
Academic Integrity: Educative Measures Procedure

1. Purpose

This Procedure outlines the approach to be used when there is evidence that a student has fallen short of meeting academic integrity standards and expectations as stated in the Academic Integrity Policy and where the situation is not serious enough to warrant a formal academic misconduct process.

2. Application of Procedure

This Procedure applies to staff members and students.

Procedure Content

3. Applying the Academic Integrity: Educative Measures Procedure

The University will take Educative Measures where there is reasonable belief that a student has failed to adhere to the academic integrity expectations of the University, such as those set out in section 4 of the Academic Integrity Policy for Students; and:

- (a) the student has no prior record of academic misconduct and no concurrent educative measures procedures are underway; and
- (b) at least one of the following circumstances applies to the alleged breach:
 - (i) it is considered minor; or
 - (ii) it demonstrates a lack of skill in paraphrasing and referencing or other discipline-specific scholarly practices; or
 - (iii) it demonstrates a misunderstanding of the requirements associated with group work, other collaborative projects, or of an internship or placement.
- (c) if related to academic integrity within a thesis, the educative measures will only apply if it is in relation to in-progress work and the work has not been formally submitted for examination, publication, or as a report to an external organisation.

Note: If a staff member identifies evidence of more serious misconduct during the Academic Integrity: Educative Measures Procedure they should contact the Principal Adviser, Academic Integrity for further advice regarding escalation to a formal academic misconduct procedure under the Academic Misconduct procedures.

Any staff member can seek additional support while managing a case under this procedure. To view support options for staff, see <https://intranet.wgtn.ac.nz/human-resources/health-wellbeing/emotional-and-social-wellbeing>.

Prior to beginning any procedure, the staff member must check the appropriate system to confirm if any previous academic misconduct issues are noted or concurrent Educative Measures Procedure process is underway.

4. Discussing Academic Integrity concerns with the student

If it is determined that the Academic Integrity: Educative Measure Procedure process is the most appropriate action, staff should take the following steps to discuss concerns with students:

- (a) The Course Coordinator (or other relevant staff member) must contact the student in writing (email/student portal) and either invite the student to a meeting or where appropriate, address the issue by email. An entry must be recorded in the appropriate system at this stage. In all such cases, the student can elect to respond via email or ask to see the Course Coordinator. The following procedures must be followed:

- (i) If addressing the matter(s) via meeting, invite the student to a meeting (in person or virtual) to discuss the matter as soon as possible, following the concern(s) being raised/identified.

The written notification must outline that the discussion is about an issue related to academic integrity with a view to assisting the student to rectify the issue as appropriate, and/or educating the student to improve their understanding of academic integrity standards and practices.

- (ii) While the purpose of this meeting is educative, the student should be advised that they can bring a support person to these discussions, e.g. the advisory and support services offered by the VUWSA student advocacy service (advocate@vuwsa.org.nz), Āwhina, Pasifika Student Success or Disability Services, a friend or whānau member, or a support person from an external community-based organisation. If it is appropriate to address the matter(s) via email, email the student concerned, notifying them of the concerns, and giving clear, educative feedback about how to prevent the issue happening again or advising students of the educative actions they are encouraged to take. However, if there is any significant reduction of marks due to not marking material which is clearly not the student's own work (for example, material that the student has taken or copied from elsewhere, and has not acknowledged that source), this should be done via a meeting, rather than via email in the interest of student wellbeing.
- (b) These discussions and/or emails are intended to be informal and educational. The staff member should clearly explain the academic integrity issue(s), listen to the explanation made by the student, and ensure that the student is given clear directions about the particular academic integrity issue(s), so that the student gains an understanding of the problem and how to prevent it happening again in the future.
- (c) If the issue relates to a group assignment, the meeting will normally be held individually with each student, rather than the group, to maintain privacy.
- (d) Students may be invited to attend a workshop or seminar on academic integrity. Students must be informed that they can elect to opt out of this workshop in favour of a 1-1 session. For advice or support on this, any staff member can contact the Principal Adviser, Academic Integrity.
- (e) If the student chooses not to engage with the Academic Integrity: Educative Measures Procedure process, the concerns identified will be addressed using the Student Conduct Statute.
- (f) If the student believes the discussion or advice to be unfair due to incorrect information or a misunderstanding of events, they should request a review by contacting the Programme Director (or Head of School, or, in the case of issues related to examinations, the Associate

Director, Student Operations) in writing within 10 working days of either the discussion taking place, or the email being received.

- (g) A record must be kept of the conversation or email discussions, see section 7 for more detail.
- (h) Once the Academic Integrity: Educative Measures Procedure process is completed, the student will be advised that if further academic integrity issues are identified, it is likely that those issues will be managed in accordance with the Student Conduct Statute.

5. Referring to other student support services

Note: Links to the key referral options can be found on the Academic Integrity webpage.

As part of this approach, the student should be advised to contact of the most appropriate student service(s) for further guidance and advice if appropriate. Alternatively, the Course Coordinator (or other relevant staff member) should refer a student to the appropriate student service(s) if the student indicates a willingness to attend.

Recommendations might, for instance, include:

- Attendance at a workshop facilitated by or an appointment with Te Taiako - Student Learning on Academic Integrity, or an appropriate workshop provided for thesis students by the Faculty of Graduate Research.
- Suggesting that the student contacts the relevant advising staff to discuss their overall programme of study.

Once the student has sought support from the relevant student service(s), the student services staff member, or other relevant staff member must note this and close the case. This will also indicate to the Course Coordinator (or other relevant staff member) that the student has sought assistance.

The student should be advised that if they believe they have been treated unfairly, they can access the VUWSA student advocacy service at advocate@vuwsa.org.nz (or seek advice from the Student Interest & Conflict Resolution team).

It may also be appropriate to:

- Suggest that the student approaches the most relevant student success service (including Āwhina, Pasifika Student Success, Disability Services) to address any other the issues raised by the student.
- Advise the student of the support available from the medical or counselling services at Mauri Ora.

6. Marking affected work

- (a) Marks will not be allocated for any section of work that is not consistent with the expectations of Section 4 of the Academic Integrity Policy for Students.
 - (i) Marks may not be awarded for work which the student has not completed themselves or work which may not reflect the criteria defined in the marking rubric in relation to citation or referencing.
 - (ii) Marks which were allocated before it became known that the work was not the student's may later be removed.

For the avoidance of doubt, these actions are not recorded as a penalty for alleged misconduct.

- (b) The Course Coordinator may require the student to resubmit the piece of work or complete an alternative assessment.

7. **Recording Academic Integrity: Educative Measures conversations**

- (a) Course Coordinators (or other relevant staff members) must enter a summary of the conversations with and/or emails to a student under the Academic Integrity: Educative Measures in the relevant system. This must include a brief outline of the issue, and the steps the student has been asked to take to rectify it.
- (b) Emails (such as the one notifying the student of the requirement to attend a meeting) and any relevant documentation must be uploaded to the system as part of this record.
- (c) Student services staff members must enter basic details of conversations with/attendance of the student as part of the Academic Integrity: Educative Measures in accordance with this Procedure.
- (d) All efforts must be made to maintain confidentiality when recording conversations within the appropriate system.
- (e) Students should be reassured that the details of this record will not be on their academic transcripts.

8. **Academic Integrity: Educative Measures processes in relation to in-progress thesis students**

Concerns about whether an in-progress thesis student has met the University's academic integrity expectations will be addressed through the formal supervision sessions and the established progress reporting process (if appropriate). The following points apply:

- (a) In-progress thesis students are to be advised to attend appropriate educational guidance and skill building at the relevant workshops and to access resources provided by the Faculty of Graduate Research. (Students may also be advised to attend Student Learning or other relevant sources of guidance and resources.)
- (b) Sections 4(b)- (e) and sections 5 and 7 of this Procedure should guide discussions with/advice to thesis students as appropriate.

9. **Definitions**

In this Procedure, unless the context otherwise requires:

In-progress work	means work that has not been formally submitted for examination, publication, or as a report to an external organisation. It may include but is not limited to written work submitted to supervisors for their comments, experiments, field work, and interviews.
Student	means any person enrolled in a personal course of study at the University, or a person who is studying at the University under an exchange agreement with another institution, and includes a resident in a Hall of Residence.

Related Documents and Information

10. **Related Documents**

[Education \(Pastoral Care of Tertiary and International Students\) Code of Practice 2021](#)
[Academic Integrity Policy for Students](#)
[Academic Misconduct Procedure](#)

[Animal Ethics Policy](#)

[Human Ethics Policy](#)

[Student Conduct Statute](#)

11. Document Management and Control

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