

Student Academic Integrity

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1.0 Purpose

This policy:

- defines Griffith's expectations with regard to academic integrity in student work
- provides a consistent, affirmative approach to academic integrity that considers and supports students' needs and circumstances while still maintaining clear standards
- outlines the ways in which breaches of academic integrity may take place in a range of teaching, student research and assessment environments, including online
- provides direction to the Academic Misconduct process that may be employed by the University when academic integrity is breached.

2.0 Scope

This policy applies 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, course or, more generally, under the auspices of the University.

For the purpose of this policy, the term 'student' includes:

- all enrolled students, including 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 of Absence, Deferment or between enrolment periods.

This policy also applies to graduates of the University where the University is considering revocation of an award or preventing future enrolments by a person due to Academic Misconduct uncovered after graduation.

To meet academic integrity expectations, students may also need to familiarise themselves with and adhere to the University's expectation for academic integrity and code of practice requirements relevant to their program of study. For example, students engaging in research are required to adhere to the Australian Code for the Responsible Conduct of Research 2018 and the University's Responsible Conduct of Research Policy. Students with a professional practice component to their studies will need to adhere to professional practice standards for their field.

3.0 Policy Statement

1. Academic integrity is the ethical basis upon which academic work is produced. It comprises six key values:
 - a. **Honesty**, which involves properly and fully acknowledging the source of words, ideas and other work and not claiming the work of others as your own.

- b. **Trust**, which is a mutual relationship between employees in teaching and supervision roles and students.
 - c. **Fairness**, through:
 - the establishment and communication of transparent and realistic assessment expectations and standards of academic practice and research in meeting program requirements
 - the provision of academic and research skills information and support to help students understand the requirements and give them the best chance to succeed
 - clear academic integrity standards that are applied consistently.
 - d. **Respect** for the participatory nature of learning and research and the work and perspective of others.
 - e. **Responsibility**, which highlights that every person at the University has a duty to maintain academic integrity.
 - f. **Courage**, which allows learners to commit to the quality of their education by holding themselves to the highest standards of academic integrity even when doing so involves the risk of negative consequences.
2. Students are expected to:
 - a. commit to the principles of academic integrity and apply them throughout their program
 - b. undertake any mandatory training in academic skills, academic integrity and research integrity
 - c. seek assistance where they have a gap in understanding or need extra support to fulfil their academic integrity obligations
 - d. avoid all intentional and unintentional acts that could be considered or perceived as a breach of academic integrity.
3. Griffith has a strong commitment to student health and wellbeing, which shapes all responses to student conduct and learning. The University will exercise care in assigning penalties for Academic Misconduct to ensure students' wellbeing is considered and supported in addition to their academic development.

3.1 Building a culture of academic integrity

1. Griffith is committed to a proactive educational approach to academic integrity, recognising that students need to be supported to develop skills and be enabled to demonstrate them. Two key elements support this approach:
 - a. providing ways in which students can develop their academic skills
 - b. designing work and assessment tasks that reduce the opportunity for breaches of academic integrity.
2. At the outset of their study, students will be purposively introduced to the norms and expectations around academic integrity. This includes discipline-specific norms around referencing and the acknowledgement of the work of others.

3.2 Differentiating Incomplete Academic Practice from Academic Misconduct

1. In keeping with the focus on appropriate and supportive responses, Griffith distinguishes unsuccessful or incomplete attempts to fulfil the requirements of academic integrity (Incomplete Academic Practice) from more intentional or serious breaches, which constitute Academic Misconduct.
2. Incomplete Academic Practice occurs when:

- a. a student makes a genuine attempt to reference their work but has inadequate referencing skills or
 - b. a student early in their academic career displays a lack of awareness that the content used should be cited (e.g. using verbatim content from course note materials or their own notes of a lecturer's material that use phrases without acknowledgement) or
 - c. a student reuses their own original work for a coursework assessment item that has previously been presented for assessment, at Griffith or elsewhere, without acknowledgment, whilst not understanding that this is not permitted or
 - d. a student shares material with another student in a spirit of collegiality without being aware that such sharing may amount to Collusion.
3. Students whose work displays Incomplete Academic Practice, with no intention to deceive the assessor or claim work as their own that they did not create, have not committed Academic Misconduct. Decisions considering whether an act was intentional and/or should already be within the student's skillset will give regard to the student's academic history, including any confirmed breaches of academic integrity and level of prior academic experience.
4. Incidents of Incomplete Academic Practice will be addressed educatively in the context of the teaching, supervision, learning and assessment environment, with citation treated as one element of good academic practice among many.

3.3 Breaches of academic integrity

1. Practices that are in conflict with the core values of academic integrity undermine the University's educational goals, outcomes and standards. As a result, employees cannot accurately judge students' attainment of the relevant skills and knowledge. This has several consequences, including:
 - a. poorer educational outcomes for the student, decreasing the depth, richness and value of their University engagement, and hampering their development of critical thinking and analysis skills
 - b. inadequate knowledge and skills acquisition, which can pose quality and safety risks, especially for students whose qualifications will lead to entry into a regulated profession
 - c. reputational risk to Griffith if graduate quality is perceived as being impacted by a lack of academic integrity.
2. Breaches of academic integrity that go beyond Incomplete Academic Practice are 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)
 - 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 of, for instance, 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
5. Academic Misconduct varies in severity and will be classified as either less serious or more serious through the triage process prescribed in the Breaches of Academic Integrity Procedure.
6. All allegations of Academic Misconduct will be addressed fairly, consistently, and transparently in accordance with the processes in the Breaches of Academic Integrity Procedure.

4.0 Roles, responsibilities and delegations

Academic Misconduct matters are managed via the Student Breaches of Academic Integrity Procedure.

4.1 Decision-makers

Decision-makers for each category and level of Academic Misconduct, their responsibilities, and the penalties they may apply are outlined in that procedure.

4.2 Conflicts of Interest

Staff involved in Academic Misconduct review or appeals processes must disclose actual, perceived or potential conflicts of interest (whether personal, financial or otherwise) as soon as they become aware of them. A Decision-maker must act impartially, without perceived or actual bias.

5.0 Definitions

Academic File-sharing 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 employees.

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 or course (subject) 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.

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).

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 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 Section 7.0 of the Higher Degree by Research Examination Procedure, or attempting to inappropriately influence a peer review process.

Cheating occurs when a student fails to comply with the requirements, conditions and instructions specified for their conduct in the assessment task.

Collusion is unauthorised collaboration on assessable work (written, oral or practical) with others. This can occur when a student presents group work as their own or as the work of another person.

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
- submitting an assessment task produced by a third party, including a friend, family member, a fellow student, or an employee of the University.

Decision-maker refers to academic and professional employees who, through their role or position, are authorised as the responsible officer within a University policy or delegation schedule to make decisions about those matters.

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.

Falsification of data or results 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.

Incomplete Academic Practice is defined in 3.2.2.

Misrepresentation of the Student's Identity or Activities 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).

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 and or presentation.

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.

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.

Uncited Content Created by Generative Artificial Intelligence (AI) Software involves using AI tools, such as ChatGPT, which can be used to generate content for assessment items. These synthesise large amounts of material found online into a coherent response or output. Representing AI-generated content as a student's own work is Academic Misconduct.

Washing occurs when a piece of material written in another language has been put through translating software such as Google Translate.

6.0 Information

Title	Student Academic Integrity Policy
Document number	2023/0000418
Purpose	<p>This policy:</p> <ul style="list-style-type: none"> • defines Griffith's expectations with regard to academic integrity in student work • provides a consistent, affirmative approach to academic integrity that considers and supports students' needs and circumstances while still maintaining clear standards • outlines the ways in which breaches of academic integrity may take place in a range of teaching, student research and assessment environments, including online • provides direction to the Academic Misconduct process that may be employed by the University when academic integrity is breached.
Audience	Students
Category	Academic
Subcategory	Learning & Teaching
UN Sustainable Development Goals (SDGs)	<p>This document aligns with Sustainable Development Goal/s:</p> <p>4: Quality Education</p>
Approval date	16 November 2023
Effective date	Trimester 1 2024
Review date	2029

Policy advisor

Registrar

Approving authority

Academic Committee

7.0 Related Policy Documents and Supporting Documents

Legislation

Australian Code for the Responsible Conduct of Research 2018
Higher Education Standards Framework (Threshold Standards) 2021

Policy

Assessment Policy
Higher Degree by Research Policy
Responsible Conduct of Research Policy
Student Charter Framework
Student Conduct, Safety and Wellbeing Policy
Student Review and Appeals Policy

Procedure

Student Breaches of Academic Integrity Procedure
Higher Degree by Research Academic Progress Procedure
Higher Degree by Research Examination Procedure
Research Integrity Breach Investigation Procedure
Schedule of Responsibilities and Authorisation for Research Training Matters
Staff Direction: Identifying and Preventing Breaches of Academic Integrity
Student General Conduct Procedure
Student Review and Appeals Procedure
