

Academic Integrity Action Plan



Introduction

Upholding student academic integrity is of great importance to The University of Queensland (UQ). Building on work completed within UQ and as part of external and national projects, we propose a whole-of-institution action plan to define and promulgate the principles of academic integrity at UQ. There are thirteen recommendations in this paper that embody strategies to enhance current academic integrity, prevent student academic misconduct, and respond more effectively when misconduct is identified. The proposed approach addresses the full lifecycle from prevention, detection, and response to ongoing continuous improvement. Implementing the recommendations will require close consultation across the UQ community, with students, academic staff and a wide range of professional staff.

Summary of the Action Plan

Our approach begins with the development of a Student Academic Honour Code that focuses on academic integrity. This code will be developed in conjunction with students and staff. The Student Academic Honour Code will be integrated into the new student code of conduct that will replace the existing Student Charter. A new student code of conduct is currently in progress by Student Affairs. At the heart of the educative process surrounding academic integrity at UQ is the implementation of a new series of academic integrity training modules – the Epigeum Academic Integrity Program (EAIP). These modules were developed in conjunction with 20 universities globally and have both student and staff-facing content. We recommend that students and staff be required to complete these modules. The academic integrity modules will be established as a milestone for all new students in SI-net and the staff-facing modules may be included as required training. A comprehensive communication plan will be essential to encourage buy-in from staff and students, and to enable students to understand both the importance of understanding academic integrity and the consequences of not completing the EAIP.

To support the education of students and staff on academic integrity, we suggest an online system where some breaches of academic integrity and the resulting penalties are (in a de-identified form) made visible. This process will help students understand what constitutes a breach as well as the consequence/s. It will also allow staff to monitor past breaches to help inform consistent approaches and penalties for future cases. Additionally, the requirement for peer reporting if breaches of the code are observed is implicit in many honour codes. Hence, we recommend the development of a safe, confidential process for students to raise concerns relating to potential breaches of academic integrity by peers.

We recognise the unique challenges facing students from non-English speaking backgrounds and culturally and linguistically diverse students. We will work with relevant UQ staff, to ensure academic integrity issues are embedded in the support programs.

We have identified that further support is required for teaching staff, academic integrity officers and decision-makers to identify potential breaches of academic integrity and application of appropriate penalties. There is new software, as an extension to *Turnitin*, which will enable the identification of contract cheating. However, staff will require training to enable effective implementation of this software.

Prevention of breaches in academic integrity may be enabled through the design on assessment and the implementation of Identity Verified Assessment with Hurdles. The Assessment Sub-committee is currently developing these processes. Similarly, as we progress to eAssessment it will be essential to ensure eAssessment tasks are effective and reliable.

- Table 1 lists the 13 recommendations with progress to date.

- Appendix A contains the full paper which discusses relevant literature and further details the justification for each recommendation. Earlier versions of the paper presented in the Appendix has been tabled at Assessment Sub-committee (ASC) and Teaching and Learning Committee (TLC), and reflects comments received.¹

Table 1: Academic Integrity Action Plan

There are thirteen recommendations to uphold academic integrity. A summary of the recommendations and progress as at 30 November, 2019 is as follows:

No.	Recommendation	Progress
1	Establish a Student Academic Honour Code focusing on academic integrity.	Honour code will be developed after the Student Code of Conduct has been written. It will be brief and in lay terms.
2	Develop an operationally-enforceable Student Code of Conduct to replace the current Student Charter applicable to all UQ students.	In progress
3	Provide an educative online academic integrity program for students and staff— the Epigeum Academic Integrity Program (EAIP).	Complete, will be available in 2020
4	Require students to complete the student-facing online academic integrity program.	In progress. Students will be required to complete Part A of the program by census date and Part B by the end of 1 st semester. Students who do not complete the program by the end of Semester 1 will not have access to their studies report. Students who have not completed the program by the end of semester 2 will not be able to re-enrol.
5	Request academic and professional staff who directly support teaching to complete the staff-facing online academic integrity program.	The program will not be compulsory for staff but available to all staff. The program will be incorporated into Tutors@UQ and Teaching@UQ.
6	Create an encouraging environment for students to report breaches of academic integrity by their peers.	Central complaints mechanism exists for students to report breaches - <i>UQ Resolute</i> – new online system for submitting a grievance.
7	Adopt an educative approach to sharing past breaches with students and how these breaches were penalised.	In progress
8	Develop a program to support students with English as an additional language (EAL) and	Roadmap to be implemented 2020

¹ Other consultation across UQ includes: PVC Research Training; PVC Teaching and Learning; ELIPSE; ITS; Student Complaints and Grievance Resolution: Maree Lee; ITaLI: Doune Macdonald, Greg Winslett, Aneesha Bakharia, Peter Rutherford, Ailsa Dickie, Simon Collyer; Academic Registrar: Mark Erickson.

	culturally and linguistically diverse (CALD) students.	
9	Implement a campaign to highlight and promote the importance of academic integrity	To be undertaken in 2020
10	Revise the academic integrity and misconduct policy.	In progress
11	Support academic staff in detecting and reporting academic misconduct. Support Integrity Officers to promote appropriate practices and decisions within Schools regarding suspected and actual breaches of academic integrity.	ITaLI – resources in development
12	Review the Assessment PPL entries to include Identity Verified Assessment with Hurdles (IVAH) in each course and establish guidelines that promote assessment design to reduce the risk of academic misconduct whilst achieving other essential teaching and assessment goals. Support staff in the design and uptake of new assessments.	Assessment Subcommittee is engaging with faculties and schools to consider IVAH as a policy.
13	Support the uptake of effective and reliable eAssessment task.	In progress eAssessment pilots 2020

APPENDIX A: FULL PAPER

Upholding Academic Integrity at The University of Queensland: Proposed Action Plan

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Executive Summary

Upholding student academic integrity is of great importance to The University of Queensland (UQ). Building on work completed within UQ and as part of external and national projects, we propose a whole-of-institution action plan to define and promulgate the principles of academic integrity at UQ.

We present thirteen recommendations that embody strategies to enhance current academic integrity, prevent student academic misconduct, and to respond more effectively when misconduct is identified. The approach addresses the full life cycle from prevention, detection, response to ongoing continuous improvement.

Recommendations

1. *Establish a Student Academic Honour Code focusing on academic integrity.*
2. *Develop an operationally-enforceable Student Code of Conduct to replace the current Student Charters applicable to all UQ students.*
3. *Provide an educative online academic integrity program for students and staff – the Epigeum Academic Integrity Program (EAIP).*
4. *Require students to complete the student-facing online academic integrity program.*
5. *Request academic and professional staff who directly support teaching to complete the staff-facing online academic integrity program.*
6. *Create an encouraging environment for students to report breaches of academic integrity by their peers.*
7. *Adopt an educative approach to sharing past breaches with students and how these breaches were penalised.*
8. *Develop a program to support students with English as an additional language (EAL) and culturally and linguistically diverse (CALD) students.*
9. *Implement a campaign to highlight and promote the importance of academic integrity.*
10. *Revise the academic integrity and misconduct policy.*
11. *Support academic staff in detecting and reporting academic misconduct. Support integrity officers to promote appropriate practices and decisions within Schools regarding suspected and actual breaches of academic integrity.*
12. *Review the Assessment PPL entry to include Identify Verified Assessment with Hurdles in each course and establish guidelines that promote assessment design to reduce academic misconduct whilst achieving other essential teaching and assessment goals. Support staff in the design and uptake of new assessments.*
13. *Support the uptake of effective and reliable eAssessment tasks.*

Background

In 2016 the UQ Assessment Sub-Committee requested the Institute for Teaching and Learning Innovation (ITaLI) to develop an issues paper to address student academic integrity in light of the increasingly sophisticated opportunities for academic misconduct available to students, including opportunities for contract cheating (see Rowland, Slade, Wong and Whiting, 2018). Based on scholarly literature and an environmental scan of other university practices, Slade, Rowland and McGrath (2016, p. 7) suggested an approach with eight components:

- Ensuring robust policies are in place around misconduct
- Supporting academics as they investigate misconduct
- Taking appropriate punitive action against misconduct
- Strengthening administrative structures and practices
- Building an institutional culture of integrity and encouraging honour codes
- Educating students and staff
- Strengthening assessment design for student identify verification
- Exploring technological solutions.

Since that time, UQ has progressed in several of these areas, including developing an updated online Academic Integrity Tutorial, conducting an external review of approaches to student academic misconduct, improving assessment design and implementation and modifying relevant PPL entries. Feedback on matters relating to academic integrity and assessment has been sought from all Faculties and Schools via Assessment Sub-Committee and the Deputy President of Academic Board.

Additionally, two formal reviews, related to academic integrity at UQ, were completed in 2018. First, an internal audit on student academic integrity and misconduct at UQ was undertaken, and the audit report and management responses were finalised in March 2019. Second, the Chancellor requested a panel be established to review student disciplinary processes at UQ. The panel's report was accepted by the Senate Committee in early 2019.

It is timely now to coordinate and intensify our academic integrity efforts, so we are proposing a bold whole-of-university action plan to define, promulgate and enhance the principles of academic integrity. This action plan draws on recent reports and research addressing academic integrity, work within UQ and also from external scholars.²

The overarching principles of academic integrity apply to all members of the University community. Hence, we take a whole-of-institution approach but recognise that academic integrity training may need to vary between coursework students, higher degree research students and staff. Similarly, the UQ Policy and Procedures Library (PPL) has separate sections for teaching and learning, and research and research training. HDR students will find relevance in both policy documents. Research integrity is covered in PPL 4.20.02. However, disciplinary action resulting from a breach of research integrity is addressed in PPL 3.60.04. While the high-level academic integrity issues raised in this paper are applicable to all students, some of the recommendations are specific only to the coursework cohort. Specific recommendations for HDR students will be developed by ITaLI in conjunction with the PVC Research Training/Dean, Graduate School.

Attachment 1 provides a summary of recommendations, actions and resources outlined in this document. The summary also outlines identifies interaction with other UQ groups, together with a suggested timing of the action and how the action relates, if at all, to the recent internal audit and the senate review of student disciplinary procedures. Attachment 2 shows a possible timeline should the recommendations in this document be approved.

² See for example: Slade, Rowland & McGrath (2016) and Bretag et al (2018).

Recommendation 1. *Establish a Student Academic Honour Code focusing on academic integrity.*

UQ's five institutional values underpin all decision making and behaviour across the University community: pursuit of excellence; creativity and independent thinking; honesty and accountability; mutual respect and diversity; and support for our people.

The Student Charter³ confirms these values, stating that the University is committed to:

- establishing and sustaining a community that supports independent scholarly learning, critical judgment, academic integrity and ethical standards in all students;
- the pursuit of excellence in all aspects of learning and research;
- involving students as active participants in their educational experience; and
- enhancing the student experience.

UQ also has a Higher Degree by Research Candidate Charter in PPL 4.60.02.⁴ The Staff Code of Conduct⁵ in turn requires staff compliance with four ethical principles: integrity and impartiality; promoting the public good; commitment to the system of government; and accountability and transparency.

In PPL3.60.04 *Student Integrity and Misconduct*, academic integrity is defined as:

the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in research and academic publishing.

Despite all of these resources, UQ has no aspirational and inspiring statement encompassing an institutional view of the academic standards to which students should adhere.⁶ We propose to develop an honour code, focusing on academic integrity, which will outline a strong culture of personal, academic and professional integrity to guide students during their time at UQ and beyond. There is evidence to suggest that in US Universities, those institutions with an honour code have fewer incidents of cheating (McCabe and Trevino, 1993). However, O'Neill and Pfeiffer (2012) state that for honour codes to reduce cheating the code must be "well understood, respected and strongly abided by". (O'Neill and Pfeiffer, 2012 p. 234). Despite honour codes being uncommon in Australian institutions, Western Sydney University has recently developed one.⁷ Richards et al (2016), through student focus groups, state that Australian students are sceptical on the use of honour codes. However, Australian students do believe that a student community that promotes academic integrity is valuable. At Macquarie University, based on results from Richards et al (2016), there is an Academic Integrity student society – the *Academic Integrity Matters Ambassadors*. Members are champions of academic integrity and engage in various activities to support academic integrity learning and application. It is envisaged that a UQ Student Academic Honour Code, developed by students in partnership with staff, will underpin the expectations of UQ students and encourage commitment to integrity. UQ Teaching and Learning Committee support the principle of a Student Academic Honour Code.

Students, representing various cohorts, will be asked to play a major role in developing the Student Academic Honour Code, ideally through a Student-Staff Partnership project. The President and Deputy President of the Academic Board will coordinate the process.

Recommendation 2. *Develop an operationally enforceable Student Code of Conduct, to replace the current Student Charters, applicable to all UQ students.*

³<https://ppl.app.uq.edu.au/sites/default/files/student-charter%2020180814.pdf>

⁴<https://ppl.app.uq.edu.au/content/4.60.02-higher-degree-research-candidate-charter>

⁵<http://ppl.app.uq.edu.au/content/1.50.01-code-conduct>

⁶ The Pharmacy School at UQ do have a 'coating' ceremony for new students where the students read a statement of commitment.

⁷https://www.westernsydney.edu.au/_data/assets/pdf_file/0004/1399684/WSU_student_honour_code_handout.pdf

We expect that the Student Academic Honour Code developed under Recommendation 1 will be consistent with the broad values and principles espoused in the current Student Charter and staff Code of Conduct. However, the current Student Charter is not written in a form that can be enforced operationally. A new Student Code of Conduct that is aligned with the Student Academic Honour Code could align the integrity obligations of both staff and students and represent an enforceable set of principles. The new Code would be enforced through a Disciplinary Procedures PPL (discussed in recommendation 10). The recommendations from the *Review of Student Disciplinary Processes* include the development of a student Code of Conduct.

Recommendation 3 *Provide an educative online academic integrity program for students and staff – the Epigeum Academic Integrity Program (EAIP).*

In addition to introducing a Student Academic Honour Code (see Recommendation 1), important elements are to educate students and staff at the University, communicate acceptable behaviours and provide a supportive environment.

For many years, UQ has requested that all incoming students complete an online academic integrity module.⁸ In 2017 the existing module was no longer fit-for-purpose. Recognising the outdated nature of the module, in 2018 UQ introduced a locally-developed revised Academic Integrity Tutorial (AIT) housed on the edX Edge platform which covers topics such as the what and why of academic integrity, referencing, working together and misconduct and consequences.⁹ The AIT incorporates various videos, animations and interactive activities. The content of the AIT is shown in Table A.1.

Table A.1: Table of Contents of the 2018 Academic Integrity Tutorial.

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1. Why is academic integrity important
 2. What is Academic Integrity
 3. How do I maintain Academic Integrity
 4. What if I'm working with a team
 5. What is ghost writing
 6. Falsifying medical certificates
 7. What are the consequences of academic misconduct
-

Concurrently with introducing the locally-developed AIT, UQ commenced working on a new academic integrity program as part of a development collaboration with 20 universities globally¹⁰ and Epigeum. (Dr Christine Slade was the UQ representative on this initiative.) The modules are now available to UQ and ITaLI is in the process of customising the modules prior to transferring them to LearnX (UQ hosted edX).

There are two strands to the new program, one for coursework students and one for teaching and learning-based staff. The content of the program is shown in Table A.2 and will also incorporate animations, video, and various interactive activities including polls and case studies. A more complete summary of the modules is presented in Appendix A.1. The program modules will encourage a consistent approach to academic integrity across the University (and indeed other institutions) with student modules focusing on 'Studying with integrity'. Staff modules will demonstrate how staff may use the tools across academic practice.

⁸ The Student Charter states that students are required to complete the online academic integrity module. However, completion is not policed and less than 10% of students are completing the module.

⁹ In 2018, 4942 students completed the AIT. As at 1 March 2019 an additional 4658 students have completed the AIT.

¹⁰ ANU, CQU, CSU, Curtin, Deakin, Institute of Technology Blanchardstown, Institute of Technology Sligo, Massey, Navitas, QUT, U of Canberra, U of East Anglia, UNE, UNSW, U of Otago, UniSA, USC, Victoria U, Vrij Universiteit Amsterdam.

Table A.2: Curriculum for Epigeum Academic Integrity Program

Student-facing strand	Staff-facing strand
Phase 1 Modules	1. What is academic integrity?
1. What is academic integrity?	
2. How do I show academic integrity in my preparation?	2. Promoting a culture of academic integrity
3. How do I show academic integrity in my work?	3. Identifying and responding to breaches of academic integrity
Phase 2 Advanced Modules	4. Teaching, learning and assessment: implications for academic integrity
1. What's expected of me now? What have I learned?	
2. Dealing with more complex situations	5. Assessment design choices for academic integrity

Source: [Epigeum Email February 23, 2019](#)

The new Epigeum program, adapted for UQ's institutional needs, is referred to in this paper as the "Epigeum Academic Integrity Program" (EAIP).

HDR students are currently required to complete the Research Integrity Training Module. This module provides advice and information on research design, managing and protecting the student's interests, research data management, authorship and more. This module is also an Epigeum development and used by many of Australia's Go8 Universities.

The EAIP will be reviewed to determine whether it is appropriate for HDR students. It is envisaged that HDR students will complete the EAIP at the commencement of their program and move to completion of the Research Integrity Training Module by the time of confirmation.

1. Recommendation 4. *Require students to complete the student-facing online academic integrity program.*

We recommend that completion of the EAIP is made compulsory with visible consequences for students who do not complete it. Students may also receive a Digital Badge on completion of the modules.¹¹ A Digital Badge signals completion of the EAIP and can be linked to the student's eportfolio, LinkedIn profile or other digital platforms.

To comply with the Student Charter, students are required to complete academic integrity module. However, the majority of students do not complete the module. In an attempt to increase the rate of completion, the AIT, introduced in 2018, was piloted in a few first-year courses in which completion was made compulsory by linking completion of the AIT to the first assessment task in each course. Additionally, students who are identified as having breached academic integrity are typically required to complete the module if they have not done already done so.

There have been debates within UQ over multiple years about whether or not completion of online academic integrity resources should be compulsory for students. A scan of other universities shows that some require completion of an academic integrity program, whereas others recommend completion. Appendix A.2 shows a review of the existence of online modules in a number of Australian universities and how, if at all, module completion is enforced.

If UQ imposes compulsory completion of the EAIP there must be some consequence(s) for non-completion. The recommended process for compulsory completion at UQ is that the EAIP becomes a program milestone for all new students. Current continuing students would be strongly encouraged to complete the EAIP.

¹¹ This action will be delayed until UQ has a position on digital badges in the context of alternative credentials.

- New students will be required to complete Part 1 of the EAIP by census date of first semester. Part 2 will be due in week 13 of the same semester. Completion/non-completion will be recorded on the student's studies report.¹²

Implementation will require effective communication to students including notices on mySI-net, automated emails, and flagging on enrolment.

- Advantages:
 - Sends a clear signal that academic integrity is an important aspect of a UQ education.
 - Clearly identifies whether or not the EAIP was completed.
- Disadvantages:
 - Not linked to an assessment item, so students may not learn about academic integrity until after submission of their first assessment material.
 - The milestone mechanism, with an entry on the academic transcript, may not provide a strong enough incentive to complete the EAIP as it will still be possible for a student to complete their degree without having completed EAIP.

An alternative approach to enforcing the requirement for students to complete the EAIP is to embed the EAIP in a number of courses, linked to assessment tasks. For example, it could be embedded in some, or all, first year, first semester courses, with completion only required once (so a record of completion is transferred to all courses). If a student does not complete Part 1 of the EAIP then either the first assessment task is not graded (this occurred in two large courses in semester 1 2018), or alternately completion of the EAIP could be made a required hurdle to pass the course. Similarly, Part 2 of the EAIP would be embedded in a number of first year, second semester courses.

- Advantages:
 - Sends a clear signal that academic integrity is an important aspect of a UQ education.
 - Linked to an assessment task and requires completion before that task is submitted for grading.
- Disadvantages:
 - Requires course co-ordinators to implement. If completion is not followed up by course co-ordinators there will be inconsistent application.
 - Some students may be "missed" if they do not enrol in courses in which the EAIP is embedded.
 - Students may also be concerned or confused about the same requirement appearing in multiple courses.

Comments from TLC: There was strong pushback from members regarding this proposal to embed the EAIP in first year courses. This option places more responsibility on the course coordinators who are already time poor and may lead to inconsistencies for students. It would also be difficult to implement in degrees that do not have defined core courses in their programs.

The following additional options were considered but dismissed:

Option	Description	Reason for Dismissal
a	Link completion of the EAIP to enrolment by not allowing finalisation of enrolment or	Dismissed due to the administrative, moral and legal consequences of cancelling enrolment for students who have paid for their course, attended courses

¹² Unlike many milestones, progression will not be dependent on completion of the milestone. To link continuing enrolment to completion of the EAIP would raise concerns around moral and legal issues associated with restricting continued enrolment. In addition, there would be delays in re-enrolment while non-complying students were given the opportunity to complete the EAIP.

	cancelling enrolment if not completed by the due date.	and completed part of the assessment. Penalty is too severe.
b	Link to continuing enrolment—e.g. must complete EAIP to re-enrol.	Similar concerns to a) above. Moral and legal consequences of not allowing continuation of a program. Additionally, this option delays the consequence of non-completion to the beginning of Semester 2.
c	Link completion of the EAIP to enabling access to Blackboard.	Dismissed due to ethical concerns around withholding access to education materials and difficulty for students enrolling late.
d	Link completion of the EAIP to release of results. Students will not be able to access their results until the modules are complete.	May impact program progression. Student may not be able to make informed decisions on next semester enrolment if they have not received their results.

2. Recommendation 5. *Request academic and professional staff who directly support teaching to complete the staff-facing online academic integrity program.*

It is important for teaching and professional staff to understand the context in which academic integrity is presented to the students. The staff-facing strand of the EAIP will provide this context.

Recommendation 6. *Create an encouraging environment for students to report breaches of academic integrity by their peers.*

The Student Academic Honour Code will encourage a culture of academic integrity and honesty. Part of such a culture is the willingness of individuals to report breaches by their peers. Of course, such reports need to be handled in a sensitive and confidential manner, to protect both the whistle-blower and the person about whom the report is made. We suggest that reports be regarded as confidential rather than anonymous, although the person who made the report must not be identified to the person about whom the report was made. Such reports should be investigated appropriately, taking into account any evidence that may be available. A number of universities do make it known to students that they should report breaches of academic conduct by their peers. Appendix A.3 shows the results of a scan of websites on this issue.

UQ is near to releasing a new plan for students to report grievances that includes an option for the report to be confidential. This system could be adapted for reports on breaches of academic integrity.

Recommendation 7. *Adopt an educative approach to disclosing past breaches and how those breaches were penalised.*

The process for disciplinary action, and associated penalties, as a result of student breaches of academic integrity, are outlined in PPL 3.60.04 and were part of the *Review of Student Disciplinary Processes* undertaken in June 2018.

Currently, when a student is found to have committed academic misconduct and penalties are applied, these facts are not made visible to the broader community of UQ students or academic staff. Rigby et al. (2015) state that applying penalties will decrease the likelihood of students engaging in contract cheating. However, for this to be effective, students presumably need to be made aware that the penalties, as stated in University policy, are indeed imposed, and why.

We recommend UQ establish a website that gives some examples of outcomes from cases in which students were found to have committed academic misconduct. All material should be de-identified. However, it is important to describe the nature of the misconduct, and the outcomes including any penalties applied. It is not necessary that all cases are presented in such detail, but there should be

sufficient cases (and information) to act as both a deterrent, and also to reassure students and staff that the University is treating these matters with great seriousness. We also recommend that this website be updated regularly, perhaps with counts as to how many guilty findings have been issued, and also to ensure that the detailed cases represent current examples of misconduct. University of Sydney and Griffith University both adopt this approach. Further detail is provided in Appendix A.3.

Recommendation 8. *Develop a program to support students with English as an additional language (EAL) and culturally and linguistically diverse (CALD) students.*

Bretag et al. (2018) argue that students with non-English speaking backgrounds (NESB) are more likely to breach academic integrity than are some other groups of students. They argue that this likelihood is not linked to culture per se but instead to the challenges associated with studying in a foreign country, including financial pressures, language and communication skills, and lack of support that may lead international students to make poor academic choices.

At UQ, and in other Australian universities as reported in the media, some NESB students have been submitting false medical certificates from online sources, perhaps without being aware that the certificates are fabricated.

A working party, chaired by the ADA of BEL is developing a program addressing the needs of students with English as an additional language (EAL) and culturally and linguistically diverse (CALD) students. We fully support the working party, and recognise the program will extend beyond academic integrity issues. In terms of academic integrity, our core goals for EAL and CALD students are to enable them to:

- Meet the required language and communication standards necessary to succeed at UQ;
- Understand UQ's academic integrity principles and consequences of breaches;
- Become competent in preparing for, and completing assessment to UQ's standards;
- Understand performance in assessment tasks and work towards improvement in future assessments tasks as relevant.

Recommendation 9. *Implement a campaign to highlight and promote the importance of academic integrity.*

Embedding a culture of academic integrity requires education and communication to increase buy-in from stakeholders. For the previous recommendations to have beneficial impacts, they will need to be socialised throughout UQ's community of students and staff. Thus, we propose to work with the UQ Office of Marketing and Communications (OMC) to implement a communication plan to raise awareness of the changes and to support enhancing the University's culture of academic integrity.

Preliminary discussions with OMC and Student Services are very positive. Prior to beginning a campaign, suggestions include accessing the student voice to: increase student involvement in implementing an action plan; determine what would encourage students to complete the EAIP; and developing student-led videos as to what is academic integrity and why it matters. To launch a campaign, it is suggested to commence with a news article that can then be accessed and extended through social media, with inclusion of short video clips from students.

The campaign would require the involvement of students, Student Services and OMC to develop and roll out a campaign to increase awareness of the importance of academic integrity and the new requirements. Communication would also include the consequences of breaching academic integrity, not just UQ consequences, but lifelong impacts such as professional accreditation or possible blackmail from contract cheating companies after graduation.

As part of promoting our commitment to Academic Integrity, UQ should participate in the International Day of Action Against Contract Cheating in October each year.

Recommendation 10. *Revise the academic integrity and misconduct policy.*

The UQ Policy and Procedures Library currently includes PPL 3.60.04 Student Integrity and Misconduct Policy and Guidelines. The objectives of this policy are to:

- promote the principle of mutual respect by informing students of behaviour which the University community considers appropriate
- discourage behaviour which the University community considers inappropriate
- implement fair and just procedures for dealing with possible cases of misconduct
- provide for the imposition and enforcement of penalties for misconduct.

PPL 4.20.10b *Research Misconduct – Higher Degree by Research Candidates – Procedures* outlines procedures for dealing with complaints of research misconduct by HDR candidates. Substantiated complaints of research misconduct by HDR students are considered as per PPL 3.60.04.

PPL 3.60.04 currently addresses both student academic misconduct and general misconduct. The focus of the policy is disciplinary; approximately 90 per cent of the policy focuses on processes around the allegation and investigation of misconduct, the relevant decision makers, the conduct of hearings and appeals, the basis for decisions and the penalties. As such, the current policy does not particularly address higher level expectations of integrity or prevention of misconduct.

In June 2018, UQ engaged an independent external committee to undertake a review of student disciplinary procedures. This review focussed on ensuring that UQ disciplinary principles, governance, systems and procedures were both aligned with University priorities and values, and reflective of best practice in the higher education sector, both nationally and globally. Within this context, the panel was tasked with identifying policy enhancement where necessary. The Terms of References of the review committee are shown in Appendix A.4.

Promoting a culture of academic integrity should be viewed with an educational rather than punitive lens (Fishman 2016). Academic integrity and ethical behaviour should provide the basis for life-long learning. To ensure academic integrity is integral to learning and teaching at UQ we suggest that a broader Academic Integrity policy be placed within the policies that drive learning and teaching processes. This policy should identify the aspirations and principles underpinning UQ's notions of academic integrity, and should be kept separate from (existing) policies and procedures relating to breaches of academic integrity.

The existing policies and procedures will also require some refinement, in part based on likely recommendations from the external review panel. We recommend that policies show a clear separation between general misconduct and academic misconduct processes. Further, more clarity is required around the role of the decision maker and the integrity officer. It is necessary to clearly define the processes and information flows within Schools to enable increased consistency across the University.

We recommend a comprehensive review of the suite of policies that relate to Teaching and Learning and Research and Research Training and develop new policy that draws on and supports the new Student Academic Honour Code and Student Code of Conduct to include:

- expectations of staff and students with respect to academic integrity,
- academic misconduct and general misconduct;
- the need to ensure appropriate assessment and research milestones; and
- requirements that students and staff be educated in understanding academic integrity.

Policies should be placed within the Teaching and Learning or Research and Research Training suites of policies, as appropriate. Existing PPL entry 3.60.04 will be revised to reflect recommendations of the external review panel and separate general misconduct and academic misconduct. It is necessary

to clearly specify the roles and responsibilities of integrity officers and decision makers. For HDR students, the policy should clarify the responsibilities of Postgraduate Coordinators with respect to breaches of academic conduct and their relationships with Integrity Officers. Flowcharts need to be developed to allow a visual representation.

We understand implementing these actions will require coordination with those responsible for the implementation of changes arising from both the Review of Student Disciplinary Procedures and the Program Architecture project.

Recommendation 11. *Support academic staff in detecting and reporting academic misconduct. Support integrity officers to enable appropriate practices and decisions within Schools regarding suspected and actual breaches of academic integrity.*

The new Student Academic Honour Code must act as an encouragement for academic staff to uphold academic integrity more actively, including identifying and reporting breaches. Turnitin software is widely used for coursework programs across the University to identify 'cut-and-paste plagiarism' and poor referencing. Turnitin now has an *Authorship* software that may provide evidence to support identifying possible cases of contract cheating. The use of this software first requires suspicion to be aroused that an assignment is not the work of the submitting student and then matches characteristics and data about this task with other tasks previously submitted by the student in the Turnitin database. Hence, further training in identifying possible cases is required as well as training in the use of *Authorship*. For HDR students, iThenticate is used to detect plagiarism.

Clarity for integrity officers and postgraduate coordinators and supervisors, with respect to roles and responsibilities regarding breaches of academic integrity, is essential to ensure a more consistent approach across UQ. ITaLI is facilitating a Community of Practice for academic integrity officers to enable integrity officers to:

- Learn about developments in the UQ approach to academic integrity
- Learn ways to deal with suspected and actual breaches of integrity by students
- Share effective approaches to investigating and maintaining standards of integrity
- Network with other Integrity Officers and key integrity staff at UQ.

ITaLI is engaging with the Graduate School to expand the Community of Practice to include postgraduate coordinators (PGC). Additionally, training in using iThenticate is needed for all supervisors, PGCs and HDR students.

Recommendation 12. *Review the Assessment PPL to include Identify Verified Assessment with Hurdles in each course and establish guidelines that promote assessment design to reduce the risk of academic misconduct whilst achieving other essential teaching and assessment goals. Support staff in the design and uptake of new assessments.*

UQ's Assessment PPL 3.10.02 states that:

At the University of Queensland assessment is used to achieve the following purposes:

- *engage students in productive learning;*
- *provide feedback to guide improvement;*
- *inform teaching and learning decision-making;*
- *provide evidence of course- and program-level learning outcomes and graduate attributes;*
- *provide comprehensive, accurate, consistent and dependable certification of student achievement; and*

- *maintain professional and disciplinary standards.*

Simultaneously achieving all of these purposes is difficult, particularly in the context of different discipline areas, class sizes and resource limitations. Student academic integrity is fundamental to effective assessment: the six stated purposes can be achieved only if assessed material is indeed produced by the student who claims to have produced that material.

Research shows that students are more likely to engage in academic misconduct under certain circumstances.¹³ For example, the prevalence of academic misconduct may be higher when assessment items are of very low weighting (in terms of contribution to final grades); are of very high weighting (in which case students may be tempted to engage in contract cheating); are seen to be inauthentic or unimportant to the discipline area; are online; have limited time for completion; or when students feel overloaded with numerous assessment items. Conversely, there are factors that reduce the risk of students engaging in academic misconduct, such as requiring personal reflections on workplace learnings or placements, requiring oral presentations with questions, are laboratory-based, and personalised to the student, or involve student identities being checked.

Bretag et al (2018) provide several general strategies to reduce academic misconduct, including:

- knowing the students
- using regular formative tasks
- using student peer marking
- ensuring students understand what is required in the assessment task
- providing exemplars
- engaging students in assessment design.

The Assessment subcommittee and ITaLI are currently working on processes to encourage assessment design that reduces the likelihood of breaches in academic integrity. One specific requirement would be to require each course to include at least one instance of Identity Verified Assessment with Hurdles (IVAH) unless an exemption is granted for that course; see Appendix A.5 for a further discussion.

Subsequent to the review of the Assessment PPL entry we recommend offering support to academic staff to assist with designing more effective assessment that recognises the need to encourage improved academic integrity, by running a series of workshops through ITaLI and providing relevant resources.

Recommendation 13. *Support the uptake of effective and reliable e-assessment tasks.*

As UQ moves to more online learning and faces increasing pressure on physical space, e-assessment will become a valuable alternative to on-campus assessments. There is currently a project in place, through ITaLI, that is assessing and developing an enterprise solution for eAssessment Practice. Any chosen system(s) must support a high level of academic integrity; this can be difficult to achieve.

It is important to ensure that academic integrity is at the forefront of all deliberations when evaluating and selecting eAssessment systems and processes.

¹³ See for example Bretag et al (2018)

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A-1 Academic Integrity Epigeum Program

Staff-facing Strand

Module 1: What is academic integrity?

Dr Lee Adam, University of Otago, New Zealand

- What is academic integrity?
- Why does academic integrity matter?
- Who is responsible for academic integrity?
- Self-assessment – what are your priorities?

Module 2: Promoting a culture of academic integrity

Dr Lee Adam, University of Otago, New Zealand

- Promoting a culture of academic integrity
- Academic integrity policies and processes
- Challenging conversations
- Supporting students in vulnerable situations

Module 3: Identifying and responding to breaches of academic integrity

Dr Ann Rogerson, University of Wollongong, Australia

- What constitutes a breach of academic integrity?
- Why do students breach academic integrity?
- How do students breach academic integrity?
- Identifying potential breaches of academic integrity
- Responding appropriately to potential breaches of academic integrity

Module 4: Teaching, learning and assessment: implications for academic integrity

Dr Rowena Harper, University of South Australia

- Teaching, learning and assessment: academic integrity challenges
- Working together for academic integrity: the vital roles of manager, curriculum designer, and educator
- Preventing breaches of academic integrity
- Education and breaches of academic integrity
- Detecting breaches of academic integrity in group context

Module 5: Assessment design choices for academic integrity

Dr Rowena Harper, University of South Australia

- Common advice for designing assessment with integrity: how useful is it?
- Written assessment and academic integrity
- Oral and practical assessment and academic integrity
- Students working in groups and alone: academic integrity challenges
- Assessment venues and academic integrity

Student-facing Strand

Introductory Modules 1 - 3

Module 1: What is academic integrity?

Dr Thomas Lancaster, Imperial College London

- What do we mean by academic integrity?
- Academic integrity and your motivations for study
- Examples of breaches of academic integrity
- Acting with integrity
- What happens when academic integrity principles aren't followed?

Module 2: How do I plan for academic integrity?

Michelle Picard, Newcastle University, Australia

- Acting with academic integrity under pressure
- Prioritising under pressure
- Prioritising to ensure academic integrity
- Building on the work of others
- Selecting sources for academic integrity
- Acting with academic integrity when preparing for assignments

Module 3: How do I show academic integrity in my work?

Dr Julia Miller, University of Adelaide, Australia

- Using other people's work to support your arguments
- Assessing your understanding of some key academic integrity principles
- Skills that help you demonstrate academic integrity in your work
- Testing your understanding of academic integrity
- Applying your understanding of academic integrity

Advanced Modules 4 -5

Module 4: How can I feel more confident about academic integrity?

Dr Thomas Lancaster, Imperial College London

- Academic integrity challenges
- Common breaches of academic integrity
- Your experience of academic integrity
- Helping others and upholding academic integrity
- Working with other students with integrity
- Demonstrating academic integrity when working with other students

Module 5: Dealing with more complex situations

Dr Julia Miller, University of Adelaide, Australia; and Michelle Picard, Newcastle University, Australia

- Making choices in complex situations
- Using images and videos with academic integrity
- Ethical re-use of your work
- Using online and other support with academic integrity
- Applying academic integrity and advising others

A-2 Academic integrity online modules: Scan of other university websites

University	Online Module	Duration (hour)	Compulsory	Before					Embedded 1 st Yr	Assessed	Notes
				Deadline	Results Access	Graduation	Course Access	Re/Enrolment			
Group of Eight Universities											
ADELAIDE	N									Student (mostly) plagiarism resources..	
ANU	N									Research Integrity course avail for RHD.	
MELBOURNE	Y	0.25	N						Quiz		
MONASH	Y		N							14 modules.	
SYDNEY	Y	0.5	Y ¹	Y	Y					Certificate of completion (forwards navigation disabled)	
UNSW											
UWA	Y		Y ²	Y		Y			Quiz		
Neighbouring Universities											
GRIFFITH	Y		N								
QUT	N									Student resources*.	
USC	N									Student resources. Single question quiz.	
USQ	N									Student resources.	
Rest of Australia Universities											
ACU	Y		Y ³					Y	Quiz	1st year info literacy program contains AI resources.	
BOND	Y									Encourage new students.	
CDU	N									Student resources.	

University	Online Module	Duration (hour)	Compulsory	Before					Embedded 1 st Yr	Assessed	Notes
				Deadline	Results Access	Graduation	Course Access	Re/Enrolment			
CQU	Y		Y4	Y			Y		Quiz	Orientation Online. Includes AI.	
CSU	Y		Y5						Y		
CURTIN	Y	2.0	Y6	Y					80%	Within 14 days of start of study.	
DEAKIN	N									Student resources.	
ECU	Y									Encourage all courses to integrate AIM into first year core unit.	
ECU	Y									Encourage all courses to integrate AIM into first year core unit.	
FEDUNI	y									Recommended.	
FLINDERS	Y	0.25							Quiz	MCQ for each scenario. Progress right or wrong.	
JCU	N								Quiz	Web pages - modules. MCQ on plag. Progress right or wrong.	
LATROBE	Y		Y7	Y					90%	End Week 1	
MACQUARIE	Y	1.0	N							Encouraged. Site can't <i>effectively monitor student completion</i> .	
MURDOCH	Y		Y8	Y					Y	Complete during S1.	
RMIT	N									Student resources.	
SCU	N									Student resources.PDF with MCQ.	
SWINBURNE	N									Student resources.	
TORRENS										Insufficient information.	
CANBERRA	Y		Y9						80%	Digital badge on completion.	
DIVINITY										Insufficient information.	

University	Online Module	Duration (hour)	Compulsory	Before					Embedded 1 st Yr	Assessed	Notes
				Deadline	Results Access	Graduation	Course Access	Re/Enrolment			
UNE	Y	0.25	Y10						Quiz	Quiz or video format. 0.25 for quiz only, no video. Digital badge.	
NEWCASTLE	Y	0.5	Y11	Y	Y	Y	Y		100%	Before the end of your first enrolment period.	
UNDA	Y								Quiz		
UNISA	Y		N						Quiz		
UTAS	N										
UTS	Y		N								
UOW	N									Student resources.	
UWS	Y		N						Quiz	Compulsory in 2019	
VU	N										

*Student resources has been added to the Notes column where learning materials, and not just information, are present.

Conditions Under Which Completion Of AI Module Has Been Made Compulsory

University	Compulsory Condition
Y1	Academic record may be suppressed.
Y2	If your grade is NC, you will be automatically re-enrolled in ACE for the next teaching period. You complete ACE within your first year of enrolment at UWA or your enrolment may become probationary. You must complete ACE in order to graduate.
Y3	Many academics have made it either assessable or a hurdle requirement for their first years.
Y4	Complete after offer received and before O Week.
Y5	...all students will complete an academic integrity module on commencement.
Y6	a sanction withholding your results will be applied to your account until you pass the program.
Y7	Unclear.
Y8	... a condition of being able to continue in their degree in the following semester/trimester.
Y9	Unclear.
Y10	... students have a responsibility to complete AIM. Students who have done old version of AI may choose quiz option.
Y11	If you don't complete the module within the timeframe, you'll be unable to re-enrol in courses, view exam results, grades and transcripts, or graduate.

A-3 Scan of other university web sites for: i) Student report of academic misconduct; and ii) Publication of misconduct frequency and penalties imposed

	Requires student reporting	Makes known students can report	Provides reporter confidentiality	Prevent others from breaches policy	Publishes incidences of misconduct	Publishes examples of penalties
Adel		X ¹				
ANU						X ²
MELB		X ³				
MON				X ⁴		
UNSW						
SYD	X ⁵	X ⁶	X ⁶		X ⁷	X ⁷
UWA						
GRIF	X ⁸	X ⁹	X ¹⁰		X ¹¹	X ¹¹
QUT						
USC	X ¹²		X ¹³			
USQ	X ¹⁴	X ¹⁵	X ¹⁵			
Detail						
X ¹	Any person may report an allegation of academic dishonesty in writing to the relevant Course Coordinator					
X ²	Below are several examples of cases of academic integrity breaches and outcomes that might be found. Please note that these examples should not be considered to be prescriptive. https://services.anu.edu.au/education-support/academic-integrity/examples-and-appropriate-actions					
X ³	Student Academic Integrity Principles 4.5. The University provides students and staff who make an allegation of academic misconduct, or about whom an allegation is made, the opportunity to formally present their cases. No person will suffer any discrimination or victimisation as a result of raising an allegation in good faith. https://policy.unimelb.edu.au/MPF1310#section-5.4					
X ⁴	Procedures: Student Academic Integrity: Managing Plagiarism and Collusion Procedures					

	<p>... not permitted to use (ICT) facilities to sell, purchase or offer to write assignments or other assessable work, or to request help with such work. Furthermore, students are required to take steps to minimise opportunities for others to cheat by, for example, not saving work to a shared network drive that is accessible by others and not sharing work on social media sites. Failure to comply with these requirements may result in disciplinary action ... https://www.monash.edu/data/assets/pdf_file/0008/801845/Student-Academic-Integrity_Managing-Plagiarism-and-Collusion-Procedures.pdf</p>
X ⁵	<p>Academic Honesty in Coursework Policy 2015</p> <p>Students undertaking group work who become aware of plagiarism or other academic dishonesty in their group's work should make all reasonable attempts either: (i) ensure the work is correctly ... or (ii) report the plagiarism or academic dishonesty to the unit of study coordinator. Failure to do so may amount to collusion in unacceptable conduct.</p>
X ⁶	<p><i>Current students</i> page Reporting academic dishonesty</p> <p>Any member of the University or wider community can report an instance of academic dishonesty, whether it is perceived or actual. As a student, you can contact the Office of Educational Integrity to report an incident. You can do this anonymously and your report will be treated confidentially. https://sydney.edu.au/students/academic-dishonesty/detecting.html</p>
X ⁷	<p>Article in <i>Sydney Updates</i>.</p> <p>3,300 instances of suspected academic dishonesty or plagiarism reported to faculty Educational Integrity Coordinators in 2016. ... new online reporting dashboard ...simplifies case management but also enables us to identify trends... reported in real-time. ...can identify and respond to issues as they emerge... looking at ways to make the dashboard visible to all members of the University community http://sydney.edu.au/education-portfolio/ei/teaching@sydney/educational-integrity-2017/</p> <p>Article in <i>First Year Coordinators, Teaching tips</i></p> <p>Almost 50% of the reported incidents investigated last year resulted in the relevant students being instructed to undertake a further development course and, where appropriate, to resubmit corrected work.</p>
X ⁸	<p>Student Academic Misconduct Policy</p> <p>Institutional reporting: The Framework (Institutional Framework for Promoting Academic Integrity among Students) commits all staff and students to reporting academic integrity breaches...</p>
X ⁹	<p>Institutional Framework for Promoting Academic Integrity among Students</p> <p>Students of the University who witness or have knowledge of possible breaches of academic integrity are encouraged to report...</p>
X ¹⁰	<p>Student Academic Misconduct Policy</p> <p>7.1 Confidentiality All documentation relating to student academic misconduct is kept confidential and only disclosed to those persons who have a role in the Student Academic Misconduct Process, or as required by law. https://policies.griffith.edu.au/pdf/Student%20Academic%20Misconduct%20Policy.pdf</p>
X ¹¹	<p>Institutional Framework for Promoting Academic Integrity among Students</p>

	...an institution-wide Student Academic Integrity Website... publishes the number of breaches identified and the outcomes (individuals are not identified). This website is promoted to all students during Orientation Week. https://www.griffith.edu.au/academic-integrity/academic-misconduct
X ¹²	<p>Student Academic Misconduct - Procedures</p> <p>2. Detection of alleged student academic misconduct</p> <p>2.1 When a member of staff or a fellow student has reason to suspect academic misconduct, that person must inform the relevant Course Coordinator as soon as practicable https://www.usc.edu.au/explore/policies-and-procedures/student-academic-misconduct-procedures.</p>
X ¹³	<p>12. Confidentiality</p> <p>All information associated with reports, investigations and outcomes associated with individual instances of student academic misconduct must be treated as confidential https://www.usc.edu.au/explore/policies-and-procedures/student-academic-integrity-governing-policy</p>
X ¹⁴	<p>Student Code of Conduct Policy</p> <p>4.2 Obligation to act with honesty and integrity</p> <p>...report a breach of the Code if they reasonably believe that they have observed a breach. https://policy.usq.edu.au/documents/142753PL#4.2</p> <p>5 Compliance</p> <p>Compliance with this policy forms part of each Students' conditions of Admission and Enrolment.</p> <p>Where a Student is aware of or suspects a breach of this policy, they must immediately report the breach...</p>
X ¹⁵	<p>4 Procedures</p> <p>4.1 Allegation of Academic Misconduct</p> <p>Any person may report alleged Academic Misconduct by a Student.</p> <p>Confidentiality and privacy will be maintained to the greatest extent possible. https://policy.usq.edu.au/documents/14727PL</p>

A-4 Review of Student Disciplinary Processes at UQ

Terms of Reference

- Assess whether the terms of reference and composition of disciplinary and appeals bodies are consistent with the objectives of the relevant policy/ies;
- Consider whether the terms of reference and composition of disciplinary and appeals bodies are aligned with best practice in the higher education sector, both nationally and globally;
- In considering the composition of disciplinary and appeals bodies, provide comment on the desirability of an independent chair and the inclusion of expert/specialist knowledge;
- Consider whether academic and general misconduct should continue to operate as a single policy instrument, or whether they would be more effective as separate policy/ies;
- Review the grounds for appeal to Senate Discipline Appeals Committee and the numbers of appeals students are allowed;
- In considering the operation of Disciplinary Board and Senate Discipline Appeals Committee, advise on the role of legal representation;
- Advise on whether the current framework for managing disciplinary/behavioural matters, including Student Integrity and Misconduct, Sexual Misconduct, Fitness to Practice, Research Misconduct- Higher Degree by Research Students, Grievance Resolution, and Senate Discipline Appeals, is effective and unambiguous in how each instrument works and integrates within the framework, including if the Panel perceives any gaps within the framework;
- Comment on whether the current tiered definitions of disciplinary matters (referred to in the Student Integrity and Misconduct Policy as Levels 1, 2 and 3), the related decision makers and associated punitive outcomes, are effective in managing the case-types and case-load dealt with by the University, in particular, the mechanisms for managing complex/serious matters in contrast to more routine/minor matters;
- Advise on how the current framework may or may not be effective in responding to matters identified with affiliated entities such as residential colleges and pathway providers, and to achieving a level of consistency across the University in relation to outcomes and penalties; and
- Comment on the current distributed model for management of misconduct matters and whether this is the most effective way to support student disciplinary processes, achieve consistency in decision-making, and collate information for reporting purposes.

A-5 Identity Verified Assessment with Hurdles (IVAH)

Discussion

This discussion paper represents a proposed way forward to introduce IVAH at UQ. Teaching and Learning Committee (TLC) endorse the concept of IVAH. However, TLC are not yet in agreement on the specific details to be included in policy, particularly with respect to the appropriate percentage weighting for an IVA assessment item or the appropriate level of student achievement in order to pass the hurdle.

For UQ's grading scheme to be credible and fair, it is essential that the grades awarded to each student are an accurate reflection of the quality of the work of that student. Whilst Turnitin can detect some forms of plagiarism or academic misconduct, it is very difficult to identify instances of contract cheating. To some extent, this issue can be addressed by incorporating identify verified assessment with hurdles (IVAH) into all or most courses. Identity Verified Assessment (IVA) tasks are assessment tasks designed to ensure, with high probability, that the assessed work is individually completed by the identified student. Identity Verified Assessment with a Hurdle (IVAH) is an IVA task that requires students to achieve at particular level(s) on that task in order to be awarded particular final grades(s) for that course.

Examples of IVA include any activity in which a student's individual performance is directly monitored or cannot have been performed by another student, such as performances, field-work, oral assessment, written reports with a substantial viva, laboratory work and invigilated exams. Items which typically may not meet the definition of IVAH include essays, assignments, on-line exams, take home exams, group assessment and many projects and reports unless they are completed under close supervision. An example of a hurdle is the requirement for a student to achieve, say, 40% of the marks on an IVA item in order to pass the course. Using IVAH will significantly increase the likelihood that the student has indeed completed and succeeded on at least one assessment task within a course. Ideally, the task incorporating IVAH should comprise a reasonable proportion of the final grade, and should encompass many of the course learning objectives.

IVAH has been discussed at length through Assessment Subcommittee and Teaching and Learning Committee, and feedback has been collected from across the University. There is consensus that it is important to ensure assessment quality and integrity, however there are a number of concerns with the broader uptake of IVAH, including:

3. The assessment of some learning objectives that may not necessarily lend themselves to IVAH. For example, in courses requiring long research reports, creative writing or art works it may be difficult to apply IVAH given the student will complete a large proportion of the assessment item out of class.
4. If an IVAH assessment task makes a low contribution to a student's final grade, it is possible for the student to achieve a high grade by committing breaches of academic integrity on the remaining assessment tasks that are not identity verified.
5. The requirement for IVAH should be accompanied with a balanced approach in assessment design to ensure the assessment is authentic and appropriate for the learning objective.
6. Compulsory hurdles 'privileges' one item of assessment over another in terms of both actual and perceived importance.
7. The need to provide support to staff to design effective IVAH assessment tasks.
8. The appropriate weighting for an IVA item and the required level of achievement for the student to pass the IVA hurdle.

More broadly, there is substantial concern that the easiest way to implement IVAH is through an increased use of invigilated exams, particularly in courses with large enrolments. From a University corporate perspective, exams may come with a high cost for space and invigilation. From a student's perspective, high value exams typically do not reflect real world activities and future learning needs. Exam cheating can also be a common type of academic misconduct by students (Bretag et al, teaching resources). Assessment items that carry a lower risk of cheating behaviours such as vivas, personalised and unique assessment or in-class assessment can be difficult logistically and are hard to scale up for large classes.

In this paper it is recognised that IVAH has limitations. However, in the spirit of developing a culture where integrity is both discussed and implemented, IVAH is an effective way to gain reasonable assurance that the individual student completes assessment. Implementation of IVAH sends a signal of the importance of increasing confidence that a student's final grade reflects their engagement with course content and completion of the assessment tasks.

Thus, we recommend amending PPL 3.10.02 *Assessment* procedures to include definitions and rules similar to the following:

Definitions:

Identity Verified Assessment (IVA) task: an assessment task designed to ensure, with high probability, that the assessed work is individually completed by the identified student. Many types of assessment are identity verified, such as individually assessed laboratory and field work, performances, individual presentations, verbal defences of a thesis, supervised clinical work and written examinations in which student identities are checked. Items which typically may not meet the definition of IVAH include essays, assignments, on-line exams, take home exams, group assessment and many projects and reports unless they are completed under close supervision.

Identity Verified Assessment with a Hurdle (IVAH): an IVA task that requires students to achieve at particular level(s) on that task in order to be awarded particular final grades(s) for that course.

Rules:

Unless exempted as below, courses will include at least one IVAH assessment task, which is summative, and of sufficient weighting to contribute substantially towards students' final grades. Faculties and/or schools must develop details of the weighting and performance levels required. It is suggested that, as a minimum, suitable IVAH tasks contribute at least 30% towards the final grade, and that the hurdle be set at achievement of at least 40% of the available marks on that assessment task in order for students to receive a passing grade. Details of IVAH assessment tasks must be made clear in ECPs.

For courses in which all or most assessment tasks are identity verified, it is not necessary to include hurdles on those tasks (because hurdles will be implied by the cut offs for final grades). In other exceptional cases, course coordinators may make a written case to the Associate Dean (Academic) as to why a particular course should be exempted from the requirement to include IVAH. This case must include:

- Justification of why it is unworkable, unnecessary or academically inappropriate for IVAH to be included in that course.
- Details of the other approaches to ensuring academic integrity that are adopted within the course.

If the Associate Dean (Academic) exempts courses from the requirement to include IVAH, this must be reported each semester to the University Assessment Sub- Committee.



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