Guidelines

Staff Direction: Identifying and Preventing Breaches of Academic Integrity

1.0 Purpose

These guidelines support the *Student Academic Integrity Policy* and *Student Breaches of Academic Integrity Procedure* by outlining the ways in which breaches of academic integrity may take place in a range of teaching, student research and assessment environments, including online.

Additionally, students who fall within the scope of these guidelines must conduct their research in accordance with the standards of research conduct set out in the Australian Code for the Responsible Conduct of Research 2018 (Australian Code 2018) and supported by the University's *Responsible Conduct of Research Policy*. Students with a professional practice component to their program must adhere to the professional practice standards for their field.

2.0 Scope

These guidelines apply to all students of the University in all career levels, modes of study and locations, physical or digital, undertaking academic work/practice towards the completion of their program or, more generally, under the auspices of the University.

For the purpose of these guidelines, the term 'student' includes:

- all enrolled students and Higher Degree Research (HDR) candidates at the University

- students with Active Enrolment Status, including those who are not 'carrying load' and students on approved leave, including leave of absence, deferment or between enrolment periods.

3.0 Guidelines

1. Academic misconduct involves the misrepresentation of any aspect of academic achievement by act or omission. This includes any behaviour by which a student seeks to gain an unfair or unjustified advantage in their studies.

2. When students breach academic integrity expectations in a way that goes beyond Incomplete Academic Practice, Academic Misconduct occurs. The Student Breaches of Academic Integrity Procedure establishes the rules, processes and decision-making authority for considering alleged Academic Misconduct.

3. Types of conduct that may be either Incomplete Academic Practice or Academic Misconduct, depending on the scale and circumstances of the conduct, include:

a. Academic File-sharing

b. Assisting Plagiarism

c. Collusion

d. Plagiarism (where this involves inadequate citation rather than no attempt at citation).

4. Types of conduct that always constitute Academic Misconduct include:

a. Plagiarism (where no attempt at citation is made, including for graphical and pictorial sources)

b. Uncited content created using Generative Artificial Intelligence Software

c. Cheating, for instance, in examinations, tests and quizzes

d. Contract Cheating

e. Fabrication, for instance, of data, results or other work items

f. Falsification, for instance, of data, results or other work items

g. Misrepresentation of the Student's Identity or Activities

h. Solicitation

i. Washing

j. Over-editing

k. Breach of Ethical Standards, including conducting research without the required ethics clearance

l. Breach of HDR Thesis Examination Procedures

m. Attempting to inappropriately influence a peer review process.

3.1 Responding to Academic Misconduct

1. It is important to think about student Academic Misconduct from three angles:

a. What motivates it?

b. How can it be detected?

c. How can it be minimised or prevented?

2. Key factors in reducing both the impetus and opportunity to commit Academic Misconduct, and therefore reduce its frequency, are:

a. appropriate assessment design, which rewards good academic practice and makes Academic Misconduct less useful and viable as an option;

b. the provision of early, frequent and easily accessible academic skills support;

c. early, clear explanation of academic integrity and Academic Misconduct to students;

d. awareness of the overall academic circumstances of students (i.e. having multiple assessments due simultaneously may push students who are not coping towards perceived 'shortcuts');

e. clear directions to students on all assessment tasks, including guidelines for referencing, citing content appropriate use of artificial intelligence;

f. clear directions on required ethics, biosafety and data management processes to students undertaking research;

g. building a collaborative, not punitive, culture with students wherever possible;

h. ensuring that students struggling with courses or work can access time and assistance from academic teaching staff to help them meet their required learning;

      i. communication between academic colleagues to help build consistency in approach, discuss emerging issues of concern and provide a unified position for students;

      j. empowering HDR candidates with knowledge to ensure they are operating within defined research and candidature policy and procedure.

3. The table in 3.2 provides guidance on how Academic Misconduct can be detected and proactively addressed. It is **not** a substitute for following the processes prescribed in the Student Breaches of Academic Integrity Procedure, which are the only processes that allow for penalties to be applied.

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3.2 Identifying and preventing breaches of academic integrity

	WHAT IS IT?	HOW CAN YOU DETECT IT?	HOW CAN YOU PREVENT IT?
Academic Filesharing	Academic filesharing is when a student shares any aspect of their assessment materials with another student. This includes materials related to past year assessment tasks without the explicit permission of academic staff. This is distinguished from contract cheating in not being a paid transaction. However, students may barter materials. In the case of class notes, academic filesharing may not always constitute Academic Misconduct. Students may share notes with other students as a collaborative and mutually supportive act.	Academic filesharing may be detected by Turnitin automated checking software in the case of direct plagiarism. In the case of suspected filesharing from an external (non-Griffith) source, academics may also consult services such as StuDocu, CourseHero, ThinkSwap, Student VIP, and Chegg.com, which crowdsource assessment materials.	Filesharing may be reduced by academic staff communicating to students clearly Griffith's expectations about document sharing of assessed materials, noting explicitly that it constitutes both plagiarism and collusion, even after the conclusion of a course. Staff should also provide examples of assessments and conduct searches of the most popular filesharing services
Assisting Plagiarism	Assisting Plagiarism occurs when a student willingly assists another student to circumvent the purpose of assessment through cheating, misrepresentation, plagiarism or solicitation (e.g., by willingly sharing their own work, giving them access to their own work, using a file-swapping/sharing site or advertising the availability of their own work or someone else's work).	Assisting plagiarism is detected in similar ways to academic filesharing (see above).	Assisting plagiarism is prevented in similar ways to academic filesharing (see above).

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Attempting to inappropriately influence a peer review process	Attempting to inappropriately influence a peer review process occurs when a student whose work is undergoing peer review seeks to influence the process or outcomes in any way, whether directly or indirectly.	Such breaches are typically detected by whistleblowers, including supervisors, examiners and peers.	Attempts to inappropriately influence a peer review process can be prevented by HDR, Honours and postgraduate research supervisors setting clear expectations with students before they submit their research work for peer review.
Breach of ethical standards (research)	A breach of ethical standards in research is a breach of the Australian Code for the Responsible Conduct of Research 2018, which occurs when a student conducts research without the required ethical clearance or fails to comply with the terms of the research project's ethical clearance.	Breach of ethical standards is typically detected by supervising academic staff. On occasion, it may be reported by a whistleblower.	Staff should be vigilant about ethical clearances when examining assessments or HDR milestone documentation and draft thesis chapters. The necessary ethical standards should be made clear to students through guidance from their supervisors as well as in online materials and in class or in recorded materials.
Breach of HDR thesis examination procedures	Breach of HDR thesis examination procedures occurs when a candidate fails to comply with the protocols for the examination process, including unauthorised contact with an examiner, as set out in the *Higher Degree by Research Policy*	Such breaches are typically detected by whistleblowers, including supervisors, examiners and peers.	Breach of thesis examination procedures can be prevented by clear expectations delivered by HDR supervisors to students before submission of theses for examination.

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Cheating	Cheating, for instance, in examinations, tests and quizzes occurs when a student fails to comply with the requirements, conditions and instructions specified for their conduct in the assessment task, including: • communicating, or attempting to communicate, with a fellow student or individual who is neither a proctor nor a University employee • copying, or attempting to copy, from a fellow student, website or AI-based machine learning • attempting to introduce, consult during the examination, or having in their possession, any unauthorised printed or written material, or electronic calculating or information storage device, or mobile phones or other communication device • recording, transmitting or disseminating questions and/or answers to themselves or another person • impersonating another student and • failing to comply with an instruction by a University officer appointed to supervise the examination(s).	Cheating may be detected by an academic employee or invigilator supervising the examination. Cheating may also be detected by another student and brought to the course coordinator's attention. Signs that a student may have cheated in an exam may include: • a sudden jump in grades from previous assessments to exam result • uncharacteristic answers from previous assessments or • students with the same or extremely similar answers or mistakes.	Cheating may be prevented by vigilant supervision of examinations, including appropriate checking of identity through student cards and assessments.

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Collusion	Collusion, where a piece of work prepared by working closely with one or more individuals or in a group, is represented as if it were the student's or candidate's own, this includes: • producing the piece of work together • determining the method or approach to a question or assessment task together • sharing answers or giving access to questions and answers or completed assessment tasks • submitting as one's own work all or part of another student's work with the student's knowledge or consent.	Collusion can be detected through rigorous cross-marking of assessment items across classes. Inconsistencies within the assignment, such as different fonts or sizes or uncharacteristic or uneven use of 'voice' may be signs of plagiarism, as is a sudden jump in grades.	Staff should provide students, especially first year students, with exemplars of good academic practice that appropriately acknowledge the ideas or academic works of others.

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Contract cheating	Contract cheating involves acquiring or commissioning a piece of work that is not a student's own work and representing it as if it were by: • purchasing the assessment task from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned • employing a third party to construct HDR thesis content • submitting an assessment task produced by a third party, including a friend, family member, a fellow student, or a University employee.	Contract cheating may be detected by either a very low Turnitin score (which indicates the document has been edited to avoid matching) or a very high Turnitin score (which indicates the document has been copied or shared). References may be from inappropriate sources, often another discipline, or falsified or entirely absent from the document.	Staff can help prevent contract cheating through the creation of course-specific assessments that vary from year to year, requiring students to show proof of the assessment development process across the course and for HDR candidates, encouraging and engaging in timely drafting and feedback processes. Where students have been caught in an untenable situation by a contract cheating vendor (i.e. via attempted or threatened blackmail), it is important that students are empowered to resist or push back against this criminal behaviour. Students should be reassured that while they may still incur an academic penalty, the University will not automatically exclude them for admitting to contract cheating and will offer support in dealing with contract cheating vendors.
Fabrication	Fabrication of results occurs when a student claims to have carried out tests, experiments, or observations that have not taken place, makes up results or presents results not supported by evidence.	Staff should look for discrepancies in the data, data that is very 'clean' without any expected statistical 'noise', difficulty replicating the data, or the use of images that appear to have been modified.	Clear expectations of tests, experiments and observation of conduct in assessment material, thesis preparation, online and in class can help prevent fabrication.

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Falsification	Falsification occurs when a student manipulates research material, equipment or processes or changes or omits/suppresses data or results without scientific or statistical justification, such that the research is not accurately represented in the research record. This would include: • 'misrepresentation of uncertainty' during statistical analysis of the data • plagiarism or deception in proposing, carrying out, or reporting the results of research.	Falsification can be detected through a close analysis of the assessment or research work by the marker or HDR supervisor. As with fabrication, academic staff should look for discrepancies in the data, 'clean' data without any expected statistical 'noise', difficulty replicating the data, or modified images.	Clear expectations of tests, experiments and observation of conduct in assessment material, thesis preparation, online and in class can help prevent falsification.
Misrepresentation	Misrepresentation occurs when a student: • presents an untrue statement about attendance or participation in any learning activities • includes citations to non-existent or incorrect sources • does not disclose any information or matter where there is a duty to disclose such information. It includes submitting falsified documentation in support of an assessment application (assessment extension, deferred assessment, special consideration).	Misrepresentation can be detected by verification of attendance, participation and assessment documentation by academic staff, as well as close checking of citations.	It can be prevented through enforcing attendance and performance requirements in learning and research activities, as well as instruction in citation practices.

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Plagiarism	Plagiarism occurs when the work of another is represented, intentionally or unintentionally, as the owner's own original work, without appropriate acknowledgement of the author, creator or the source. This category of Academic Misconduct includes, but is not limited to: • self-plagiarism by duplicating the same or almost identical work for more than one assessment item without permission • copying ideas, concepts, research data, images, sounds or text • paraphrasing a paper from a source text, whether in manuscript, printed or electronic form (e.g., article spinning, text rewriting, and content creation tools), without appropriate acknowledgement • word-for-word copying, cutting or pasting statements from a single source or multiple sources or piecing together work of another and representing them as original work • submitting as one's own work all or part of another student's work • inappropriate use of a professional editor in preparing a thesis or piece of assessment.	Plagiarism can be detected through the use of Turnitin, which provides a report for word similarity. Staff should be trained in interpreting these reports to identify incomplete referencing or plagiarism.	Plagiarism can be prevented by providing guidance on how to correctly cite and reference work and how to find relevant library support resources. Staff should provide students, especially first year students, with exemplars of good academic practice that appropriately acknowledge the ideas, or academic works of others. Care must be taken to ensure that any editorial intervention is restricted to copy editing and proofreading. In the preparation of a thesis, HDR candidates must abide by the Guidelines for Editing Research Theses, published by the Institute of Professional Editors (IPED) and approved by the Australian Council of Graduate Research (ACGR).

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Over-editing	Over-editing occurs when an individual other than the student takes responsibility for the work by editing language, structure and/or content such that there are significant changes to the material content, meaning and/or presentation.	This typically is an issue with large assessment items such as extended essays or dissertations. It may be evident through significant language changes between drafts or sections or through reports from whistleblowers.	Making students aware of the differences between assistance with proofreading compared to someone editing a document so they significantly change the phrasing and or content.
Solicitation	Solicitation occurs when a student requests, offers, encourages, induces or advertises for another person to write or develop assessment tasks, items or other work on their behalf. This includes: • examination papers • model examination answers • examination questions • examination scripts • online quizzes • draft thesis chapters • published reports or papers • HDR milestone documents.	Solicitation is typically detected through reports from whistleblowers, which should, if possible, include documentation and descriptions (including screenshots) of what is being alleged to have occurred. Whistleblowers may be from external sources such as journal editors for externally published outputs.	Making students aware of the severity of this behaviour is essential, and it should be done early in a student's academic journey with the University. In the preparation of a thesis, HDR candidates must abide by the Guidelines for Editing Research Theses, published by the Institute of Professional Editors (IPED) and approved by the Australian Council of Graduate Research (ACGR).

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Uncited content created by Generative Artificial Intelligence (AI) software	AI tools such as Chat GPT and Bing Chat can be used to generate content for assessment items, HDR milestone reports, theses and external publications and reports.
	
	These synthesise large amounts of material found online into a coherent response or output producing content that cannot be detected by current plagiarism detection tools like Turnitin.
	
	Representing AI-generated content as a student's own work is Academic Misconduct.
		Future technical solutions, such as watermarking technology implemented into generative AI software, may assist with detecting inappropriate use of generative AI tools.
		
		In the meantime, it is recommended that academic staff familiarise themselves with the technology, which will assist in identifying academic integrity breaches.
		
		AI-generated text content can often be detected by its inaccurate or falsified use of referenced academic works, although the accuracy of the technology is rapidly advancing.
			The use of AI-generated content can be at least curtailed in a number of ways:
			
			• open conversations between academics and students about the appropriate and allowable uses of AI (brainstorming etc) and its limitations
			
			• clear instructions to students regarding the need to explicitly acknowledge any use of AI and how to do this
			
			• assessment can be redesigned to reduce the risk of AI misuse, including:
			
			   o assessment items can incorporate course-specific material in the form of original experiments, interviews, surveys, results and observations
			
			   o staff may make use of in-class handwritten exams and assessment items or supervise students in class using their computers
			
			   o assessment items may also be designed to show the students' process in constructing their work, submitting drafts and edits annotated with track changes or with a screen recording tool.

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Washing	Washing occurs when a piece of material written in another language has been put through translating software such as Google Translate.	Washing may be detected by unusual or obscure word choice, punctuation and grammatical anomalies, and phrases or sentences that appear unrelated to the topic at hand or do not flow. Washed texts are typically not picked up by software checks.	Staff should familiarise themselves with the technology by creating a test-washed piece themselves. This will help them identify suspected cases of washing.

4.0 Definitions

Academic Misconduct, whether intentional or negligent, encompasses behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect, responsibility and courage) of academic integrity; or
- breaching academic integrity.

Active Enrolment Status refers to a student who has:

- accepted an offer of admission to a program and shall have completed the enrolment procedures prescribed by the University;
- paid such fees and charges as the University may require to be paid as a condition of enrolment;
- fulfilled the conditions prescribed for Commonwealth supported students, in the case of a student admitted to a program as a Commonwealth supported student; and
- completed any other procedures which may be required as a condition of enrolment.

5.0 Information

Title	Staff Direction: Identifying and Responding to Breaches of Academic Integrity
Document number	2023/0000501
Purpose	These guidelines support the *Student Academic Integrity Policy* and Student Breaches of Academic Integrity Procedure by outlining the ways in which breaches of academic integrity may take place in a range of teaching, student research and assessment environments, including online.
	Additionally, students who fall within the scope of these guidelines must conduct their research in accordance with the standards of research conduct set out in the Australian Code for the Responsible Conduct of Research 2018 (Australian Code 2018) and supported by the University's *Responsible Conduct of Research Policy*. Students with a professional practice component to their program must adhere to the professional practice standards for their field.
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Subcategory	Learning & Teaching

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Approval date	22 December 2023
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Approving authority	Provost

6.0 Related Policy Documents and Supporting Documents

Legislation	Australian Code for the Responsible Conduct of Research 2018
	Higher Education Standards Framework (Threshold Standards) 2021
Policy	Admission Policy
	Assessment Policy
	Higher Degree by Research Policy
	Responsible Conduct of Research Policy
	Student Charter Framework
	Student Conduct, Wellbeing and Safety Policy
	Student Critical Incident Management
	Student Review and Appeals Policy
Procedure	Academic Progress Procedures
	Higher Degree by Research Academic Decisions Schedule
	Higher Degree by Research Academic Progress Procedure
	Research Integrity Breach Investigation Procedure
	Student Breaches of Academic Integrity Procedure
	Student General Conduct Procedure
	Student Review and Appeals Procedure
Local Protocol	Student Academic Integrity Management System