

## Academic Integrity Guidelines

### Guide Status and Details

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## Purpose and Scope

### Purpose

This document reflects the University's comprehensive approach to upholding student academic integrity and provides guidance on:

1. identifying, submitting and the classification of academic integrity breaches by AIMS;
2. reviewing/investigating suspected academic integrity breaches;
3. AIOs establishing the severity of academic misconduct breaches; and
4. AIOs determining appropriate penalties in response to academic misconduct breaches.

### Scope

These Guidelines apply to all University students undertaking Coursework (including Coursework units with a research component), and Honours students and should be read in conjunction with the [Rules - Student Academic and Non-Academic Misconduct Rules](#) (the Rules), [Academic Quality, Standards and Integrity Policy](#), and the [Academic Integrity Procedures](#).

These Guidelines apply if the breach is in a coursework unit, or a coursework unit with a research component, or the thesis component of an Honours or Masters Course.

These Guidelines do **not** apply to research misconduct as defined in the [Australian Code for the Responsible Conduct of Research](#) (Code), by Higher Degree Research students. Refer to [Research Integrity Procedures – Higher Degree Researchers \(Students\)](#).

The [Definitions \(Academic\) Policy](#) defines a breach of Academic Integrity as behaviour that contravenes the values of academic integrity, and classifies breaches of academic integrity as either:

- a. Minor breach – a breach that is determined to be an unintentional and can be reasonably considered as part of the normal learning process;
- b. Moderate breach – a breach that is determined to be unintentional but unacceptably negligent with regard to opportunity to learn, and appropriately apply, academic integrity principles;
- c. Major breach – a breach that is determined to be intentional or deliberately negligent including (but not limited to) contract cheating.

Please see Step 1 of the process on page 2 of this Guideline for further specific advice on breach classification.

### Responsibilities for Managing Academic Integrity Breaches

As set out in the [Academic Quality, Standards and Integrity Policy](#):

- Minor breaches of academic integrity are managed in AIMS by Unit Assessors using an educative approach.
- Moderate and Major breaches of academic integrity are considered academic misconduct and are

- managed in AIMS by the Academic Integrity Officer in accordance with the [Academic Integrity Procedures, the Rules](#) and these Guidelines.
- Allegations involving both academic misconduct and non-academic misconduct are referred to and managed in AIMS by the Pro-Vice Chancellor (Academic Quality) in accordance with the [Rules - Student Academic and Non-Academic Misconduct Rules](#).

### **Conflicts of Interest or Bias**

In accordance with the Rules, Section 9 – Conflicts of Interest or Bias, decision-makers are disqualified from making a decision where there is any actual or perceived bias or conflict of interest. The following examples explain how this works in practice:

- Where the Unit Assessor (UA) submits a Minor breach for the Unit they are the UA for, the review and decision of that must be referred within AIMS to an alternate UA.
- Where an Academic Integrity Officer (AIO) submits a Moderate/Major breach for the Unit they are the UA for, the review and decision of that must be re-assigned in AIMS to an alternate decision-maker, being the Deputy AIO (and vice-versa).

## **Guidelines for Application of the Rules, Policies and Procedures**

### **1. Identifying, Submitting and the Classification of Academic Integrity Breaches**

**The first step** in the academic integrity breach process is to identify and submit potential breaches (along with evidence) in AIMS.

The classification of potential breaches as either Minor, Moderate or Major now occurs within AIMS upon submission of a breach. It is however important to understand the breach classification system.

Except in the case of invigilated examinations, Markers of assessment tasks have the primary responsibility to identify and submit potential academic integrity breaches in AIMS.

For invigilated examinations, Exam Supervisors have primary responsibility to identify and submit potential academic integrity breaches in AIMS.

#### ***The Breach Classification System***

The Academic Integrity Procedures ([at clauses 21 and 25](#)) provides clarity around breach classification and this is explained and expanded on below:

- a. Minor breach – a Minor breach can only be determined if the student has:
  - i. completed no more than two study periods at the University; and
  - ii. has not more than 1 previous Minor confirmed breach, or a single Major or Moderate confirmed breach, or a pre-AIMS breach; and
  - iii. they have not knowingly breached academic integrity. E.g. cheated in an exam or other assessment task, engaged in contract cheating or collusion, falsified references or data. See Table 1 below for full list of breach examples.
- b. Moderate breach – a breach that is not Minor and is considered unintentional but unacceptably negligent with regard to opportunity to learn, and appropriately apply, academic integrity principles. See Table 1 'definition column' below for further examples for this definition.
- c. Major breach – a breach that is not Minor or Moderate and is considered to be intentional or deliberately negligent including (but not limited to) contract cheating, collusion, cheating in an exam, falsified references or data. See Table 1 'definition column' below for further examples for this definition.

Table 1 below provides guidance on classifying different breach types as either Minor, Moderate or Major breaches.

**Table 1: Breach Classification Types**

Breach classification	Definition	Examples
MINOR	<ul style="list-style-type: none"> <li>• Unintentional and reasonable as part of the normal learning process.</li> <li>• This would include a student in their first or second session at SCU with no previous academic misconduct findings and no more than one previous minor breach.</li> </ul>	<p>The following may constitute Minor or Moderate breaches, depending on whether part of the normal learning process (Minor breach) or negligent in the context of opportunity to learn (Moderate breach):</p> <ul style="list-style-type: none"> <li>• <b>Unacceptable use of generative artificial intelligence (GenAI) tools.</b> Unacceptable is where the use of GenAI has not been appropriately acknowledged or is beyond the acceptable limit as defined in the Assessment Item (refer to Table 4 for additional guidance).</li> <li>• <b>Poor referencing:</b> failure to correctly reference other authors' ideas within an assessment.</li> </ul>
MODERATE	<ul style="list-style-type: none"> <li>• The breach is unintentional but negligent (because the student has already had an opportunity to learn how to practice academic integrity).</li> <li>• Normally, this would include a student who has completed at least two terms at SCU.</li> <li>• Normally, this would not include a student with multiple (e.g., three or more) repeated breaches for similar issues.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Not identifying direct quotations correctly:</b> omitting quotation marks and/or incorrectly citing direct quotations within an assessment;</li> <li>• <b>Close paraphrasing:</b> inclusion of two or three short phrases copied from other sources with minimal changes to the wording and/or without appropriate citation (including patchwork plagiarism);</li> <li>• <b>Plagiarism:</b> direct copying including close paraphrasing or copying from other sources without correct citation. Failure to include a reference list or direct copying, without correct acknowledgement of information and ideas from other sources including but not limited to books, journal articles, web-pages, reports, theses, unpublished works, conference papers, lecture/tutorial/lab notes or on-line teaching recordings, computer code, artwork, graphics is considered plagiarism.</li> <li>• <b>Recycling:</b> submitting work that has been prepared for one unit or course, either at Southern Cross University or another institution, by presenting it as original work for another unit or re-presenting work previously submitted for an incomplete or failed unit without specific appropriate permission.</li> </ul>
MAJOR	<ul style="list-style-type: none"> <li>• The breach is intentional (i.e. cheating) or deliberately negligent (i.e. repeatedly ignoring previous academic integrity breach finding and learning opportunities).</li> </ul>	<p>Any of the examples given for Minor and Moderate breaches (including unacceptable use of GenAI) may constitute Major breaches if intentional or deliberately negligent. Other examples of Major breaches include:</p> <ul style="list-style-type: none"> <li>• <b>Misrepresentation:</b> deliberate failure to disclose correct sources of information through falsifying references used in an assessment by altering details such as the correct source, author(s), or date of publication; or submitting previously submitted or published information, data, or experimental results as if it were newly identified through laboratory or clinical work or work-integrated learning experiences.</li> <li>• <b>Collusion:</b> presenting the product of unauthorised collaboration as independent work, or copying, or attempting to copy, another person's work and pass it off as one's own work, or knowingly allowing work to be copied and passed off as the work of another person, e.g. if a student enables another student to review their individual assessment and components of it are copied and submitted by that student, both students may have breached academic integrity standards.</li> <li>• <b>Cheating:</b> improper conduct in examinations or other assessment tasks including taking unauthorised study material and aids into a face-to-face invigilated or an on-line examination where a declaration to the contrary has been completed, allowing another student to sit an exam that the student should sit, communicating with and/or copying from another student during an examination, sitting an examination for another student, failing to equally contribute to a group-work assessment while claiming an equal contribution and share of the marks, or unauthorised photographing/ recording of academic work including examination questions and/or answers.</li> <li>• <b>Contract cheating:</b> when a student submits work that has been completed for them by a human third party, irrespective of the third party's relationship with the student, and whether they are paid or unpaid (after Harper et al.2018 doi:10.1080/03075079.2018.1462789). Examples include but are not limited to: submitting an assessment obtained from an internet source or another person(s) as if it were the student's own work; asking another person (partner or other family member, friend, colleague or a person previously unknown to them) to prepare or submit an assessment item as if it were the student's own work; colluding with another person to write a test/exam; collaborating with another person(s) to purchase, sell or share parts of or complete assessments or study materials for the use of completing an assessment item.</li> <li>• <b>Fabricating information:</b> Submitting fictitious information, data, or experimental results through laboratory or clinical work or work-integrated learning experiences.</li> </ul>

## 2. Reviewing/Investigating Academic Integrity Breaches

The **second step** in the academic integrity breach process is for the Unit Assessor to review the Minor Breaches submitted to AIMS, and for the Academic Integrity Officer to investigate the Moderate and Major breaches.

### Minor Breaches

In the case of Minor breaches identified and submitted by the Marker, they will proceed to mark the task as usual and release any feedback but must NOT release the marks to the student.

The Unit Assessor will review the breach and if confirmed as a Minor breach, will decide on any required educative intervention via the Minor breach notice to the student from the AIMS. The Unit Assessor will at this point release the marks to the student. The Unit Assessor may within AIMS refer a breach to the Academic Integrity Officer if they believe the breach is not Minor, in which case marks must NOT be released.

### Moderate and Major Breaches

All other breaches (Moderate and Major) must be referred to the Academic Integrity Officer who will then investigate as an allegation of academic misconduct, and determine penalties and/or orders in a fair and equitable manner and in accordance with the Rules, [Academic Integrity Procedures](#) and these Guidelines.

The Marker will not mark the task but must release any feedback to the student. Any penalties or educative interventions applied by the Academic Integrity Officer, will be notified to the student officially from the AIMS via a Determination Notice. The AIMS will then instruct the Unit Assessor to update the marks for the student based on the Determination Notice.

### Need More Help

The Investigative Guide (checklist for signals of an Academic Integrity breach) at Table 4 provides guidance regarding investigating academic integrity breaches and allegations of academic misconduct.

## 3. Establishing the Severity of Academic Misconduct Breaches (Moderate/Major)

The **third step** in the academic integrity breach process is for the Academic Integrity Officer to **establish the severity level** of the breach.

Table 2 provides guidance on determining the severity of a breach (from Level 0 to Level 5) based on the learning experience and intent of the student, and the extent and impact of the breach. Note that:

- Breaches above Severity Level 0 must be referred to the Academic Integrity Officer;
- If an Academic Integrity Officer judges that a breach may be Severity Level 4 or 5, it must be referred to the Pro-Vice Chancellor (Academic Quality) as an allegation of potential academic and non-academic misconduct.

The Academic Integrity Officer may also adjust the severity of the breach from what is set out in Table 2 as follows:

- Mitigating Factors: severity may be decreased by up to two levels in the case of significant mitigating factors or circumstances such as health, cultural factors, financial stress etc.
- Repeat Offences: severity may be increased by up to one level in the case of serious repeat offences

**Table 2: Guide to Determining Severity of a Breach**

Breach classification	Extent of Breach	Impact of Breach	Severity level
<b>Minor</b> <i>unintentional and reasonable as part of the normal learning process</i>	Reasonable in the context of the normal learning process		LEVEL 0
<b>Moderate</b> <i>unintentional but negligent (because student has already had opportunity to learn how to practice academic integrity)</i>	<b>Small</b> – e.g. a few paragraphs, or graphics; a few elements of computer source code; sharing a single exam question with a model answer or a portion of an assignment; up to two previous minor breaches	Small – academic achievement of other students completing the assessment task or unit is impacted	LEVEL 1
		Medium – academic achievement of other students in the course and the degree’s reputation are impacted	LEVEL 1
		Large – the University’s reputation is impacted	LEVEL 2
	<b>Medium</b> – e.g. a significant proportion or segment of the work; multiple segments of computer source code; sharing multiple exam questions or parts of an assignment; up to three previous minor breaches	Small – academic achievement of other students completing the assessment task or unit is impacted	LEVEL 1
		Medium – academic achievement of other students in the course and the degree’s reputation are impacted	LEVEL 2
		Large – the University’s reputation is impacted	LEVEL 2
	<b>Large</b> – e.g. comprises minimal original work; significant appropriation of ideas or artistic work; multiple pages or sections of text or graphics copied; sharing one or more exam papers, exam scripts or assignments; more than three previous minor breaches	Small – academic achievement of other students completing the assessment task or unit is impacted	LEVEL 2
		Medium – academic achievement of other students in the course and the degree’s reputation are impacted	LEVEL 3
		Large – the University’s reputation is impacted	LEVEL 3
	<b>Major</b> <i>intentional or deliberately negligent</i>	<b>Small</b> – e.g. a few paragraphs, or graphics; a few elements of computer source code; selling, procuring or hawking a single exam question with a model answer or a portion of an assignment.	Small – academic achievement of other students completing the assessment task or unit is impacted
Medium – academic achievement of other students in the course and the degree’s reputation are impacted			LEVEL 3
Large – the University’s reputation is impacted			LEVEL 3
<b>Medium</b> – e.g. a significant proportion or segment of the work; multiple segments of computer source code; selling, procuring or hawking multiple exam questions or parts of an assignment.		Small – academic achievement of other students completing the assessment task or unit is impacted	LEVEL 3
		Medium – academic achievement of other students in the course and the degree’s reputation are impacted	LEVEL 3
		Large – the University’s reputation is impacted	LEVEL 4
<b>Large</b> – e.g. comprises minimal original work; significant appropriation of ideas or artistic work; multiple pages or sections of text or graphics copied; selling, procuring or hawking one or more exam papers, exam scripts or assignments.		Small – academic achievement of other students completing the assessment task or unit is impacted	LEVEL 3
		Medium – academic achievement of other students in the course and the degree’s reputation are impacted	LEVEL 4
		Large – the University’s reputation is impacted	LEVEL 5

#### 4. Determining the Appropriate Penalty for Academic Misconduct Breaches (Moderate/Major)

The **fourth step** in the academic integrity breach process is for the decision-maker (AIO or Executive Dean for Appeals) to **determine the appropriate penalty**. The Rules prescribe what penalties a decision-maker may impose and take precedence in case of any ambiguity or uncertainty.

Table 3 provides guidance on determining the appropriate penalty. The penalty scheme set out in Table 3 reflects the University’s educative approach to student academic integrity, and that there are consequences of student academic integrity breaches proportionate to the student’s learning experience, and their intent, and the nature and extent of the breach, as set out in the [Academic Quality, Standards and Integrity Policy](#). In addition to the penalties listed in Table 3, an Academic Integrity Officer may impose additional mandatory educational requirements.

Table 3: Guide to Penalties			
Breach classification	Severity level	Appropriate penalty for breach in a coursework unit	Appropriate penalty for breach in a research component of coursework unit / Thesis component of an Honours or Masters award
<p><b>Minor</b> <i>unintentional and reasonable as part of the normal learning process</i></p>	LEVEL 0	<p>No penalty may be applied. The UA will determine the appropriate educative intervention and record same in AIMS. Educative interventions might include:</p> <ul style="list-style-type: none"> <li>- view the Quick Guides about Academic Integrity</li> <li>- view the videos on how to use Turnitin</li> <li>- recommendation to book an appointment with a Learning Coach</li> <li>- recomplete the Academic Integrity Module</li> <li>- revise and resubmit the assessment item without penalty</li> <li>- Other (bespoke intervention based on the case)</li> </ul>	Minor breach not applicable – refer to Moderate or Major
<p><b>Moderate</b> <i>unintentional but negligent (because student has already had opportunity to learn how to practice academic integrity)</i></p>	LEVEL 1	<p>Either or both of:</p> <ul style="list-style-type: none"> <li>- a penalty of up to 20% of available marks for the assessment item;</li> <li>an opportunity to resubmit, or an alternative task or special examination (if applicable), for a maximum mark of 50% of the available marks for the assessment item</li> </ul>	<p>An opportunity to revise and resubmit the assessment item with a penalty of 20% deducted from the available marks for the assessment item; or</p> <p>an opportunity to revise and resubmit for a maximum mark of 50% of the available marks for the assessment item</p>
	LEVEL 2	<p>Either or both of:</p> <ul style="list-style-type: none"> <li>- a mark of zero for the assessment item;</li> <li>- an opportunity to resubmit, or an alternative task or special examination (if applicable), for a maximum of a pass mark for the unit</li> </ul>	<p>a mark of zero for the assessment item; or</p> <p>an opportunity to revise and resubmit for a maximum mark of 50% of the available marks for the assessment item</p>
	LEVEL 3	Award of a result of fail for a unit of study	Award of a result of fail for a unit of study
<p><b>Major</b> <i>intentional or deliberately negligent</i></p> <p><i>If Level 4 or 5, MUST refer to PVCAQ.</i></p>	LEVEL 3	Award of a result of fail for a unit of study	Award of a result of fail for a unit of study
	LEVEL 4	<p>Either or both of:</p> <ul style="list-style-type: none"> <li>- suspension from the University for up to 12 months;</li> <li>- award of a result of fail for relevant units of study</li> </ul>	<p>all or either:</p> <p>Award of a result of fail for a unit of study;</p> <p>suspension from the University for up to 12 months;</p> <p>termination of candidature</p>
	LEVEL 5	<p>Either or both of:</p> <ul style="list-style-type: none"> <li>- expulsion from the University;</li> <li>- a recommendation to the Chair, Academic Board that he or she should recommend Council revoke and require the surrender of an award</li> </ul>	<p>all or either:</p> <p>expulsion from the University;</p> <p>Termination of candidature;</p> <p>a recommendation to the Chair, Academic Board that he or she should recommend Council revoke and require the surrender of an award</p>

## Investigative Guide to Signals of a Potential Academic Integrity Breach

This following Table 4 checklist provides a guide on the signals of a potential academic integrity breach (including contract cheating and unacceptable use of GenAI). It is based in part on the TEQSA publication [Substantiating contract cheating: A guide for investigators](#), and modified to include signals, and the evidence required regarding various types of breaches.

Further information for Academic Integrity Officers on investigating and substantiating unacceptable use of GenAI can be found in the [GenAI Practice Guide Signals of and How To Assess Unacceptable Use of GenAI](#)

**Table 4: Checklist for Signals of Potential Academic Integrity Breaches**

Type of breach	Signals to look for	Are signals present (Y/N)?	What is the evidence (e.g. Turnitin Report)?
Plagiarism	Poor/inadequate paraphrasing		
	Uncited paraphrasing		
	Close paraphrasing		
	Not identifying direct quotations correctly		
	Poor referencing		
	Direct copying with no acknowledgement of source		
	Recycling (self-plagiarism)		
	Other		
Copying and collusion	Copying from another student		
	Allowing work to be copied by another student		
	Collusion		
Cheating in exams	In possession of notes (written, digital device etc.) during examination		
	Communicating with others (speaking or electronically) during exam		
	Leaving notes outside the exam room to access during the exam		
	Looking at another person's paper during exam		
	Recording or photographing exam questions or answers		
	Exam imposter (someone other than student sat the exam)		
	Other		
Unacceptable use* of GenAI  (*use beyond the limits allowed for the Assessment Task, or not appropriately acknowledged)	The student has <b>NOT</b> completed the assessment task that was set (e.g., the task asked for X and the student did Y)		
	The student has <b>NOT</b> used the resources or ideas from the unit or modules (e.g., MyReadings, module topics etc.)		
	The student has used references that are suspected of being fake, or non-existent sources		
	The in-text citations do <b>NOT</b> match the contents of the article being referenced		
	The student's writing is unexpectedly different to their other writing (e.g., previous email communications)		
	The student was not able to answer questions relating to the submitted work to demonstrate it was their own work		
Contract cheating	<b>Textual signals:</b>		
	Very low text match (0 – 5%)		
	High text match (>30%)		
	High text match (other person's work)		
	Document properties: <ul style="list-style-type: none"> <li>• Author</li> <li>• Creation date</li> <li>• Editing time</li> <li>• Version number</li> <li>• Properties blank/wiped</li> </ul>		
	Not appropriate to discipline area		
	Quality different to or above expectations		
	Language use and ability		
	Unreadable language, including jargon-filled sentences and misuse of words		

	Reference list, but: <ul style="list-style-type: none"> <li>No in-text citations</li> <li>Mismatch with in-text citations</li> <li>Sources inappropriate/irrelevant</li> <li>Access dates for internet sources predate enrolment</li> <li>References are falsified</li> <li>Does not meet criteria/requirements: <ul style="list-style-type: none"> <li>Min/max required references</li> <li>Required references/authors</li> <li>Date range of references</li> <li>Referencing style</li> <li>Excludes key content</li> <li>Includes irrelevant content</li> </ul> </li> </ul>		
	References in languages that the student does not speak		
	Reflective essay/writing bears little connection to experience under reflection		
	<b>Technological signals</b>		
	Learning analytics - short login times, no logins, no access to assessment resources/information except for submission		
	IP addresses		
	Have they accessed from the library the materials that they have cited?		
	Text readability statistics differences		
	Conduct an internet search for the student		
	Evidence of a template that is not from your institution – e.g., running head, extra white space, "insert name here"		
Data fabrication and falsification	References are falsified		
	Altering or omitting data		
	Falsifying dates		
	Misrepresenting results or methods		
	Adjusting previously published data so it matches the argument for an assessment		
	Falsifying the extent of a research study		
	Using data from other researchers without acknowledgement		
	Publishing the same results in multiple papers (self-plagiarism)		
	Inventing data		
	Presenting previously published data as newly gathered		
	Completing questionnaire for a fictitious subject that was not interviewed		
	Creating a data set for an experiment that was not conducted		
	Adding fictitious data to a real data set		
Collecting data without appropriate ethics approval			

## Acknowledgements

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