# Academic Misconduct Guidance for Staff

# Interviewing students as part of the academic misconduct process

## Key process points

* The student should be given the time and place of the interview, and invited to attend with a support person.
* The interview will be conducted by more than one member of staff. This may be an Academic Integrity Advisor or Course Director, who may be accompanied by an academic or professional staff member.
* A record of the discussion must be made.
* If an incident of academic misconduct is confirmed the student must be given the opportunity to review the summary of the interview and make a statement in response.

## General guidance

* The interview may be stressful or upsetting for the student. The student may not understand what they have done wrong and may have a limited understanding of the process outlined in the Student Academic Conduct Statute.
* Interviewers are encouraged be empathetic and ensure that the student has an opportunity to ask questions about the process and provide their account of what occurred.
* While the appropriate consequence should be pursued if an academic misconduct incident is confirmed, the focus of the interview should be on helping the student to understand good academic practice and the principles of academic integrity.

## Interview steps

1. Introduce yourself and your staff colleague and tell the student about your role/s in the process.
2. Thank the student for coming and ask them to introduce themselves and their support person.
3. Outline the interview process for the student so they know what is going to happen. If there is a support person present, advise them that their role is to support the student and not to advocate for them or speak on their behalf. At the discretion of the person facilitating the interview the support person may assist if there are language or communication difficulties.
4. Explain why the student has been invited to attend the interview. Referring to the assessment in question and any other evidence (e.g. Turnitin reports), ask the student to comment on or further discuss the material.
5. The student may admit that they did something that they knew was wrong in the assignment, test or research work. They may describe extenuating circumstances that led them to take the decision to breach academic integrity requirements.
6. The student may claim not to have known that the alleged misconduct was wrong.
7. Advise the student of the next steps in the process. Ensure that they know about the support available to them through AUSA Student Advocacy.
8. The student may wish to provide written comments in response to the summary of the interview. This may be done at the conclusion of the interview, or subsequently.

**Further information**

Policy documents

* [Student Academic Conduct Statute (2021)](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students.html)
* [Third-party Assistance in UG and PG Coursework Guidelines](https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students.html)

Forms

* [Academic Integrity Breach Reporting Form](https://uoa-advocate.symplicity.com/public_report/)