

TŪKANGA | PROCEDURE: Academic Integrity and AI

This document provides operational guidance for implementing the Academic Integrity Policy, ensuring alignment with its principles, and fostering ethical and honest study and assessment practices.

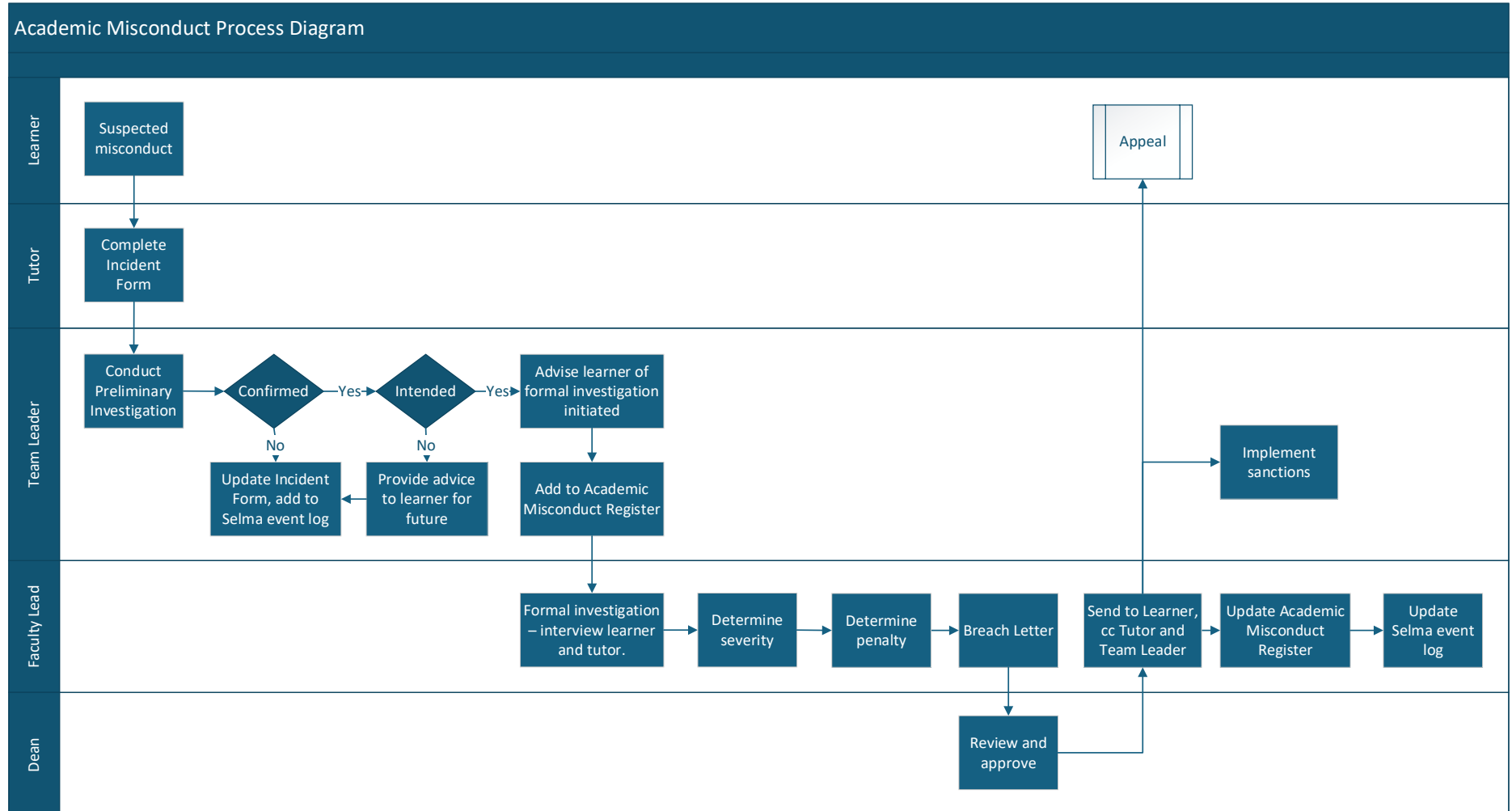
PŪTAKE | PURPOSE

To ensure consistency and completeness in the prevention and detection of academic misconduct, management of investigations, and sanctions for academic misconduct.

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1. ACADEMIC MISCONDUCT PROCESS DIAGRAM



2. PREVENTION

General prevention measures:

- An Ākonga | Learner Handbook is available in the Ākonga | Learner Information Hub online, and is emailed to each ākonga on day one of their course. It is made clear in the handbook that plagiarism is considered a ‘major or expulsion behaviour’ which could result in the ākonga removal from their programme. This is also outlined verbally during the first week of the programme and its component courses.
- Guidelines should be included in each programme guide detailing acceptable AI use, and Kaiako must explain this to ākonga. Each programme will have different requirements, this [template](#) for Technology programmes is provided as an example only.
- Ensure all ākonga are aware that AI is not to be used to circumvent the learning objectives.
- Academic writing is included in the introduction to all programmes and includes a focus on academic referencing including APA referencing.
- Inform ākonga of their responsibilities and obligations about academic integrity, and ensure they receive appropriate training and guidance to avoid breaches of academic integrity.
- Kaimahi should ensure they are informed of all aspects of academic integrity that emerge through technology, changing learner contexts and research.
- The [Ākonga Assessment Declaration Template](#) must be included with the assessment instructions provided by the Kaiako, and completed by the ākonga, either electronically or as a paper copy
- Turnitin¹ will be used to check for plagiarism and AI usage

Classroom (written) assessments

- Ākonga should be separated either on different desks or at either end of a desk.
- Kaimahi should be in the room to supervise any tests, moving around the class observing ākonga and any marking etc.
- Material not required for the test/assessment should be removed from desks.

¹ Turnitin usage guidelines and configuration has not yet been confirmed. This document will be updated to align with final directives, and appropriate training of Turnitin delivered for Kaimahi

- For closed book assessments all personal belongings including mobile phones, smart watches will be removed to the front of the room and switched to silent mode.
- Ākonga are not allowed to talk to each other during the written assessment, cannot enter the room after the first 10 minutes, and cannot leave in the last ten minutes

Online/computer lab

- Online assessments should ensure that the questions are random and selected from a question pool, reducing probability that ākonga in the same proximity will be answering the same question.
- Ākonga are not permitted to use the internet or email while completing assessments (unless specifically needed for the assessment).

Roleplays

- Roleplays should be refreshed regularly

Assignments

- Assignment tasks should be refreshed regularly
- At the beginning of each course ākonga are taken through the expectations of the component assignments and are educated in writing essays, projects, case studies etc. and referencing.
- Assignments should have a clearly specified time frame from being set to being handed in (i.e in x number of weeks).
- Ākonga should be informed that Kaiako retain a copy of past assignments so if similarities are suspected the origin can be traced.
- Turnitin is recommended as a tool for both ākonga and kaimahi to verify originality in written work. Ākonga should be given guidance on previewing their own work prior to submission.
- Kaiako should conduct searches on file-sharing sites for assessment material relating to their units of study if they suspect ākonga may have been accessing past assessments.
- Regularly upload assessment specifications into Turnitin to provide match sources for contract cheating requests.

Examination and Test

- Where appropriate, reduce or minimise the use of multiple-choice tests as a primary method of assessment.
- Where tests are retained, consider moving to an open-book model where the assessment tests skills and the application of knowledge rather than the retention of facts.
- Where a closed-book, time-limited test or assessment is required to satisfy course or professional accreditation requirements, use time-restricted, locked test sites which may be combined with randomised videoconference-based observation of candidates or other tools; and/or

Assessment Design:

- Use unique assessments that incorporate information from class discussions or lecture material.
- Revise assessment topics for each ākonga cohort.
- Use carefully designed group assessments so ākonga cannot split up assessments into individual components.
- Link tests with coursework assessments (i.e. reflecting on an assessment under test conditions).
- Especially at higher levels, require ākonga to show critical evidence of their learning process. Assessment proposals, drafts, annotated bibliographies, and other critical reflections would be appropriate.
- Assessments should be designed so that the scope of most of the assignments is such that fraud (through subject selection and focus) would not be easy.
- Assessment design should consider copyright issues and include a statement where relevant.
- Refer to the Assessment Policy

3. DETECTION

- During classroom and computer-based assessments the Kaiako should look out for any suspicious behaviour and make sure they move around the classroom regularly.

- The assessor needs to be skilled in identifying unexpected writing styles and competency or unusual answers. Work can then be compared to previous examples and can look out for unexpected capability or unusual answers.
- For fully online courses where assessments are marked by assessors the specialist facilitating online Kaiako should be consulted regarding any suspected breaches of academic integrity.
- Kaiako should undertake regular monitoring of the work being produced by ākonga during class to observe areas of special ability or weakness. Kaiako should hold regular discussions with ākonga to assist with authentication of ākonga work.
- Kaiako should be aware of and seek to identify substantially overlapping or identical assessment responses from two or more ākonga in a course.

Placements or Internships

- Off-site work such as that undertaken through placements or internships is monitored through logging processes that requires the ākonga to record what was produced, time taken, resources used, consultation undertaken, and then have the record signed by their supervisor.

Group Projects

- For group projects, each ākonga will be required to document the nature and extent of their contribution with guidance from their Kaiako /Lecturer, in accordance with the processes and specifications detailed in the project brief.
- Group members are required to establish, document and monitor project contracts and management of their group project plans and report on their individual contribution to the project as part of the assessment process.

Turnitin

- As appropriate, ākonga should be encouraged to use Turnitin² to verify the absence of plagiarism in their work prior to submission. The standard assessment match limit is 20% although programmes may have lower or higher limits for some assessments. If the match % level is more than the assessment match limit the work should be reviewed, amended and run through Turnitin again prior to submission.

² Turnitin usage guidelines and configuration has not yet been confirmed. This document will be updated to align with final directives, and appropriate training of Turnitin delivered for Kaimahi

- Ākonga can submit a piece of assessment through Turnitin a maximum of two times for any assessment.
- Any Kaiako who suspects plagiarism or a breach of academic integrity may run the assessment through Turnitin to verify their concerns.

4. INVESTIGATION

The process of investigation needs to:

- Adhere to the Academic Integrity policy and the [Complaints and Appeals](#) policy
- Be a fair and transparent process, including the right for the ākonga to be heard and to appeal.
- Include an educational component to help ākonga understand academic integrity expectations and prevent future breaches.

Step	Actions	Accountable
1. Suspected Misconduct	For any instance of suspected misconduct, the Kaiako should complete the Academic Misconduct Incident Form and forward to their Team Leader. Include evidence such as • textual and electronic evidence, e.g. Turnitin • knowledge of ākonga abilities • examples of previous work	Tutor
2. Preliminary Investigation	Team Leader to discuss with the Kaiako and then the ākonga – document all conversations in SELMA event log. Determine if: • Intentional misconduct – deliberate acts such as plagiarism, cheating, falsification, contract cheating, with intent to conceal • Unintentional misconduct – errors due to misunderstanding, lack of skill, or insufficient academic training (e.g. poor citation, collusion due to ignorance). Listen to the ākonga and encourage honesty. Ask if they want a support person present. Refer staff guide to determining intention	Team Leader
3. Provisional findings	If misconduct is not confirmed , update the incident form and file in the SELMA event log	Team Leader

	If misconduct is confirmed, but considered as unintended, provide advice to the learner for the future, arrange for them to resit or resubmit assessment if possible. Update the incident form and file in the SELMA event log If misconduct is confirmed and considered to be deliberate, add details to the Academic Misconduct Register and notify the Faculty Lead and Campus Manager. Update the incident form and file in the SELMA event log.	
4. Formal Investigation	Faculty Lead will interview the ākonga and Kaiako then consider all evidence. They will make a decision on the seriousness of the misconduct (refer policy) and appropriate penalties (see section 5), and draft up either an Academic Misconduct Concerning Misconduct Letter or Academic Misconduct Serious Misconduct Letter, which must be approved by the Dean before sending to the ākonga Once approved, send it to the ākonga. Notify the Team Leader and Campus Manager. Update the Academic Misconduct Register, and add records of all communication in a SELMA event log	Faculty Lead, Dean
5. Implement Sanctions	The Team Leader, supported by the Campus Manager where appropriate, implements the sanctions imposed.	Team Leader / Campus Manager
6. Appeals Process	The ākonga may appeal the decision or the sanctions imposed by putting their case in writing to Complaints and Appeal – refer Complaints & Appeals Policy 2025	Learner
7. Academic Board Oversight	The Academic Board has a standing agenda item to review the Academic Misconduct Register . Handling of each formal investigation is reviewed to ensure the policy has been adhered to, application of sanctions was fair and reasoned, and information to the ākonga was clear and fair.	Academic Board

5. PENALTIES

The purpose of penalties is to uphold academic standards, educate ākonga on responsible academic conduct, encourage them not to engage in behaviour that meets the criteria of academic misconduct, and to deter future breaches.

The penalties for academic misconduct are scaled according to the severity of the breach (refer to Policy).

Factors to be considered by the assigning sanctions will include (but not be limited to)

- The severity of the misconduct
- Whether there was deliberate intention
- Any prior misconduct or patterns of behavior by the ākonga

Breach type	Penalties available
Minor Misconduct Aim: educational and preventative	Educational Conversation and Warning: The ākonga participates in a formal conversation with the kaimahi about the nature of the misconduct, the importance of academic integrity, and proper academic practices (e.g., citation, responsible AI use). A written record is kept on file for 6-months OR Mandatory Educational Intervention: The ākonga is required to complete an online module or attend a workshop on academic integrity, citation skills, or ethical use of AI. OR Resubmission with Penalty: The ākonga is allowed to resubmit the work, with a grade penalty applied to the resubmitted work at the rate of a deduction of 10% of the maximum possible mark for the assessment item. OR Minor Grade Reduction for Assessment Item: A direct grade reduction is applied to the assessment of 10%.
Misconduct Aim: deter behaviour – given the nature of the breach this may impact academic progression.	Formal Warning: A formal written warning is issued (Academic Misconduct Concerning Misconduct Letter) and recorded on the academic file of the ākonga, outlining the breach and the consequences of future misconduct. OR Mandatory Academic Integrity Workshop/Course: Requirement to attend an extensive academic integrity workshop or complete a dedicated course on academic ethics, often at the expense of the ākonga. OR Significant Grade Reduction for Assessment Item: A substantial grade reduction for the affected assessment item (e.g., a deduction of 20-50% of the raw mark for the specific assignment).

	OR Failing Grade for Assignment: Zero marks for the entire assignment. OR Requirement to Redo Course Component: Re do a specific assessment or course. Suspension from Course/Programme (Short-Term) if a repeat offender, a temporary suspension can be considered. This is up to 3 working days.
Serious Misconduct Aim: address the unfair advantage	Failing grade – an automatic failing grade for the entire course, regardless of other performance. Suspension (Short-Term to Long-Term): Mandatory period of absence from the institution (e.g., one semester, one year). Expulsion: Permanent removal from the institution. Notation on Academic Transcript (Permanent): A permanent record of the misconduct appears on the official transcript, visible to future employers or institutions. Revocation of Degree/Award: If the misconduct is discovered after a degree has been awarded, the degree can be revoked. Legal Action (in extreme cases): For offenses like falsifying official documents or serious fraud, legal consequences outside of the YooBee disciplinary process might be pursued. Serious Misconduct Letter: notify the ākonga of the breach and outcome Academic Misconduct Serious Misconduct Letter

6. SEVERITY / PENALTY MAP

Misconduct Categories	Examples	Penalties
Minor Misconduct - refers to academic integrity breaches that stem from a lack of knowledge, carelessness, or minor oversight. Minor misconduct does not represent a deliberate attempt to deceive or gain an unfair advantage. Such instances usually involve small portions of work or minor breaches of citation rules.	- Incorrect or inconsistent citation, resulting in minor unacknowledged usage of external sources. - Minor instances of poor paraphrasing where the source is cited but the ākonga expression is too close to the original. - Submitting a small portion of previously submitted work without explicit permission for reuse. - Minor collaboration on an individual assignment where collaboration was not permitted, but the impact on the overall work is negligible. - Minor, unpermitted use of AI for proofreading or minor rephrasing without fully understanding its implications or proper attribution, where the core ideas are still those of the author.	Educational Conversation and Warning: The ākonga participates in a formal conversation with the kaimahi about the nature of the misconduct, the importance of academic integrity, and proper academic practices (e.g., citation, responsible AI use). A written record is kept on file for 6 months, or Mandatory Educational Intervention: The ākonga is required to complete an online module or attend a workshop on academic integrity, citation skills, or ethical use of AI, or Resubmission with Penalty: The ākonga is allowed to resubmit the work, with a grade penalty applied to the resubmitted work at the rate of a deduction of 10% of the maximum possible mark for the assessment item., or Minor Grade Reduction for Assessment Item: A direct grade reduction is applied to the assessment of 10%.
Misconduct - refers to academic integrity breaches that are more significant than minor misconduct, often involving a more substantial portion of work submitted, multiple instances of breach, or a clearer intent to gain an unfair advantage.	- Significant instances of poor paraphrasing or direct copying without quotation marks, even if the source is cited, affecting a substantial portion of the work. - Submitting work that has been significantly, but not entirely, completed by another person or AI tool, and presented as work of the ākonga. - Extensive unacknowledged use of external sources (plagiarism) across multiple sections	Formal Warning: A formal written warning is issued, recorded on the academic file of the ākonga, outlining the breach and the consequences of future misconduct, or Mandatory Academic Integrity Workshop/Course: Requirement to attend an extensive academic integrity workshop or complete a dedicated course on academic ethics, often at the expense of the ākonga, or Significant Grade Reduction for Assessment Item: A substantial grade reduction for the affected assessment item (e.g., a deduction of 20-50% of the raw mark for the specific assignment), or

	of an assignment, even if it is claimed as unintentional. • Unauthorised collaboration on an individual assignment where the work submitted is substantially like another person's work. • Gaining or attempting to gain unauthorised access to assessment materials. • Submitting work that has been previously submitted for assessment in another course without prior approval. • Using AI to generate significant portions of content (text, code, analysis) for an assignment where it was not permitted and presenting it as original thought or creation. • Falsifying a small number of data points or minor experimental results without a major impact on overall conclusions.	Failing Grade for Assignment: Zero marks for the entire assignment, or Requirement to Redo Course Component: Re do a specific assessment or course, or Suspension from Course/Programme: (Short-Term) if a repeat offender, a temporary suspension can be considered. This is up to 3 working days. Use Academic Misconduct Concerning Misconduct Letter
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Misconduct Categories	Examples	Penalties
Serious Misconduct - involves severe breaches of academic integrity characterised by clear intent to deceive, falsify, or gain a substantial unfair advantage, or repeated instances of misconduct after previous warnings or educational interventions.	• Contract Cheating: Paying or commissioning another person or service (including AI services designed for full content generation) to complete all or a substantial portion of assessable work and submitting it as one's own. • Extensive Plagiarism: Submitting a piece of work (or a significant portion thereof) copied directly from another source (published or unpublished, including websites, essays, or AI-generated content) without acknowledgment, representing it as original.	Failing grade: an automatic failing grade for the entire course, regardless of other performance, or Suspension (Short-Term to Long-Term): Mandatory period of absence from the institution (e.g., one semester, one year), or Expulsion: Permanent removal from the institution, or Notation on Academic Transcript (Permanent): a permanent record of the misconduct appears on the official transcript, visible to future employers or institutions, or

	• Cheating in Examinations: Using unauthorised materials, electronic devices, or communication during an examination; impersonating another ākonga or having another person impersonate you in an examination. • Falsification of Data/Research by fabricating or altering research data, experimental results, primary sources, or citations. • Collusion by submitting work as one's own when it is the result of unauthorised collaboration with others, with the intent to deceive. • Tampering or altering or attempting to alter official academic records or documents (e.g., grades, transcripts, enrolment records). • Repeated Misconduct, which indicates a pattern of academic misconduct across multiple assignments or courses, especially after receiving educational interventions or penalties for previous breaches. • Serious AI misuse to generate entire assignments, reports, or research outputs and presenting them as fully original work, particularly where critical thinking, original analysis, or specific skills are being assessed. This includes using AI to bypass the core learning objectives of a course.	Revocation of Degree/Award: If the misconduct is discovered after a degree has been awarded, the degree can be revoked, or Legal Action (in extreme cases): For offenses like falsifying official documents or serious fraud, legal consequences outside of the Yoobee disciplinary process might be pursued Use Academic Misconduct Serious Misconduct Letter
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RELATED DOCUMENTS

Academic Integrity and AI Policy	
AI Usage Example for Programme Guide	Example content for programme handbook.
Ākonga Assessment Declaration Template	Ākonga declaration form for each assessment, revise question one content and examples as appropriate for each programme or assessment.
Academic Misconduct - Incident Form	Used by Tutors for suspected academic misconduct.
Academic Misconduct - determining intention	Used by Team Leaders as a reference when determining if the misconduct was intentional or not.
YooBee Colleges - Academic Misconduct Register	Used by Team Leaders when a formal investigation launched.
Academic Misconduct - Concerning Misconduct Letter	Used by Faculty Lead to advise ākonga of penalties.
Academic Misconduct - Serious Misconduct Letter	Used by Faculty Lead to advise ākonga of penalties.
Complaints & Appeals Policy	
AI Guidelines for kaimahi and ākonga	
Turnitin Guidelines	Currently under review
2025 Student Handbook	

IMPLEMENTATION

The actions to implement this procedure are:

- a) Guidelines and training material provided to all kaimahi, and on Sharepoint
- b) Inclusion in Ākonga | Learner Handbook and other learner-facing reference material
- c) Turnitin training
- d) Update glossary with new terminology

Version: 2.0

Approval by: Academic Board under delegation from Executive

Approval Date:

Effective from Date:

Created By: Karen Dodgshun

Reason for Review/Change:
