



Academic Integrity Policy and Procedures

Purpose

This Policy outlines the overarching strategy that the Central Institute of Technology and Innovation (the Institute) has put in place to promote and uphold academic integrity in learning and teaching. Academic integrity is fundamental to learning and teaching at the Institute. It involves upholding ethical standards in all aspects of academic work. Academic Integrity involves acting with the principles of honesty, fairness, trust, and responsibility and requires respect for knowledge and its development.

Scope

This Policy applies to all Institute students, staff, and members of the Institute's Boards and Committees.

Related Documents

This policy should be read in conjunction with the following Institute documents:

- Code of Conduct Policy and Procedures
- Student Code of Conduct Policy and Procedures
- Assessment Policy and Procedures
- Misconduct Policy and Procedures
- Student Grievances, Complaints, and Appeals Policy and Procedures

All documents referenced in this policy can be accessed via the CITI website.



Definition of Key Terms

For the purpose of this Policy, the following definitions apply:

Term	Definition
Academic Integrity	Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching, and research. All students, teachers, and staff must act in an honest way, be responsible for their actions, and show fairness in every part of their work. Staff should be role models to students. Academic integrity is important for both an individual's and the Institute's reputation.
Plagiarism	Plagiarism is the intentional or unintentional use of another person/s work without acknowledging the source. There are many forms of plagiarism in assessment. The most common forms include: Disguised plagiarism (e.g., word substitution) Paraphrasing and summarising without acknowledgement (e.g., chunks of integrated information with no references and/or weak paraphrasing) Direct copying without acknowledgment (e.g., using quotes without references) Patchwork plagiarism (e.g., mixing sentences or parts of sentences from difference sources without acknowledgement) Over quoting (e.g., having several quotes per paragraphs and/or too many long quotes) Deliberate plagiarism (e.g., contract cheating, buying assessments, engaging in the services of a ghost writer, copying



Term	Definition
	<p>complete assessments, and resubmission of past assessments); and</p> <p>Collusion (e.g., students working together and submitting the same assessment or sharing assessments from previous offerings of a unit).</p> <p>There are many factors that may cause a student to plagiarise. These factors may include:</p> <ul style="list-style-type: none">a lack of understanding of what plagiarism is and what it is not.a lack of skill in the use of referencing conventionsa lack of understanding of the requirements of the taskdifferent cultural understandings relating to the use of information.a fear of failuretime pressures; and/ora deliberate intent to mislead
Intentional Plagiarism	<p>Intentional plagiarism is the deliberate act of a student using their own or another person's work without acknowledgement. This falls into several categories: complete plagiarism; direct plagiarism, and self-plagiarism. These forms of plagiarism may constitute academic misconduct.</p>
Complete Plagiarism	<p>Complete plagiarism is the most severe form of plagiarism. This is where a student or researcher takes a manuscript or study that someone else has created and submits it under his or her name. This can include contract cheating. This is the same as theft.</p>
Direct Plagiarism	<p>Direct plagiarism occurs when a student or author copies the text of another author, word for word, without the use of quotation marks or attribution. In this case, the writer is passing the work off as his or her own. It is</p>



Term	Definition
	similar to complete plagiarism, but it refers to sections (rather than all) of another paper e.g., copying a paragraph or a section of a journal article. This type of plagiarism is considered to be academic misconduct.
Self-plagiarism	Self-plagiarism happens when an author reuses significant portions of his or her previously published work without attribution. For university students, this includes the resubmission of assessments that have been previously submitted for grading.
Contract Cheating	Contract cheating is defined by TEQSA as: 'when students outsource their assessments to a third party, whether that is a commercial provider, current or former student, family member or acquaintance. It includes the unauthorised use of file-sharing sites, as well as organising another person to take an examination' (see Good Practice Note: Addressing Contract Cheating, p.2).
Unintentional Plagiarism	Unintentional plagiarism occurs when a student does not have sufficient understanding of referencing conventions and/or academic writing to be able to engage with an assessment task. This form of plagiarism requires academic support and guidance.
Paraphrasing plagiarism	Paraphrasing plagiarism is probably the most common type of plagiarism because students often do not have a clear understanding of what constitutes plagiarism. This is when a student makes minor changes in a published sentence/s and uses it/them as their own.
Patchwork plagiarism	Patchwork plagiarism is when a student takes sentences from a range of other



Term	Definition
	sources and combines them in with their own work without referencing.
Academic Board (AB)	The Academic Board is the principal academic body of the Central Institute of Technology and Innovation that is responsible for approving academic proposals and for providing advice on academic policy, academic strategy, and academic standards.
Unit of Study	A unit of study is an academic module which forms part of a course of study. A unit of study has a credit point value that contributes towards a course.
Artificial Intelligence	Artificial Intelligence (AI) in student assessments refers to the use of machine learning, natural language processing, and other AI-driven technologies to generate, analyse, or enhance academic work. AI can assist students in drafting essays, solving problems, writing code, and even generating creative ideas. While AI tools can support learning by providing feedback and improving efficiency, their misuse can lead to academic integrity concerns, particularly in relation to plagiarism and unauthorised assistance.

Policy Principles

The Institute has developed a robust framework of strategies to prevent plagiarism. These strategies include accessible policies, a credit-bearing academic skills unit, embedded academic writing and referencing support, and access to an academic skills adviser. The Institute holds the belief that by developing an understanding of academic integrity and plagiarism, students can avoid many common instances of unintentional plagiarism.



The principles that underpin this Policy align with the Higher Education Standards Framework (Threshold Standards) 2021 (HES Framework) and provide specific, practical guidance to ensure academic integrity is upheld across all aspects of teaching and learning. These principles are mapped to the relevant Threshold Standards domains as follows:

1. Policies and Procedures to Promote Good Practice in Assessment

- The Institute implements clear policies and procedures to ensure assessments are designed to promote originality, critical thinking, and ethical scholarship.
- Assessments are structured to minimise opportunities for academic misconduct, incorporating varied and authentic assessment tasks.
- Students are provided with explicit guidelines on academic integrity expectations and the use of appropriate referencing techniques.

2. Policies and Procedures to Promote Academic Integrity

- The Institute maintains comprehensive academic integrity policies that define acceptable and unacceptable practices, ensuring students and staff understand their responsibilities.
- Regular training and awareness programs on academic integrity are provided to students and staff.
- The Institute ensures fair and consistent enforcement of academic integrity policies, including clear procedures for handling breaches.

3. Actions to Mitigate Risks to Academic Integrity

- Proactive measures are in place to deter plagiarism and contract cheating, including the use of plagiarism detection software and identity verification methods.
- Assessments are reviewed periodically to ensure they are not susceptible to academic misconduct.
- Teaching staff receive guidance on identifying and responding to potential breaches of academic integrity.



4. Provision of Academic Integrity Guidance

- Academic integrity principles are embedded within curriculum design, ensuring students develop ethical academic practices from the outset of their studies.
- Students have access to academic skills advisers, workshops, and online resources to enhance their understanding of ethical scholarship.
- The Institute provides targeted support for students from diverse linguistic and educational backgrounds to ensure equity in academic integrity education.

5. Good Practices to Maintain Academic Integrity

- The Institute fosters a culture of academic integrity by recognising and rewarding ethical academic behaviour.
- Continuous monitoring and evaluation of academic integrity initiatives are undertaken to improve policies and practices.
- Staff are provided with professional development opportunities to stay informed on best practices in academic integrity education.

6. Appropriate Governance Frameworks to Monitor and Manage

Academic Integrity

- The Institute has established governance structures to oversee academic integrity, including regular reporting to academic committees and senior leadership.
- Data on academic integrity breaches is collected, analysed, and used to inform improvements in teaching, assessment, and policy development.
- The Institute ensures compliance with regulatory requirements related to academic integrity and continuously aligns its policies with national and international best practices.

Policy Statement

1. Academic Support Strategies

The following strategies are in place to support staff and students in understanding academic integrity and avoiding plagiarism.



- 1.1 **Clear definitions:** Clear and consistent definitions of academic integrity and plagiarism that are shared by Unit Coordinators with their teaching team and students at the start of each teaching period both in class and online. These definitions are to be reinforced prior to assessment submission.
- 1.2 **Accessible policies:** The Institute has accessible policies for students on assessment, academic integrity, and misconduct. These policies can make it easier for students to understand concepts, boundaries, and consequences. Abridged versions of the policy are also available on the Learning Management System that are easy for students to understand.
- 1.3 **Credit-bearing unit:** The Institute has a 100-level credit-bearing unit that teaches and assesses plagiarism, academic integrity, and referencing in detail. These concepts and skills are also assessed in target units throughout the degrees to ensure that students have the opportunity to develop their ongoing understanding of academic integrity and ethics in Information Technology.
- 1.4 **Embedded support:** The Institute has a strong focus on embedding support into units of study. This support provides guidance on referencing, accessing data bases, and using sources in assessments. These embedded sessions are aligned with assessment items within units of study.
- 1.5 **Drop-in sessions:** Student drop-in sessions are provided both online and face-to-face for students that need targeted support in the use of referencing and accessing data bases. These are advertised via the Institute's social media channels and Learning Management System.
- 1.6 **Academic Workshops:** Workshops on academic writing and referencing are offered by the Academic Skills Hub during the teaching periods. These are advertised via the Institute's social media channels and Learning Management System.



- 1.7 **Online resources:** A range of online resources are available for students online on the Learning Support page on our website that students can access as needed.
- 1.8 **Staff Support:** Support is also available for teaching staff in the design and development of assessment and rubrics.

2. Student Responsibility for Academic Integrity

Ultimately, students are responsible for the assessments and work that they submit. Students must take responsibility for ensuring at all times that they follow appropriate academic practices, particularly where it comes to preparing assessment items, and must not put themselves at risk of an allegation of misconduct under this Policy.

Students will be given clear guidance on misconduct and should avoid the following activities:

- 2.1 Cheating: is any attempt to dishonestly give or obtain assistance from another person, material, or device in an academic exercise.
- 2.2 Contract-cheating: is having another person or entity conceive, research or write material for an assignment and submitting the work as one's own, irrespective of whether the other person or entity was paid for the material.
- 2.3 Collusion: is unauthorised collaboration in producing an academic exercise that is designated as an individual task.
- 2.4 Deception: is providing false or misleading information to the Institute.
- 2.5 Fabrication: is to forge or falsify any information or citation in an academic exercise or report false or misleading results or conclusions.
- 2.6 Impersonation: is pretending or assuming another person's identity or using a substitute person for the purposes of providing an advantage.
- 2.7 Obstruction: is intentionally impeding or interfering with another person's academic activity.



- 2.8 Sabotage: is acting to prevent or hinder another person from completing an academic exercise to the best of their abilities including by making information or material unavailable to others or disrupting or interfering with an academic exercise, experiments, research or other academic activity of any other person.
- 2.9 Self-plagiarism: is unacknowledged use of material you have previously published or submitted.
- 2.10 Generative artificial intelligence: the unauthorised use of artificial intelligence to generate assessment responses.

3. Institutional Leadership on Academic Integrity

The Director of Learning and Teaching, Academic Head, Academic Skills Hub, and/or delegates carry specific responsibility for leading the implementation of this Policy.

- 3.1 **Training for Academic Staff:** Academic staff will receive regular training on promoting ethical academic practices, particularly in assessment. This training will focus on: Recognising and addressing instances of plagiarism, cheating, best practices for designing assessments that uphold academic integrity, and understanding the role of AI and technology in academic integrity including ethical use in assessments.
- 3.2 **Assessment Design:** Academic staff are encouraged and supported in ensuring that assessments are designed to minimise the possibility of cheating, plagiarism, and collusion. This includes implementing assessment tasks that promote critical thinking, originality, and the application of knowledge.
- 3.3 **Authentic Assessment:** Using diverse and authentic assessment methods that are difficult to replicate or automate through AI or other unethical means.



3.4 **Feedback:** Integrating regular checks and feedback opportunities to support academic integrity throughout the assessment process.

4. Plagiarism Checking Software

The Institute requires students to check all written assessment work by a program prior to assessment submission. This checking will be developmental and educative in nature.

5. Artificial Intelligence (AI) and Student Assessments

The Institute acknowledges the transformative potential of Artificial Intelligence (AI) in education, including its ability to enhance learning, provide personalised feedback, and support students in developing their academic and technical skills.

- 5.1 AI-powered tools such as writing assistants, coding generators, and research aids can facilitate deeper engagement with course content when used ethically and appropriately.
- 5.2 The use of AI in student assessments must align with the principles of academic integrity.
- 5.3 Students must demonstrate their own understanding, critical thinking, and originality in their work.
- 5.4 While AI can be a valuable learning aid, its misuse—including reliance on AI-generated text, code, or ideas without proper attribution—may constitute plagiarism, contract cheating, or academic misconduct.



6. AI Traffic Light System

To guide students and staff in the responsible use of AI in assessments, the Institute has adopted a traffic light system, categorising AI use into three levels: Green (Permitted Use), Amber (Caution), and Red (Prohibited Use) (Appendix 2).

- 6.1 Transparency is required – Students must disclose any use of AI where applicable and follow referencing guidelines.
- 6.2 AI detection tools may be used – The Institute will utilise plagiarism detection and AI-detection software to verify academic integrity.
- 6.3 Education and guidance will be provided – Students and staff will receive ongoing training on the ethical use of AI in learning and assessments.
- 6.4 By implementing this AI traffic light system, the Institute ensures that AI remains a tool for learning rather than a substitute for independent thought and academic effort.

7. Consequences of Plagiarism

The Institute takes matters relating to academic integrity and academic misconduct seriously, and the Institute makes the prevention and educative consequences of instances plagiarism a priority. The following apply:

- 7.1 Staff and students are to be made aware that the Institute will adhere to the procedures available under the Misconduct Policy to investigate suspected misconduct involving plagiarism.
- 7.2 Students should also be aware of the fact that when a finding of academic misconduct is made, this will be recorded on the Institute's misconduct record.
- 7.3 The penalties imposed for cases where a finding of misconduct is made will vary. The consequences are based on the seriousness of the case and/or whether the instance is unintentional or intentional. Consequences may



range across but are not limited to educative consequences, grade allocation consequences, and expulsion from the Institute.

8. Educative Consequences

In instances of plagiarism that involve first year students, and/or a first instance of plagiarism, and/or are unintentional, and/or are considered to be minor, the Institute may adopt an educative stance. Educative consequences for instances of plagiarism may include:

- 8.1 One-on-one support consultation/s with the Academic Skills Hub, and/or
- 8.2 Submission of an equivalent assessment and/or piece of work that was plagiarised.

9. Grade Allocation Consequences

In instances of plagiarism that involve upper-level students, and/or a second or subsequent instance of plagiarism, and/or are intentional, and/or are considered to be serious, the Institute may reduce marks for a piece of assessment and/or unit.

Grade allocation consequences for instances of plagiarism may include:

- 9.1 Grade assessment as per rubric but reduce the marks in criteria that are affected by plagiarism.
- 9.2 The cancellation of the mark for the assessment piece to a 0 Fail grade, and/or
- 9.3 The cancellation of the grade for the Unit and the allocation of a 0 Fail grade

10. Suspension or Expulsion from the Institute

In the most serious instances of plagiarism that involve upper-level students, and/or a second or subsequent instance of plagiarism, and/or are intentional, and/or are



considered to be serious, and/or involve the buying, stealing, direct copying, and intent to mislead, the Institute may decide to suspend or expel a student from the Institute. This will be done in consultation with the Academic Head, Registrar, Chair of the Academic Board, and Chief Executive Officer. The student will be given the opportunity to appeal the decision and may be asked to show cause.

Procedures

The procedures for managing possible breaches of academic integrity are outlined as follows.

1. Managing Plagiarism Process (academic staff)

- 1.1 Academic staff must investigate potential breaches of academic integrity by gathering relevant evidence and completing the Academic Integrity Investigation and Reporting Form (Appendix 2).
- 1.2 The completed form must be submitted in accordance with the Institute's academic integrity procedures.

2. Managing Plagiarism Process (academic staff)

- 2.1 The Academic Head, Learning and Teaching, or their delegate/s is responsible for overseeing the academic integrity process and ensuring its effective implementation. As part of this role, they must complete the relevant section of the Academic Integrity Investigation and Reporting Form to document findings and actions taken.



- 2.2 While the primary responsibility rests with the designated official, they may consult with other academic staff or relevant team members to ensure a fair and well-informed decision-making process.
- 2.3 For detailed procedures, refer to the Student Misconduct Policy and Procedures. The plagiarism support process is outlined in Appendix 1.

3. Managing Administrative Process

When an instance of plagiarism is identified, the following process will be followed:

- 3.1 **Documentation and Initial Response:** The reporting staff member must complete the Academic Integrity Investigation and Reporting Form (Appendix 2) for all cases of plagiarism. First-trimester, first-year students who commit plagiarism will be referred to the Academic Skills Hub for guidance and support.
- 3.2 **Recording and Notification:** All confirmed cases of plagiarism will be recorded in the Institute's central Misconduct Register, which is maintained by the Registrar or their delegate. The student will receive a formal notification via email, informing them of the plagiarism finding. This information will also be logged in the Student Management System. The student will be advised of their right to appeal in accordance with the Student Grievances, Complaints, and Appeals Policy and Procedures.
- 3.3 **Monitoring and Reporting:** The student's future assessments in the unit will be monitored for any further instances of plagiarism. A summative report will be generated for Management and relevant Boards (e.g., the Academic Board) to support institutional oversight and continuous improvement.

4. Responsibilities



- 4.1 Students:** Ensure all submitted work adheres to the principles of academic integrity. Properly reference and acknowledge sources, including text, code, and ideas. Seek support from the Academic Skills Hub if unsure about plagiarism or academic integrity. Respond to any academic integrity concerns and follow the appeals process if applicable.
- 4.2 Academic Staff:** Design assessments that promote academic integrity and minimise plagiarism risks. Identify and report suspected cases of plagiarism using the Academic Integrity Investigation and Reporting Form. Provide feedback to students on academic integrity expectations and breaches.
- 4.3 Unit Coordinator:** Ensure consistent academic integrity practices within the unit. Support academic staff in managing plagiarism cases and guiding students appropriately.
- 4.5 Academic Head:** Oversee academic integrity processes within the faculty. Ensure proper investigation and resolution of plagiarism cases. Provide leadership on academic integrity standards and best practices.
- 4.6 Academic Skills Hub or Delegate:** Provide academic integrity training and resources to students and staff. Support students in understanding proper referencing, paraphrasing, and citation practices. Assist first-year students referred for plagiarism-related concerns.
- 4.7 Student Services Hub:** Advise students on their rights and responsibilities related to academic integrity. Provide guidance on appeals and grievance procedures.
- 4.8 Quality and Compliance:** Ensure academic integrity policies align with regulatory requirements. Conduct audits and reviews to monitor adherence to academic integrity standards.
- 4.9 Director of Operations:** Oversee operational processes related to academic integrity management. Ensure adequate resourcing for academic integrity education and enforcement.



4.10 Registrar: Maintain the Institute's Misconduct Register. Ensure plagiarism records are accurately logged in the Student Management System. Provide academic integrity reports for internal governance and compliance.

4.11 Director of Learning and Teaching: Provide overall leadership and strategic direction for the Institute's approach to managing academic integrity. Ensure the development, implementation, and continuous improvement of academic integrity policies and practices across all teaching and learning activities. Lead the integration of academic integrity principles into curriculum design, assessment practices, and staff development. Oversee the training and professional development of academic staff to promote best practices in academic integrity. Collaborate with other senior leadership to ensure the Institute's academic integrity approach aligns with broader institutional policies and meets regulatory requirements. Ensure effective communication and dissemination of academic integrity expectations to staff and students.

4.12 Chief Executive Officer (CEO): Provide strategic oversight of academic integrity policies and their implementation. Ensure the Institute upholds high academic integrity standards and maintains compliance with regulatory frameworks.

Related Legislation

This policy should be read in conjunction with the following related documents:

- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [Australian Qualifications Framework](#)
- [TEQSA Good practice note: Addressing contract cheating to safeguard academic integrity – October 2017](#)

Change and Version Control

Version	Date Approved	Authored by	Approved by	Description



1.0	23/06/2023	Chief Executive Officer	Academic Board	Academic
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Policy Information

Author	Chief Executive Officer
Responsible Officer	Chief Executive Officer
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Appendix 1: Plagiarism Support Process

Identified cases of plagiarism will be addressed on a case-by-case basis and will consider the context of the instance of plagiarism and the consequences.

1. Identification

Staff member identifies potential instance of plagiarism in an assessment/s

2. Consultation

Staff member and Unit Coordinator discuss potential instance of plagiarism. If plagiarism may have occurred, Misconduct Form is completed and submitted to the Academic Head or delegate.

3. Investigation

Academic Head, Academic Skills Hub, or delegate conducts an investigation. A decision is made. Depending on the nature of the allegation student may be sent for support or the case may be escalated.

4. Support and Report

If the case is minor or a first offence, student may be directed to Academic Skills Hub. Record of instance added to Misconduct Register. Outcome is reported at Academic Board.

5. Escalation

If the case is escalated, the Academic Head, Academic Skills Hub, or Delegate meets with the student to discuss the instance of plagiarism. Academic Head decides on consequence. May require consultation process.

6. Support and Report

If unintentional, student is directed to the Academic Skills Hub. Record of instance added to Misconduct Register. Outcome is reported at Academic Board.

7. Show Cause/Appeal

If intentional Misconduct is found, a student may fail a task, be failed from a unit, or excluded from the Institute. The student may be asked to show cause or be given the option to appeal the decision. This may result in certain processes being put in place to support the student in their return to studies.

8. Support and Report

The Academic Head notifies the Registrar of the outcome and the instance of plagiarism is recorded on the misconduct register. Outcome is reported at Academic Board.



Appendix 2: Traffic Light System for AI use in assessments

Category	Description	Examples	Requirements & Considerations
Green – Permitted Use	AI use that supports learning but does not replace original student work.	AI-assisted grammar and spellchecking (e.g., Grammarly, MS Editor)	Students must critically engage with AI-generated suggestions. AI-generated outputs should not be submitted as final work AI-generated brainstorming prompts AI-assisted summarisation for personal study AI use in research to locate sources
Amber – Caution Required	AI use that may be acceptable but requires transparency and proper attribution.	AI-assisted text or code generation with substantial human modification	Students must disclose AI use in their work. AI-generated content must be properly referenced if used Teaching staff may specify additional restrictions for specific assessments AI-generated translations for understanding content AI tools that help structure but not generate arguments
Red – Prohibited Use	AI use that constitutes academic misconduct or	Submitting AI-generated text, code, or ideas as original work	Any misuse will be treated as an academic integrity breach.



	misrepresents student effort		<p>Plagiarism detection tools will be used to monitor AI-generated content.</p> <p>Disciplinary actions apply for violations.</p> <p>Using AI to automate assessment tasks (e.g., generating entire essays, solving coding problems without understanding)</p> <p>AI-assisted exam cheating, including real-time AI responses</p>
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Appendix 3: Academic Integrity Investigation and Reporting Form

How to report

1. Save this template in Word format (.docx) – File name: Student name _ Unit code _ assessment number, i.e. 'John Smith_ITRPI01_Assessment 1_DDMMYY.docx'
2. Send form to students@citi.nsw.edu.au. Please do not attach student work, similarity report, or assessment brief.

1. Details of Incident

This section is for use by Academic Staff to outline details of suspected academic misconduct.

Staff's Name	
Student Name	
Unit Code	
Date	
Student ID	
Assessment Number	
Similarity Percentage (if relevant)	
Suspected breach type	<input type="checkbox"/> Insufficient Paraphrasing or Referencing <input type="checkbox"/> Class Participation Inconsistent with Submission <input type="checkbox"/> Individual Efforts Inconsistent with Assessment Outcomes <input type="checkbox"/> Incorrect use of Artificial Intelligence in relation to Assessment Description <input type="checkbox"/> Other (please specify):



Type of Academic Misconduct	<input type="checkbox"/> Plagiarism <input type="checkbox"/> Contract Cheating <input type="checkbox"/> Collusion <input type="checkbox"/> Use of Artificial Intelligence <input type="checkbox"/> Other (please specify):
Severity of Suspected Breach	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> Serious <input type="checkbox"/> Other (please specify)

2. Investigation Details

This section is for use by the Academic Dean, Academic Skills Hub or Delegate to outline details of investigation into academic misconduct.

Form of Investigation	<input type="checkbox"/> Student Attended an Interview <input type="checkbox"/> Student Responded in Writing <input type="checkbox"/> No Attendance or Written Response <input type="checkbox"/> Other			
Interview Details (if relevant)	Date		Time	
Interviewer Name				

3. Interview Process

This section is for use by Academic Dean, Academic Skills Hub or Delegate.

Explain the purpose of the meeting and that minutes will be taken as a record of the interview.	<input type="checkbox"/> Done
Describe what academic integrity is and why it is important.	<input type="checkbox"/> Done
Ask if the student has read the Academic Integrity Policy and understands what referencing and paraphrasing are.	<input type="checkbox"/> Done
Describe the allegations in detail, in relation to the assessment in question.	<input type="checkbox"/> Done



Ask for drafts, saved files, or other evidence. Record below (e.g., "No previous drafts saved").	<input type="checkbox"/> Done
Ask the student how they produced the assessment – e.g., assessment content, references used. Record comments.	<input type="checkbox"/> Done
Advise the student of penalties and possible outcomes.	<input type="checkbox"/> Done

4. Office Use Only

Academic Head, Academic Skills Hub, or Delegate Name	
Academic Integrity Outcome	<input type="checkbox"/> No evidence of academic integrity breach <input type="checkbox"/> Educative, gap in knowledge <input type="checkbox"/> Minor Infringement <input type="checkbox"/> Moderate Infringement <input type="checkbox"/> Major Infringement (not reportable) <input type="checkbox"/> Major Infringement (reportable)
Date Outcome Communicated with Student	
Date Student Record Updated	