplary Elements of Academic Integrity Policy

The "core elements of exemplary academic integrity policy" identified in the Academic Integrity Standards Project (AISP) is based on analysis of the online academic integrity policy of 39 Australian universities.

Figure 1 below depicts the five elements of exemplar academic integrity policy: Access, Approach, Responsibility, Detail and Support.

Figure 1: Core elements of exemplary academic integrity policy (Bretag et al. 2011).

An overarching commitment to a culture of academic integrity lies at the heart of an exemplary academic integrity policy to ensure the five elements work coherently and consistently together. The elements do not exist as separate and discrete aspects, and nor is any one element privileged over another.

In presenting our vision for exemplary policy we advocate a stance that goes beyond traditional notions of knowledge. We maintain that wisdom is needed to understand both the centrality of academic integrity to higher education, and the importance of strong governance based on clear ethical principles.

This resource provides excerpts from the academic integrity policies of Australian universities that the project found to represent one or more of the five elements of exemplary academic integrity policy.

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.

Example 1: 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

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

Regulations for Student Conduct and Discipline

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

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

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

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

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.

Example 2: 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	Date Policy will take effect:	Autumn Session 2011	Date of Next Review:	October 2014
Approved by:	University Council				
Custodian title & e-mail address:	Senior Manager, Policy and Governance 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: http://www.uow.edu.au/about/policy/UOW058648.html

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.

Example 3: Victoria University's "Academic Honesty and Preventing Plagiarism Policy" has a preamble to the core values. The policy principles of respect, honesty, fairness, trust and responsibility are prefaced by a statement of the educational and reputational context for the policy and provide an excellent foundation for discussing academic integrity.

Victoria University

1. **CONTEXT**

   Academic integrity and honesty are fundamental to the work of the University in advancing the histories of individuals and communities. Ethical and honest behaviour is integral to maintaining the academic standing of Victoria University's qualifications. The University 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 Victoria University in curbing the incidence of plagiarism and providing clear and fair procedures for managing this.

2. **DEFINITIONS**

   2.1 Academic apprenticeship

   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

   2.2 Academic integrity

   This comprises important values that shape the work of the University in teaching, research and engagement. These are:
   - **Respect** for the participatory nature of learning and the work and perspectives of others;
   - **Honesty** so that commitment is given to acknowledging the work and ideas of others that is built upon;
   - **Fairness** through realistic assessment expectations and clear standards that are applied fairly;
   - **Trust** so that there is confidence in people and in services that enable students to achieve to the best of their abilities; and
   - **Responsibility** because every person at the University has a duty to maintain academic integrity.

Source: http://wcf.vu.edu.au/governancepolicy/PDF/POA040915000.PDF

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.

Example 4: University of Newcastle's "Student Academic Integrity Policy" has a strong statement of values.

University of Newcastle

1. Introduction

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavours in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning.

The *Student Academic Integrity Policy* supports the University's commitment to "being truthful, sincere and direct in intentions and actions; acting lawfully and with academic integrity" (Institutional Strategic Plan 2011-2015). It has been developed in accordance with advice from the Independent Commission Against Corruption (ICAC).

This policy must be read in conjunction with the *Student Misconduct Rule 000935.*

2. Policy Intent

This policy is intended to reinforce the importance of integrity and honesty in an academic environment. This policy applies to all students of the University in all modes of study and in all locations, including undergraduate students, postgraduate coursework students, and research higher degree candidates at all of the University's campuses.

Source: http://www.newcastle.edu.au/policy/000608.html

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.

Example 5: Griffith University has an academic integrity policy that states a strong institutional commitment to academic integrity with academic integrity embedded at every level – university, staff and students. The excerpt below is from the "Institutional framework for promoting academic integrity among students".

Griffith University

Student Academic Integrity

The core values of academic integrity lie at the heart of all activities of a university committed to graduating students who will be honest and trustworthy throughout their professional lives.

Academic integrity is important because, without honesty and trust, true academic discourse becomes impossible, learning is distorted and the evaluation of student progress and academic quality is seriously compromised. Consequently, the University is committed to:

- defending the academic credibility and reputation of the University.
- protecting the standards of its awards.
- ensuring that students receive due credit for the work they submit for assessment.
- protecting the interests of those students who do not cheat.
- advising its students of the need for academic integrity, and providing them with guidance on best practice in studying and learning.
- educating students about what is intellectual property, why it matters, how to protect their own, and how to legitimately access other people's work.

Promoting Academic Integrity and Preventing Student Academic Misconduct

The University's strategy for promoting academic integrity and preventing student academic misconduct involves:

Institutional commitment: implementation of a University-wide framework for academic integrity across all academic areas. The University Assessment Committee is responsible for monitoring the application of this Framework across the University.

Promotion of core values: the University explicitly communicates the positive value placed on academic integrity through this Framework and states why academic integrity (in teaching and research) is valued http://www.griffith.edu.au/academic-integrity.

Transparency and dissemination: this Framework is widely publicised within the institution, to all staff (https://intranet.secure.griffith.edu.au/teaching/academic-integrity-staff) and students http://intranet.griffith.edu.au/student-academic-integrity.

Source: http://www62.gu.edu.au/policylibrary.nsf/xmainsearch/03ee5c37f0926a0e4a25736f0063eaea?opendocument

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.

Example 6: University of the Sunshine Coast's "Student Academic Integrity: Governing Policy" is framed positively and refers to a "departure from student academic integrity".

University of the Sunshine Coast

4. What is Student Academic Integrity?

4.1 Student academic integrity is the ethical foundation of a student's learning or research and the activities undertaken by a student for the purpose of assessment of that learning or research. Student academic integrity is thus fundamental to ensuring the University's academic standards and quality.

4.2 Academic integrity requires that students:

(a) act ethically in the pursuit of learning and research and in demonstrating the learning or research that they have undertaken; and

(b) acknowledge, in activities undertaken by a student as part of that student's learning or research, the contribution of others' ideas and work, including other students and colleagues; and

(c) act in accordance with requirements that ensures the academic standards of the University, for example, instructions for assessment tasks.

4.3 Student academic integrity is demonstrated by students taking such actions as:

(a) appropriately acknowledging in their work the inclusion or use of others' ideas; words; information (including charts, tables, graphs and other illustrative materials); and other contributions (including data manipulation, editing and research design) – usually through use of standard academic referencing and citation systems and incorporation of acknowledgements in appropriate places;

(b) demonstrating the extent to which the student has consulted appropriate references and source materials – usually through compilation of a bibliography or reference list;

(c) including and analysing complete and accurate research data when reaching and reporting research findings and conclusions;

(d) complying with all instructions for preparation and presentation of their individual work as part of group work;

(e) complying with all instructions for presenting, undertaking or submitting individual work for assessment, including tests and examinations; and

(f) refraining from any form of academic fraud, including plagiarism, and research misconduct, and from colluding or collaborating with others in academic fraud, or research misconduct.

5. Departure from Student Academic Integrity

5.1 Any departure from student academic integrity has the potential to undermine the academic standards and quality of the University and constitutes student academic misconduct or research misconduct.

5.2 The Student Academic Misconduct – Academic Policy and associated procedures provide policy and procedures related to student academic misconduct in relation to learning and assessment activities other than research activities.

5.3 The University's Code of Conduct for Research and associated Statement on Research Misconduct include policy and procedures with respect to academic misconduct by both students and staff in relation to research and research-related activities.

Source: http://www.usc.edu.au/university/governance-and-executive/policies-and-procedures/academic-learning-and-teaching/student-academic-integrity-governing-policy.htm

Responsibility: The policy has a clear outline of responsibilities for all relevant stakeholders, including university management, academic and professional staff, and students.

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:** http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Responsibility: The policy has a clear outline of responsibilities for all relevant stakeholders, including university management, academic and professional staff, and students.

Example 8: La Trobe University's "Academic Integrity Policy" outlines responsibilities of academic staff, students and faculties.

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.
Supporting Procedures	Academic Integrity Procedures

Source: http://www.latrobe.edu.au/policy/all-policies

Responsibility: The policy has a clear outline of responsibilities for all relevant stakeholders, including university management, academic and professional staff, and students.

Example 9: The University of Canberra's "Student Academic Integrity Policy" includes detailed responsibilities for different members of the university community.

University of Canberra

Responsibilities

University

1. The University has responsibility to:
   a) set in place policies and procedures relating to academic integrity;
   b) provide training for staff to minimise opportunities for academic dishonesty, and to help staff deal with any instances;
   c) provide advice for students to avoid plagiarism;
   d) provide students accused of academic misconduct proper opportunity to answer allegations;
   e) provide and advertise a process for students to appeal decisions involving academic misconduct;
   f) maintain records of established academic misconduct in a Student Academic Misconduct Register.

Executive staff

2. The Vice-Chancellor is responsible for referring more serious cases of academic misconduct to the Student Conduct Committee for a Committee Inquiry.
3. The Deputy Vice-Chancellor (Education) is responsible for maintaining the Student Academic Misconduct Register.

Associate Deans (Education)

4. Associate Deans (Education) have a responsibility to:
   a) investigate alleged cases of academic misconduct;
   b) ensure that allegations of academic dishonesty are based on firm evidence;
   c) follow University policy and procedures when dealing with cases of academic dishonesty;
   d) conduct Summary Inquiries;
   e) refer more serious cases to the Vice-Chancellor for possible consideration by a Committee Inquiry;
   f) notify the Deputy Vice-Chancellor (Education) of cases of academic misconduct for recording in the Student Academic Misconduct Register, except in the case of a finding of unintentional plagiarism.

Unit Convenors

5. Unit Convenors have a responsibility to:
   a) explain to students both good scholarly practice and the concept of plagiarism;
   b) ensure students are informed of referencing requirements and academic conventions for the use of others' work, as appropriate for the discipline area;
   c) inform students of obligations regarding acknowledgment of collaborative work, and give clear guidelines for group work;
   d) give clear feedback about referencing problems;
   e) refer students to sources of advice on writing such as the Academic Skills Program and Library information sessions on referencing;
   f) ensure Unit Outlines contain:
      • links to information on referencing and to Faculty style guides
      • information on any unit-specific materials permitted in examinations.
   g) notify the Associate Deans (Education) of cases of alleged academic misconduct;
6. Unit Convenors who intend to use text-matching software through an external service must:
   a) state in the Unit Outline that the service will be used;
   b) obtain written permission from each student on the assignment coversheet before using the service to check the student's work.

Students

7. Students have a responsibility to:
   a) read, understand and respect the policy and rules concerning academic integrity;
   b) familiarise themselves with the conventions of referencing in their discipline;
   c) familiarise themselves with conduct and materials permitted in examinations;
   d) avoid all acts which could be considered instances of academic dishonesty.

Source: Student Academic Integrity Policy https://guard.canberra.edu.au/policy/policy.php?pol_id=3175

Responsibility: The policy has a clear outline of responsibilities for all relevant stakeholders, including university management, academic and professional staff, and students.

Example 10: Flinders University's "Academic Integrity Policy" includes detailed responsibilities for the university, staff and students.

Flinders University

3. Responsibilities

3.1 The University
The University is responsible for:

- providing information about this policy to all students and staff, including those staff employed by partner institutions to deliver Flinders University 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 University website.

3.2 Staff
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.

3.3 Executive Deans
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.

3.4 Students
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.

Source: http://www.flinders.edu.au/ppmanual/student/academic-integrity.cfm

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.

Example 11: 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

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.

Example 12: 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: http://www.usyd.edu.au/ab/policies/Academic_Honesty_Cwk.pdf

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.

Example 13: The University of Western Australia's "Academic Conduct: Ethical Scholarship, Academic Literacy and Academic Misconduct" outlines the university's commitment to promoting educational approaches such as development of academic literacies among students to reduce instances of academic misconduct.

The University of Western Australia

What is academic literacy?

Academic literacy is the capacity to undertake study and research and to communicate findings and knowledge, in ways that reflect the disciplinary conventions and scholarly standards required at University level.

Academic literacy and ethical scholarship are core generic as well as discipline-specific skills, whose exploration and development will best equip students to engage most effectively in high-level scholarship and research during their study at the University and beyond.

What is ethical scholarship?

Ethical scholarship refers to the pursuit of scholarly enquiry framed by honesty and integrity. It may be seen as an individual core value and also as part of a broader collective commitment to maintain and extend the University's robust, defensible educational standards.

How do they relate to academic misconduct?

Minimising academic misconduct (including plagiarism and other forms of cheating) is an important part of the University's commitment to extend positive educational approaches among students. We believe that success in promoting ethical scholarship and developing skills in academic literacy will help reduce any instances of academic misconduct.

Source: http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct

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.

Example 14: 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	*Sham paraphrasing*: 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
	Illicit paraphrasing: 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, http://www.une.edu.au/policies/academic.php
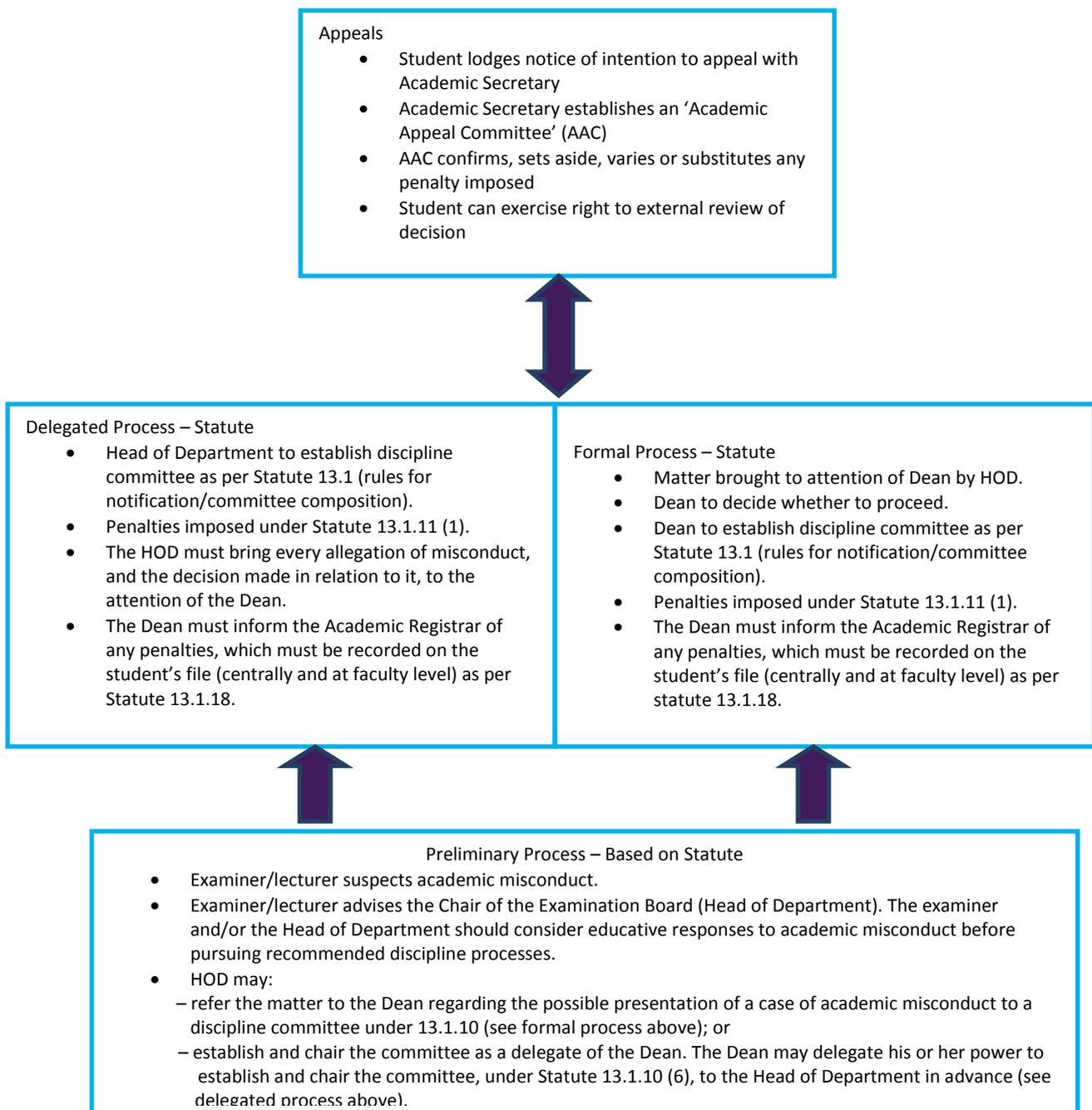
Detail: Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process.

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

Example 15: 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

Appeals
- Student lodges notice of intention to appeal with Academic Secretary
- Academic Secretary establishes an 'Academic Appeal Committee' (AAC)
- AAC confirms, sets aside, varies or substitutes any penalty imposed
- Student can exercise right to external review of decision

Delegated Process – Statute
- Head of Department to establish discipline committee as per Statute 13.1 (rules for notification/committee composition).
- Penalties imposed under Statute 13.1.11 (1).
- The HOD must bring every allegation of misconduct, and the decision made in relation to it, to the attention of the Dean.
- The Dean must inform the Academic Registrar of any penalties, which must be recorded on the student's file (centrally and at faculty level) as per Statute 13.1.18.

Formal Process – Statute
- Matter brought to attention of Dean by HOD.
- Dean to decide whether to proceed.
- Dean to establish discipline committee as per Statute 13.1 (rules for notification/committee composition).
- Penalties imposed under Statute 13.1.11 (1).
- The Dean must inform the Academic Registrar of any penalties, which must be recorded on the student's file (centrally and at faculty level) as per statute 13.1.18.

Preliminary Process – Based on Statute
- Examiner/lecturer suspects academic misconduct.
- Examiner/lecturer advises the Chair of the Examination Board (Head of Department). The examiner and/or the Head of Department should consider educative responses to academic misconduct before pursuing recommended discipline processes.
- HOD may:
  – refer the matter to the Dean regarding the possible presentation of a case of academic misconduct to a discipline committee under 13.1.10 (see formal process above); or
  – establish and chair the committee as a delegate of the Dean. The Dean may delegate his or her power to establish and chair the committee, under Statute 13.1.10 (6), to the Head of Department in advance (see delegated process above).

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

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.

Example 16: The University of Adelaide's "Academic Honesty and Assessment Obligations for Coursework Students Policy & Coursework Students: Academic Dishonesty Procedures" 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

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: http://www.adelaide.edu.au/policies/230/

References

Bretag, T., Mahmud, S., Wallace, M., Walker, R., James, C., Green, M., East, J., McGowan, U. & Partridge, L. (2011). Core elements of exemplary academic integrity policy in Australian higher education, presented at the *5th Asia Pacific Conference on Educational Integrity: Culture and values,* and published in the *International Journal for Educational Integrity*, Vol 7(2), pp. 3-12, available online: http://www.ojs.unisa.edu.au/index.php/IJEI/article/viewFile/759/574