

## Academic Integrity in the Assessment Process

### 6.10 Academic Integrity Policy

#### 6.10.1 Introduction

Griffith College promotes and supports learners in the development of their academic writing, emphasising the role and value of researching and referencing the work of others as they develop their own views and findings. These academic support activities create a positive culture around academic integrity and focus on the fact that academic integrity is a mind-set and a set of skills, practices and values to be developed to help learners avoid possible situations of academic misconduct.

#### 6.10.2 Objectives

- To define the terminology and provide the definitions associated with academic integrity.
- To, in the first instance, support the college focus on academic integrity rather than misconduct at induction and in all assessment communication with learners.
- To identify the means of promoting and developing learners' academic writing and preventing and detecting academic misconduct.

#### 6.10.3 Scope

This policy is concerned with 'Stage 1: Education and awareness' of the Framework for Academic Integrity and Academic Misconduct Management (as outlined in Figure 1, below), while the following stages are addressed in the Academic Misconduct Procedure ([hyperlink](#)).

The Stages of Framework for Academic Integrity and Academic Misconduct Management	
Stage 1: Education and awareness	<a href="#">QAE Manual Section F, 6.10 Academic Integrity Policy</a>
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Stage 2: Detection and initial investigation	QAE Manual Section F, 6.11 <a href="#">Academic Misconduct procedure</a>
↓	
Stage 3: Full investigation	
↓	
Stage 4: Consideration, classification and sanction	
↓	
Stage 5: Recording and reporting	QAE Manual Section F, 6.11 <a href="#">Academic Misconduct procedure</a>
↓	
Stage 6: Reviewing	

*Figure 7: Stages of Framework for Academic Misconduct Case Management aligned to the lifecycle of Academic Misconduct (QQI, 2023: p. 9)*

This policy is relevant to both staff managing, and learners engaging with, academic programmes at both undergraduate and postgraduate level.

This document was produced with the support of the '[National Academic Integrity Network – Academic Integrity guidelines](#)' (NAIN, 2021).

#### 6.10.4 Responsibility for implementation

- Year Head/ Programme Director / Head of Faculty/ Head of Faculty nominees
- Lecturers
- Learners
- Director of Academic Programmes
- Library and other Support Services
- Faculty Administrator
- Teaching and Learning Department
- Quality Assurance and Enhancement Department
- Learners

#### 6.10.5 Awareness of Integrity

Awareness regarding Academic Integrity among learners is achieved through the following steps:

- i. Induction processes for learners which emphasise the importance of academic integrity and support the embedding of appropriate practices
- ii. Mandatory academic integrity training for learners including training related to examination conduct
- iii. Support through library services or through teaching and learning departments, for individuals who have particular needs or concerns
- iv. Partnership approaches with learner representatives or champions to promote academic integrity throughout the year and throughout the programme
- v. Enhancing assessment design and other mitigation measures.
- vi. Curriculum design and delivery should include formative opportunities to support learners in developing their academic writing and other skills.
- vii. In early-stage modules, as part of clarifying the assessment task and criteria, providing students with guidance on the correct approaches to citation in their discipline including conventions for paraphrasing and authorised use of Artificial Intelligence (AI) content generation (Add hyperlink to AI in Learner Assessment Policy).

#### 6.10.6 Academic Integrity Values

This policy is underpinned by the values of **Honesty, Trust, Fairness, Respect, Responsibility, and Courage.**

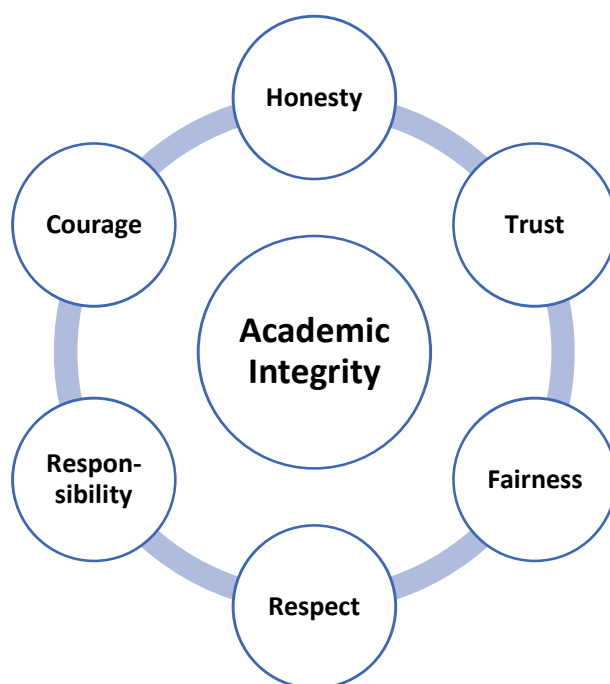


Figure 8: Academic Integrity Values

#### 6.10.7 Promoting Academic Integrity at College level

The college is committed to putting measures in place, which aim to support and promote academic integrity by preventing instances of academic misconduct. In order to ensure that all learners are aware of how academic misconduct may occur, and the seriousness and potential consequences thereof, the college normally takes the following measures:

- i. Provide an explanation of academic integrity and include a summary of this policy and the academic misconduct (i.e. the definitions and penalties for academic misconduct) in the Learner Handbook and post the full policy to the VLE and college website.
- ii. Ensure that all guidelines and workshops are conducted with the relevant audience in mind – ensuring that they are plain language, jargon free, and accessible to all stakeholders in the process.
- iii. Require learners to sign a Student Honour Form (Appendix X) which indicates that they are bound by the regulations identified in the Learner Handbook and as updated provided on the VLE and college website.
- iv. Ensure that the importance of academic integrity is presented highlighted to all learners at induction, and in advance of assignment submission, and also that learners are informed as to what constitutes academic misconduct, and what the associated penalties are.
- v. Post notices in locations such as outside examination locations, on learner noticeboards, on the VLE and college website, indicating what is considered inappropriate conduct during examinations.

- vi. Ensure that information provided to learners on academic integrity (and misconduct) is similarly made available to college staff through the Lecturer Handbook, and the college intranet and website (QAE manual).

#### 6.10.8 Promoting Academic Integrity at faculty level

In order to ensure that all learners are aware of the importance of academic integrity, the faculty normally:

- i. Reference this policy in any Programme Handbook issued to learners.
- ii. Make specific reference to this policy in programme documents and assignment briefs relating to learner assessment.
- iii. Ensure that academic integrity is presented to all learners at induction (in a plain language, jargon free, accessible manner), and that learners are informed as to what constitutes academic misconduct, and what the associated penalties are.
- iv. Provide learners with academic workshops on good academic practice, to endeavour to prevent academic misconduct, prior to issuing the first piece of assessment to include:
  - An overview of this policy
  - Guidelines on proper use of academic referencing
  - Guidelines on appropriate use of online resources
  - The faculty's regulations pertaining to coursework submission
  - An introduction to the College's regulations pertaining to conduct under examination conditions
- v. The faculty specific position on the authorised and unauthorised use of Artificial Intelligence (refer to AI policy)
- vi. Reinforce the content of the academic workshop and the importance of academic integrity throughout the academic year, to set (and reset) these expectations.
- vii. Implement a progressive programme for supporting academic integrity by helping learners to select appropriate sources and to use them correctly, including citing and referencing.
- viii. Require learners to submit all coursework with the prescribed acknowledgement, which includes a signed declaration that the submission is exclusively a result of their own work, unless otherwise permitted by the programme regulations.
- ix. Require learners to submit a hard and soft copy of assessments when requested.
- x. Ensure that information provided to learners on academic integrity (and misconduct) is similarly made available to faculty staff through faculty meetings and programme committee meetings, the Lecturer Handbook and college website (QAE Manual).

## Section F: Assessment of Learners

- xi. Ensure that curriculum and assessment design include formative opportunities to support learners in developing their academic writing and specific disciplinary practice of academic integrity.
- xii. Bring awareness to learners of the illegal activities of contract cheating services, for the protecting learners from the negative aspects of unauthorised services.

### 6.10.9 Resources

#### **Griffith College Specific Policies addressing AI**

[Control Principles for Academic Use of AI](#)  
[Academic Misconduct procedure](#)

#### **Other relevant Resources**

[NAIN Generative AI Guidelines for Educators 2023](#)  
[NAIN Academic Integrity Guidelines 2021](#)