

Academic Integrity Policy

Colleges of Business and Technology (WA) Pty Ltd
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Document

Document Name	Academic Integrity Policy
Brief Description	This document describes Curtin College's zero tolerance approach to breaches of Academic Integrity. It sets out the prevention, intervention and response controls and processes designed to facilitate effective and honest study habits and, build awareness of and respect for the need for academic integrity. Curtin College views academic integrity as part of a quality learning experience in which work is evaluated fairly and hard is recognised and valued.
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Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
21/06/2019	1.0	Initial Release	Manager Quality, Risk and Compliance
12/08/2019	1.1	Minor updates	Manager Quality, Risk and Compliance
30/3/2021	1.2	Minor Updates	Academic Director
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Related Documents

Name	Location
Assessment and Moderation Policy	Curtin College website and Curtin College 'H' Drive
Assessment and Moderation Procedure	Curtin College 'H' Drive
Appeals Policy	Curtin College website and Curtin College 'H' Drive
Appeals Process	Curtin College 'H' Drive

Name	Location
Student Complaints Policy	Curtin College website and Curtin College 'H' Drive
Student Charter	Curtin College website and Curtin College 'H' Drive

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1 Purpose and Scope

Honesty, rigour, conviction and respect are central to the ethos of Curtin College (the **College**) and are reflected in the College's mission and value statements. These values are embedded in all the College's formal and informal activities, inclusive of our academic endeavours.

1.1 Introduction

This Academic Integrity Policy ("**Policy**") sets out the approach of Curtin College and its partner provider (together the "**College**") relating to the maintenance of high standards of academic integrity and honesty in all academic endeavours. The *International Centre for Academic Integrity (2014) "Fundamental Values Project"* defines academic integrity as:

*"... a commitment, even in the face of adversity, to six fundamental values: **honesty, trust, fairness, respect, responsibility and courage**. From these values flow principles of behaviour that enable academic communities to translate ideals into action."*

The adoption by the College of these six values, (which align with the College's wider value system), means that students and staff must be held accountable for and have the courage to take responsibility for all their behaviours in order that fairness, honesty, trust and respect can flourish across the College's community.

1.2 Purpose

- a) The purpose of this Policy is to:
 - i. Set out the framework of the College's educative approach to the maintenance of high levels of academic integrity
 - ii. Create an awareness of the imperative for staff and students to share the responsibility for maintaining high standards of academic integrity
 - iii. Highlight the College's commitment to:
 - protecting student achievement standards and the standards of the College's awards
 - defending the academic credibility and reputation of the College
 - ensuring that students receive due credit for the work they submit for assessment making reasonable adjustments to assessment that maintain the integrity of the College's courses and awards
 - protecting the interests of those students who maintain high standards of academic integrity and, dealing appropriately and decisively with those students who DO cheat
 - advising its students of the need for academic integrity, and providing them with guidance and support on best practice in studying and learning, so that they protect their own work and learn how to legitimately access another person's work
- b) The College, through this Policy and associated documents and processes, will demonstrate its commitment to academic integrity by focusing on prevention of academic misconduct by:
 - i. Educating students and providing them with the support needed to understand and implement sound academic practice/s
 - ii. Providing professional development for staff
 - iii. Implementing and continuing to review procedures to detect a breach of academic integrity

- iv. Promoting both the importance of academic integrity and the consequences of breaching academic integrity
 - v. Dealing fairly and consistently with those cases where a breach of academic integrity has occurred
 - vi. Monitoring occurrences of breach; reporting on breach incidents and incorporating prevention strategies and tactics into the continuous improvement process
- c) The Policy and associated documents will play a critical role in enabling the ready acceptance and understanding of the shared responsibility for the nurturing and maintenance of academic integrity.

1.3 Scope

- a) This Policy has been prepared in accordance with relevant legislative requirements/protocols/principles and Codes of Conduct such as:
- i. Part A, Section 5.2 of the HES Framework on Academic and Research Integrity (Australia); the National Code (2018)
 - ii. The requirements of the Committee for Private Education (CPE) and EduTrust in Singapore.
- b) It therefore sets out how the College complies with relevant legal standards and regulations regarding Academic Integrity in each of its operating regions.
- c) The Policy sets out the principles and procedures for embedding academic integrity into business as usual as well as the management of academic misconduct by both staff and students.
- d) This Policy does not apply to the behavior and conduct of students that would be construed as misconduct unrelated to academic endeavors/activities.
- e) This Policy applies to all members of the College's community (staff and students).

2 Policy Statement

2.1 Key principles

- a) The College supports a learning and teaching environment that values integrity, honesty, fairness, trust, respect, responsibility and courage. (*The International Centre for Academic Integrity (2014) "Fundamental Values Project"*). These values are integral to and align with the values of the College and its commitment to the provision of a high-quality learning and teaching experience in an environment that is conducive to learning in a respectful, supportive and secure manner.
- b) The College's approach to academic integrity is holistic and integrated and, driven by the learning and teaching model. Students and staff operate as partners in the maintenance of academic integrity across all the College's academic endeavours.
- c) The College is committed to the monitoring of each student's academic progress. The use of attendance, assessment outcomes, peer assisted learning programmes, mentoring, interaction in class and engagement with group activities, form the basis of this monitoring framework to ensure that each student can reach their potential.
- d) The College believes that academic integrity is important because without its core values, true academic discourse becomes impossible, learning is distorted, and the evaluation of student progress and academic quality is seriously compromised.
- e) The College recognises that because its students come from a variety of educational, cultural and socioeconomic backgrounds with different achievement levels, motivation and interests, educating all students about the importance of academic integrity is integral to an effective learning and teaching experience.

2.2 Supporting structures and commitments

- a) Robust communication processes will ensure that students and academic staff engage in an appropriate manner to discuss and resolve differences related to academic expectations and concerns. Such discussions to be non-punitive in nature and designed to ensure that both students and staff are afforded respect and courtesy.
- b) Violations of this Policy and related Procedures such as contract cheating, plagiarism, falsification or impersonation, will managed in accord with the Procedure for imposing sanctions.
- c) Supporting Policies and Procedures related to student complaints and appeals will be shared with both staff and students as part of an awareness and educative campaign.
- d) Awareness workshops will form part of the educative process to ensure that students are provided with regular opportunities to learn about academic integrity and how to comply with this Policy.
- e) Academic integrity will be supported through academic policies, course design and assessment planning and standards.
- f) All staff will be provided with training about academic integrity, the policies and procedures that drive academic integrity and informed of support structures available to students.

3 Responsibilities

- a) The College Director and Principal has responsibility for, and is committed to, the effective implementation of this policy.
- b) The Academic Director will support Program Managers to fulfil their responsibilities and accountabilities within their area of responsibility.
- c) The Academic Leadership team will ensure appropriate staff receive training, monitoring incidents of academic integrity breaches, reporting to Learning & Teaching Committee and Academic Board.
- d) The Unit Coordinators are responsible for ensuring that assessments are designed to reduce the likelihood of academic integrity breaches by providing appropriate educative resources.
- e) All College employees and students have a responsibility to take reasonable care to comply with any reasonable policy, procedure or instruction.
- f) Each of the positions involved in implementing and achieving policy objectives and, carrying out procedures to support a successful implementation and adoption of that is supportive and inclusive, are clearly described in the RASCI chart in Appendix 4.

4 Risk and Compliance Management

4.1 General

- a) Non-compliance with this Policy poses a material risk to the College.
- b) Compliance with this Policy is an outcome of meeting the Standards set and focusing on delivering a positive learning and teaching experience.
- c) Students and staff are required to make themselves familiar with the content and intent of this Policy.
- d) The College is responsible for providing and supporting regular training activities and workshops and ongoing communication to students and staff about the existence of this Policy, the responsibilities incumbent on both students and staff appropriate monitoring and reporting procedures as part of the continuous improvement programme.
- e) Students confirm they are compliant with this Policy by:
 - i. Complying with instructions for assessment tasks
 - ii. Submission of original work
 - iii. Acknowledging all ideas, designs, words or works of others including in group assessments
 - iv. Taking reasonable steps to prevent work from being copied and used by others
 - v. Providing accurate and truthful documentation to the College e.g. the academic integrity declaration
 - vi. The demonstrated avoidance of all cheating inclusive of contract cheating and plagiarism
 - vii. Attending workshops and support activities provided by the College to educate them about Academic Integrity
 - viii. Avoiding re-offending
 - ix. Completing the Academic Integrity Quiz at the commencement of study period
- d) Staff confirm they are compliant with this Policy by:
 - i. Demonstrating academic integrity to students
 - ii. Developing students' knowledge and skills in academic integrity
 - iii. Ensuring assessment design and processes support academic integrity
 - iv. Demonstrating fairness, consistency, transparency and timeliness in dealings with students and colleagues
 - v. Complying with instructions for assessment tasks
 - vi. Encouraging students to act with academic integrity
 - vii. Ensuring that the College's requirements relating to student academic integrity are known and practiced by teaching and supervisory staff
 - viii. Ensuring that staff have the skills to enable them to support and teach students to act in accordance with academic integrity
 - ix. Developing and maintaining the skills of teaching and supervisory staff to enable them to recognise where students have breached academic integrity
 - x. Taking appropriate action where possible breaches are identified
 - xi. Implementing approaches in teaching, learning and assessment to enhance students' academic integrity and minimise opportunities for students to breach academic integrity
 - xii. Investigating and, where appropriate, acting on allegations of breach/es of academic integrity
 - xiii. Monitoring and reporting on breaches of academic integrity in accordance with the Policy and Procedure
 - xiv. Inserting the academic misconduct statement in every course outline

- xv. Ensuring the academic integrity declaration is included as part of the assessment submission process
- xvi. Tracking the incidents that occur; monitoring actions taken in response to breaches of academic integrity
- xvii. Ensuring the security and confidentiality of records of academic misconduct
- xviii. Educating decision makers to ensure fair and consistent decisions using the agreed 'seriousness matrix'
- xix. Detecting and reporting breaches or suspected breaches of academic integrity

4.2 Breaches

- a) Breaches of this Policy will be investigated and depending on the seriousness of the breach, it may result in disciplinary action being taken against the offender.
- b) Breaches will be assessed against a *severity of impact* matrix. The severity level is determined after consideration of the following criteria:
 - i. the type of misconduct
 - ii. the extent of the misconduct
 - iii. the experience of the student
 - iv. the intent of the student
 - v. the impact of the misconduct
- c) The ready availability of training and awareness activities and the student's use of these educative and support activities and the breach history of the student may also be considered.
- d) Appendix 1 illustrates the matrix for determining the level of severity of the breach.

4.3 Relevant Legislation

- a) The College has responsibility to maintain compliance with the laws and regulations in Australia and Singapore.
- b) All College staff, regardless of employment type, are responsible for aiding the College in identifying relevant legislation and for complying with all relevant legislation.

5 Definitions

Unless the contrary intention is expressed in this Policy, the following words (when used in this policy) have the meaning set out below:

Term	Meaning
Academic Integrity	The moral code or ethical policy of academia. In practice this means that even when your study becomes difficult, committing to acting with honesty, trust, fairness, respect, responsibility and courage is vital. Students must act in an honest way, take responsibility for their actions, show fairness in every aspect of their work, respect the work of others, show the courage needed to create original work and thought and, importantly, demonstrate that they can be trusted to live up to the ethical standards required of a student enrolled in a course at the College.

Term	Meaning
Academic Misconduct	<p>A breach of academic integrity by behaviours that:</p> <ul style="list-style-type: none"> ▪ Misrepresent academic achievement OR ▪ Undermine the core values of honesty, trust, fairness, responsibility, respect and courage OR ▪ Breaching academic integrity by engaging in one or some or all of: cheating, plagiarism, fabrication and falsification of information.
Cheating	<p>Demonstrating behaviours in tests, examinations, quizzes and assignments such as:</p> <ul style="list-style-type: none"> ▪ In an examination, quiz, test etc, communicating or attempting to communicate with a fellow student or individual who is not a supervisor or member of staff ▪ Copying or attempting to copy from another student ▪ Attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device ▪ Recording, transmitting or disseminating questions and/or answers to themselves or another person ▪ Impersonating another student ▪ Failing to comply with an instruction by a person appointed to supervise the examination
Collusion	<p>A form of cheating which occurs when people work together in a deceitful way to develop a submission for an assessment where such input is not permitted. It is distinct from contract cheating as collusion does not depend on a fee being paid for the work.</p>
Contract Cheating	<p>When a student/s employ or use a third party to undertake their assessed work for them. It is a process "... through which students can have original work produced for them, which they can then submit as if this were their own work. Often this involves the payment of a fee and this can be facilitated using online auction sites." (Clarke and Lancaster 2006). https://www.plagiarism.org/paper/eliminating-the-successor-to-plagiarism</p> <p>Third parties may include:</p> <p>Essay writing services (sometimes called 'essay mills') Friends, family or other students Private tutors Copy editing services File sharing sites Paid substitute examination takers Agency websites and/or 'reverse classifieds' (software designed to drive targeted traffic to service providers such as essay mills or similar)</p> <p>Contract cheating is the result of a relationship between three 'actors': a student; their institution and a third party who completes or contributes to assessments for the student to submit to their institution. The third party is not permitted to be involved or have input to the assessment. Draper and Newton (2017) determine that "Completes" means that the third party makes a contribution to the work of the student, such that there is reasonable doubt as to whose work the assessment represents" https://edintegrity.biomedcentral.com/articles/10.1007/s40979-017-0022-5</p> <p>Contract cheating is direct engagement in dishonest academic endeavours.</p>
Essay Mill	<p>An organisation or individual, usually with a web presence, that contracts with students to complete an assignment or assignments for a student for a fee.</p>
Ethical scholarship	<p>Using, generating and communicating information in an ethical, honest and responsible manner.</p>
Fabrication of results	<p>When a student claims to have carried out tests, experiments or observations that have not taken place, makes up results or presents results not supported by the evidence.</p>
Falsification	<p>When a student makes changes to information to change its meaning; to forge or produce counterfeit documents; to make false or incorrect returns, reports and outcomes to deceive.</p>
Inadvertent Plagiarism	<p>When a student, unintentionally uses the work of another person, as a result of a lack of familiarity with academic writing skills and academic referencing conventions.</p>

Term	Meaning
Inadvertent Solicitation	A student who willingly assists another to circumvent the purpose of assessment through solicitation, cheating, misrepresentation or plagiarism (for example by willingly sharing their own work, giving them access to their own work, using a file swapping site or advertising the availability of their own work or someone else's work) is also breaching academic integrity, and may be subject to disciplinary action
Intentional Plagiarism	When a student/s plagiarises with intent to deceive. It is a premeditated, conscious and fraudulent breach of academic integrity because it breaches all the core values of academic integrity.
Intellectual Property	Any intellectual creation/s such as literary works, artistic works (i.e. songs, poetry, books, photographs etc) inventions, designs, symbols, names, images, computer code, ideas and other products of intellectual capital that can be protected by copyright, patents and trademarks.
Misrepresentation	When a student presents an untrue statement about attendance or participation in practical, performance or professional learning activities, or includes citations to non-existent or incorrect sources or does not disclose any information or matter where there is a duty to disclose such information or matter.
Paraphrasing	Incorporating the ideas or themes of other persons into one's own work. A passage of paraphrased text should be true to the original authors idea but written in the student's own words with different composition (e.g. sentence structure) than the original text. Inexperienced students often think paraphrasing is simply 'rewording' and will often change just a few words but preserve the basic structure of the text they are using.
Penalties (sometimes called Sanctions)	An outcome imposed in response to, and in order to penalise, breaches of academic integrity such as contract cheating. An outcome of withdrawal from a provider or loss of marks in relation to a level of study is a penalty or sanction
Plagiarism	<p>When the work of another is represented, intentionally or unintentionally, as one's own original work, without appropriate acknowledgement of the author, creator or the source. This category of academic misconduct includes but is not limited to the following:</p> <ol style="list-style-type: none"> a) Collusion, where a report or essay or similar, prepared by working closely with one or more individuals or in a group is represented as if it were the student's own, this includes: <ul style="list-style-type: none"> ▪ producing the piece of work together ▪ determining the method or approach to a question or assessment task together ▪ sharing answers or giving access to questions and answers or completed assessment tasks b) Acquiring or commissioning a piece of work, which is not their own and representing it as if it were, by: <ul style="list-style-type: none"> ▪ purchasing the assessment task from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned ▪ submitting an assessment task produced by a third party, including a friend, family member, fellow student or a staff member of the College. c) Self-plagiarism by duplicating the same or almost identical work for more than one assessment item without permission. d) Copying ideas, concepts, research data, images, sounds or text. e) Paraphrasing a paper from a source text, whether in manuscript, printed or electronic form (e.g. article spinning, text rewriting and content creation tools), without appropriate acknowledgement. f) Word for word copying, cutting or pasting statements from a single source or multiple sources or piecing together work of others and representing them as original work. g) Submitting as one's own work all or part of another student's work, even with the student's knowledge or consent.
Self-plagiarism	<p>When a student submits work that has been previously submitted in the same unit, in another unit, or at another institution.</p> <ul style="list-style-type: none"> ▪ Self-plagiarism commonly occurs where the student is required to repeat a unit and the student submits the same work or portions of the work completed when they first undertook the unit. ▪ Previously submitted work is likely to be flagged as matching in the Turnitin Originality report. Students may be permitted, with agreement of the Unit Coordinator, to use portions of previous work but must appropriately acknowledge the original work. ▪ Self-plagiarism can also arise when a student re-uses work, they have previously presented/published, for example in journals and at conferences.

Term	Meaning
Solicitation (see Contract Cheating)	When a student requests, offers, encourages, induces or advertises for another individual/student to contract, commission, pay, procure, or complete on their behalf, assessment tasks and items (e.g. exam papers, model exam answers, exam questions, exam scripts, on-line quizzes, and other types of assessment that are likely to result in their use for the purpose of cheating, misrepresentation and/or plagiarism.
Website (where relevant)	The College's website where information is available to employees, students, potential students, agents and other interested persons.

6 Review

- a) This Policy is tested and reviewed every two years by the Academic Director and Quality & Compliance Manager in line with the continuous improvement schedule, and any changes to the regulatory compliance requirements, legislation, regulation and guidelines.
- b) This review process aims to ensure alignment to appropriate strategic direction and continued relevance to the College's current and planned operations.

7 Records Management

All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Policy	Manager Quality and Compliance	Policy HUB	Permanently	Archived once updated or reviewed

APPENDIX 1 – Level of Severity/Seriousness Matrix (*Adapted from Griffith University working example)

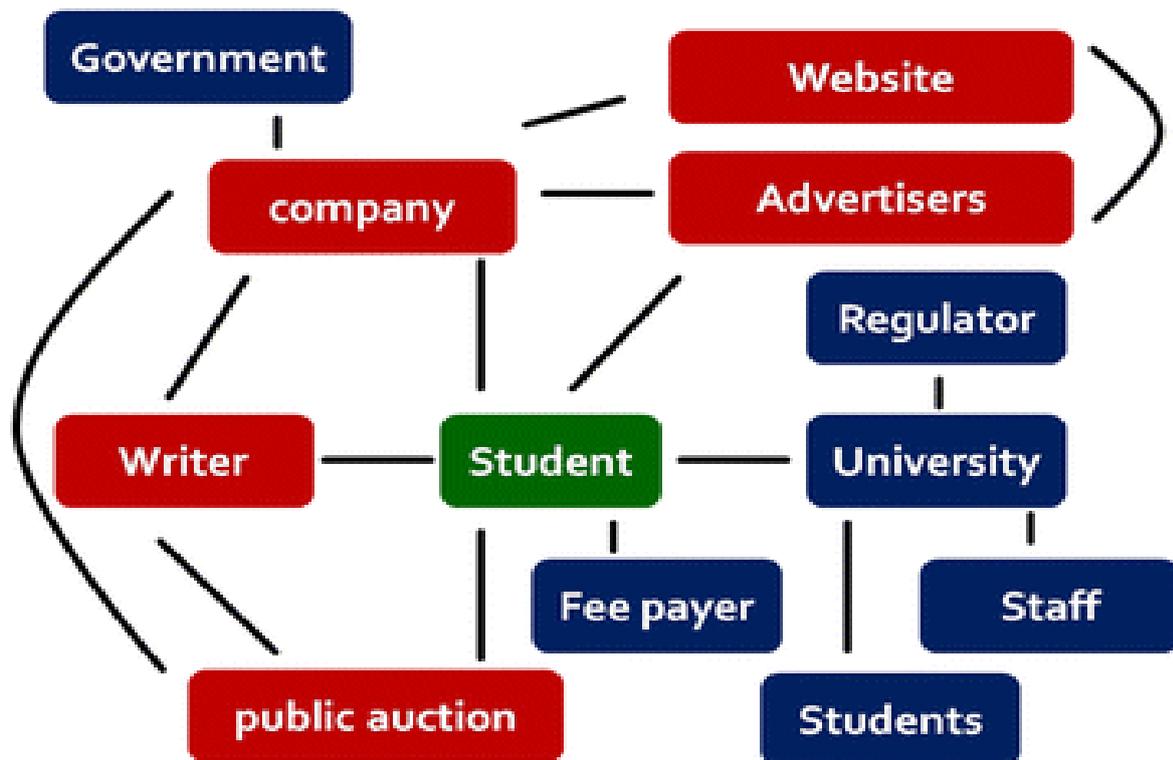
Criteria	Level 1 Breach - Minor	Level 2 Breach - Major	Level 3 Breach - Extreme
<p>Type of misconduct</p> <p>Nature of the breach.</p>	<p>For example:</p> <ul style="list-style-type: none"> Referencing or attribution of work is not clear or adequate, or has numerous errors Inappropriate paraphrasing Failure to reference and/or cite adequately 	<p>For example:</p> <ul style="list-style-type: none"> Copying segments of other students' assignment work False indication of contribution to group work Copying fragments of material from websites, book or other publications Recycling parts of previous assignments Resubmitting parts of previous assignments without the permission of the Lecturer Completing individual assessment tasks with peers 	<p>For example:</p> <ul style="list-style-type: none"> Fabricated references or citations Significant amount of work copied (from students or other sources) Purchased assignment (Contract Cheating) Selling, procuring or hawking examination materials and assessment items Stealing others' work Cheating in an examination Use of file swapping sites Possession of unauthorised examination materials in the exam venue
<p>Extent of misconduct</p> <p>Amount or proportion of assessment item or work that is not the student's own.</p> <p>Extent to which the assessment process is compromised</p>	<p>For example:</p> <ul style="list-style-type: none"> A few paragraphs, or graphics Small number of elements of computer source code 	<p>For example:</p> <ul style="list-style-type: none"> A reasonable proportion or segment of the work Multiple segments of computer source code 	<p>For example:</p> <ul style="list-style-type: none"> Comprises minimal original work Significant appropriation of ideas or artistic work Multiple pages or sections of text or graphics copied Selling, procuring or hawking any part of an exam or assessment question or assessment answer
<p>Experience and Background of the student</p> <p>Relates to your expectation that the student should be aware of the seriousness of their actions.</p>	<p>For example:</p> <ul style="list-style-type: none"> First year student, first study period student who has not previously attempted this type of assessment 	<p>For example:</p> <ul style="list-style-type: none"> Student has been studying with us for multiple study periods and/or has repeatedly been counselled on the same errors without improvement. After completion of known instruction in avoiding plagiarism Mid-course major assignment essay draft 	<p>For example:</p> <ul style="list-style-type: none"> Experienced student Where student is expected to fully understand and exhibit academic integrity Final major assignment essay/submitted major assignment

Intent of student Intentionality of the act	For example: <ul style="list-style-type: none"> ▪ Plagiarism appears accidental, unintentional or due to lack of knowledge ▪ Solicitation occurs through cultural considerations or by accident ▪ Cultural considerations/mitigating circumstances e.g. no prior instruction or unclear instructions given intent to cheat is unlikely or doubtful. 	For example: <ul style="list-style-type: none"> ▪ Plagiarism appears intentional ▪ Intent to cheat is probable ▪ Two or more students involved Solicitation occurs among a group of students 	For example: <ul style="list-style-type: none"> ▪ Plagiarism appears deliberate and planned ▪ Actions contravene clear instructions Intent to cheat is evident Solicitation is addressed broadly to students in a range of course/s or unit/s with/ without commercial conditions and terms
Impact of the Misconduct Impact of the act on others	For example: <ul style="list-style-type: none"> ▪ The academic achievement of other students completing the assessment task; and/or the academic achievement of other students enrolled in the course are impacted 	For example: <ul style="list-style-type: none"> ▪ The academic achievement of other students enrolled in the unit/s and the reputation of the course are impacted 	For example: <ul style="list-style-type: none"> ▪ The reputation of the College is impacted ▪ The qualification is devalued for all students
Other questions to ask	Is this a first offence by a student in good standing?	Is this a second offence by a student who has previously received a warning for breaching academic integrity?	Is this a third offence by a student who has previously been formally reprimanded?
	ARE THERE ANY OTHER MITIGATING CIRCUMSTANCES THAT COULD OR SHOULD BE TAKEN INTO ACCOUNT IN DETERMINING THE SEVERITY OF THE BREACH?		

Appendix 2: Extract from “A legal approach to tackling contract cheating”

Michael J Draper and Philip M Newton, *International Journal for Educational Integrity* 2017 13:11
<https://edintegrity.biomedcentral.com/articles/10.1007/s40979-017-0022-5>

There are a number of additional actors potentially involved, directly or indirectly, knowingly or unknowingly, in the process of contract cheating, all of whom may be affected by some form of legal approach. These are summarised in Fig. 1 (Draper and Newton as noted above.)



Stakeholders in contract cheating. At the heart of the identified relationships is a student (green) whose arrangements with others are agreements governed primarily (but not exclusively) by the (civil) law of contract. Each of the parties involved may be affected, in some way, by the enacting of a legal approach to contract cheating. Not every party is involved in every incidence of contract cheating or would be affected by every type of legal approach. Red indicates stakeholders whose actions could be interpreted as a criminal offence under the new law proposed in Table 1. *Government* - Obviously many parties shown are also regulated by government, but we show this specific relationship to indicate the perceived status of some contract cheating service providers as legitimate businesses operating in a commercial environment. *University* – in reality this could be any provider of education.

Appendix 3: Extract from TEQSA Good Practice Note on Contract Cheating

<https://www.teqsa.gov.au/latest-news/publications/good-practice-note-addressing-contract-cheating-safeguard-academic>

Links to resources on contract cheating

- a) [Council for Higher Education Accreditation/International Quality Group \(2016\). Advisory Statement on Combatting Corruption in Higher Education](#)
- b) [International Centre for Academic Integrity \(2016\). Institutional toolkit to address contract cheating](#)
- c) [International Journal for Educational Integrity special thematic collection on contract cheating \(2017\)](#)
- d) https://www.qaa.ac.uk/docs/qaa/quality-code/plagiarism-in-higher-education-2016.pdf?sfvrsn=308cfe81_4
- e) [Thomas Lancaster: Contract cheating \(n.d.\)](#)

Appendix 4: The RASCI matrix (Responsible, Accountable, Support, Consulted, Informed)

The following matrix sets out desired outcomes and establishes lines of responsibility to ensure that academic integrity remains front of mind for both staff and students.

Activity	Academic Staff	Academic Leadership Team	Students	Learning and Teaching C/tee	Academic Board	Mngr Q&C	Head QR & C	All
Demonstrate academic integrity to students	R	A	I	C	C	S	I	R
Develop students' knowledge and skills in academic integrity	R	A	I	S	I	S	I	
Ensure assessment design and processes support academic integrity	C	A	I	R	C	S	I	
Demonstrate fairness, consistency, transparency, and timeliness in dealings with students and colleagues	R	A	I	S	C	S	I	
Complying with instructions for assessment tasks	A	S	R	S	C	S	I	
Submitting original work Students	A	S	R	S	C	S	I	
Submitting original work Staff	R	A		S	C	S	I	
Acknowledging all ideas, designs, words, or works of others including in group assessments	A	S	R	C	I	S	I	
Taking reasonable steps to prevent work from being copied and used by others	A	S	R	C	I	S	I	
Providing accurate and truthful documentation to the College	S	A	R	C	I	S	I	
Encourage students to act with academic integrity	R	S	I	C	C	S	I	A
Ensure that the College's requirements relating to student academic integrity are known and practiced by teaching and supervisory staff	R	A	I	S	C	S	I	
Ensure that staff have the skills to enable them to support and teach students to act in accordance with academic integrity	I	R	I	C	A	S	I	
Develop and maintain the skills of teaching and supervisory staff to enable them to recognise where students have breached academic integrity	I	R	I	C	A	S	I	
Take appropriate action where possible breaches are identified	S	R	I	A	C	S	I	
Implement approaches in teaching, learning and assessment to enhance students' academic integrity and minimise opportunities for students to breach academic integrity	S	R	I	A	C	S	I	
Investigate and, where appropriate, act on allegations of breach/es of academic integrity	S	R	I	A	C	S	I	
Monitor and report on breaches of academic integrity in accordance with the Policy and Procedure	R	S	I	A	C	S	I	A
Insertion of academic misconduct statement in every course outline	R	A	I	C	I	S	I	

R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed

Activity	Academic Staff	Academic Leadership Team	Students	Learning and Teaching C/tee	Academic Boards of Study	Mngr Q&C	Head QR & C	All
Ensuring the academic integrity declaration is included as part of the assessment submission process	R	A	I	C	I	S	I	
Tracking the incidents that occur; monitoring actions taken in response to breaches of academic integrity	S	R	I	A	I	S	I	
Ensuring the security and confidentiality of records of academic misconduct	S	R	I	R	I	A	I	
Educating decision makers to ensure fair and consistent decisions using the agreed 'seriousness matrix'	S	A	I	R	C	S	I	
Detecting and reporting breaches or suspected breaches of academic integrity	R	A	S	S	C	S	I	R
R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed.								