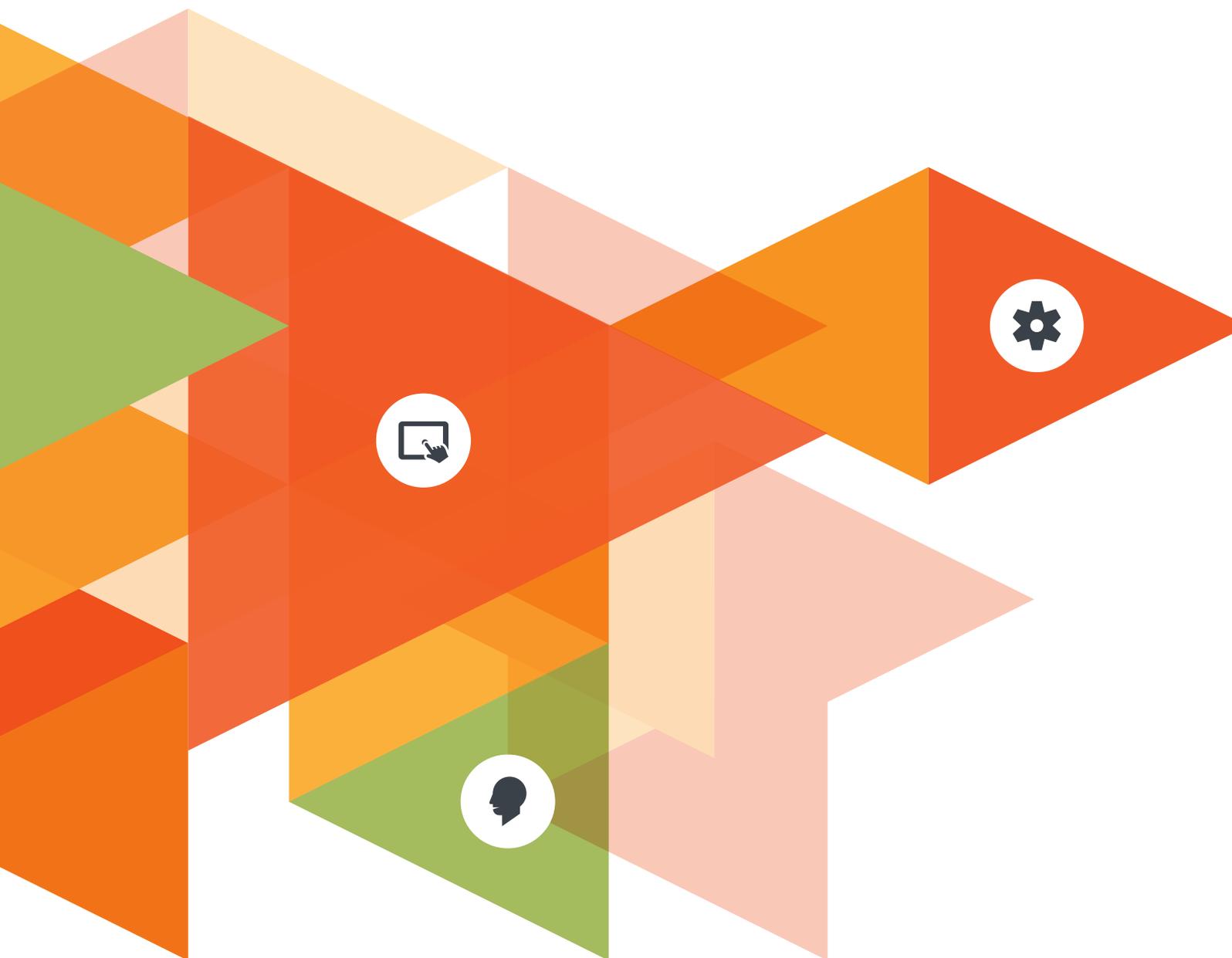# LEADING COURSES

Answers for Deakin staff who offer students
a brilliant education where they are
and where they want to go

CHAPTER 6: ACADEMIC INTEGRITY

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CHAPTER 6: ACADEMIC INTEGRITY

This chapter explains:
- **what student conduct amounts to a breach of academic integrity**
- **what you can do to promote academic integrity and minimise breaches**
- **how to detect student cheating**
- **how to respond to suspected breaches.**

Academic integrity is the term used to describe the practices and behaviour of students who complete academic assessment tasks honestly. When students breach the principles of academic integrity and behave dishonestly this presents:
- an unfair advantage over students who complete work honestly
- a significant risk to the brand and reputation of the University.

Deakin adopts a multi-pronged approach to upholding academic integrity, including:
- student awareness and ongoing integrity education
- good assessment design
- detection strategies (including use of Turnitin)
- authentication strategies
- imposition of penalties for dishonest conduct.

BREACHES OF ACADEMIC INTEGRITY

What student conduct amounts to a breach of academic integrity?

Dishonest academic conduct can take various forms, including:

Plagiarism	Using other people's words, ideas, media, research findings or other information as your own without appropriate acknowledgement Can include copying or paraphrasing too closely Re-using own work without the permission of the unit chair
Collusion	Working with another person to submit some or all of the other person's work as your own (or vice-versa)
Contract cheating	Requesting someone else to produce all or part of an assessment task that is submitted as your own work, including arrangements through a third party
Other cheating	Includes: • Using or providing unauthorised materials • Copying other people's work in examinations • Impersonating someone or allowing them to impersonate you for an assessment tasks or course requirement • Otherwise not behaving honestly in assessment
Fraud	Seeking an unfair advantage through dishonest behaviour, including providing false or altered information such as medical certificates, academic transcripts and assessment submission receipts

Students breach academic integrity for various reasons, including pressure to perform, fear of failure, lack of competency or confidence, or as a means to an end. They can also inadvertently plagiarise because they are unaware of how to write and reference correctly and appropriately.

Technology has created new challenges to academic integrity. International contract cheating websites are easy to find, and students are targeted through social media and email—even posters on campus. Integrity of examinations has been undermined by hacking, fake student IDs and imposters sitting online assessment tasks.

MINIMISING BREACHES

How can I promote academic integrity and minimise opportunities for breaches by students?

Where possible, Deakin applies an educative approach to promoting academic integrity. Course leaders and unit chairs have important roles in developing students' knowledge and skills to enable them to act with academic integrity and in minimising opportunities for breaches through good assessment design and delivery.

Student awareness and education

Information about academic integrity and penalties for cheating is included as part of student transition to the University and in every unit guide and HDR induction. Students should be encouraged to refer to information about referencing and academic integrity that is available online and to access the many legitimate support services that are available to them at Deakin, including writing mentors and language and learning advisers.

All courses must also now include compulsory learning experiences to develop students' understanding of the principles of academic integrity and how to apply them to their learning and assessment. The expected conventions for authorship attribution and appropriate use and acknowledgement of materials should be reinforced throughout the course as students develop their scholarly writing skills.

Good assessment design

Assessment in coursework should be designed to minimise the possibility of plagiarism, collusion or other forms of cheating. Evidence suggests that the following design approaches are useful in preventing breaches of academic integrity:

Approach	For example …
Authenticity	Ask students to develop products and/or perform realistic tasks that require them to apply knowledge and skills that they will need to apply in professional life See Chapter 5 on assessment for a more detailed discussion of authentic assessment
Personalisation	Design assessment tasks around topics of personal interest and relevance to students or build on students' personal experiences For group work, plan how students will report on the group process and their individual contribution For group work, be clear about when students are to collaborate and when and how in the group task they are expected to work individually
Feedback loops	Ask students to develop work progressively in response to feedback from teachers and/or peers Use in-class time to discuss how students are progressing towards completing their assessment
Localisation	Assess work done in class, field or work settings Require students to conduct tasks in their local environment, connected to local issues, in conjunction with local organisations
Programmatic approach to authentication	Use tasks where a student's identity can be readily verified, such as invigilated exams, in a targeted way so they are distributed across the course learning outcomes.

Courses and units should also be designed to **avoid over-assessment** and to space out assessment tasks to **avoid pressure points** for students in the middle or at the end of trimester.

Policy requirements to minimise breaches

The Assessment (Higher Education Courses) Procedure includes requirements to minimise breaches of academic integrity.

Re-use of assessment	Assessment tasks, including examination papers, cannot be repeated in subsequent offerings of a unit in a way that compromises academic integrity.
Student declarations	Students must make a declaration when submitting assignments to confirm that the work submitted is their own and that the work has not been submitted for assessment in any other unit or course (at the University or another institution) without the approval of the unit chair. In the case of group assessment tasks, each member of the group must make a declaration that work is not being re-used.
Limitations on use of online tests	The total maximum weighting of unsupervised online tests that are automatically computer marked is 20 per cent of the mark for the unit, and such tests must be carried out in accordance with minimum standards set out in Schedule C (see Chapter 5 Assessment).
Verification of student identify	The identity of students completing summative assessment tasks must be verified. The means of verification must be communicated to students, and the University may refuse to enable access to or mark the assessment where the identity of the student has not been confirmed.

DETECTING CHEATING

How can I tell when a student has cheated?

Cheating may be detected by simple anomalies, such as changes in font size or a mixture of reference styles, or by discrepancies such as sudden changes in style of language or where the content of the work does not address the question or conform to the specific task guidelines.

The text-matching tool Turnitin can help to identify potential sources of plagiarism.

Using Turnitin

Deakin provides students and staff with access to the Turnitin tool through CloudDeakin. The tool can automatically check student work for text-matching. However, if this is done students must be given the opportunity to check their own work first before submission. Faculty learning support teams can help staff set-up their Turnitin site.

A Turnitin originality report shows the text similarities between work submitted by a student and a database of previously submitted work, websites, journal articles and other sources. If a match between submitted work and existing work is found, Turnitin highlights the matching text and provides a summary on the originality report. In some cases, the report can identify where one student has similar work to another student.

The originality report is not a plagiarism report. While it can help identify potential sources of plagiarism, the submitted paper and similar material need to be carefully examined before an allegation of plagiarism is made.

The report will detect unoriginal text that is included using quotation marks and appropriately cited. Staff need to consider the sections identified and determine if the work is referenced. A poor attempt at referencing is not plagiarism; it is poor academic practice and should be handled in the marking of the assessment item and appropriate feedback provided to the student.

Contract cheating (where students ask someone else to write their assignment) is difficult to detect. Sudden changes in a student's writing style or grades from one assignment to the next may suggest this form of cheating. Searching online cheating sites, or even through Google, for unit codes or excerpts of assignment text may reveal that someone is purchasing their assessment.

As part of the moderation process, unit chairs should discuss possible indicators of academic integrity breaches with sessional staff and encourage them to report any concerns. The unit chair will then assess the situation and decide whether it should be reported (see below).

REPORTING BREACHES OF ACADEMIC INTEGRITY

What should I do when I suspect that a student has breached academic integrity?

It is important that all staff respond consistently so that students are treated fairly and equitably. Staff should **not**:

- return the student's work
- write 'this is plagiarised' or similar words on the work
- put a grade on the work or inform the student of the grade
- reduce a student's grade
- make any sort of arrangement with the student in relation to the alleged cheating.

Sessional staff should report any concerns to the unit chair who will assess the situation and take appropriate action. As part of the moderation process, unit chairs should provide advice to sessional staff on possible indicators of breaches of academic integrity and what to do if they suspect that a breach has occurred.

The unit chair provides evidence to support the allegation which is then heard by the relevant faculty committee. The student will receive a copy of all material presented to the committee as part of the allegation. The committee hears the matter, makes a determination and imposes a penalty where the allegation is proven in accordance with the Student Academic Misconduct Procedure and Regulation 4.1(2)—Academic Misconduct. The penalty imposed will depend on the severity of the misconduct and might involve:

- a reprimand and caution
- resubmission of work
- completion of alternative work
- reduction of grades
- suspension from the unit or courses
- exclusion from the University
- termination of candidature.

Academic integrity framework (commencing Trimester 2, 2017)

Deakin's academic integrity framework emphasises an educative approach to upholding integrity while providing for firm action against breaches.

Faculty academic integrity committees deal with alleged breaches of integrity using a standard process and set of sanctions, as set out in the Student Academic Integrity policy and procedure. This provides a consistent University-wide approach to encouraging and enforcing high standards in academic integrity.

The University oversees student academic misconduct allegations and outcomes through reports provided by faculties to Council (via the Risk and Compliance Unit) and Academic Board (via the Teaching and Learning Committee). The University uses these reports to identify trends and improve its strategies to prevent and manage cheating.

Want to know more?
For assistance in dealing with academic misconduct, contact the secretary of your faculty committee.

EXAMINATIONS

How can examinations be used in a targeted way to authenticate student identity and contribution?

Examinations may be used as part of the assessment design for a course to authenticate the identity of the student and their sole contribution to the task. They may be written, computer-based, oral, practical or by performance.

In the case of written exams, two papers are prepared for use during the exam period to minimise the risk to security. As discussed in Chapter 5, one paper is randomly allocated for use in Australia and the other for use in other time zones. An additional paper may also be required by the Academic Registrar to ensure security.

Exams are scheduled and administered centrally by the Division of Student Administration (DSA). The requirements and processes for conducting exams are set out in the Examinations Procedure, which includes instructions for candidates and requirements for supervision, storage and security of exam documentation and records management. DSA conduct identify audits in exams both on campus and at international locations to identify impersonators.

Want to know more?
- Deakin's Centre for Research in Assessment and Digital Learning (CRADLE)
- Deakin Learning Futures CloudDeakin resource—Teaching and Learning Approaches, Academic Integrity module
- TEQSA report on student academic integrity and contract cheating
- 36 strategies for staff to prevent plagiarism (Source: The University of Melbourne)
- plagiarism.org (Source: iParadigms)
- Staff resources on academic integrity (Source: University of South Australia)
- Advice on avoiding collusion (Source: The University of Western Australia)
- Supporting academic integrity (Source: Office for Learning and Teaching)
- Academic Integrity Standards Project (Source: Office for Learning and Teaching)
- Turnitin webcasts (Source: Turnitin)

ACADEMIC INTEGRITY