

2025

Prof Tracey Bretag Prize for Academic Integrity

This book provides an overview of the 2025 shortlist for the Prof Tracey Bretag Prize for Academic Integrity. The Prize honours initiatives that promote academic integrity and reflect the late Professor Tracey Bretag's vision of higher education grounded in ethics and humanity.

studiosity.com/tracey

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Foreword

Dear Colleagues in higher education,

Academic integrity is a cornerstone of education, and the rise of genAI has necessitated a shift in how we now re-centre it.

For this Prize, we ask - as did Tracey - **“How can the sector keep academic integrity, human experience, and learning at the heart of the student experience?”**

This annual book showcases the 2025 Prof Tracey Bretag Prize winners and finalists, highlighting initiatives that move beyond the mostly punitive toward the proactive, educational approaches that centre students, learning, and humanity.

Shortlisted initiatives this year wrestled with different interventions: prevention and development; building a culture of integrity at the institutional level; redesigning assessments; and, equipping students and staff with the tools to navigate a complex digital world. Each one responding to their particular institutional contexts and needs.

The winners this year demonstrated an enduring influence, not just as isolated initiatives, but as a "continuation of a whole career in the pursuit of integrity." The judging panel was impressed by several projects' "heroic" scale and scope, recognising a "sustained national approach" with a "good reach." While "impressive activity" was noted, impactful projects showed "demonstrated impact." Of note, one initiative received the comment: "an outstanding individual commitment to, interest in and development of Academic Integrity at a Subject Level."

Congratulations to all those nominated, for your leadership and innovation at this critical inflection point of education and technology.

With many thanks to our Academic Advisory Board who step in to judge each year. In Tracey's own words: "The Board is perfect to oversee the Prize and I have a great deal of respect for each and every one of them." Our sincerest thanks to everyone who has participated in this year's Tracey Bretag Prize, and to you for exploring the remarkable innovations contained in this book.

“How can the sector keep academic integrity, human experience, and learning at the heart of the student experience?”

“ ‘heroic’ scale and scope... sustained national approach... demonstrated impact.”



Jack Goodman

Jack Goodman

Founder, Studiosity

President, Friends of Libraries Australia



Judyth Sachs

Professor Judyth Sachs

Chief Academic Officer, Studiosity

Former Deputy Vice-Chancellor & Provost Macquarie University

History of the Prize



Tracey's work influenced significant change within higher education and helped develop historic Federal legislation.

Tracey Bretag was a professor at the University of South Australia and a leading researcher in the field of academic integrity. She led major studies with enormous national and international implications, and spoke widely and publicly on the importance of universities taking a strong stand regarding educating their students about academic integrity, and enforcing the rules with vigor and strong sanctions. Tracey also came to work alongside the team here at Studiosity, providing advice, guidance, and sharing her research at events. Tracey's illness came as a shock, as it did for everyone close to her and the wider academic community.

Tracey was founding editor of the International Journal for Educational Integrity and an advocate for a whole-of-institution, evidence-based, and student-centric approach to integrity.

Sought-after keynote and visiting professor around the world - across the UK, Canada, Dubai, Czechia, Lithuania, Chile, Indonesia, or at home in Adelaide, Australia, it was no surprise to many that Tracey would be presented with a lifetime achievement award by the European Network for Academic Integrity (ENAI) in 2020.

In September 2020, the Australian Government had just passed legislation as a result of Tracey's work. Studiosity's Founder, Jack

Goodman, wrote to ask for Tracey's permission to create an annual Academic Integrity Award, named in her honour. We were pleased to receive her blessing in response. Tracey passed away prematurely on 7 October 2020. In February 2021, she was honoured posthumously with a Career Achievement Award from the Australian Awards for University Teaching.

This fifth annual 2025 Prize continues our promise to a world-leading integrity researcher and friend.

We will honour this commitment every year to those who are advancing the understanding and implementation of academic integrity in the higher education sector.



2025 Prize Winners





WINNER - ASIA PACIFIC (2025)

Academic Misconduct Among Undergraduates Across Aotearoa: Insights and Implications for Policy and Practice

The RAINZ Collective, New Zealand | All universities in Aotearoa New Zealand



Evidence submitted

The Research on Academic Integrity in New Zealand (RAINZ) Collective is a collaboration amongst all New Zealand universities. It aims to promote understanding of academic integrity nationally, and provide insights and opportunities to build cultures of integrity and positive learning and teaching experiences for students and staff across New Zealand.

After launching the first-ever nationwide New Zealand survey of undergraduate students' perceptions, attitudes, and behaviours to academic integrity in 2022, RAINZ produced a collective national report, as well as individualised reports for each participating institution. Throughout 2024/2025 those reports were instrumental for these institutions to develop a range of interventions to advocate for and establish academic integrity policies, processes and education, including:

- Major revisions of policies, procedures and resources to establish principled, engaging, and proactively educative academic integrity frameworks, including GenAI.

- Formulation of Academic Integrity Communities of Practice within and across the institutions.
- The development of institutional academic integrity websites.
- Collaborative webinars on academic integrity.
- Assessment redesign.

Results from its pioneering research were published in the New Zealand Journal of Educational Studies in March 2024. Subsequently, insights of their research were presented to the Australasian Academic Integrity Forum in September 2024, at the ICAI International Day of Action for Academic Integrity in October 2024, and widely within these institutions to students, staff, and management.

The RAINZ Collective continues its research on academic integrity through national surveys on student and faculty perceptions of academic integrity and the use of GenAI, and collaboratively developing nationally consistent best practice policies, guidelines and resources.



Judges' qualitative feedback

"Impressive and sustained national approach."

"Nice example of collaboration."

"Impressive piece of work - heroic in its scale and scope."

"...a collaboration amongst all New Zealand universities. It aims to promote understanding of academic integrity nationally, and provide insights and opportunities to build cultures of integrity."

WINNER - NORTH AMERICA (2025)



Postplagiarism: Academic Integrity in the Age of AI

Sarah Elaine Eaton; Rahul Kumar | University of Calgary



Evidence submitted

Definitions of, and attitudes about plagiarism have evolved over time. When the printing press was first invented, social response to plagiarism was ridicule, not retribution. "Cut-and-paste" plagiarism did not exist before the Internet. Artificial intelligence (AI) has changed writing and education forever. The post-plagiarism framework provides and opportunity to understand academic integrity that still maintain ethics as a foundation of education through six tenets: human-AI co-creation is becoming normal; human creativity is not threatened by AI; AI offers us ways to transcend language barriers; we can relinquish control but not responsibility; attribution remains important; and historical approaches to plagiarism may require rethinking.

The framework has been translated into half a dozen languages and discussed in mainstream publications such as Times Higher Ed (Kenny, 2024), the Lancet (Bagenal, 2024), as well as University World News (2023) as well as in scholarly publications (e.g., Kumar, 2025). See: www.Postplagiarism.com.

Helping students and educators use AI ethically while still valuing writing, learning, attribution are central to postplagiarism. This work disrupts strictly punitive approaches to misconduct while valuing students' development of ethical use of AI as a critical skill for learning and preparation for the workforce.

As a result of this work, there are now graduate students framing their own research around postplagiarism (Healy, 2024; Ramazanov, 2025). As the next generation of scholars, educators and decision-makers, students taking up postplagiarism as a guiding framework for future-focused learning and integrity shows the impact and sustainability of this work.

"The post-plagiarism framework provides and opportunity to understand academic integrity that still maintain ethics as a foundation of education through six tenets..."



Judges' qualitative feedback

"It is a significant and important project that others will benefit from both in terms of its contribution to the scholarly literature but also institutional policy and practice."

"impressive scope and impact."

WINNER - EUROPE & UK (2025)



UK-Biomedical Science Academic Working Group on integrity and Ethical Engagement with GenAI

Dr Shiva Das Sivasubramaniam | University of Roehampton



Evidence submitted

I established this UK-based Biomedical Scientist Working Group in 2024 to provide subject specific guideline/training for ethics and integrity focussing on AI. This idea resulted after collaborating in European Network for Academic integrity (ENAI) since 2016 and working closely with international partners to organise subject specific training, curating integrity awareness programs for students & academics, authoring reports/guidelines, and delivering international summer schools. Since 2016, I successfully run over 200 worldwide workshops, enhancing integrity and ethical behaviour in HE and beyond. Last year, by establishing this UK-group, I focussed on academic training, supporting the biomedical science community, (including faculty, students, and management) for effective and ethical use of AI. In July, the Royal Society of Biology funded me to deliver workshop for UK bioscience academics recognising this group's activities.

My assessment guidelines for effective deployment AI for students/academics were

identified as innovative approach and incorporated into ENAI web page in October 2024, for the use of 62 member universities.

Also, I organised ENAI conference, delivered several student PhD summer schools/academic training sessions in UK, Turkey, Caribbean, Georgia and Germany. These were recognised by the ENAI awarding me the outstanding member of integrity in July 2024 for my contributions for implementation of best practices in academic integrity, with demonstrable impact across higher education worldwide. Other evidence of impact includes positive feedback from training sessions, further requests to deliver events/projects (successful AI Literacy project funded by Dubai RDI Grant) and marked improvement in applying academic integrity in AI use by students and academics.



Judges' qualitative feedback

"demonstrates an outstanding individual commitment to, interest in and development of Academic Integrity at a Subject Level."

"very effective way to ensure academic focus and take-up of solutions. Good ENAI recognition of his efforts."

"...working closely with international partners to organise subject specific training, curating integrity awareness programs for students & academics, authoring reports/guidelines, and delivering international summer schools."

2025 Prize Finalists



COMMENDED (2025)



A single voice on Academic Integrity

University of Adelaide collaborators | University of Adelaide



Evidence submitted

In 2024–2025, the University of Adelaide took a unified, strategic approach to academic integrity, delivering a refreshed Academic Integrity Policy along with consistent and student- and staff-centred information. Our ‘single voice’ strategy aligned communications across academic support, library, academic disciplines and communications teams to deliver meaningful messaging around academic integrity and appropriate AI use.

This commitment was evident across multiple, coordinated actions. Our commencing student module achieved 81% completion, while regular leadership emails and updated AI in Assessment Guidelines provided staff and students with practical tools and shared language. Students used our Integrity + AI resources to evaluate their practices, contributing to 96% of program SELT respondents reporting they knew where to find integrity resources.

Our award-winning student Academic Integrity Ambassador Program was highlighted in TEQSA’s best practice toolkit and adopted internationally, and engaged 27 student leaders.

Ambassadors led 62 class visits and drove 16,521 staff and student engagements during Academic Integrity Awareness Week through games, workshops, pop-ups, and social media. Eye-catching posters across campuses addressed common issues and emerging risks around academic integrity and AI. Staff capability and sector leadership was strengthened through a 64-person Colloquium, 294 staff academic integrity training participants, and national and international collaborations with ICAI, AAIN, TEQSA, Oxford Brookes, the American University of Nigeria, HERDSA, and STARS.

This whole-of-institution approach based in partnership and innovation supports continuous improvement of academic integrity practice in a rapidly evolving AI landscape.

Poster campaign:
<https://universityofadelaide.box.com/s/myurvlz1uz7svnuhmtskzlr89ekg6lw>

Student AI webpages:
<https://www.adelaide.edu.au/student/academic-skills/academic-integrity-for-students/working-with-artificial-intelligence>

“Our award-winning student Academic Integrity Ambassador Program was highlighted in TEQSA’s best practice toolkit and adopted internationally.”

COMMENDED (2025)



The University of Limerick Academic Integrity Unit

The University of Limerick Academic Integrity Unit | The University of Limerick



Evidence submitted

Background:

The Academic Integrity Unit at the University of Limerick was established in December 2023 to foster a culture of academic integrity in the institution. The rapid emergence of Generative Artificial Intelligence (GenAI) has presented significant challenges to academic integrity for higher education.

Approach:

The Unit have sought to address these challenges in a number of ways:

- Publishing an interim statement (Mar 2024) established UL's position in relation to GenAI, describing key considerations for its appropriate use.
- Co-producing an academic integrity policy and academic misconduct procedures, alongside staff and students
- Developing overarching GenAI principles which are applicable to all stakeholders.
- Creating practical educational supports was developed for staff and students including: the 'Let's Talk GenAI at UL' series, delivered in 2024 and 2025 addresses

fundamental concepts, teaching, assessment, and research; and the educational podcast 'Give me about 10 mins on'.

These endeavours allow UL to exemplify excellent practices, which can be adopted by other institutions.

Impact:

- An institutional survey indicated that 75% of both staff and student respondents rated themselves as 'Confident' or 'Very Confident' in their GenAI literacy.
- GenAI workshops have reached 493 staff and >200 students, while academic integrity briefings have been delivered to >2000 students.
- Feedback has been provided by staff:
 "...the Unit has provided valuable resources in guiding students, staff and postgrad researchers in offering policy guidelines and examples of implementation."
 "....the AI Unit has also facilitated critical discussions with faculty, fostering a deeper understanding of AI's role in education and encouraging thoughtful dialogue on its implications."

"These endeavours allow UL to exemplify excellent practices, which can be adopted by other institutions."

COMMENDED (2025)



Academic Integrity and Holistic Student Development at ACU

The Academic Integrity Team | Australian Catholic University



Evidence submitted

The Academic Integrity Unit at Australian Catholic University (ACU) exemplifies a mission-led, student-centred approach to academic conduct, underpinned by the University's core values of truth, love, and human dignity. Rather than adopting a punitive lens, the Unit fosters a developmental culture, supporting students in understanding academic standards while enhancing their well-being.

The Unit's success centres on a dedicated network of Academic Integrity Officers (AIOs), who provide early intervention in the form of personalised academic guidance and pastoral care. AIOs engage students in reflective conversations about academic expectations and offer proactive referrals to support services including Studiosity, Counselling, Disability Services, and Advocacy. Scalable, equitable access to preventative strategies is achieved through the online resource Avoiding Unintentional Academic Misconduct, attracting over 500 student views within its first 48 hours.

Demonstrating a commitment to innovation and equity, the Unit led a 2024 reform of ACU's Poor Academic Practice (PAP) policy, extending eligibility to all students regardless of study stage. Formally recognising developmental academic errors as opportunities for learning rather than misconduct within the ACU policy framework, is a positive outcome of the Unit's commitment to growth-oriented educational practice.

By embedding academic integrity within ACU's whole-of-university educative and policy framework, the Unit has cultivated a community of shared responsibility. Early indicators show a significant decline in formal misconduct cases among first-year students, eliciting feedback such as "I am grateful to have learnt a lot ... with more awareness of academic practices and the knowledge of how much support the university has to offer".

"Formally recognising developmental academic errors as opportunities for learning rather than misconduct within the ACU policy framework..."

COMMENDED (2025)



The AI Assessment Scale

Jasper Roe, Mike Perkins, Leon Furze | James Cook University Singapore, British University Vietnam, Deakin University



Evidence submitted

The Artificial Intelligence Assessment Scale (AIAS) is a five-level framework providing clear guidelines for educators and students on appropriate use of Generative AI in assessments. Each level, from 'No AI' to 'AI Exploration', allows educators to select the appropriate level of technology integration based on specific learning outcomes. Our approach rejects the adversarial 'arms race' of AI detection in favour of transparency, collaboration, and assessment redesign.

The AIAS maintains academic integrity by empowering educators to select appropriate levels of AI integration based on learning objectives, and acknowledge technological realities while preserving validity. Implementation at pilot institutions showed clear reductions in misconduct while improving student outcomes (Furze et al., 2024).

Our framework puts humanity back into assessment by prioritising transparency over surveillance. Rather than treating students as potential cheats to be monitored, the AIAS facilitates

conversations about where human skills remain essential and where AI collaboration enhances learning. This focus on student agency has driven adoption across 300+ institutions globally, from K-12 districts to leading universities. This has been driven by a community of practice with volunteers developing multiple adaptations and variations of the scale, as well as translations in 29 different languages.

The newly launched AIAS website (<https://aiassessmentscale.com/>) serves as a central hub for resources and represents our commitment to helping educators move beyond assessment practices that merely drive AI use underground. Beyond our own academic work, the AIAS has inspired independent scholarship globally, with researchers developing adaptations and educational authorities like TEQSA including the framework in policy recommendations.

Furze, L., Perkins, M., Roe, J., & MacVaugh, J. (2024). The AI Assessment Scale (AIAS) in action: A pilot implementation of GenAI-supported assessment. *Australasian Journal of Educational Technology*.
<https://doi.org/10.14742/ajet.9434>

“...a five-level framework providing clear guidelines for educators and students on appropriate use of Generative AI in assessments.”

COMMENDED (2025)

Developing Global Responsible and Inclusive AI and Academic Integrity in Higher Education

Marzia Coltri | Arden University and University of South Africa



Evidence submitted

Developing Global Responsible and Inclusive AI and Academic Integrity in Higher Education

In response to the evolving role of AI in education, I led a university-wide intervention for my GUS fellowship since November 2024 entitled “AI and Academic Integrity in HE: Learning with Ethics”, embedded across foundation, undergraduate and postgraduate levels. Anchored in the belief that AI should augment—not replace—human critical thinking, the initiative included a multi-level strategy involving ethical policy framework and design, inclusive training, and student engagement.

The first phase established an ethical framework aligned with the EU AI Act and UNESCO’s guidelines, co-developed with colleagues from the UK and the University of South Africa (UNISA). This informed a new International institutional AI responsible use, integrated into academic integrity guidelines and assessment design.

To measure impact, I conducted a cross-campus academic staff and student survey, receiving 632 student responses and 43 from

academic staff. These data are now being processed as part of an ethics-approved research project, with collaborative evaluation currently underway with UNISA for formal research.

The intervention scaled through co-created student resources (translated for multilingual learners), a digital integrity toolkit, and workshops on responsible AI use. We also plan to launch a student video competition on “AI with Integrity Globally” alongside poster competition and the nomination of students champions, and organised an Academic Integrity Week featuring CPDs within UK various campuses. Preliminary results show a positive change in awareness and engagement around responsible AI use. Staff development materials and activities increased significantly, and students reported feeling more confident in using AI ethically and consciously.

This initiative reframes AI as a tool for inclusion, critical literacy, and moral responsibility in academic practice.

“...a multi-level strategy involving ethical policy framework and design, inclusive training, and student engagement.”

COMMENDED (2025)



Celebrating Academic Integrity

Lee Griffin, Anna Michalska, Alexa Kirkaldy | University of Warwick



Evidence submitted

Over the past two years, the University of Warwick has scaled an institution-wide, collaborative intervention to foster a culture of academic integrity through inclusive, proactive engagement. Transitioning from a reactive model, the University embedded integrity as a shared value, supported by policy, departmental leadership, and strategic initiatives.

A key element is the annual Academic Integrity Celebration, recently expanded into a month-long event. With themes such as 'Academic Integrity in the Age of AI' and 'Academic Integrity: A Skill for Life', the initiative encourages students to reflect on integrity beyond referencing, framing it as integral to their personal and professional identities.

Evidence of impact includes over 200 students engaged via pop-up stalls, more than 50 creative competition entries, and a significant increase in Academic Integrity website traffic. Student submissions, spanning prose, posters, and multimedia,

demonstrated deep reflection and engagement. These activities have been formally recognised through shortlisting for several Warwick Awards for Teaching Excellence.

The initiative's success is grounded in a cross-functional team of academic and professional services staff, working with students, the Students' Union, Library, Education Policy and Quality, and Student Communications. New student-led roles (Academic Integrity Champions) further support departmental-level change.

Crucially, the intervention is measurable, scalable, and sustainable. Integrity is now embedded into the university's '12 Core Skills' and the Warwick Award framework. The approach addresses ethical, emotional, and academic dimensions of learning, with students as active partners in its delivery. This whole-institution strategy has led to enhanced student agency and an emerging culture of trust, responsibility, and professional readiness.

“...institution-wide, collaborative intervention to foster a culture of academic integrity through inclusive, proactive engagement.”

COMMENDED (2025)



The tip of the pyramid

Kane Murdoch and Shaun Lehmann | Macquarie University



Evidence submitted

Kane Murdoch and Shaun Lehmann have profoundly impacted academic integrity, elevating investigative standards and fostering accountability in higher education, for both students and staff. They have pioneered rigorous methodologies that ensure fairness, due process, and transparency in handling academic misconduct, directly influencing institutional policies. Kane's personal contributions have also been recognized through multiple awards, highlighting his leadership in the field.

A key aspect of their work is Courageous Conversations (https://link.springer.com/reference/workentry/10.1007/978-981-287-079-7_181-1), a framework that encourages open, solutions-focused discussions on academic misconduct. By promoting constructive dialogue between students, educators, and administrators, Kane has shifted the focus from exclusively punitive measures to balance education and detection, fostering a proactive integrity culture. This approach has gained international recognition, with institutions such as the University of Galway adopting Courageous Conversations to strengthen their academic integrity practices.

Along with co-author Professor Cath Ellis, Kane has proposed the Educational Integrity Enforcement Pyramid (<https://www.tandfonline.com/doi/full/10.1080/02602938.2024.2329167#d1e128>), a tiered approach prioritizing education and guidance before escalating to investigation and enforcement. This model ensures students receive appropriate support while maintaining institutional accountability. Kane also played a central role in leading and delivering the TEQSA contract cheating masterclasses and Assessment Security Forum, equipping universities with tools to combat contract cheating.

Kane and Shaun's partnership on Wiroo, an advanced academic integrity software, has further strengthened universities' ability to detect and manage misconduct. Unlike traditional learning analytics, Wiroo employs investigative methodologies focusing on "Non-learning analytics"—behavioural patterns in data, as well as evidence collection, and due process, setting a new benchmark for institutions worldwide.

“...profoundly impacted academic integrity, elevating investigative standards and fostering accountability in higher education.”

Kane's blog, guerillawarfare.net, offers insightful commentary on academic integrity, with readers praising its thought-provoking and candid discussions on the challenges facing education today.

Kane and Shaun are both recognized as experts by national regulators in both Australia and Ireland. Their work continues to inspire integrity professionals, reinforce educational credibility, and ensure that integrity remains at the heart of academic institutions. Their collective achievements, including major industry awards, reflect an enduring impact on academic integrity worldwide.

COMMENDED (2025)



The Academic Integrity Quest

James Bedford and Rupal Tyagi | University of New South Wales



Evidence submitted

The Academic Integrity Quest (TAIQ) launched in July 2024 at UNSW, reimagines academic integrity education by leveraging interactive storytelling, progress-based rewards, and animated quest-themed scenarios. This approach was chosen to combat disengagement in traditional compliance training and to address the urgent need for practical, relatable strategies amid generative AI's disruption.

This scalable approach to supporting students' academic integrity succeeds by focusing on practical advice aimed at students who identify as "careless/confused" or "compliant/champions" (Ellis & Murdoch 2024). This framework allowed us to tailor interventions to diverse learner motivations, achieving 95% participant-reported confidence in practicing integrity, reducing low-level breaches in courses that embedded TAIQ by 23.9% relative to institutional trends, while fostering engagement that tripled faculty uptake within six months.

Over 5,106 students across 65 courses completed TAIQ in 2024-2025, with faculty uptake tripling (693 - 1,685) between Term 3 2024 and Term 1 2025. 91% of surveyed participants (n=2,591) rated TAIQ "helpful", and it has achieved a 4.22/5 satisfaction rating. 95% have reported increased confidence in practicing integrity. Additionally, despite a 32% rise in integrity cases, TAIQ courses saw only an 8.1% increase compared to (UNSW data).

One student writes: "I usually hate/loathe these modules but was genuinely surprised by how wonderful the content is/was!" – Anonymous Feedback. According to feedback from staff, TAIQ has also helped reduce faculty time spent on dealing with integrity-related cases. "We saw far fewer integrity issues than in previous terms." – Casey-Lee Hirst, Law Academic UNSW.

TAIQ's low-cost, interactive design (animated quest-themed videos) offers a replicable model for institutions seeking engaging, data-driven integrity education. Its success underscores how gamification can transform compliance training into meaningful learning experiences with measurable institutional impact.

"...reimagines academic integrity education by leveraging interactive storytelling, progress-based rewards, and animated quest-themed scenarios."

COMMENDED (2025)



Enabling institutional genAI learning experiences and academic integrity assurance

Hilary Wheaton, Alyce Greenwood, Nick McIntosh, Michael Hewett, Michelle Staniczenko, Aisha Jirjees Ahmed, Priscilla-Anne Green, Dale Leszczynski and Helen McLean | RMIT University



Evidence submitted

GenAI's rapid adoption necessitates targeted educator capability building to ensure academic integrity and develop student skills within their disciplines. Recognising educators faced challenges integrating GenAI ethically and assuring integrity, a university-wide team led a comprehensive approach to build capability and support GenAI learning experiences.

Underpinned by the Institutional GenAI Plan, the approach encompassed: guidance materials for educators to effectively support students, a genAI Community of Practice for educators, a typology to guide educators through decision-making for genAI pedagogy, interactive workshops for educators, and genAI tools that provide environments for our educators and students to explore genAI for their learning and teaching. Additionally, the team developed a scaffolded Canvas course for educators, Australia's first higher education genAI course for educators (confirmed by December 2023 sector scan). The approach has become a cornerstone of RMIT's academic integrity agenda. To date, 487 educators have engaged with the course through 35,286 section views. The course was awarded an

ADCET Accessibility in Action Award. As inclusive design is central to assessment validity, the award is further evidence of the team's work in enabling academic integrity. Our team actively presents these approaches at conferences and makes key resources openly available to foster cross-institutional collaboration.

Feedback:

"This is a really great and comprehensive module. Clearly a lot of care and attention has been put in and the examples and guidance are really valuable.", "This is a wonderful example of a workshop which was actively useful", and "...appreciate the work done in this area and the exploratory and collaborative culture".

"...a university-wide team led a comprehensive approach to build capability and support GenAI learning experiences."

COMMENDED (2025)



Monash University Exam Experience Project - improving experience, outcomes and security

Exam experience project team | Monash University



Evidence submitted

The Monash Exam Experience Project is a collaboration between central exam delivery teams and faculty researchers that has led to substantial improvements in exam integrity, student wellbeing, and the overall examination experience across Monash University.

Monash University administers digital exams to approximately 40,000 students each semester, resulting in over 825,000 digital exams completed by 325,000 students since the project's inception in Semester 1, 2021. Throughout this time, we have collected more than 34,000 student survey responses, exploring exam experiences, wellbeing, integrity behaviours and motivations. These insights have directly informed iterative enhancements to exam procedures, digital systems, security protocols, assessment design guidance for academics, proctor training, and student-focused invigilation and technical support.

Since the project's launch, we have documented a statistically

significant downward trend in self-reported cheating, from 2.8% in 2021 to 1.7% in 2024. Notably, higher rates of cheating previously associated with specific conditions (e.g., off-campus exams, simplified supervision, longer exams) were no longer evident by 2024. This suggests that the procedural, system, and security improvements not only strengthened academic integrity overall but also mitigated the risks typically linked to vulnerable exam settings.

While cautious about attributing causality in complex educational contexts, we are confident that these iterative, data-informed changes have been central to the reduction in cheating, while also maintaining high levels of student satisfaction with exam systems and procedures.

This project stands out for both its measurable impact at scale and its sustained collaboration between researchers and central exam delivery teams.

“...a collaboration between central exam delivery teams and faculty researchers that has led to substantial improvements in exam integrity, student wellbeing, and the overall examination experience.”

COMMENDED (2025)



Charles Sturt
University

Federation
UNIVERSITY • AUSTRALIA

Advancing best practice in authentic assessment by evaluating and disseminating the implementation of an interactive oral task

Dr Taneile Kitchingman (Lecturer in Clinical Psychology, Charles Sturt University) and Ms Rhianydd Shakeshaft (Senior Lecturer in Clinical Psychology, Federation University)



Evidence submitted

In 2023, the nominees implemented an interactive oral assessment (IOA) in a fourth-year psychology subject to address limitations of existing tasks – a pre-recorded roleplay and written reflection. These tasks lacked real-time interaction, were susceptible to inconsistent portrayal of clients, and presented significant risks to academic integrity, including contract cheating, edited recordings, and the use of generative AI.

To evaluate the effectiveness of the IOA, the nominees conducted a mixed-methods study involving surveys and focus groups with students and markers. Findings indicated that participants perceived the task to be a highly authentic task which encouraged deep learning, improved reflection skills, and fostered connection with peers and staff. The format was seen as inherently resistant to academic misconduct due to its live, dialogic nature. While some students expressed anxiety regarding the task, the majority supported its continued use.

Based on evaluation results, the task was refined and implemented again in 2024. The nominees also turned their focus to sharing evaluation findings. During 2024 and early 2025, they presented to the School of Psychology Learning and Teaching Committee, the university-wide IOA Community of Practice and Teaching Academy, influencing the adoption of similar tasks in other subjects. They also co-presented at ASCILITE 2024, sparking cross-disciplinary discussions on assessment design and contributing new evidence to academic integrity scholarship with the publication of an associated peer-reviewed paper.

Through rigorous evaluation and strategic dissemination, the nominees have enhanced students' experience and advanced best practice in academic integrity – offering a model for others across the higher education sector.

“...a collaboration between central exam delivery teams and faculty researchers that has led to substantial improvements in exam integrity, student wellbeing, and the overall examination experience.”

COMMENDED (2025)



‘What happens if...?’ Academic Integrity Awareness

Deakin University Student Association | Deakin University



Evidence submitted

For the 9th annual Academic Integrity Awareness Campaign, DUSA's ‘What happens if...?’ campaign focused on addressing identified knowledge gaps regarding consequences of unethical academic integrity behaviour. By creating a space for students to openly discuss what integrity means to them, exploring their values and what they believe the consequences of unethical behaviour should be.

With students at the helm of their own learning, they were presented with scenarios and asked to select what the academic consequence would be. Scenarios included unethical generative artificial intelligence use, copying other students' assessments, falsifying references, and outsourcing assessments. Students could ask questions and discuss the scenario with each other before deciding their response. Students and staff then explored the correct consequence of the behaviour and its impact. Post participation, surveyed students indicated increased awareness of consequences and a reduced likelihood of breaching academic integrity.

Street interviews conducted by DUSA Student Council Vice-Presidents explored views on unethical behaviours. These interviews enabled a space for organic conversation, providing an opportunity for discussion of personal values and ethics, with students reflecting on actions and consequences. Surveyed students indicated watching these interviews were useful/very useful. With a campaign reach of over 8000 students online and on-campus, DUSA continues to provide a platform for students to engage in discussion and reflection regarding academic integrity and ethical study behaviours. Data collected from this campaign will drive future initiatives, continuing to improve student learning, ensuring that academic integrity knowledge remains relevant and at the centre of their learning experience.

Find out more:

<https://www.dusa.org.au/get-help/what-happens-if>

“By creating a space for students to openly discuss what integrity means to them, exploring their values and what they believe the consequences of unethical behaviour should be.”

COMMENDED (2025)



'The Two-Lane Strategy: A Learning-Centred Approach to Academic Integrity

Adam Bridgeman & Danny Liu | Sydney University



Evidence submitted

In the advent of widespread AI use, the University of Sydney began an ambitious, field-leading transformation of its assessment processes. The "two-lane" approach is both compliant with the Higher Education Standards Framework legislation and developmentally supportive of humanistic capacities to "promote learning...and facilitate reflection and judgment" (1). Lane 2 (open) assessments take place in every unit of study to foster learning and allow agency in promoting educationally meaningful AI use. Lane 1 (secure) assessments, affording genuine AI control, are strategically deployed for assurance of learning around key academic milestones. The enactment of this approach has been multi-layered, involving policy and governance changes, and collaboration with academics to map 6,700 units of study onto the new framework, impacting 2.2 million student assessment submissions.

The two-lane approach is now fully embedded in our policies and processes, and we share our resources globally, with over 170K views. Several universities have adopted this approach, and it was highlighted in TEQSA's Emerging Practices as an exemplar.

Assessment transformation also means that our courses and majors are rethinking core purposes of assessments: how do they promote or measure learning of the University's graduate attributes, including ethical and personal identity development? More assessments now include critical reflection, and many secure assessments involve interpersonal interactions like oral exams and placements. With the term "two lane," we also signal our commitment to fidelity of learning in a world saturated by AI tools -- and to a re-centring of student experience and relationships between students and faculty.

(1) Assessment Principles, University of Sydney Coursework Policy

"...an ambitious, field-leading transformation of its assessment processes. The "two-lane" approach..."

2024 Prize Winners



WINNER - MIDDLE EAST (2024)



ENAI WG Centre for Academic Integrity in the UAE

Zeena Reza Khan | University of Wollongong in Dubai



Evidence submitted

I founded the ENAI WG Centre for Academic Integrity in the UAE (ECAIU) after building this community since 2005 in the UAE single-handedly, collaborating with various stakeholders, organizing events, and hosting conferences to establish the centre as a partnership with colleagues from other institutions in the country. As the founding president, I am in charge of organizing events, curating awareness programs, launching initiatives such as the AI Ethics Lab, authoring reports and guidelines, and leading research grants focusing on higher education and K-12.

Since 2019, we've successfully run a transitional module for K-12 schools, addressing a scientifically identified gap and preparing students for higher education. Our efforts also include teacher training and supporting the entire community, including parents, teachers, faculty, admin staff, students, and management.

Our initiatives feature the development of ethical AI use guidelines, published in 2023 and 2024, along with workshops and training sessions. I have

successfully introduced Student Board and Active Committee with 13 students from different universities and schools who host events like the Integrity Debate Championship and short film competitions to engage other students in discussions about integrity.

Additionally, I introduced Studiosity as an ethical help resource to the community in the UAE, inviting them to roadshows in 2018/19 and integrating them into the ENAI community. Evidence of impact includes increased student participation in integrity-focused events, positive feedback from training sessions, and significant improvements in understanding and applying academic integrity principles among students and faculty, as reported in post-event surveys and assessments. Our collaboration with international experts and institutions further enhances our effectiveness, ensuring that academic integrity remains a cornerstone of education in the UAE. These comprehensive efforts demonstrate our commitment to fostering a culture of integrity across all educational levels and stakeholders.

“...founded the ENAI WG Centre for Academic Integrity in the UAE (ECAIU) after building this community since 2005 in the UAE single-handedly...”

WINNER - ASIA PACIFIC (2024)



TEQSA

The Assessment Experts Forum

with the Tertiary Education Quality and Standards Agency et al, submitted by Jason Lodge, Deputy Associate Dean (Academic) | The University of Queensland



Evidence submitted

"The emergence of generative artificial intelligence (AI) has caused a crisis in the higher education sector, both in Australia and internationally. This technology has raised questions about the validity of educational assessments. Particularly, the ability of students to use tools like ChatGPT to generate substantial portions of written tasks presents an ongoing threat to the integrity of academic work. A collaborative effort was initiated to provide comprehensive guidance on integrating generative AI into assessment practices while maintaining academic integrity and, crucially, supporting students in their learning.

Objectives:

- Address the impact of generative AI on academic integrity.
- Develop adaptable guidelines for integrating AI into assessment – “a compass, not a map”.
- Promote national collaboration on policy and best practices for AI in education.

Methods:

- In 2023, the Assessment Experts Forum was convened in partnership with the Australian

Tertiary Education Quality and Standards Agency (TEQSA), leading to the creation of the guidance document “Assessment Reform for the Age of Artificial Intelligence.”

- The document underwent two rounds of national consultation before finalisation.

Impact:

- The resource, now used at institutions across five continents (that we know of), has been downloaded 10,000+ times.
- Adoption of the guidelines in over 200 Australian higher education institutions demonstrates their relevance and adaptability.
- Positive feedback from educators and administrators underscores the practicality of the guidelines.
- Ongoing collaborations with international academic integrity groups ensure the resources remain practical and relevant.
- The comprehensive, collaborative, and inclusive nature of the project underscores a commitment to maintaining academic integrity in the age of AI.

“...comprehensive guidance on integrating generative AI into assessment practices while maintaining academic integrity and, crucially, supporting students in their learning.”

WINNER - EUROPE & UK (2024)



Integrity Matters

Academic and Digital Skills Team, nominated by Sharon Perera, Head of Academic and Digital Skills | University of Greenwich



Evidence submitted

We wanted to create an environment where students could relish learning and celebrate being part of a community of practice. So, we co-created the Integrity Matters module with students to raise awareness of common pitfalls that cause students to use essay mills and other unethical practices. Using gamification and through recognisable scenarios, the module invites students to consider academic integrity. The gentle humour creates a fun environment for learning and inculcates a positive culture, shifting away from blame and shame to integrity and empowerment.

Students said:

"The chats were a great way of learning what is and is not allowed"

"It was informative and engaging. After each section I learned new information to help me (with my studies)"

To scale up the impact of the module, we organised pop-ups

across the university to showcase the module and capture students' perspectives on assessment.

conventions and integrity. We also launched Student Voices, a multi-university symposium featuring student panels, who shared their personal experiences and opinions on the topic and facilitated questions from other student participants.

To build momentum and grow a culture of integrity, we have extended Student Voices to students from national and international institutions. We have also licenced Integrity Matters, enabling other universities to re-brand and use the resources.

Since the pilot phase in September 2023: 380 students used the module; 200 students from 3 universities participated in Student Voices; 3 universities are interested in licencing Integrity Matters. Integrity Matters is now incorporated in the university assessment policy.

"To build momentum and grow a culture of integrity, we have extended Student Voices to students from national and international institutions. We have also licenced Integrity Matters, enabling other universities to re-brand and use the resources."

“Congratulations to all those nominated, for your leadership and innovation at this critical inflection point of education and technology.

With many thanks to our Academic Advisory Board who step in to judge each year. In Tracey's own words: “The Board is perfect to oversee the Prize and I have a great deal of respect for each and every one of them.”

Our sincerest thanks to everyone who has participated in this year's Tracey Bretag Prize, and to you for exploring the remarkable innovations contained in this book.”



A handwritten signature of Jack Goodman in black ink.

Jack Goodman
Founder, Studiosity



A handwritten signature of Professor Judyth Sachs in black ink.

Professor Judyth Sachs
Chief Academic Officer, Studiosity

This fifth annual 2025 Prize continues our promise to a world-leading integrity researcher and friend.

We will honour this commitment every year to those who are advancing the understanding and implementation of academic integrity in the higher education sector.

