1. Scope

This procedure applies to all students enrolled in one or more courses at Torrens University Australia. It also informs academic and professional staff in regards to preventative approaches which support students’ acting with academic integrity, and in dealing with breaches of academic integrity.

Academic conduct by higher degree research students are dealt with under the Research Code of Conduct.

2. Definitions

Academic integrity: is a commitment to the embodiment of the values of honesty, trust, fairness, respect and responsibility in scholarship.

Procedural fairness: a fair and proper procedure appropriate to the circumstances, where decisions are made without bias and are supported by evidence and communicated with reasons.

3. Preventative approaches

The following list provides an overview of key initiatives currently in place to support students in meeting academic integrity requirements:

3.1 Curriculum Design

The University uses the Laureate Australia course and subject summit process for curriculum and assessment design. This process ensures that, for all new courses, a set of common principles is deployed in the design and development of learning experiences. In relation to academic integrity, these principles (in turn drawing directly on the Principles of Learning and Teaching) include:

- **Industry relevance**: ensuring that learning experiences in relation to academic integrity are delivered within/made relevant to the career outcome context.
- **Drawing on unique individual prior experiences**: setting assessment tasks that require students to build on their own personal prior experiences and knowledge.
- **Process given as much emphasis as final output**: staging assessment tasks where the process is an integral part of the learning experience, contextualized in terms of industry/career outcomes, with active reflection and recording by students alongside active discussion and observation by teachers and peers.
- **Drawing on unique data sets**: staging assessment tasks where the topic/subject matter/brief is continuously refreshed, e.g. use of a live industry brief
• **Focusing on competencies and soft skills**: staging assessment tasks that emphasise the active demonstration (and observation) of competencies and soft skills.

• **Group work**: staging assessment tasks where students are required to collaborate as part of a community of learners

### 3.2 Assessment Design

Assessments are designed to eliminate or minimize opportunities for students to gain unfair advantage through academic misconduct. This may include:

- well-constructed assessment tasks that have clearly explained requirements, supported by well-designed marking criteria/rubric.
- for written submissions, include measures that eliminate or minimize the possibility of ghostwriting (commissioning another person to write the submission), such as requiring as part of the assessment:
  - an oral presentation
  - outlines or drafts
  - oral examination
  - demonstration of ability and knowledge via supervised examination
- for non-written submission, include measures that eliminate or minimize the possibility of academic misconduct, such as requiring as part of the assessment:
  - demonstration of skills and application of knowledge
  - evidence of research and findings
  - drafts or preparatory work
- redesigning assessment tasks in which breaches of academic integrity previously occurred
- redesigning assessment tasks or examination questions so that students with knowledge or prior experience of those tasks cannot gain an unfair advantage for themselves or others

### 3.3 Student Orientation

Orientation programs include a number of topics relating to learning and academic skills support, including information about plagiarism and academic integrity:

1. **On-Campus Orientation**
   
   Held twice study period, on-campus orientation programs include an academic integrity and plagiarism presentation delivered by Academic Skills and Library staff. Students are also guided to policies and procedures and Academic Skills and Library resources available within the Learning Management System (LMS).

2. **International Student Orientation**
   
   Also held twice each study period, our international student Orientation session includes information about academic expectations (among other compliance requirements) and covers learning and academic skills.

3. **Online Orientation (O-Orientation)**
   
   All new students are guided to Online Orientation through welcome emails, Online Orientation sessions and Campus Portals. O-Orientation includes policies and procedures and an introduction to both Academic Skills and Library sites where academic integrity resources can be found. Online Orientation is accessed via this [direct link](#).

An interactive quiz (using a tool called Kahoot) was developed in 2016 to enable students to further understand *academic integrity* within their college and university setting. The tool is used to engage students with the topic.
3.4 Learning and academic skills support and resources

Learning and academic skills resources are available to students from the LMS. These resources include a range of topics that support students in meeting academic integrity, including an Academic Writing Guide which includes information on academic integrity, how to write to an academic standard, and instruction on how to correctly paraphrase or quote directly, and the requirements for properly acknowledging sources used to avoid plagiarism.

On each campus, students have access to Academic Skills Facilitators that can guide them in all areas of academic work, which complements the support offered by lecturers. Academic Skills workshops are also run on each campus.

3.5 Library resources and workshops

Library staff are available to students who require support in all areas of academic study, including academic integrity. The Library provides instructional workshops on using referencing software to improve referencing quality and management of cited sources. The library website contains information on copyright guidelines for students, and various multimedia resources which explain the importance of academic integrity and copyright. The Library also provides a range of print and ebooks available for further study in this area.

3.6 Self-checking

The University provides students with the similarity detecting software, such as Turnitin. Students are advised to use this software as a tool for self-assessment prior to submitting their written work for marking, and are urged to rectify any issues identified with the similarity of their work with others. Some assessment briefs may include the use of this software as a requirement, and require students to submit a report to verify this has been done. Academic staff may also use this software if plagiarism is suspected in work submitted for marking.

3.7 Academic Integrity Declaration

As part of the process for submitting assessment via LMS, students are required to declare that the work being submitted is their own, and it has not been plagiarised. Making a false declaration is deemed as a serious offence, and will be taken into consideration of a breach of academic integrity has taken place.

3.8 Examination procedures

Examinations are to be conducted as outlined in the University’s Examination Procedures.

3.9 ELICOS

ELICOS students are introduced to academic integrity from the start of their ELICOS courses as preparation for further study, including an introduction to the Academic Writing Guide. ELICOS students are also required to have their work submitted through Turnitin.

4. Dealing with breaches of academic integrity

The University is committed to dealing with allegations of academic misconduct by students in accordance with the principles of procedural fairness.
Step 1: Detection

Detecting potential breaches of academic integrity is fundamentally a judgement made by the lecturer, who is most aware of individual assessment requirements and an individual student’s abilities.

If a lecturer suspects there has been a breach of academic integrity, this suspicion needs to be supported by available evidence, such as:

- Report from similarity detecting software
- Similarity with work submitted by another student, or by the same student for another assessment
- Non-submission of required outlines, drafts, or preparatory work, as required in the assessment brief
- Incongruence between student’s performance to date in class, coursework, and/or performance in prior assessments
- Student’s behaviour during an examination

At this stage, the student is not to be informed of the lecturer’s suspicion, and no further information is to be requested from the student.

Where allegations concern group work, the steps within this procedure must be undertaken separately in relation to each student involved.

No assumption of academic misconduct may be acted upon without clear and documented evidence.

Step 2: Investigation

Lecturer notifies a Senior Lecturer/Learning Facilitator (SL/LF) within their Vertical. In the case of ghostwriting, the Lecturer will inform the Program Director (PD). The SL/LF/PD considers the evidence provided by the Lecturer. If the SL/LF/PD deems:

- the evidence does not substantiate a breach of academic integrity, the allegation is dismissed and no further action is taken.
- there is sufficient evidence to indicate a possible breach of academic integrity the SL/LF/PD informs the student via email within five working days, and invites the student to a meeting at which the student can present their case. The email must:
  - inform the student of the details of the allegation
  - provide the date and place of the meeting. The meeting should occur within 20 working days of the initial notification
  - indicate that the student may bring a support person (who is not a legal representative)
  - include a copy of the Academic Integrity Policy and these Procedures
  - give the student an opportunity to make a written submission by the date of the meeting as an alternative to, or supplement to, the meeting. If the student is unable to attend the meeting, the discussion may occur via email or teleconference
  - in the case of ghostwriting, the student will be required to provide supplementary evidence to prove their authorship of the work.

The SL/LF/PD needs to record this communication within the Student Information System (SIS), as well as ongoing correspondence with the student. Activities within the SIS may require the support of the Academic Services Officer.
Where the student does not respond to the meeting request or refuses to participate, the SL/LF/PD will decide on the most appropriate outcome.

In response to the investigation, the SL/LF/PD needs to deem whether:

- there is evidence of a breach of academic integrity. The SL/LF/PD documents this in the Student Information System (SIS), gathers information on whether it is a repeated breach of academic integrity from the SIS, and proceeds to Step 3.
- there has not been a breach of academic integrity. The allegation is dismissed and the outcome recorded in the SIS and communicated via email to the student and the lecturer.

**NOTE:** The Academic Services Officer (or delegate) will create the Academic Process within SIS in accordance with the [Academic Integrity Recording Procedure: Work Instruction for Academic Services Officers](#) (for staff only).

### Step 3: Decision

The SL/LF/PD notifies the PD/Dean (or delegate) of the outcome of the investigation. The PD/Dean (or delegate) considers the evidence provided and determines whether a breach of academic integrity can be substantiated. If the PD/Dean (or delegate) deems a breach:

- has not taken place, the allegation is dismissed, and the outcome is recorded in the Student Information System, and communicated via email to the student and the lecturer (standard communication to be developed). Activities within the SIS may require the support of the Academic Services Officer.
- has taken place, the PD/Dean (or delegate) needs to determine whether it is a ‘minor’ or ‘significant’ breach, based on an explanation of these terms in section 7 of the [Academic Integrity Policy](#). If the breach is deemed:
  - ‘minor’, whether ‘initial’ or repeated’, the PD/Dean (or delegate) determines the penalty based on details within section 7 of the [Academic Integrity Policy](#).
  - ‘significant’ breach, whether ‘initial’ or ‘repeated’, the PD/Dean (or delegate) will request an extraordinary meeting of the Vertical Learning and Teaching Committee. The PD/Dean (or delegate) will present the evidence gathered to the Committee, and the Committee will determine the penalty based on details within section 7 of the [Academic Integrity Policy](#).

The outcome of the PD’s/Dean’s (or delegate’s) or Committee’s decision is recorded in the SIS, and communicated via email to the student and the lecturer. If the student disagrees with the outcome of investigation, the student can access the appeals process outlined in the [Student Complaints Policy](#).

### Step 4: Follow up

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