

ACADEMIC INTEGRITY PROCEDURES AND GUIDELINES

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1 PURPOSE

The purpose of these procedures and guidelines is to provide information to staff on how to foster academic integrity in student work and deal with breaches of Academic Dishonesty.

The procedures and guidelines outline responsibilities of staff and students in relation to academic integrity and honesty in assessment and sets out processes for addressing a breach of the General Academic Regulations, Part 7 Academic Discipline.

These guidelines have been developed to provide staff with comprehensive information to ensure that academic integrity is fostered and that in student cases where there is an alleged breach of the regulations that they are dealt with promptly and consistently across all programmes in the University.

2 SCOPE

These procedures and guidelines apply to all programmes of the University.

3 DEFINITIONS

Academic Integrity Database: A confidential, university-wide register containing records of cases where there has been a suspected or actual breach of the General Academic Regulations, Part 7. It may include cases of suspected breaches of academic integrity that were investigated and later dismissed.

Academic Dishonesty: Academic Dishonesty relates to any student behaviour involving gaining unfair advantage or misrepresenting academic work or achievement, whether this intentional or unintentional.

4 ACTIONS

4.1 Principles

The University is responsible for ensuring the academic integrity and quality of all of its programmes. That includes responsibility for investigating and dealing with **all** breaches of academic integrity. Key to dealing with these incidents is fairness, timeliness, confidentiality and effective communication of issues and actions to the student.

The University is committed to:

- Respectfully communicating to students on the need for academic and research integrity and reducing opportunities for academic misconduct.
- Informing students about the process for alleged breaches of academic integrity and the possible outcomes of a confirmed breach.
- Educating students on their responsibilities in relation to assessment, academic conventions to ensure academic and research integrity, including providing them with skills to avoid Academic Dishonesty.
- Taking an educative approach towards academic integrity which includes a focus on how to guide students to develop skills to avoid Academic Dishonesty.
- Protecting the academic standards and assuring the credibility of our qualifications.
- Ensuring students are given due credit for work which abides by the principles of honesty, integrity and fairness and the rules of academic work and scholarship.
- Protecting the interests of all students and wider student body.
- Making University information on academic and research integrity readily available to staff and students.
- Ensuring that all cases are investigated and resolved promptly, confidentially and in a manner that is sensitive to all concerned.

- Ensuring that all cases are dealt with according to the principles of natural justice. In the case of an alleged breach of academic integrity at the University this involves:
 - a fair hearing;
 - an independent investigation of the breach;
 - full disclosure of the breach to all parties involved;
 - the right of the student to be heard;
 - ensuring the parties (e.g., student and staff member) are given a reasonable opportunity to respond to the breach;
 - ensuring the student is advised of their rights to seek assistance with AUTSA and to bring a support person with them to all meetings;
 - the decision-maker(s) acting impartially and without bias;
 - ensuring the outcome is based on relevant evidence;
 - providing students with a right of appeal; and
 - generally respecting the rights and interests of the student.

4.2 Types of Academic Dishonesty in assessment

The different forms of Academic Dishonesty are listed in General Academic Regulations (**GAR**) Part 7 of the AUT Academic Calendar, and the following sections expand on this list with more extensive descriptions and some examples.

Breaching examination rules or other formal instruction during Controlled Assessment events

The following actions may be deemed to be a breach of the regulations:

Copying from or inappropriately communicating with another person (refer to Calendar, GAR Part 7, 2.1.1)

In Controlled Assessment events students are not allowed to communicate with anyone other than the examination/assessment supervisor or authorised staff member. A student that gives or accepts unauthorised assistance to or from another student, whether directly or indirectly is in breach of the regulations. Students are expected to act honestly and to take responsibility to ensure their work is not visible to others as this could be viewed as indirectly giving assistance to another student.

Unauthorised equipment or material (refer to Calendar, GAR Part 7, 2.1.2)

In a Controlled Assessment students are provided with instructions on the resources that they can access during this time, any resources they can bring into the examination or test and the resources that they must not remove from the venue. These will be identified in the examination paper, handbooks, and assessment instructions and through verbal instruction by the examination supervisor.

Unauthorised equipment or material includes any item that might provide the student with an unfair academic advantage over other students. This may be any printed material, information storage device or equipment which contains, or is able to convey information that relates directly or indirectly to the subject matter of the exam or test. An example would be using a programmable calculator into which the student has pre-programmed information that may give them an advantage over others.

Similarly removing test questions/answer sheets from the Controlled Assessment is also viewed as a breach. Examination supervisors are expected to confiscate the material/equipment, and report on circumstances surrounding any breach.

Note: Academic Accommodation Plans hold details of authorised arrangements and/or the materials or items required to support the individual student in a Controlled Assessment event.

In all cases where a student has been found in possession of unauthorised material this should be removed and the incident recorded. The student should be allowed to continue with the assessment event.

Plagiarism (refer to Calendar, GAR Part 7, 2.1.3)

Plagiarism refers to acts where one uses the partial or full work (such as language, ideas or artefacts) of another without giving due credit to the original creator of that work. Plagiarism may be defined for students as:

...the attempt to gain advantage, for yourself - academic advantage, financial advantage, professional advantage, advantage of publicity - by trying to fool someone, such as a teacher, an editor, an employer or a reader, into thinking that you wrote something, thought something, or discovered something, which in actual fact someone else wrote, thought, or discovered (McNaughton, 1996, p1.).

The sources of plagiarism may include published material such as visual images, audio clips, books, newspapers, ideas, data, code, lecture notes or handouts, material from the internet, or another student's work or ideas.

It is expected that all sources must be correctly referenced including:

- images used in an artwork, piece of design or illustration;
- code copied from elsewhere; and
- direct reference to text written or an original idea/concept noted elsewhere.

Changing a few words of an existing text, paraphrasing, or copying an image into another medium (i.e. making a drawing from a photograph) are all forms of plagiarism if these are not appropriately acknowledged. There are a number of different forms of plagiarism, which include:

- sloppy referencing - referring to inadequate referencing with no intent to be dishonest;
- sham paraphrasing - copying material verbatim and representing it as a paraphrase rather than a direct quote;
- illicit paraphrasing - paraphrasing material from text without inline acknowledgement of the source; and
- verbatim plagiarism - copying material word for word without any acknowledgement of the source.

Students are expected to include a bibliography/image-credit sheet/reference list as appropriate to the assignment task, listing all sources used (whether visual, written, code or other).

Unauthorised collaboration in assessment (refer to Calendar, GAR Part 7, 2.1.4)

Students may only complete an assessment task in collaboration with other students if it is identified as a group assignment. Where individual work is required, it must not be written together with another student or any other person.

It is acceptable for students to collaborate in researching and discussing ideas, and in clarifying their thinking in relation to an individual assessment task. When the student writes their answer, essay, project or assignment for assessment, it is essential that they write their own ideas or synthesis of the material gathered, discussed and researched. Students must use their own words. This means that students should not exchange one person's work to another in any form electronically or otherwise or share in the task of preparing a duplicated copy of the work.

Examples of unapproved collaboration or collusion in an individual piece of assessment may include:

- Students taking parts of an individual piece of assessment and then combining each part to make one assessment that is then submitted by each student separately.
- A student submitting work for an individual assessment activity as if it has been done individually when the work has been done with others.
- Students writing an assessment together and submitting it under two different names.
- Editing or re-writing of a student's work by another person that goes beyond the norms of checking spelling and grammatical errors and results in changes in the ideas so that are no longer solely the student's own.

- Ghost-writing – students obtaining help with their assessment from another person who has made a major contribution to their assessment beyond proof-reading. This includes obtaining services to produce or assist with an assessment via a website (often referred to as ‘contract cheating’) through to unpaid assistance provided by someone other than the student who needs to complete the work.

Note: concerns with a particular website should be raised with the relevant faculty registrar and the Academic Quality Office. If appropriate the site may be added to AUT’s onsite block list for plagiarism sites/contract cheating sites. This does not prevent students from accessing the site externally.

Determining whether unapproved collaboration has taken place involves an initial judgement that the student’s work or other assessment work is of a different standard (including style, use of language, depth and/or scope of the response to the assessment task) to that of the piece of assessment submitted.

In these cases, a student may be asked to provide their source materials and/or drafts and undergo an oral or written activity to confirm that the work is their own. If a student fails to attend a meeting when invited or to respond to any request for further information, then the matter will be referred to a Discipline Committee.

Resubmitting previously submitted work (refer to Calendar, GAR Part 7, 2.1.5)

A student should not normally use the work that they have submitted for an assessment more than once. This may be for the same assignment or another in the same course or a different course. Where a student wants to use work completed for an existing assessment towards an assessment for another course this should be discussed in advance and approval sought with the relevant lecturer.

Where a student is repeating a course and the assessment activities have remained unchanged a student may use their previous work for an assessment. The student will not have received a pass grade for the course. Educationally, students cannot be expected to ignore their previous learning and create completely new work for an assessment task that has not changed. If the student has received feedback that their previous learning was on track or needed some enhancement, then we expect students to consolidate or build on that learning.

It would be good practice to change assessments so that students are not put in this position or to encourage students to discuss with relevant staff on how to enhance on their previous assessment submission.

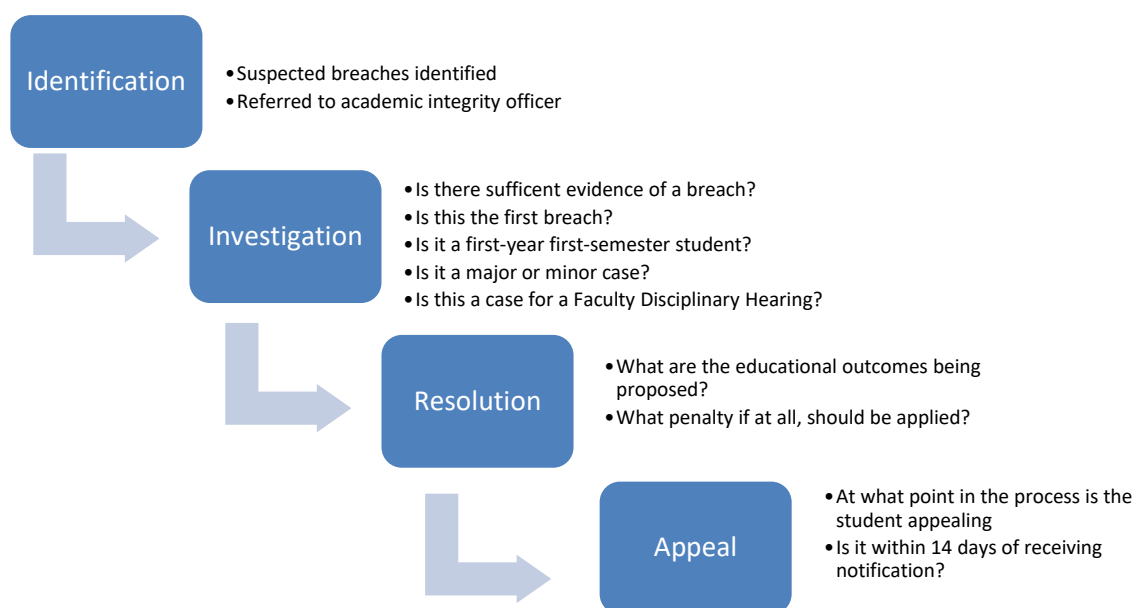
Other unfair means (refer to AUT Calendar, GAR Part 7, 2.1.6)

There are other forms of Academic Dishonesty not specifically listed in the regulations, such as:

- A student dishonestly representing content generated by artificial intelligence (AI) or generative artificial intelligence tools as in part, or all, their own work. The use of AI tools may be permitted in a course in ways that support learning. When permitted, course leaders must ensure that students are given clear instructions on the use and appropriate acknowledgement of the tool.
- Fabricating or falsifying data: fabricating or falsifying data is the intentional manipulation of data, research findings, processes or equipment and submitting them as legitimate. This includes either making up data or omitting it. Examples of this include:
 - Fabricating participant results from a questionnaire.
 - Presenting data from experiments that were not conducted.
 - Omitting data that does not support the argument/theory.
- Impersonating any student or allowing impersonation in an assessment.
- Tampering with examinations.
- Causing a deliberate disruption to an examination or other Controlled Assessment.
- Obtaining the exam or test script prior to sitting.
- Changing a marked assessment and submitting it for reconsideration.
- Misrepresenting exceptional circumstances beyond your control and then claiming special conditions.

4.3 Steps in procedures for an alleged breach of the requirements for academic integrity

Each faculty will have its own detailed procedures for following when an assessor believes there has been a potential breach of the requirements for academic integrity. The figure below outlines the broad steps or phases.



Identification

All suspected breaches of academic integrity will be referred to the delegated authority for dealing with these cases (referred to in this document as the Academic Integrity Officer, or **AIO**), in the faculty responsible for teaching the course.

All referrals must include the evidence of the breach along with relevant paperwork as identified by the faculty/school/department.

In the case of an alleged breach during an examination, test or other Controlled Assessment, the student should be allowed to continue with the assessment in the assigned timeframe.

Investigation

The AIO shall investigate the alleged breach to determine if there is conclusive evidence to support the complaint.

Where the evidence is not conclusive, the matter should be investigated further with the lecturer/complainant and/or the student under investigation. If the evidence does not support a breach the matter may be dismissed.

A student under investigation shall have an interim grade for example, an STC (Still to Complete) grade assigned to the relevant course or assessment until the complaint has been investigated and a final determination made.

Where there is conclusive evidence of a breach, the academic integrity officer must determine one of the following:

- a) That no penalty should be given but a warning plus referral to educational workshop or equivalent.
- b) That this is the student's first breach and
 - i. That it is a **minor** breach.
 - ii. That it is a **major** breach.
- c) That this is the student's subsequent breach.

Determining whether a case is major or minor requires making a judgement based on a number of factors, which may include:

- the nature of the breach;
- the percentage or amount of the work relating to the breach and the assessment which is of concern;
- the weighting of the assessment in question to the overall course/programme;
- the level of the course;
- the length of time the student has been enrolled at the University e.g. whether this is a first-year first-semester student, undergraduate, new to AUT; and
- clarity of the assessment requirements and tasks.

The AIO is encouraged to consult with their faculty registrar, or secretary, chair of their faculty disciplinary committee or other relevant staff if they are unsure how to proceed.

The faculty/department shall ensure that for every incident, where a breach is investigated, a record is created in the University's confidential Academic Integrity Database (**AID**), all paperwork is updated, and confidential records are maintained.

Resolution

Cases as described in a) above, and minor breaches, will be dealt with by the AIO for a resolution. All other cases that are deemed major, or involve several students, other than in a minor breach involving group work, will be referred to the relevant faculty disciplinary committee for a resolution.

A second or subsequent breach is to be referred to the faculty disciplinary committee.

Academic Integrity Officer

The AIO for a faculty/department will have delegated authority to resolve minor cases of dishonesty in assessment.

An AIO may not be a member of the faculty disciplinary committee where they have been directly involved in a case under consideration. Where they are on the assessment board responsible for the course to which the complaint relates, they must declare a conflict of interest and stand aside in any decision-making related to the affected student.

In the case of a minor breach for a new student the AIO should meet with the student wherever possible. The meeting will be an opportunity to educate the student about the requirements of the academic discipline regulations and may include referral to suitable workshops and tutorials. The outcome would not normally include a penalty, but if so, this should be minor. The school/department should record the meeting on the AIO, noting that the student has been interviewed and given an opportunity to learn from their mistake.

In cases that are unclear, students may be given an opportunity to meet with the lecturer or AIO before a letter is sent stating the circumstances and the outcome, including any proposed penalty if applicable. A copy of the student's assessment and any evidence of dishonesty should be provided to the student.

Any outcome or penalty imposed by the AIO should leave the student in a position where with additional effort they can still pass the course. Otherwise, the case should be referred to the faculty disciplinary committee. The student does not need any grounds for requesting their case to be referred to the faculty disciplinary committee.

The student will be given 14 days to respond to the letter either accepting the outcome or to request to attend a meeting with the AIO or to have the matter considered by the faculty disciplinary committee.

If the student does not respond within 14 days, they are deemed to have accepted the outcome and any penalty. A letter confirming the outcome/penalty is sent to the student. The outcome is recorded on the AID.

Faculty Disciplinary Committee:

An AIO may refer a complaint to their faculty disciplinary committee, or a student may request for their case to be heard by the faculty disciplinary committee during any stage in this process. All such requests must be made in writing to the chair (dean or nominee) of the committee, via the secretary.

Where the matter is referred to a faculty disciplinary committee, the committee will meet to hear the complaint as quickly as possible.

Each faculty will establish a faculty disciplinary committee as per the terms of reference and membership of disciplinary committees (see [Faculty Disciplinary Committee](#)).

The dean's nominee on the disciplinary committee should not be a rotating member of the committee. This ensures consistency of the decision-making process across the faculty.

It is also good practice for the chairs or other regular members of a faculty disciplinary committee to contribute to discipline committees in other faculties.

In a potential serious breach where the outcome may require a recommendation to the Vice-Chancellor for expulsion or suspension, it is good practice to include a senior academic from outside the faculty to act as a member.

In terms of the process to be followed, the regulations are:

(Refer to Calendar, GAR Part 7, section 3)

3.3.2 The faculty disciplinary committee shall inform the student of the procedures that will be followed and of the hearing date.

3.3.3 The student shall be invited to submit a statement about the incident and/or to appear before the faculty disciplinary committee.

3.3.4 The student may be accompanied to any hearing by a representative of AUTSA and/or a person of their choice.

Note: the student may also choose not to attend, but to be represented.

3.3.5 The faculty disciplinary committee may hear any evidence it considers relevant.

3.3.6 The decision of the faculty disciplinary committee, and the reasons for the decision, shall be notified to the student, the faculty board and the examination board together with any recommendation to the Vice-Chancellor where this is appropriate.

Where the outcome of a hearing recommends a penalty that must be made by the Vice-Chancellor, the secretary shall forward the recommendation to the Vice-Chancellor. The Vice-Chancellor's decision will then be communicated back to the chair of the faculty disciplinary committee for sending to the student(s).

Reporting on Academic Integrity

Faculty disciplinary committees will ensure that faculty boards receive a report annually on the number and types of academic discipline cases, processes followed, and outcomes imposed, including cases handled by AIOs.

4.4 Appeals Procedures

A student may appeal the decision of the faculty disciplinary committee to the Vice-Chancellor, who will refer the matter to the University Disciplinary Appeals Committee.

A student may appeal a decision of the Faculty Disciplinary Committee because of:

- new evidence being available relevant to the complaint, which was not available, and could not reasonably have been made available, to the faculty disciplinary committee at the time it made its decision.
- an error of procedures.
- the severity of the decision.

With respect to the process, the regulations are:

(Refer to Calendar, GAR Part 7, section 4)

- 4.2 *Any appeal against the decision of the faculty disciplinary committee shall be submitted in writing to the Vice-Chancellor within 14 days of the communication to the student of the decision.*
- 4.3 *The Vice-Chancellor may allow an appeal within a maximum of ninety days of the date of the notification of the original decision if the student can show good reason why the appeal was delayed.*
- 4.3.1 *In respect of any such appeal the following procedures shall apply:*
- (a) The Vice-Chancellor shall appoint a University Disciplinary Appeals Committee of three persons to consider the appeal.*
 - (b) The University Disciplinary Appeals Committee shall have as members:*
 - *Two University staff members independent of the faculty responsible for the student's programme*
 - *A nominee of AUTSA*
 - (c) The University Disciplinary Appeals Committee shall inform the student of the hearing date and the procedures that will be followed.*
 - (d) The student shall be invited to submit a detailed statement outlining why the decision of the faculty disciplinary committee should be changed.*
 - (e) The student may be accompanied to any hearing by a representative of AUTSA and/or a person of their choice.*
 - (f) The University Disciplinary Appeals Committee may hear any evidence it sees fit.*
 - (g) The recommendations of the University Disciplinary Appeals Committee shall be notified to the student, Vice-Chancellor and faculty disciplinary committee.*
- 4.4 *Any appeal against the decision of the University Disciplinary Appeals Committee shall be submitted in writing to the Council Secretary within 14 days of the communication to the student of the decision.*
- 4.5 *The grounds for an appeal under Clause 4.4 above shall be limited to:*
- 4.5.1 *Procedural irregularity*
 - 4.5.2 *Breach of natural justice*
- 4.6 *The Council shall refer the matter to its General Academic Statute Appeals Committee.*
- 4.7 *The decision of the Council shall be final.*

4.5 Communicating with and interviewing students

The student will receive respectful, clear and timely communication through all stages of this process.

Where more than one student is being interviewed the interviews should be conducted separately.

All communication to the student will advise them to contact the students' association (AUTSA) for assistance. The student may bring an AUTSA representative or other support person to any meeting with the faculty/department.

All correspondence to the student from the AIO or the faculty disciplinary committee will include the regulations, the evidence of dishonesty and any related paperwork, such as a copy of the marked assessment and Turnitin reports.

The student will be given an opportunity to respond to the complaint either in writing and/or in person.

When interviewing a student, the faculty/department will ensure that the student understands the regulations on academic integrity, that the purpose of the meeting is to determine whether the facts support a potential breach of academic integrity, and the consequences of such a finding.

The student will be given a full explanation of the concerns raised by the staff member. The student will be encouraged to give their view of the incident including reasons for their actions (and to submit any supporting evidence). The student will be informed of the process, and possible outcomes to ensure transparency and their informed participation.

The school/faculty will ensure that the meeting is documented, and the outcome of the meeting is communicated to the student and the complainant as soon as possible, e.g. whether or not the matter has been resolved, whether a penalty is imposed or whether the incident will be referred to a faculty disciplinary committee.

All outcomes will be communicated to the student in writing with a copy to the relevant programme administrator if there is a change in the grade or temporary grade. The outcome will also be communicated to the staff member who has raised the complaint.

The student will be informed of their right to refer a complaint to a faculty disciplinary committee.

4.6 University Academic Integrity Database (AID)

For reasons of confidentiality and privacy, information on the AID is not stored on ARION, the University's student management system. Access to student records on the AID will be confidential to staff with authority for dealing with matters of academic discipline.

The AID will be used for reporting on breaches of academic integrity and determining whether a student has been previously found to have breached academic discipline regulations.

4.7 Resolution and Outcome

The approach to all breaches of the academic integrity regulations will be to consider the incident as providing a learning opportunity for students.

In deciding on the outcome for any breach, the following points need to be taken into consideration:

- the level or amount of the dishonesty relating to the assessment which is of concern AND the weighting of the assessment in question to the overall assessment programme;
- the length of time the student has been enrolled at the University;
- the clarity or otherwise of the assessment instructions;
- the extent to which the dishonesty can be dealt with through application of the marking criteria for the assessment;
- the student's academic record and particularly their results to date (if any) in this course;
- whether the student intended to act dishonestly (as far as can be inferred from the circumstances) whether the penalty imposed will cause the student to fail the course;
- the seriousness of the breach;
- extenuating circumstances; and
- the penalty awarded for similar cases.

Range of Outcomes

The following table outlines the range of outcome options available to the AIO, the faculty disciplinary committee and the Vice-Chancellor. See also Appendix 2.

Minor vs Major Breach	Outcomes	Academic Integrity Officer	Faculty Disciplinary Committee	Vice-Chancellor
Minor	Dismissed	Minor outcome options may be made by the AIO, the faculty disciplinary committee, or the Vice-Chancellor.		
	No Penalty			
	Referral to Education or Support*			
	Warning			
	Reduction in Mark/Grade			
	Resubmission / Resit			
Major	Zero for Assessment**	x	x	x
	Fail Grade for Course	x	x	x
	Suspension	Refer to Vice-Chancellor		x
				x
	Expulsion			x

* Examples are referral to academic integrity workshop, assignment task on referencing, appointment with learning advisor, etc.

** A fail may be awarded even if this means the student subsequently fail the course.

5 GUIDELINES

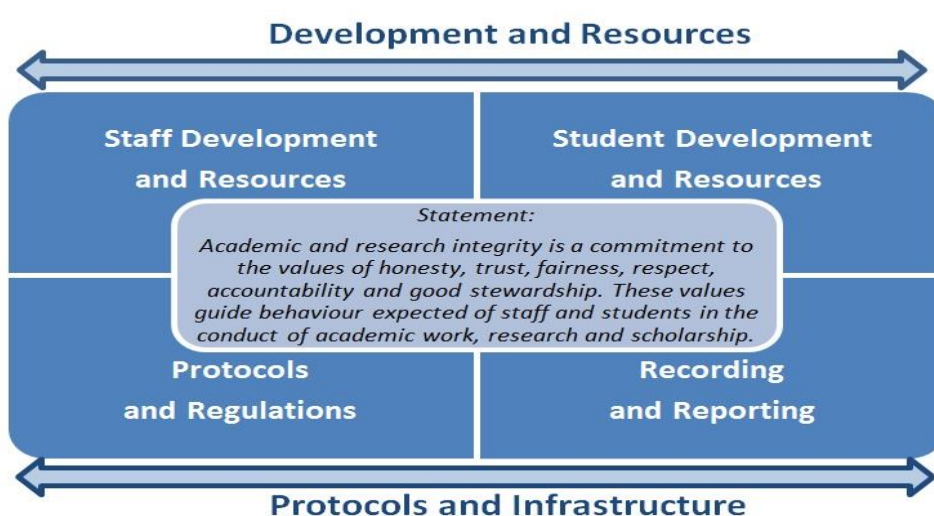
The University aims to develop confident, capable learners who have developed the necessary knowledge, capabilities and attributes for further study and work in their chosen field.

Academic integrity refers to intellectual honesty in academic work or scholarship. It involves honesty in the execution of academic work, in the sourcing and use of information, in the formulation of any answers, ideas or opinions. In particular, it means acknowledging the contribution of others and taking responsibility for the originality of one's own work.

The grade obtained in an assessment shows the standard at which the learning outcomes are achieved by the student. The grade achieved signifies to the academic and professional community that the student has the knowledge and skills at the requisite level, in that course/subject area.

Academic integrity is critical to creating trust and ensuring that students meet the standards of learning through their own efforts.

The following encapsulates the different aspects of academic and research integrity at AUT.



5.1 Educative approaches to helping students understand the importance of academic and research integrity

The University aims to create a culture of academic honesty. As part of this all programmes need to ensure that students are taught about academic and research integrity and the skills to avoid Academic Dishonesty.

5.2 Incorporating a focus on academic integrity in learning and teaching activities

It is good practice to view academic integrity as something that is best learned through a variety of practices and that is developmentally or progressively approached throughout a course of study.

This includes:

- Discussing what academic and research integrity entails and why it is important.
- Providing learning activities that develop students' understanding and skills, including in the context of their discipline.
- Discussing AUT's academic integrity policy and the importance of submitting their own work. This includes discussing the ethical use and appropriate referencing of artificial intelligence (AI) software.
- Identifying students who may need extra learning support and linking them with appropriate support or resources.
- Including articles or specialised learning material on academic integrity as part of the learning programme.
- Providing students with a range of learning materials or online resources.

5.3 Strategies for assessment design

With all assessment tasks:

- Relate an assignment closely to the individual course's learning outcomes and assessment criteria.
- Ask students to engage with and apply concepts rather than simply describe them.
- Design a realistic assessment programme which avoids over-assessment and takes into account 'assessment overload' at pressure points during the semester.
- Provide very clear instructions for the assessment task.
- Reduce opportunities to copy from assessments submitted in previous years by ensuring that assessments are changed or updated each time the course is taught.

Other strategies include:

- Provide opportunities for early formative feedback such as an opening paragraph, an outline, a first draft, or intermediate versions.
 - Ask students to include a statement of how sources have been referenced to ensure that they are reminded of the referencing style.
 - In first semester assignments limit the references and types of references and ask them to write down briefly how they accessed and used them in the submitted work.
 - Require students to submit several drafts over time, from initial proposal, through outline, to final draft for the lecturer or for peer feedback. This discourages plagiarism as a response to last minute panic.
 - Reduce opportunities to copy from assessments submitted in previous years by ensuring that assessments are changed or updated each time the course is taught.
 - Vary formats from semester to semester e.g., rather than essays, use posters, annotated bibliographies, reflective writing, case studies, presentations, current newsworthy issues.
 - Use an in-class or supervised element where appropriate and practicable.
- Make the instructions for an assessment as clear and engaging as possible.
 - It may be appropriate to distribute an assignment in draft form and discuss with students before finalising it.
 - An assignment should capture students' attention and interest. Look for variety and innovation in assessment tasks. Provide topics that are of special interest in the current context or based on topical events or interesting examples from the news. The more specific the topic, the fewer the opportunities for plagiarism.
 - Ensure that the assessment criteria value and reward the practices which students are asked to follow e.g., referencing, originality, application of theories to specific cases.
 - Develop a multi-form assignment: design different formats for the same assignment.
 - Build links between classroom work, assignments, and examinations.
- Assess the process of development and reflection as well as the final assessment product.
 - Require reporting on the process steps orally, visually or in writing.
 - Provide in marking criteria for elements of the process of producing the presentation, report etc. e.g., in a group project, meeting logs, allocation of tasks record, in individual work, account of literature search process.
 - Award some marks for reflection on process (can be either group or individual).
- Ensure that the assessment requires students to provide an analysis or critique of the specific topic of the literature which they cite.
 - In assessment criteria and tasks, emphasise analysis and evaluation rather than information gathering.

- Base assignments on topics which allow opposing views to be expressed, so that the written submission is followed by a class debate.
- Set a topic which requires students to apply researched ideas.
- Be careful in choosing the topics – broad topics often lead to longer assignments that are easier to plagiarise and are more demanding in terms of checking.
- Remember that short assignments can be as challenging as longer ones.
- Avoid ‘show you know’ tasks as they can invite copying from texts.
- Be specific in setting out for students any particular requirements with respect to the references they should use, e.g., references sourced from the AUT library, in order to make checking easier.
 - Be specific about including material from required readings.
 - Ask for an annotated bibliography, where appropriate.
 - Assign marks for excellent referencing.

In group work:

- Make sure that the roles distribution and weightings are part of a group contract.
- Encourage students to apply self-assessment or self-reflection on their contribution to the task.
- Provide clear instructions to assist students in seeing the line between group learning or discussion and unauthorised collaboration.
- Provide examples to help students understand expectations.
- Require students to use personal experiences or scenarios as a basis for the task.
- Integrate a number of small assessment tasks so that each build on the previous one. This increases the benefit to students of doing their own work.
- Focus on problem solving questions in assignments.

In research assignments: require a research proposal, discuss proposals in class, and evaluate their originality. In small classes, students may be given copies of each other’s proposal so that they get involved in the process as well.

- Provide guidance throughout the research process.
- Provide a continuing context for student work – from proposal to oral presentation.

For assessment submissions:

- Require students to submit a research trial portfolio rather than a single paper, including as appropriate:
 - Original handwritten notes.
 - Marked photocopies of printouts.
 - Copies of all computer files.
 - A series of written drafts.
- Require students to hand in copies of the resources that have been used in an essay with an analysis of how those resources have been used.

In a final exam, ask questions which require mastery of main concepts covered in assignments.

- Use ‘open book’ exams – students have the questions in advance and research them but write them under examination conditions.

5.4 Plagiarism Detection Software e.g., Turnitin.com

Turnitin, a text-matching software used at the University, should be used to check all assignments presented in a written form. Turnitin software, or equivalent, may also be used to check postgraduate theses, dissertations and research projects. Academic staff have a responsibility for ensuring students are educated about the use of Turnitin. Staff should also attend staff development sessions run by altLAB on how to interpret Turnitin.

Students in their first semester of study at the University should be given the opportunity to submit a draft of their assignment to Turnitin so that they can learn from any mistakes. This could also occur throughout their

course of study. This involves submitting their draft assignment to Turnitin, checking that they have not inadvertently plagiarised from an existing text, correcting it where necessary and then submitting the final assignment through Turnitin for marking.

5.5 Academic integrity declaration

When submitting hard-copy assignments either individually or as a group each individual student is required to submit a signed cover sheet stating that the work is their own, or, in the case of a group assignment, that their contribution is their own and not copied from other sources.

The Learning and Teaching Committee has approved the following message for use in Canvas course assessment pages. Adopting this statement as part of the standard suite of information on assessment in Canvas is strongly encouraged. Some courses already have a version of this statement in use and/or link to general faculty or school information on academic integrity.

Academic Integrity @ AUT

Academic integrity is about acting in a way that upholds AUT's values of pono (integrity), tika (respect), and aroha (compassion) in the way you complete your academic mahi (work) and respect the mahi of others. We expect you to commit to these values in your studies, which means that all work you complete must be your own work. Acting with integrity will be an important part of your professional life, no matter your area of study or job.

You must acknowledge (reference) other sources in your work, including publications and internet or artificial intelligence sources. Where you do not properly acknowledge another person's work, or where you use other unfair means to complete your work (like copying or asking or paying someone else to do your work), you may be in breach of AUT's General Academic Regulations.

Find out more about academic integrity and referencing by visiting the [Library website or Your Library in Canvas](#).

Sometimes students choose to act without integrity because they are struggling, and they do not know about the support that may be available at AUT. It is always better to ask for help. See more information on the learning support available to you [here](#).

Copyright

Copyright is important because throughout the course of your study you will be using and creating copyright protected material.

As a student at AUT you should be aware of the rules of copyright related to study, including limits on sharing, selling, or distributing readings, lecture recordings or other copyrighted protected material provided to you as a student from your lecturer.

See more on copyright on the Library website.

An Academic Integrity declaration is automatically displayed to students when submitting a Canvas 'Assignment.'

The text of the declaration is as follows and displays at the top of the assignment submission page:

Academic Integrity Declaration

In submitting this work, I agree that:

- *The assessment has been produced by me and is solely my work, UNLESS the work is for a designated collaborative (group) task.*
- *I have not sought or received unpermitted assistance from any other person, or other source (e.g. a website, tutorial, or answer service)*
- *I have properly acknowledged all sources used in my work.*

- *I have not unfairly represented content created by artificial intelligence or generative artificial intelligence tools as my work (the use of AI tools in assessed work must be expressly permitted by Course Leads and its use acknowledged).*
- *This work has not previously been submitted by me for any assessment task, OR, I have received approval to resubmit this work.*
- *I did not use any other unfair means to complete this work.*
- *I am aware that AUT may use text-matching software to check for plagiarism in assessments.*

For guidance on academic integrity please visit the referencing page of [‘Your Library’](#) on Canvas.

Teaching staff may include the declaration as a zero-point question within Canvas quizzes and instructions on how to do this are available on the Canvas training pages.

5.6 Referencing

Referencing in the academic context

In the academic context the reader is looking at the work to see whether the author demonstrates understanding of existing scholarship in the field through the ability to synthesise different theories, perspectives and data into a coherent whole. It is essential that the writer shows the development of the work, its connections to previous work and how it develops, illustrates or summarises previous thinking in the field. This requires the author to engage with the material and make it their own.

Academic work which simply involves copying and pasting excerpts (words and/or images) from different sources without synthesis shows only the ability to retrieve and order information. It does not show understanding or mastery of the material or the author’s ability to use it in argument or as evidence (Glassick, Huber & Maeroff, 1997). Making the process of the development of ideas and their sources explicit enables the audience to evaluate and extend the work. Referencing gives others the tools to evaluate material and hold the author to account for their ideas, research and justifications. Referencing is also an important documentation and starting point for others to engage in further research on related themes.

See: <https://library.aut.ac.nz/how-to-library/referencing-and-apa>

Referencing in a Professional Context

In a professional context there are three particular issues in relation to plagiarism:

- Failure to acknowledge others’ work and therefore their rights may expose the author and/or their organisation to legal risk.
- Failure to reference or acknowledge the work of others is unprofessional and sloppy. It shows a lack of attention to credibility and unwillingness to give credit to people who generate ideas.
- Giving credit to others for their ideas builds trust among groups. People are entitled to expect credit for their ideas and work. No-one likes to be deprived of acknowledgement of the ideas and work they have generated.

6 RESPONSIBILITIES

The University is responsible for:

- Providing students and staff with information on academic and research integrity;
- Providing staff with training and professional development on matters related to academic and research integrity;
- Ensuring there are appropriate processes in place to minimise and detect dishonesty in assessment; and
- Ensuring all cases are dealt with according to the principles of natural justice.

Students are responsible for:

- Avoiding plagiarism and other forms of Academic Dishonesty in assessment;
- Correctly referencing their assignments;

- Seeking appropriate help when required;
- Acting with integrity;
- Keeping their work secure; and
- Being conversant with the information provided to them on academic and research integrity.

Academic staff are responsible for:

- Designing assessment activities and events that promote academic integrity;
- Modelling the standard of appropriate behaviour expected of students;
- Teaching students strategies and techniques to help them write and present their work so as to conform to the policy on academic integrity;
- Reminding students of the need to act with integrity and the University's regulations for dishonesty in assessment; and
- Reporting any breaches of academic integrity to the AIO.

Academic integrity officers in schools/faculties are responsible for:

- Conducting an independent investigation of the complaint impartially and without bias;
- Analysing the evidence and determining the substance of the allegation;
- Dealing with students and staff in a sensitive manner;
- Ensuring the students are aware of their responsibilities and their rights;
- Ensuring that staff are reminded of the need to maintain confidentiality in dealing with complaints of dishonesty in assessment;
- Ensuring that all parties are informed of the outcome of the disciplinary process;
- Developing faculty procedures to support these guidelines where necessary;
- Fostering a culture of academic integrity across the school/faculty; and
- Reporting to the faculty disciplinary committee on the outcomes of cases they have considered.

Secretaries of faculty disciplinary committees are responsible for:

- Ensuring that disciplinary cases are dealt with as soon as possible;
- Keeping accurate records of all breaches of academic integrity;
- Ensuring that the AID is maintained and updated; and
- Annually reporting on disciplinary cases to faculty board and other committees as required.

7 POLICY BASE

[General Academic Regulations, Part 7, AUT Academic Calendar](#)

The University shall comply with all applicable New Zealand laws, legislation, and regulations. See also the Register of Key Legislation and specifically:

[Education and Training Act 2020](#)

[New Zealand Bill of Rights Act 1990](#)

8 ASSOCIATED DOCUMENTS

[Assessment Procedures](#)

[Terms of Reference and Membership of Disciplinary Committees](#)

Policies and Procedures can be found on [TUJA](#).

9 FORMS/RECORD KEEPING

The Academic Integrity Database is owned by the Academic Quality Office. Faculties are responsible for maintaining records of reports to faculty committees.

10 DOCUMENT MANAGEMENT AND CONTROL

Procedure Owner: Deputy Vice Chancellor Academic

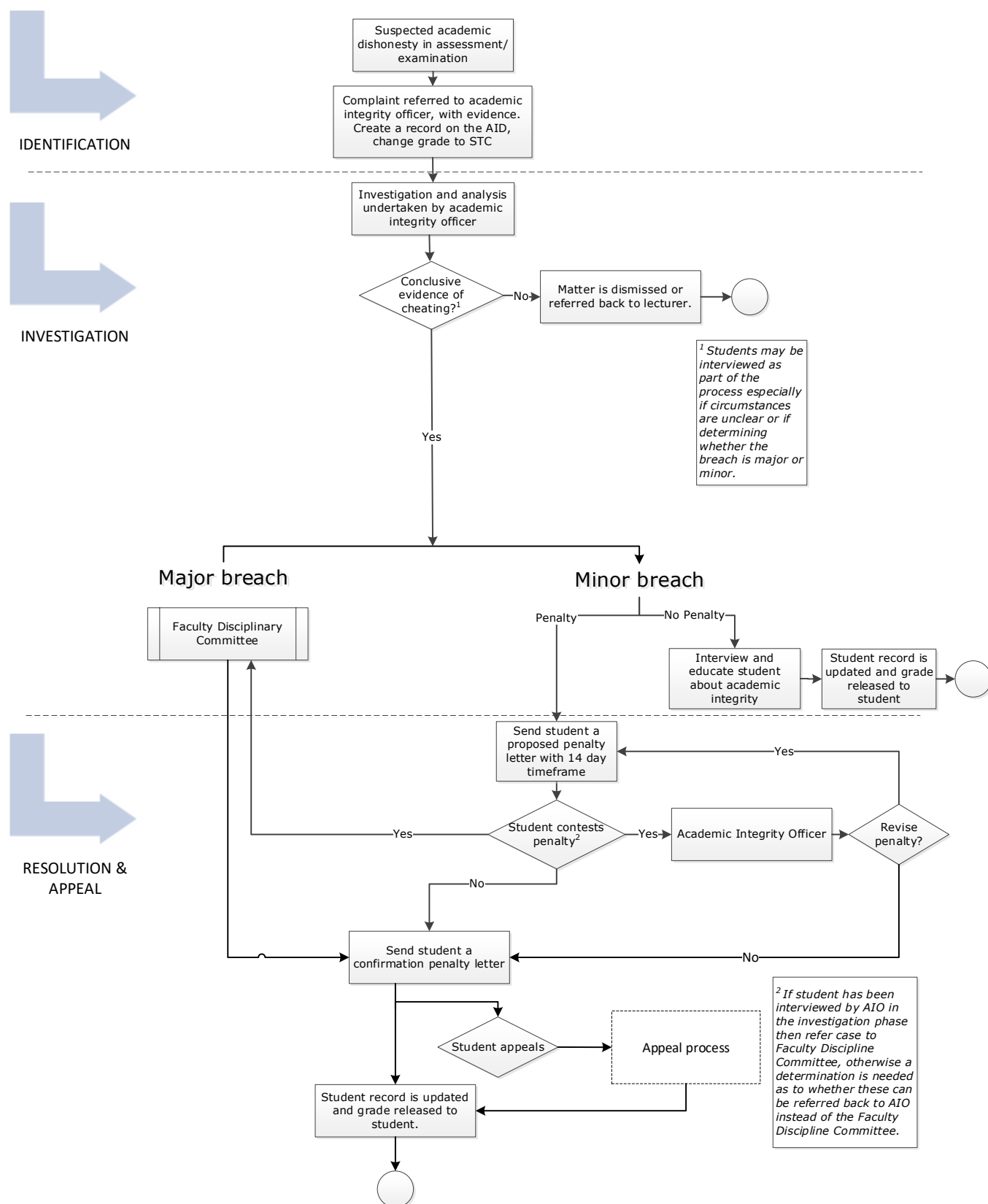
Last review: 3 October 2023

Next review: 3 October 2028

Approved by: Vice Chancellor

Effective date: 3 October 2023

Appendix 1: Flowchart – Academic integrity breaches



Appendix 2: Range of outcomes – Mapping from GAR to Academic Integrity Procedures and Guidelines

General Academic Regulations Faculty Disciplinary Committee may impose one or more of the following:	Academic Integrity Procedures and Guidelines Outcomes	Academic Integrity Database Proposed Penalties
No penalty	Dismissed 10.2.2 If the evidence does not support a breach the matter may be dismissed.	Dismissed
	No Penalty Where there is conclusive evidence of a breach, the academic integrity officer must determine one of the following: (a) That no penalty should be given but a warning plus referral to educational workshop or equivalent.	No Penalty
	Referral to academic integrity workshop	
	Assignment task on referencing	
An admonition	An admonition	Warning
	Warning	
A reassessment	Resubmission with no penalty	Resubmission / Resit
	Resubmission with capped mark/grade	
A reduction in mark or grade awarded for an assessment or course	Reduction in mark/grade dealt with through the marking criteria	Reduction in Mark
	Reduction in mark/grade or zero mark	
	Zero for assessment (Note: a fail may be awarded even if this means the student subsequently fails the course.	Zero for Assessment
	Fail grade for course	Zero for Paper
Suspension from attendance at the University for a stipulated period, subject to confirmation of the Vice-Chancellor	Suspension from attendance	Suspension
A limitation or prohibition on attendance at any class or classes for a stipulated period, subject to the confirmation of the Vice-Chancellor		Limited Attendance
Expulsion from the University subject to the confirmation of the Vice-Chancellor	Expulsion	Expulsion