



THE UNIVERSITY OF THE WEST INDIES

Academic Integrity Policy

1. The University of the West Indies Academic Integrity Policy (Guidelines and Procedures for the Development, Approval, Promulgation, Records-Management and Review of University/Campus Policies) Classification: Governance Sub-classification: Policy Development	Date Approved: Approval Bodies: BUS/BGSR Policy Initiators: PVCs BUS, BGSR & UOA Policy Owner: PVCs BUS, BGSR & UR, Office of Administration Policy Administrator: Secretariat, Office of Administration Effective Date: 2026/2027 Version: One (1) approved December 2024 Two (2) approved June 2026 Review Date: Annually for first two years
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Academic Integrity Policy

Preamble: The University of the West Indies (The UWI), within the framework of this Academic Integrity Policy, articulates the guiding principles that govern our academic community. We define with precision the terms that underscore academic integrity, which is the bedrock of our academic pursuits. We delineate the responsibilities of all stakeholders - students, faculty, staff, and administrators - in upholding these principles. Moreover, we assert the comprehensive scope of this policy, extending its application to encompass every facet of our university community.

We stand at the forefront of recognizing the profound impact that Advanced Language Models (ALM) have cast upon the landscape of research, education, and academic scholarship. With unwavering conviction, we acknowledge that these cutting-edge linguistic models represent a pivotal turning point in the evolution of academia and scholarly pursuits. As we venture into this transformative era, we do so with a profound sense of responsibility and a deep-rooted commitment to the core tenets that underpin our institution: academic integrity, ethical conduct, and the responsible harnessing of Artificial Intelligence and language models.

This policy serves as our compass to academic integrity, whilst at the same time guiding us through the uncharted waters of artificial intelligence, as we continue to shape the future of ethical education and research at The University of the West Indies.

I. Definitions

- a. **Academic Integrity:** A steadfast dedication to honesty, trust, fairness, respect, responsibility and courage in all academic and research endeavours.
- b. **Academic Work:** Any academic undertaking, including papers, examinations, tests, essays, theses, research reports, evaluations, projects, assignments, or assessments, whether in oral or written form, electronic media, or otherwise. This also includes registration and participation in courses, programmes, seminars, workshops, conferences, or symposia offered by the University.
- c. **Advanced Language Models:** Highly developed artificial intelligence systems capable of generating human-like text and language.
- d. **Generative Artificial Intelligence:** Refers to Artificial Intelligence (AI) tools that can create new content, such as text, images, music and other media, from prompts provided in a natural language, e.g., English. These tools are typically trained on large datasets, but their outputs are synthesised (not merely retrieved) and are, therefore, novel.
- e. **Academic Dishonesty:** Deliberate actions or omissions that lead or could lead to the wrongful attainment of academic credit or advantages.
- f. **Academic Misconduct:** failure to adhere to the values and tenets of academic integrity.

- g. **Algorithmic Bias:** Unintended or discriminatory outcomes in research or applications of generative AI and language models.
- h. **Cheating/Copying:** Intentional use, provision, or attempted use or provision of unauthorized assistance, materials, information, or study aids in any academic activity.
- i. **Collusion:** Presenting work as independent or individual when it has been collaboratively produced, in whole or in part, with others (whether internal or external to the University), and with the knowledge of all parties involved.
- j. **Contract Cheating:** Engaging third parties or external sources to undertake or complete academic work (such as labs, exam papers, quizzes, assignments, designs, etc.) or facilitating the use of such services, and subsequently submitting the completed academic work for credit.
- k. **Exam Cheating:** Any endeavour to gain an unfair academic advantage during examinations or to disrupt the examination process.
- l. **Fabrication:** Deliberate invention of data, information and/or citations in any academic work.
- m. **Falsification:** Deliberate and unauthorized manipulation, alteration, reporting, or omitting of information or citations in any academic work. "... the intentional manipulation of individual data points or overall research findings with the purpose of making them appear more robust than is in fact merited, or forcing them to reflect a desired, rather than an actual, reality, to better support a research hypothesis or claim, or to prop up an external agenda, ideological, political etc." (**Copenhagen Business School Library, 2025**).
- n. **Misrepresentation:** "... presenting untrue statements or omitting to disclose information to meet an assessment requirement including word count declarations, falsified documents, reports and medical certificates, inclusion of citations to non-existent or incorrect sources" (Flanders University, 2010).
- o. **Plagiarism:** The act of using the work, ideas, or words of others without proper attribution, presenting them as one's own, that is the "...**unacknowledged use** of the words, ideas or creations of another" (The UWI, Student Plagiarism Policy, 2010, p. 2).
- p. **Research Rigour:** Rigour is defined as the strength and coherence of a study's design, conduct, and reasoning that makes its claims credible and well-justified, given its paradigm (Tobin & Begley, 2004; Morrow, 2005; Morse, 2015; Smith & McGannon, 2018; Maher, 2025).
- q. **Sabotage:** the intentional disruption or destruction of the work of another or obstructing or attempting to obstruct others from using authorised assistance or materials. Sabotage violates the Fundamental Values of trust, fairness, and respect.

- r. **Self-Plagiarism:** Unacknowledged quotation or failure to credit quotations of one's own spoken or written words.
- s. **Third Party Use:** Engaging in third party use without permission or outside of the level of permission granted, for example, the use of artificial intelligence either without permission or adherence to the level of permission given in undertaking assignments, research, publications and so on.
- t. **Unauthorised Collaboration:** Collaborating with others (e.g., friends, parents, classmates) on assignments, examinations, or projects to be submitted for grading without explicit permission from the instructor. This applies to in-class or take-home tests, papers, labs, or assignments.
- u. **Unauthorised Recycling:** re-submission of one's own work/assignment for assessment that is identical or substantially like work previously submitted for assessment, either within the same course or in different courses.
- v. **Unethical Research:** Behaviour by a researcher, intentional or not, that falls short of good ethical and scientific standards (Proceedings of the Royal College of Physicians of Edinburgh, 2000).

II. Scope of the Policy

This policy applies to the academic integrity of all members of The UWI community, including students, faculty, and staff, across all University campuses and affiliated institutions.

III. Responsibilities

A. The University of the West Indies

The Board for Undergraduate Studies under its authority derived from Statute 28 of the Statutes of the University and the Board for Graduate Studies and Research under its authority derived from Statute 30, are instrumental in safeguarding academic integrity within the academy.

Together, they contribute to creating an academic community built on principles of honesty, fairness, and excellence. By fulfilling these roles effectively, these Boards play a vital part in ensuring that degrees awarded by the University are a testament to the knowledge and skills acquired through ethical and rigorous academic pursuits. The work of the Boards supports a culture of academic integrity, benefitting students, faculty, and the University.

Academic integrity as the University is an institution-wide responsibility with ultimate accountability resting with the Board for Undergraduate Studies (BUS) and Board for Graduate Studies and Research (BGSR). The UWI, under the auspices of its Boards and its Committees, shall ensure that details of the Academic Integrity Policy are accessible to staff and students and are promoted throughout the University.

The University has a responsibility to:

- a) provide guidance on Academic Integrity and resources for staff and students, including professional development opportunities for staff covering best practices in course design, delivery and assessment to deter Academic Misconduct and tools to detect it.
- b) “Promote the Ethical use of Artificial Intelligence through the fostering of an environment that champions academic integrity including the ethical and responsible application of Artificial Intelligence and advanced language models.” and review training materials to support student understanding of academic integrity including proper referencing.
- c) take preventative action to mitigate foreseeable risks to Academic Integrity and to address underlying causes.
- d) take steps to ensure timely investigation of allegations of breaches of Academic Integrity, that is, academic misconduct.
- e) provide students with access to an appeal process for decisions involving Academic Misconduct.
- f) collect, maintain, monitor, and act on Academic Integrity data for the purpose of quality assurance and continuous improvement; and
- g) maintain accountability for academic integrity in arrangements with any other party involved in the provision of its programmes and courses.
- h) Promote the Ethical use of Artificial Intelligence through the fostering of an environment that champions academic integrity including the ethical and responsible application of Artificial Intelligence and advanced language models.
- i) Develop and review policies periodically that support Academic Integrity to address emerging challenges and opportunities, including those directly related to Artificial Intelligence, Augmented Language Models (ALM) and the Artificial Intelligence Policy.

Promotion of Ethical Artificial Intelligence: The UWI is committed to fostering an environment that champions academic integrity including the ethical and responsible application of Artificial Intelligence and advanced language models.

Policy Development and Review: The UWI shall periodically review and update the Academic Integrity Policy to address emerging challenges and opportunities, including those directly related to Artificial Intelligence and Augmented Language Models (ALM).

B. Offices of Board for Undergraduate Studies and Graduate Studies and Research

Board for Undergraduate Studies

The Board for Undergraduate Studies primarily focuses on the academic integrity of undergraduate programmes, inclusive of continuing and professional education, ensuring that students in their formative years receive a solid educational foundation and develop essential skills.

Curriculum Development and Review

- The Board collaborates with faculty to design and update undergraduate curricula, emphasising ethical and pedagogical considerations.
- It ensures that course content and assessments align with the University's academic integrity policies, promoting fair and rigorous evaluation.

Policy Development

- The Board develop teaching and learning policies in addition to formulating and refining academic integrity policies to ensure that they are tailored to the specific needs of undergraduate education.
- It educates students about academic integrity expectations, the consequences of misconduct, and the resources available for academic support.

Granting Academic Degrees

- The Board plays a crucial role in awarding undergraduate degrees and other undergraduate awards, ensuring that candidates have met all academic and ethical requirements.

Education and Outreach

- It conducts educational programmes and workshops for students, faculty, and staff to raise awareness about academic integrity.
- The Board promotes a culture of honesty and integrity throughout the undergraduate community.

Board for Graduate Studies and Research

The Board for Graduate Studies and Research with a more specialised focus, supports the unique demands of graduate programmes and research activities. Its roles and responsibilities include:

Curriculum Development and Review

- The Board collaborates with faculty to design and update graduate curricula, emphasising research, ethical and pedagogical considerations.
- The Board ensures that course content and assessments align with the University's academic integrity policies, promoting fair and rigorous evaluation.

Research Ethics and Rigour

- The Board articulates and enforces research ethics and rigour standards, in collaboration with the University and Campus Research Ethics Committees, for graduate and research students engaged in research.res
- It oversees compliance with research ethics and rigour guidelines, including issues related to the study's goals, research design, data collection, implementation, reporting, publication, interpretation of results, and intellectual property.

Thesis and Dissertation Review

- The Board ensures that theses and dissertations meet academic and ethical standards.
- The Board provides guidance on proper citation, plagiarism prevention, and adherence to research ethics.

Granting Academic Degrees

- The Board plays a crucial role in awarding graduate and research degrees and other postgraduate awards, ensuring that candidates have met all academic and ethical requirements.
- It reviews graduate students' academic and research records, verifying their eligibility for degree conferral.

Professional Development

- The Board, through the School for Graduate Studies and Research, offers training and resources to graduate and research students and faculty on responsible conduct in research.
- The Board promotes an academic environment where integrity and ethical behaviour are paramount.

Policy Development

- This Board contributes to the formulation and refinement of academic integrity policies, ensuring that they are tailored to the specific needs of graduate and research education.
- The Board, through the School for Graduate Studies and Research, educates students about academic integrity expectations, the consequences of misconduct, and the resources available for academic support.

Oversight of Disciplinary Procedures:

- Overseeing the investigation of academic integrity violations within graduate and research programmes.
- Ensuring a transparent and fair disciplinary process, where students are granted due process and the opportunity to defend their actions.

a. **Policy Monitoring:** The Board for Graduate Studies and Research and the Board for Undergraduate Studies through their administrative arms are entrusted with the responsibility of monitoring the implementation of all policies, including the academic integrity policies and guidelines.

b. **Ethics, Rigour and Compliance:** The Board for Graduate Studies and Research and the Board for Undergraduate Studies through their administrative arms shall establish structures to support the provision of guidance to ensure that research adheres to ethical and rigour standards and guidelines including those involving the use of Artificial Intelligence.

C. Libraries and Information Services

The University Libraries and Information Services will focus on academic integrity through the provision of guidance and access to documentation and citation management tools designed to support best practice.

Thesis and Dissertation Review

- The LIS ensures that theses and dissertations meet academic and ethical standards.
- The LIS provides guidance on proper citation, plagiarism prevention, and adherence to research ethics.

Professional Development

- The LIS offers training and resources to undergraduate, graduate and research students and faculty on responsible conduct in research.
- The LIS promotes an academic environment where integrity and ethical behaviour are paramount.

Ethics and Compliance

- The LIS offers guidance to ensure that research adheres to ethical standards and guidelines including those involving the use of Artificial Intelligence.

D. Senior Administrative, Professional, Administrative, Technical, & Service Support Staff

a. **Understanding University Policies:** Administrative and technical staff shall acquaint themselves with the University's policies and procedures related to Academic Integrity.

b. **Modeling Academic Integrity:** They should lead by example in practising Academic Integrity within their professional roles.

c. **Dissemination of Information:** Administrative and technical staff shall disseminate information regarding the expectations for academic integrity.

d. **Supporting Students:** Administrative and technical staff shall provide students with opportunities for learning, guidance, and feedback on Academic Integrity.

e. **Professional Development:** Administrative and technical staff shall support the creation of professional development opportunities to promote best practices in maintaining Academic Integrity in teaching and learning.

f. **Course Outlines:** Administrative and technical staff shall assist instructors in developing course outlines that clearly articulate expectations for Academic Integrity.

g. **Reporting:** Administrative and technical staff shall report suspected breaches of Academic Integrity consistently, in accordance with this policy and relevant regulations.

E. Faculty

a. **Setting Expectations:** Faculty shall clearly communicate expectations regarding appropriate academic behavior at the commencement of each course.

b. **Student Guidance:** Faculty will provide guidance and support to students in understanding the importance of Academic Integrity.

c. **Communication:** Faculty shall clearly communicate what constitutes academic misconduct and the associated consequences, as outlined in this Policy.

d. **Promoting Independent Research:** Faculty must emphasise the significance of independent research work and accurate data reporting to students.

e. **Course Outlines:** Faculty shall develop course outlines that explicitly state expectations for referencing sources, group work, and the utilisation of generative Artificial Intelligence algorithms and tools.

f. **Examination Security:** Faculty shall utilise measures during testing to minimise or eliminate opportunities for copying and other forms of academic misconduct.

g. **Assessment Variety:** Faculty shall regularly generate new tests/examinations, especially for deferred examinations, to discourage copying from previous years' materials.

h. **New Assignments:** Faculty shall create new assignments (e.g., laboratories, essays, and reports) regularly to discourage the reuse of previous years' materials.

i. **Student Declarations:** Faculty shall require students to sign declarations affirming that submitted work is their own, emphasizing the necessity of academic integrity and the consequences of academic dishonesty.

j. **Reporting:** Faculty shall promptly report any instances of academic dishonesty, following the procedures outlined in this policy.

k. **Ethical Use of Artificial Intelligence:** Faculty shall promote the responsible and ethical use of Artificial Intelligence and monitor its use to ensure compliance with ethical standards and this policy's guidelines.

F. Students (Undergraduate, Graduate and Research)

a. **Familiarisation:** Students are responsible for acquainting themselves with the University's Academic Integrity rules and expectations, as well as those specific to their programmes and courses.

b. **Education and Training:** Students are expected to comply with University requirements for Academic Integrity education or training, take advantage of available educational opportunities, and seek additional support if needed.

c. **Authenticity:** Students shall ensure that all submitted work is genuinely their own.

d. **Proper Attribution:** Students shall provide accurate attribution for all sources, including for Artificial Intelligence generated text or content, acknowledging the role of Artificial Intelligence in their research in accordance with the University's approved citation/referencing standards.

e. **Responsible Use of Artificial Intelligence:** Students are expected to utilise Artificial Intelligence and language models responsibly, adhering to principles of academic integrity and ethical research. Students should provide full disclosure of all prompts put into artificial intelligence models, responses received, and their use of the responses.

f. **Honest Behaviour:** Students shall conduct themselves with honesty and ethically in their academic work, following instructors' expectations for referencing, group work, and other aspects of academic conduct.

g. **Observing Academic Integrity:** Students should act in accordance with the values and principles of Academic Integrity, refraining from actions that may be considered as Academic Misconduct.

Academic Integrity

Academic Integrity is defined by the International Center for Academic Integrity (ICAI) as a commitment to the six fundamental values of honesty, trust, fairness, respect, responsibility and courage. The University of the West Indies, guided by its Charter, Statutes, Ordinances and Regulations, promotes and adheres to these six fundamental values to achieve its Vision and Mission. According to ICAI, when these values are articulated and introduced into the decision-making processes across the academy, a positive and pragmatic culture of academic integrity is expected and fostered in a climate of ethical decision making.

The six fundamental values expressed by ICAI are summarised as follows:

Honesty

Honesty forms the foundation of integrity. Honesty begins with the individual and extends to the wider community. Institutions must also commit to being honest with students, faculty staff, supporters and the wider community.

Trust

Trust is a necessary foundation for any academic pursuit. Researchers must be able to trust that information is not falsified [and the processes that monitor and evaluate the implementation of policies] are consistently applied. Trust is necessary to promote collaboration in the academic community so that ideas can be shared with confidence and without fear of misuse.

Fairness

All members of the academic community have a right to expect fair treatment and to treat others fairly. Fairness is fostered through transparency, as well as clear and reasonable expectations. Impartial, consistent decision – making fortifies fairness in the institution.

Respect

Respect is reciprocal. An academic climate of respect values diversity of opinions and ideas that are expressed with civility. Respect also entails acknowledging the intellectual contributions of others through proper identification.

Responsibility

All members of the academic community are accountable for safeguarding the integrity of the institution. Responsible academic communities clearly communicate and enforce institutional policies. Responsible individuals, model good behaviour.

Courage

Courage is required to hold individuals and academic institutions accountable to the values of academic integrity, these include honesty, trust, fairness, respect and responsibility. Policies in the institution must be aligned with its vision of integrity. Academic communities that exercise courage face and endure challenges allowing them to survive and thrive (ICAI, 2021, pp 5-10).

Adopting behaviours aligned to these six fundamental values will forge a culture of integrity that encourages us to practice the following:

- Being truthful;
- Keeping an open mind;
- Aspiring to objectivity, consider all sides and one's own potential preconceptions;
- Taking responsibility for your own actions;
- Hold persons accountable.
- Engaging with others in an equitable manner;
- Creating, understanding and respecting personal boundaries;

- Accepting differences in others;
- Promoting transparency in values, processes, and outcomes; and
- Being undaunted in defending integrity.

In an academic setting this culture should lead us to undertake academic engagement with integrity including the following:

- Acknowledging where the information used comes from by clearly citing and referencing the source;
- Giving credit to the owner of the work;
- Providing factual evidence and accurately report research findings;
- Applying or observing rules and policies with consistency;
- Sitting your own exams and submitting your own work;
- Knowing and following institutional rules and conduct codes; and
- Ensuring that clear guidelines for assignments and evaluating work are done in an equitable, timely and transparent manner.

Tenets of Academic Integrity

A commitment to Academic Integrity is the responsibility of every member of the University community. This commitment requires that we, the members of the community, embody four tenets, namely, that:

- competition is fair, and credit is earned honestly;
- learners develop the personal and professional skills needed for success, including effective and efficient research/writing skills, independent thinking, and ethical judgement;
- intellectual property is respected; and
- certification awarded is respected and recognised locally, regionally and internationally (adapted from University of Toronto).

Academic Offences

Academic offences, defined under I above, include:

1. Academic Dishonesty
2. Academic Misconduct
3. Cheating/Copying
4. Collusion
5. Contract Cheating
6. Exam Cheating
7. Fabrication
8. Falsification
9. Misrepresentation
10. Plagiarism
11. Sabotage
12. Self-Plagiarism
13. Third Party Use

14. Unauthorised Collaboration
15. Unauthorised Recycling
16. Unethical Research

Responsibilities of University Stakeholders: University Administration, Researchers, Teachers, Academics, and Students

Fostering a culture of academic integrity within the University community requires a commitment from all stakeholders that they will encourage and engage in behaviours supportive of academic integrity while refraining from activities that tend to undermine it. On the part of the University Administration, this includes articulating clear policies and regulations, aligned to the six fundamental values, which when implemented, are fairly and consistently applied.

For researchers, this means authentically pursuing research agendas that seek to enlighten humanity about ourselves and the universe in which we live. On the part of the lecturers, this means delivering programmes that meet expected quality standards while giving every student a fair opportunity to achieve the intended learning outcomes and maximise their learning potential. For students, this means that they should embrace and immerse themselves in their programmes of study in ways that are deeply enriching.

The indicative lists of the stakeholders' responsibilities are set out below. However, where specific guidance is required, stakeholders are encouraged to seek assistance from relevant personnel including other lecturers and supervisors as appropriate. The following list is indicative but not exhaustive.

The University should:

- protect the privacy of all stakeholders;
- be impartial;
- promote academic freedom while protecting the right to self-expression;
- provide resources necessary to support lecturers in meeting their obligations to students;
- clearly define the expected behaviours of its community members and hold them accountable through its policies and regulations on academic integrity;
- implement academic integrity policies and enforce these policies in a fair and consistent manner;
- ensure that all of its policies and regulations are consistent with the fundamental values of the academic integrity policies; and
- provide mechanisms and resources to implement and enforce the policies and regulations.

Lecturers should:

- read and adhere to all University and Faculty regulations;
- read and adhere to course guidelines and policies;
- provide learners with course policies and guidelines at the beginning of the Semester and/or Summer period course;
- clearly communicate expectations for how learners should engage with assessments;

- provide learners with constructive feedback on assessed work within agreed timelines;
- be objective in interactions with students, and with course assessments;
- advise students clearly on any changes in syllabus, assessment exercises or weight allocation to assessment components over the duration of delivery; and
- periodically review and update syllabi and assessments.

Students should:

- read and adhere to all relevant University and Faculty regulations;
- read and adhere to course guidelines and policies provided by lecturers;
- reflect behaviours which are consistent with the University academic integrity guidelines;
- consistently follow assessment guidelines for completion and submission of work; and
- engage with course materials and activities in the spirit of maximising intended learning outcomes.

Researchers should:

- read and adhere to all relevant University regulations and policies;
- be objective in pursuit of new knowledge;
- be clear in communicating methodologies;
- be aware of alternative hypotheses when analysing data;
- conduct research with rigour and in accordance with research ethics and laws of their country
- acknowledge assistance received in research endeavours; and
- ensure that contributors to published ideas are given due recognition.

Academic Dishonesty

Behaviour that is antithetic to any of the six fundamental values of academic integrity undermines academic integrity and is seen as academic dishonesty. Academic Dishonesty directly or indirectly enables a person or persons to contravene the principles of academic integrity. Academic dishonesty may also be facilitated through negligence. Facilitating academic dishonesty erodes trust, and usually gives an unfair advantage to the person who was facilitated.

Academic dishonesty also takes place when staff and/or students knowingly fail to report violations of the code of academic integrity. Examples may include

- when either a staff member or student either assists another person or persons, student and/or permits their academic assignments to be used dishonestly.
- willingly assisting another to circumvent the purpose of assessment through cheating or misrepresentation.

The following are examples of Academic Dishonesty practices that should be avoided.

Cheating

Cheating is a major infraction that violates the fundamental values of honesty, trust, fairness and respect and it undermines all of the desiderata of academic integrity: competition is not fair, the cheater does not earn credit honestly, the practice is unprofessional, and if cheating is perceived to be rife, it devalues the certifications granted by the university.

Examples of Cheating may include:

- using prohibited materials, devices, or sources to complete an assessed exercise;
- accessing, without permission, assessment materials before their intended time of release;
- accessing, without permission, examination or other assessment materials that are the property of a faculty member;
- contract cheating: outsourcing the completion of one's academic work to another;
- pretending to be another person in order to complete academic work on their behalf;
- unauthorised recycling or resubmitting work already submitted for a previous assignment; and
- copying another's work during an individual assessment or examination.

Collusion

Collusion is the unauthorised or unlawful collaboration or agreement between two or more students in the preparation, writing or production of a course assignment for examination and assessment, to the extent that they have produced the same or substantially the same paper, project report, as the case may be, as it were their separate and individual work, in circumstances where they knew or had reason to know that the assignment or a part thereof was not intended to be a group project, but was rather to be the product of each student's individual efforts.

Collusion occurs when a student, without the authorisation of lecturers:^[1]

- works with one person or more to prepare and produce work that was meant to be individually done;
- allows other students to copy their work or shares the answer to an assessment task;
- allows another person to write or edit their work (except when such a use is expressly allowed);
- writes or substantially edits work for another without the knowledge of the assessor; and
- shares questions and/or answers for a quiz or test with other students not yet assessed.

Fabrication and Falsification

Fabrication is the invention of records and official documentation; and sources of data or ideas by citing publications that are incorrect, created by the researcher and/or that do not exist.

Falsification is the manipulation of records and official documentation; and changing data, research materials, processes, equipment in undocumented and non-standard ways to produce desired results.^[2]

Examples may include:

- claiming to have carried out tests, experiments, or observations that did not take place;
- misrepresenting research data, source materials or results, or presenting results not supported by the evidence (flinders.edu.au);
- forging, changing, and/or adapting the content of official documents such as medical certificates, and academic transcripts; and
- tampering with University documents, records or identification cards.

Plagiarism

The UWI defines plagiarism as the unacknowledged use of the words, ideas or creations of another. The principal categories of unacknowledged use are:

1. Unacknowledged quotation or failure to credit quotations of another person's or one's own spoken or written words.
2. Unattributed borrowing or failure to credit another person's ideas, opinions, theories, graphs, or diagrams. Unattributed borrowing also includes the failure to credit another person's work when paraphrasing from that work.
3. Cosmetic paraphrasing is also plagiarism. This can occur when an acknowledgement is made but the words are so close to the original that what is deemed to have been paraphrased is, in fact, a modified quote.
4. Wrongly attributed borrowing is a more technical form of plagiarism, where one does not acknowledge the work from which one obtained an idea, but quotes, instead, from the original source, which may well convey a broader research effort than what actually took place.

Plagiarism misleads the readers of the information presented about the source of the ideas presented and can cause credit for those ideas to be misappropriated – often with the effect of doing a double injustice: undue credit for the perpetrator, and lack of recognition for the true source.

Examples may include:

- cosmetic paraphrasing with or without sufficient attribution, negligent referencing, incorrect or missing citations; [4]
- where a research supervisor publishes the work of a student without attributing credit to the student; and
- unacknowledged use of extensive output from generative artificial intelligence tools.

Sabotage

Sabotage is the disruption or destruction of the work of another. Sabotage violates the value of trust, fairness and respect.

Examples may include ^[5]:

- destroying another person's work (including documents, design, data, artwork);
- revealing confidential data about the project or procedures to others;
- disturbing the setup or calibration of equipment arranged by another person;
- colluding with others to falsely accuse others of academic dishonesty;
- installing viruses, spyware, or other damaging software in another person's computer;
- stealing another person's property, such as computers, experimental setups, data or designs, to prevent that person from completing his or her academic activities; and
- deviating from fair, transparent and objective assessment practices.

Penalties for Breach of Academic Integrity ^[6]

Having regard to its commitment to promote teaching and learning, advance research and knowledge and by example, uphold the principles of honesty and integrity, the University, by developing clear and coherent regulations and procedures, is aiming to:

- inspire trust and confidence in the fairness of its rules and in the consistency of their application;
- impose, in light of all the circumstances, a penalty that is appropriate, reasonable and proportionate;
- inculcate and reinforce ethical principles; and
- encourage behaviour that is modelled on the six Fundamental Values of Academic Integrity.

Consequently, where, following the conduct of a fair hearing, a disciplinary tribunal has proved an allegation of a breach of academic integrity (misconduct), the tribunal, depending on the severity of the breach, the classification and seniority of the respondent and any history of a previous breach, may impose any of the following penalties:

- the dismissal of a member of staff or a student;
- suspension of a member of staff without or with reduced pay;
- withholding a determined number of the staff member's increments;
- exclusion from examinations (assessment) for a specified period;
- disciplinary probation;
- a censure or reprimand in writing; and
- a fine and an additional penalty for the late payment of the fine.

In the event that the University, following due process, has established that a person to whom it awarded a degree, diploma or academic distinction, obtained that award fraudulently or has been convicted of a crime, the University has the power to deprive that person of that degree, diploma or academic distinction ^[7].

Unethical Research

Performing research without the required ethical approval or contrary to the approval granted.

Policy Principles

The University will use a balanced, holistic and educative approach to promote a positive culture of academic integrity, including a focus on the ethical and fair use of Artificial Intelligence.

The Academic Integrity Policy is guided by the following principles:

a. Responsible Ethical Use of Artificial Intelligence:

At The UWI we are committed to promoting Responsible Ethical Use of Artificial Intelligence and Advanced Language Models (ALM) in academic and research contexts. This commitment is rooted in the recognition that the ethical, fair, and considerate deployment of AI technologies and AI-driven tools is crucial to mitigate potential societal impacts and to prioritize the well-being of society.

Our approach to Responsible Ethical Use of AI is guided by international standards and principles, including the 'Recommendation on the Ethics of Artificial Intelligence,' which has been adopted by all 193 Member States of UNESCO (UNESCO, 2021). This global standard provides a comprehensive framework for ensuring that AI is used in ways that are consistent with ethical considerations and responsible practices.

We acknowledge that the responsible use of AI raises fundamental questions about the potential risks it entails and the methods to mitigate these risks. It is the responsibility of all individuals within our organization to understand these risks and to ensure that AI is deployed in a manner that aligns with ethical standards and best practices (Müller, 2020).

In pursuit of Responsible Ethical Use of Artificial Intelligence, we are committed to:

- Integrating ethical considerations into the development and deployment of Artificial Intelligence systems and Artificial Intelligence driven tools.
- Promoting awareness and understanding of Artificial Intelligence ethics and responsible use among our academic and research communities.
- Ensuring transparency and accountability in Artificial Intelligence related decision-making processes.
- Continuously monitoring and assessing the societal impacts of Artificial Intelligence within our organization and making necessary adjustments to uphold ethical standards.
- By adhering to these principles and guidelines, The UWI strives to be at the forefront of ethical Artificial Intelligence use in higher education, contributing to a responsible and sustainable Artificial Intelligence ecosystem that benefits society at large.

Explanation: Responsible Artificial Intelligence use underscores the necessity of utilizing Artificial Intelligence and language models in ways that are ethical, fair, and considerate of their societal impacts. This principle emphasizes the ethical deployment of Artificial Intelligence technologies and Artificial Intelligence driven tools within academic and research contexts. It encourages the ethical development and deployment of Artificial Intelligence systems that prioritize the well-being of society.

b. Transparency and Accountability:

At The UWI, we uphold the core principles of Transparency and Accountability in academic and research settings. These principles are instrumental in ensuring that our practices are characterized by clarity, openness, and the ability to undergo scrutiny. We recognize that Transparency involves providing visibility into Artificial Intelligence usage, the algorithms employed, and the data sources utilized, while Accountability entails taking responsibility for Artificial Intelligence related decisions and addressing issues such as algorithmic bias.

Our commitment to Transparency and Accountability is aligned with the ethical imperatives and is rooted in the understanding that trustworthiness and social acceptability are central, including to the successful integration of Artificial Intelligence into academia and research. We draw upon the foundational work of Brundage et al. (2018) in emphasizing these principles as essential components of our Artificial Intelligence ethics framework.

Transparency in practices means that we prioritize making the workings, data, and outcomes of Artificial Intelligence systems understandable and accessible to all stakeholders within our organization. This transparency extends to the processes involved in developing Artificial Intelligence algorithms, the data sources used for training and testing, and the decision-making mechanisms embedded within Artificial Intelligence systems.

Accountability is equally crucial to our Artificial Intelligence ethics framework, as it ensures that actions and decisions made by Artificial Intelligence systems are attributable to responsible and liable agents. We are committed to establishing mechanisms for monitoring and correcting Artificial Intelligence system behaviors when necessary. This includes addressing issues related to algorithmic bias, discrimination, and unintended consequences.

In line with our commitment to Transparency and Accountability in Artificial Intelligence, we pledge to:

- Promote openness and clear communication about our Artificial Intelligence initiatives, including the disclosure of algorithmic processes and data usage.
- Establish robust governance structures that assign responsibility for Artificial Intelligence related decisions and actions to accountable individuals or teams.
- Implement continuous monitoring and auditing mechanisms to detect and rectify any biases or unintended consequences arising from Artificial Intelligence systems.

By adhering to these principles and guidelines, The UWI aims to foster an environment of trust, responsibility, and ethical Academic Integrity practices within its academic and research communities.

Explanation: Transparency and Accountability are foundational academic integrity principles that ensure that practices are clear, open, and subject to scrutiny. In academic and research settings, transparency involves providing visibility into the use of Artificial Intelligence, the algorithms employed, and the data sources utilized. Accountability means taking responsibility for Artificial Intelligence related decisions and addressing issues such as algorithmic bias.

Reference: To ensure that Artificial Intelligence is trustworthy and socially acceptable, Artificial Intelligence ethics emphasises the concepts of transparency and accountability. Transparency means that an Artificial Intelligence system's workings, data, and outcomes are understandable. Accountability means that an Artificial Intelligence system's actions and decisions can be attributed to responsible and liable agents and that there are ways to monitor and correct them (Brundage et al., 2018).

c. Education and Awareness:

At The UWI we prioritize Education and Awareness as essential pillars for cultivating a culture of academic integrity within our academic settings. We recognize that fostering an environment where students, faculty, and staff are well-informed about the ethical considerations, challenges, and best practices is fundamental.

Education and Awareness underscore our commitment to equipping our academic community with the knowledge and understanding required to navigate the complexities of using Artificial Intelligence ethically and responsibly. Our commitment to Education and Awareness includes:

- Developing and offering educational programmes that incorporate academic integrity principles, including Artificial Intelligence ethics into our curriculum, ensuring that students have access to comprehensive materials and resources.
- Organizing awareness campaigns, workshops, seminars, and conferences to engage faculty, staff, and students in discussions on Artificial Intelligence ethics and its implications in academia.
- Encouraging research and scholarly activities focused on academic integrity, Artificial Intelligence ethics and its responsible use.

We believe that an informed and ethically aware academic community is better equipped to make responsible decisions, identify and address ethical challenges and contribute to the advancement of academic integrity in the use of Artificial Intelligence in ways that align with our values, and societal well-being.

By adhering to these principles and guidelines, The UWI aims to be at the forefront of promoting academic integrity and the ethical use of Artificial Intelligence in academic settings, thereby ensuring that academic integrity and Artificial Intelligence serve as a positive force for knowledge and innovation.

Explanation: Education and awareness are critical components for fostering a culture of academic integrity. This principle emphasizes the need for educational programmes and initiatives that raise awareness among students, faculty, and staff about the ethical considerations, challenges, and best practices, including those specifically related to Artificial Intelligence in academia.

Reference: The significance of education and awareness for academic integrity is highlighted by the International Center for Academic Integrity which defines academic integrity as a commitment to its six fundamental principles as outlined earlier in this document.

d. Fairness and Equity:

Policy Statement on Fairness and Equity in Resources and Opportunities for Academic Inclusion

At The UWI we are dedicated to upholding the principles of Fairness and Equity in the development and deployment of academic integrity, including through the use of Artificial Intelligence technologies within academic contexts. These principles are foundational to ensuring that our practices do not perpetuate or exacerbate existing biases or discrimination, and they underscore our commitment to providing fair and equitable access to resources and opportunities for all, regardless of factors such as race, gender, or socioeconomic status.

Fairness and Equity are essential components of our commitment to fostering an inclusive and diverse academic environment that embraces the potential of Artificial Intelligence for the benefit of all stakeholders. We draw inspiration from the extensive research and discussions on fairness in Artificial Intelligence systems, as highlighted by Barocas, Hardt, and Narayanan (2021), who provide a comprehensive and accessible introduction to fairness and machine learning.

Our commitment to Fairness and Equity includes:

- Ensuring that academic integrity and Artificial Intelligence resources, tools, and opportunities are accessible to all members of our academic community, without discrimination or bias.
- Conducting regular audits and assessments of our academic integrity and Artificial Intelligence systems to identify and mitigate any sources of unfairness or bias.
- Providing training and education to our faculty, staff, and students on the ethical considerations of fairness and equity, including in Artificial Intelligence.
- Collaborating with diverse stakeholders to develop and implement policies and practices that promote fairness and equity in research, development, and deployment.

We understand that achieving fairness and equity is an ongoing journey, and we are committed to actively addressing the challenges and consequences of unfairness in academic integrity and AI systems. By adhering to these principles and guidelines, The UWI aims to be a leader in promoting fairness and equity in its academic endeavours, including Artificial Intelligence for the betterment of our academic community and society.

Explanation: In an academic context, the principles of fairness and equity are fundamental as it emphasizes the need for fair and equitable access to resources and opportunities, irrespective of factors like race, gender, or socioeconomic status.

e. Continuous Learning:

At The UWI we are committed to the principle of Continuous Learning as a cornerstone and the practices that support it within our academic environments. This commitment reflects our acknowledgment that Artificial Intelligence has meant that the field of academic integrity has become more dynamic and evolving, and staying informed and adaptable to changing Artificial Intelligence technologies and ethical considerations is paramount to ensure that appropriate academic integrity standards support the use of Artificial Intelligence within the academy.

Continuous Learning is fundamental to our mission of fostering an academic environment that is responsive to the ever-evolving educational landscape, particularly in relation to Artificial Intelligence. We draw inspiration from various educational and research publications, including "The Artificial Intelligence Ethics Guidelines Global Inventory" by Jobin et al., which underscores the importance of continuous updates in Artificial Intelligence ethics guidelines to keep pace with technological advancements.

Our commitment to Continuous Learning ethics includes:

- Encouraging faculty, staff, and students to engage in ongoing education and professional development, particularly as it relates to Artificial Intelligence ethics and emerging technologies.
- Supporting research endeavors that contribute to the advancement of Artificial Intelligence ethics and ethical practices.
- Facilitating forums, seminars, workshops, and conferences that provide opportunities for knowledge exchange and discussions on evolving issues that affect continuous learning, including Artificial Intelligence ethical considerations.
- Collaborating with external organizations, experts, and industry partners to ensure access to the latest insights and best practices in academic integrity.

We understand that maintaining ethical practices requires vigilance and a dedication to staying current with the latest developments in the education arena. By adhering to these principles and guidelines, The UWI aims to be a leader in the integration of Continuous Learning into academic integrity and Artificial Intelligence ethics education and research, ultimately contributing to responsible and ethically sound AI practices within academia.

Explanation

Awareness and continuous learning are critical components for fostering a culture of academic integrity and ethical AI use. This principle emphasizes the need for educational programmes and initiatives that raise awareness among students, faculty, and staff about the ethical considerations, challenges, and best practices.

These principles collectively form the ethical foundation for academic integrity and the responsible use of Artificial Intelligence and language models in academic and research settings at the University. They draw upon established ethical frameworks and guidelines to promote integrity, transparency, and fairness.

Academic Integrity Review and Appeals Process

With a view to enabling the University community to appreciate the institution's respect for the enduring values of ethics, integrity and truth, as well as, to encourage all students and staff to practise and apply these principles consistently, The UWI has developed and enacted regulations, rules and policies that prescribe generally acceptable standards of behaviour. These rules and regulations define what is proper, explain commonly misunderstood terms and define how to identify and moderate inappropriateness. They also indicate what sanctions, if any, are to be imposed in light of the offences that have been committed. As a result, these rules clarify

expectations and inspire trust and confidence in the governance and administration of (The) UWI. Where expectations have been clarified it is expected that treatment consistent with these expectations becomes fair, certain and predictable.

To this end, the code of conduct for students entitled *The Code of Principles and Responsibilities for Students*¹ and for staff, *The Statement of Principles and Code of Ethics*², setting out ground rules, obligations and responsibilities of the parties, are both enshrined in our Constitution, *The Charter, Statutes and Ordinances*. Embedded in these codes of conduct are the procedures which are to be applied when acts of misconduct have been identified.³ These include procedures for adducing evidence, conducting an investigation, making a determination of guilt or innocence and for imposing apt and relevant sanctions where guilt has been established. When applying these procedures, the administrative arm of the University, acts in good faith and in keeping with its commitment to uphold the ideals of good governance, by observing natural justice principles of due process and fairness, exemplified by the right to be heard and the right to a fair hearing.

1. Obligations Imposed under Statutes, Ordinances and Regulations

Whereas in the pursuit of fairness, The UWI has a duty to be transparent about its expectations and requirements, students and staff have a corresponding duty to be accountable for their own actions. In other words, they have a responsibility to familiarise themselves with the rules and to obey them. In relation to academic integrity, taking responsibility for one's actions is not meant to be casually discharged in a vacuum but discharged in response to an invitation to:

- i) All researchers and authors (whether students or staff) to use the accepted conventions for bibliographic referencing and citations⁴.
- ii) Students, at the time of their application to the University, and staff, when signing their contract of employment, to declare an intention to comply with the University's regulations, rules and policies that are in force.
- iii) Students to make a personal declaration that the student declarant has read and understood the Plagiarism regulations and that their work is free from plagiarism.⁵ Given UWI's Artificial Intelligence Policy Framework on the ethical use of Artificial Intelligence in the appropriate context and in alignment with its core values, the declaration form should be amended to require the declarant to indicate whether AI has been used in the work being submitted or in its data collection/analysis and if so, the name of the AI tool, to what extent and for what

¹ Referenced, by previous title, The Student's Charter, in Ordinance 1(b).

² Referenced in The Charter Statute and Ordinances, Vol. II - Ordinance 8

³ General viz. sexual harassment, threats of violence, theft and assault. Academic viz. cheating, plagiarism, data falsification. The list of academic offences is stated on pages 16-18 of Combined Group A and B document.

⁴ Faculty Regulations; Policy and Procedures on Research Ethics, p.6

⁵ University Regulation on Plagiarism

purpose the tool was used, and the relevant portion of the work/data collection in which it was used.

- iv) MPhil/PhD candidates to certify, by signing a Certification of Completion form, that the work in the thesis is theirs and has been checked for plagiarism.⁶ A similar amendment as in iii) above, related to AI, is being proposed for the Completion Form.
- v) All categories of staff to submit a declaration of interest if they have a relative, who is a candidate, writing an examination.⁷
- vi) Staff members involved in outside/consultancy work that impact or impinge on their official University duties, to declare any conflict including potential conflicts of interest or conflict of roles.⁸
- vii) Researchers to disclose when a material interest (whether personal, financial, professional or otherwise) may be in conflict with the researcher's duty of honesty and integrity.⁹
- viii) Researchers to acknowledge in research publications, all public and private sources of funds, including grants, contracts and gifts used in the conduct of research.
- ix) Researchers to indicate whether AI has been used in their work or in its data collection/analysis and if so, the name of the AI tool, to what extent and for what purpose the tool was used, and the relevant portion of the work/data collection in which it was used.
- x) Researchers to acknowledge that they have abided by the ethical guidelines of the University and the laws of the country. Research was conducted with scientific rigour.

2. Clarification of Obligations re Declarations

Having regard to the gravitas of making a false declaration, it is recommended that a false declaration should be considered a violation of academic integrity. The false declaration may be used as evidence in an ensuing disciplinary investigation. In addition, although not conclusive that a violation has occurred, it is also recommended that a negative inference may be drawn from a **failure** to make a declaration when required to do so, without satisfactory explanation. In addition, such failure may be submitted as evidence in support of an allegation.

⁶ Reg. 3.17, Regulations for Graduate Certificates, Diplomas and Degrees

⁷ Reg. 78, Assessment Regulations; Reg. 2.10(a) Regulations for Graduate Certificates, Diplomas and Degrees

⁸ Statement of Ethical Principles and Codes of Conduct, Annex 2

⁹ Policy and Procedures on Research Ethics, p.7

3. Disciplinary Procedures

Depending on the nature of the breach and the category to which a member of the University community is assigned, different disciplinary procedures would apply. Students are governed by:

- Faculty Regulations
- the Code of Principles and Responsibilities
- the Assessment Regulations
- Regulations for Graduate Certificates, Diplomas and Degrees
- the University Regulations on Plagiarism

Academic, Senior Administrative and Professional staff are governed by Ordinance 8 and subsidiary policies while Administrative, Technical and Service staff are governed by Collective Labour Agreements. However, irrespective of the alleged misconduct or person(s) involved, there are minimum requirements that an investigation and disciplinary hearing must meet to satisfy basic standards of fairness. For the purpose of demystifying these procedures, providing an answer to the following questions should be helpful.

Frequently Asked Questions and Answers

3.1 *What happens when a student or staff member is suspected of breaching academic integrity or of misconduct? Who can report the breach and how is a report made?*

Answer: The alleged breach should be reported in writing by a member of staff or a student to the administrative arm of the University

- The report, which should be signed by the person making the allegation, should include:
 - the name of the Regulation or Policy which has been breached, or
 - the alleged misconduct;
 - the statement of facts or a description of the circumstances surrounding the breach/misconduct;
 - documentary evidence to support the allegation;
 - or any other relevant information material to the investigation, e.g. Turnitin Originality Reports, source documents, AI detection reports, photographs, diagrams, data sets, experts' report, etc.

3.2 Does the student or staff suspected of the breach/misconduct need to be notified once a report has been made?

Answer: Any person suspected of wrongdoing against whom a report of misconduct has been made, must be informed of the report¹⁰ made against him or her. The person (the Respondent) must be given access to the report, correspondence and copy of the regulations/policy, which allegedly has been breached. This communication should be done in a reasonable time.

3.3 Does a Dean of a Faculty or a Head of Department have the discretion to resolve the issue?

Answer: While the regulations are silent on whether a Dean/HOD may personally resolve a matter concerning a suspected breach or case of misconduct, it is advisable that the Dean/Head should consult the Registrar before taking any action.

3.4 Where it is self-evident that a formal disciplinary process should be initiated, what are the steps?

Answer: As per Paragraph 3.2 above, the Respondent should be given a written notice specifying the allegations along with all material available to the charge.

- a. The written notice should be communicated to the Respondent at least 14 days¹¹ before the hearing.
- b. According to the relevant regulations, an investigating committee shall be constituted by the relevant Registrar with the proviso that a person will be disqualified from sitting on the Committee if he or she were involved in the matter previously or has a personal, pecuniary or proprietary interest in the outcome of the proceedings or has a preconceived opinion of the outcome in the absence of proof.
- c. The Respondent is entitled to have legal representation at his/her expense.¹²
- d. The Respondent should be allowed to be heard. A hearing can be virtual or in person.
- e. The Respondent is entitled to call witnesses, to ask questions of witnesses and to make statements and submissions on his/her behalf.

¹⁰ The Assessment Regulations require the Respondent to sign the report before submitting it to the Registrar.

¹¹ Ordinance 8 and University Regulations on Plagiarism (Graduate Certificates, Diplomas and Degrees)

¹² The staff member, governed by Ordinance 8 is also entitled to have two representatives from among his/her peers. Ord 8.41(a)

- f. Based on the documentary and oral evidence presented, the Committee, in the absence of the Respondent, should make a ruling having regard to precedent, and mitigating circumstances. The ruling should be reasonably and rationally made to avoid claims of abuse/misuse of power and arbitrariness.
- g. A report will be prepared with a recommendation being made to a higher body for approval.
- h. The ruling should be communicated to the Respondent in a reasonable time as the Respondent may wish to appeal an adverse decision.

4. Appeal Procedures

In accordance with The UWI's settled practice, staff and students aggrieved by the outcome of a disciplinary hearing, have an automatic right of appeal to a higher body. In the case of staff, the appeal is to the Chancellor¹³ or Vice-Chancellor as the case may be; and in the case of a student, to the Senate. A further avenue of redress is by way of petition to the University Visitor who represents the final authority to which staff and students may appeal after all other prescribed internal remedies have been exhausted¹⁴. Further information on The Visitor can be found at Section 5 below.

As is customary in many higher education institutions, an appeal constitutes a review of a decision previously made in a disciplinary proceeding. Therefore, a rehearing of the evidence is not usually allowed unless the initial disciplinary hearing was procedurally flawed, then the matter would be heard anew by the appeal body. Otherwise, a typical appeal committee is guided by the following principles in determining whether the appeal should be allowed or dismissed. The Appeal Committee is therefore an occasion:

- i) To establish whether the rules of natural justice have been consistently applied throughout, i.e., from the moment that the allegation has first been made to the conclusion of the disciplinary proceedings and then through to the appeal stage.
- ii) To ascertain whether the penalty/sanction imposed is justifiable in light of the nature of and the degree to which the infringement or the offence was committed.
- iii) To consider whether any new evidence, which, having recently come to light, may have a bearing on the previous decision and if convincing, subject to the powers of the Appeal Committee, require a reconsideration of the decision.

¹³ An appeal to the Chancellor and Vice-Chancellor lies from a decision taken by the University Disciplinary Committee and Campus Disciplinary Committee respectively.

¹⁴ Statute 2A.4

Although under the University's Regulations, a Respondent at the disciplinary committee stage is entitled to be heard orally, there is no such entitlement at the appeal stage. Only when there is need for clarification, will the Appellant (former Respondent) be asked to appear before the Committee. Consequently, an Appellant has always been encouraged to submit documentation stating, clearly, the reasons for the appeal supported by evidentiary material that should be sufficiently complete to enable the Committee to reach an appropriate judgment on what it has before it. However, as academic misconduct cases tend to be quite serious, sometimes attracting very harsh and punitive sanctions, there is a growing trend for the Appellant to be heard in person.

In the same way that the rules of fairness and due process are applied in a disciplinary hearing, they are also applied at the appellate stage. Hence:

- i) A person is automatically disqualified from being a member of the Appeal body if the person has previously served as a member of the disciplinary committee or has a material¹⁵ interest which would lead to the impartial administration of justice.
- ii) The full, written report of the first hearing must be disclosed, by the relevant Registrar, to the Appellant in a reasonable time before the appeal hearing to enable him/her to determine the basis and reasons for the appeal. The contents of the report should include the Respondent's and witnesses' testimony, the questions asked by the investigating or disciplinary committee and the responses to those questions, the recommendation¹⁶ of the investigating committee/decision¹⁷ of the disciplinary committee and the reasons¹⁸ that led to that committee's conclusion.
- iii) The Appellant should also be provided with all the evidence that was considered at the hearing. This may include video or audio recordings or a transcript of the proceedings.
- iv) The above provisions in relation to Paragraphs 3.4d, 3.4e, 3.4g and 3.4i are all applicable at the appeal stage.
- v) With respect to Paragraph 3.4f, the Appellant has the right to make statements and submissions on his/her behalf but not to call witnesses unless new evidence is being admitted.
- vi) The report prepared by the Appeal Committee should indicate the Committee's findings and conclusions.

¹⁵ Personal or professional

¹⁶ Staff Disciplinary Committee, Committee of Inquiry of the Board for Graduate Studies and Research and the Disciplinary Committee of Academic Board can only make recommendations.

¹⁷ The University/Campus Appointments Committee, Academic Board, Board for Graduate Studies and Research have decision-making powers.

¹⁸ This is a requirement under Ord 8.62. In the interest of fairness and transparency, it should be a requirement for all disciplinary hearings.

5. The Visitor

Notwithstanding the declaration that the University Visitor performs the final appellate functions where staff and students are concerned, it is important to note that the scope of the Visitor's authority is limited to adjudicating on matters relating to the interpretation and application of the University's Charter, Statutes, Ordinances, Regulations and other governing instruments¹⁹. It is also worth repeating that although an appeal to the University Visitor may be possible, it is only available after all internal avenues of appeal have been exhausted²⁰. This is a threshold requirement that must be met before a petition may be reviewed. The detailed procedures for lodging a petition may be accessed from the website below: <https://www.uwi.edu/visitor.php>²¹

To summarise, the procedural requirements stipulate that:

- i) the petition must not only be made in writing, but it must be signed by the Petitioner.
- ii) the Petitioner must lodge the petition within 60 working days of the decision about which the Petitioner is complaining; iii) The petition should include a clear statement of the nature and grounds of the Petitioner's complaint, and the steps taken to resolve them, and it should be accompanied by supporting documentation.
- iii) the Petitioner must not only certify the truth of the contents of the petition but also to the fact that the matter had been brought through all available prior levels of appeal.
- iv) the Visitor will provide the University and any other party named in the petition with a copy of the petition, giving them an opportunity to respond within 30 working days.
- v) the Response by the University or any other party, which must include a clear statement of the reasons for the decision that is the subject of the Petitioner's complaint, should be accompanied by supporting documentation.
- vi) where the Visitor is satisfied that the threshold requirement has been met, the Visitor will conduct a preliminary assessment to determine whether a review is warranted.
- vii) where a review is warranted, it may be conducted with or without an (oral²²) hearing.

¹⁹ Statute 2A.5

²⁰ Ibid 4

²¹ Procedural rules for Lodging Petitions to the University Visitor

²² physically or virtually

- viii) a Petitioner may be accompanied by either a friend, a colleague, representative or legal representative.
- ix) cross-examination may only be permitted in certain circumstances.
- x) all decisions are final.²³

Implementation, Monitoring and Evaluation

Implementation: Institutionalising Academic Integrity: A Holistic Approach

The implementation and operationalisation of the Academic Integrity Policy are the shared responsibility of Academic and Research Staff and Students at the University. The alignment of the Policy, with existing policies that support academic integrity must be commenced in the academic year 2025/2026. Further, the Policy must be mapped across Campus initiatives aimed at guiding and supporting students' best practice. University initiatives, through Office of the Board for Undergraduate Studies and the School for Graduate Studies and Research, must be framed to support a holistic education mechanism for students, including research students. A non-linear staged approach is proposed.

Stage 1: Communication Strategy

The creation of a Communication Strategy, in consultation with the University Office of Marketing and Communication, will be undertaken in the academic year 2025/2026. This Communication Strategy will outline initiatives for education and awareness, as well as public presence for academic integrity at the University.

Stage 2: Alignment of Existing Policies

In the process of articulating the Academic Integrity and the Artificial Intelligence Policies, it was recognised that the following existing policies require updating.

1. Acceptable Use Policy;
2. Assessment Regulations;
3. Data Protection Policy;
4. Electronic Mail & Messaging Services Policy;
5. Faculty Regulations;
6. Information Security Policy;
7. Inter-institutional Graduate Degree Programmes, 2019;
8. Ordinances;
9. Policy on Graduate Student Plagiarism 2009/2010;

²³ See Procedural Rules for Lodging Petitions to the University Visitor

10. Policy on Quality Assurance for Online and Multimode Programmes, 2023;
11. Policy on Research Ethics;
12. Regulations for Graduate Diplomas and Degrees, version 2018 edited 2019;
13. Social Media Policy;
14. Statement of Ethical Principles and Codes of Conduct;
15. The Code of Principles and Responsibilities for Students; and
16. Undergraduate Student Anti-Plagiarism Policy 2009/2010;

The process of updating has already commenced and is intended to be completed by the end of Semester 1, 2026/2027.

Stage 3: Education and Awareness Campaign

It has been seen over the years, that several students, particularly at the undergraduate level, fail to practice academic integrity in relation to citation and acknowledgement of sources. The Education and Awareness Campaign, amongst other things will seek to provide standardised guidance to students and researchers across the University on all things related to academic integrity.

Stage 4: Response to Education and Awareness Campaign

The Education and Awareness Campaign both synchronous and asynchronous will include opportunities for collecting feedback. The feedback and review of successful execution will be monitored and used to inform the continuous improvement of the Framework.

Stage 4: Institutionalisation, Monitoring and Improvement

The Institutionalisation of the Framework will be monitored annually as a mechanism to gauge its holistic and individual success.

Summary

By faithfully performing our mutual obligations under The UWI Charter, Statutes, Ordinances, Rules, Regulations and Policies, to which there is partial reference in Paragraph 1, institutional and individual respect for academic integrity is assured and therefore, the erosion of those principles becomes highly improbable. Effectively, this means that recourse to the disciplinary processes described in the preceding paragraphs would seldom, if ever, occur because accountability and responsibility inherent in embracing this culture of academic integrity²⁴ would make the incidence of dishonesty to be negligible.

Version 1 Approved: December 2024

Version 2: Approved BUS & BGSR June 2026 (UF&GPC Approval 12 June 2026)

²⁴ See Responsibilities of the University, Researchers, Teachers, Academics and Learners (Group B's submission)

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- Considering the ethics of AI use in Higher Education is a key responsibility of individuals. 'Recommendation on the Ethics of Artificial Intelligence' is a global standard on AI ethics and responsible use which was adopted by all 193 Member States of UNESCO (UNESCO, 2021). There are fundamental questions about the use of AI, the risks it entails, and how to mitigate them and understanding these risks remains the responsibility of AI users (Müller, 2020).
- Continuous learning and adaptation are essential for AI, both in terms of technology use and ethics. AI is rapidly and constantly evolving and as such, AI users are required to ensure they too evolve with the advances in their Jobin et al. (2019). Some notable resources to advance knowledge in responsible AI use include but not limited to AI4All's AI Ethics Curriculum (2020), which provides a rich collection of materials for teaching AI ethics and awareness.
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^[1] (flinders.edu.au).

^[2] <https://scientific-publishing.webshop.elsevier.com/manuscript-review/research-fraud-falsification-and-fabrication-research-data/>

^[3] The University Regulations on Plagiarism (First Degrees, Diplomas and Certificates), (Graduate Certificates, Diplomas and Degrees) Section 2

^[4] Ibid

^[5] Northern Illinois University

^[6] The University of the West Indies Charter, Statutes and Ordinances Volume II (Ordinance 8); The UWI Code of Principles and Responsibilities for Students; The University Regulations on Plagiarism

^[7] Article 15, The UWI Charter

Appendix 1: Student Academic Integrity Declaration Statement

This declaration is being made in accordance with the **Academic Integrity Policy** and should be attached to all work submitted by a student to be assessed as part of or/the entire requirement of the course/thesis/dissertation/research project [delete, as applicable], other than work submitted in an invigilated examination.

Statement

1. I have read the Academic Integrity Policy as set out in the Faculty/School/Division Handbook and University websites in relation to the submission of scholarly work.
2. I understand that I am responsible for being honest and ethical in this assessment.
3. I have included an accurate bibliography of works cited, which includes an acknowledgement of all sources used to complete this assessment, as applicable
4. The assessment was completed by my own efforts, and I did not collaborate with any other person for ideas or answers.
5. The assessment was completed, adhering to the documented guidance provided by the lecturer in relation to the use of generative artificial intelligence.
6. I declare that I understand that Academic Misconduct is a serious academic offence for which the University may impose severe penalties.
7. I declare that the submitted work indicated below is my own work, except where duly acknowledged and referenced.
8. I also declare that this paper has not been previously submitted for credit either in its entirety or in part within The UWI or elsewhere.
9. I acknowledge that they have abided by the ethical guidelines of the University and the laws of the country.
10. I acknowledge that this research was conducted with appropriate rigour.
11. I understand that I may be required to submit the work in electronic form and accept that the University may check the originality of the work using a computer-based similarity detection service.

TITLE OF ASSIGNMENT

COURSE CODE

COURSE TITLE

STUDENT ID

By signing this declaration, you are confirming that the work you are submitting adheres to **The UWI Academic Integrity Policy**.

I confirm that this assignment is my own work, that the work of other persons has been fully acknowledged, and that there are no elements of Academic Misconduct therein.

SIGNATURE

DATE

Appendix 2: Group Assignment Academic Integrity Declaration

This declaration is being made in accordance with the **Academic Integrity Policy** and should be attached to all work submitted for group assignment assessed as part of or/the entire requirement of the course/research project [delete, as applicable], other than work submitted in an invigilated examination.

Statement

1. We have read the Academic Integrity Policy as set out in the Faculty/School/Division Handbook and University websites in relation to the submission of scholarly work.
2. We understand that we are responsible for being honest and ethical in this assessment.
3. We have included an accurate bibliography of works cited, which includes an acknowledgement of all sources used to complete this assessment, as applicable
4. The assessment was completed by our own efforts, and we did not collaborate with other persons outside our group membership for ideas or answers.
5. The assessment was completed, adhering to the documented guidance provided by the lecturer in relation to the use of generative artificial intelligence.
6. We declare that we understand that Academic Misconduct is a serious academic offence for which the University may impose severe penalties.
7. We declare that the submitted work indicated below is our own work, except where duly acknowledged and referenced.
8. We also declare that this paper has not been previously submitted for credit either in its entirety or in part within The UWI or elsewhere.
9. All team members have identified their individual contributions to the work submitted such that if violations of academic integrity are suspected, then the student(s) primarily responsible for the violations may be identified. Note that the remainder of the team may also be subject to disciplinary action.
10. We acknowledge that they have abided by the ethical guidelines of the University and the laws of the country.
11. We acknowledge that this research was conducted with appropriate rigour.
12. We understand that we may be required to submit the work in electronic form and accept that the University may check the indicators of originality of the work using a computer-based similarity detection service.

We confirm that this assignment is our own work, that the work of other persons has been fully acknowledged, and that there are no elements of Academic Misconduct therein.

Course:

Assignment:

Date:

Name (print)

Section (s) Contributed

Signature