Academic Misconduct Process for Departments

INITIAL EVALUATION
[Course Coordinator/Marker]

Further advice on individual cases can be sought from the relevant Associate Dean (Academic). Academic Integrity (academic.integrity@otago.ac.nz) can also advise if a student has previously been investigated for academic misconduct.

Is this possible academic misconduct or just poor/uninformed practice that can be dealt with through normal marking and feedback?
- Has the student made a genuine attempt to display academic integrity (e.g. tried to acknowledge the work of others)?
- Has the student had reasonable opportunities to learn correct practice?
- How extensive is the incorrect practice?

POSSIBLE ACADEMIC MISCONDUCT

PRELIMINARY INVESTIGATION
[HoD]

There is no need to involve the student at this stage. If no further action is taken then the student does not need to be informed unless they already know they are under investigation.

Complete a Preliminary Investigation Report

Is there a case and sufficient evidence to proceed?

POSSIBLE ACADEMIC MISCONDUCT

POOR PRACTICE

FULL INVESTIGATION
[HoD]

See also clause 4 of the Student Academic Misconduct Procedures on Procedural Fairness.

Is the possible misconduct a first offence (check with academic.integrity@otago.ac.nz) and not necessarily deliberate?

YES

Refer to Head of Student Experience (academic.integrity@otago.ac.nz) to coordinate investigation as a Level Two or Level Three case

Include completed ‘Preliminary Investigation Report, Turnitin report and any other relevant documentation

OUTCOME
[HoD]

1. Inform the student in writing of the subject matter of the allegation and possible penalties (use the letter template from Academic Misconduct info for staff page)
2. Offer the student a chance to present their case – their choice of a meeting (accompanied by a support person if desired) and/or a written response
3. Consider material from the preliminary investigation, any further evidence and the student’s account in determining an outcome (see also clause 7(b) of the Student Academic Misconduct Procedures

OUTCOME
[HoD]

NO FURTHER ACTION

NO

POSSIBLE ACADEMIC MISCONDUCT

Naïve/unintentional misconduct (LEVEL ONE)
Educative response (see overleaf)

Deliberate/serious misconduct (LEVEL TWO/THREE)

INFORMATION [Head of Student Experience]

Inform Head of Student Experience (academic.integrity@otago.ac.nz) of the outcome using Full Level 1 Investigation Report Form. This will be formally communicated to the student and recorded in the Academic Misconduct Register. Include completed ‘Preliminary Investigation Report, Turnitin report and any other relevant documentation

University of Otago – Academic Misconduct Process for Departments (May 2019 version)

Please see over for information on possible Level One responses
Responses to Level One Academic Misconduct

Level One Academic Misconduct should be responded to in an educative manner. Students should also not gain any academic advantage from their academic misconduct, but there should not be any academic penalty at Level One (i.e. any mark adjustment should only be to ensure no academic advantage has been gained).

To achieve these goals, one or more of the following outcomes should be selected, including at least one educative response.

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| A warning, with additional information about the University’s Academic Integrity Policy and resources that are available to support the policy | Educative response, usually most appropriate for low-level misconduct.  
See [www.otago.ac.nz/study/academicintegrity](http://www.otago.ac.nz/study/academicintegrity) for available resources (the student can be referred to this link for general information on academic integrity). |
| Requirement to attend a specified Student Learning Development workshop or workshops. | Educative responses which may be particularly appropriate where a student clearly lacks particular skills and would benefit from additional instruction and assistance.  
See [www.otago.ac.nz/hedc/students/index.html](http://www.otago.ac.nz/hedc/students/index.html) for Student Learning Development resources. |
| Requirement to see a Learning Adviser in Student Learning Development (by a specified due date) | Educative response to allow a student to reflect on and demonstrate an understanding of academic integrity. |
| Requirement to write a supplementary, formative reflective assessment on a set topic related to academic integrity (by a specified due date) | Educative response to allow a student to demonstrate correct practice. Any mark awarded for the resubmitted assignment must not exceed the student’s mark for their originally submitted assignment, including any mark reductions imposed as an academic misconduct outcome (see below). |
| Requirement to resubmit the assessment affected by the academic misconduct (by a specified due date) | This should only be used to remove any academic advantage the student may have gained from their misconduct:  
- any reduction should take account of marks already deducted on the basis of the misconduct during the normal marking process  
- marks deducted should not normally exceed 50% of the total marks available for the assessment (e.g. if the assessment is out of 100, no more than 50 marks can be deducted)  
- mark reduction should not be used to penalise the student, beyond removing any advantage they might have gained from the misconduct. |
| Reduction in marks for the affected assessment |                                                                                                                                                                                                     |