

# Te Ohu Whakahaere Academic Quality e-meeting - 17 May 2024



17 May 2024 09:00 AM

Agenda Topic	Time	Page
1. <a href="#">Academic Integrity Policy and Guidelines</a>	09:00 AM-05:00 PM	2
RECOMMENDATION: THAT Te Ohu Whakahaere Academic Quality: a. Review the 'Academic Integrity Policy' and 'Academic Integrity Guidelines'; and b. Recommend to Te Poari Akoranga to approve the 'Academic Integrity Policy' and 'Academic Integrity Guidelines'.		

## Tā Te Pūkenga Komiti Pūrongo

### Te Pūkenga Te Ohu Whakahaere Academic Quality Report

17 May 2024

<b>Title</b>	<b>Academic Integrity Policy</b>
<b>Provided by</b>	Fionna Moyer and Deb Young, co-chairs Te Ohu Whakahaere Academic Quality
<b>Author</b>	Louise Courtney, Governance Advisor
<b>For</b>	Discussion and Feedback

### Te Taunaki | Recommendation(s)

It is recommended that Te Ohu Whakahaere Academic Quality (Te Ohu):

a.	Receive the report titled 'Academic Integrity Policy';
b.	Review the 'Academic Integrity Policy' and 'Academic Integrity Guidelines'; and
c.	Recommend to Te Poari Akoranga for approval the 'Academic Integrity Policy' and 'Academic Integrity Guidelines'.

### Te Tāhuhu Kōrero | Background

At its meeting of 8 May, Te Ohu Whakahaere Academic Quality (Te Ohu) reviewed and provided feedback on Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines. Based on the feedback received, the policy and guidelines were reviewed by a small working group of Te Ohu members. It is noted that the Manukau Institute of Technology (MIT) register has been included in the file for information and potential further discussion at a future meeting but is not intended to proceed for approval at this time. The changes made to the policy and guidelines have been tracked in the documents and these are now ready for Te Ohu Whakahaere Academic Quality to recommend to Te Poari Akoranga for approval.

1. In 2022, as part of Te Kawa Maiorooro development project, Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines were developed by a working group, led by Dr David Skelton, EIT, and comprised of representatives from across Te Pūkenga, including Work-based Learning.
2. Due to the shift from subsidiaries to business divisions and the introduction of the Grandparenting Policy, the decision was made to hold back the policy until there was clarity around Te Pūkenga organisational structure.
3. The policy and guidelines were reviewed in the second half of 2023 once the organisational structure was confirmed and Te Pūkenga Quality intended to submit these for approval for implementation network wide in 2024.
4. The disestablishment of Te Pūkenga at the end of the year and the minister's letter put a stop to any mahi intended to progress unification, including approval of any new national policies.



5. Subsequent discussions with NZQA indicated the necessity for continued central policy development as Te Pūkenga, the sole legal entity<sup>1</sup>, needed to ensure it had a functional quality management system to support unified programme delivery and product development.

## **Te pūtake o tēnei pūrongo | Purpose of this report**

6. The purpose of this report is:
  - a. to provide background on the development of the policy and guidelines and the intention for progressing these documents to Te Poari Akoranga for approval; and
  - b. to provide context for Te Ohu Whakahaere Quality to review and provide feedback on Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines and, subject to any changes, endorse Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines to Te Poari Akoranga for approval.

## **Ngā Kōwhiringa me Te Tātaritanga | Options and analysis**

7. Alongside Te Kawa Maiooro, Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines will provide the overarching learner integrity framework for Te Pūkenga and, subject to endorsement and approval, will be implemented as soon as possible.
8. While these documents are intended to provide a single approach to learner integrity, there is sufficient flexibility within the policy and guidelines to enable business divisions to continue using their current practices under this framework with little disruption.

## **Te Ahunga Ki Mua | Next steps**

9. Gain feedback and endorsement from Te Ohu Whakahaere Quality for submission to Te Poari Akoranga.
10. Submit Te Pūkenga Academic Integrity Policy and Academic Integrity Guidelines and proposed immediate release to Te Poari Akoranga for approval.

## **Ngā Tāpiritanga | Appendices**

**Appendix 1:** Te Pūkenga Academic Integrity Policy with tracked changes

**Appendix 2:** Te Pūkenga Academic Integrity Guidelines with tracked changes

**Appendix 3:** Student misconduct assessment database – MIT example

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<sup>1</sup> Business divisions were disestablished as separate providers in 2022 and consequently, while business divisions can submit Type 2 changes to NZQA under their own EDUMIS for legacy programmes, any new developments can only be submitted under Te Pūkenga EDUMIS and Te Pūkenga WBL EDUMIS.



# Kaupapa-here | Academic Integrity Policy

## Mō wai me te whānuitanga | Audience and scope

This national policy applies to all ākonga, kaimahi, and associates in any and all academic activity provided at, by, or on behalf of Te Pūkenga.

This policy is an overarching policy that sits across ~~the local policies and business division processes-procedures in each region of Te Pūkenga~~. In accordance with the Transitioning (Grandparenting) Former Subsidiaries Policies, ~~the local business division~~ policies and procedures ~~in a region~~ will continue to apply to the extent they are consistent with this policy. When ~~the local business division~~ policies and procedures are not consistent with this policy, then this policy takes precedence.

## Mokamoka whakaaetanga | Approval details

Version number	1.0	Issue date	
Approval authority	Te Poari Akoranga	Date of approval	
Policy sponsor (has authority to make minor amendments)	Ako Excellence Director	Policy owner	DCE <del>Academic Centre and Learning Systems</del> Tiriti Outcomes
Category	Academic	Date of next review	
Contact person	Ako Excellence Director		

## Ngā whakatikatika | Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment



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## Kaupapa-here | Academic Integrity Policy

### 1. Pūtake | Purpose

The purpose of this policy is to provide guidance in developing and promoting Te Pūkenga -wide learning, teaching, assessment, and research practices that model and positively support academic integrity.

### 2. Ngā Mātāpono | Principles

2.1. Academic integrity is to be modelled in all academic, teaching, and research activities throughout ~~the~~ Te Pūkenga network, with a focus on developing and maintaining a positive, supportive community of learning. This includes clear information on what constitutes plagiarism, AI-assisted plagiarism, cheating, misrepresenting identity, and/or other dishonest academic practices.

2.2. In its practices around academic integrity, as well as being informed by [Te Pūkenga values](#), it is guided by the principles of natural justice and values that support the academic life of the network, as set out below:

#### Core values supporting academic integrity<sup>1</sup>

- a) Honesty - entails both intellectual and personal honesty in all contexts of learning, teaching, research, and service.
- b) Trust - is born of confidence in people and systems that enable a free exchange of ideas and allow all kaimahi and ākonga to reach their highest potential.
- c) Fairness - requires clear standards for teaching, learning, and assessment that are equitably applied to all members of Te Pūkenga community.
- d) Respect - entails acknowledging the participatory nature of learning and respecting the varying perspectives of others.
- e) Responsibility - for their own work is to be acknowledged by all ākonga and kaimahi with every person in the academic community being personally accountable for taking action when a breach of academic integrity occurs.
- f) Courage - the “capacity to act in accordance with one’s values despite fear”, allows kaimahi and ākonga to hold themselves and their peers to the highest standards of academic integrity despite potential negative consequences.

### 3. Kaupapa Here | Policy Statements

#### 3.1. Breaches of Academic Integrity

- a) A breach of academic integrity is treated as a serious matter. This ~~policy procedure provides for~~ provides the overarching framework for a-transparent and systematic academic integrity processes for ākonga and kaimahi that ~~supports~~ the implementation of the Academic Integrity Policy.
- b) Suspected and/or confirmed breaches of academic integrity including plagiarism, AI assisted plagiarism, cheating, misrepresenting identity, and/or other dishonest academic practices ~~will~~ bear managed in an educative, fair, and transparent manner across ~~the~~-Te Pūkenga ~~network~~, taking the intent and level of severity into account.

<sup>1</sup> Fishman, T. (Ed.). (2012). *The fundamental values of academic integrity* (2<sup>nd</sup> ed.). Retrieved from <https://academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>



- 3.2. Suspected and/or confirmed breaches of academic integrity are dealt with in accordance with local procedures subject to such procedures being consistent with this Policy. Te Pūkenga Academic Integrity Guidelines provide suggested approaches to managing academic integrity matters and may be adopted in place of local procedures with approval from the relevant delegated authority.
- 3.3. Each business unit will maintain a register of breaches of Academic Integrity for academic reporting purposes recording the details of the breach, the response, and the action taken; a summary of the academic integrity matters captured in the register will be provided to Te Ohu Whakahaere Quality for analysis and discussion.

Step	Person Responsible	Evidence
1. <del>Kaiako suspect or are notified of a possible breach of academic integrity.</del> Kaiako promptly addresses the suspected breach by consulting with the relevant Academic Lead.	Kaiako	Ākonga work, or other relevant information.
2. <del>Check the Academic Integrity Breach Register for any previously confirmed breach of academic integrity, that occurred within the last 12 months.</del>	Relevant Academic Lead	Academic Integrity Breach Register held centrally.
3. <del>Discuss the matter with ākonga and allow them to offer an explanation. Ākonga may have a support person present during any discussion.</del>	Kaiako	Communication recorded in the student management system (SMS).
4. <del>If the suspected breach of academic integrity is level zero (as per guidelines), manage in an educative manner.</del>	Kaiako	Letter to ākonga saved to ākonga file and sent to relevant committee. Register updated, for information and records.
4. <del>If the suspected breach of academic integrity is above level zero, the Academic Lead will determine whether the delegated authority needs to be informed.</del>	Kaiako Relevant Academic Lead	Communication between kaiako and academic lead, and delegated authority if required.
<b>6. Determine no breach (6a), or managed breach (6b):</b>		
6a <del>If no breach is established (ākonga explanation is plausible), take no further action.</del>	Kaiako Programme Coordinator	Note in SMS
6b <del>If no plausible explanation is provided, and/or the evidence shows that a breach of academic integrity has occurred; or ākonga does not respond to the interview request within five working days, or chooses not to attend; a decision on the management of the breach is made based on the Academic Integrity Guidelines (TBC). Go to Step 7</del>	Programme Coordinator Head of School	Record of discussion/meeting Note in SMS and Register



Step	Person Responsible	Evidence
7. <del>Written summary of breach sent to ākonga.</del> A summary letter is sent to ākonga outlining: — the nature of the breach, i. <del>the level of the breach,</del> i. <del>the sanction imposed,</del> i. <del>the appeal process, and</del> i. <del>links to Learning Support Services for guidance on academic integrity.</del>	Academic Lead Delegated authority Programme- Committee	Letter to ākonga saved to ākonga file and sent to relevant committee. Record in SMS and Register
8. <del>Recording and Reviewing of Breaches</del> The appropriate Programme Committee receives a (de-personalised) copy of the letter in (3 or 7) and discusses consistency across the programme cluster. The Programme Committee Secretary maintains a record of all cases of confirmed academic integrity breaches (Levels 0-2), and passes this information to the Central Register	Programme- Committee	Programme Committee- minutes Academic Integrity Breach Register
9 <del>Any appeal</del> against findings of a breach of academic integrity is as directed in the <del>Ākonga Concerns and Complaints Policy and Ākonga Appeals Policy,</del> and logged on the Central Complaints file.	Senior Management	Te Pūkenga Concerns, Complaints, and Appeals Register
10 <del>Self-Review</del> <del>A summary of breaches of academic integrity,</del> including actions to address any concerns, is included in the Annual Programme Self-Assessment Report. (Shared across the network)	Academic Lead, Delegated Authority	Programme Self- Assessment Report
11 The Programme Committee sends the Academic Integrity Breach Register to Te Pūkenga Te Ohu Whakahaere Quality annually.	Programme- Coordinator, Head of School, Programme- Committee Secretary	Academic Integrity Breach Register; Te Ohu Whakahaere Quality- minutes

#### 4. Ngā Haepapa | Responsibilities

Role	Responsibilities
Ākonga	All ākonga are responsible for <u>being responsible for their own learning and participating in academic and other activities with honesty and integrity in line with following this policy</u>
Kaimahi	All kaiako and relevant kaimahi are responsible for: <ul style="list-style-type: none"> <li>• <u>ensuring ākonga are fully informed regarding appropriate assessment practices.</u></li> <li>• supporting ākonga to follow this policy.</li> <li>• <u>identifying and reporting possible breaches.</u></li> </ul>
Programme Leads	Ensure kaiako and relevant kaimahi are aware of <u>and following this policy</u>
Programme Coordinator	Maintain accurate record of breaches



Te Ohu Whakahaere Quality	Governance and oversight of academic integrity matters.
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## 5. Ngā Tikanga | Definitions

Term	Definition
Academic Integrity	Academic integrity is the expectation that all members of Te Pūkenga behave honestly, responsibly, and respectfully towards their own work and that of others.
Breach of Academic Integrity	A breach of academic integrity is seeking to gain for oneself, or assisting another person to gain, an academic advantage by deception or other unfair means. It includes any act or omission by a learner, whether deliberate or inadvertent, that breaches guidelines, rules, or regulations of a programme, course or research.

## 6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

<p><b>Ngā Kaupapa-Here e Hāngai ana   Related policies</b></p> <p>Te Kawa Maiororo                      Ākonga Concerns and Complaints Policy                      Ākonga Appeals Policy                      Assessment regulations, <del>and policy, and procedures</del>                      Ākonga codes of conduct (<del>Business Division</del>)</p>
<p><b>Ngā Tukanga me ngā Hātepe   Processes, procedures</b></p> <p>Academic Integrity Guidelines (<del>under development</del>)</p>
<p><b>Ture whai take   Relevant legislation</b></p> <p>Education and Training Act 2020</p>

## Academic Integrity – Guideline

This guideline is provided as a reference document for Te Pūkenga’s teaching and academic support staff in adopting and maintaining a supportive educational approach to academic integrity throughout the Te Pūkenga network. It also outlines suggested approaches to managing academic integrity matters which may be adopted in place of local procedures with approval from the relevant delegated authority. In all cases, kaimahi should follow the approved local process for managing suspected and/or confirmed breaches of academic integrity.

### 1. Definition: Academic integrity (*link to policy definition*)

Academic integrity is the expectation that all members of Te Pūkenga behave honestly, responsibly, and respectfully towards their own work and that of others.

### 2. Institutional focus and core values

Academic integrity is to be modelled in all academic, teaching and research activities throughout the Te Pūkenga network, with a focus on developing and maintaining a positive, supportive community of learning. In its practices around academic integrity, Te Pūkenga is guided by values that support the academic life of the network, as set out in the table below.

#### Core values supporting academic integrity<sup>1</sup>

As well as being informed by [Te Pūkenga values](#), it is guided by the principles of natural justice and values that support the academic life of the network, as set out below:

Honesty	Honesty entails both intellectual and personal honesty in all contexts of learning, teaching, research and service.
Trust	Trust is born of confidence in people and systems that enable a free exchange of ideas and allow all staff and ākonga to reach their highest potential.
Fairness	Fairness requires clear standards for teaching, learning and assessment that are equitably applied (context of TP) to all members of the Te Pūkenga community.
Respect	Respect entails acknowledging the participatory nature of learning and respecting the varying perspectives of others.
Responsibility	Responsibility for their own work is to be acknowledged by every ākonga and kaimahi, with every person in the academic community being personally accountable for taking action when a breach of academic integrity occurs.
Courage	Courage, the “capacity to act in accordance with one’s values despite fear”, allows staff and ākonga to hold themselves and their peers to the highest standards of academic integrity despite potential negative consequences.

<sup>1</sup> Fishman, T. (Ed.). (2012). *The fundamental values of academic integrity* (2<sup>nd</sup> ed.). Retrieved from <https://academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>

Commented [FC1]: Suggest adding something along the lines of: "...It also outlines suggested approaches to managing academic integrity matters which may be adopted in place of local procedures where approved by the relevant delegated authority. In all cases, kaimahi should follow the locally adopted process for managing suspected and/or confirmed breaches of academic integrity.

Commented [CH2R1]: Yes add for clarity

### **3. Practices that model and positively support academic integrity**

The practices described below reflect a holistic value-driven approach to the promotion of academic integrity and the discouragement and prevention of breaches of academic integrity. These are not provided as a prescriptive list, but as suggestions to be considered in the development of best pedagogical practice in modelling academic integrity and positively supporting ākonga development of related knowledge and skills.

#### **3.1 Modelling and teaching reflection, enquiry and best academic practice across the Te Pūkenga network**

All non-original information, ideas, designs and promotional and teaching materials provided by Te Pūkenga should fully acknowledge the original source.

Learning and teaching approaches should model, explain and encourage reflective critical enquiry, including consideration of multiple viewpoints and ideas, and the synthesis, analysis and evaluation of ideas and information including the use of AI-assisted tools.

Methodical approaches to reviewing, evaluating and referring to a source of information, whether online or in print, should be modelled and explicitly taught by academic and support staff.

#### **3.2 Designing assessment tasks to support academic integrity**

Assessment tasks should be designed in order to encourage academic integrity and reduce or limit opportunities for breaches of academic integrity.

Te Pūkenga's assessment design principles and education advisors should be consulted in this regard.

#### **3.3 Provision of explicit information and instruction about academic integrity**

Ākonga should receive consistent, regular messages from teaching and academic support staff about the value placed on academic integrity at Te Pūkenga, about what constitutes a breach of academic integrity, and about steps they can take to support their learning and to produce work that acknowledges all sources.

These messages should be based on Te Pūkenga resources available through Library and Learning Services, or others that are fully congruent.

#### **3.4 Explicit teaching about when and how to source and cite material**

Ākonga should be given (i) multiple opportunities to learn how to reference information appropriately, and (ii) ample practice in selecting sources to cite and the form these citations might take, and (iii) timely formative feedback on their progress in developing sourcing and referencing skills. Ākonga who require additional support should be advised and encouraged to attend study skills sessions, meet with a learning advisor or access online resources.

Activities for learning about how best to use sources should be built into programmes of study, rather than waiting for problems to occur before addressing them.

##### **Considering the needs of individual ākonga**

The individual needs of every ākonga should be considered in determining the need for additional support in developing the academic writing conventions required by Te Pūkenga. A proactive approach should be taken, allowing ākonga plenty of opportunities to learn how to select and cite sources.

### **4. Breaches of academic integrity**

A breach of academic integrity occurs when a person seeks to gain for themselves, or to assist another person to gain, an academic advantage by deception or other unfair means.

Dishonest practice in assessment that breaches academic integrity includes misrepresentation of identity, plagiarism, AI-assisted plagiarism, dishonest use of technology, cheating, fabrication, multiple submission, collusion, ghost-writing, contract cheating, and submitting work as individual that has been jointly prepared. Dishonest practice may also include misrepresentation of academic records, facilitating academic dishonesty, and gaining an unfair advantage. The Appendix gives expanded definitions and examples of such breaches of academic integrity.

#### 4.1 Levels, examples and management

Breaches of academic integrity will be considered in terms of the level of seriousness and the apparent intent. As a learning organisation, Te Pūkenga manages alleged breaches of academic integrity in an educative manner. Guidance in determining the level of seriousness, choosing an appropriate sanction, and managing the breach is provided in the table below. Suggestions of matters to consider when managing breaches are listed as “suggested considerations.” The examples and sanctions provided are not a definitive list but to be used as a guide, recognizing that each situation is unique.

#### 4.2 Recommended process

The following process outlines suggested steps to be undertaken for suspected breaches of academic integrity.

Step	Person Responsible	Evidence
1. <u>Kaiako suspect or are notified of a possible breach of academic integrity. Kaiako promptly addresses the suspected breach by consulting with the relevant Academic Lead.</u>	<u>Kaiako</u>	<u>Ākonga work, or other relevant information.</u>
2. <u>Check the business division Academic Integrity Breach Register for any previously confirmed breach of academic integrity, that occurred within the last 12 months.</u>	<u>Relevant Academic Lead</u>	<u>The Academic Integrity Breach Register is maintained locally and records details of all confirmed breaches of academic integrity.</u>
3. <u>Discuss the matter with ākonga and allow them to offer an explanation. Ākonga may have a support person present during any discussion.</u>	<u>Kaiako</u>	<u>Communication recorded in the student management system (SMS).</u>
4. <u>If the suspected breach of academic integrity is level zero (as per guidelines), manage in an educative manner.</u>	<u>Kaiako</u>	<u>Letter to ākonga saved to ākonga file and sent to relevant committee Register updated, for information and records.</u>
4. <u>If the suspected breach of academic integrity is above level zero, the Academic Lead will determine whether the delegated authority needs to be informed.</u>	<u>Kaiako Relevant Academic Lead</u>	<u>Communication between kaiako and academic lead, and delegated authority if required.</u>
6. <u>Determine no breach (6a); or managed breach (6b):</u>		

Step	Person Responsible	Evidence
6a <u>If no breach is established (ākonga explanation is plausible), take no further action.</u>	<u>Kaiako</u> <u>Programme</u> <u>Coordinator</u>	<u>Note in SMS</u> <u>Update Register</u>
6b <u>If no plausible explanation is provided, and/or the evidence shows that a breach of academic integrity has occurred; or ākonga does not respond to the interview request within five working days, or chooses not to attend; a decision on the management of the breach is made based on the Academic Integrity Guidelines (TBC). Go to Step 7</u>	<u>Programme</u> <u>Coordinator</u> <u>Head of School</u>	<u>Record of</u> <u>discussion/meeting Note</u> <u>in SMS and Register</u>
7. <u>Written summary of breach sent to ākonga.</u> <u>A summary letter is sent to ākonga outlining:</u> <u>i. the nature of the breach,</u> <u>ii. the level of the breach,</u> <u>iii. the sanction imposed,</u> <u>iv. the appeal process, and</u> <u>v. links to Learning Support Services for guidance on academic integrity.</u>	<u>Academic Lead</u> <u>Delegated authority</u> <u>Programme</u> <u>Committee</u>	<u>Letter to ākonga saved to</u> <u>ākonga file and sent to</u> <u>relevant committee.</u> <u>Record in SMS and</u> <u>Register</u>
8. <u>Recording and Reviewing of Breaches</u> <u>The appropriate Programme Committee receives a (de-personalised) copy of the letter in (3 or 7) and discusses consistency across the programme cluster. The Programme Committee Secretary maintains a record of all cases of confirmed academic integrity breaches (Levels 0-2), and passes this information to the Register</u>	<u>Programme</u> <u>Committee</u>	<u>Programme Committee</u> <u>minutes</u> <u>Academic Integrity</u> <u>Breach Register</u>
9 <u>Any appeal against findings of a breach of academic integrity is as directed in the Ākonga Concerns and Complaints Policy and Ākonga Appeals Policy, and logged on the Central Complaints file.</u>	<u>Senior Management</u>	<u>Te Pūkenga Concerns,</u> <u>Complaints, and Appeals</u> <u>Register held in each</u> <u>business division</u>
10 <u>Self-Review</u> <u>A summary of breaches of academic integrity, including actions to address any concerns, is included in the Annual Programme Self-Assessment Report.</u> <u>(Shared across the network)</u>	<u>Academic Lead,</u> <u>Delegated</u> <u>Authority</u>	<u>Programme Self-</u> <u>Assessment Report</u>
11 <u>The Programme Committee sends the Academic Integrity Breach Register to Te Pūkenga Te Ohu Whakahaere Quality annually.</u>	<u>Programme</u> <u>Coordinator,</u> <u>Head of School,</u> <u>Programme</u> <u>Committee Secretary</u>	<u>Academic Integrity Breach</u> <u>Register; Te Ohu</u> <u>Whakahaere Quality</u> <u>minutes</u>

**Commented [CH3]:** Not sure that this would go into the SMS, but definitely on the Register - as we discussed will allow us to see how many an individual has more easily rather than searching SMS and this is sensitive information - ??

**Commented [CH4R3]:** Which also makes me wonder if we should take names out of the register and just have Student Number?

**5. Recording, Monitoring and Reporting on Academic Integrity Breaches**

Each business division will make, and maintain, a Register of Academic Integrity Breaches, recording the details of the breach, the response, and the action taken. All kaimahi who detect a breach of academic integrity by a student should check the Register when a breach occurs to determine if ākonga have a previous

record of breaches; and make a record of the matter on the Register, regardless of the findings. The Register should be monitored and summary reports provided to the business division academic committee and, on an annual basis, a summary of the business division academic integrity matters captured in the Register must be provided to Te Ohu Whakahaere for analysis and discussion.

**5.6. Examples of Academic Integrity breaches**

<b>Cheating</b>	<p>entails using or attempting to use unauthorised assistance, material or study aids in examinations or other assessments, or preventing or attempting to prevent another from using authorised assistance, material or study aids.</p> <p>Examples: using a cheat sheet in a quiz or exam; altering a graded exam and resubmitting it for a better grade; using a digital device to access information in a closed-book text or exam, using prohibited materials, copying from a peer, conspiring before an exam to develop methods of illicitly exchanging information during an exam</p>
<b>Collusion</b>	<p>entails ākongā working together or with other persons for the purpose of intentionally or non-intentionally deceiving the assessor as to who is actually responsible for producing the material submitted for assessment.</p> <p>Example: having someone else knowingly write or produce any work (paid or unpaid) for an assessment or working together on assignments that were assigned individually.</p>
<b>Criminal activity</b>	<p>includes breaking the law or engaging in misconduct that resembles criminal activity.</p> <p>Examples: stealing an examination from a kaimahi member or from a kaimahi office, buying a stolen examination</p>
<b>Dishonest use of technology</b>	<p>Includes using digital technologies inappropriately or in an unauthorised manner to complete assessments.</p> <p>Examples: misappropriating another learner’s work left on a computer or network; obtaining program code fragments from several sources and putting them together as one programme; using digital technology (e.g., iwatch) to access notes or answers during a closed-book test or examination; using a computer to disrupt another learner’s assessment attempt; using digital technologies (e.g., ChatGPT) to receive credit for</p>
<b>Fabrication</b>	<p>entails submitting contrived or altered information in any academic exercise.</p> <p>Examples: making up data for an experiment; ‘fudging’ data and/or citing non-existent articles; citing material which exists but has not been viewed and read by the learner, falsifying a creative work,</p>
<b>Facilitating academic dishonesty</b>	<p>entails knowingly helping or attempting to help another person act with dishonesty.</p> <p>Example: working together on an individual assignment where independent work is explicitly required</p>

<b>Fake referencing</b>	entails citing a source that does not relate to the relevant text.
<b>Misrepresentation of academic records</b>	entails misrepresenting or tampering with, or attempting to tamper with, any portion of one's own or another's transcript or academic record, before or after enrolling in a Te Pūkenga course or programme.  Examples: forging a registration form or a change of grade advice; tampering with computer records
<b>Misrepresentation of identity</b>	occurs when a learner lies or is misleading about the identity of the person who has undertaken work. This includes <b>contract cheating</b> and <b>ghost writing</b> , when a learner gets another person or organisation to produce an assignment or complete an assessment for them, whether paid or unpaid.  Examples: requesting others to undertake an assessment on one's behalf; requesting others (including commercial companies who prepare academic work for others) to conduct research or prepare any work for one; submitting assignments in one's own name that have been obtained from others, whether within or outside of Te Pūkenga, including on a commercial basis
<b>Multiple submissions</b>	entail submitting, without prior permission, any work submitted to fulfil another academic requirement, at Te Pūkenga or elsewhere.  Example: submitting the same paper for two different classes
<b>Plagiarism</b>	entails the presentation of another's writing, data, language, ideas, images, graphics, artwork, designs, figures or intellectual property as one's own without appropriate citation or acknowledgement. Plagiarism includes the misuse of another author's writings.  Examples: misrepresenting another's work as one's own original work; using someone else's ideas without attribution; failing to cite a reference or to use quotation marks where appropriate
<b>Unfair advantage</b>	entails attempting to gain unauthorised advantage, for oneself or another learner, over fellow ākonga in an academic exercise, and can also entail disadvantaging fellow ākonga.  Examples: gaining or providing unauthorised access to examination materials; obstructing or interfering with another learner's efforts in an academic exercise; lying about a need for an extension for an exam or paper; continuing to write even when time is up during an exam; destroying, hiding, removing or keeping library materials, removing or damaging posted or reserved material or preventing other students from having access to it

Level	Definition	Suggested Considerations	Examples (refer to definitions)	Management	Appropriate Actions/Sanctions
0	This is the lowest level breach of academic integrity. Irrespective of the extent of the breach and the proportion of the assessment affected, this breach reflects <b>no dishonest intent</b> .	<p>The student is likely inexperienced and/or lacks understanding of the principles of academic integrity.</p> <p>Cultural support &amp; pastoral care (International, Māori, wellbeing)</p> <p>Mitigating circumstances/time pressures.</p> <p>No or limited prior instruction in academic integrity has been given.</p>	<p>Referencing has been attempted but <i>significant</i> referencing errors occur.</p> <p>The assessment contains in-text references but no reference list.</p> <p>The assessment contains a reference list but no in-text references.</p> <p>Few elements of computer source code copied.</p> <p>One or two graphics not cited.</p>	<p>The breach is to be managed in an educative manner. Refer to the steps in Breaches of Academic Integrity – Procedure</p> <p>There is no limit to the number of times a Level 0 sanction can be applied.</p>	<p>Ākonga to attend a face-to-face or online remedial learning session on academic integrity with the Library and Learning Services.</p> <p><i>[Note: A review of instructions in academic integrity may be undertaken by the Programme.]</i></p>
1	This is a breach of academic integrity that <b>reflects likely dishonest intent</b> , irrespective of the extent of the breach and the proportion of the assessment affected.	<p>Student is likely beyond their first semester of study</p> <p>Level of study</p> <p>Instruction provided on academic integrity expectations</p> <p>Cultural</p> <p>Time pressures/ mitigating circumstances.</p>	<p>Plagiarism</p> <p>Fake referencing</p> <p>Copying segments of another student's work</p> <p>False indication of contribution in group work</p> <p>Re-using previously assessed work without kaiako permission</p> <p>Repeated breach</p>	<p>The breach is to be managed in an educative manner.</p> <p>There is no limit to the number of times a Level 1 sanction may be applied.</p>	<p>Ākonga to attend a face-to-face or online remedial learning session on academic integrity.</p> <p>A reprimand</p> <p>The award of a reduced, failing or zero mark for the relevant summative assessment</p>

Level	Definition	Suggested Considerations	Examples (refer to definitions)	Management	Appropriate Actions/Sanctions
2	This is a significant breach of academic integrity with clear signs of dishonest intent. Irrespective of the extent of the breach and the proportion of the assessment affected, the clear presence of dishonest intent means that a breach can be ascribed this level even in the absence of Levels 0-1 in the ākongā record.	<p>Student is nearing completion of an undergraduate or postgraduate programme of study</p> <p>Student is experienced and is fully expected to understand</p> <p>The impact of the sanction on the student in relation to the significance of the breach.</p>	<p>Cheating</p> <p>Collusion</p> <p>Criminal Activity</p> <p>Dishonest use of technology</p> <p>Fabrication</p> <p>Facilitating Academic Dishonesty</p> <p>Misrepresentation of academic records</p> <p>Misrepresentation of identity</p> <p>Multiple Submissions</p> <p>Unfair Advantage</p> <p>Repeated breach</p> <p>Whole works copied</p> <p>Purchasing of an assignment</p> <p>Significant misappropriation of art work, computing code, ideas</p>	<p>The alleged breach is to be managed in an educative manner.</p> <p>Refer to the steps in Breaches of Academic Integrity – Procedure.</p> <p>Proven breaches are to be managed</p>	<p>Ākongā to attend a face-to-face or online remedial learning session on academic integrity with the Library and Learning Services.</p> <p>Minor proportion of the assessment is affected and/or the assessment contribution to the final grade is minor.</p> <ul style="list-style-type: none"> <li>Award of zero mark for the relevant summative assessment.</li> </ul> <p>Moderate proportion of the assessment is affected and/or moderate contribution to the final grade.</p> <ul style="list-style-type: none"> <li>Award of zero mark for the relevant summative assessment.</li> <li>Suspension from any course for a defined period.</li> </ul> <p>Major proportion of the assessment is affected and/or contribution to the final grade.</p> <ul style="list-style-type: none"> <li>Cancellation of credit if the ākongā has been credited with a pass in the course in which the allegation arose.</li> <li>award a failing grade.</li> </ul> <p>In severe or repeat cases of a major breach:</p> <ul style="list-style-type: none"> <li>Exclusion from the programme for a defined period.</li> <li>Recommendation to the Chief Executive for exclusion of the ākongā from any programme within the Te Pūkenga site or network.</li> </ul>

STUDENT MISCONDUCT IN

1ST OFFENCE
2ND OFFENCE
3RD OFFENCE

ENQUIRY FROM SCHOOL	INCIDENT FORM	COMPLIES WITH SCALE	AI MISCONDUCT	OUTCOME LETTER	OFFENCE (FIRST, SECOND, THIRD ETC.)	YEAR	SEMESTER	CAMPUS	SCHOOL	SURNAME	FIRST NAME	ID NUMBER	MALE/FEMALE	INTERNATIONAL	ETHNICITY	DATE OF OFFENCE (failing that date of meeting)	PROGRAMME	PROGRAMME CODE	COURSE	COURSE CODE	DELIVERY SITE	MODE OF DELIVERY	NATURE OF MISCONDUCT	PENALTY	NOTES	
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