1. Course Convenor consults with the Unit Convenor and they conduct an investigative meeting.

The outcome could be one of the following:

a) Unfounded;
b) Poor scholarship – marks are deducted for poor scholarship and the student is referred to academic support services; and
c) Suspicion of intention to gain unfair advantage – the case is referred to the Academic Registrar for disciplinary assessment.

Required documents, and the outcome, are filed with the Faculty Officer and in the Academic Registrar's Office.

2. In instances when the case is referred to the Academic Registrar for disciplinary assessment, the Registrar sets up an ad-hoc Academic Discipline Committee to process the allegation.

The outcome could be (but is not limited to) one of the following:

a) Allegations dismissed;
b) Failure in the assessment item;
c) Mark of zero for the assessment item;
d) Discontinuance from the Course; and
e) Disqualification from further admission to Avondale.

This new process occurred in conjunction with the commencement of the Turnitin Implementation Pilot Project

Impact of the use of Turnitin

TIME PERIOD	(a) REFERRALS FOR ACADEMIC SUPPORT	(b) REFERRALS TO ACADEMIC REGISTRAR	OUTCOMES of (b)	DISCIPLINE
Jan 2009 – Jun 2013	n/a	7		Range of outcomes: • Fail mark for assessment, *through to* • Fail grade for the unit
During the first semester of the revised Academic Integrity policy, and Turnitin pilot project.	18	2	Plagiarism determined in both cases	1. Serious plagiarism—enrolment discontinued 2. Recommended 0% for the assignment. Student appealed, was allowed to re-submit, and received a passing grade.
The following semester (Note: 10 Faculty Investigative meetings were	52	11	No plagiarism/collusion in one case. Plagiarism/collusion determined in	Range of outcomes: • Maximum grade of 50% • Fail or 0% for assessment, with mandatory academic support and/or resubmission of

TIME PERIOD	(a) REFERRALS FOR ACADEMIC SUPPORT	(b) REFERRALS TO ACADEMIC REGISTRAR	OUTCOMES of (b)	DISCIPLINE
held.)			remaining 10 cases.	assessment with no grade change • Enrolment discontinued—disqualified from further admission to Avondale in the most serious case.

In 2013, Academic Board recommended the use of Turnitin for increasing the efficiency of academic integrity processes. This project commenced in June 2013 and was piloted over one semester. The purpose was to investigate the procedural and educational aspects of implementing Turnitin at Avondale. Twenty-two units were used in the pilot exposing approximately 500 students to its use as a text -matching program. Overall there was positive feedback from the pilot project participants, who indicated that using Turnitin would improve the quality of students' academic writing and aid in managing academic integrity.

At the conclusion of the semester in which the Turnitin Implementation Pilot Project was conducted and when the revised Academic Integrity Policy was first applied, the Academic Registrar had two cases of academic integrity referred for assessment by an Academic Discipline Committee. Plagiarism was established in each of these cases. The plagiarism by one of these students was so serious that enrolment at the College was discontinued. The Committee recommended that the second student receive 0% for the assignment. However, the student used the Student Appeals & Grievance process to appeal the outcome and because of substantiated special circumstances was allowed to re-submit the assignment which subsequently received a passing grade. Additional information received from the Faculties identified that during the same semester, there were 18 cases referred for academic support following the marking of submitted assessments.

Following the success of the pilot project the decision was made to continue into Phase One of the Turnitin action plan during Semester One 2014. This phase has included:

1. At least all first year units with appropriate assessment tasks to utilise Moodle/Turnitin for submission and Originality Check;
2. Continuation of the use of Turnitin by those staff already experienced with it; and
3. The use of Turnitin by Faculty of Nursing and Health in second year level units, noting that the students would have already used it in their first year units in the previous semester.

By the conclusion of the second semester in which the revised policy was applied and the second phase of the Turnitin Implementation Project was conducted, 11 cases of suspected academic misconduct were referred to the Academic Registrar for assessment by an Academic Discipline Committee. Plagiarism/collusion was established in all of these cases except for one. The outcomes for the students ranged from a maximum grade of 50% for one case, a fail grade or a 0% for the

assessment item with a follow through of mandated academic support/resubmission of the assessment item without the grade changing for some, to disqualification from further admission to Avondale in the most serious case.

Additional information received from the Faculties identified that during the same semester, there were 10 cases which required investigative meetings and fifty-two which were referred for academic support.

It is acknowledged that the number of cases of plagiarism/collusion reported to the Academic Registrar has increased significantly since the introduction of Turnitin and the implementation of new processes for dealing with alleged academic misconduct. This comes as no surprise because having the facility of an electronic text -matching system enhances the ability of lecturers to detect plagiarism. It is also expected that there will be a period of education with such changes with an increased number of students 'caught out' because they have not taken sufficient notice of the instructions and training provided and/or have misunderstood them.

Academic Integrity Module (AIM)

As such, the development of students' academic skills and academic integrity has been further supported by the introduction of a mandatory Academic Integrity Module (AIM.) All new students in a course will be required to successfully complete AIM in their first semester. The application of the module was supported through the College Learning & Teaching Committee.

The AIM module is intended to provide students with information literacy training including library skills, research skills, referencing protocols, and the elements of academic integrity. Students who do not successfully complete the module will have an encumbrance applied which will prevent them from enrolling in new units in their course.

A report on AIM was tabled at the Library Management Committee on 26 November 2014. The report, with additional recommendations and comments is available in ***Appendix 1*** of this document. To further improve the effectiveness of AIM, the following actions were proposed for 2015:

1. A new module will be created specifically for those students referred by lecturers for academic support in referencing or plagiarism. This will make tracking and reporting manual enrolments simpler;

2. A set time limit for completion of AIM, to ensure that the module is completed earlier in the semester (Proposed dates: 31 March 2015; 4 September 2015);

3. A short AIM advertisement will be supplied to each lecturer to play at the beginning of their classes at the start of the semester;

4. Students will be informed of AIM when they first enrol with the option to do the module before classes start.

Appendix 2 contains extracted minutes from the 2014 meetings of Avondale's College Learning & Teaching Committee and Academic Board, which reference items relating to Academic Integrity, the Academic Integrity Module, and Turnitin.

Integrity of Examination and Test Processes

Avondale's examination processes are overseen by the Academic Registrar who ensures measures are taken to maintain academic integrity. It is the responsibility of unit lecturers to ensure academic integrity is maintained when in-class tests are run. The Examinations and Tests Policy outlines the regulations and processes which govern these activities.

Students are advised by email, posters near the exam venues, and published announcements what items may be taken into the exam venue. Since 2008 various strategies have been deployed to minimise the potential for students to take unauthorised material into the exam venues, including:

- Not allowing mobile phones and other like electronic items to be taken into the venue;
- The requirement that any pencil case or other such item to hold writing implements being transparent;
- Drink bottles being transparent; and
- Exam invigilators being trained to be aware of the various methods students may utilise to try to take unauthorised material into the venue.

Prior to examinations the Academic Registrar sends a global email to students alerting them to their responsibilities in this regard and advising them to read the Examinations and Tests Policy and the Examination Instructions for Students on the Avondale web (www.avondale.edu.au/Main::Students::Examination_Instructions.pdf).

Following each exam period the Academic Registrar submits a report to the College Learning and Teaching Committee. Included in each report is a list of incidents/problems which required follow-up, along with recommendations to minimise further risks to academic integrity. These reports indicate that the number and severity of incidents which particularly pertain to academic integrity have reduced over the past few years.

Information about academic integrity is provided by the library staff at http://www.avondale.edu.au/library::Academic_Integrity/

Online tutorial programs are available to all students, and they are encouraged to complete an online tutorial on plagiarism, at no charge, at http://www.avondale.edu.au/library::Information_Skills::Online_Tutorials::Avoid_Plagiarism/

Additionally, several courses include content on academic integrity and referencing in one or more of the units within the course.

In 2014, following the letter from the Acting Chief Commissioner, Professor Nick Saunders, Academic Board voted the following resolutions on 8th December 2014.

Academic Board resolves to

1. Review its institutional academic policies and processes to broaden the scope of its academic integrity framework so as to determine more stringent and sophisticated safeguards against variables of academic misconduct in the context of the opportunities of academic misconduct that improved technological and economic capacity provides.

2. Benchmark its current policy and practice to establish sector-informed best practice both nationally and internationally and recommend to the Senior Executive appropriate mechanisms for improving capacity within the College.
3. Develop a communication plan outlining the College's commitment to further upholding academic standards and disseminating the College's approach to dealing with academic misconduct
4. Implement further strategies to engage students in developing and sustaining a culture of scholarship.
5. Provide additional training for staff to improve the capacity for minimising academic misconduct.
6. Provide Senior Executive with a report in March 2015 on the management of academic misconduct together with detailed plans outlining how Avondale resolves to target the revision of current policies and practice and recommending necessary provisions for safeguards required to adequately address directly this relatively 'new' form of academic misconduct that has emerged, with accompanying time-frames.

APPENDIX 1: Report on the Academic Integrity Module

AIM – Academic Integrity module
Report to Library Management Committee
November 2014

	Number enrolled	Number completed
Automatic enrolment	135	38
Manual enrolment	75	23

Manual enrolments were for students requiring remedial work.

Problems:

a. Students aren't reading their college emails
b. They have transferred from another course so don't think this applies to them
c. They are waiting until the semester is over and will do it then

For next year we propose the following:

1. A new course be created for manual enrolments to make our job of tracking the students who have to do the entire course easier. The new course could consist of just the referencing and plagiarism modules if that is what lecturers mainly want them to do.
2. A set time limit on completing the AIM module so it is completed earlier in the year. Proposed date: 31 March.
3. A short ad be supplied to each lecturer to be played at the beginning of their classes at the start of the semester.
4. Students be informed of AIM when they first enrol – they could even start doing it before they arrive at college.

Report on proposals from the Assistant Academic Registrar (Student Systems):

1. Block encumbrance
Will be applied to all newly enrolled students who will be unable to enrol for next semester until the block has been lifted.

Comment: The encumbrance application process was not completed prior to the start of the CMS project and the Assistant Academic Registrar will resolve the last few issues that were preventing him from implementing this part of the project.

2. Completion special requirement
When the enrolment block encumbrance is lifted, the AIM Completion special requirement will be updated with the completion date.

Comment: At the moment names are being sent to the Web Master who is 'greying out' the names manually.

3. Connect notice
Automatic notice applicable to students who have not completed AIM reminding them to do it.

Comment: Notices are being sent out manually through AIM.

4. Moodle course creation
Comment: Course has been created and students have been automatically enrolled in it. A link on the library website also allows students to access the course for future reference, with no further requirement to complete the exercises at that stage.

5. Communication to students

- Offer letter to commencing students – Admissions will add a paragraph to this document explaining how and when to complete the AIM course.

  Comment: Mention of AIM is not necessary on the offer letter, but will be included in the "How to get started" section on the Avondale webpage, to which all students are directed.

- Web banner ad on the Avondale website – The Library, in conjunction with PR will create the ad to remind students to complete their AIM as soon as possible. This ad is to be run during the first week of semester and again after the mid-semester break.

  Comment: Ads were placed in Connections, on the library webpage, on the library information screens, etc

- Student email reminder – The AIM Unit Coordinator will send a reminder email to all students who have not completed their AIM by the middle of the semester.

  Comment: Four reminders were sent out 11 Sept, 7 Oct, 5 Nov and 20 Nov.

- Staff email reminder – The AIM Unit Coordinator will email all lecturers asking them to remind their commencing students about the importance of completing the AIM. Once at the start of each semester and again when the reminders are sent out to students.

  Comment: An email was sent out to all staff 20 August.

- Student Connect Notice – Callista Administration will create a General Notice item that is only displayed for students who have not completed the AIM. This notice will remind the student to complete the AIM and warn them of the consequences of not doing so.

  Comment: Not completed

Michelle Down
Reference Librarian
November 2014

RMIT UNIVERSITY

Chancellery

GPO Box 2476
Melbourne VIC 3001
Australia

Tel. +61 3 9925 1999

9 December 2014

Professor Nick Saunders AO
Acting Chief Commissioner
Tertiary Education Quality Standards Agency
Via email: chief.commissioner@teqsa.gov.au

Dear Professor Saunders, Nick.

I write in reply to your letter of 24 November 2014 requesting a report on RMIT University's response to recent media reports relating to the MyMaster website, and the University's approach to promoting and enhancing the academic integrity of its programs.

On 12 November 2014 *The Age* newspaper on reported the relative amount spent by students on MyMaster assignments (www.theage.com.au/national/education/university-assignments--why-are-they-cheating-20141112-11k0zv.html). While RMIT was very low at $475, any breach of academic integrity is unacceptable and RMIT has taken additional steps to maintain the integrity of our assessments.

RMIT has alerted teaching staff to the possibility that students may be obtaining assignments through commercial services, and we have removed paper notices that appear occasionally in student areas offering such services. New teaching staff are required to undertake an induction program that includes information on academic integrity and policies, as well as the resources available for both staff and student use in upholding academic integrity in our assessment practices.

The University takes the issue of all forms of cheating in assessment seriously. The Chair of Academic Board has agreed that assessment integrity be a theme for discussion at the Board in early 2015, with particular reference to how we may counter the practice of contract cheating. These discussions will inform ongoing review of the RMIT Assessment Policy suite and assessment practices.

The Assessment policy itself sets out the principles on which assessment is to be designed and conducted. These principles provide a framework for assessment that supports students to engage in learning. The Academic Integrity and Plagiarism Procedure specifically sets out the RMIT approach to academic integrity and the consequences for students failing to meet University standards (http://www.rmit.edu.au/browse;ID=sg4yfqzod48g1). The Procedure specially states under student responsibilities that students must:

- not copy or include other people's work without full acknowledgement; and
- do the work themselves (unless it is a group assessment).

The Procedure also expressly defines as plagiarism or cheating as "submitting work as the student's own that someone else has done for the student". Consequences vary from receiving zero for the assessment task, failing the course and, for multiple occurrences, expulsion from the University."

The Procedure requires students to be inducted into the University's culture of academic integrity, which emphasises that the student must produce and identify their own original work, and correctly reference the work of other people where it has been considered by the student in developing their own work. The

Procedure also sets out the processes for identifying plagiarism and referring cases of deliberate plagiarism to the academic misconduct process under the Student Conduct Regulation of the University. Where staff have doubts about the authenticity of a student's work they may request the student be interviewed, with another staff member participating in the interview, to verify that the student has the knowledge of the work that would result from having produced it themselves. If the interviewing staff are not convinced of the student's authorship of the work, they can refer an allegation of academic misconduct to a senior officer of the University.

RMIT uses Turnitin to detect text similarities in student work. Turnitin is an online text-matching service and grading tool, integrated into our learning management system Blackboard, which supports a fully online e-Submission and e-Grading process for assessments of any file type. There are guidelines for both staff and students on the use of Turnitin and staff use Turnitin to assist in the detection of significant similarities between students' submitted work and existing sources related to the topic. See: (http://www.rmit.edu.au/teaching/technology/turnitin). Resources for students on plagiarism prevention can also be found at http://www.rmit.edu.au/browse;ID=qtxqk7m9mzsm

Staff resources on plagiarism prevention can be found at http://mams.rmit.edu.au/z8ual42k4e2.pdf, http://www.rmit.edu.au/browse;ID=kw02ylsd8z3n and http://mams.rmit.edu.au/ot6j9k9hp7guz.ppt

The RMIT Library provides extensive resources for staff and students through their Copyright Management Service (http://www.rmit.edu.au/browse;ID=rmwgoh4jr6uo).

Transnational Teaching Quick Guides for teaching staff
https://www.dlsweb.rmit.edu.au/bus/public/transnational/index.html

Innovative forms of assessment practice at RMIT include the use of negotiated assessment where students are actively encouraged to help design appropriate assessment tasks aligned to the learning outcomes for the course. This engages students in a positive conversation around assessment standards since students help design the assessment rubrics. Students must convince the teaching staff that their task meets the standards required and student feedback from this process has been they work much harder when they have to assist in the design of the task themselves. An example is negotiated assessment in pharmacy https://sites.google.com/a/rmit.edu.au/snapshots-of-inclusive-teaching-practice/katherine-s-story?pli=1.

Another example of negotiated assessment is in a multidisciplinary project where students work in teams to tackle clean water problems in Bangladesh. This project is being trialled as part of the STEM ecosystem OLT funded project, led by Professor Julianne Reid, which aims to allow tertiary students from multi-disciplines to work together in a problem-based learning environment. The range of skills represented in the group allows for real collaboration and learning and fosters an appreciation of future graduate working conditions in a team environment. The students are given credit for their various RMIT courses through a negotiated assessment arrangement with their teachers and lecturers.

If you have any queries regarding this response or would like to discuss RMIT's approach to ensuring the academic integrity of its programs, please contact Professor Geoff Crisp, Acting Deputy Vice-Chancellor (Academic) via dvc@rmit.edu.au or 03 9925 2595.

Yours Sincerely

Professor Gill Palmer
Vice-Chancellor and President

Dr Michael Spence
Vice-Chancellor and Principal

9 December 2014

Professor Nick Saunders AO
Acting Chief Commissioner
Tertiary Education Quality and Standards Agency
GPO Box 1672
Melbourne VIC 3000
By email: chief.commissioner@teqsa.gov.au, cc Anne.McFall@teqsa.gov.au

Dear Professor Saunders

Promoting and ensuring academic honesty

Thank you for your letter of 24 November 2014 seeking advice on the actions the University is taking following recent reports in the Fairfax press alleging academic misconduct by some of our students.

In relation to the specific reports to which you refer, the University received access to documents from Fairfax on 28 November 2014 and has commenced investigating each potential instance of academic misconduct in accordance with well-established policies and procedures. Whether the material provided by Fairfax will be sufficient to identify and establish actual breaches of the University's policies will need to be determined on a case-by-case basis.

While we will investigate these latest allegations thoroughly, the issue of academic honesty, and in particular the challenge to the integrity of our academic processes represented by plagiarism and the existence of ghost writing services, has been a matter of substantial concern to the University for many years. As a result, we have made concerted and sustained efforts over a long period of time to enhance our capacity to detect instances of misconduct, protect and promote the importance of academic integrity to our students. We remain constantly vigilant of the potential threat posed by such services, and continue to monitor developments and adjust our strategies in response.

We have in place an integrated and comprehensive academic policy framework overseen by the University's Academic Board, designed to promote appropriate conduct by students and staff, and to ensure that we minimise instances of unacceptable conduct. This framework includes the following key rules, codes, policies, procedures and guidelines:

- University of Sydney (Academic Governance) Rule 2003 (as amended 2014)
- University of Sydney (Coursework) Rule 2000 (as amended 2014)
- Codes of conduct for staff and affiliates, students and research
- Academic dishonesty and plagarism in coursework policy and procedures 2012
- Guidelines to inform the use of similarity detecting software 2012

Quadrangle A14
The University of Sydney
NSW 2006 Australia

T +61 2 9351 6980
F +61 2 9351 4596
E vice.chancellor@sydney.edu.au
sydney.edu.au

ABN 15 211 513 464
CRICOS 00026A

- Reporting wrongdoing policy 2012
- Student academic progression policy and procedures 2014
- University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended 2010).[1]

These policies clearly define the elements of acceptable and unacceptable academic conduct, the obligations of all students in the face of these requirements, and the procedures used to investigate suspected cases of unacceptable academic conduct. These policies also stipulate the range of punishments available to the University upon determination that unacceptable academic conduct has occurred, including exclusion from the University, and the processes open to students to appeal academic decisions. Importantly, these policies apply to all faculties and every student. They are well known and understood throughout the University's academic and professional staff community and are promulgated widely to staff and students through a variety of mechanisms including teaching resources, course outlines, web and intranet sites, and online courses.[2]

A core element of the University's response to the challenge of promoting and maintaining academic honesty is educating students about the vital importance of behaving honestly in their studies. Academic honesty modules are a well-established element of the curriculum throughout the University and in many instances form compulsory elements of foundation units of study. These modules clearly stipulate the University's expectations but also provide students with a practical basis upon which to engage with those requirements. For example, in the University of Sydney Business School, students are required to complete an Academic Honesty Module early in their first semester of study, and are encouraged to use other resources throughout their candidatures. Information and assistance to help students build sound academic research, writing and referencing skills is provided in orientation sessions, in assessment cover sheets and in unit of study outlines. Students who are still uncertain about the requirements are encouraged to seek advice from their lecturer, tutors or the School's Learning Advisor. [3]

Another important component of the University's approach is the use of advanced software detective controls. The compulsory electronic submission of assignments paired with the use of the text matching software *Turnitin* is widespread throughout the university.[4] The University recently adopted a policy stance which allows all submitted work by students of the University and all other universities within the subscriber network to reside in the comparison database and accumulate over time. This allows improved detection rates over time without infringing the interests of students in their intellectual property.

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[1] See the University's Policy Register for all documents: http://sydney.edu.au/policies/ for each document
[2] See for example: http://sydney.edu.au/business/learning/staff/teaching/assessment/academic_honesty
http://sydney.edu.au/staff/fye/after_semester/academic_honesty.shtml
http://sydney.edu.au/student_affairs/plagiarism/definition.shtml,
http://sydney.edu.au/library/skills/elearning/learn/plagiarism/index.php
http://sydney.edu.au/vetscience/current_students/postgraduate/research/student-handbook/honesty.shtml
http://sydney.edu.au/engineering/it/current_students/undergrad/policies/academic_honesty.shtml
[3] See for example: The University of Sydney Business School:
http://sydney.edu.au/business/currentstudents/information/student_administration_manual/academic_dishonesty
[4] http://sydney.edu.au/elearning/student/insideWebsite/TurnitinAssignments.shtml

THE UNIVERSITY OF SYDNEY

The implementation of *Turnitin* has generated an increased rate of detection of academic honesty issues. The vast majority of these relate to incomplete or inadequate referencing or citation, and this insight has caused the University to further its efforts to better educate students about appropriate modes for citing the work of others.

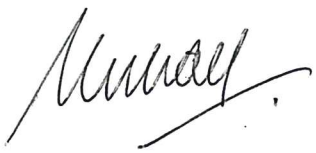
The system has also detected some instances of work copied between existing students of the University and works purchased from online and other ghost writing services. Work produced by ghost writing services has proved highly susceptible to detection because it is frequently the result of substantial text recycling rather than of genuinely original research and expression.

The University has a well-developed system for sanctioning students detected as having submitted work that does not satisfy its academic honesty requirements. This system has a strong remedial educative element, particularly for instances where the chief issue detected relates to poor citation practice. While most detected cases are dealt with directly by the Faculties, serious incidents are referred to the Deputy Vice Chancellor (Registrar) for detailed investigation, which in extreme cases can result in suspension or expulsion from the University.

In summary, the University of Sydney was well aware of the problems highlighted recently by the Fairfax press and has a robust, multi-layered strategy in place to mitigate the risks associated with the existence of ghost writing services. While every instance of the use of such services represents a serious challenge to the academic integrity of the University, we are confident that the level of recourse to such services is very low compared to the total volume of assessment being undertaken by our 53,000 students at any given time across the University's 16 Faculties.

We trust this overview of our approach to promoting and ensuring academic integrity is helpful to TEQSA as it prepares its response for the Minister of Education.

Yours sincerely



Michael Spence

Professor Scott Bowman
Vice-Chancellor & President
CQUniversity Australia
Chancellery Building 1
Bruce Highway, ROCKHAMPTON. 4702
Ph: +61 7 4930 9752
Fax: +61 7 4930 9018
Email: vc-cquniversity@cqu.edu.au

10 December 2014

Dear Professor Saunders

Thank you for your recent letter, dated 24th November 2014, and request for a brief report on policies and processes in place to promote academic integrity among our students, and to detect and deal with academic misconduct when it occurs.

CQUniversity's response is set out below, structured to address the relevant standards of the Higher Education Standards Framework (Threshold Standards), with links to relevant supporting documentation and policies (Appendix). We are happy to provide further information on any aspect, if required.

Yours sincerely

Professor Scott Bowman

Vice-Chancellor & President

PROVIDER REGISTRATION STANDARDS

3.4 ***The higher education provider's corporate governing body regularly monitors potential risks to the higher education provider's higher education operations and ensures the higher education provider has strategies to mitigate risks that may eventuate.***

CQUniversity monitors academic misconduct through Academic Board and the Vice-Chancellor's Advisory Committee. This includes focus items and regular reporting on a term-by-term basis (examples: Term 1 2014 reports to Academic Board (28 May 2014).

3.8 ***The higher education provider's corporate and academic governance arrangements demonstrate: the effective development, implementation and review of policies for all aspects of the higher education provider's academic activities including delivery of the higher education provider's courses of study by other entities; the maintenance of academic standards, with appropriate mechanisms for external input, in accordance with international conventions for good academic practice; and, effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.***

CQUniversity has rigorous procedures to deal with academic misconduct (Academic Misconduct Procedures). This policy is reviewed, updated and improved on a regular basis, with the most recent update being 23 September 2014).

4.3 ***The higher education provider protects academic integrity in higher education through effective policies and measures to: ensure the integrity of student assessment; ensure the integrity of research and research activity; prevent, detect and address academic misconduct by students or staff, including cheating and plagiarism; ensure that academic staff are free to make public comment on issues that lie within their area of expertise; and, ensure that the awarding of multiple awards, including higher education awards offered in conjunction with another entity, protects the integrity of the higher education awards offered by the higher education provider.***

CQUniversity has a three-pronged approach to academic integrity:

1. ***Ensuring that students are aware of the importance of academic integrity and the penalties for cheating.***
   All students must complete a mandatory component of their initial orientation (Orientation online – screenshot shown in Appendix, and a video can be viewed by clicking this link) which includes a video tutorial and quiz on academic integrity – students must answer all ten questions correctly to proceed. CQUniversity is further strengthening the effectiveness of this approach as part of our recent merger with CQ Institute of TAFE to create Queensland's first comprehensive university and is

developing a system where every new student who first logs into Moodle will automatically complete an online induction program before being able to move on to their online courses, from term 1 2015 onwards (further details of this innovation can be provided, if required).

The text-matching service Turnitin is used across all taught courses at CQUniversity, and all students must submit their work online, to maximise the effectiveness of the Turnitin system. This is explained to students in the following video: https://www.youtube.com/watch?v=ezLWhBjVKMY). Furthermore, Academic Board resolved at its meeting of 6 October 2010 that Turnitin would be provided to all students when submitting in 'draft' mode, to educate students in correct referencing, and also to deter plagiarism, prior to submission.

2. ***Providing staff with information and resources to address academic integrity within the curriculum, including the design of assessments that deter plagiarism***.
The University's Learning and Teaching Services unit provides support for academic staff. Academic integrity is a component of the University's Graduate Certificate in Tertiary Education, forming an important component of the unit of study OLTC20002 Assessment for Learning. Learning and Teaching Services also provides resources to help staff design ('How to deter plagiarism in coursework assessments') and uses academic professional development video presentations to cover aspects of academic misconduct, including the following examples:

   Explaining Turnitin to staff 'Take 5' https://www.youtube.com/watch?v=Viv79SyebNo

   Professor Steve Mckillup describing an innovative approach to deterring plagiarism: https://www.youtube.com/watch?v=oTQbxZrp5Yk&feature=youtu.be

   CQUniversity staff are active in researching the scholarship of learning and teaching, including publishing academic papers on plagiarism, and how it can be deterred. Examples include:

   - McKillup, S., & McKillup, R. (2007). An assessment strategy that pre-empts plagiarism. *International Journal for Educational Integrity*, *3*(2).
   - Roberts, T. S. (2008). Student plagiarism in an online world: an introduction. Hershey, Pennsylvania, USA.: Information Science Reference.
   - O'Malley, M., & Roberts, T. S. (2011, August). Plagiarism in science education: Preventing cheating via online auctions. In *Proceedings of The Australian Conference on Science and Mathematics Education (formerly UniServe Science Conference)* (Vol. 17).

3. ***Using a robust system to deal with cheating, when detected***.
The University has a team of five professional staff in the academic services unit – these staff work with academic colleagues to process cases of academic misconduct through our purpose-designed online Academic Misconduct Database, where staff

raise an incident and it is processed via the Deputy Dean for Learning and Teaching of the relevant School/Unit, with the outcome being recoded within the database. This is important because the University's Academic Misconduct Procedures take a step-wise approach to plagiarism, with penalties of increasing severity for repeat offences.

Three offences relating to purchasing of assignments were identified and reported during Term 2 2014 under these procedures. In two of the cases were identified in the same course and students admitted to academic staff that the assignments had been purchased. In the third case, academic staff were altered to the student tendering for the assignment on Freelancer.com and awarding a contract of $105 for the assignment. As per procedure all 3 cases were referred to the relevant Deputy Dean Learning and Teaching for application of appropriate penalties (a fail for the course and required to undertake mandatory counselling on academic integrity).

Academic misconduct is reported regularly to Academic Board, on a term-by-term basis, to maintain a focus on this aspect of academic activity. The report considered by Academic Board for Term 1 2014 is shown as an example in the Appendix.

6.5 ***The higher education provider identifies and adequately meets the varying learning needs of all its students, including: the provision of orientation courses and transition support; and, ongoing academic language and learning support.***

In addition to subject-specific information and guidance provided by academic staff, the University's Academic Learning Centre provides information, services and resources to help students learn appropriate academic practices, including paraphrasing, citation and referencing. There is also general information on plagiarism and referencing on the University's website (see: http://www.cqu.edu.au/about-us/service-and-facilities/referencing) plus CQUniversity guides to different referencing styles (http://www.cqu.edu.au/about-us/service-and-facilities/referencing/which-referencing-style-do-i-use). Academic Learning Centre staff maintain a Moodle site that covers academic communication, with resources to assist students learn (screenshot of Moodle site provided in the appendix) – this site is accessed via a link that is provided in every online Moodle course at CQUniversity. Academic Learning Centre staff also offer workshops to all students, and individual support to first years and to any student referred to them by teaching staff for assistance. Academic staff provide students with details of referencing styles through the Course Profile for each subject – an example is given in the Appendix) and discuss the specific requirements of written assessments with students, including coverage of appropriate citation and referencing. ALC developed videos explaining referencing are shared with academics for use on their Moodle sites.

Academic Learning Centre staff work with International students to ensure that they understand the importance of acknowledging the author when presenting of work, ideas or data of others in their assignments. This is done by offering rolling workshops starting before the term begins and continuing throughout the term.

Students identified as having accidentally plagiarised are assisted by the ALC to develop study skills and understanding about this behaviour. The Harvard Guide has just been rewritten to enable NESB students more easily understand it and the APA guide will be rewritten in 2015.

PROVIDER COURSE ACCREDITATION STANDARDS

3.1 ***Admission criteria for the course of study: are appropriate for the Qualification Standards level of the course of study and required learning outcomes; take account of external benchmarks; and, ensure that students have adequate prior knowledge and skills to undertake the course of study successfully.***

CQUniversity's entry requirements for programs are reviewed as part of the five-yearly review and reaccreditation process – this process involves a panel that includes at least one member from another Australian university and another panel member from the relevant industry, with specific requirements for benchmarking against other programs.

3.2 ***The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes, and sets English language entry requirements accordingly.***

Students who have English as a second language need to meet English Language Proficiency Requirements at specified levels in order to be eligible for entry to any program offered by CQUniversity, whether Foundation Studies, Diploma, Degree, postgraduate coursework programs, or research higher degrees.

Minimum levels for admission to a program are determined by Academic Board. Competence needs to be at least equivalent to IELTS (Academic) 6 (with no band score or less than 5.5) for undergraduate or postgraduate coursework programs, however higher levels may be approved for an individual program. Each student is assessed individually, and other equivalent English preparation, or combinations of English preparation, will be considered, but students may be required to undertake further communications and language studies.

4.4 ***The higher education provider has effective mechanisms to identify and support students who are at risk of not progressing academically.***

In relation to academic misconduct, cases are identified and raised by academic staff through the Academic Misconduct Database. All students who are subsequently found to have committed academic misconduct are required to repeat the initial compulsory training in academic integrity from their orientation program and are referred to the Academic Learning Centre for assistance and further support, if required, aiming to provide a balance of opportunities for students to learn the principles of academic integrity with appropriate sanctions for those who choose to cheat.

CQUniversity is committed to monitoring the academic progress of its students to ensure student success and uphold the credibility of its offerings. The Monitoring Academic Progress (MAP) policy and procedures provide a framework describing how the university identifies and engages with students who are not achieving

satisfactory academic progress and therefore may be at risk of not achieving their academic goals. CQUniversity seeks to identify students who may require additional assistance as early as possible in their study program. Targeted academic skills and personal programs, as applicable, are offered to assist with satisfactory learning outcomes.

CQUniversity has scrutinised its monitoring of academic progress procedures during 2014 and included some proactive early intervention based strategies, including partnering with Hobson in Term 2 2014, and reviewing student policy as part of activities following the merger of CQUniversity and CQ TAFE in July 2014.

Outcomes from projects undertaken by CQUniversity point to the importance of establishing positive staff-student communication to strengthen students' sense of 'connectedness' to the University. An in-house system (Early Alert Student Indicators or EASI) has been developed and deployed during 2014 to make it easy to teaching staff to track student engagement within online courses, and to proactively connect with students who might be 'at risk' of failing. The system provides teaching staff with a near real-time estimate of success for all students based on descriptive data from the Student Information System, and behavioural data from the Learning Management System. The system also provides mechanisms by which interventions by teaching staff can be monitored and evaluated throughout the term. The data from EASI is also shared with Hobson's who have been engaged by CQUniversity to help identify potential support opportunities associated with students in their first year of study at university.

5.1 ***Assessment tasks for the course of study and its units provide opportunities for students to demonstrate achievement of the expected student learning outcomes for the course of study.***

CQUniversity's, Learning, Teaching and Assessment Framework Policy , Assessment of Coursework Procedures and Grades and Results Procedures describes the relevant governance processes for assessment and grading. The guiding principle for assessment is that it will be "*aligned with learning outcomes, providing students with the opportunity to demonstrate achievement in real world scenarios and professional contexts*." To ensure this, staff map all learning outcomes against assessment tasks as part of course/subject development – this alignment is then made visible to students as part of the course profile (link to screenshot). In many cases, aspects of academic integrity form an important component of the assessment criteria, for example, in relation to appropriate citation and referencing, thus further reinforcing the need for students to follow appropriate academic practice when referring to the work of others.

5.3 ***Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.***

CQUniversity has effective moderation procedures and practices, support by documentation (Moderation of Assessment Procedures) and academic governance, with a three-stage quality assurance process at (i) course/subject, (ii) program/qualification, and then (iii) Higher Education Division levels. Our most recent AUQA report (2011) stated: "*The Panel recognises the robustness of the chosen moderation processes across the University that support an equivalence of learning outcomes across the different campuses of the University*".

Appendix

Half-Yearly Academic Misconduct Report			
Meeting Date:	Wednesday, 16 April 2014	**Sponsor:**	Rob Reed Pro Vice-Chancellor (Learning and Teaching)
Action required:	For discussion		

Recommendation:
That Learning and Teaching Committee of Academic Board discuss the attached Academic Misconduct Report.

Issue:
Academic Misconduct statistics for Term 1 2014.

Background:
This report is prepared in accordance with the Academic Misconduct Procedures which state:

'The Pro Vice-Chancellor (Learning and Teaching), or nominee, shall provide a report to the Vice-Chancellor's Advisory Committee and Academic Board of academic misconduct cases twice yearly.'

Rationale:
N/A

Consultation:
For level 1 and 2 offences relating to plagiarism in assessments other than examinations, the assessor, in consultation with the Course Coordinator, determines if academic misconduct has occurred.
For all other forms of academic misconduct, the Deputy Dean (Learning and Teaching), in consultation with the Course Coordinator, may determine if academic misconduct has occurred.

Conclusion:
The Term 1 2014 Academic Misconduct Report is provided. The issue of 'minor indiscretions' should be discussed.

Attachment:
- Academic Misconduct Report Term 1 2014

Communication of Outcomes:
- N/A

Term 1 2014 Student Academic Misconduct Statistics

Academic Misconduct

For Term 1 2014, the Higher Education Division investigated 98 cases of cheating in exams:

- 69 students were given First Indiscretion with a warning as most of them either had their phones switch on (which rang through exam time), had phones in their possession, apple wrist watch but wasn't in use, talking to other students and continued writing after end of exam time.
- 1 student was given a Simultaneous First Indiscretion as the student wrote significant amount of notes during perusal in one exam and the other exam the student's phone was ringing.
- 1 student was cleared with a warning as the confiscated notes were not considered to be relevant to the exam.
- 1 student was also cleared with a warning as there was no evidence for the Deputy Dean (Learning & Teaching) to consider. Student had notes written on their person but the invigilator didn't record them on the form.
- 13 students were given a Fail for the course, and were ordered to undertake a session on academic integrity with the Associate Dean Academic on their campus.
- 11 students were ordered to undertake a session on academic integrity with the Associate Dean Academic on their campus.
- 1 student was expelled from the University, as they committed academic misconduct cheating in previous exams and this was their 3 offence.

Number of cases by school:

Business & Law – 61
Engineering & Technology – 29
Nursing & Midwifery – 3
Human, Health & Social Sciences – 1
Medical & Applied Sciences - 4

Number of cases by campus:

Brisbane – 6
Rockhampton – 2
Sydney – 56
Melbourne - 28
Flex - 6

Plagiarism

For Term 1 2014, the Higher Education Division recorded 138 incidents of plagiarism in the Academic Misconduct database:

- 1 student was given First Indiscretion and required to undertake relevant training on academic integrity.

- 133 students were identified as Level 1 offences, and were penalised by only achieving marks for the non-plagiarised sections of their work.
- 3 students were identified as Level 2 offences, and were given a grade of Fail for the course.
- 1 student was identified as Level 3 offence, a written warning with reprimand and failed the course.

Number of cases by School:

Business & Law – 55

Engineering & Technology – 46

Human, Health & Social Sciences – 15

Medical & Applied Sciences – 5

Nursing & Midwifery – 10

Education & The Arts - 7

Number of cases by campus:

Bundaberg - 4

Brisbane – 24

Melbourne – 40

Mackay – 4

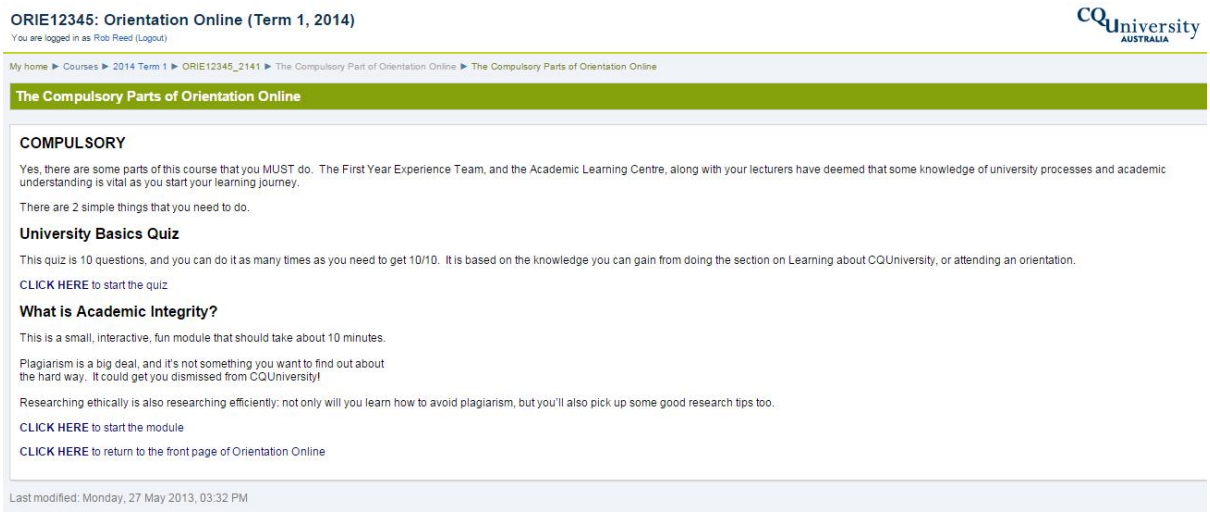
Noosa – 3

Rockhampton – 5

Sydney – 31

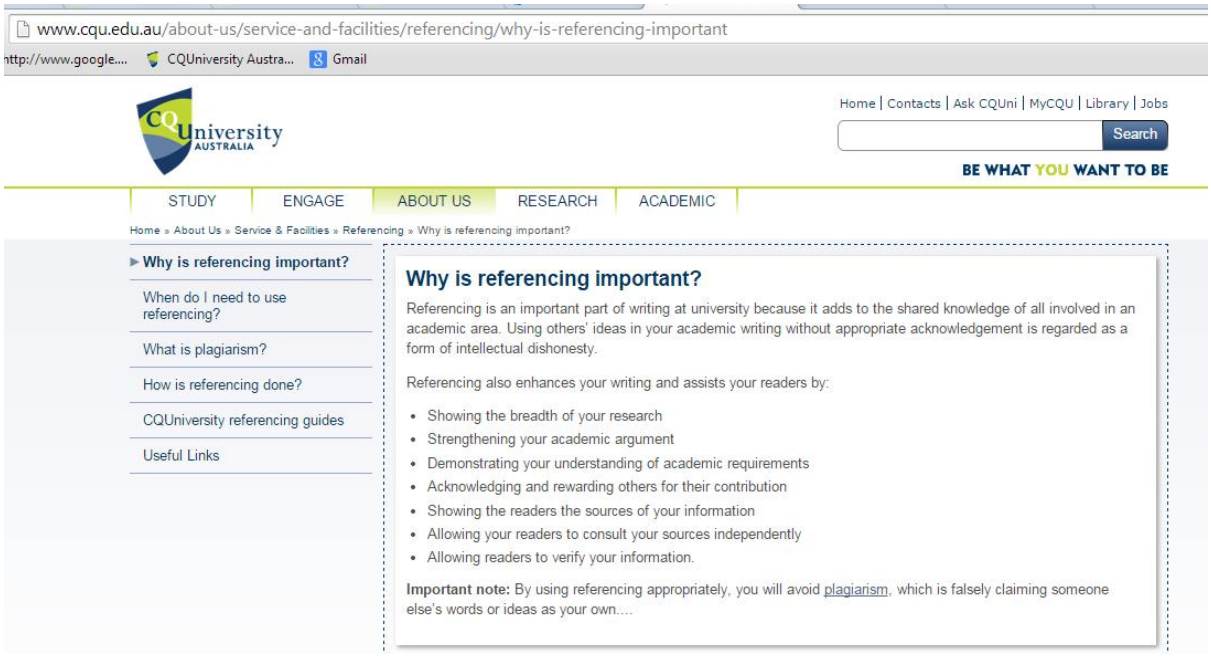
Flex - 27

Screenshot of Orientation Online:

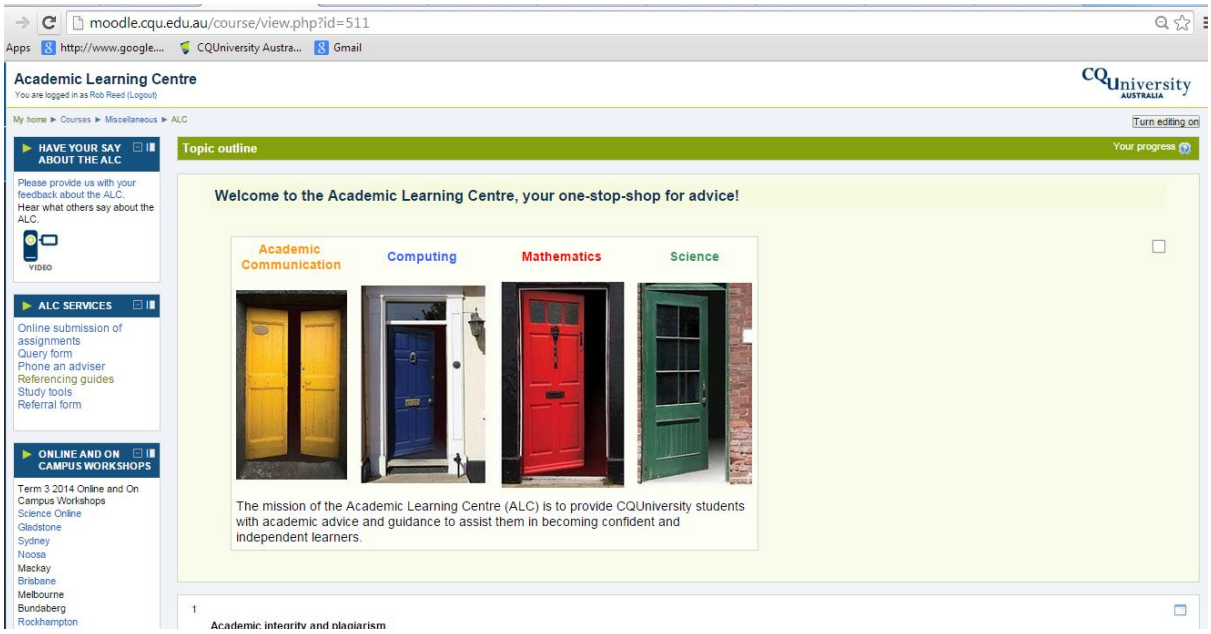


How to deter Plagiarism

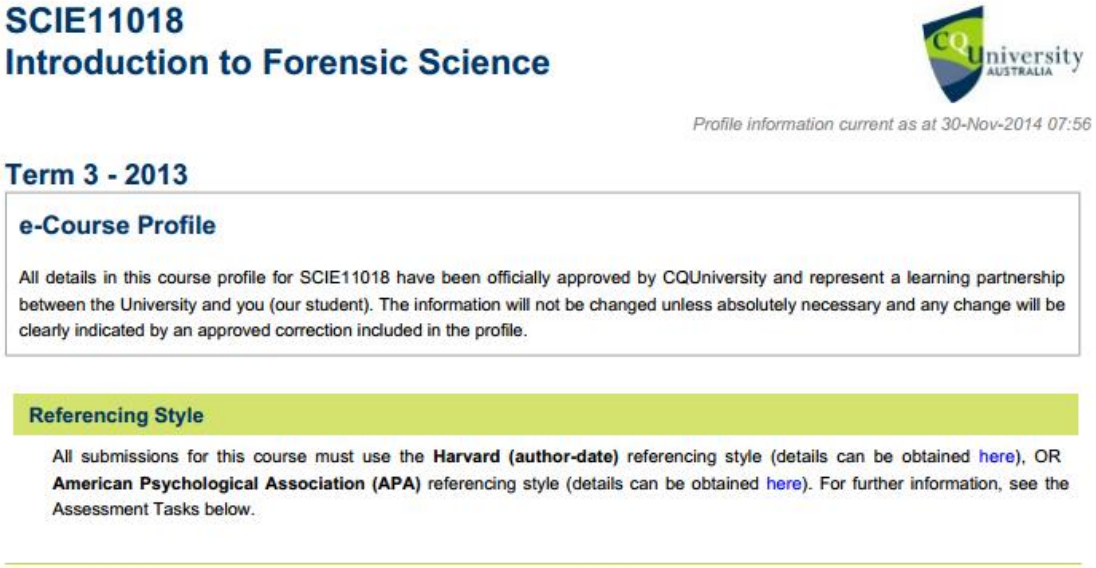
Screenshot of ‘referencing’ website:



Screenshot of Academic Learning Centre Moodle site:



Screenshot of Course Profile – reference section



SCIE11018
Introduction to Forensic Science

Profile information current as at 30-Nov-2014 07:56

Term 3 - 2013

e-Course Profile

All details in this course profile for SCIE11018 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Referencing Style

All submissions for this course must use the **Harvard (author-date)** referencing style (details can be obtained here), OR **American Psychological Association (APA)** referencing style (details can be obtained here). For further information, see the Assessment Tasks below.

Screenshot of course profile – alignment of learning outcomes and assessment tasks:

SCIE11018
Introduction to Forensic Science

Profile information current as at 30-Nov-2014 08:49

Term 3 - 2013

e-Course Profile

All details in this course profile for SCIE11018 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Course Learning Outcomes

On successful completion of this course, you will be able to:

1. Explain the scope and application of contemporary forensic science.
2. Discuss, using specific case examples, the underlying principles governing forensic crime analysis.
3. Explain the practical roles of the various sections of the forensic laboratory in the scientific investigation of different types of crime.
4. Evaluate forensic journal articles, case information and other evidence in relation to contemporary forensic science.
5. Engage in self-assessment, peer-assessment and group discussion with respect to forensic science topics.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

ALIGNMENT OF ASSESSMENT TASKS TO LEARNING OUTCOMES

	Learning Outcomes				
Assessment Tasks	**1**	**2**	**3**	**4**	**5**
1 - Online Quiz(zes)	•		•		
2 - Written Assessment	•	•		•	
3 - Group Discussion					•

LEARNING AND TEACHING SERVICES

How to deter plagiarism in coursework assessments

Academic misconduct takes many forms – perhaps most well-know is plagiarism, defined as 'the presentation of work, ideas or data of others as one's own, without appropriate acknowledgement and referencing' in CQUniversity's Academic Misconduct Procedures. Plagiarism can take many forms, from deliberate acts such as commissioning someone else to write an assessment, to accidentally copying from a source without appropriate acknowledgement – irrespective of the form, the integrity of assessment and the validity of the University's awards are undermined.

Plagiarism is a global issue in education, and a web search will find high-profile media cases. The increasing use of internet technologies has made some forms of plagiarism easier, although the tools available to enable staff to make judgements about plagiarism have also become more sophisticated. At CQUniversity several hundred cases of academic misconduct are reported each year, including plagiarism in assignments and cheating in exams. More statistics are available online at the website plagiarism.org.

Understanding why students plagiarise

The reasons for plagiarism are worth considering, since they can inform strategies to reduce the likelihood of plagiarism. The following list is a synthesis from the Universities of Kent and Alberta:

Reason	Questions for possible action
Confusion as to what plagiarism is, and how it differs from paraphrasing	Does your program/course explain how to write to avoid plagiarism, and how to cite sources? Or do you simply expect students to 'pick it up'? Could additional resources or support be provided? Do you direct your students to the resources of Academic Learning Services?
Carelessness in note-taking	
Lack of information literacy skills, particularly in citation and referencing	
Poor time and task management skills – leaving things until the last minute, or running out of time near the deadline	Is your course structured to help students with time management (for example, with 'milestone' tasks? Do you have too many assessment tasks in your course?
Poor ethical practice – viewing cheating (rather than learning) as acceptable	Do you cover ethical practice, e.g., in relation to a particular profession?
Pressure to succeed – e.g, where a student's family has funded their studies (sometimes linked to cultural differences towards the work of others)	Do you explain why plagiarism and cheating are wrong and the penalties for academic misconduct?

While some of the above reasons can be reduced by covering appropriate academic practices within a course/program, an important aspect to consider is the design of your assessment tasks, and how they might be redesigned to deter plagiarism.

How easy is it to plagiarise your assessments?

Assessment often involves the student creating an artefact such as an essay or report (an 'end product'). For each of the following questions, the more times you answer 'yes' the easier it is likely to be to plagiarise your assessments:

- Do you reuse the same topic/questions each year? (Changing your students, not your assessment)
- Do all students answer the same question in the assessment?
- Does the assessment ask students to collect and describe information? (such assignments are more prone to plagiarism)
- Could your topic/question be written by a paid 'essay mill' writer?

Some ways that you might redesign your assessments to deal with the above, include:

- Changing the topic/question each year, especially if it can be based on a recent event (this minimises the likelihood of copying from previous students).
- Personalise the topic, e.g. through individual case studies or placement activities, or by allowing students to select some aspects of the topic, perhaps giving their personal perspective on an aspect of the course
- Use alternative formats (e.g. design a conference poster, rather than write an essay)
- Use assessments that go beyond 'collect and describe', requiring original and individual work—the more challenging and creative the topic, the less easy it will be for an 'essay mill' writer to produce an essay worthy of a pass.
- Use assessment criteria that require more than straightforward, descriptive writing to achieve a pass—your criteria should value higher-order skills such as analysis and synthesis.

Are you asking students to make/create or simply to find (and maybe fake)?

The structure of the assessment and the type of end product we ask students to submit can play an important role in reducing opportunities for cheating. Think about altering what the end product will look like, for example instead of an essay or report ask students to create a poster, video or some other format that engages them in the making (for example, videos can be difficult to 'cheat', since the student needs to record themselves). Also, by asking students to critique, plan, defend, or justify, we can make the assessment both more challenging and creative, and at the same time, less easy to plagiarise. It's also more interesting to mark such assessments, which can't be a bad outcome!

Consider including 'process' as well as 'product'

Traditionally, assessment considers only the end product, and not the process that the student took to develop this artefact. Think of ways by which you can include the process by which students arrived at their individual end product within the overall assessment. This can be a powerful way of deterring plagiarism and it can also help students learn the skills of time and task management, planning, etc. Examples include:

- Students submit 'staged' items from the process, e.g. an outline plan in week 4, a draft introduction in week 8 and the completed essay in week 12 (feedback on the staged items can reduce the amount of feedback needed in the final assessment).
- Students keep a reflective journal, with regular entries, as part of their assessment.
- Students complete a self-evaluation or write a reflection about the end-product, covering aspect such as: how they tackled the question, how they decided on a particular approach.
- Students submit details (e.g. screenshots) of library searches, 'hits', etc.
- Students submit an annotated bibliography during term, or with their assessment, requiring students to explain the value of each source to their assessment item.

'Process' items such as these can be pass/fail requirements, or they can form part of the mark for the assessment (remember to explain clearly in the course profile). Also, remember that time spent redesigning assessments to deter plagiarism is likely to be repaid when it comes to marking, if you don't have to devote time to dealing with plagiarism cases.

Authentic assessment tasks can be more difficult to plagiarise

Authentic assessment involves real-world tasks and professional contexts. They aim to mimic tasks that a graduate might undertake when they start work and are based on real-life situations, close simulation and/or detailed scenarios. Authentic assessment task are often less well-structured and more unpredictable, insofar as there may not be a simple, single answer. They requires students to apply their knowledge and skills within a real-world context. The authenticity of these tasks and the individual nature of responses, make this type of assessment more resistant to plagiarism. Authentic assessment might take the form of:

- Problem-based learning and project-based learning (PBL)
- Scenarios and case studies
- Workplace or clinical placement assessments
- Objective structured clinical examinations (OSCEs)

Group work can help to deter plagiarism

Assessing the process of group work is perhaps, more valuable than assessing only the end product that the group developed. However, you'll need to ensure that students know the 'ground rules' for the group work, including the difference between collaboration, collusion and copying. You'll also need a mechanism to distinguish workers from shirkers - for example, self and peer assessment of group work process can be a rewarding learning experience for students, and can help mitigate the 'free loader' problem. CQUniversity has a system in place to help staff deliver self and peer assessment of the teamwork process, called SPA.

Talk to your students about academic integrity

In some cases, plagiarism is inadvertent or accidental. Since this is not an acceptable reason for plagiarism, it is important that we ensure that students understand what plagiarism is and what their responsibilities are. The CQUniversity Student Charter explicitly mentions academic misconduct and there is also a specific set of Academic Misconduct Procedures. It is a good idea to discuss with students the distinction between what you regard as appropriate academic practice and what you regarded as cheating, so that there can be no misconceptions. Let students know where they can get help if they are uncertain about aspects such as appropriate referencing - CQUniversity has a range of resources that you can use (e.g. the referencing guide on the website). Alternatively, there are resources available on the internet that you can use, including YouTube videos and resources on the websites of other universities.

Use Turnitin to deter plagiarism

Turnitin is an electronic text matching service which searches its database for instances where text in the student's document matches that from the publicly available internet, pages from books, newspapers, journals, and previously submitted student work.

Turnitin can be used as a learning tool, using draft submission to help students see where there are possible problem areas are in their document, for example, due to accidental copying. This provides them with the opportunity to develop their paraphrasing and referencing strategies and/or seek further assistance with academic writing before submitting a final version for marking.

Take action when you detect plagiarism

Turnitin provides a 'Similarity Index' and, more usefully, a detailed Originality Report. The Similarity Index is the overall percentage of text in the document that matches text from elsewhere. The Originality Report provides more detailed information about the matches found, with colour-coding to individual sources. It is important to understand that there is no 'magic percentage' at which plagiarism can be declared to have occurred. For example, a high Similarity Index in a final assessment item can also be due to a combination of:

- Assignment questions being included
- References
- Quotes (correctly referenced)
- Template headings and sub-structure
- Group work—students in the same group may have some similar elements
- Footnotes

If, on the basis of the Turnitin Originality Report, your academic opinion leads to a decision that plagiarism has occurred then you will need to report this through the process for academic misconduct through the online academic misconduct database, by raising a plagiarism incident report (PIR) (contact academic-services@cqu.edu.au for details).

Additional Resources

- Top 10 Tips on Deterring Plagiarism from Learn Higher
- Guide to Academic Integrity, from the University of Alberta
- Reduce the Risks of Plagiarism in just 30 minutes! From Oxford Brooks University

For information on authentic assessment, try the following links:

- Creating authentic assessment, from Macquarie University, Sydney
- Authentic assessment, from University of Tasmania
- Assessing authentically, from University of NSW

For information on plagiarism, try:

- How to avoid plagiarism, video
- York St John University video on plagiarism
- University of Alberta video on cheating

We welcome your feedback and suggestions on how to improve this document—we'd especially like to hear of any ideas for additional practical tips and suggestions, or further resources.

If you would like more help with aspects of assessment design to deter plagiarism in your course, please contact Learning and Teaching Services (email: lts@cqu.edu.au).

Authors: Sherre Roy, Colin Beer, Rob Reed (November 2014)

LA TROBE UNIVERSITY

Professor John Dewar BCL. MA (Oxon). PhD (Griff).
Vice-Chancellor and President

Mailing address
La Trobe University
Victoria 3086 Australia

T + 61 3 9479 2000
E J.Dewar@latrobe.edu.au
F + 61 3 9471 0093
latrobe.edu.au

MELBOURNE CAMPUSES
Bundoora
Collins Street CBD
Franklin Street CBD

REGIONAL CAMPUSES
Bendigo
Albury-Wodonga
Mildura
Shepparton

10 December 2014

Professor Nick Saunders AO
Acting Chief Commissioner
Tertiary Education and Standards Agency

Submit by email: chief.commisioner@teqsa.gov.au

Dear Nick

Further to your message of 24 November 2014, La Trobe University welcomes the opportunity to inform the Minister and the Agency of the mechanisms it has in place to address issues of academic integrity and the ways in which La Trobe University contributes to the promotion of best practice in higher education in relation to the imperatives of ethical scholarship.

La Trobe University views with disdain the recent exposure of essay mills which have involved students from a number of universities. The quality and value of Australia's higher education awards relies upon the assurance that assessments undertaken as part of study towards an award are marked by integrity.

We are committed to remaining vigilant to maintain an educational environment marked by honesty, and will continue to act decisively where inappropriate and dishonest practices arise, and contribute actively to develop robust approaches and practices in the sector. The details provided below indicate the seriousness with which La Trobe takes these responsibilities.

The University would be happy to provide any further information that should be required. Queries in the first instance should be directed to Robyn Harris, Acting Chief of Staff (robyn.harris@latrobe.edu.au).

Yours sincerely

Professor John Dewar
Vice-Chancellor and President

ABN 64 604 733 115
CRICOS Provider 00115M

La Trobe University Submission on Academic Integrity Matters

La Trobe University is a multi-campus institution. Section 1 of this submission outlines the general approaches to academic integrity that apply across the La Trobe campus network. Section 2 addresses specifically the La Trobe Sydney operation, which was referenced in recent press reports. Section 3 summarises La Trobe's involvement in developing robust approaches and practices in the sector.

Section 1: La Trobe University General Approaches to Academic Integrity

Policy Framework

La Trobe University has an Academic Integrity Policy, Academic Integrity Procedure and associated Guidelines accessible from the University's public website:
http://www.latrobe.edu.au/policy/documents/academic-integrity-policy.pdf

Instances of academic misconduct by students are classified as either minor offences or serious offences and dealt with according to the La Trobe University Academic Misconduct Statute 2009. In the light of organisational change, the Statute has recently been reviewed and a new Statute, approved by Academic Board in June 2014, will come into force on 1 January 2015.

Instruction and Prevention via the Academic Integrity Module for Entry Level Students

The University has a 'Do it Right: Don't Cheat' website that draws together resources for students about the meaning of academic integrity, how it relates to students, and how to follow the rules. The website also includes information and resources for staff.

http://www.latrobe.edu.au/students/learning/academic-integrity

La Trobe University has an Academic Integrity Module (AIM), accessed via the Learning Management System. This mandatory online module teaches all commencing undergraduate and postgraduate coursework students about La Trobe's values and its academic integrity standards to minimise the chances of academic misconduct. The AIM explains to students the meaning of academic integrity, and advises students on likely penalties for cheating and academic misconduct.

All commencing coursework students are informed about the AIM during Orientation, and are given a handout explaining the AIM and the completion requirements. Faculty First Year Coordinators also remind students that they need to complete the AIM. Successful completion (or failure) of the AIM is recorded on each student's academic transcript.

Faculty First Year Coordinators monitor students' progress, collect the results and ensure that these are recorded in the same way that results are recorded for subjects. Typically, pass rates of over 90% have been recorded in AIM.

Further information on the AIM is at:
http://www.latrobe.edu.au/students/learning/academic-integrity/academic-integrity-module

La Trobe's management of academic integrity breaches with a focus on detection and remediation

Assessments other than formal examinations:
A member of academic staff who suspects a breach of academic integrity must report in writing to the relevant Head of School and notify the student of the report. From there, the process is the same as for breaches of academic integrity in examinations as outlined below. A flow chart on the academic integrity site shows the process of reporting.

Examinations:
Examination rules are communicated to students in several ways: published on the University website, summarised on the front of the examination timetable and posted at the entrance to examination venues. Key rules are announced before the examination begins. Examinations are monitored by supervisors whose training covers the detection and management of breaches of examination rules. Examination supervisors who do identify breaches contact the Chief Supervisor, who may confiscate any evidence and report the breach to the Executive Director, Student Services and Administration, who is responsible for the conduct of examinations. The ED (SS&A) reports in turn to the Head of the relevant School, who undertakes a series of actions set by University Statute. These include:

- determining whether there is evidence of a breach of academic integrity – if not, the Head will determine that there is no case to answer, and nothing will go on the student's record;
- advising the student;
- if the Head determines that there has been a breach, sending the student a copy of the initial report and inviting him or her to attend an interview or make a written submission. A student may be accompanied to the interview by a person other than a legal practitioner or a person with a law degree. In practice, students are often accompanied by a Student Advocate.

On the basis of the report or interview, the Head determines whether the academic misconduct is minor or serious. If minor, the Head may deal with it personally and apply a penalty ranging from a requirement to resubmit or to obtain academic integrity training to the award of zero marks for the work or for the subject. If the Head considers the academic misconduct to be serious, the Head refers it to a Faculty Academic Misconduct Officer (FAMO). The student may appeal against a Head's decision that the student has engaged in serious academic misconduct.

Where a case is referred to a FAMO, the FAMO conducts a hearing to which, again, the student may be accompanied by a support person. If the allegation of serious misconduct is substantiated, the FAMO will apply a penalty towards the top end of the scale.

On certain grounds, a student found to have engaged in academic misconduct may appeal against the finding and/or the penalty.

Higher degrees by research:

If the Higher Degrees Committee (Research) believes that there has been a breach of academic integrity in relation to a piece of work submitted for examination, the HDC(R) makes a report to a Faculty Academic Misconduct (Research) Officer. At the same time, the HDC(R) notifies the student in writing about the referral. From there, the process is similar to the process for coursework students. The FAM(R) has similar responsibilities and powers to an FAMO, but has the additional power to suspend the student's candidature.

Support for staff at La Trobe in understanding, detecting and tackling integrity issues

There are a number of means by which staff at La Trobe University are supported with training and information, to assist them in detecting and tackling issues of academic integrity as they arise. These include:

- Specific training for examination supervisors, as noted above.
- The online Academic Integrity Module (AIM) is available for use by all academic staff.
- La Trobe Learning and Teaching (LTLT) provides training in workshops for new tutors and lecturers and in the Graduate Certificate of Higher Education
- Support from the Policy and Compliance Unit in the Academic Services Division in the form of:
  - maintaining the publicly available policy suite that supports the Academic Misconduct Statute 2009;
  - entering data about all reported academic integrity breaches in a confidential section of the University's Student Information System (SIS);
  - running periodic training/briefing sessions to assist Heads and FAMOs in the application of the Academic Misconduct Statute 2009 and the associated suite of academic integrity policy, procedures and guidelines;
  - providing Heads with template letters, which are updated twice-yearly, to ensure that correspondence to students is compliant;
  - providing information on previous breaches to assist Heads in determining appropriate penalties.

In La Trobe's new two College structure that takes effect formally on 1 January 2015, a high level of engagement with such issues will be maintained. A staff member in the College Education team will have responsibility to manage and administer the AIM.

Academic staff will be trained as appropriate for their position and role, through workshops and resources, to:

- report suspected academic misconduct
- be familiar with, and know how to apply, the Statute, Policy, Procedures and any supporting resources;
- know how and when to use assessment criteria and feedback to address instances where students use others' work without citation but have not yet had sufficient opportunity to learn to meet La Trobe's expectations;

- know how to use criteria for judging whether an instance of incorrect use of others' work without citation is an example of academic misconduct and therefore must be referred to an Academic Integrity Adviser;
- understand the appropriate uses and the limitations of Turnitin;
- understand how good assessment design can authenticate work and deter students from finding, faking or copying;
- know how to investigate possible commissioned work;
- be sensitive to the learning needs of particular student cohorts.

Resources will include a flow chart as a staff resource to make clear the process of making decisions about academic misconduct.

La Trobe's utilisation of online detection systems in relation to plagiarism and other forms of unethical scholarship: scope, use and limitations

Turnitin is used widely at La Trobe University, and is integrated into the Learning Management System (LMS) to enable staff and students to easily access the service. (Turnitin has an educative element for use by students to assist them to avoid inadvertently committing plagiarism).

Turnitin is used at the discretion of Subject Coordinators, but students must submit their work into Turnitin in all core first year subjects. In 2014, over 36% of all coursework subjects (831) at La Trobe University used Turnitin.

Students are notified in the LMS and on the Academic Integrity website that the University uses software to detect plagiarism and that the University has the right to reproduce and/or communicate their work for the purpose of detecting plagiarism.

It should be noted that Turnitin, as is the case with all proprietary software plagiarism detection systems, utilises web search and related technologies which may not detect plagiarism in all cases (there is a time lag in its systems). Nor can such systems combat effectively the use of essay mills, which often sit behind firewalls, or the use of bespoke essay writing services. In such cases, La Trobe, like all other universities, relies primarily upon:

- the vigilance of its academic staff, in detecting materials which in tone, content, language or level, do not readily match the known academic profile of a student (for example, the use of Americanisms, or of widely out-of-left-field examples in an essay, may trigger further investigation as to the originality of a work);
- the continuous education of students to emphasise that the pursuit of ethical scholarship and active vigilance to maintain an educational environment free from dishonesty, underpins the integrity and value of a La Trobe degree: academic integrity is everyone's business.

Section 2: Oversight of Academic Integrity at La Trobe Sydney

There are a number of elements which support the University's interests in quality assurance and academic integrity as they apply to our work with Navitas Limited in delivery of La Trobe University courses to La Trobe students in Sydney.

These are described specifically in the *Managed Campus and Course Services Agreement* between La Trobe University and Australian Campus Network Pty Ltd and Navitas Limited, signed in December 2013. The requirements of this Agreement of relevance to the management of academic integrity on that campus can be summarised as follows:

- The governance structure of the relationship which brings together at least three times per year the senior staff of both parties to consider relationship management and strategy, academic matters and operational matters. The terms of reference and membership of these committees are enshrined as schedules in the Agreement and are required to be reviewed annually:
    - A Joint Management Committee (JMC) chaired by the University with membership comprising senior academic leaders of the academic areas concerned in the University, the College Director/Principal and other senior staff to 'oversee the management of the relationship...", provide a focus for dialogue ...". The JMC receives reports of the Academic Advisory Committee.
    - An Academic Advisory Committee (AAC) comprising senior relevant academic staff from both parties which meets at least three times per year "to oversee academic matters and support quality assurance of La Trobe University Sydney Campus courses on behalf of the Joint Management Committee". The AAC provides regular reports of its meetings to the JMC.
- The position of Director, Academic Quality, La Trobe University Sydney Campus: This is a University position at .2 FTE and the appointee spends one week per month on the Sydney Campus to fulfil the obligations of the position in support of academic quality assurance. The position description for a Level D academic appointment is enshrined as a schedule of the Agreement and is required to be reviewed annually. The position has been filled by a highly experienced senior academic from the University's Faculty of Business, Economics and Law who is also the Associate Dean (Academic) for that Faculty.
- Clear assignment of responsibility to the University for:
    - the appointment of qualified teaching staff and control over the numbers and their qualifications;
    - the right to amend courses;
    - the complete control over academic content, the final assessment in each subject, admissions policy and entry requirements, pass/failure assessment in each subject and promotion of students;
    - the appointment of subject coordinators for each subject who ensure:
        - comparability of academic programs across the University including Sydney Campus;
        - that the standards of instruction and assessment are to a level acceptable to the University, and
        - that all matters of any academic nature which affect the conduct of the approved academic qualification course are carried out in accordance with La Trobe policies and practice.

The latter includes application of the University's policies and procedures related to Academic Integrity. In support of this, our partner Navitas has developed its own Academic Integrity Policy which is modelled on that of the University and is applied to the delivery of their own or the University's courses in Melbourne and Sydney.

The Sydney Campus staff also maintain an academic misconduct register to include all cases throughout a trimester. There is a section in every subject outline regarding misconduct and the University's academic integrity module is to be incorporated into all diploma programs.

Throughout 2014, from the time early in the year when MyMaster and related program outputs began to be noticed by Sydney Campus staff, there has been a concerted campaign on the campus:

- to destroy all advertising materials (flyers, posters, etc) as they appear;
- to counsel students continually about the risks and consequences of using these services, and;
- to communicate with the companies offering the services to cease advertising in the vicinity of the Sydney Campus.

This level of vigilance continues.

Section 3: La Trobe University's contribution to sector-based consideration of academic integrity issues, and commitment to best practice

La Trobe University is a founding member of, and has staff actively engaged in, the Asia Pacific Forum on Educational Integrity (APFEI) http://www.apfei.edu.au/ an association which has been working in the area of best practice in academic integrity. The Association has a conference every two years. On 8 December 2014 La Trobe co-sponsored a symposium in conjunction with APFEI and Turnitin to consider the development of academic integrity modules using engaging learning designs. It is noteworthy that the symposium was fully subscribed within 24 hours of its initial promotion.

La Trobe University is also engaged with past Office of Learning and Teaching projects nationally, and links to those project sites which promote best practice in the area of policy in academic integrity: for example, see http://www.aisp.apfei.edu.au/ and http://resource.unisa.edu.au/course/view.php?id=6633&topic=0#section-1.

Further information on these project is at:
http://www.latrobe.edu.au/students/learning/academic-integrity

University of
South Australia

10 December 2014

Professor Nick Saunders AO
Acting Chief Commissioner
TEQSA
GPO Box 1672
MELBOURNE VIC 3001
chief.commissioner@teqsa.gov.au

Dear Professor Saunders

Office of the Provost &
Chief Academic Officer

Chancellery
Hawke Building
Level 4, 55 North Terrace
Adelaide SA 5000

GPO Box 2471
Adelaide
South Australia 5001
Australia

t +61 8 8302 0154
f +61 8 8302 0220

www.unisa.edu.au

CRICOS Provider Number 00121B

I write in response to your letter dated 24 November 2014 seeking a brief report on the policies and processes that the University of South Australia (UniSA) has in place to promote academic integrity among the student body, and practices that minimise the opportunity for fraudulent conduct by students.

I would like to reassure you that our students are expected to adhere to high standards of academic integrity and honesty at all times. As a highly regarded, internationally ranked university responsible for more than 8,500 graduates per annum, we believe that the demonstration of academic integrity is integral to the development of a graduate's ethical perspective, and prepares our students for professional integrity in their chosen careers.

Policy and processes

UniSA operates in accordance with the TEQSA Higher Education Threshold Standards for higher education providers, and complies with the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (ESOS Standards).

UniSA has confidence in its comprehensive policy framework which guides academic assessment practices, fosters academic integrity, and manages academic dishonesty. We have instituted clear processes and procedures to ensure our students are knowledgeable of their responsibilities in this regard, and are aware of the penalties associated with academic misconduct.

UniSA's Assessment Policies and Procedures Manual deals specifically with academic integrity, plagiarism and the procedures that must be followed if plagiarism by a student is suspected. University policy stipulates that education about academic integrity practices must be embedded in each academic program, and that the assessment process must be moderated to ensure the legitimacy and consistency of assessment design, of marking decisions, and the application of academic standards.

Academic Integrity Officers

Each UniSA school has at least one Academic Integrity Officer (AIO). The roles of the AIO include the provision of leadership and support across their school in the implementation of our academic integrity policies and overseeing each case of

suspected academic misconduct. They ensure that all cases are handled quickly and consistently. AIOs facilitate the:

- interpretation and implementation of policy
- initial management of reported cases of academic misconduct
- management of *Turnitin*
- judgments on cases of academic misconduct
- consistency of outcomes when academic misconduct is proven
- regular reporting to relevant Heads of Schools, School boards and Division teaching and learning committees.

AIOs across the University meet regularly to discuss and share practices to promote academic integrity.

Resources for staff and students

The University has developed extensive resources to explain the concept of academic integrity and to help staff and students recognise forms of academic misconduct, including cheating, collusion and plagiarism. These include a dedicated website which features instructional videos, guidance on referencing rules and styles, and an online academic integrity module – which course coordinators also use as an integrated learning resource.

Educational experts in our Learning and Teaching Unit (LTU) regularly deliver workshops on academic integrity for staff and for students, and provide individual students with training and support. They work closely with our course coordinators and teaching staff to develop authentic assessment practices, to develop strategies to detect academic misconduct, and to effectively communicate the seriousness of academic fraud to students.

Students suspected of academic misconduct are able to access a wide range of support services, including counsellors, international student advisors, and student advocacy.

Assessment design

All courses offered by the University have multiple assessment items. Nearly 50% of all assessment is either through examination or involves practical exercises and presentations performed in face-to-face settings. Such assessments are rigorously invigilated. The remaining assessment is in written format, the vast majority of which are subject to verification of their originality through an online tool called *Turnitin*. UniSA introduced the automatic submission of written assignments to *Turnitin* in 2011. *Turnitin* enables instructors to check students' work for improper referencing and potential plagiarism by comparing it against a database of millions of documents as well as online material. Students are also encouraged to submit drafts of their written assignments to *Turnitin* to help promote their understanding of academic integrity. Further, when submitting written work, students must sign a declaration of authorship. Where plagiarism is detected, the relevant AIO will work with the course coordinator to investigate the matter, as described above.

Academic support for 'at risk' students

UniSA is committed to supporting student success and provides extensive academic support to students identified as at risk of not progressing satisfactorily through their program of study through the following initiatives:

- utilising learning analytics throughout each study period to identify students at risk of failing, with 'at risk' students supported through the Enhancing Student Academic Potential program
- language and learning services delivered through the LTU which support students to develop strategies to adapt to university, manage new expectations and workloads, develop academic literacies required in particular courses and discipline areas, and general English language development
- formal reviews of student performance, including looking for obvious discrepancies in performance (eg a poorly performing student obtaining an unusually high grade)
- peer support and mentoring programs.

International students

As your request for information is in the context of recent media reports alleging cheating by university students through the purchase of assignments written by others through the Chinese language website 'MyMaster', I would like to elaborate on additional measures in place to prevent fraudulent conduct by international students.

All applications for entry to UniSA programs are strictly assessed against approved, rigorous, entry requirements. Our staff undertake external fraud training to ensure that academic qualification documentation submitted to support an application is genuine. High risk students are assessed against the Government's genuine temporary entrant criteria, so that we can be sure that the applicant's primary objective is achieving a successful educational outcome.

On the rare occasion that breaches of academic integrity are identified, and a student is suspended/precluded from study, these cases are referred to the Department of Immigration.

The University was aware of the issues associated with MyMaster, and identified that UniSA students (more than likely a single UniSA student) contributed a very small proportion of the total funds spent through the website by Australian university students. It is also not necessarily the case that the assessment pieces purchased through MyMaster by the UniSA student was submitted or accepted by the University. Nevertheless, the publicity associated with this case will be communicated to new students in 2015, providing further reinforcement of the risks associated with the use of third party providers of assessable content.

I hope that the above information reassures TEQSA that UniSA is committed to investigating and addressing cases of academic misconduct. Should the Minster of

Education require any additional information about the University of South Australia's policies or practices around academic integrity please do not hesitate to contact my office.

Yours sincerely

Professor Allan Evans
Provost & Chief Academic Officer
University of South Australia