Academic Misconduct Management

PRACTICING INTERVIEW TECHNIQUES

Select one of the two cases below and ask a colleague if they can act as the student in the case. This will give you a chance to practice your interview skills.

CASE 1 – "THE TRIPLE LINDY" (STUDENTS)

- Subject Coordinator Dr Rod Dangerfield sees a tutor (Dr Thora Melon) who tells him that there was a major commotion in her tutorial the previous evening.
- A group assessment was due, involving groups of 2 students presenting and submitting a report.
- The second presentation was poor and, on meeting the group, Student A accused Student B of failing to contribute and stated the student "…told me he ripped his part of the report straight off the internet, and it shows".
- Dr Dangerfield commences an investigation. He has interviewed Student A, who has confirmed her version of events, has examined the group work report, and must now interview Student B.

CASE 2 – "GRISSOM'S CASE" (SUBJECT COORDINATOR)

- Dr Gil Grissom is a newly appointed Subject Coordinator in the School of Management. She is marking when she identifies a case of possible academic misconduct.
- The student has been barely passing assessments throughout the session, yet the assessment they have submitted is very well written. Dr Grissom suspects that the student may have purchased the assignment.
- She reviews the material and carries out some checks to see if she can find the source material, but cannot find a 'smoking gun' in the form of the material suspected to have been copied.
- She decides to bring the student in to have a conversation about the assignment to ascertain whether misconduct occurred.

INSTRUCTIONS FOR SUBJECT COORDINATOR

You are about to interview the Student.

1. Gather relevant facts from the Student.
2. Ask the student to submit and electronic copy of the assignment for checking.
3. Deal with any questions raised by the Student.

REMEMBER THE KEY 'MOVES'

- Welcome, set at ease
- Your role as educator not police officer
- Establish rapport
- Allow student to lead discussion
- Provide evidence to student as discussion point, not as allegation
- Use AI policy in similar way
- Explore reasons and options in partnership with student
- Encourage student to 'own' behaviour and outcome
- Seek consensus
- Remind student that any 'judgement' is of the behaviour, not the person
- Offer immediate and ongoing support