Academic Integrity Policy

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Higher Education Standards (2021)	4.2.1, 5.2 (1-4), 6.2.1(j), 6.3.2(d), 7.2.2(d), 7.3.3(b, c)
National Code (2018)	2.1.8, 10

1. Purpose

The purpose of this policy is to guide the SCD's approach to maintaining its standards of academic integrity. It seeks to ensure a clear understanding of academic integrity and its value in the pursuit of academic excellence. It also identifies the meaning and scope of academic misconduct, and sets out the procedures for dealing with cases of academic misconduct.

As a tertiary education institution in Australia, the Sydney College of Divinity is committed to providing quality theological education to its students, and in doing so, fulfilling its obligations as a higher education provider, under the terms of the Higher Education Standards (2021).

In particular, the Standards require the College:

   a. to have policies that promote and uphold academic and research integrity and policies and procedures which address allegations of misconduct
   b. to take action to mitigate foreseeable risks to academic and research integrity
   c. to provide students and staff with guidance and training on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity, and
   d. to ensure that academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education.

The Sydney College of Divinity therefore seeks to promote the highest possible standards of academic integrity, while also discouraging all forms of academic misconduct. This includes identifying academic misconduct when it occurs, and taking appropriate disciplinary action in response. It also includes offering support to student learning that educates and promotes their adoption of best practice in regard to Academic Integrity.

2. Scope

This policy applies to all staff, students, and associates of the Sydney College of Divinity, encompassing its Teaching Bodies, the Graduate Research School, and the Office of the Dean. The SCD Academic Integrity Policy, and the Procedures set out below, establish the principles and standards which the SCD's Teaching Bodies and Graduate Research School are expected to adhere to. The Teaching Bodies and Graduate Research School do however, have the flexibility to implement the policy and procedures appropriately in the context of their own internal operations.

3. Definitions

The Policy Document Glossary applies to this policy.

The following definitions also apply to this policy:

Sydney College of Divinity: Reference to the Sydney College of Divinity, SCD, or College in this document implies reference to its Office of the Dean, Graduate Research School, Teaching Bodies, and Member Institutions, unless otherwise indicated.

Teaching Bodies: The phrase "Teaching Bodies" encompasses the 8 Member Institutions of the SCD, plus the Sydney Korean Theological College.

Associates: An associate of the SCD in the context of this policy, is any person who is neither an enrolled student, nor a paid member of staff, but who undertakes academic work under the auspices of the SCD. Examples include, without being limited to, consultants, guest lecturers, external auditors and reviewers, web designers, media producers and participants in research.

Academic work: Academic work is any activity undertaken with a view to achieving the learning outcomes of a Course unit and the graduate attributes of an SCD award, including (but not restricted to) producing or helping to produce, an academic text of any kind (written or otherwise). Examples of an academic text include, without being limited to, writing essays, reports, theses and published articles, proofreading and editing, reviewing, participating in exams, producing audio-visual materials, data gathering and management, preparation of learning materials, and field work.

Academic discipline: Academic discipline refers to the standard expectations that govern the production of academic work in the higher education environment. These expectations cover such things as text formats, research and documentation procedures, formats for acknowledgement of sources, language conventions and requirements for submission.

Academic integrity: Academic integrity refers to the application of a range of important values in the production, dissemination, review and assessment of academic work. These values include honesty, transparency, fairness, accuracy, respect, responsibility, discipline, independence, cooperation, confidentiality, trust and support, equity, and due care for others. Academic integrity is an essential factor in supporting the advancement of knowledge, in establishing the credibility and acceptability of work, and in providing opportunities for the production of work that demonstrates learning.

Academic misconduct: Academic misconduct refers to any action or activity that violates the values on which academic integrity is based. It is typically seen in the misuse of intellectual property but may apply to a range of contexts (see section5.1).

4. Statements and Objectives

Academic Integrity

4.1 Principles
a. Academic integrity is a fundamental component of excellence in learning and intellectual endeavour, with proper academic discipline being an established feature of all tertiary education in Australia.
b. The tertiary learning environment encourages freedom of thought, intellectual inquiry and expression. This is inhibited by taking ideas from others without proper acknowledgement, and without genuine critical reflection on those ideas.

c. Academic work as it is understood in British and European intellectual tradition is more than a reproduction of established knowledge, or a recitation of the ideas of those acknowledged as authorities in their field. Academic work constitutes an individual's engagement with established knowledge and research in a field, with a view to an authentic learning experience for each individual engaging in such work, producing original and independent work that will potentially benefit others. This by its nature, involves acknowledging sources of information that underpin an individual's own engagement. Although such academic work may be conducted in the company of, or in collaboration with, others, individuals must always accept responsibility for their own authentic learning experience and for the work they produce.

d. Academic integrity is therefore an extension of personal integrity. As a theological education institution, SCD expects its staff, students, and associates to exhibit the highest levels of personal integrity in line with their profession of Christian faith.

e. Academic integrity is a shared responsibility. As each individual ensures that their own personal integrity is reflected in their academic work, this contributes to the creation of an ethos of academic integrity within the SCD, that reflects and manifests the SCD motto 'excellence in theological education'.

4.2 Commitments

The SCD is committed to

a. Undertaking educational activities to promote independent learning, research and discovery that advances knowledge in the field of theological studies

b. continual quality improvement, including the promotion of the ethos of academic integrity, and the monitoring of academic integrity in its teaching and learning

c. providing relevant ways for students to demonstrate their learning, seen especially in well-designed, authentic and fair assessment

d. providing secure systems at every point of the assessment process

e. effective detection of academic misconduct, with a fair and reasonable application of disciplinary procedures in response

f. systematic, efficient and accurate reporting and recording of instances of academic misconduct and the outcomes of ensuing disciplinary proceedings, within an environment of appropriate support for student learning

g. making available to staff, students and associates, information that is easily accessible, and provides clear and helpful guidance on how to maintain academic integrity, as well as the consequences of academic misconduct.

4.3 Expectations

4.3.1 General

All staff, students and associates of the SCD are expected to

   a. produce work that expresses their own thoughts in their own words, except for properly cited quotations and paraphrases from source material
   b. treat the work of others with due respect, and acknowledge the contribution of others in the production of academic work
   c. take responsibility for ensuring that their work meets the required standards of academic integrity
   d. follow standard practice in academic discipline, including the use of acceptable methods of reference and citation to acknowledge the work of others that has been used in the production of their academic work
   e. follow all requirements of the College related to compliance with copyright law
   f. use a standard form to verify that the work they have produced is their own original work, with all sources of information properly identified and acknowledged (see Appendix 1)
   g. sign a written agreement that states they will uphold the standards of academic integrity required by the College. (see Appendix 2)
   h. follow the proper procedures for reporting incidents of academic misconduct
   i. submit to disciplinary proceedings when required.

4.3.2 Staff

All staff are expected to

   a. participate in relevant professional development to enhance awareness of and best practice in, academic integrity
   b. maintain and foster the principles of academic integrity, even when producing work that is not specifically academic in its purpose (for example, promotional material)
   c. abide by practices designed to provide secure assessment processes
   d. ensure that assessment of student work is fair, and that feedback given to students is clear, helpful for future learning, and objective
   e. submit academic work for review if required, to ensure its academic integrity.

4.3.3 Associates

All associates of the SCD are expected to

   a. adhere to the principles and standards of academic integrity required by the College
   b. submit work, or proposals for work, for review when required.

4.3.4 Students

All students are expected to

    a. treat academic integrity as a framework that is integral to their own authentic learning experience, a means for pursuing excellence in their academic development, and as essential to maintaining the high value of the SCD award in which they are enrolled

    b. embrace the opportunity to produce original work that demonstrates their learning

    c. follow all rules, regulations, directions, requirements or guidelines governing the production of academic work

    d. seek help if necessary, to ensure that standards of academic integrity are maintained in their own behaviour and that of their fellow students, as exemplified by the SCD faculty and staff

    e. participate in any training or educational activities that support the maintenance of academic integrity.

4.4 Promotion and Education

    a. all staff, students and associates will undertake relevant education and training to ensure compliance with academic integrity expectations

    b. academic integrity information will be accessible on the SCD website, and those of its Teaching Bodies.

5. Academic Misconduct

5.1 Types of Academic Misconduct

Academic misconduct may be seen in a range of activities, including, but not limited to:

5.1.1a - Plagiarism: Plagiarism, often referred to as "intellectual property theft", means presenting another's work as one's own. Examples include:

    a. copying word for word from an information source without proper acknowledgement

    b. copying from an information source and changing some of the wording

    c. extensive paraphrasing of an information source without proper acknowledgement

    d. using another person's ideas without proper acknowledgement

    e. excessive quotation, that is, where more than 20% of a work is direct quotation

    f. use of statistics, tables, graphs, diagrams without identifying the source

    g. using one's own previous work without acknowledgement ("self-plagiarism")

    h. using audio or visual material, or objects, without acknowledging their origin

    i. using words or ideas generated by artificial intelligence without proper acknowledgement.

5.1.1b - Cheating: Cheating occurs when one tries to gain an unfair advantage over others, by using unauthorised means. Examples include:

    a. Gaining, or attempting to gain, access to information about examinations prior to the examination date, or information about assessment tasks, prior to their release date

    b. Using notes, books or electronic devices in examinations, except where this is specifically allowed in the examination guidelines

    c. Copying another's work during an examination, or to be presented for assessment

d. Engaging another person to sit an examination, or do other assessable work on one's behalf, either as a favour, or for a reward (as in "contract cheating")
e. Having another person redo one's work, on the pretext of "proofreading"
f. Secretly sharing information ("collusion")
g. Offering incentives (e.g. favours, bribes) for favourable treatment
h. File sharing, that is trading or transferring answers, essays, presentations and so on via the internet, often for a fee, favour or mutual exchange
i. using artificial intelligence in a manner inconsistent with authentic learning in a learning task or to write the text of an assignment.

5.1.1c - Fraud: This occurs when a false claim is made about the source or originality of a piece of work. Examples include:
a. taking another's place in an exam or assessment task.
b. engaging another to take one's place in an exam or assessment task

5.1.1d - Misrepresentation: This occurs when an attempt is made to deceive with regard to the content, authorship or production of a piece of work. Examples include:
a. fabricating research data or results
b. deliberately omitting data
c. dishonestly reporting research methods or results
d. making false declarations
e. making false claims to gain approval or funding
f. false claims of authorship
g. deliberate lack of acknowledgement of co-authors or contributors, or the use of generative artificial intelligence
h. submitting work, whether one's own work or that of another, that has been submitted for previous units or courses, or in other colleges
i. denying or failing to disclose conflicts of interest
j. publishing as original, work that has previously been published, or generated by artificial intelligence.

5.1.1e - Improper behaviour: Improper behaviour is behaviour that interferes with others in the pursuit of their academic endeavours. Examples include:
a. disruptive behaviour in class or institutional facilities such as libraries, or by electronic means
b. attempting to prevent others from doing research or completing work
c. sabotage of another's work
d. failure to comply with rules or directions, such as in examinations
e. leaking information about another's work
f. any use of social media or artificial intelligence that compromises academic integrity.

5.1.1f - Unethical behaviour: Unethical behaviour is behaviour that breaches accepted ethical standards. Examples include:
a. failing to gain ethical approval for research
b. failing to follow research protocols
c. using research for personal gain
d. conducting research not compliant with laws, regulations or codes of conduct

e. unfair treatment of research assistants or subjects
f. preferential treatment of some students or colleagues over others
g. using College resources to produce work not approved by the College
h. misuse of confidential information in reports, presentations or other submissions
i. inappropriate use of electronic media for information gathering or dissemination.

5.1.1g - Inappropriate use of artificial intelligence: This occurs when students use generative (content production) artificial intelligence, paraphrasing and translation tools in a manner inconsistent with authentic learning or genuine achievement of learning outcomes, and/or without clear citation. Examples include:
a. Using words or ideas generated by artificial intelligence without proper reflection and integration into their learning experience, and/or without proper acknowledgement;
b. Using artificial intelligence to write any part of the text of an assignment;
c. Not acknowledging in an assignment declaration or publication that artificial intelligence was used in permitted ways, such as to find resources, brainstorm ideas, answer queries about assignment topics, or to proof-read work.

5.1.2 - Avoiding Academic Misconduct
In overall terms, academic integrity is maintained when one's desire to pursue personal integrity is strong, and when individuals values and embraces the opportunity to produce original work that demonstrates the authentic development of learning and knowledge. This may be as a student undertaking education, or as an academic contributing to the field in which he or she operates, through teaching or research.

A number of key principles also enable academic integrity to be maintained.
a. ensuring that information about academic integrity and how to avoid academic misconduct is provided as part of student orientation and staff induction, with current information also provided on websites and in handbooks
b. providing short training modules where possible, to cover the fundamentals of academic discipline, as well as specific training to address requirements of areas such as research, publication, thesis writing and so on
c. promoting a culture of engagement and participation between staff and students, aimed at developing a sense of responsibility for academic work, and allowing academic integrity to be modelled.

A range of practices can help staff and students avoid academic misconduct. Some examples are set out below.

5.1.2a - Plagiarism
a. provision of training in the basics of academic discipline, including clear, useful and up-to-date style guides, aimed at distinguishing between forms of plagiarism and legitimate incorporation of source information
b. inclusion of clear guidelines in unit or assessment guides, and provision of specific and helpful feedback after assessment
c. provision of helpful resources (e.g. lists of "tips") to refer to while undertaking academic work

d. provision of face-to-face or online tuition resources (e.g. a learning centre)
e. use of current technology to identify possible breaches (e.g. Turnitin)
f. requiring on submission a signed statement that assignments are the student's own work.

5.1.2b - Cheating
a. ensure security at every step of the assessment process from production to storage (or disposal) of assignments
b. ensure that cooperative learning is used as the basis for producing original individual work, and not for producing joint work under the guise of original work (collusion)
c. use sound and effective identification procedures
d. use effective invigilation practices
e. require on submission a signed statement that assignments are the product of authentic learning.

5.1.2c - Fraud and misrepresentation
a. use effective identification and validation procedures to verify authorship
b. use of current technology to identify possible breaches (e.g. Turnitin)
c. provide clear and accessible information on what constitutes conflicts of interest
d. establish a rigorous and transparent process for reviewing work.

5.1.2d - Improper behaviour
a. commitment to cooperation and support among staff and students to uphold academic standards
b. incorporate academic integrity into a code of conduct, with signed commitments to uphold it
c. establish clear and effective reporting procedures for incidences of academic misconduct.

5.1.2e - Unethical behaviour
a. have clear statements of ethics, based on current practice, with signed commitments to uphold them
b. rigorous and effective monitoring and review practices during academic work
c. setting up and adhering to transparent processes for proposing and reporting research, including declaring conflicts of interest, and identifying co-contributors.

5.1.2f - Misuse of generative Artificial Intelligence
a. teachers must clearly indicate if the use of any artificial intelligence tool is prohibited in a specific learning task or assignment;
b. if students are not sure about whether and how any artificial intelligence tool may be utilised for a specific learning task or assignment, they must seek further advice of their teacher;

c. provision of training to help students understand the difference between
- permitted uses of artificial intelligence that must be acknowledged in an assignment declaration, such as finding resources, brainstorming ideas, answering queries about assignment topics and proof-reading work; and
- the permitted use of artificial intelligence to develop an idea, which must be referenced appropriately as with any other resource in the assignment text; and
- banned uses such as including words written by artificial intelligence;
d. teachers and students should develop and participate in an ongoing conversation about the creative and appropriate uses of Artificial Intelligence tools for learning and teaching.

5.1.3 Compliance Monitoring

The Office of the Dean will engage in regular monitoring activities at an institutional level, to ensure compliance with academic integrity commitments. These include
a. institutional Academic Moderation to check Member Institution policies and practices against SCD policy
b. scrutiny of regular reports from Member Institutions, with appropriate responses
c. checking of websites and other information sources to ensure up-to-date and relevant academic integrity information is available to staff and students.

5.2 Penalties for Academic Misconduct

5.2.1 Minor Breaches

An incident of academic misconduct may be considered "minor", if it can be regarded as an aberration that does not have a significant impact on the overall quality and integrity of the work being produced. Minor breaches will tend to be found in instances of plagiarism, or possibly misrepresentation, where this is due to an inadequate understanding of academic requirements, rather than intentional deception. Examples of minor breaches include
a. inadvertent omission of bibliography, citation, or reference to the information source
b. faulty or inadequate referencing through lack of knowledge or understanding of correct academic discipline
c. failure to properly identify quotations
d. omission of an acknowledgement of co-authors or contributors where this is an oversight, rather than a deliberate act on the part of the author.

Penalties for minor breaches might include
a. warning and guidance, including recourse to this policy
b. requirement to correct omissions before final acceptance
c. requirement to rewrite affected sections of the work
d. reduction of marks if the work is being assessed.

5.2.2 Substantial Breaches

An incident of academic misconduct may be considered "substantial" when it hinders the authenticity of the learning experience and affects the overall quality and integrity of the work being produced. Substantial breaches will tend to be found in more serious instances of plagiarism, where there is a level of intent involved, and possibly in some kinds of cheating and misrepresentation. Examples of substantial breaches include

    a. excessive quotation, even if referenced
    b. extensive use of quotation without references
    c. copying and pasting chunks of information, or text generated by artificial intelligence
    d. presenting research data that is unverified
    e. basing work on another's ideas, without due acknowledgement
    f. having an unauthorised electronic device available in an exam (whether used or not)
    g. talking during an exam
    h. utilising online study support services other than those of Studiosity (contrary to the mandate of Academic Board).

A person will also be considered to have committed a substantial breach, for continuing to commit a breach considered minor in the first instance, despite previous warnings or penalties.

Penalties for substantial breaches might include

    a. failure in an assessment component if the work is being assessed
    b. requirement to rewrite and resubmit the work before acceptance
    c. rejection of a work for publication
    d. requirement to undertake training in academic discipline
    e. warning and expectation to correct problems before proceeding with further work.

5.2.3 Serious Breaches

An incident of academic misconduct may be considered "serious" when it calls into question both the integrity, authenticity, and credibility of a person's academic work, and the integrity of the individual producing that work. Serious breaches will tend to occur when there is an intention on the part of the individual to commit misconduct. Serious breaches will typically be found in major plagiarism, forms of cheating, fraud, misrepresentation, improper and unethical behaviour. Examples of serious breaches include

    a. presentation of another's work as one's own
    b. falsification of research information
    c. cheating in exams
    d. repeated offences despite previous warnings or penalties
    e. making false declarations about a piece of work
    f. refusing to acknowledge those who have co-authored or assisted in the production of a piece of work
    g. engaging the services provided by a commercial service which can be regarded as 'contract cheating'.

Penalties for serious breaches might include
  a. failure of a unit
  b. exclusion from a unit or course
  c. disqualification from an award
  d. withdrawal of research funding or support
  e. suspension or termination of enrolment
  f. suspension or termination of employment or contract
  g. legal action if the misconduct constitutes a breach of law, e.g. use of contract cheating internet sites.

5.2.4 Imposition of Penalties

Disciplinary measures are set out in more detail in the *Academic Integrity Procedures* document. In general terms, however, a decision to impose a penalty for academic misconduct will take into account:
  a. the type of misconduct
  b. the extent of the misconduct
  c. the impact of the misconduct
  d. the intent of the student
  e. the experience of the student
  f. whether the misconduct is a first or repeat offence.

5.2.5 Reporting and Response

An incident of academic misconduct should be reported to the appropriate staff member at the Teaching Body immediately it has been identified, or if circumstances prevent an immediate report, no later than the following day.

Any action taken in response to the report should normally be completed by the end of semester SCD monitoring of results.

The person being reported should be informed of the report within seven days of it being made, and be advised of any action to be taken within seven days of the decision being made.

5.2.6 Reporting Form

The Teaching Bodies of the SCD will report to the Director of Academic Strategy each semester on matters relating to academic integrity. Reports will be made using a standard form (see Appendix 3), which specifies the level of the breach and the action taken in response. The Director of Academic Strategy will include any academic integrity matters as part of the Monitoring Results Reports made each semester to the Coursework Committee and the Academic Board, and as part of the end of year three-yearly report.

5.2.7 Recording

The results of academic misconduct proceedings will be recorded on a register created by the Teaching Body for this purpose, with a copy kept in the relevant student or employee file, and/or other locations as appropriate. Records of academic misconduct proceedings will be kept in line with the SCD's *Record-keeping Policy and Procedures*.
The reports tendered to the Director of Academic Strategy will be kept on file.

5.2.8 Appeals
Any decision to impose a penalty for academic misconduct may be appealed by following the SCD *Complaints and Grievances* policy and procedure.

6. Other Related Documents

6.1 SCD Policies
- Code of Conduct
- Code of Ethics Policy
- Freedom of Speech and Academic Freedom Policy
- Institutional Academic Moderation Policy
- Privacy Policy
- Student Grievance Policy and Procedures

6.2 Other Documents
- Copyright Act 1968
- Universities Australia Academic Integrity Best Practice Principles 2017
- See also https://www.teqsa.gov.au/academic-integrity-toolkit

7. Monitoring and Review

This policy will be reviewed every five years
    a. This policy may be amended by the Academic Board as needed
    b. Reviews of this policy will take place with reference to current practice in the higher education sector, adjustments in the Higher Education Standards or requirements by TEQSA, and in consultation with experts in the field or reference to other credible sources of information as appropriate.

Appendix 1: Sample Assessment Cover Sheet

Institution Logo

ASSESSMENT COVER SHEET

Student Details

Family Name	Given Names
Date of Birth	Student Identification

Assessment Details

Unit Name	Unit Number
Assessment Title	
Date Due	Date Submitted
Word Requirement	Word Count

Declaration

I

…….

declare that

- this work is my own original work, created specifically for assessment in this unit
- all sources of information used in creating this work have been properly acknowledged
- this work has not been submitted for assessment in any previous unit at this or any other institution
- I have not used artificial intelligence in the creation of this assignment
  - except for the following permitted activities: finding resources, brainstorming ideas, explaining concepts, proof-reading and reviewing work, or [insert other permitted uses].; and
  - this assignment has been an authentic part of my own learning.

Signature:

………………………………………………………………………………………….…………

Date: ……………………………………..

Appendix 2: Academic Integrity Declaration

Our Commitment to Academic Integrity

1. Values

By committing ourselves to academic integrity, we commit ourselves to the values of honesty, trust, fairness, respect and responsibility.

By upholding these values, we produce research that is valued, provide teaching of the highest quality, and produce graduates who have earned their qualifications and go on to become respected practitioners in their chosen field.

2. Institutional Commitment

At the Sydney College of Divinity, we commit ourselves to developing a culture of integrity as a provider of theological education dedicated to producing graduates equipped for service in Christian ministry. Our culture of integrity will be seen as we
- pursue excellence in admissions, communication, teaching, learning and research
- accept a shared responsibility for supporting members of our community in pursuing academic integrity at all times
- educate members of our community on what academic integrity is, and how it can be maintained in teaching, learning and interaction, and provide resources to assist in this
- promote our academic integrity policy and procedures
- support and enable staff, students and others to conduct study, teaching and research fairly, honestly and responsibly
- promote freedom of academic inquiry and expression as both a privilege and a responsibility

3. Personal Commitment

Being part of the Sydney College of Divinity community, I commit myself to maintaining the highest standard of academic integrity at all times. In doing so I will
- make integrity a core value in my college life, both in academic work and in relationships with others, seeing this as an important expression of my Christian faith and character
- stay informed about the SCD's Academic Integrity policies and procedures, and do all in my power to avoid academic misconduct
- always reference other people's work in an acceptable format, and seek help, if necessary, to enable me to do this
- never submit another person's work as my own
- never ask or pay another to do academic work in my stead

- never interfere with or attempt to compromise the work of others, or attempt to inhibit their academic freedom
- never utilise artificial intelligence tools inappropriately or without due acknowledgement
- never submit words or ideas generated by artificial intelligence without clear citation

4. Common Understanding

- I understand that a lack of honesty, trust, fairness, respect and responsibility
  - can call into question the value and credibility of academic work
  - can threaten the reputation of the College as a quality educational institution, and cast doubt on the value of its awards
  - can limit future development of research and academic work, or publication, because of a lack of faith in the person's ability to produce credible work
  - can undermine the future success of graduates, who may be underdeveloped on completion of studies, or whose academic record might affect opportunities to pursue their chosen career path
- I understand that there will be penalties for academic misconduct, which may include
  - removal of privileges or access to facilities, monetary penalties, behaviour monitoring
  - for assessable work: reduction of marks, resubmission, failure of assessment component or failure of the unit
  - for students: exclusion from units or courses, suspension from studies or termination of enrolment, cancellation of visa, delay of graduation, disqualification from an award
  - for academic or research staff: rejection of work or proposals for work, termination of contract or employment
  - legal penalties where criminal action has been involved

5. Declarations

Student

To be read and signed on enrolment

I, _____ have read and understood the information and commitments presented above, and declare my acceptance of them.

_____   Date: _____

(signature)

Student identification: _____

Staff or Faculty Member

To be read and signed on commencement of employment

I, _____ have read and understood the information and commitments presented above, and declare my acceptance of them.

_____   Date: _____

(signature)

Staff position or identification:

_____

Institution

On behalf of _____, being a Teaching Body of the Sydney College of Divinity,

I, _____, make a commitment to maintain and promote a culture of integrity in all its dimensions, among staff and students, to inform staff and students about academic integrity, and to ensure support is available to help them meet expected standards of academic integrity.

_____   Date: _____

(signature)

Position: _____

SYDNEY College of Divinity

APPENDIX 3: ACADEMIC INTEGRITY REPORT FORM

Academic Integrity Case Report
CONFIDENTIAL

Member Institution:	

1. Case Information

Case Number: Date of initial report:

N.B. The case number is created specifically for this case; <u>do not</u> use the student's identification number

Admission Information		Residential Status	
Award		□ Domestic	
SCD admission code		□ Overseas (resident, student visa)	
Year of admission		□ International (non-resident)	
Attendance mode		Country of origin (if overseas student):	
Student has sat IELTS	□ Yes □ No		

Enrolment Level   □ 1st unit   □ 2nd-7th Unit   □ 8th+ Unit

Unit Level   □ 5100   □ 6000   □ 7100   □ 7200   □ 8100   □ 9200

Delivery Mode   □ Internal   □ External   □ Multi-mode

Occurrence   □ First   □ Second   □ Third+

2. Case Assessment

Type	□ Plagiarism	□ Cheating	□ Fraud
	□ Misrepresentation	□ Improper Behaviour	□ Unethical Behaviour
	□ Inappropriate use of artificial intelligence		

Severity   □ Minor   □ Substantial   □ Serious

Nature   □ Uninformed   □ Accidental   □ Deliberate

Motivation   □ English Skills   □ Time Management   □ Academic Skills

□ Other (Please describe)

3. Outcome(s)

Action (please choose one)	Further information
Admonish and inform □	
Item resubmit □	
Item marks reduced □	
Item marks none □	
Unit marks reduced □	
Unit marks none □	
Course suspension □	
Course exclusion □	
Refer to SCD Dean □	

Further comment or explanation

Date signed off (outcome implemented)	
Days from report to sign off	
Academic Dean	