

ACADEMIC INTEGRITY

Section	Learning and Teaching		
Approval Date	13.11.2014	Approved by	Academic Board
Next Review	31.10.2019	Responsibility	Director of Academic and Quality
This review	31.10.2016	Key Evaluation Question	6

PURPOSE

This document has been developed in conjunction with SANITI (Students' Association) to ensure that all members of the NMIT community have a clear understanding of Academic Integrity. The *International Center for Academic Integrity* (ICAI) supports the view that academic integrity becomes embedded in an institute when there is meaningful collaboration with the student body.

Academic Integrity is central to the learning culture valued at NMIT. The expectation is that it underpins the individual actions of all applicants, students and staff.

In order to maintain academic integrity, the NMIT community must have a shared understanding of what academic integrity is, why it is important, and how it can be maintained at NMIT.

SCOPE

This document covers academic integrity across all programmes and courses at, or administered by, NMIT, including those delivered by contracted training providers and via all delivery modes. This policy should be read in conjunction with the Academic Statute and other relevant policies and procedures (QMS)

DEFINITIONS. WHAT IS ACADEMIC INTEGRITY?

Academic Integrity	Academic integrity is a commitment from staff and learners to apply the fundamental values of honesty, trust, fairness, respect, and responsibility to all academic matters
Academic Misconduct	Academic misconduct includes any breach of any rules relating to the conduct of tests or examinations and any dishonest practice occurring in the preparation or submission of any work (whether during an examination or not) which counts towards the attainment of a grade in any course or otherwise occurring in connection with any summative assessment.
Ako	The concept of Ako describes a teaching and learning relationship, where the educator is also learning from the student and where educators' practices are informed by the latest research and are both deliberate and reflective. Ako is grounded in the principle of reciprocity between the learner and the tutor.
Assessment Regulations	The set of rules stipulated in the Programme Regulations, under which assessment for that programme will be conducted. These may also include details of the assessment tasks and any weightings that may apply to those assessment tasks within an individual course or across the programme of study.

Honesty Declaration	Submitted by students with assignments to declare the principles of academic integrity have been adhered to.
Learner Journey	The processes and range of proactive support services that contribute to academic success and drive to continually improve the learners' experiences with NMIT, from initial contact through to graduation, employment and beyond.
Moderation	<p>A process designed to ensure assessments are valid and reliable, assessment decisions are fair and consistent, and feedback is used to make improvements.</p> <p>Moderation is usually described in terms of:</p> <ul style="list-style-type: none"> - Pre-assessment moderation: occurs before an assessment takes place - Mid (or intra) assessment moderation: occurs during the assessment process - Post-assessment moderation: occurs after the marking of an assessment - Random moderation: occurs as spot checks; investigating assessment complaints.
Plagiarism	The practice of taking someone else's work or ideas and passing them off as one's own.
Pledge Statements	A statement that confirms that students will abide by the academic rules and policies of the Institute.
SANITI	Student Association of Nelson-Marlborough Institute of Technology Inc
Transparency	A situation in which students are informed clearly of expectations of academic integrity in relation to teaching, learning and assessment.
Validity	Validity is the extent to which the assessment fairly assesses what it sets out to assess in an appropriate manner (ie. is fit for purpose). This is specific to a particular assessment.

PRINCIPLES: WHY ACADEMIC INTEGRITY IS IMPORTANT

The principles that underpin academic integrity means being honest, trustworthy, fair, respectful and responsible in all academic work. NMIT expects that all students and staff will act with academic integrity.

Academic Integrity is of central importance to NMIT as it wants its programmes of study and qualifications to be respected and valued. NMIT wants to be sure that all those who gain a qualification at NMIT have personally reached the standards expected of that qualification.

NMIT in its practices will be guided by values that support the academic life of the institute:

Honesty	Intellectual and personal honesty in learning, teaching, research and business support activities
Trust	Confidence in persons and systems that enables a free exchange of ideas, and gives the opportunity all to reach their highest potential

Fairness	Clear expectations of teaching, learning and assessment that are fairly applied to all members of the NMIT community
Respect	Acknowledging the participatory nature of Ako and respecting the varying perspectives of others.
Responsibility	Every person in the academic community is personally accountable for maintaining high standards of Academic Integrity at NMIT

(Adapted from Duke University Center for Academic Integrity, 1999 and Eastern Institute of Technology. Online Guides)

POLICY: HOW CAN ACADEMIC INTEGRITY BE MAINTAINED?

NMIT and SANITI will actively raise the awareness of staff and students of the value of maintaining high standards of Academic Integrity for the NMIT community. Activities that raise awareness of Academic Integrity include but are not limited to:

- Encouraging specific collaboration between staff and students on what Academic Integrity means for the Institute.
- Mapping out clear expectations of Academic Integrity early on in the learner journey.
- Designing assessments to enhance Academic Integrity.
- Providing educative learner support services to embed good academic practice. For example, good referencing practice.
- Facilitating the use of software to detect plagiarism. For example, WriteCheck, Turnitin.
- Encouraging the use of pledge statements and honesty declarations where appropriate.
- Developing a culture where students take a major responsibility for implementing the policy.
- Clearly mapping out the consequences of academic misconduct.

Academic fraud is unacceptable. Other documents in the QMS map out the consequences of academic misconduct. (Refer to Academic Statute, Section 3.16)

NZQA have provided a useful guide for the prevention and detecting academic fraud. (Effective Practice in Preventing and Detecting Academic Fraud) Link: <http://www.nzqa.govt.nz/assets/Providers-and-partners/NZQA-Effective-practice-guide.pdf>

RESPONSIBILITIES

All Staff and Students	<ul style="list-style-type: none"> All staff and students have a responsibility to ensure that the values of academic integrity are maintained throughout NMIT.
SANITI	<ul style="list-style-type: none"> The student association with a responsibility to provide high quality, independent, support for NMIT students.
Academic Board	<ul style="list-style-type: none"> Oversees the development and approval of academic standards, including mechanisms that guarantee that programmes and courses are assessed and moderated in a fair, equitable and consistent manner. Oversees procedures for determining course results and awarding qualifications.
Academic Committee	<ul style="list-style-type: none"> A standing committee of the Academic Board responsible for maintaining academic standards for designated programmes and courses. <p>Academic Committees:</p> <ul style="list-style-type: none"> Determine whether course entry, progression and completion requirements are met. Consider and determine academic appeals by students for designated programmes and courses.
Director of Academic and Quality	<ul style="list-style-type: none"> Ensures NMIT programmes demonstrate consistently high academic quality. Ensures NMIT satisfies the highest national and international Quality Assurance Standards. Ensures Institutional policies and processes are agreed, approved, documented and effectively communicated. Ensures documented QMS is clearly defined, well controlled, accessible to staff and students, and regularly reviewed.
Director of Learner Services	<ul style="list-style-type: none"> Establishes clear expectations, to promote an atmosphere in which learning with integrity is encouraged. Informs students of the expectations of academic integrity. Ensures the provision of educative resources that provide guidelines for sound academic practice.
Quality Committee	<ul style="list-style-type: none"> Monitors outcomes for students and other stakeholders and recommends improvements. Develops and coordinates NMIT's Quality Management System (QMS). Authorises the development or review of NMIT policies and procedures and defines the consultation and approval process in each case

Heads of Department	<ul style="list-style-type: none"> • Ensure that learners receive a positive and satisfying experience from point of enquiry to completion • Implement and maintain procedures that ensure academic integrity. Teaching, learning and assessments are carried out in accordance with the relevant programme regulations, policies and procedures. • Check that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements. • Ensure that re-sits/reassessments are carried out in accordance with the relevant programme regulations before presenting to the Academic Committee. • Maintain overall accountability for the delivery of NMIT programmes in their Programme Area by contracted Training Providers. • Ensure contracted Training Providers follow NMIT programme regulations, policies and procedures. • Coordinate the development of re-sit procedures within the programme area and set charges for re-sits.
Contracted Training Providers	<ul style="list-style-type: none"> • Implement and maintain procedures that ensure academic integrity. This should be done in accordance with the relevant NMIT programme regulations, NMIT policies and procedures. • Ensure that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements.
Tutors (including tutors at Contracted Training Providers)	<ul style="list-style-type: none"> • Encourage specific collaboration between staff and students on what academic integrity means for the Institute. • Establish clear expectations, to promote an atmosphere in which learning with integrity is encouraged, and to confront situations of academic dishonesty... • Inform students of the expectations of academic integrity. Provide educative resources that provide guidelines for sound academic practice. • Ensure that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements

REFERENCES

INTERNAL

NMIT Academic Statute
 Learning and Teaching Policy
 Assessment Policy
 NMIT Tutor Guide to Assessment
 Student Charter
 Examination Guidelines
 Self-Assessment Policy
 Moderation of Assessment
 Recognition of Academic Credit
 Student Academic Appeals
 Student Academic Support and Progression
 Student Charter

Student Misconduct Procedure.

Intellectual Property Policy

I Stole This Title! Perceptions of Plagiarism NMIT Working Paper Series I Fijn, 2014.

<https://intranet.nmit.ac.nz/NMIT/Research/Occasional%20Paper%20Series/Working%20Papers/I%20Stole%20This%20Title%20Perceptions%20of%20Plagiarism%20Ellie%20Fijn%20June2014.pdf>

EXTERNAL

NZQA website:

<http://www.nzqa.govt.nz/providers-partners/qa-system-for-teos/eeo-overview/>

Effective practice in preventing and detecting academic fraud

[\[http://www.nzqa.govt.nz/assets/Providers-and-partners/NZQA-Effective-practice-guide.pdf\]](http://www.nzqa.govt.nz/assets/Providers-and-partners/NZQA-Effective-practice-guide.pdf)

ITPNZ Academic Quality Standards (April 2006)

Quality Assurance Requirements for Providers of Adult and Community Education
(NZQA, 2005)

Massey University. http://www.massey.ac.nz/massey/staffroom/teaching-and-learning/centres_tl/centrestl-students/our-resources/academic-integrity-student-guide/how-do-i-maintain-academic-integrity/how-do-i-maintain-academic-integrity_home.cfm

University of Auckland. <https://www.auckland.ac.nz/en/about/teaching-learning/academic-integrity/tl-about-academic-integrity.html>

Eastern Institute of Technology (EIT) Student Guide:

http://www2.eit.ac.nz/library/lis_guides/academicintegrity.html

University of Buffalo New York: <http://undergrad-catalog.buffalo.edu/index.shtml>

International Centre for Academic Integrity. <http://www.academicintegrity.org/icaei/resources-4.php>

FURTHER INFORMATION

NZQA <http://www.nzqa.govt.nz/index.html>

Ako Aotearoa <https://ako.aotearoa.ac.nz/research-register/list/raising-awareness-about-academic-integrity>

International Center for Academic Integrity: http://www.academicintegrity.org/icaei/resources-4.php#tutorials_workshops

Centre for the study of Higher Education (Australia) - Core principles of effective assessment
http://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0010/1770697/CorePrinciples.pdf