

STUDENT ACADEMIC INTEGRITY POLICY AND PROCEDURE

(Previous version: July 2019/Term 2, 2019 to and incl. February 2020/Term 3, 2019)



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1 PURPOSE

- 1.1 This policy and procedure defines academic integrity and sets out CQUniversity's expectations of students to act in a manner that upholds academic integrity. It also sets out CQUniversity's responses to and processes for addressing alleged breaches of academic integrity, including academic misconduct.

2 SCOPE

- 2.1 This policy and procedure applies to:
- current and former CQUniversity students undertaking or who have undertaken enabling, English language (ELICOS), vocational education, and higher education coursework courses or units, including coursework units in postgraduate research courses, and
 - employees with responsibility for promoting academic integrity and for any aspect of responding to or addressing alleged breaches of academic integrity.

- 2.2 This policy and procedure applies to domestic students, international students who are studying in Australia on a student visa to whom the [National Code 2018](#) applies, and offshore international students.
- 2.3 This policy and procedure does not apply to students undertaking postgraduate research courses, except when enrolled in coursework units as stated in section 2.1(a). Student responsibilities to uphold academic integrity in postgraduate research courses are covered under the [Code of Conduct for Research](#) and the [Student Research Misconduct Policy and Procedure](#).
- 2.4 References to ‘student’ in this document include ‘former CQUniversity student’, unless otherwise stated.
- 2.5 Employees who are current or former CQUniversity students undertaking or who have undertaken courses or units specified in 2.1 will be considered as employees and dealt with under the current [CQUniversity Enterprise Agreement](#) in any consideration of academic misconduct.

3 POLICY

Policy application

- 3.1 This policy and procedure takes effect from the dates indicated below for students who are undertaking or have undertaken the following courses or units:

Course/unit	Effective date
English language (ELICOS)	1 July 2019
Vocational education and training (VET)	7 July 2019
Enabling	15 July 2019
Higher education	15 July 2019

Provisions relating to international students studying in Australia on a student visa

- 3.2 Any decision to initiate suspension or cancellation of an international student’s enrolment in relation to an alleged breach of academic integrity must comply with Standards 9 and 10 of the National Code 2018 (refer to section 4.43).

Academic integrity defined

- 3.3 Academic integrity is behaviour underpinned by the values of honesty, trust, fairness, respect, responsibility and courage in CQUniversity’s education, training and research communities¹. Academic integrity includes research integrity.
- 3.4 These values are fundamental to protecting the quality of student learning, the creditability and trustworthiness of student assessment and their qualifications, and ultimately the reputation of CQUniversity, its courses and graduates.

Governing principles

Promoting academic integrity

- 3.5 CQUniversity promotes a positive learning and research culture in which students understand and uphold the values of academic integrity in every aspect of their studies.
- 3.6 CQUniversity places the highest value on the integrity of the work students submit for review or assessment in all its forms. Breaches of academic integrity, particularly academic misconduct, pose a serious threat to CQUniversity’s culture and values.
- 3.7 To protect its culture and values, CQUniversity implements measures to inform students about their responsibilities, provide support to develop the knowledge and skills necessary to maintain academic integrity, and detect, investigate and address academic integrity breaches.

¹ Definition adapted from the TEQSA Guidance Note: Academic Integrity (March 2019).

Responding to and addressing breaches of academic integrity

- 3.8 This policy and procedure defines academic integrity and types of breaches of academic integrity. It also sets out the responsibilities of students to maintain academic integrity, and the steps CQUniversity takes in response to address alleged breaches of academic integrity (see [Appendix 1](#)).
- 3.9 CQUniversity addresses breaches of academic integrity by students in a procedurally fair and consistent manner that affords natural justice.
- 3.10 CQUniversity decisions, penalties and outcomes in response to breaches of academic integrity aim to be appropriate, fair and just, taking into account the available facts and circumstances of each situation.

Student responsibility to uphold academic integrity

- 3.11 All students have a responsibility to uphold academic integrity when undertaking education, training and research as part of their course or unit.
- 3.12 Academic integrity requires behaviour that:
 - a) respects the work and perspective of others
 - b) honestly and appropriately acknowledges the work and ideas of others
 - c) does not seek to gain unfair academic advantage or disadvantage, and
 - d) demonstrates personal responsibility and courage for acting with integrity, despite the challenges.
- 3.13 Academic integrity underpins the assigning of marks, results and grades for exams and other assessment tasks. Students must therefore ensure that the work they submit for assessment or review is their own and to acknowledge the work, ideas, and data of others, using the referencing style/approach specified for the course or unit.
- 3.14 CQUniversity recognises that student knowledge and skills in referencing, and the expected standards of referencing to acknowledge the work of others, vary depending on the nature, education level, and discipline of the course and units.
- 3.15 Students are given information about their course and units by their lecturer, teacher, trainer, and through the CQUni Handbook and other sources to assist students to understand the expected learning, referencing and/or assessment requirements for their course or unit. Unit profiles/descriptions and relevant policies, procedures and guides also set out requirements students must adhere to when undertaking and submitting work for assessment or review.
- 3.16 Academic learning services and resources, such as referencing styles and study guides, are also available to support students to develop their study and referencing skills. As adult learners, students are responsible for their learning and using the services, resources, information and other support available to them.
- 3.17 Students undertaking vocational and higher education courses at the Diploma level or above are required to participate in a Foundations of Academic Integrity or similar program when admitted as a new student and annually as a continuing student. Access to the Moodle system will be available to students after participating in the program. Students undertaking other courses will be required to participate in a similar compulsory program if requested to do so.

Breaches of academic integrity defined

- 3.18 Breaches of academic integrity include:
 - a) plagiarism
 - b) self-plagiarism
 - c) collusion
 - d) cheating
 - e) contract cheating

- f) academic misconduct
- g) any other act or omission by a student that is academically dishonest, and
- h) non-compliance, without reasonable excuse, any direction, penalty or outcome made or imposed under this policy and procedure.

Plagiarism

- 3.19 Plagiarism is the presentation of work, ideas or data of others as one's own, without appropriate acknowledgment and referencing. Plagiarism also includes self-plagiarism. Examples include but are not limited to:
- a) the inclusion of one or more sentences from another person's work, or tables, graphs, images, designs, computer programs and any other data, ideas or work without the use of quotation marks and acknowledgment of the source and without referencing
 - b) the use of one or more sentences from the work of another person where a few words have been changed or where the order of copied phrases/sentences has been changed
 - c) copying the work of another student, with or without their agreement.
- 3.20 Another form of plagiarism is called 'washing', where Google Translate or other similar services are used to translate a plagiarised assessment into another language and then back again into English. It involves automatically substituted generated synonyms and phrases that creates what seems to be a new document. 'Washing' is unacceptable and indicates an intention to dishonestly present work that is not the student's own work and to disguise plagiarism.

Inadequate referencing skills versus plagiarism

- 3.21 Plagiarism (minor incident and academic misconduct) should be distinguished from what the evidence suggests is likely to be incomplete attempts by the student to acknowledge the words, work or ideas of others (e.g. where the student has made a genuine attempt to reference their work but has inadequate referencing skills).
- 3.22 Minor formatting errors in referencing style may also suggest the need for skills development and an educational response, rather than to treat the behaviour as minor or more serious plagiarism.
- 3.23 An educative response by its nature is non-punitive; it does not include deducting marks beyond the parameters of the usual marks allocated to the demonstration of referencing skills. In this instance, allocating a mark of zero is not an educative response. An educative response is most appropriate in the student's first term.

Self-plagiarism

- 3.24 Self-plagiarism involves the presentation of one's own work for more than one assessment without acknowledgment and referencing. Examples include the reuse of all or part of one's own work that has already been submitted for assessment in another unit or given academic credit without acknowledgment.

Collusion

- 3.25 Collusion involves unauthorised collaboration on assessable work (written, oral or practical) with others, and is a form of cheating. Examples include but are not limited to:
- a) assisting another student to produce or substantially edit assessable work that is intended to be completed by the individual student
 - b) allowing another person to substantially write or edit your work without the assessor's knowledge
 - c) allowing others to copy your work or your answers in an exam or other assessment task
 - d) presenting groupwork as your own.

Cheating

- 3.26 Cheating involves dishonest or deceitful behaviour of any kind in relation to exams or other assessment tasks. Examples include but are not limited to:
- a) contract cheating, such as arranging for a third party (e.g. an assignment-writing service or a family member or friend) to write an assignment or to attend an exam in your place, whether for payment or not (see [contract cheating](#))
 - b) copying or attempting to copy from other students in either an exam or assessment
 - c) communicating with others during an exam
 - d) bringing any materials or devices into an exam that are not authorised
 - e) tampering with exam materials
 - f) leaving exam or test answer papers exposed to the view of other students
 - g) colluding with other students in individual assessments
 - h) allowing others to provide you with any material that gives you an unfair advantage in an assessment
 - i) providing material to other students to enable them to present it as a part or whole as their own work
 - j) completing an assessment for another person or having another person assisting in the completion of your assessment
 - k) taking an exam for another person or having another person take an exam for you
 - l) making a false claim in relation to an assessment or exam to obtain an unfair advantage
 - m) falsification of data, information or citations as part of an assessment
 - n) taking actions to prevent other students from completing their assessment work
 - o) encouraging another person to collude in cheating by any means, including bribery, threats, sexual or other favours
 - p) using any device, electronic or otherwise, including but not limited to mobile devices, telephones, and smart watches, to circumvent the exam.

Contract cheating

- 3.27 Contract cheating is where a student arranges, attempts to arrange, acquires, or allows any form of paid or unpaid academic work (e.g. assessment, exam, research) to be undertaken fully or partially by a third party and the student represents or represented the work as if it were their own. Third parties include but are not limited to:
- a) essay-writing services
 - b) friends, family or other students
 - c) private tutors
 - d) copyediting services
 - e) agency websites
 - f) providers offering their services via 'reverse classifieds'.
- 3.28 Contract cheating is commonly in the form of essays and reports, but can also include all types of assessment work, including another person impersonating a student in exams.
- 3.29 Contract cheating also includes accessing or attempting to access contact-cheating services, for example, via websites that students have been blocked from using and warned not to access.
- 3.30 Contract cheating is a serious breach of academic integrity that CQUniversity deems to be academic misconduct. Evidence of contract cheating often indicates a student's intention to act dishonestly.

Academic misconduct

- 3.31 Academic misconduct is a serious breach of academic integrity deemed not to be a minor plagiarism or exam incident as described in the procedure below.
- 3.32 Academic misconduct is any action or attempted action that may result in an unfair academic advantage or disadvantage for any student or other member of the academic community. This includes a wide range of behaviours, such as but not limited to plagiarism, collusion, cheating, contract cheating and any act or omission that can be regarded as academically dishonest, including behaviours described in this policy and procedure.

Student misconduct

- 3.33 The [Student Behavioural Misconduct Procedure](#) sets out the standards of acceptable student conduct at CQUniversity. It also sets out student conduct that is unacceptable and the processes for addressing student misconduct.
- 3.34 Providing any type of fraudulent documentation to CQUniversity to favour a student is an example of serious misconduct. This includes providing a forged or falsified medical certificate or other documents for academic advantage. This type of alleged serious misconduct will be addressed under the Student Behavioural Misconduct Procedure; it may also result in an academic penalty under this policy and procedure.

4 PROCEDURE

Identifying breaches of academic integrity

- 4.1 Depending on the type of student activity or assessment, the assessor, exam invigilator or other employee with a genuine, reasonable suspicion of a possible breach of academic integrity will inform the relevant academic, teacher or manager. A simple overview of the process for managing breaches of academic integrity is in [Appendix 1](#).
- 4.2 Typically, the relevant academic, teacher or manager is the Unit Coordinator (higher education/enabling courses), the Director of Studies (ELICOS), or Qualification Coordinator (VET) who is responsible for initiating a case of an alleged breach of academic integrity ([case initiator](#)) and providing appropriate supporting evidence.
- 4.3 The relevant Deputy Dean (Learning and Teaching) or equivalent manager (e.g. Director College of Trades; Director CQUniversity English; or Associate Dean, School of Access Education) or nominee will be notified of former students suspected of a breach of academic integrity. However, their primary role is [case decision-maker](#).
- 4.4 The case initiator (or nominee), in consultation with the assessor (where appropriate) and with the Academic Integrity Officers (to establish the student's record) identifies the type of academic integrity breach being alleged based on the initial information provided. This is to consider the most appropriate action to be taken to address the alleged breach. The Head of Course/Department or equivalent senior academic or teacher may also be consulted in complex cases, including those involving former students, at this stage.

Alleged breaches of academic integrity: minor incidents or academic misconduct?

- 4.5 An incident of alleged plagiarism may be treated as a minor breach of academic integrity (minor plagiarism incident), rather than alleged academic misconduct, depending on the initial evidence available.
- 4.6 When considering whether to identify a case as (1) an unintended, genuine error due to lack of skills (see sections 3.21 to 3.23), or (2) an alleged breach of academic integrity deemed a minor incident, or (3) alleged academic misconduct, case initiators should consider whether:
- a) the available evidence reasonably suggests the student has intended to act dishonestly in not appropriately referencing and acknowledging the work, ideas or data of others in their assessment
 - b) the student has any prior record of academic integrity breaches, including plagiarism or unintended errors in referencing or acknowledging others work and related warnings or instruction to avoid plagiarism

- c) the student has been provided with or access to information on appropriate referencing and acknowledging requirements relevant to the course and/or unit to reasonably expect the student to have the relevant level of knowledge and skills
 - d) the student has met the expected standards of acknowledging other's work appropriate to the education level and the expected referencing skills of students in the course (e.g. higher education courses demand a higher expected standard of referencing knowledge and skills than in certificate level VET courses and units)
 - e) the extent of plagiarism is considered to be within acceptable margins by the Unit Coordinator or equivalent role, with the plagiarised content being minimal (typically, but not always, this decision would be based on interpretation of a Turnitin originality report).
- 4.7 All exam incident reports are sent to the Academic Integrity Unit in Learning and Teaching Services by the Examinations Office.
- 4.8 If initial evidence suggests that an exam incident does not involve alleged academic misconduct (e.g. cheating, collusion), it will be deemed a minor exam incident.

Students reporting suspected breaches of academic integrity

- 4.9 Students with a genuine, reasonable suspicion that someone internal or external to CQUniversity may be or have been involved in a breach of academic integrity are encouraged to inform the University as soon as possible.
- 4.10 CQUniversity will investigate the matter based on the information provided and decide what further action is needed to address the matter.
- 4.11 Students can report the matter through CQUniversity's feedback and complaints process. Details on how to report the matter are in the [Student Feedback – Compliments and Complaints Policy and Procedure](#). Confidentiality and anonymity are preserved where requested.

Reporting and recording alleged breaches of academic integrity

- 4.12 The case initiator (or nominee) has identified an alleged breach of academic integrity, potentially academic misconduct, and completes an incident report in the Academic and Research Integrity (ARI) Database, detailing the nature of the alleged breach.
- 4.13 All appropriate details, including relevant assignments, Turnitin reports, contract cheating allegation reports, and other supporting evidence, must be attached to the incident report within the ARI Database for adjudication.
- 4.14 The case initiator (e.g. Unit Coordinator or equivalent role) will inform the student that their assessment is being reviewed to consider if a breach of academic integrity has occurred. No decision will be made unless and until the student has been given an opportunity to respond to any concerns about breaching academic integrity. Students will be given further information as soon as possible, pending a review of the assessment. Students can access or be encouraged to access [student counselling](#) or [student advocacy](#) support services offered by CQUniversity.
- 4.15 In situations where cases are pending at the time of grade finalisation, the Unit Coordinator (or equivalent role) is responsible for setting the student's or student cohort's grade to Result Outstanding (RO) or equivalent result until the process of adjudicating the allegation and deciding the penalty or outcome has been completed.
- 4.16 The Examinations Office sends all exam incidents to the Academic Integrity Unit in Learning and Teaching Services. The Academic Integrity Officer then completes an incident report for all incidents in the ARI Database detailing the nature of the case.
- 4.17 A transcript hold may be placed on a student's or student cohort's record/s pending the final decision and outcome of the case, including the appeal period. The Academic Integrity Unit will arrange the transcript hold via the Student Fees and Records Office and notify the student.

Investigating alleged breaches of academic integrity

- 4.18 All cases of alleged breaches of academic integrity will be investigated in a confidential manner and as quickly as possible.
- 4.19 Depending on the nature and complexity of the case, the time taken to properly gather the relevant information and to decide a case will vary. Investigations into alleged academic misconduct, such as contract cheating, can take longer than, for example, a case of alleged plagiarism or cheating in an exam.
- 4.20 When a student is informed of any allegations and invited to respond to them, an indicative timeframe for investigating and deciding the case and informing the student of the outcome will be provided. If the indicative timeframe is not met, the Academic Integrity Unit will update students on the status of the case and expected timelines.
- 4.21 When gathering relevant information about an alleged breach of academic integrity, the student may be given the opportunity to attend an interview when they are invited to respond to an allegation. In cases of alleged academic misconduct, which may result in suspension or expulsion, students will be given an opportunity to attend an interview.
- 4.22 Students invited to an interview will be given reasonable notice of at least five working days to prepare and arrange for another person to attend with them to provide support (e.g. a friend, relative, student advocacy officer). As the interview is not a legal proceeding, legal representatives are not permitted to attend to support the student.

Adjudicating the allegation and deciding the outcome and or penalty

Case decision-makers and their role

- 4.23 The [case decision-maker](#) is responsible for considering all the available evidence, including the student's response (if any) to decide, on the balance of probability, if the alleged breach occurred. The case decision-maker also decides the outcome/s and/or penalty/ies that are appropriate, fair and just in relation to the case.
- 4.24 Typically, the case decision-maker will be the Deputy Dean (Learning and Teaching) in the relevant school (higher education, VET); the Director CQUEnglish (ELICOS); the Director, College of Trades; or the Associate Dean, School of Access Education (enabling courses) or nominee.
- 4.25 If a case decision-maker declares a real or perceived [conflict of interest](#) in relation to the case, the case decision-maker will be the Provost's nominee, e.g. from among the pool of case decision-makers.
- 4.26 A three-person panel may be formed via consultation with the Provost to decide cases of alleged academic misconduct that are complex or sufficiently serious to potentially result in a student's suspension or expulsion from CQUniversity.
- 4.27 Panel membership will be the case decision-maker and two other equivalent managers with appropriate expertise and independence to decide cases of alleged academic misconduct, e.g. from among the pool of case decision-makers. At least one panel member must be from a school, college or division other than the case decision-maker. Once the panel is formed, it becomes the case decision-maker.

Decision-making principles

- 4.28 The governing principles applied when deciding whether an alleged breach of academic integrity has occurred and when deciding the outcomes and/or penalties in relation to these cases, will be:
- to undertake investigations or inquiries into alleged breaches of academic integrity according to the principles of [procedural fairness](#)
 - to adjudicate whether the alleged breach of academic integrity has occurred by applying the standard of proof used in civil law and administrative decision-making, i.e. the [balance of probability](#)
 - to implement outcomes and/or penalties that are appropriate, fair and just taking into account the facts and circumstances relevant to the case, and

- d) to protect the wellbeing of students and to protect and maintain standards of conduct and behaviour in the workplace and the learning environment which allow the University to perform its roles and functions under the [Central Queensland University Act 1998](#) (Qld).
- 4.29 The case decision-maker will decide the outcomes and/or penalties to be applied that are appropriate, fair and just taking into account the facts and circumstances relevant to the case. [Appendix 2](#) sets out a guide on outcomes and/or penalties that may be applied for breaching academic integrity.
- 4.30 In deciding to apply any outcomes or penalties to a student suspected of breaching academic integrity, the case decision-maker will consider several factors, including but not limited to the:
- student's experience/skills:** e.g. whether the student has been provided with or given access to information about expected standards of academic integrity and should reasonably be expected to have the relevant level of knowledge and skills to understand and adhere to these standards
 - student's history:** e.g. the student's prior history of breaching academic integrity (e.g. one or repeated breaches, similar breaches, recency and seriousness of previous breaches)
 - type of breach or misconduct:** e.g. minor incident, academic misconduct involving plagiarism, collusion, cheating, contract cheating or other serious misconduct
 - student's intent:** e.g. evidence suggests the conduct is unintentional or accidental, intentional and planned, dishonest or deceitful, 'ring leader' role, use of threats, bribery, threats, sexual or other favours to gain advantage
 - extent of breach or misconduct:** e.g. the amount or proportion of the assessment that is not the student's work, or the extent the assessment is compromised
 - impact of the breach or misconduct** e.g. impacts the student, achievement of others, the reputation of the course/qualification, CQUniversity.

Alleged academic integrity breach: minor plagiarism incident

- 4.31 The student will be sent correspondence by the Academic Integrity Unit in Learning and Teaching Services that includes:
- sufficient details of the alleged breach of academic integrity (minor plagiarism incident) and evidence to enable the student to understand the nature of the alleged breach
 - an invitation to respond to the allegation within seven working days of the date of the invitation
 - the possible outcomes and/or penalties that may be applied if the allegation is upheld, and
 - a recommendation that the student seek independent advice and support, such as that offered by the CQUniversity Student Advocacy Officer.
- 4.32 The available evidence and any response from the student will be considered by the case decision-maker (or nominee) in reaching a final decision regarding the allegation, which will be that the breach is:
- a minor plagiarism incident
 - academic misconduct, or
 - unsubstantiated and the case is dismissed.
- 4.33 If the final decision is that a minor plagiarism incident occurred, the outcomes will be:
- either a penalty of downgrading the marks or standard of achievement for item/s of assessment, based on the extent of plagiarism, **or** the student will be required to re-attempt and re-submit the assessment task, **and**
 - mandatory successful completion of the Foundations of Academic Integrity or other relevant learning program decided by CQUniversity (see [restricted Moodle access](#)).
- 4.34 Details of outcomes and penalties for breaches of academic integrity are listed in [Appendix 2](#).
- 4.35 Any marks deducted will be decided by the Unit Coordinator or equivalent VET or ELICOS position (or nominee), who is ultimately responsible for ensuring the penalty is applied to the student's grade, and updated in the relevant systems e.g. Moodle.

- 4.36 The student's name and details of the academic integrity breach will be recorded in the ARI Database as a minor plagiarism incident by the Academic Integrity Unit. The minor plagiarism incident will not constitute part of the student's permanent record.
- 4.37 The student will receive correspondence from the case decision-maker (or nominee) that will include the final decision, the reasons for the decision, the outcome including any penalty to be applied subject to an internal appeal period, and information on the student's right to appeal the decision.

Minor exam incident

- 4.38 The report of a minor exam incident (e.g. entering an exam with disallowed material) involving no evidence of cheating or collusion in the exam will be deemed a minor exam incident and the student will be issued with a formal warning. Repeated similar incidents by the student may be treated as alleged academic misconduct and managed accordingly.
- 4.39 The student's name and details of the minor exam incident will be recorded in the ARI Database by the Academic Integrity Unit. The minor exam incident will not constitute part of the student's permanent record.

Alleged academic integrity breach: Academic misconduct

- 4.40 The student will be sent correspondence by the Academic Integrity Unit in Learning and Teaching Services that includes:
- sufficient details of the alleged breach of academic integrity (academic misconduct) and evidence to enable the student to understand the nature of the alleged breach
 - an invitation to respond to the allegation within seven working days of the date of the invitation
 - the possible outcomes and/or penalties that may be applied if the allegation is upheld, and
 - a recommendation that the student seek independent advice and support, such as that offered by the CQUniversity Student Advocacy Officer.
- 4.41 The available evidence and any response from the student will be considered by the case decision-maker (or nominee) in reaching a final decision regarding the allegation, which will be that the breach is:
- academic misconduct
 - a minor plagiarism or minor exam incident, or
 - unsubstantiated and the case is dismissed.
- 4.42 If the decision is that academic misconduct occurred, the outcome including any penalty will be applied in accordance with those listed in [Appendix 2](#).
- 4.43 A decision to initiate suspension or cancellation of an international student's enrolment must be implemented in accordance with standards 9 and 10 of the [National Code 2018](#). Any such decision must not be implemented until after CQUniversity's internal appeal process is completed. If the internal appeal process upholds the decision to suspend or cancel enrolment, the student will be advised of the need to seek advice from the Department of Home Affairs regarding the impact on their visa. Any changes to the student's enrolment will be reported to the Department of Home Affairs via CQUniversity's International Compliance Office.
- 4.44 The Unit Coordinator or equivalent VET or ELICOS position (or nominee) is ultimately responsible for ensuring any penalty to change the student's grade is applied and updated in the relevant systems e.g. Moodle.
- 4.45 The student's name and details of the academic integrity breach will be recorded in the ARI Database by the Academic Integrity Unit. A minor plagiarism or exam incident will not constitute part of the student's permanent record. Academic misconduct will constitute part of the student's permanent record.
- 4.46 The student will receive correspondence from the case decision-maker (or nominee) that will include the final decision, the reasons for the decision, the outcome including any penalty to be applied subject to an internal appeal period, and information on the student's right to appeal the decision.

Non-compliance with directions, penalties and outcomes

- 4.47 Non-compliance, including late compliance, without reasonable excuse any direction, penalty or outcome made or imposed under this policy and procedure:
- a) may be considered academic misconduct and result in a further outcome or penalty as listed in [Appendix 2](#), and/or
 - b) may not be considered an acceptable reason or special or exceptional circumstance beyond a student's control in relation to other CQUniversity policies and procedures (e.g. course or unit withdrawal without academic or financial penalty).
- 4.48 Students who are given a timeline to comply with a direction, penalty or outcome may request an extension of time if they provide documented evidence of a reasonable excuse to the case decision-maker (via the Academic Integrity Unit) within five working days of receiving notice of the direction, penalty or outcome.

Appeals process

- 4.49 CQUniversity will ensure that all students are advised of their options for appeal at the time they are notified in writing of the decision in relation to a breach of academic integrity.

Internal appeals

- 4.50 Current students may appeal a decision regarding a breach of academic integrity, including academic misconduct, by lodging an appeal in accordance with the process and timelines in the [Academic Appeals Policy and Procedure](#). Students are encouraged to seek the assistance of the CQUniversity Student Advocacy Officer in preparing their appeal.

External appeals

- 4.51 Current and former students dissatisfied with a CQUniversity decision regarding a breach of academic integrity, including academic misconduct, can lodge a complaint with the Queensland Ombudsman. Details on lodging a complaint are available on the [Queensland Ombudsman website](#).

5 RESPONSIBILITIES

Compliance, monitoring and review

- 5.1 Academic Board will maintain oversight of academic integrity at CQUniversity by:
- a) ensuring appropriate policies, processes, employee professional development, student support and other relevant strategies are in place to promote a culture of academic integrity and to respond to alleged academic integrity breaches, and
 - b) monitoring periodic reports on the incidence of academic integrity breaches and taking appropriate action to identify the underlying causes to mitigate foreseeable potential risks to academic integrity.
- 5.2 The Director, Educational Quality and Standards will ensure a secure, centralised academic and research integrity recordkeeping system is maintained to record academic and research integrity breaches and related CQUniversity decisions, outcomes and penalties.
- 5.3 The Pro Vice-Chancellor (Learning and Teaching) will monitor and review this policy and procedure to ensure its continuing effectiveness in promoting academic integrity and responding to and addressing academic integrity breaches.
- 5.4 All employees with responsibility for any aspect of promoting student academic integrity and identifying, responding to and addressing alleged academic integrity breaches, have a responsibility to comply and promote compliance with this policy and procedure.

Reporting

- 5.5 The Director, Educational Quality and Standards will ensure the incidence of and trends in relation to academic integrity breaches at CQUniversity is monitored and reported to the Vice-Chancellor's Advisory Committee and Academic Board (and nominated subcommittees) annually, at the end of each term for higher education, and as required.

Records management

- 5.6 The Academic Integrity Unit, Educational Quality and Standards Directorate, maintains the Academic and Research Integrity (ARI) Database as a secure, central recordkeeping repository for details of academic and research integrity breaches and related responses, decisions, outcomes and penalties.
- 5.7 Access to the ARI Database by authorised employees is controlled to maintain information security. Employees who require access to the database must apply for written approval from the Director, Educational Quality and Standards (or nominee).
- 5.8 Employees must manage records relating to academic integrity breaches and their management must comply with the [Records Management Policy and Procedure](#).
- 5.9 These records must be retained for the minimum period specified in the University Sector Retention and Disposal Schedule on the [Queensland State Archives website](#).

6 DEFINITIONS

- 6.1 Terms not defined in this document may be in the University [glossary](#).

Terms and definitions

Academic integrity (and types of academic integrity breaches): are defined in the policy statement of this document.

ARI Database: Academic and Research Integrity Database.

Balance of probability: this is the relevant test in civil and administrative law to which allegations must be subjected. The balance of probability is based on 'clear and convincing evidence' that it is more likely than not that the allegation is true. This test is less demanding than the criminal law test of 'beyond reasonable doubt.' (*Impossible to prove? Substantiating contract cheating*. Accessed on 13 May 2019: www.cheatingandassessment.edu.au)

Case decision-maker: the Deputy Dean (Learning and Teaching) in the relevant school (higher education, VET); the Director CQUniversity (ELICOS); the Director, College of Trades; the Associate Dean, School of Access Education or nominee will typically decide the case. For simplicity, the manager who decides the case is referred to as the 'case decision-maker' in this procedure. A panel formed to decide a case instead of an individual manager will be the case decision-maker.

Case initiator: the academic or teacher responsible for the unit or course will typically initiate the case, including but not limited to the Unit Coordinator (higher education/enabling courses); the Director of Studies (ELICOS); or the Qualification Coordinator (VET) or equivalent role in the College of Trades. For simplicity, the employee who initiates the case is referred to as the 'case initiator' in this procedure.

ELICOS: English language intensive courses for overseas students.

National Code 2018: National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cwlth).

Procedural fairness: refers to "...the procedures used by decision-makers, rather than the actual outcome. It requires a fair and proper procedure be used when making a decision." "The rules of procedural fairness require:

- a hearing appropriate to the circumstances

- lack of bias
- evidence to support a decision, and
- inquiry into matters in dispute.” (Guidelines: Procedural fairness (natural justice) May 20019, [Ombudsman Western Australia website](#)).

TEQSA: Tertiary Education Quality and Standards Agency.

7 RELATED LEGISLATION AND DOCUMENTS

[Academic Appeals Policy and Procedure](#)

[Central Queensland University Act 1998](#) (Qld)

[Central Queensland University Enterprise Agreement 2017](#)

[Conflict of Interest Policy and Procedure](#)

[ELICOS Standards 2018](#) (Cwlth)

[Higher Education Standards Framework \(Threshold Standards\) 2015](#) (Cwlth)

[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (Cwlth)

[Student Behavioural Misconduct Procedure](#)

[Student Feedback – Compliments and Complaints Policy and Procedure](#)

[Student Ombudsman Procedure](#)

[Student Research Misconduct Policy and Procedure](#)

8 FEEDBACK

- 8.1 University staff and students may provide feedback about this document by emailing policy@cqu.edu.au.

9 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Learning and Teaching Committee
Advisory Committee to Approval Authority	N/A
Administrator	Pro Vice-Chancellor (Learning and Teaching)
Next Review Date	01/08/2022

Approval and Amendment History	Details
Original Approval Authority and Date	Academic Board 25/09/2002
Amendment Authority and Date	Academic Board 27/05/2005; Executive of Academic Board 20/03/2006; Academic Board 28/05/2008; Academic Board 10/03/ 2010; Academic Board 16/11/2011; Academic Board 3/10/2012; Executive Committee of Academic Board 27/09/2013; Academic Board 23/09/2014; Academic Board 25/11/2015; Academic Board 25/05/2016; Pro Vice-Chancellor (Learning and Teaching) 26/10/2016; Executive Committee of Academic Board 26/06/2017; Learning and Teaching Committee 27 June 2018; Learning and Teaching Executive Committee 6 July 2018; Learning and Teaching Executive Committee 12/06/2019; Pro Vice-Chancellor (Learning and Teaching) 1/08/2019.
Notes	This policy and procedure replaced the Academic Misconduct Procedure (6/07/2018) and the academic misconduct related sections of the Student Rules Policy (TAFE) (1/07/2014). This version of the policy and procedure has been superseded by a current version from 1 March 2020.

Acknowledgement

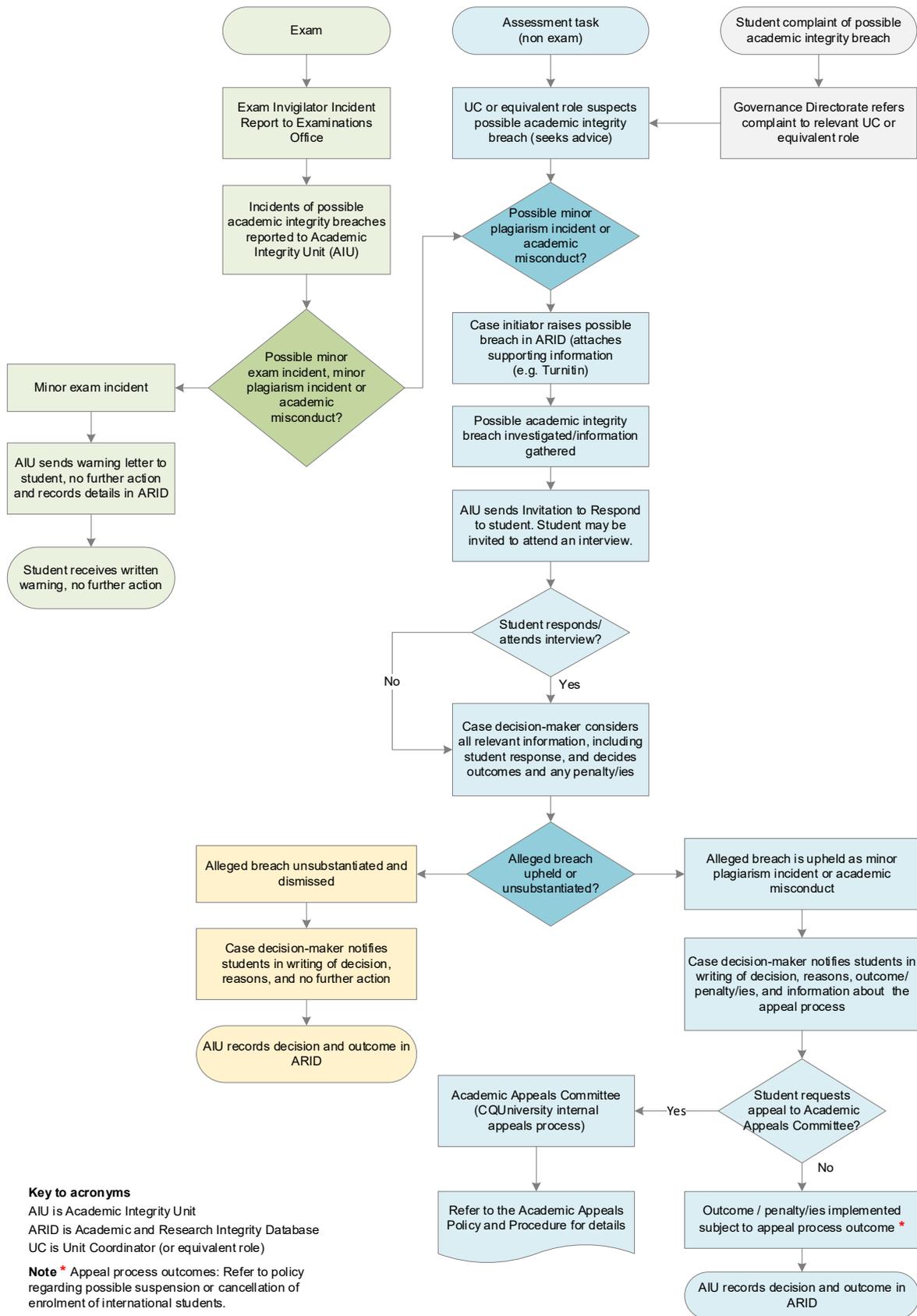
CQUniversity gratefully acknowledges its use and adaptation of information and ideas from several publicly available sources, including:

- Contract cheating and assessment design project website (www.cheatingandassessment.edu.au)
- Griffith University: Institutional Framework for Promoting Academic Integrity among Students (December 2017)
- Ombudsman Western Australia: Guidelines on procedural fairness (natural justice) (www.ombudsman.wa.gov.au)

- TEQSA Guidance Note: Academic Integrity (March 2019)
- University of South Australia: Academic Integrity website (staff resources) (www.unisa.edu.au)
- Victoria University: Academic Integrity Policy (July 2018); Academic Integrity and Preventing Plagiarism Policy (October 2014).

10 APPENDICIES

Appendix 1: Overview of process for managing breaches of academic integrity



Appendix 2: Outcomes and penalties

- 10.1 Table 1 below is intended as a guide to the outcomes and/or penalties that may be applied depending on level of seriousness the breach of academic integrity is deemed to be. More than one outcome or penalty may be applied.
- 10.2 This guide does not preclude case decision-makers from applying any of the outcomes or penalties in relation to a breach of academic integrity to ensure they are appropriate, fair and just in the circumstances of the case.

Table 1: Guide to outcomes and penalties

Level	Breach of academic integrity	Outcomes/Penalties
1	Minor exam incident	a) formal written warning
2	Minor plagiarism incident	a) (1) either downgrade the marks or standard of achievement for item(s) of assessment, based on the extent of plagiarism. (The degree of plagiarism should be considered when applying the penalty and any mark awarded is to be based only on the non-plagiarised content of the submitted work.) OR (2) the student re-attempts and re-submits the assessment task in a specified timeframe. (The student can achieve a mark of no more than 50% or the pass mark specified in the unit profile.) AND b) mandatory successful completion of the Foundations of Academic Integrity or other relevant learning program decided by CQUniversity (see restricted Moodle access).
3	Academic misconduct, involving: <ul style="list-style-type: none"> • non-minor plagiarism • collusion • cheating, other than contract cheating 	a) downgrade the marks or standard of achievement for item(s) of assessment, based on the extent of plagiarism. (The degree of plagiarism in the student's submitted work and any evidence of dishonest intent or carelessness will be considered when deciding the penalty. The mark awarded is to be based only on the non-plagiarised content of the submitted work). b) mandatory successful completion of the Foundations of Academic Integrity or other relevant learning program decided by CQUniversity (see restricted Moodle access) c) failing grade for the assessment task (i.e. zero marks) d) failing or not competent grade for the unit (i.e. zero result) e) mandatory academic support session (a requirement to attend and complete to the satisfaction of the Student Experience Directorate, such as counselling and remedial courses on code of conduct, referencing and academic integrity as directed) f) withholding of results for a maximum of one term.
4	Academic misconduct, involving serious first or multiple cases of: <ul style="list-style-type: none"> • plagiarism • collusion • cheating • first or multiple cases of contract cheating 	a) failing grade for the assessment task (i.e. zero marks) b) failing or not competent grade for the unit (i.e. zero result) c) withholding of results for a maximum of one term d) suspension from CQUniversity for one to two terms e) expulsion from CQUniversity, or f) such other outcome or penalty as authorised by Academic Board. This may include revocation of a student's academic credit or a qualification awarded to a graduate.

Restricted Moodle access:

- 10.3 Students will not be able to access course/unit material on the Moodle system for future terms until they successfully complete the required learning program or training. This will not restrict access to Moodle in the term to which the academic misconduct decision applies.