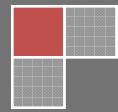


2008

IIUM POLICY AND PROCEDURE ON ACADEMIC INTEGRITY AND HONESTY

IIUM Senate Meeting No. 334
Held on 29/2/2008



CONTENTS	PAGE
PART 1: PURPOSE	1 - 7
Statement of Principles	
Integrity from an Islamic Perspective	
Academic Integrity	
Academic Dishonesty	
Sincerity	
Good Character	
The Attributes of “People endowed with understanding” (<i>Ulū al-Albāb</i>)	
PART II: PREVENTION	7 - 9
Fostering Academic Integrity at IIUM	
Responsibilities of Academic Staff	
Responsibilities of Students	
PART III: MECHANISM	9
Academic integrity committee	
PART IV PROCEDURES FOR DEALING WITH BREACH OF ACADEMIC INTEGRITY AND HONESTY	10 - 18
Introduction and Scope	
Academic dishonesty	
Complaint procedure	
Preliminary inquiry	
Subsequent action	
Representations in relation to the Panel’s Report	

IIUM POLICY AND PROCEDURE ON ACADEMIC INTEGRITY AND HONESTY

PART 1: PURPOSE

Statement of Principles

The International Islamic University Malaysia (IIUM) is an institution of higher learning, which regards knowledge as a trust from *Allah* (s.w.t.), to be utilised in accordance with His Will and the quest of knowledge is regarded as an act of worship. The University not only provides high-quality education, it also helps inculcate Islamic values, discipline, character and the *Khalifah*'s mentality (guardianship and ethical usufructuary of the earth and universe) in all its members. The University is committed to “comprehensive excellence” and high standards of ethical behaviour. It considers academic integrity and honesty essential to searching and learning to search for truth. Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and faculty are responsible for ensuring the academic integrity of the university.

Integrity from an Islamic Perspective

Integrity (*istiqāmah akhlāqiyyah* or *nazāhah*) is an essential moral quality emphasised by both the *Qur'ān* and the *Sunnah* (prophetic tradition). It underscores a serious attitude towards divine commandments and unshakable commitment to moral obligations. It is the outer manifestation of the spiritual maturation and moral discipline of a person. Integrity involves embracing the moral principles outlined by divine revelation in their totality.

Integrity refers to wholeness and righteousness of character, consistency of word and deed. It implies a moral character which genuinely flows from complete trust in Almighty *Allah* (s.w.t.) and commitment to His revealed way of life. In the Opening Chapter of the *Qur'ān*, which Muslims repeat in every prayer, worshipers ask *Allah* (s.w.t.) to grant them the straight path (*al-sirāt al-mustaqīm*), the path of those who did not earn the wrath of the divine, nor those who have gone astray.” The *Qur'ān* urges the faithful to “enter into Islam completely” and to commit themselves to the “straight path” and to not digress and stray away from it.

What are the human qualities that allow certain people to pursue a life of integrity? The *Qur'ānic* injunctions show that integrity is a complex notion that combines and connotes several other *Qur'ānic* concepts including: wisdom (*hikmah*) sincerity (*ikhlas*), and good character (*husn al-khuluq*).

Academic Integrity

IIUM Staff Disciplinary Rules 2005 4(2) requires all staff members to be honest, trustworthy and responsible. They must be equally fair and respectful towards each other. Academic integrity, therefore, is defined as commitment to the fundamental values of honesty, trust, fairness, respect and responsibility by all members of IIUM.

Honesty in learning, teaching and research begins with oneself and extends to others. In the quest for knowledge, students and faculty alike must be honest with themselves and with each other. Trust requires the faculty to set clear guidelines for assignments and for evaluating student work. It requires from the students that they prepare work that is honest and thoughtful. Fair and accurate evaluation is essential in the educational process. For students, important components of fairness are predictability, clear expectations, and a consistent and just response to dishonesty. Faculty members also have a right to expect fair treatment, not only from students but also from colleagues and their administration. Students and faculty are also required to respect themselves and each other for extending their boundaries of knowledge, testing new skills, building upon success, and learning from failure. Students show respect by attending class, being on time, listening to other points of view, being prepared and contributing to discussions and performing to the best of their ability. Members of the faculty show respect by taking students' ideas seriously, providing full and honest feedback on their work and valuing their aspirations and goals. They also show respect for the work of others by acknowledging their intellectual debts through proper identification of sources. Finally, staff and students are equally responsible for upholding the integrity of scholarship and research. To be responsible is to take action against wrongdoings without fear or favour. They should discourage and seek to prevent misconduct by others.

Academic Dishonesty

An act of academic dishonesty disrupts the educational process, compromises trust and brings into question the values which the University upholds. The International Islamic University Malaysia guarantees its faculty members the freedom to undertake scholarly approaches to their disciplines in accordance with professional standards in the classroom, in the laboratory, and in publications. Likewise, it assures students the rights to question, without fear of reprisal, the positions and points of view espoused by faculty. The University, however, expects all its members to maintain the highest standards of academic integrity and to act only in ways that will further the vision and mission of the University. The University is opposed to conduct inconsistent with the values of honesty, trust, fairness, respect and responsibility and will not tolerate any kind of academic dishonesty by its staff or students.

Academic dishonesty interferes with moral and intellectual development, and poisons the atmosphere of open and trusting intellectual discourse. Academic dishonesty

includes, but is not limited to, any act of cheating, plagiarism, fabrication, and dissimulation.

Sincerity

Sincerity is the most fundamental quality that allows people to live a truthful life, that is, a life in which the individual places the truth over and above personal concerns and interests. A sincere person is a person who means what he or she says and is willing to give up his or her short term comfort and interests for long term interests and eternal happiness by privileging what is right and true. A sincere person is one who intends goodness and is always willing to step back and acknowledge his or her mistakes. The acknowledgement of mistakes, which is the fruit of sincerity, is part of the Islamic virtue of penitence.

The believers are frequently commanded in the *Qur'ān* to maintain an attitude of sincerity and to be true to their covenant with *Allah* (s.w.t.) at all costs. “It is We who have revealed the book to you in truth: so serve *Allah*, offering Him sincere devotion. To *Allah* (s.w.t) does belong sincere devotion” (*Surah al-Zumar*, 39:3). “And they have been commanded no more than this: to worship *Allah*, offering Him sincere devotion, being True (in faith); to establish regular Prayer; and to practice regular Charity; and that is the Religion right and Straight” (*Surah al-Baiyinah*, 98:5).

The believers are also commanded to be true to their covenant with *Allah* and to fulfill their promises and moral duties:

“O you who believe! Do not knowingly betray *Allah* and His messenger, and the trust given to you” (*Surah al-A'rāf*, 7:27). “Among the believers are men who have been true to their covenant with *Allah*: of them are some who have completed their term, while others are still await, but have never wavered” (*Surah al-Ahzāb*, 33:23).

As servants of *Allah* (s.w.t.), it is the responsibility of the members of the IIUM to be sincere in their dealings with each other. They should strive to develop a healthy academic community which traverses the middle path of rectitude avoiding all forms of the extreme. Staff and students should fulfill their obligations to the best of their ability and maintain an attitude of kindness and fairness so that the ideals of an Islamic university may be realized.

Good Character

Integrity is manifested in the fairness and upholding of justice when interacting or communicating with others. It helps the believer to maintain moderation and avoid excesses, and ensures that religiosity and religious devotion extend beyond the rituals and take on a humane orientation.

“It is not virtue that you turn your faces toward the East or the West, but it is virtue to believe in *Allah* (s.w.t.) and the Last Day, and the Angels, the Book, and the Messengers. To spend of the substance out of love for Him, for your kin, for orphans, for the needy, for those who ask, and for the ransom of slaves; to be steadfast in prayer, and practice regular charity. To fulfill the contracts which you have made, and to be firm and patient in pain, adversity, and throughout all periods of panic; such are the people of truth, the *Allah* fearing” (*Surah al-Baqarah*, 2: 177)

Faith in *Allah*, the Day of Judgment, the angels, the prophets, and the revealed books are not separate from the virtue of charity and the willingness to confront injustice, excesses, and oppression. The moral integrity of the believer compels him or her to embrace all moral virtues in all their manifestations and confront corruption in all its forms. Hence, a profound faith is inseparable from good character. A man asked the Prophet about good character; the Prophet (s.a.w.) recited the verse: “hold to forgiveness, command what is right, and turn away from the ignorant,” (*Surah al-A'rāf*, 7:199) and then said: “it is to mend ties with relatives who broke their ties with you, and to give those who withdraw support from you, and to forgive those who exploited you” (Reported by Abu Hurairah).

And because good moral practices are the fruits of true and sincere faith, Prophet Muhammad (s.a.w.) defined his mission as the completion of good moral conduct: “I was sent only to bring to perfection the qualities of good character” (Reported by Bukhari). Therefore, when Aishah (r.a), the Prophet’s wife and the person who knew his conduct most intimately, was asked to describe his character, she did not provide a list of ethical principles, but simply described his moral conduct by referring to the moral source that shaped his character: “His character was the *Qur'ān*” (Reported by Muslim).

Human goodness is at once a spiritual quality that must be cultivated through spiritual and moral discipline by following divine revelation and religious teachings, and a natural capacity that is innate to humanity. From the *Qur'ānic* viewpoint there is no contradiction between the two since divine revelation came to affirm, rather than change, the innate nature of human beings, which has in essence spiritual qualities that emanate from the Divine. For this reason, good character is the outer manifestation of the spiritual quality of *taqwā*, or “consciousness of *Allah* and constant mindfulness of His pleasures and displeasures.”

It is stated in the *Qur'ān* “Verily the most noble of you in the sight of *Allah* is the one with the more *taqwā*.” A man once asked the Prophet, “O Prophet of *Allah* give me your advice.” The Prophet said: “Be conscious and mindful of *Allah* wherever you are, follow bad actions with good deeds, and maintain good character when dealing with people.” (Reported by Tirmidhi).

In conformity with the moral imperatives of the *Qur'ān*, the IIUM community should strive to maintain excellent conduct, for *Allah* (s.w.t.) loves those who do excellent deeds. The staff and students should observe Islamic ethics in their social interactions. In light of the *Qur'ānic* assertions that Muslims constitute “the best community brought forth for mankind” (*Kuntum khayru ummatin ukhrijat li al-nās*)

because “they enjoin what is right and forbid what is wrong” (*ta’murūna bi al-ma’rūf wa tauhauna ‘an al-munkar*) (*Al-Hujurāt*, 49:13)

The Attributes of “People endowed with understanding” (*Ulū al-Albāb*)

One of the attributes of people endowed with sound understanding and true knowledge described in the *Qur’ān* is that they think, ponder and reflect upon the natural phenomena in the universe as signs of *Allah* (*āyāt Allāh*), thereby acknowledging His presence, power and wisdom. They become humbled by their understanding and become mindful of *Allah* in all situations (*Āl Imrān*, 3:190). The IIUM community should emulate the attributes of the *Ulū al-Albāb* as described in the *Qur’ān*, to the best of its ability. In observing this divine injunction, the believers are urged to have the spirit of patience and perseverance.

PART II: PREVENTION

Fostering Academic Integrity at IIUM

Academic Integrity is a fundamental cornerstone of IIUM. The perceptions about the quality of IIUM and the value of its degrees are based on the belief that graduates earned their degree honestly and that faculty certified that graduates have knowledge and skills learned through rigorous work guided by high standards of excellence and virtue. It is, therefore, the responsibility of staff and students to observe the Policy on Academic Integrity for Undergraduate and Graduate Students.

Responsibilities of Academic Staff *

It is the responsibility of staff not merely to watch out for violations and report them to the disciplinary board. They must also teach students about the proper standards of academic behaviour. Many students are genuinely confused about what constitutes plagiarism or unauthorized assistance on an assignment. Some of them do not understand why it is so important to cite their sources and include a bibliography. Making discussions of academic integrity an integral part of the curriculum will help students learn crucial skills.

There are many things a lecturer/officer should and can do to foster creation of a community that follows the standards of academic integrity. These are as follows:

1. To explain in clear terms the importance of academic integrity by repeatedly emphasizing the core values of sincerity and honesty, good character and civility, and repentance.

2. To treat students as individuals and with respect. Contrary to belief, students respond positively to classes where they see assignments as challenging and relevant, and will return respect by following the rules.
3. To make sure that the rules for academic integrity are clear and understood. It is a good idea to include a statement about the rules in course outlines syllabi and reviews them in class.
4. To reduce opportunities to engage in academic dishonesty. This requires paying attention to clear policies, realistic standards for collaboration, adequate classroom management or solid examination security.
5. To report violations. Failure to report violations may give students the feeling that the core values of academic life, and community life in general, are not worth any significant effort to enforce.
6. To encourage high standards of academic integrity across the University.

* The academic staff is also expected to advise and guide students in relation to their character, behaviour and moral conduct. In short, he is not only a teacher (*Mu'allim*), a scholar (*'Alim*) but also a moral educator (*Murabbi*).

Responsibilities of Students

The students are advised to do the following to avoid accusations of academic dishonesty:

1. Do not use inappropriate and unacknowledged materials, information, or study aids in any academic exercise. The use of books, notes, calculators and conversation with others is restricted or forbidden in certain academic exercises. Their use in these cases constitutes cheating. Similarly, students must not request others to conduct research or prepare any work for them, nor may they submit identical work or portions thereof for credit or honors more than once without prior approval of the instructor.
2. Do not falsify or invent any information or citation in an academic exercise. The student must also acknowledge reliance upon the actual source from which cited information was obtained. A writer should not, for example, reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
3. Do not knowingly or negligently allow your work to be used by other students or aid others in academic dishonesty.
4. Do not represent the words or ideas of another as one's own in any academic exercise. Use quotation marks or appropriate indentation to identify direct quotation and cite properly in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words.
5. Do not deny others access to scholarly resources, or to deliberately impede the progress of another student or scholar.

6. Do not encourage, enable or cause others to commit a breach of academic honesty. Anyone who aids and abets another in cheating, impersonation, plagiarism, or any other breach of academic honesty is his or herself subject to the penalties outlined in IIUM's policy.
7. Do report suspected violations. Students should make reports to the instructor of the class while instructors should report suspected violations to the Academic Integrity Committee.
8. Do be familiar with IIUM Policy on Academic Honesty. Note that a lack of familiarity with the Policy cannot be used as a defense by those accused of academic misconduct.

PART III: MECHANISM

Academic integrity committee

The Academic Integrity Committee reports to the office of the Deputy Rector (Academic and Research). Its members are appointed by the IIUM Senate and are made up of Professors, one student representative, one expert in law, and relevant Deans and Heads of Department. The Term of Appointment for Professors and legal expert will be two years and for student representative one year. The Deputy Rector (Academic and Research) will provide administrative support.

The purpose of the Academic Integrity Committee is:

- To develop guidelines to help faculty educate their students on academic integrity.
- To successfully educate faculty on how best to establish a classroom atmosphere that fosters mutual respect and understanding.
- To establish a clear policy that will clearly and explicitly outline what faculty should do in instances where a breach in academic integrity occurs.
- To review the Academic Integrity Policy and make recommendations for change
- To provide reports to Deputy Rector (Academic and Research), the Office of Student Affairs, and the University Senate at the end of each Semester. These reports will be anonymous and are to be used to provide the Senate with an overall picture of Academic Integrity at IIUM.
- To provide education to faculty, staff and administration regarding the implementation of the Academic Integrity Policy.
- To promote expectations for academic integrity consistent with University policy and to create a strong culture of academic integrity throughout the entire University community at all levels.
- To record all cases of academic dishonesty within the University.

PART: IV PROCEDURES FOR DEALING WITH BREACH OF ACADEMIC INTEGRITY AND HONESTY

Introduction and Scope

1. This procedure sets out special provisions for the investigation of allegations of academic dishonesty. It recognizes the complex circumstance in which such investigations are likely to be conducted and seeks to discharge the University's obligations in a fair and sensitive manner.
2. The procedure is applicable to any person engaged in academic activity under the auspices of the University, either solely or in conjunction with one or more agencies, and includes, but is not limited to, students and staff of the University.
3. Where it is decided to establish a formal enquiry under this procedure as a result of an allegation of academic dishonesty against a member of the University, the respondent will be advised that the report of the Inquiry Panel will be used in determining further action (if any) by the University. This may include invoking the relevant Disciplinary Procedure at an appropriate stage such as convening a disciplinary hearing without recourse to further investigations depending on the findings of the Inquiry Panel's report.

Academic dishonesty

4. Academic dishonesty includes, but is not limited to:

(1) **Plagiarism** is defined as;

- (a) the act of taking any idea or intellectual property expressed in material form, writing, data or invention of another person and claiming that the idea, writing, data or invention is the result of one's own findings or invention; or
- (b) an attempt to make out or the act of making out, in such a way that one is the original source or the author of an idea expressed in material form, writing, data or invention which has actually been taken from some other source.

A staff or student plagiarises when he:

- i. publishes, with himself as the author, an abstract, article, paragraph, phrase, page, statement, scientific or academic paper or book which is wholly or partly written by some other person;
- ii. incorporates himself or allows himself to be incorporated as a co-author of an abstract, article, scientific or academic paper, or book, when he has not all made any written contribution to the abstract, article, scientific or academic paper, or book at all;

- iii. forces another person to include his name in the list of co-researchers for a particular research project or in the list of co-authors for a publication when he has not made any contribution which may qualify him as a co-researcher or co-author;
- iv. extract academic data which are the result of research undertaken by some other person, such as laboratory findings or field work findings, or data obtained through library research, whether published or unpublished, and incorporates those data as part of his academic research;
- v. uses research data obtained through collaborative work with some other person, whether or not that other person is a staff member or a student of the University, as part of another distinct personal academic research of his, or for a publication in his own name as sole author, without obtaining the consent of his co-researchers prior to embarking on his personal research or prior to publishing the data;
- vi. transcribes the ideas or invention of others kept in whatever form whether written, printed or available in electronic form, or in slide form, or in whatever form of teaching or research apparatus, or in any other form and claims whether directly or indirectly that he is the author or inventor of that idea or invention or intellectual property;
- vii. translates the writing or invention of another person from one language to another whether or not wholly or partly and subsequently presents the translation in whatever form or manner as his own writing or invention; or
- viii. extracts ideas from another person's writing or invention and makes certain modifications without due reference or acknowledgement to the original source and rearranges them in such a way that it appears as if he is the inventor of those ideas.

(2) **Cheating** is defined as a purposeful deception in the preparation and/or submission of papers and assignments and in the taking of examinations, tests or quizzes. Cheating includes but is not limited to the following acts:

- i. Giving or receiving unauthorized assistance or using unauthorized material in the examination or in the preparation of a paper for a journal or presentation in a seminar;
- ii. Using any book, paper, document, picture or other things during an examination that are not specifically authorized by the Rector;
- iii. Communicating with any other student during an examination by whatever means;
- iv. Obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;
- v. Copying another person's answer to an examination question;
- vi. Obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor;
- vii. Falsification of records, reports, or documents associated with the educational process;
- viii. Changing a score or a record of an examination result;

- ix. Misrepresentation of one's own or another's identity in an academic context.
- x. Submitting work prepared in whole or in part by another person and representing that work as one's own;
- xi. Submitting the work one has done for one class or project to a second class, or as a second project, without the prior informed consent of the relevant instructors;
- xii. Submitting work prepared in collaboration with another or other member(s) of a class, when collaborative work on a project has not been authorized by the instructor;
- xiii. Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;
- xiv. Preparing work in whole or in part, with the expectation that this work will be submitted by a student for appraisal.
- xv. Failure to contribute fairly in a group assignment /group work where the person is a member of the group and the workload is to be shared equally.

(3) **Fabrication** is defined as intentional falsification or invention of any information or citation in an academic exercise. This includes but is not limited to:

- i. changing or adding an answer in an examination and resubmitting it to change the grade;
- ii. Reporting experiments, measurements, statistical analyses, tests, or other studies never performed;
- iii. Misrepresentation of data, results, sources for papers or reports;
- iv. Manipulating or altering data or other manifestations of research to achieve a desired result.

(4) **Dissimulation** is defined as disguising or altering one's own actions with the intent to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).

(5) **Improper research practices** include the collection, analysis, interpretation and publication of information or data obtained in the scientific laboratory or in the field that has one or more of the following element;

- i. Dishonest reporting of investigative results, either through fabrication or falsification;
- ii. Taking or using the research results of others without permission or due acknowledgement;
- iii. Misrepresentation or selective reporting of research results or the methods used.

(6) **Dissemination of information without permission** that includes submission for publication, publication or dissemination of information or experimental data that was collected with a member of faculty or another student, and other works that involved the participation of a faculty member or another student that should not be submitted for publication or otherwise disseminated without their permission.

(7) **Abuse of confidentiality** is defined as taking or releasing the ideas or data of others that were given with the expectation that they are confidential. This includes but not limited to:

- i. the use of ideas or data obtained via the evaluation of confidential grant proposals, award applications or manuscripts that will be or may have been submitted for possible funding or publication.
- ii. improperly obtaining a password assigned to another or to copy or modify a data file or program belonging to someone else.

(8) **Obstruction of the academic activities of another** means to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a substance used for scientific study, or with any other object of study.

(9) **Aiding and abetting** means encouraging, enabling or causing others to do or attempt any of the above.

5. Definitions

Academic activity – includes research, examination, test, quiz, assignment, laboratory experiment, project and other form of intellectual discourse and knowledge generating exercises.

Deputy Rector – refers to the Deputy Rector (Academic and Research) of the University.

Disciplinary Authority – refers to a person or body assigned to have authority on disciplinary matters by the University Rules and Regulations

Disciplinary offence – offences prescribed under the Staff Disciplinary Rules and the Students Disciplinary Rules

Grievance Procedure – refers to complaint procedure provided by the University.

Initiator – person/persons who make the complaint under the Procedure

Inquiry – acts of investigating an allegation of academic dishonesty.

Member of the University – a person who is either staff or student of the University or who is both a student and staff at the same time.

Panel of Inquiry – committee in charge of investigating any allegation of academic dishonesty.

Rector – refers to the Rector of the University

Respondent – person/persons who is/are the subject of complaint under the Procedure

Staff – person who is a permanent, temporary or part time employee of the University

Senate – refers to the Senate of the University.

Senior Officer – a staff who in the opinion of the Deputy Rector has the right knowledge and experience to discharge his or her function effectively for the purpose of the Procedure.

Student – refers to a full time, temporary or part time student of the University including a student of business centers and the Center for Foundation Studies of the University.

University – refers to the International Islamic University Malaysia.

6. The Deputy Rector shall have overall responsibility for ensuring the integrity of any proceedings under this Procedure, and shall determine the procedure to be followed in cases of doubt. He or she may, however, delegate to another senior officer some or all of the responsibilities ascribed to the Deputy Rector in this Procedure. The Deputy Rector may at any stage seek legal advice on any aspect of the proceedings.

7. The Deputy Rector may also seek independent advice to assist with the decision as to the course of action to be followed in any case. This includes the decision to move straight to disciplinary proceedings and/or to recommend that one or more of the individuals involved be given 'special paid leave' pending determination of the allegation. This advice may be sought from Senior Officers, senior members of the academic staff and other members of the University and in exceptional circumstances may include advice from persons external to the University, where judged necessary by the Deputy Rector.

8. The University has an obligation to investigate all allegations of academic dishonesty as fully, fairly and expeditiously as possible. However, before embarking on any formal inquiry, the University will make such preliminary investigations as may be necessary to satisfy itself that an allegation has not been made maliciously or mischievously.

9. Individuals tasked with preliminary investigations are under an obligation to ensure that their enquiries are sufficiently full as to allow them to reach well-founded conclusions on the matters they are considering, and that they pursue their enquiries fairly. They are also under an obligation to inform the University at the outset of any personal interest that they might have in the case and which might disqualify them from acting.

10. The matter will be treated in a confidential manner by those involved. In particular, those responsible for preliminary investigations into any allegation and any subsequently appointed Inquiry Panel, and the Deputy Rector, and anyone from whom she/he seeks advice shall take all reasonable measures to ensure that:

- (a) the identity of the initiator is not disclosed to the respondent unless permission has been given by the initiator
- (b) that neither the identity of the initiator nor the identity of the respondent is made known to any third party except:
 - as may be deemed necessary the purpose of carrying out a full and fair investigation, or
 - in the course of action taken for the purpose of carrying out a full and fair investigation, or
 - in the course of action taken against an individual who is found to have made a malicious or mischievous allegation.

11. Similarly, the initiator, the respondent, any witness or other parties to a case should not make any statements about the case - whether orally or in writing - to any third party while the allegation in question is being determined. However, the Deputy Rector shall be authorized to take such action where s/he determines that it is necessary.

12. Any necessary disclosure to a third party of the identity of the initiator or the respondent shall, wherever possible, be accompanied by an express request that the third party respect the confidentiality of the information so disclosed.

13. Every effort will be made to ensure that an individual making an allegation of misconduct in good faith is not victimized for having made the allegation. However, action may be taken against anyone who is found to have made a malicious or mischievous allegation.

14. Every effort will be made to ensure that the respondent shall not suffer any loss of reputation or other loss pending resolution of the matter.

Complaint procedure

15. Allegations of academic dishonesty made by any person about a member of the University should be made or be referred in strictest confidence to the Deputy Rector who will determine the course of action to be followed (if any).

16. The initiator of the allegation – who need not be a member of the University – shall be asked to set out in writing the basis for their allegation

17. There shall be a preliminary inquiry into any allegation of academic dishonesty to ascertain whether there is sufficient substance to the allegation as to warrant a reference to the Disciplinary Authority of the University.

Preliminary inquiry

18. Upon receipt of an allegation, the Deputy Rector shall, normally within one week, appoint a Panel of Inquiry. The Panel shall comprise at least three individuals to undertake a preliminary inquiry and shall appoint one of these persons to chair the Panel. Normally the individuals appointed will be senior members of the University's academic staff, two of whom shall normally be drawn from the Kulliyyah, Centre or Institute concerned (or both). The Chairperson shall normally be a senior member of the University from outside the discipline in which the academic dishonesty is alleged to have taken place. However, the Deputy Rector shall have discretion to invite a person from outside the University, normally a senior member of the academic staff of another university to participate in the investigation.

19. The Director of the Legal Unit shall be a permanent member of the Panel of Inquiry. In any event that the Director is unable to attend the Inquiry, an officer from the Unit may represent the Director.

20. The office of the Deputy Rector shall be the secretariat and shall provide the necessary support for the panel.

21. The Inquiry panel shall be provided with precise terms of reference drawn up by the Deputy Rector and agreed by the Panel Chairperson.

22. The Chairperson of the Panel will be responsible for the conduct of the proceedings during the inquiry and will determine its procedure and rules. The Inquiry Panel does not have any disciplinary powers.

23. The Panel may call any person or persons to attend the inquiry in addition to the initiator and the respondent. Any person who is being called to attend the Inquiry is required to do so and the Panel may recommend to the University that a disciplinary action is taken against a staff or student that refused to attend the Inquiry.

24. Following the inquiry, the Panel's report should be produced in two parts:

- (a) Part I sets out the Panel's finding and the relevant facts of the case. This part will be sent to the respondent who may submit proposals for correction of facts. The Panel should decide what weight to put upon such comments and whether or not to make further inquiries.
- (b) Part II of the report is then produced. It should contain an opinion as to whether or not the respondent is at fault and may contain recommendations as to disciplinary action or such other recommendations as it sees fit to rectify any misconduct it

has found and to preserve the academic integrity of the University for consideration by the appropriate University authorities.

25. The respondent will not be given an opportunity to comment on Part II but the whole report will be made available to all parties in the event of a disciplinary hearing.

26. Upon completion of the inquiry, normally no later than one week, the Panel shall submit a report in writing to the Deputy Rector, indicating into which of the following three categories they judge the matter to fall:

(a) the allegation is sufficiently serious and has sufficient substance as to merit reference to the Disciplinary Authority of the University;

(b) the allegation has some substance but the case is of a character such that the allegation can be dealt with and remedied at kulliyyah/institute/centre.

(c) the allegation is unfounded, either because it is mistaken or because it is judged to be malicious, reckless, frivolous, trivial or otherwise without substance.

27. Following this initial assessment of the allegation, the Deputy Rector may deem it appropriate to recommend to the Disciplinary Authority that a formal disciplinary hearing should be conducted or instigate another procedure or take no further action.

28. Following this initial assessment of the allegation, the Deputy Rector shall recommend to the Disciplinary Authority that a formal disciplinary hearing should be conducted if the Panel's report falls under category (a) of paragraph 26; and the Deputy Rector shall refer the matter to the Dean/Director of Kulliyyah/Institute/Centre if the Panel's report falls under category (b) of paragraph 26.

29. If it is deemed that the allegation is without substance the Deputy Rector will dismiss the matter and no further action will be taken in relation to the respondent.

30. If it is deemed that the allegation is malicious or mischievous, the Deputy Rector will refer the matter for consideration under the relevant disciplinary procedure in relation to the initiator if he/she is a member of the University. If the initiator is external to the University, legal advice may be sought as to possible remedies.

31. If the matter is not dismissed, the respondent must be advised immediately in writing of the allegation against him/her and that it is likely that a formal disciplinary hearing (which may lead to serious disciplinary action) will be undertaken. All relevant documents should be disclosed and the respondent should be informed that any comments made by him/her may be placed before the inquiry and/or disciplinary hearing.

32. In any event, the Deputy Rector shall inform the initiator, in writing, of the outcome of the preliminary inquiry and the action it is then proposed to take. If he/she disagrees with the proposed course of action to be followed, he/she may request that this be

reviewed by the Rector in conjunction with one or more of those listed at paragraph 26 above.

33. The Deputy Rector shall convey the Panel's findings under Part I to the initiator, the respondent and such other persons or bodies as he or she deems appropriate.

34. If the Inquiry Panel finds that the respondent is at fault, a disciplinary hearing under the relevant procedure may be convened by the University. Agreed specialist professional advice will be provided to those hearing the case as necessary.

Subsequent action

35. If following due process, the allegation is upheld, the University may, in addition to any disciplinary action taken against a member of the University:

- convey the Inquiry Panel's factual findings to any relevant employer, statutory, regulatory or professional body, any relevant grant-awarding bodies or any other public body with a relevant interest, and the editors of any journals which have published articles by the person(s) against whom the allegation has been upheld;
- recommend to the relevant University the revoking of any degree or other qualification which had been obtained, in whole or in part, through proven misconduct in research.

36. If the allegation has been dismissed, the University shall take appropriate steps to preserve the good reputation of the respondent. If the case has received any adverse publicity, the respondent shall be offered the possibility of having an official statement released by the University to the press or to other relevant parties or both.

37. The Deputy Rector shall normally inform the Senate of the University of the nature (so as to preserve confidentiality) of any allegation which has been the subject of a formal inquiry, and of the final outcome save that, if the allegation has been dismissed, the respondent shall have the option of deciding that no such report be made.

Representations in relation to the Panel's Report

38. Any representations by the respondent or the initiator against the facts contained in the Part I report of the Inquiry Panel should be addressed to the Deputy Rector, and normally lodged within seven days of the Panel's report being conveyed to the person making the representations. The Deputy Rector may refer such representations to the Rector of the University, and that the Rector may take such action as he deems necessary including, in exceptional circumstances, the instigation of a new investigation ab initio.

39. If the respondent and/or initiator is dissatisfied with action taken by the University, it is open to them to use the relevant Grievance Procedure.



Course Code: _____

Course Title : _____

Assignment/Project Title Page

Individual Assignment

Title of Assignment : _____

Name of Lecturer : _____

Declaration

We the undersigned declare that we have read and understood **the International Islamic University Policy and Procedure on Academic Integrity and Honesty**, and except where specifically acknowledge, the work contained in this assignment/project is my own work, and has not been copied from other sources or been previously submitted for an award/assessment.

I understand that failure to comply with the above mentioned policy can lead to severe penalties as outlined under Part V Rule 65 of the **of Students 'Discipline Rules 2004 (Amendment 2006)**. These penalties may be imposed in cases where any significant portion of my submitted work has been copied without proper acknowledgment, from other sources, including published works, the internet, the work of other students, or work previously submitted for other awards or assessment.

I may be asked to identify those portions of the work contributed by me and required to demonstrate my knowledge of the relevant material by answering oral questions or by undertaking supplementary work, either written or in the laboratory, in order to arrive at the final assessment mark.

Matric No. : _____

Name : _____

Signature : _____

Date : _____



Course Code: _____

Course Title : _____

Assignment/Project Title Page

Group Assignment

Title of Assignment : _____

Name of Lecturer : _____

Declaration

We the undersigned declare that we have read and understood **the International Islamic University Policy and Procedure on Academic Integrity and Honesty**, and except where specifically acknowledge, the work contained in this assignment/project is our own work, and has not been copied from other sources or been previously submitted for an award/assessment.

We understand that failure to comply with the above mentioned policy can lead to severe penalties as outlined under Part V Rule 65 of the **of Students 'Discipline Rules 2004 (Amendment 2006)**. These penalties may be imposed in cases where any significant portion of my submitted work has been copied without proper acknowledgment, from other sources, including published works, the internet, the work of other students, or work previously submitted for other awards or assessment.

W may be asked to identify those portions of the work contributed by each of us and required to demonstrate our individual knowledge of the relevant material by answering oral questions or by undertaking supplementary work, either written or in the laboratory, in order to arrive at the final assessment mark.

Team Members

Student name	Matric no.	Participated	Agree to share	Signature
		Yes/No	Yes/No	
		Yes/No	Yes/No	
		Yes/No	Yes/No	
		Yes/No	Yes/No	