ACADEMIC INTEGRITY PROCEDURE AC 2.8

Approved revision Te Komiti Mātauranga 3rd October 2023

1. Purpose

To define Academic Integrity at Unitec | Te Pūkenga, and to promote the commitment of its staff (kaimahi) and ākonga (learners) to maintaining Academic Integrity in the context of rapid expansion of technological tools for content generation.

This procedure relates to:
   a. Existing educational practices at Unitec | Te Pūkenga which require learning and teaching activities to:
      • support educational achievement;
      • foster learner engagement;
      • prepare learners for employment and/or educational pathways.
      To achieve in their studies and in employment, ākonga (learners) require appropriate academic support to understand and apply relevant and appropriate technologies integral to contemporary study and work practices, and guidance to act with integrity in the context of rapidly expanding non-human content production tools.
   b. Section 4.9 and Appendix 1 (Section 3) of the Student Disciplinary Statute.
   c. Te Kawa Maiorooro - Te Pūkenga educational regulatory framework Part 6, Assessment, including 6.8 Academic Integrity.

2. Scope

Academic integrity relates to meeting moral or ethical principles in educational settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work and society. Academic integrity can be defined as "compliance with ethical and professional principles, standards, practices, and a consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship"[1].

At Unitec | Te Pūkenga we are committed to the highest standards of integrity, respect, and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ākonga (learners) to the same high standards, and we are committed to providing the policies and resources necessary to support their success as learners, citizens and prospective employees.

Academic integrity practices apply the principle of Whakaritenga - Legitimacy, which requires that academic decision-making processes legitimise the contributions of others and ensure that ethics and integrity inform subsequent actions. Academic integrity practices also require commitment to and support for the range of literacies needed by ākonga, including digital literacy incorporating ethics and critical evaluation skills, so they are equipped to submit authentic work and succeed in learning and employment in verifiable ways.

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[1] Foltynek, T., Bjelobaba, S., Glendinning, I., Khan, Z.R., Santos, R., Pavletic, P., & Kravjar, J. (2023). ENAI Recommendations on the ethical use of Artificial Intelligence in Education, p. 2, citing Tauginienė et al, 2018. Retrieved from https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00133-4, May 2, 2023.

3. Procedure Statements

3.1 Core Values

1. Academic integrity encompasses intellectual honesty with regard to the use of information and technological tools for content generation, in the pursuit of knowledge and understanding. It implies a commitment to the following core values:
    a. **Honesty:** An Academic Community of Integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service
    b. **Trust:** An Academic Community of Integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
    c. **Fairness:** An Academic Community of Integrity establishes clear standards, practices and procedures and expects fairness in the interactions of learners, teachers and administrators.
    d. **Respect:** An Academic Community of Integrity recognises the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.
    e. **Responsibility:** An Academic Community of Integrity upholds personal accountability and depends upon action in the face of wrongdoing.

3.2 Key Principles

1. Therefore, the key principles of this procedure[2] are that Unitec | Te Pūkenga:

    a. Requires all its ākonga (learners) and kaimahi to undertake their academic work with Academic Integrity
    b. Encourages all its kaimahi (staff) and ākonga (learners) to engage in educational opportunities available, to understand and stay up to date with the expectations and standards that support Academic Integrity
    c. Offers a range of approaches to educating its ākonga (learners) and kaimahi to practise Academic Integrity in their academic work
    d. Takes consistent and equitable action to deal with alleged Academic Dishonesty by ākonga (learners) by:
        i. communicating to ākonga (learners) that any piece of academic work they submit can be checked as to its originality and authenticity at any time by Unitec Te Pūkenga using an appropriate process
        ii. implementing a common remedial and penalty framework across Unitec Te Pūkenga through the Student Disciplinary Statute
        iii. establishing and applying appropriate, consistent procedures for detecting and investigating alleged Academic Dishonesty, and
        iv. communicating the disciplinary appeal process;
    e. Takes consistent and equitable action through the Unitec Te Pūkenga Code of Conduct to deal with alleged Academic Dishonesty by kaimahi (staff).

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[2] We acknowledge Macquarie University whose policy on Academic Honesty forms the basis of these principles and some procedures. Other organisations whose principles or policies have been referenced are: International Centre for Academic Integrity; Massey University; University of Auckland.

2. With reference to Generative Artificial Intelligence outputs (for example, those from text generators, image generators, translators), academic integrity in learning, teaching, and assessment at Unitec Te Pūkenga will be maintained according to the following principles:

a. Generative Artificial Intelligence (Gen AI) content generation tools are a form of third-party assistance in which assignment work is completed by or outsourced to a third party such as a peer, family member, friend, or paid service. Gen AI therefore should not be used to generate answers to summative assessment tasks that are submitted as the learner's own original work without appropriate acknowledgement or attribution.

b. Use of Generative Artificial Intelligence content generation tools in learning, teaching, and assessment at Unitec Te Pūkenga will be governed in accordance with the following expectations:

   i. Transparency

   Unitec | Te Pūkenga assessment instructions for ākonga will be clear and transparent about appropriate and ethical use of Artificial Intelligence (AI) according to the context of the relevant profession or industry, and specifically permitted and prohibited uses of AI, including Generative AI tools and technology in learning, teaching, and assessment for the course.

   ii. Permitted Generative AI Use

   Learners may incorporate Generative AI-generated content in submitted assessment work where this is explicitly allowed in the assessment instructions. In such cases, learners must clearly and fully disclose and acknowledge both how Gen AI has been used, and the extent to which it has been used, with referencing as appropriate following published conventions.

   iii. Prohibited Generative AI Use

   The submission of AI-generated content in formal submitted assessment work is prohibited and must not be included unless expressly permitted (see item ii above).

   iv. Evidence of Work

   Learners may be expected to provide a range of evidence of their assessment work in relation to any learning outcomes. This may include discussion of their assessment submission with their teacher, a declaration by the learner regarding use of AI tools or technology in any work submitted for assessment, or other forms of evidence such as links to ChatGPT conversation (prompts and responses).

   v. Disciplinary Action

   Inappropriate use of Generative AI in any assessment submission, contrary to the above principles, may constitute prohibited conduct as set out in the Student Disciplinary Statute and may result in investigation.

3.3 Engagement with Staff / Kaimahi and Learners / Akonga

1. Unitec | Te Pūkenga will engage kaimahi and ākonga (learners) by:
   a. Using appropriate mechanisms to advise kaimahi and ākonga (learners) of this procedure;
   b. Developing educational strategies to promote Academic Integrity;

c. Developing strategies that reduce opportunities for Academic Dishonesty;

d. Designing strategies to increase learner engagement with their study and their ability to submit their own work, and

e. Reviewing these strategies at appropriate intervals.

2. Unitec | Te Pūkenga shall be entitled to initiate disciplinary procedures if a Unitec | Te Pūkenga learner or kaimahi member breaches this procedure.

4. Associated Procedures

1. All cases of alleged Academic Dishonesty by ākonga (learners) will be dealt with under the provisions of the Unitec | Te Pūkenga Student Disciplinary Statute.

2. All cases of alleged Academic Dishonesty by kaimahi will be dealt with under the provisions of the Unitec | Te Pūkenga Code of Conduct and the Disciplinary Policy and Procedures.

Documentation associated with this procedure includes:

1. [Te Kawa Maiorooro](#) - Te Pūkenga educational regulatory framework Part 6, Assessment, including 6.8 Academic Integrity.

2. Guidelines and support for ākonga (learners) can be found as follows:
    a. Academic Integrity: https://moodle.unitec.ac.nz/course/view.php?id=4432
    b. Academic Integrity: https://www.unitec.ac.nz/current-students/study-support/academic-integrity

3. Guidelines for kaimahi (staff) can be found as follows:
    - [E-cheating awareness](#)
    - [Chat GPT and Generative Artificial Intelligence](#)
    - On Te Aka – Te Korowai Kahurangi Kaimahi support pages:
      [Plagiarism and Academic Misconduct](#)
      [Preventing Plagiarism](#).

5. Responsibilities

In addition, Te Komiti Mātauranga | Academic Committee delegates the following authorities:

Authority	Responsibilities	Required Endorsements
Director Te Korowai Kahurangi	Maintain Unitec Student Disciplinary Statute Register	
Heads of School and other relevant managers	Ensuring that all staff members in their department are familiar with their responsibilities under this procedure.	
Teachers - Kaiako	Submit a report with the allegation of Prohibited Conduct against the Student/s in writing to the relevant Head of School (HoS) or Academic Programme Manager (APM), or other relevant manager	
Heads of School and other relevant managers	Investigate any allegation of Prohibited Conduct under the terms of the Student Disciplinary Statute.	

6. Definitions

Academic integrity

Compliance with ethical and professional principles, standards, practices, and a consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship.

Artificial intelligence
The simulation of human intelligence processed by machines or computer systems. It includes the ability of a computer, or a robot or software controlled by a computer, to do tasks that are usually done by humans because they require human intelligence and discernment, such as the ability to reason, discover meaning, generalize, or learn from past experiences.

Assessment
The process of judging how effectively learning is occurring through a process of generating and collecting evidence of a learner's attainment of knowledge and skills and comparing that evidence against the assessment criteria.

Assessment criteria
Statements that describe how learner performance in relation to the stated learning outcomes will be recognised.

Evidence
Materials provided by a learner as proof of their competence against specific learning outcomes.

Gen AI - Generative Artificial Intelligence
ChatGPT and similar generative artificial intelligence tools are natural language processing tools that produce human-sounding text in many different forms. Although they 'speak' authoritatively, GAITs are unable to think, reason, experience emotions, or create new information, and can produce errors[3].

Learning outcomes
Statements of the knowledge, skills, and aptitudes that ākonga (learners) are expected to demonstrate as a result of successfully completing a course of learning. Learning outcomes are usually stated in terms of observable and/or measurable behaviour.

Third party assistance
People you ask for help, other than your lecturers or tutors. Third parties may be fellow ākonga (learners), reading groups, friends, parents, Libraries and Learning Services, or professional editing services.

7. Reference Documents

- Student Disciplinary Statute
- Unitec Code of Conduct

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[3] AI Tools at Macquarie https://students.mq.edu.au/study/assessment-exams/academic-integrity/ai-tools, accessed May 3, 2023

8. Document Details

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	October 2018 January 2021 June 2023 Stakeholders consulted: Te Puna Ako, Kaiako, Te Korowai Kahurangi, Rangahau and Research, ākonga, Learner Support and Library	Reformatted into new structure Update nomenclature Changed from a Policy to Procedure • Language revised for Te Pūkenga context • New section on Generative Artificial Intelligence • Expanded list of definitions
	3rd October 2023 Further stakeholder feedback highlighted need for clarification	• Wording of section 3.2 (2) on page 3, items ii and iii, tightened in regard to prohibited use (submission of AI content as learner's own work)
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