POLICY NUMBER	IIE023	
POLICY NAME	Intellectual Integrity Policy	
LEGEND	1. The Intellectual Integrity Policy v9 (IIE023) was merged with the Intellectual Property Rights Policy v1 (IIE028) and renamed The Intellectual Integrity and Property Rights Policy v1 on 23 November 2021. 2. The Policy has been rewritten and now contains principles only. Part of this rewriting was the inclusion of parameters for academics, including research and intellectual property rights. 3. Procedures moved to the Assessment Criteria, Minimum Standards and Procedures.[1]	
POLICY VERSION	3	
POLICY APPROVAL	Date of approval	Date of Implementation
	23 November 2021	January 2022
DATES AMENDED	December 2023[1]	January 2024
	11 September 2024[2]	January 2025
DATE FOR NEXT REVIEW	2029	
RELATED POLICIES	IE001: Quality Assurance and Enhancement Policy IIE007: Research and Postgraduate Studies Policy IIE008: Information Centre Policy IIE009: Assessment Strategy and Policy IIE010: Qualification Completion, Credit Accumulation and Transfer, Articulation, and Recognition of Prior Learning Policy IIE011: Student Records Policy IIE015: Student Conduct and Discipline Policy IIE018: Academic and Research Conditions of Service Policy IIE022: Teaching and Learning Strategy IIE026: Student Support and Professional Development PolicyIIE029: Distance Education Policy IIE030: The IIE Internationalisation Policy IIE031: Governance Policy	

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[1] In accordance with T&L 53: Item 6.2.3 read with s61 Item 8.4(e)
[1] Annexure A Updated post S64
[2] Senate 66: 2024/09/11 Item 8.2.10

	IIE032: **Personal Information, Intellectual Property and Cyber Security Policy** IIE033: **Policy on the Integration of Artificial Intelligence (AI) in Teaching and Learning Practices**
POLICY ANNEXURES	**PDIIE023 ACADEMIC HONESTY DECLARATIONS** 1. **Integrity Declaration on the LMS** 2. **Intellectual Integrity Declaration for Non-Invigilated Assessments Submitted in Hardcopy Format** 3. **Intellectual Integrity Declaration for Invigilated Assessments Submitted in Hardcopy Format** **PDIIE023 ANNEXURES** **Annexure A: Level 1 Plagiarism (First Offence of Plagiarism)** **Annexure B: Level 2 Plagiarism (Repeat Offence of Plagiarism)** **Annexure C: Level 2 Plagiarism Repeat Offence of Plagiarism Offence – Plagiarism Appeals Committee** **Annexure D: Level 3 Plagiarism: Referral of Level 3 Plagiarism Offence to Campus Disciplinary Committee** **Annexure E: Notice of Plagiarism Appeals Committee Meeting** **Annexure G: Processes to follow on the Student Information System** **Annexure H: Summary of the Actions to be taken** **Annexure I: Frequently Asked Questions: Students**
RELATED PROCEDURES	**PDIIE023: Intellectual Integrity Criteria, Minimum Standards and Procedures**

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GLOSSARY AND ROLES

Term	Definition
Academic honesty	Individuals demonstrate academic honesty when they complete all academic work without cheating, plagiarising, stealing, receiving assistance from another source (either human or digital) that is appropriately attributed or authorized. Also known as intellectual integrity.
Academic dishonesty	Individuals demonstrate academic dishonesty when they commit or contribute to any dishonest act in their academic work. Such acts are against the norms and values of The IIE and result in serious consequences for those who commit such acts.
Cheating	Deliberate, intentional academic or research dishonesty aimed at obtaining an unfair advantage or misrepresenting performance in an assessment or research output. It includes, but is not limited to, contract cheating, collusion, using or sharing prohibited materials, answers, or assessment content before, during, or after an assessment, impersonation or completing an assessment on behalf of another student, prohibited use of AI-enabled tools, fabrication or falsification of data or results, and any other pre-planned deception designed to misrepresent one's own work or performance. Cheating requires intent and is distinguished from plagiarism (which focuses on unacknowledged use of intellectual output and does not require proof of intent). The institution applies a zero-tolerance approach to all forms of cheating.
Generative Artificial Intelligence (GenAI)	Computer-based systems or tools capable of generating text, code, images, audio, video, data, designs, or other forms of intellectual output in response to user-provided prompts or instructions. In the context of academic and research integrity, the unacknowledged use of output produced by GenAI constitutes plagiarism.
GenAI for Production	Using GenAI to generate substantial portions of the final submitted work (e.g., paragraphs, sections, code blocks, images, or solutions) that are then presented as the student's or researcher's own intellectual output. Unacknowledged use of GenAI for production constitutes plagiarism.
GenAI for Enhancement	Using GenAI solely as an assistive tool for improvement of the user's own original work (e.g., grammar/style checkers, spelling correction, rephrasing suggestions that the user actively reviews and modifies, or reference formatting). This is treated in the same way as other automated writing-enhancement software and does not constitute plagiarism, provided the final content remains the author's own intellectual output.
Intellectual Integrity	Individuals demonstrate intellectual integrity when they are honest about their thinking, writing and understanding of ideas, and have strong moral principles. Also known as academic honesty.

Plagiarism	The presentation or reproduction of another individual's intellectual output (including words, ideas, data, code, images, designs, or any other form of creative or scholarly work) as one's own, without appropriate acknowledgement of the original source. This includes direct copying, close paraphrasing, unacknowledged use of generative AI, submitting previously assessed work (self-plagiarism), and providing false source information. Intention is irrelevant to the determination of plagiarism.
Principle	The fundamental truth or proposition that serves as the foundation for intellectual integrity actions.
Procedure	The official or established way of conducting and managing intellectual integrity.
Reasonable	Appropriate, fair, moderate and sensible.
Responsible academic	The individual who is accountable for the quality of the learning materials and assessments in a module.
Resubmission	The second time that a non-invigilated assessment is presented.
Rubric	A scoring guide used to evaluate the quality of students' responses to assessment. The format of a rubric is typically a table with classes of achievement.
Security	Processes that are put in place to ensure that the integrity of assessment is preserved.
Working days	Monday, Tuesday, Wednesday, Thursday, and Friday. South African public holidays are not working days.

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1   PREAMBLE

1.1.   Strategic Intent of the Independent Institute of Education (The IIE)

(1)   The Independent Institute of Education (Pty) Ltd ("The IIE") aims to inspire individuals to develop a sense of self as citizens of change in a complex world through its commitment to transformation and excellence in learning and teaching, scholarship, and community engagement. This means that we:

   (a)   encourage and develop individuals to fulfil their potential and enable them to make meaningful contributions within their spheres of influence.

   (b)   empower individuals to become mindful and ethical active citizens and leaders who challenge established ideologies, narratives, and ways of thinking.

   (c)   foster creativity and innovation through embracing diverse ideas and solutions in our commitment to the co-creation of knowledge that transforms individuals and society.

   (d)   pursue impactful research and collaborations that improve and enrich lives, communities, and society.

   (e)   entrust individuals to take responsibility for their learning and development while providing them with appropriate support to enhance their success.

1.2.   What we value

(1)   We value a transformative mindset characterised by 'change', (an acronym for the below concepts):
   (a)   **C**o-creation: Collaboratively pursuing knowledge that transforms individuals and society.
   (b)   **H**olistic thinking: Approaching challenges from a systemic viewpoint acknowledging the interconnectedness and interrelatedness of all the parts.
   (c)   **A**dvocacy: Championing meaningful, positive, and sustainable change ethically and mindfully.
   (d)   **Nation-building**: Promoting social cohesion that celebrates and embraces diversity, equity, and inclusion.
   (e)   **G**rit: Navigating challenges that accompany learning and transformative change with passion, perseverance, and resilience.
   (f)   **E**mpowerment: Enabling individuals to participate actively in shaping their own lives and the world around them.

(2)   These characteristics collectively form a transformative mindset that embraces change, innovation, and growth, while empowering individuals and communities to create positive and lasting change in society.

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1.3. IIE Graduate Attributes

(1)   Our graduates have a transformative mindset and are:

   (a)   Innovative Co-creators who seek ethical and meaningful solutions and promote transformative knowledge that addresses challenges faced by individuals and society.

   (b)   Holistic Thinkers who adopt eco-systemic perspectives on global issues and local contexts and view challenges and solutions critically and comprehensively.

   (c)   Change Advocates who skillfully and mindfully challenge the status quo and champion meaningful solutions through principled leadership.

   (d)   Engaged Citizens who promote social cohesion, diversity, equity, and inclusion, leading with purpose, influence, and integrity within their respective spheres of influence.

   (e)   Resilient Navigators who approach learning, transformational and personal challenges with unwavering perseverance and a willingness to adapt.

   (f)   Empowered Individuals who are self-directed life-long learners who seek opportunities for growth and continually expand their knowledge and skills in pursuit of personal and professional success.

   (g)   Intellectually Curious Individuals who are self-reflective with a tolerance for ambiguity and the intellectual curiosity to explore new ways of thinking, knowing, being and understanding.

   (h)   Versatile Communicators who can both collaborate effectively within a team and work independently, with well-developed negotiation and networking skills.

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2   POLICY PURPOSE

(1)   The purpose of this Policy is to provide a framework of principles.

(2)   These principles form the foundation of the quality management framework for intellectual integrity at The IIE by creating an ethical academic environment.

(3)   The creation of a culture of intellectual integrity requires a commitment to The IIE Strategic Intent, ethical values, and action based on these values, by all stakeholders in the institution.

(4)   These foundational principles are honesty, trust, fairness, respect, responsibility and courage. These principles are interrelated and, therefore, function together to form the framework upon which intellectual integrity is based[3].

(5)   This quality management framework manifests in a set of criteria, minimum standards, and procedures for intellectual integrity, in which these principles are clearly explained. Consequently, this Policy needs to be read in conjunction with the procedures document.

(6)   Intellectual integrity is fostered by making ethical expectations and the importance of intellectual integrity explicit, developing the intellectual integrity skills of students, well-designed assessments that foster creativity, research and originality, and effective detection.

3   SCOPE OF THIS POLICY

(1)   All intellectual principles, criteria, minimum standards, and procedures apply to all students and to all who work at The IIE.

(2)   The intellectual integrity of the institution and its activities require ethical behaviour from all individuals, a collective culture that promotes intellectual integrity, and scrupulous behaviour from all students and from all those who work at the institution. This scrupulous behaviour is described in terms of the six values required to maintain intellectual integrity in the institution.

4   VALUE ONE: HONESTY

(1)   Honesty reflects the quality of being truthful.

(2)   If an individual is honest, then this individual tells the truth, can be trusted, and is not likely to steal, cheat or lie.

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[3] The Fundamentals Values of Academic Integrity. Third Edition. International Centre for Academic Integrity. ISBN: 978-0-9914906-7-7.

(3)   Honesty is an active choice on the part of individuals as they uphold the tenets of academic and professional work.

(4)   Honesty also relates to individuals. Self-honesty relates to being truthful to ourselves. This is essential in building self-awareness and integrity, which are protective factors against academic misconduct.

(5)   Honesty also relates to institutions. The IIE is committed to being honest with students, staff, external stakeholders, regulators and the broader community so as to set the tone for the ethical academic project.

(6)   Honesty forms the foundation of trust and is essential for building relationships.

5   VALUE TWO: TRUST

(1)   Trust is defined as being able to rely on or have confidence in someone or something.

(2)   Trust is built through transparency, honesty, and a willingness to learn and improve.

(3)   Trust is eroded by misleading others, deliberately confusing others, acting unfairly, being manipulative, and faking knowing.

(4)   Trust also means that the institution will construct clear academic standards, consistently apply these standards and promote impartial research.

(5)   Trust requires students to work in ways that are honest and genuine.

(6)   Trust supports the institutional reputation so that external stakeholders value our teaching, qualifications and research.

6   VALUE THREE: FAIRNESS

(1)   Fairness is impartial, reasonable and just treatment or behaviour without any favouritism or discrimination.

(2)   Fairness includes objectively viewing what is right and wrong, which is central in determining fairness.

(3)   Fairness does not mean equality, or that every individual gets what they want. Instead, fairness means that all academics and students have an equal opportunity to both benefit from and incur consequences for their behaviour.

(4)   Institutional fairness is created through policies and procedures that promote integrity, by treating all stakeholders with respect and through consistent and impartial responses to any breaches in academic integrity.

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(5)   Staff create a culture of fairness when they set a good example for students and consistently uphold the policies and procedures of the institution.

(6)   Students promote a culture of fairness when they produce their own original responses to assessment tasks and acknowledge the ideas of others when doing so.

7   VALUE FOUR: RESPECT

(1)   Respect is the demonstration of due regard for the rights of others and the self.

(2)   Self-respect means addressing challenges without compromising on personal values.

(3)   Respect for others involves valuing diversity in opinions, and a deep appreciation for the imperative to challenge and refine ideas.

(4)   Tertiary institutions thrive when there is respect for all stakeholders and the diverse views expressed by these stakeholders.

(5)   Staff demonstrate respect when students are taken seriously, recognized as individuals and provided with honest feedback on their work.

(6)   Students show respect when they take full advantage of all educational opportunities by participating constructively, actively listening to the viewpoints of others and always trying to do their best.

8   VALUE FIVE: RESPONSIBILITY

(1)   Responsibility means that one is accountable for the things that are within one's control.

(2)   Being a responsible member of the academic community means that one stands against wrongdoing, resists peer pressure to commit an unethical act, and serves as a positive role model.

(3)   It is an individual duty and a shared concern to uphold the values of intellectual integrity.

(4)   Every member of The IIE community is accountable to themselves and one another for preserving the intellectual integrity of teaching, learning, research and service to our communities.

(5)   Staff act responsibly when they demonstrate intellectual integrity in their behaviour, and clearly communicate and enforce this Policy.

(6)   Students act responsibly when they strive to understand information about academic honesty so that they can behave in ways that demonstrate intellectual integrity.

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9   VALUE SIX: COURAGE

(1)   Courage is the mental and moral strength to do what is right in situations that are difficult or fear-provoking.

(2)   Staff act courageously when they hold themselves, each other, students and the institution to the values of honesty, trust, fairness, respect and responsibility.

(3)   Students act with courage when they hold themselves, fellow students, and staff to the standards of honesty, trust, fairness, respect, and responsibility, particularly when doing so means that they may face negative consequences such as a failing mark, or sanction from their peers.

10   TYPES OF ACADEMIC MISCONDUCT

(1)   Any conduct that is counter to the above values is considered to be academic misconduct.

(2)   The IIE distinguishes between cheating, plagiarism and technically weak referencing.

(3)   Cheating and plagiarism are serious breaches of The IIE's graduate attributes and involve pre-planned, intentional, and deliberate deception.

(4)   Technically weak referencing practice involves the failure to master the conventions of referencing practices.

(5)   Acceptable AI use is not misconduct. Students can use AI ethically when (i) they disclose it, (ii) they maintain authorship, (iii) they verify the source, and they apply higher-order thinking.

(6)   However, AI misuse becomes plagiarism, misrepresentation or contract cheating depending on the nature of the breach. No evidence of human-in-the loop is cheating. On the other hand, if students declare AI use, but the nature of the use is still problematic, this can be considered under plagiarism. Penalties may differ depending on the extent and nature of the plagiarism.

11   STUDENTS: EXAMPLES OF ACADEMIC MISCONDUCT

11.1. Cheating

(1)   Cheating in assessments is defined as any attempt to gain an unfair advantage in, or to minimise the quality of, an assessment.

(2)   Cheating can include contract cheating and/or collusion.

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(3)   Cheating can occur in invigilated and non-invigilated assessments and research.

(4)   Cheating is the most serious breach of intellectual integrity. This means that the consequences of cheating are the most severe, including suspension, expulsion and instances of cheating are recorded on the student's academic record.

11.2   Plagiarism

(1)   Plagiarism occurs when a person reproduces and wrongly represents the intellectual output of another person, or of Generative Artificial Intelligence (AI) as their own original work, without acknowledging the original author or source by means of the recognised referencing methods of the relevant discipline.

(2)   Plagiarism is considered to be a breach of intellectual integrity regardless of the intention of the author, and there are graduated consequences for such breaches.

11.3   Technically Weak Referencing

(1)   Technically weak referencing is an attempt to reference, but the referencing is incongruent and/ or inconsistent. This is not plagiarism but does demonstrate that a student has failed to master the technical skills required for correct referencing practice.

(2)   The consequences for technically incorrect referencing are the least severe, with a maximum penalty of a 10% reduction in an assessment mark.

12 ACADEMICS: EXAMPLES OF ACADEMIC MISCONDUCT

(1)   Academics at The IIE, i.e., all individuals who teach, develop and design curricula, and research are expected to behave with intellectual integrity.

(2)   Academics at The IIE are not permitted to cheat and/or plagiarise.

(3)   Academics at The IIE are expected to serve as intellectual integrity models to their students.

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