

Appeals under the Academic Integrity Framework

Information Session

Information Session - Objectives

1. Understand SCU's [Academic Integrity Framework](#) and
 - the 3 Tier Academic Integrity Breach Classification Types (Minor, Moderate, Major)
 - the Roles and Responsibilities of Markers, Unit Assessors, Academic Integrity Officers, **Executive Deans**
 - What evidence supports a suspected breach
 - How Penalties are Determined
 - GenAI breaches – are they Minor, Moderate or Major?
2. Have viewed Case Examples (incl GenAI breaches)
3. Know how to review, consider and determine Student Appeals in [AIMS](#) using the [Guide for Exec Deans](#)
[The Appeals Process in AIMS](#)
4. Know where to get more help



Academic Integrity Framework

The University's Academic Integrity Framework (supported by Policy) ensures clarity and consistent application of Academic Integrity principles, aligned to sector best practice.

The Framework's focus is on educative interventions for Minor Breaches, and applicable penalties for Moderate and Major Breaches.

The key policies (and system) which inform and help us achieve a systematic and consistent approach to addressing academic integrity are:

- [Academic Quality Standards and Integrity Policy](#)
- [Student Academic and Non-Academic Misconduct Rules](#)
- [Academic Integrity Procedures](#)
- [Academic Integrity Guidelines](#)
- Academic Integrity Management System [AIMS](#)

The 3-Tiered Breach Classification System – Definitions & Examples

MINOR

Unintentional and can be reasonably considered as *part of the normal learning process

**part of normal learning process = has not yet completed 2 Terms of study with SCU*

- Unacceptable Use of GenAI
- Poor referencing
- Not identifying direct quotations correctly
- Close paraphrasing
- Plagiarism
- Recycling

MODERATE

Unintentional but unacceptably negligent in the context of the *students opportunity to learn, and appropriately apply academic integrity principles

**already completed 2 Terms of study with SCU*

- Unacceptable Use of GenAI
- Poor referencing
- Not identifying direct quotations correctly
- Close paraphrasing
- Plagiarism
- Recycling

MAJOR

Intentional or deliberately negligent including (but not limited to) contract cheating

Any of the examples under Minor and Moderate may constitute a Major breach if 'intentional or deliberately negligent'.

examples of other Major breaches include:

- Misrepresentation
- Collusion
- Cheating
- Contract cheating
- Fabricating information (data for experiments)

How the breach classification works - AIMS now Classifies Potential Breaches (based on definitions at Clause 21 & 25 of [Academic Integrity Procedures](#))

MINOR

Unintentional and can be reasonably considered as part of the normal learning process

- Poor referencing
- Not identifying direct quotations correctly
- Close paraphrasing
- Plagiarism
- Recycling

Minor Breach – the three questions

1. Has the student completed their second Session or Term of study?

Yes →

No ↓

2. Does the student have: any Pre AIMS breaches; OR a Moderate or Major breach; OR two Minor breaches?

Yes →

No ↓

3. Is there any reason to suspect the student has knowingly breached AI?

Yes →

No ↓

POTENTIAL
MODERATE
/ MAJOR
BREACH

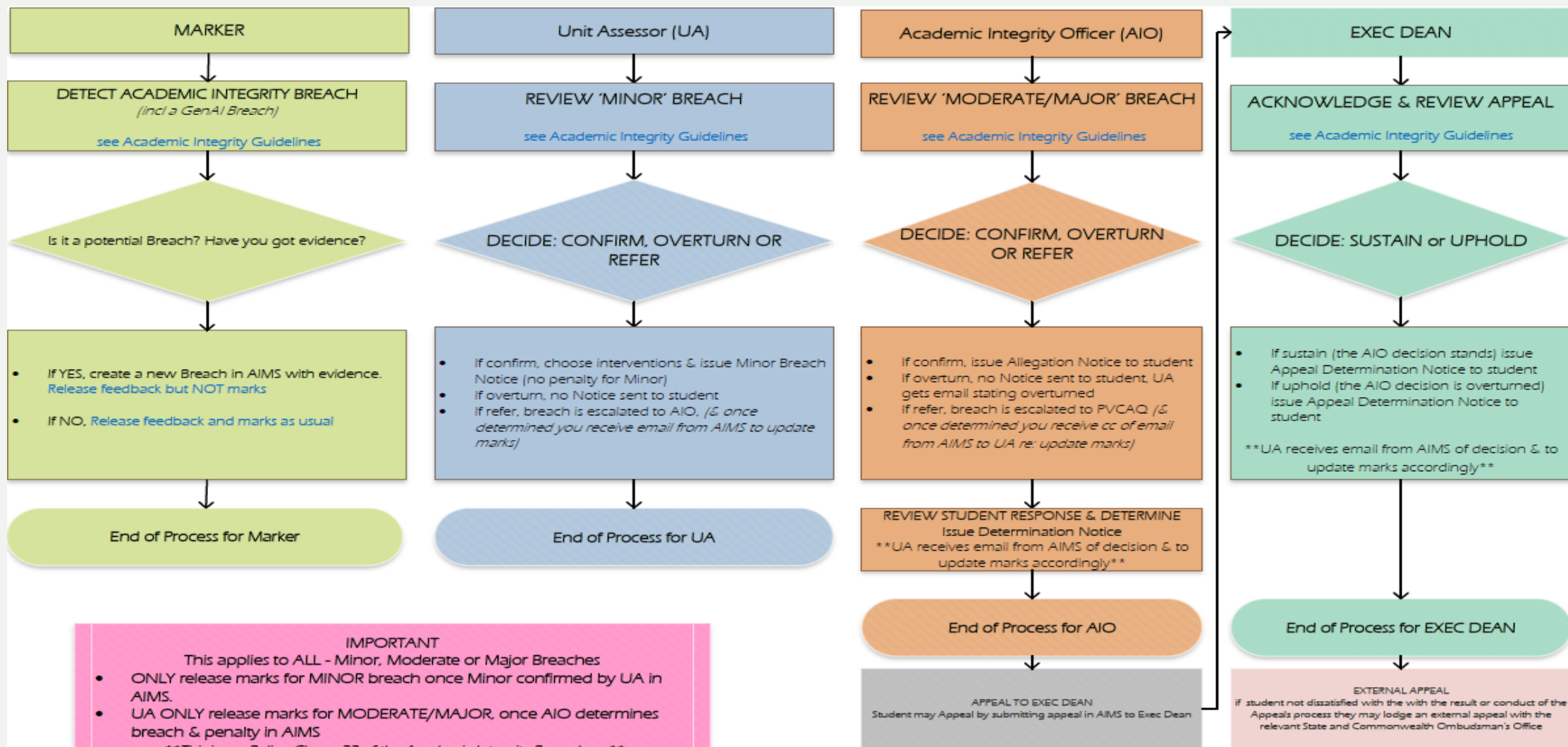
POTENTIAL MINOR BREACH



Roles and Responsibilities

Role	Responsibilities
Marker	<ul style="list-style-type: none">• Detect Breaches (where a Breach is detected, mark the task as usual, release feedback but <u>do NOT release marks</u> to student)• Submit the Breach in AIMS (academic staff at offshore partners - email the suspected breach to your SCU Main Campus Unit Assessor (who will submit the breach in AIMS))
Unit Assessor	<ul style="list-style-type: none">• Review Minor Breach in AIMS (if you agree it's Minor, decide educative intervention & issue Minor Breach Notice. If Moderate/Major Breach - refer to AIO within AIMS). May question student.• Update marks (do this only following UA confirmation of Minor Breach (or AIO Determination of Moderate/Major Breach))
AIO (or Dean, Graduate Studies for HDR)	<ul style="list-style-type: none">• Investigate Moderate/Major Breaches (if sufficient evidence exists, issue Allegation Notice. If not overturn)• Determine Breach Classifications and Penalties (consider student response (if any) and using the Guidelines, decide on the breach classification and penalty, issuing the Determination Notice from AIMS)
Executive Dean	<ul style="list-style-type: none">• Consider and Determine Student Appeals <i>consider student Appeal, all evidence in AIMS, and decide in regard to the Allegation whether to sustain it (agree with AIO decision) and confirm or impose a lesser or greater penalty; OR dismiss it (not agree with AIO decision), issuing the Appeal Determination Notice from AIMS.</i>

AIMS Process Flowchart: The role of Markers, Unit Assessors, AIOs & Exec Deans



IMPORTANT
 This applies to ALL - Minor, Moderate or Major Breaches

- ONLY release marks for MINOR breach once Minor confirmed by UA in AIMS.
- UA ONLY release marks for MODERATE/MAJOR, once AIO determines breach & penalty in AIMS

This is per Policy: Clause 22 of the Academic Integrity Procedures

Key evidence

➤ Turnitin Reports

- **Assignment current view** (this is a pdf of the Assignment showing similarity index match)
- **Assignment originally submitted file** (this is the word doc version of the Assignment submitted by student to Tii)
- **Assignment Text-Only Report** (this text-only Report is extremely useful to the UA and AIO as they can view and trace the matched text live link).
- **AI Report from Turnitin** (if any)

How to download the Turnitin Reports: In Grade Centre, select to open the 'Similarity Report', click on 'Download and Information Tools' setting, you can choose to download the 3 different versions of the student's assignment. The 3 formats are essential for the UA/AIO in reviewing the suspected Breach.

- **Assessment Brief** (if applicable) what were students advised in writing about the use of GenAI for the Assessment Task?
- **Assignment document properties** check for author, creation date, edit time etc. *open the original assessment in word format. Click FILE tab. Select "Info. Screenshot this.*
- **Completed GenAI or General Checklist [GenAI Practice Guide Signals of and How To Assess Unacceptable Use of GenAI](#) OR [Guide & Template Signals of a Breach & Record of Evidence for AIMS](#)** The checklist is preferred but you can use a condensed version of it, or just type information about evidence) into AIMS when uploading breach evidence.
- **Record of Unit Assessor interview with student about the Assessment Task. Refer to [Guide and Template for Unit Assessors email to Student](#)**
- **Any other evidence** e.g., screenshot of 'a reference from reference list run through google search to check if legitimate/fake, or add comment and screenshot of paragraph/s from assignment that you believe are not the student's own work.



How Penalties are Determined

The [Academic Integrity Guidelines](#) provide guidance on how to classify, and determine ALL Breaches (and how to decide the Penalties for Moderate/Major breaches). For GenAI Breaches, additionally refer to the [GenAI Practice Guide Signals of and How To Assess Unacceptable Use of GenAI](#).

Penalties are arrived at following a systematic approach (using the GenAI Practice Guide for any GenAI breaches) and the Academic Integrity Guidelines, tables 1-3.

- Table 1 to decide/confirm the **‘breach classification’** (Minor, Moderate or Major)
- Table 2 to decide the **‘severity’** of the breach – by considering the ‘extent’ and ‘impact’ of the breach.
- Table 3 to decide the **penalty** based on the ‘severity’ of the breach.

Table 1

Table 1: Breach Classification Types		
Breach classification	Definition	Examples
MINOR	<ul style="list-style-type: none"> Unintentional and reasonable as part of the normal learning process. This would include a student in their first or second session at SCU with no previous academic misconduct findings and no more than one previous minor breach. 	<p>The following may constitute Minor or Moderate breaches, depending on whether part of the normal learning process (Minor breach) or negligent in the context of opportunity to learn (Moderate breach):</p> <ul style="list-style-type: none"> Unacceptable use of generative artificial intelligence (GenAI) tools. Unacceptable is where the use of GenAI has not been appropriately acknowledged or is beyond the acceptable limit as defined in the Assessment Item Guide to Table 2 for additional guidance. Poor referencing - failure to correctly reference other authors' ideas within an assessment. Not identifying direct quotations correctly - omitting quotation marks and/or incorrectly using direct quotations within an assessment. Close paraphrasing - inclusion of two or three short phrases copied from other sources with minimal changes to the wording and/or without appropriate citation (including paraphrasing diagrams). Plagiarism - direct copying including close paraphrasing or copying from other sources without correct citation. Failure to include a reference list or direct copying without correct acknowledgement of information and ideas from other sources including but not limited to books, journal articles, websites, reports, theses, unpublished works, conference papers, lectures/tutorial/lab notes or on-line recordings, computer code, artwork, graphics is considered plagiarism. Repeating - submitting work that has been prepared for one unit or course either at Southern Cross University or another institution, by presenting it as original work for another unit or re-presenting work previously submitted for an incomplete or failed unit without specific appropriate permission.
MODERATE	<ul style="list-style-type: none"> The breach is unintentional but negligent because the student has already had an opportunity to learn from its practice (academic integrity). Normally, this would include a student who has completed at least two terms at SCU. Normally, this would not include a student with multiple (e.g., three or more) repeated breaches for similar issues. 	<p>Any of the examples given for Minor and Moderate breaches including unacceptable use of GenAI may constitute Major breaches if intentional or deliberately negligent. Other examples of Major breaches include:</p> <ul style="list-style-type: none"> Misrepresentation - deliberate failure to disclose correct sources of information through falsifying references used in an assessment by sharing details such as the correct source, authors, or date of publication, or submitting previously submitted published information, data, or assignment results as if newly identified through laboratory or clinical work or work-integrated learning experiences. Collusion - presenting the product of unauthorised collaboration as independent work, or copying, or attempting to copy, another person's work and pass it off as one's own work, or knowingly allowing work to be copied and passed off as the work of another person, e.g. if a student enables another student to view their individual assessment and components of it, or copied and submitted as their own work, both students may have breached academic integrity standards. Cheating - improper conduct in examinations or other assessment tasks including taking unauthorised study material and aids into a face-to-face invigilated or on-line examination when a declaration to the contrary has been completed, allowing another student to sit an exam that the student should sit, communicating with and/or copying from another student during an examination, sitting an examination for another student, failing to equally contribute to groupwork assessment while claiming an equal contribution and share of the marks, or unauthorised photographing/recording of academic work including examination questions and/or answers. Contract cheating - when a student submits work that has been completed for them by a third party, irrespective of the third party's relationship with the student, and whether they are paid or unpaid (after Harper et al 2018 doi:10.1080/03075079.2018.1462361). Examples include but not limited to submitting an assessment obtained from an internet source or another person (as if it were the student's own work), asking another student (peer or other family member, friend, colleague or a person previously unknown to them) to prepare or submit an assessment item as if it were their own work, colluding with another person to write a test/essay, collaborating with another person to purchase, sell or share parts of or complete assignments or study materials for the use of completing an assessment task. Fabricating information - Submitting fictitious information, data, or experimental results through laboratory or clinical work or work-integrated learning experiences.
MAJOR	<ul style="list-style-type: none"> The breach is intentional (i.e. cheating) or deliberately negligent (i.e. repeatedly ignoring previous academic integrity breach finding and learning opportunities). 	

Table 2

Table 2: Guide to Determining Severity of a Breach			
Breach classification	Extent of Breach	Impact of Breach	Severity level
Minor unintentional and reasonable as part of the normal learning process	Reasonable in the context of the normal learning process		LEVEL 0
Moderate unintentional but negligent (because student has already had opportunity to learn how to practice academic integrity)	Small – e.g., a few paragraphs, or graphics; a few elements of computer source code; sharing a single exam question with a model answer or a portion of an assignment; up to two previous minor breaches	Small – academic achievement of other students completing the assessment task or unit is impacted.	LEVEL 1
	Medium – e.g., a significant proportion or segment of the work; multiple segments of computer source code; sharing multiple exam questions or parts of an assignment; up to three previous minor breaches	Medium – academic achievement of other students in the course and the degree's reputation are impacted.	LEVEL 2
	Large – e.g., comprises minimal original work; significant appropriation of ideas or artistic work; multiple pages or sections of text or graphics copied; sharing one or more exam papers, exam scripts or assignments; more than three previous minor breaches	Large – the University's reputation is impacted.	LEVEL 3
Major intentional or deliberately negligent	Small – e.g., a few paragraphs, or graphics; a few elements of computer source code; selling, procuring or having a single exam question with a model answer or a portion of an assignment.	Small – academic achievement of other students completing the assessment task or unit is impacted.	LEVEL 3
	Medium – e.g., a significant proportion or segment of the work; multiple segments of computer source code; selling, procuring or having multiple exam questions or parts of an assignment.	Medium – academic achievement of other students in the course and the degree's reputation are impacted.	LEVEL 4
	Large – e.g., comprises minimal original work; significant appropriation of ideas or artistic work; multiple pages or sections of text or graphics copied; selling, procuring or having one or more exam papers, exam scripts or assignments.	Large – the University's reputation is impacted.	LEVEL 5

Table 3

Table 3: Guide to Penalties			
Breach classification	Severity level	Appropriate penalty for coursework students	Appropriate penalty for HDR students
Minor unintentional and reasonable as part of the normal learning process	LEVEL 0	<p>No penalty may be applied. The UA will determine the appropriate educative intervention and record same in AIMS. Educative interventions might include:</p> <ul style="list-style-type: none"> - view the Quick Guides about Academic Integrity - view the videos on how to use Turnitin - recommendation to book an appointment with a Learning Coach - recomplete the Academic Integrity Module - revise and resubmit the assessment item without penalty - Other (bespoke intervention based on the case) 	N/A
	LEVEL 1	<p>Either or both of:</p> <ul style="list-style-type: none"> - a penalty of up to 20% of available marks for the assessment item; - an opportunity to resubmit, or an alternative task or special examination (if applicable), for a maximum mark of 50% of the available marks for the assessment item. 	A caution and recommendations to revise the assessment item
	LEVEL 2	<p>Either or both of:</p> <ul style="list-style-type: none"> - a mark of zero for the assessment item; - an opportunity to resubmit, or an alternative task or special examination (if applicable), for a maximum of a pass mark for the unit. 	A caution and recommendations to revise the assessment item
Moderate unintentional but negligent (because student has already had opportunity to learn how to practice academic integrity)	LEVEL 2	Award of a result of fail for a unit of study	Termination of candidature
	LEVEL 3	Award of a result of fail for a unit of study	Termination of candidature
	LEVEL 3	<p>Either or both of:</p> <ul style="list-style-type: none"> - suspension from the University for up to 12 months; - award of a result of fail for relevant units of study 	Termination of candidature
Major intentional or deliberately negligent	LEVEL 4	<p>Either or both of:</p> <ul style="list-style-type: none"> - expulsion from the University; - a recommendation to the Chair, Academic Board that he or she should recommend Council revoke and require the surrender of an award 	Termination of candidature and/or a recommendation to the Chair, Academic Board that he or she should recommend Council revoke and require the surrender of an award
	LEVEL 5		

GenAI Breaches – is it a Minor, Moderate or Major breach?

A GenAI breach may be classified as **Minor, Moderate or Major**, depending on the breach classification criteria, see Academic Integrity Guidelines and then with consideration to how and to what extent the GenAI was used. For example:

- If GenAI was used for **only one element or some minor elements** of the submission this might reasonably be considered a **Moderate breach** (i.e., similar to our definition of moderate breach for plagiarism: “direct copying including close paraphrasing or copying from other sources without correct citation”).
- If GenAI was used to generate the **entire assessment submission or significant parts of it**, this might reasonably be considered a **Major breach** (i.e., as with our definition of a Major breach for contract cheating in the Guidelines: “when a student submits work that has been completed for them by a third party”).

The following examples provide further guidance. ‘Unacceptable use of GenAI’ can relate to a breach where:

1. A student was prohibited from using GenAI in the Assessment Task, or
2. A student was permitted to use GenAI but has not appropriately acknowledged the use of such, or it is beyond the acceptable limit defined in the Assessment Task.

As a general guide, in regard to (1) above, where a student was prohibited from using GenAI in the Assessment Task, but did so, it would be appropriate to classify as a Moderate breach.

However, this would be dependent on the extent and how the GenAI was used. For example, if:

- i. GenAI was **prohibited but used to generate a minimal part** of the assessment submission, a **Moderate** breach classification may be appropriate;
- ii. GenAI was **prohibited but used to generate the entire assessment submission or a significant part of it**, a **Major** breach classification may be appropriate.

In contrast, in regard to (2) above, where a student was permitted to use GenAI but has not appropriately acknowledged the use of such, or it is beyond the acceptable limit defined in the Assessment Task, if it relates to a breach by a student who has not completed two study terms and has no prior confirmed breaches, it may be appropriate to classify as a Minor breach (again dependent on the extent and how the GenAI was used).

GenAI Breach Penalties – refer to the below guide

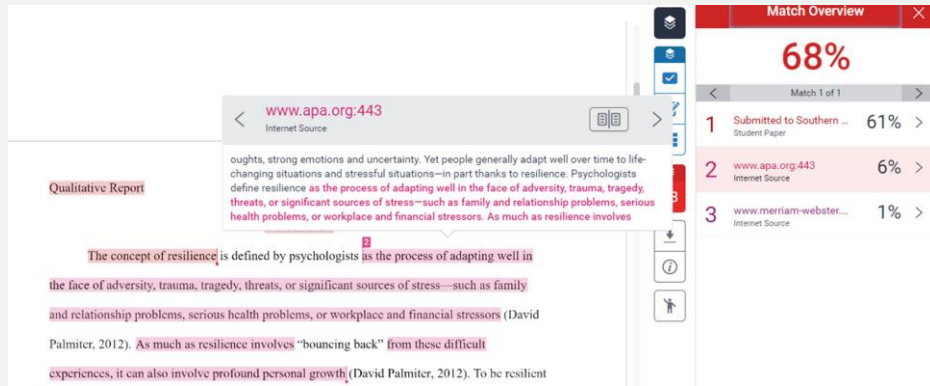
GenAI Practice Guide Signals of and How To Assess Unacceptable Use of GenAI

Table B: Guidance on Breach Classification and Penalties for GenAI Breaches

PART A: GenAI PERMITTED - but NOT acknowledged OR beyond the limit defined in the Assessment Task				
GenAI Breach: Permitted/Not Permitted	extent of GenAI breach	Minor breach criteria met?	Recommended Breach Classification	Recommended Penalty Level
GenAI permitted - but not acknowledged/beyond the limit defined in Assessment Task	extent = small (GenAI was permitted but not acknowledged - a small part of the assessment submission) reference Academic Integrity Guidelines Table 2: extent of breach eg Small – e.g. a few paragraphs, or graphics; a few elements of computer source code	if yes	Minor	Lvl 0 = no penalty educative interventions only! No penalty or punitive action.
		if no	Moderate	Lvl 1 • a penalty of up to 20%; OR • an opportunity to resubmit or an alternative task or special examination (if applicable) for a maximum mark of 50% of the available marks for the assessment item.
	extent = medium (GenAI was permitted but not acknowledged - a medium part of the assessment submission) reference Academic Integrity Guidelines Table 2: extent of breach eg a significant proportion or segment of the work; multiple segments of computer source code.	if yes	Moderate	Lvl 1 • a penalty of up to 20%; OR • an opportunity to resubmit or an alternative task or special examination (if applicable) for a maximum mark of 50% of the available marks for the assessment item.
		if no	Moderate	Lvl 2 • a mark of zero for the task; OR • an opportunity to resubmit or an alternative task or special examination (if applicable) for a maximum of a pass mark for the UNIT
	extent = large (GenAI was permitted but not acknowledged - a large part of, or the entire assessment submission) reference Academic Integrity Guidelines Table 2: extent of breach Large – eg comprises minimal original work; significant appropriation of ideas or artistic work; multiple pages or sections of text or graphics copied.	if yes	Moderate	Lvl 2 • a mark of zero for the task; OR • an opportunity to resubmit or an alternative task or special examination (if applicable) for a maximum of a pass mark for the UNIT
		if no	Major	Lvl 3 Award of a result of FAIL for the UNIT of study

PART B: GenAI NOT Permitted				
GenAI Breach: Permitted/Not Permitted	extent of GenAI breach	Minor breach criteria met?	Recommended Breach Classification	Recommended Penalty Level
GenAI NOT permitted	extent = small GenAI was not permitted - but used for a small part of the assessment submission reference Academic Integrity Guidelines Table 2: extent of breach Small – eg a few paragraphs, or graphics; a few elements of computer source code.	if yes	Moderate	Lvl 1 • a penalty of up to 20%; OR • an opportunity to resubmit or an alternative task or special examination (if applicable) for a maximum mark of 50% of the available marks for the assessment item.
		if no	Moderate	Lvl 2 • a mark of zero for the task; OR • an opportunity to resubmit or an alternative task or special examination (if applicable) for a maximum of a pass mark for the UNIT
	extent = medium GenAI was not permitted - but used for a medium part of the assessment submission reference Academic Integrity	if yes	Moderate	Lvl 2 • a mark of zero for the task; OR • an opportunity to resubmit or an alternative task or special examination (if applicable) for a maximum of a pass mark for the UNIT
	Guidelines Table 2: extent of breach Medium – eg a significant proportion or segment of the work; multiple segments of computer source code.	if no	Moderate	Lvl 3 Award of a result of FAIL for the UNIT of study
	extent = large GenAI was not permitted - but used for a large part eg the entire assessment submission or a significant part of it. reference Academic Integrity Guidelines Table 2: extent of breach Large – eg comprises minimal original work; significant appropriation of ideas or artistic work; multiple pages or sections of text or graphics copied.	if yes	Moderate	Lvl 2 • a mark of zero for the task; OR • an opportunity to resubmit or an alternative task or special examination (if applicable) for a maximum of a pass mark for the UNIT
		if no	Major	Lvl 3 Award of a result of FAIL for the UNIT of study

Case Study 1: Minor Breach



Educational Experience

- Student is in their 2nd study term at SCU
- Student has had 1 previous Minor breach

The Tii report shows a match of 68% with:

- **Recycling** - 61% match to SCU submissions. In this instance the student has **recycled** an assignment they submitted to another unit (*without any acknowledgement*).
- **Close paraphrasing** - too close to the original wording
- **Plagiarism** - chunks of copied text without quotation marks
- **Referencing** - while not consistent with the style guide, referencing has been used to acknowledge the use of others' work. It is apparent that this new student is attempting to practise AI via the inclusion of in-text referencing.

Breach classification	Definition	Examples
MINOR	<ul style="list-style-type: none"> • Unintentional and reasonable as part of the normal learning process. • This would include a student in their first or second session at SCU with no previous academic misconduct findings and no more than one previous minor breach. 	<p>The following may constitute Minor or Moderate breaches, depending on whether part of the normal learning process (Minor breach) or negligent in the context of opportunity to learn (Moderate breach):</p> <ul style="list-style-type: none"> • Poor referencing: failure to correctly reference other authors' ideas within an assessment. • Not identifying direct quotations correctly: omitting quotation marks and/or incorrectly citing direct quotations within an assessment;
MODERATE	<ul style="list-style-type: none"> • The breach is unintentional but negligent (because the student has already had an opportunity to learn how to practise academic integrity). • Normally, this would include a student who has completed at least two sessions at SCU. • Normally, this would not include a student with multiple (e.g. three or more) repeated breaches for similar issues. 	<ul style="list-style-type: none"> • Close paraphrasing: inclusion of two or three short phrases copied from other sources with minimal changes to the wording and/or without appropriate citation (including patchwork plagiarism); • Plagiarism: direct copying including close paraphrasing or copying from other sources without correct citation. Failure to include a reference list or direct copying, without correct acknowledgement of information and ideas from other sources including but not limited to books, journal articles, web-pages, reports, theses, unpublished works, conference papers, lecture/tutorial/lab notes or on-line teaching recordings, computer code, artwork, graphics is considered plagiarism. • Recycling: submitting work that has been prepared for one unit or course, either at Southern Cross University or another institution, by presenting it as original work for another unit or re-presenting work previously submitted for an incomplete or failed unit without specific appropriate permission.

Case Study 2: Moderate Breach

HAVE YOUR SAY: Proposed changes to the Solitary Islands Marine Park

Thank you for the opportunity to provide feedback on the proposed changes to the Solitary Islands Marine Park (SIMP). As a retired marine protected area (MPA) manager of 10 years with a Masters in Marine Science and Management, I understand the difficult task of proposing changes that will satisfy all stakeholders involved. However, we ultimately have to prioritise our conservation efforts to continue to make our marine resources sustainable so that all stakeholders can continue to use the area within the SIMP and for the resources to be available for future generations use. Healthy ecosystems are critical to sustainable resource use.

I have included scientific literature further in this document to support my argument but would like to address the changes and make suggestions in summary, in this cover note.

Fist of all, I would like to address the change that includes;

- Reduction in the size of the Sanctuary zone surrounding Pimpernel Rock

Pimpernel Rock has been identified as an aggregation site for grey nurse sharks that are classed as critically endangered by the government and therefore receive protection under the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act) due to the location being in Commonwealth controlled waters. Therefore, it is an offence to kill, injure, take, trade, keep, or move

Match Overview

53%

Match 1 of 8

1	www.legislation.gov.au Internet Source	13%
2	Submitted to Southern ... Student Paper	5%
3	fish.gov.au Internet Source	5%
4	www.dpi.nsw.gov.au Internet Source	4%
5	link.springer.com Internet Source	3%

Educational Experience

- Student is in their 4th study term at SCU
- Student has had 1 previous minor breach

The Tii report shows a match of 53% with:

- **Poor referencing** – an attempt to acknowledge the use of others’ work, but incorrect and inconsistent referencing.
- **Plagiarism** – unreferenced copied text without quotation marks & no referencing
- **Close paraphrasing.**

Breach classification	Definition	Examples
MINOR	<ul style="list-style-type: none"> • Unintentional and reasonable as part of the normal learning process. • This would include a student in their first or second session at SCU with no previous academic misconduct findings and no more than one previous minor breach. 	<p>The following may constitute Minor or Moderate breaches, depending on whether part of the normal learning process (Minor breach) or negligent in the context of opportunity to learn (Moderate breach):</p> <ul style="list-style-type: none"> • Poor referencing: failure to correctly reference other authors’ ideas within an assessment. • Not identifying direct quotations correctly: omitting quotation marks and/or incorrectly citing direct quotations within an assessment; • Close paraphrasing: inclusion of two or three short phrases copied from other sources with minimal changes to the wording and/or without appropriate citation (including patchwork plagiarism); • Plagiarism: direct copying including close paraphrasing or copying from other sources without correct citation. Failure to include a reference list or direct copying, without correct acknowledgement of information and ideas from other sources including but not limited to books, journal articles, web-pages, reports, theses, unpublished works, conference papers, lecture/tutorial/lab notes or on-line teaching recordings, computer code, artwork, graphics is considered plagiarism. • Recycling: submitting work that has been prepared for one unit or course, either at Southern Cross University or another institution, by presenting it as original work for another unit or re-presenting work previously submitted for an incomplete or failed unit without specific appropriate permission.
MODERATE	<ul style="list-style-type: none"> • The breach is unintentional but negligent (because the student has already had an opportunity to learn how to practise academic integrity). • Normally, this would include a student who has completed at least two sessions at SCU. • Normally, this would not include a student with multiple (e.g. three or more) repeated breaches for similar issues. 	

Case Study 3: Major Breach

ORIGINALITY REPORT

81% SIMILARITY INDEX

64% INTERNET SOURCES

72% PUBLICATIONS

76% STUDENT PAPERS

PRIMARY SOURCES

1	Heather Winskel, Tae-Hoon Kim, Lauren Kardash, Ivanka Belic. "Smartphone use and study behavior: A Korean and Australian comparison", Heliyon, 2019	22%
2	Submitted to Southern Cross University	15%
3	www.frontiersin.org	6%
4	prc.springeropen.com	4%
5	iranarazi.ir	4%
6	akjournals.com	3%
7	www.ncbi.nlm.nih.gov	3%
8	Nazir S. Hawi, Maya Samaha. "To excel or not to excel: Strong evidence on the adverse effect	3%

Results

In order to determine if Korean versus Australian students differed significantly in terms of time spent using their smartphone while studying and level of problematic smartphone use, the researchers conducted a series of analyses of variance (ANOVA). The researchers also analysed if there were any significant interaction effects between gender and culture for any of the dependent variables. They conclude that preliminary analyses showed no evidence of outliers and no violations of the assumptions of normality or homogeneity of variance.

It was hypothesised that Smartphone use and usage during study will be higher for Korean compared to Australian students. Descriptive statistics and analyses of variance results for Australian and Korean smartphone usage are presented in Table 1. Estimated smartphone usage per day was significantly higher for Korean students (6.52 h) compared to Australian students (4.72 h), $F(1,387) = 20.89, p < .001, \eta^2 = .051$. As can be seen from Table 1, Korean students used their smartphones significantly more than Australian students.

Table 1. Mean scores for overall and specific smartphone usage while studying in Koreans and Australians. Standard deviations are in parentheses.

Item	Koreans	Australians	F	p	η^2
Estimated smartphone use per day (hours)	6.52 (4.45)	4.72 (3.12)	20.89	<.001	.051
Make a phone call	1.95 (1.30)	1.17 (1.08)	43.54	<.001	.107
Receive a phone call	2.24 (0.98)	1.57 (1.02)	34.66	<.001	.087
Messaging and Texting, e.g. WhatsApp	2.93	2.38 (1.06)	22.23	<.001	.058

Table 2. Mean scores for problematic smartphone use or degree of attachment to Smartphone in Koreans and Australians. Standard deviations are in parentheses.

Items	Koreans	Australians	F	p	η^2
1. Missing planned work due to smartphone use	3.32 (1.37)	2.52 (1.49)	14.38	<.001	.037
2. Having a hard time concentrating in class, while doing assignments, or while working due to smartphone use	3.33 (1.32)	3.23 (1.56)	.37	.544	.001
3. Feeling pain in the wrists or at the back of the neck while using a smartphone	2.82 (1.62)	2.45 (1.41)	5.15	.024	.013
4. Won't be able to stand not having a smartphone	4.07 (1.49)	3.44 (1.66)	12.68	<.001	.032
5. Feeling impatient and fidgety when I am not holding my smartphone	2.82 (1.36)	2.49 (1.41)	4.47	.035	.012
6. Having my smartphone in my mind even when I am not using it	2.61 (1.27)	2.36 (1.25)	3.32	.074	.008
7. I will never give up using my smartphone even when my daily life is already greatly affected by it	3.21 (1.44)	2.59 (1.36)	15.97	<.001	.041
8. Constantly checking my smartphone so as not to miss conversations between other people on Twitter or Facebook	3.07 (1.44)	2.76 (1.49)	3.84	0.51	.010
9. Using my smartphone longer than I had intended	4.06 (1.27)	4.36 (1.30)	4.47	.035	.012
10. The people around me tell me that I use my smartphone too much	2.85 (1.52)	2.42 (1.45)	7.18	.008	.019
Total (Overall)	31.62 (9.69)	28.61 (9.32)	9.16	.003	.024

Finally to test the hypothesis that Smartphone use would have a negative relationship with academic performance (GPA). Consistent with previous research, this finding indicates frequent smartphone use during study may contribute to a decrease in overall academic achievement (Horswood and Anglin, 2018). Results indicated that for Australian students, a negative relationship was found between phone use and GPA scores.

Discussion

The negative relationship with academic performance (GPA) for Australian students raises the question of why this may influence their results. Research has shown that even seeing a message notification on one's smartphone is as cognitively distracting as is stopping and checking the message (Sorkut, Michon & Yehnet, 2015), likely because it has created an open-ended question that the mind needs to be assessed, similar to the Zeigarnik effect in which the mind dwells on unfinished business (Zeigarnik, 1928).

Technological addiction, defined by Griffiths (1995) as a non-substance addiction that involves human-machine interaction, is a subset of behavioural addiction that shares similarities with the five core components of addiction including salience, mood modification, tolerance, withdrawal, conflict and relapse.

For example, of undergraduate students who own a smartphone, 99% said that they had used their phone at least once in the previous hour during the course of the study period (Smith, 2015). Another study found that spending a fair amount of time on smartphones by university students while studying negatively affects their Grade Point Averages (GPAs) (Hawari & Gonen, 2012).

Related research has been investigated in to the relationship between smartphone use and study behaviour across cultures. Average smartphone usage and smartphone addiction was found to be significantly higher for Korean students compared to Australian students. For Korean students, a positive relationship was found between addiction and smartphone usage. No relationship was found between GPA and smartphone use or addiction. For Australian students, a positive relationship was found between addiction and smartphone use. Additionally, a negative relationship was found between smartphone use and GPA. No relationship was found between GPA and addiction.

Table 1: Breach Classification Types		
Breach classification	Definition	Examples
MAJOR	<ul style="list-style-type: none"> The breach is intentional (i.e. cheating) or deliberately negligent (i.e. repeatedly ignoring previous warnings and learning opportunities). 	<p>Any of the examples given for Minor and Moderate breaches may constitute Major breaches if intentional or deliberately negligent. Other examples of Major breaches include:</p> <ul style="list-style-type: none"> Misrepresentation: deliberate failure to disclose correct sources of information through falsifying references used in an assessment by altering details such as the correct source, author(s), or date of publication; or submitting previously submitted or published information, data, or experimental results as if it were newly identified through laboratory or clinical work or work-integrated learning experiences. Collusion: presenting the product of unauthorised collaboration as independent work, or copying, or attempting to copy, another person's work and pass it off as one's own work, or knowingly allowing work to be copied and passed off as the work of another person, e.g. if a student enables another student to review their individual assessment and components of it are copied and submitted by that student, both students may have breached academic integrity standards. Cheating: improper conduct in examinations or other assessment tasks including taking unauthorised study material and aids into a face-to-face invigilated or an on-line examination where a declaration to the contrary has been completed, allowing another student to sit an exam that the student should sit, communicating with and/or copying from another student during an examination, sitting an examination for another student, failing to equally contribute to a group-work assessment while claiming an equal contribution and share of the marks, or unauthorised photographing/ recording of academic work including examination questions and/or answers.

Educational Experience

- Student is in their 8th study term at SCU
- Student has had 2 previous Minor AI Breaches
- Student has received educational intervention

The Tii report shows a match of 81% with:

- **Close paraphrasing** - too close to the original wording
- **Plagiarism** - chunks of copied text without quotation marks, the assessment is mostly made up of paragraphs of copied text including copied text without the use of quotation marks or referencing.

Case Study 4: GenAI (Minor Breach)

Students were permitted to use GenAI in the Assessment Task. This student used GenAI but did not appropriately 'acknowledge' or 'reference' the use of such. The Tii AI Report showed a score of 35%. The Marker noted the whilst the student was permitted to use GenAI, the student had not acknowledged or referenced the use of GenAI as required.

Referencing or acknowledging?

We refer to 'referencing' as a way to bring content generated by generative AI into your work for submission, in a similar way you would reference an idea or text from a scholarly source or Google.

We refer to 'acknowledging' as a way to describe how you have used generative AI in the process of creating a work for submission.

Principles for Referencing Generative AI

Currently, there are few guidelines around the rules of referencing the use of Generative AI. The library has some information for a variety of referencing formats. The APA 7th has guidelines around [referencing generative AI](#) (American Psychological Association, 2023) which may be helpful.

Educational Experience

- Student is in their 2nd study term at SCU
- Student has no previous Breaches

Breach classification	Definition	Examples
MINOR	<ul style="list-style-type: none"> • Unintentional and reasonable as part of the normal learning process. • This would include a student in their first or second session at SCU with no previous academic misconduct findings and no more than one previous minor breach. 	<p>The following may constitute Minor or Moderate breaches, depending on whether part of the normal learning process (Minor breach) or negligent in the context of opportunity to learn (Moderate breach):</p> <ul style="list-style-type: none"> • Poor referencing: failure to correctly reference other authors' ideas within an assessment. • Not identifying direct quotations correctly: omitting quotation marks and/or incorrectly citing direct quotations within an assessment;
MODERATE	<ul style="list-style-type: none"> • The breach is unintentional but negligent (because the student has already had an opportunity to learn how to practise academic integrity). • Normally, this would include a student who has completed at least two sessions at SCU. • Normally, this would not include a student with multiple (e.g. three or more) repeated breaches for similar issues. 	<ul style="list-style-type: none"> • Close paraphrasing: inclusion of two or three short phrases copied from other sources with minimal changes to the wording and/or without appropriate citation (including patchwork plagiarism); • Plagiarism: direct copying including close paraphrasing or copying from other sources without correct citation. Failure to include a reference list or direct copying, without correct acknowledgement of information and ideas from other sources including but not limited to books, journal articles, web-pages, reports, theses, unpublished works, conference papers, lecture/tutorial/lab notes or on-line teaching recordings, computer code, artwork, graphics is considered plagiarism. • Recycling: submitting work that has been prepared for one unit or course, either at Southern Cross University or another institution, by presenting it as original work for another unit or re-presenting work previously submitted for an incomplete or failed unit without specific appropriate permission.

Case Study 5: GenAI (Moderate Breach)

Students were **permitted to use GenAI** in the Assessment Task. The student submitted their Assessment. The Tii Similarity Index showed only 16% match to other sources but the Tii AI Report indicated 84% probability score the submission had been generated by AI.

The UA noted advice from the Marker that the reference list was incomplete, only included duplicates of some in text citations. On the UA questioning the student, he admitted to the UA using AI tools, stating he did not copy/paste the answer instead, wrote what he could interpret from the responses he got. The UA submitted the breach in AIMS selecting 'Unacceptable Use of GenAI – where permitted but not acknowledged'. The AIO on review (and after issuing the Allegation notice and reviewing the student's response) determined a **Moderate breach** with penalty **opportunity to resubmit with maximum pass for the Unit** on the basis the student had not paraphrased sufficiently to make it his own work and this applied to **a medium proportion of the work**, the GenAI usage was not appropriately acknowledged, the student was in their 3rd term at SCU and therefore had already had the opportunity to learn how to practice academic integrity.

Educational Experience

- Student was in their 3rd study term at SCU
- Student has no previous Breaches

Breach classification	Definition	Examples
MINOR	<ul style="list-style-type: none"> • Unintentional and reasonable as part of the normal learning process. • This would include a student in their first or second session at SCU with no previous academic misconduct findings and no more than one previous minor breach. 	<p>The following may constitute Minor or Moderate breaches, depending on whether part of the normal learning process (Minor breach) or negligent in the context of opportunity to learn (Moderate breach):</p> <ul style="list-style-type: none"> • Poor referencing: failure to correctly reference other authors' ideas within an assessment. • Not identifying direct quotations correctly: omitting quotation marks and/or incorrectly citing direct quotations within an assessment;
MODERATE	<ul style="list-style-type: none"> • The breach is unintentional but negligent (because the student has already had an opportunity to learn how to practise academic integrity). • Normally, this would include a student who has completed at least two sessions at SCU. • Normally, this would not include a student with multiple (e.g. three or more) repeated breaches for similar issues. 	<ul style="list-style-type: none"> • Close paraphrasing: inclusion of two or three short phrases copied from other sources with minimal changes to the wording and/or without appropriate citation (including patchwork plagiarism); • Plagiarism: direct copying including close paraphrasing or copying from other sources without correct citation. Failure to include a reference list or direct copying, without correct acknowledgement of information and ideas from other sources including but not limited to books, journal articles, web-pages, reports, theses, unpublished works, conference papers, lecture/tutorial/lab notes or on-line teaching recordings, computer code, artwork, graphics is considered plagiarism. • Recycling: submitting work that has been prepared for one unit or course, either at Southern Cross University or another institution, by presenting it as original work for another unit or re-presenting work previously submitted for an incomplete or failed unit without specific appropriate permission.

Case Study 6: GenAI (Major Breach)

Students were **NOT permitted to use GenAI** in the Assessment Task. The student submitted their Assessment. The Tii AI Report showed a probability score of 89% the submission had been generated by AI.

The UA noted advice from the Marker that the submitted work included in-text citation that did not match the reference list, and terminology that was quite advanced and not yet discussed in the Unit, the UA questioned the student who denied using AI. The UA submitted a breach in AIMS selecting 'GenAI Not Permitted', along with the evidence noted above.

The AIO on review (and after issuing the Allegation notice and reviewing the student's response) determined a **Major** breach and **FAIL for Unit penalty**. This was on the basis the student had submitted work **almost entirely generated by AI when this was not permitted**, and the student had already completed 2 terms of study at SCU therefore having had the opportunity to learn how to practice academic integrity. *If this student had been within their first two study terms, the penalty would most likely have been a zero for the task or opportunity to resubmit for a max. of a pass for the Unit.*

Educational Experience

- Student was in their 3rd study term at SCU
- Student has no previous Breaches

Breach classification	Definition	Examples
MAJOR	<ul style="list-style-type: none"> • The breach is intentional (i.e. cheating) or deliberately negligent (i.e. repeatedly ignoring previous warnings and learning opportunities). 	<p>Any of the examples given for Minor and Moderate breaches may constitute Major breaches if intentional or deliberately negligent. Other examples of Major breaches include:</p> <ul style="list-style-type: none"> • Misrepresentation: deliberate failure to disclose correct sources of information through falsifying references used in an assessment by altering details such as the correct source, author(s), or date of publication; or submitting previously submitted or published information, data, or experimental results as if it were newly identified through laboratory or clinical work or work-integrated learning experiences. • Collusion: presenting the product of unauthorised collaboration as independent work, or copying, or attempting to copy, another person's work and pass it off as one's own work, or knowingly allowing work to be copied and passed off as the work of another person, e.g. if a student enables another student to review their individual assessment and components of it are copied and submitted by that student, both students may have breached academic integrity standards. • Cheating: improper conduct in examinations or other assessment tasks including taking unauthorised study material and aids into a face-to-face invigilated or an on-line examination where a declaration to the contrary has been completed, allowing another student to sit an exam that the student should sit, communicating with and/or copying from another student during an examination, sitting an examination for another student, failing to equally contribute to a group-work assessment while claiming an equal contribution and share of the marks, or unauthorised photographing/ recording of academic work including examination questions and/or answers.

How to review, consider and determine Student Appeals in [AIMS](#)

Refer to the [Guide for Exec Deans The Appeals Process in AIMS](#) (under review but principles remain the same).

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Resources

- Go to the SCU [Academic Integrity Framework website](#) for links to policy and procedures plus Guides for staff
- For advice on SCU Policy or the Student Appeals process please contact Dot Armstrong, Co-ordinator, Academic Governance and Student Misconduct at dot.armstrong@scu.edu.au
- For information or discussion about a Student Appeal, please contact your Faculty Academic Integrity Officer (AIO) or DAIO
- Join an AIMS drop in session. Open to all staff every Tuesday 10:30am throughout 2024. [Click here to join the meeting](#)
- Go to the TEQSA events page. It has some great YouTube videos from experts (Phil Dawson, Rowen Harper et al) on GenAi <https://www.teqsa.gov.au/about-us/news-and-events/our-events>