UQ College

Guideline

Student Integrity and Misconduct

1. Purpose and scope

1) These guidelines are designed to complement UQ College's (UQC, the College, we, our) Student Integrity and Misconduct Policy and support the implementation of both the policy and Student Integrity and Misconduct Procedure.

2) They provide:

   a. a framework for staff to identify, assess, manage and resolve misconduct cases, and

   b. detailed guidance on staff responsibilities throughout the misconduct process.

3) A flowchart outlining the process for managing alleged misconduct is included in Appendix 1.

2. Referring suspected misconduct

4) Teaching staff should refer any suspected misconduct to a Senior Teacher or Course Coordinator, who will decide next steps with their Manager or Senior Manager.

2.1 Course Coordinator responsibilities

5) Course Coordinators should:

   a. know and understand the Student Code of Conduct and the academic integrity tutorial (online module), and give advice that aligns with them,

   b. clearly explain assessment expectations, including referencing styles, and

   c. design assessments that:

      i. are realistic in workload,

      ii. change each semester,

      iii. promote independent thinking, and

      iv. are compliant with UQ College's Assessment Policy and the Assessment Procedure for Academic Pathway Programs.

2.2 Senior Teacher responsibilities

6) Senior Teachers should:

   a. understand the Student Code of Conduct and academic integrity expectations,

   b. clearly communicate assessment expectations,

   c. set and adjust assessments to ensure compliance with the Assessment Procedure – Bridging English and Assessment Procedure – Integrated English.

2.3 Fairness and independent judgment

7) Staff involved in misconduct investigations or decisions must:
    a. Act fairly and without bias.
    b. Seek advice if needed, but make independent decisions based on the evidence.

2.4 Confidentiality

8) Keep all misconduct and appeal matters confidential.
9) Share information only with those directly involved, and only when necessary.

2.5 Conflicts of interest

10) Staff must:
    a. Disclose any actual, potential, or perceived conflicts of interest (personal, financial, etc.) as soon as they're aware.
    b. Avoid involvement in cases where they've previously supported the student, unless the conflict is disclosed.
    c. Let their supervisor assess whether they can remain involved. If not, someone else will be appointed.
    d. When unsure, take a cautious approach and consult the Investigating Officer.

3. Investigation process

3.1 Starting an investigation

11) The Investigating Officer should consider:
    a. Whether to meet with the student first.
    b. Whether to request a written response.
    c. If IT checks are needed.
    d. If others should provide statements.

3.2 Investigation report

12) The report should include:
    a. A neutral summary of the evidence.
    b. Copies of all relevant documents (e.g. meeting notes).
    c. A recommendation based on the evidence: is there enough to suspect misconduct?
    d. Any other concerns that may affect the outcome.

4. Investigation outcomes

13) After reviewing the report, the Investigating Officer should:
    a. Consider the student's history of academic or conduct issues.

b. Decide one of the following:

   i. **No further action** (not enough evidence),

   ii. **Conduct counselling notice** (if the issue was unintentional),

   iii. **Conduct notice** (formal step with a penalty),

   iv. **Refer to a Misconduct Committee** (formal step with a penalty),

   v. **Refer to CEO** or delegate (if a serious penalty may be needed).

5. Conduct counselling

14) Used when the issue is due to poor academic practice or misunderstanding.

15) The notice should:

    a. Explain what happened, when, and what evidence supports it.

    b. Tell the student what to do or avoid in future (e.g. complete a module, write an apology).

    c. Give the student 14 calendar days to respond.

    d. Outline next steps:

       i. If accepted, it's recorded internally.

       ii. If ignored or rejected, it may escalate to a formal misconduct process.

6. Conduct notices

16) Issued when the conduct may warrant a penalty.

17) The notice must:

    a. describe the alleged misconduct, when and where it occurred, and include evidence,

    b. state the penalty if the student admits to the misconduct,

    c. give the student 14 calendar days to respond, and

    d. outline next steps:

       i. If admitted, the penalty is applied and recorded internally.

       ii. If denied or no response, the matter goes to a Misconduct Committee.

7. Misconduct Committee

7.1 Committee structure

18) A Misconduct Committee includes 2 to 5 UQ College staff, with one acting as Chair.

    a. Members can be from different areas of the College to ensure diverse perspectives.

    b. Depending on the matter being considered, staff from The University of Queensland (UQ) may be asked to be part of a Misconduct Committee.

19) At least 75% of members must attend for the hearing to proceed.

20) The Investigating Officer convenes the Committee and issues the allegation notice.

7.2 Roles and responsibilities

Chair

21) Runs the hearing and keeps it orderly.

22) Leads discussion and ensures the student can present their case.

23) Reviews all evidence and guides decision-making.

24) Has the casting vote if members disagree.

25) Finalises and issues the outcome notice.

Committee member

26) Reviews all evidence.

27) Participates in decision-making with the Chair.

Support person

28) May attend with the student to offer emotional support.

29) Cannot speak on the student's behalf.

30) Must not be a lawyer.

Witness

31) May be invited to provide relevant evidence.

32) Should not suggest outcomes or offer personal opinions.

Others

33) Only Committee members (and a secretary, if needed) stay for the full hearing and deliberations to ensure independence.

8. Misconduct Hearings

8.1 Allegation notice

34) The notice must include:

   a. A description of the alleged misconduct and context.

   b. Why it's considered misconduct.

   c. Proposed penalty if proven.

   d. Hearing details (date, time, location).

   e. All relevant documents (e.g. investigation reports).

   f. Instructions for the student to submit supporting material.

   g. A deadline to confirm attendance.

8.2 Scheduling the hearing

35) When setting the hearing:

a. Aim to hold it within 14 calendar days of the allegation notice.

b. Avoid scheduling during exams.

c. Ensure it doesn't clash with the student's classes.

8.3 Supporting the student

36) Receiving an allegation notice can be stressful. Clear information helps reduce anxiety.

37) Include references to relevant policies and procedures.

38) Let the student know they can bring a non-legal support person.

39) Encourage them to seek help from:

a. College Welfare Advisers

b. Student Union

c. The University of Queensland's (UQ) Student Support Services.

8.4 Hearing agenda

40) While each hearing may vary, a typical structure includes:

a. **Welcome and introductions:** Committee members greet the student and their support person.

b. **Allegation and evidence:** Committee outlines the allegation(s) and presents key evidence.

c. **Student's plea:** Student confirms or changes their plea.

d. **Student's statement:** Student shares their side and any additional information.

e. **Committee questions:** Committee may ask questions for clarification.

f. **Witnesses (if any):** Witnesses speak to Committee. No direct interaction with the student.

g. **Final comments:** Student may make closing remarks.

h. **Deliberation:** Student may wait in another room or be advised that the outcome will be sent to them in writing.

i. **Return and feedback (if applicable):** Student (and support person) return. Opportunity to raise concerns about process (if applicable).

j. **Decision and outcome:** Committee announces the decision and any penalties, if known at the conclusion of the hearing.

k. **Adjournment (if needed):** If more investigation is needed, the hearing may be paused and rescheduled.

l. **Reconvening:** Any adjourned hearing should resume within 10 working days.

9. Decision and penalties

9.1 Decision-making

41) Decisions must be based on clear facts, sound reasoning, and relevant evidence.

42) When deciding, the Misconduct Committee should:

a. **Weigh the evidence:** Consider all factors and explain which were most important.

b. **Focus on key issues:** Identify the main points that influenced the decision. Ask: *"What would need to change for a different outcome?"*

43) For guidance, staff are encouraged to read the Queensland Ombudsman 'Good Decisions' resource.

9.2 Applying a penalty

44) If misconduct is proven, a penalty must be applied. See the Student Integrity and Misconduct Policy for full list.

45) Use the Student Integrity and Misconduct Procedure to guide penalty decisions, ensuring fairness and consistency. Refer to Appendix 2 and Appendix 3 for useful resources.

46) The CEO (or their delegate) may apply serious penalties, including:

c. cancelling credit for a course,

d. revoking an award,

e. suspension from UQ College for up to 5 years, or

f. expulsion from UQ College.

9.3 Outcome notification

47) Once the matter is resolved (via conduct notice or Committee decision), send the student an outcome letter promptly.

48) The letter should:

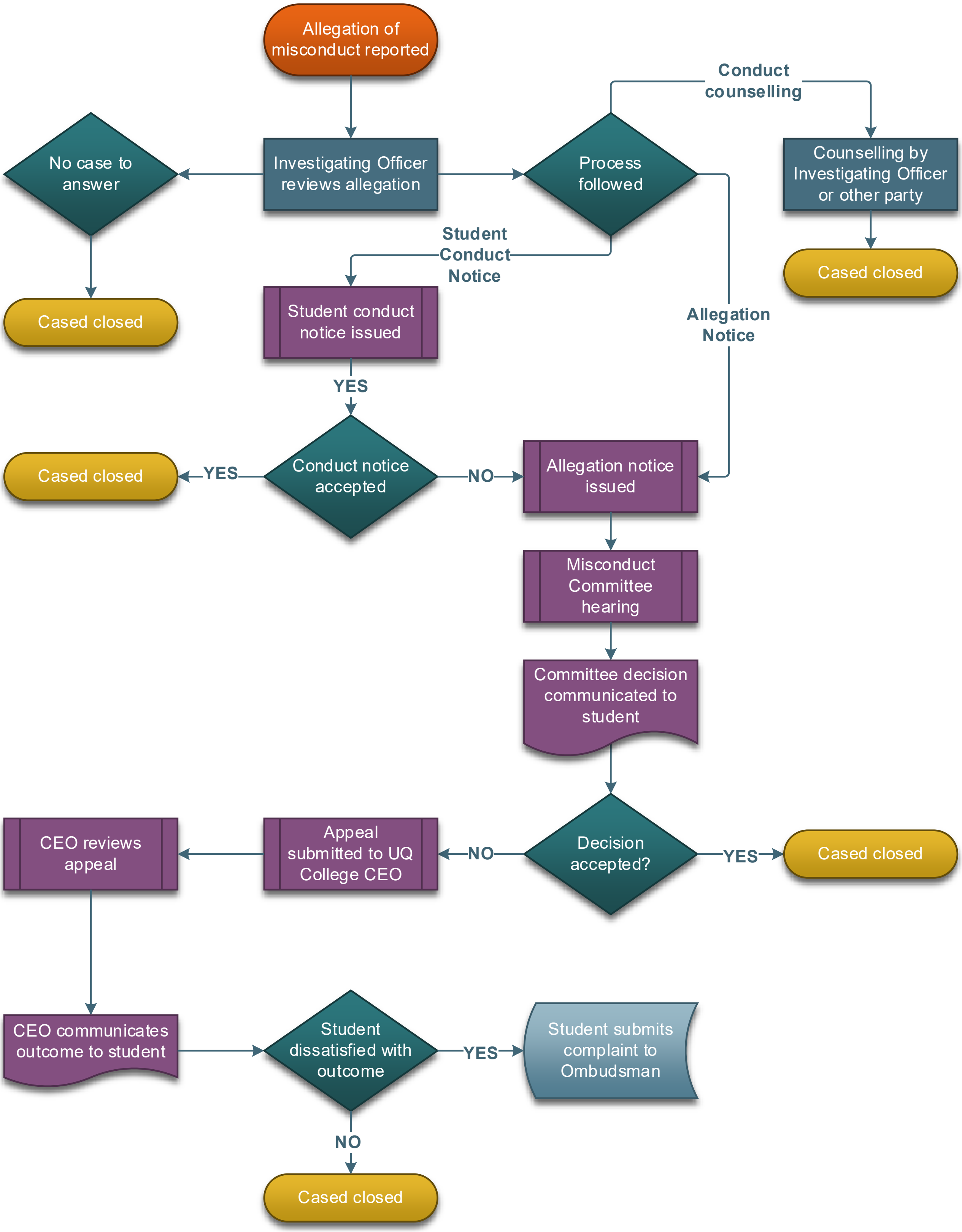
g. Confirm the outcome (e.g. acceptance of notice or Committee decision),

h. If applicable, explain the reasons for the decision,

i. Outline the student's right to appeal, including the deadline and what may happen if they appeal.

49) After notifying the student, the Investigating Officer may inform the person who reported the misconduct that the case is resolved. Do not share details unless it directly affects them (e.g. safety concerns).

Appendix 1 – Misconduct workflow



Appendix 2 – Decision-making guidelines

The following table outlines what penalties can be imposed for general and academic misconduct and who can approve the application of such penalties.

Misconduct type	Proposed penalty	Decision-maker
General misconduct	Suspend a student for 2 weeks or less	Misconduct committee chair
	Impose a probationary enrolment that is provisional on the student's good behaviour	
	Direct a student to pay compensation of not more than $1,000, in accordance with directions to be issued by the Senior Manager, Administration	
	Instruct the student to act or behave in a manner deemed necessary or appropriate	
	Direct the student to undertake remedial or educational activities	
	Direct the student to undertake counselling	
	A written warning or reprimand	
Academic misconduct	As per general misconduct (above)	
	Assign a penalty on the specific item (or part thereof) in which the academic misconduct occurred, including imposing a maximum achievable grade/mark, penalty on the grade/mark awarded or require the student to resubmit work.	
	Assign a penalty on the grade for the course in which the academic misconduct occurred, including a maximum achievable grade/mark, or penalty on the grade/mark awarded.	
General and/or Academic misconduct	Refuse or cancel credit for any course	Chief Executive Officer
	Revocation of an award	
	Suspension from UQ College for a specified period of up to 5 years	
	Expulsion from UQ College	

Appendix 3 – Considerations when determining outcomes

When deciding on an outcome, Misconduct Committees may consider:

- whether the student has completed the Academic Integrity modules,
- how the assessment task relates to the course's learning outcomes,
- the weight of the assessment and how much academic advantage may have been gained,
- the impact of the proposed penalty on the student's results,
- any mitigating factors, such as cultural background and how it may affect understanding of university expectations, and/or
- a combination of these factors can help decide whether to issue a conduct notice or refer the matter to a Misconduct Committee.

Limited education experience	**Experienced student**
No prior misconduct	**Recidivist record for a similar matter**
Inappropriate/inadvertent referencing	**Contract cheating**
No impact/academic advantage	**Significant impacts/academic advantage**
Valid external mitigating factors	**No mitigating factors**
Admission of guilt/remorse	**No remorse**