

# Academic Integrity Policy

## 1. Purpose

This Policy describes the principles that underpin the College's (College's) commitment to upholding academic integrity. The Policy outlines the processes and practices for managing academic integrity.

## 2. Scope

This Policy applies to Learning and Teaching Staff, Academic Heads, Transnational Education (TNE) Academic Managers, Professional Teaching Staff and the College and TNE Students.

## 3. Policy statement

The College is committed to improving and transforming the lives of its students through educational excellence. Underpinning this commitment is a responsibility to uphold the principles of academic integrity. To maintain this commitment, the College and TNE staff and students are expected to adhere to the principles of honesty, trust, fairness, respect, responsibility, and courage.

Academic integrity is important to the future success of all students. Where a student acts unethically, it impacts on the academic community, the pursuit and creation of knowledge, and future academic success.

### 3.1 Principles

- (a) Academic integrity is an overriding core value, permeating all aspects of the College's academic operations and activities.
- (b) Academic integrity is founded on honesty, truthfulness, trustworthiness, openness, transparency, fairness, respect, and courage in the conduct of all academic and scholarly activities.
- (c) The characteristics on which academic integrity is founded underpin integrity more broadly, across all of the College's operations and activities.
- (d) The Academic Board sets academic standards and requires achievement or performance relative to these standards to derive from behaviours, actions and conduct that reflect academic integrity.
- (e) The Academic Board monitors and assures academic integrity and fosters a whole of institution culture of academic integrity. To this end, the values and principles of academic integrity are respected and upheld.
- (f) Academic integrity is most effectively respected and upheld when it is embraced as a collective responsibility across the institution. To this end, the College educates staff and students about academic integrity and the behaviours it requires.



- (g) Academic integrity is supported and opportunities for breaches of academic integrity are minimised through the Policies and Procedures framework. This is mitigated through the introduction of staff and student support systems and the appropriate design of courses and assessment materials. This practice models high academic standards and promotes scrupulous ethical behaviour.
- (h) Academic staff have opportunities for professional development in which their understanding of academic integrity issues, including how to detect and mitigate the risk of academic integrity breaches, is enhanced.
- (i) Students improve their understanding of academic integrity by engaging with educative resources that develop awareness and skills to support best academic practice. For example, students learn about academic integrity by completing orientation, coursework, and engaging in continuing education.
- (j) Academic staff and professional staff model and promote academic integrity. This behaviour extends to course delivery, course and assessment design, grading, special considerations, reviews, and appeals.
- (k) Allegations of breaches of academic integrity will be dealt with expeditiously, and their investigation will be fair and transparent. Processes and practices will accord with principles of natural justice and respect the privacy of those involved.
- (l) A breach of academic integrity may be characterised as academic misconduct and dealt with under policies and procedures relating to Academic Integrity, Student Code of Conduct and Student Misconduct. Determination of whether an academic misconduct has occurred will be guided by the principles of natural justice and procedural fairness. Penalties may be imposed according to the context and extent of the breach.
- (m) The response to a student’s first breach of academic integrity will be more educative than punitive. The College is committed to providing staff and students with an effective framework of education to champion a culture of academic excellence and integrity.
- (n) The College is committed to maintaining the highest standard of academic integrity, with an aim to ensure that academic integrity processes, and support services, are continuously improved.

### 3.2 Behaviours

The principles above aim to attenuate a range of practices, and behaviours, that constitute a breach of academic integrity. Key examples of academic misconduct include:

Academic Misconduct	Definitions and Examples
<b>Plagiarism</b>	<ul style="list-style-type: none"> <li>• Submitting work for assessment or publication that is not one’s own. Plagiarism includes:               <ul style="list-style-type: none"> <li>- Directly copying any materials from electronic or print resources without acknowledging the original source of the work and/or using quotation marks to indicate</li> </ul> </li> </ul>



	<p>a direct quote.</p> <ul style="list-style-type: none"><li>- Closely paraphrasing sentences or whole paragraphs without referencing the original source of the work.</li><li>- Using the ideas and concepts of another person or large language model (LLM) (e.g., ChatGPT) without acknowledging and citing the original work of the person or LLM.</li></ul>
<b>Recycling (self-plagiarism)</b>	<ul style="list-style-type: none"><li>• Submitting prior assessed work or building on a previous submission from a course. Examples that do not constitute recycling include:<ul style="list-style-type: none"><li>- Permission from a teacher to submit prior work, with a condition to acknowledge the extent and nature of the work used.</li><li>- The submission of appropriate references from prior research used for a student's research thesis or publication.</li></ul></li></ul>
<b>Fabrication or Falsification</b>	<ul style="list-style-type: none"><li>• The intentional act to misrepresent academic work. Fabrication and falsification can include:<ul style="list-style-type: none"><li>- Making up information for an assessment such as experimental or interview data.</li><li>- Inventing sources of data, evidence, or ideas by citing publications that are irrelevant or do not exist.</li><li>- Making false declarations about attendance, participation and/or assessment items to meet course requirements.</li><li>- Misrepresentation through documentation. This consists of an intentional act to alter or fabricate a document to obtain an advantage in assessment or benefit enrolment. For example, a student falsifying a medical certificate to receive an academic concession.</li></ul></li></ul>
<b>Collusion</b>	<ul style="list-style-type: none"><li>• Engaging in illegitimate, unauthorised collaboration with other students to complete an assessment task. Collusion can involve:<ul style="list-style-type: none"><li>- Working with another student to produce an assessment task, without receiving authorisation from a teacher, course outline or assessment guide.</li><li>- Submitting assessment work with the knowledge that other students contributed to an assessment or</li></ul></li></ul>



	<p>parts of an assessment, without receiving prior permission to engage in collaborative work.</p> <ul style="list-style-type: none"><li>- Submitting work that is the same, or similar to other students work for the same assessment task. Except where written authorisation from a teacher is clearly recorded in a course outline or assessment guide.</li></ul>
<b>Cheating in Examinations</b>	<ul style="list-style-type: none"><li>• Engaging in dishonest practice or breaching examination rules set by the College in or during an examination. This can include:<ul style="list-style-type: none"><li>- Writing notes on one's body or taking non-authorised examination materials (unapproved calculators or textbooks) into an exam room.</li><li>- Copying information from other students and/or communicating with other students or people (except for an authorised exam invigilator) outside an exam room.</li><li>- Using unauthorised electronic devices to access information related to an exam while the exam is in progress.</li><li>- Completing an examination without an invigilator.</li></ul></li></ul>
<b>Contract cheating</b>	<ul style="list-style-type: none"><li>• Involves outsourcing a whole assessment, or part of an assessment, to a third party for a fee, no payment, other remuneration or benefit. This practice can include:<ul style="list-style-type: none"><li>- Submitting an assessment item produced wholly or in part by a commercial service.</li><li>- Submitting an assessment item that was produced wholly or in part by another person.</li><li>- Submitting an assessment item that was produced or modified wholly, or in part, by an artificial intelligence tool, algorithm, or computer generator where such actions are not authorised in the guidelines for assessment.</li><li>- Promoting the use of a commercial service to other students to create assessment solutions.</li><li>- Engaging in file-sharing of learning and teaching materials, including sharing intellectual property of the College.</li></ul></li></ul>
<b>Impersonation</b>	<ul style="list-style-type: none"><li>• A form of outsourcing assessment and represents a breach of academic integrity. Impersonation involves a</li></ul>



	third party undertaking an examination or other assessment on behalf of a student.
<b>Bribery</b>	<ul style="list-style-type: none"><li>• Can consist of two (2) forms: 1) offering bribes or inducements to gain an academic advantage and 2) accepting bribes or inducement to give an academic advantage.</li></ul>
<b>Inappropriate use of Artificial Intelligence</b>	<ul style="list-style-type: none"><li>• Involves using, generating, and communicating information that is processed by machines or computer systems for the completion of assessment in an unethical, dishonest, and irresponsible manner.</li></ul>

### 3.3 Promoting academic integrity

The College is committed to promoting academic integrity through a variety of proactive and pre-emptive educative strategies and actions, including:

- (a) Providing clear, comprehensive, and easily accessible information on:
  - Academic integrity requirements for discipline specific coursework including assessment.
  - Behaviours that constitute a breach of academic integrity.
  - Mechanisms used for detecting breaches and the educative processes for resolving cases of poor academic practice.
  - Potential academic and personal consequences of such breaches; and,
- (b) Providing online modules that educate students about academic integrity requirements for discipline specific coursework and how to avoid breaches of academic integrity. Modules will include examples of academic work that demonstrate academic integrity best practice and examples of academic misconduct.
- (c) Ensuring that students admitted to programs of study meet the academic entry requirements and English language proficiency standards for those programs.
- (d) Prior to the commencement of a course and/or period of teaching, the College will emphasize the importance of upholding the fundamental values and principles of academic integrity at:
  - student orientation;
  - through the mandatory completion of academic integrity modules; and,
  - Where applicable, academic integrity workshops.
- (e) Encouraging students to actively seek advice from relevant College staff when academic integrity requirements are not understood.
- (f) Resourcing staff to provide appropriate levels of academic, English language and wellbeing support for students.



- (g) Ensuring that students submit an academic integrity assessment declaration, prior to handing in or completing (e.g., examinations) an assessment task. The declaration acknowledges that a student has not breached academic integrity requirements for a course.
- (h) Promoting and modelling the values and principles of academic integrity. This includes demonstration of accurate citation and referencing style in classroom presentations and teaching materials.
- (i) Fostering learning environments that uphold the principles and values of academic integrity.
- (j) Providing practical tools and educative resources that enable students to self-assess and measure their compliance with academic integrity.
- (k) Assessment design that adheres to the principles of assessment (fairness, flexibility, validity, and reliability) and rules of evidence (validity, sufficiency, authenticity and currency). Assessment practices are judiciously benchmarked and follow good practice guidelines set by the Tertiary Education Quality Standards Agency (TEQSA).

### **3.4 Detecting breaches of academic integrity**

Breaches of academic integrity may be detected in various ways, including:

- (a) The use of data matching software or web search engines to identify, for example, use of unacknowledged sources, copying and collusion, use of the same content, in whole or in part, in different assessments.
- (b) Markers noticing unacknowledged sources, unusual similarities between assessment items submitted by different students, or unusually high levels of competence relative to the norm for a student's program level.
- (c) Checking sources cited in assessments to verify authenticity.
- (d) Inconsistency of a student's marks across similar courses or between different modes of assessments.
- (e) Reporting of alleged breaches of academic integrity by students or other members of the College or TNE community.
- (f) Teaching staff meeting early and often with Academic Heads/Academic Managers (TNE) about the performance or behaviour of students, where breaches of integrity are suspected.
- (g) As part of the College's educative approach to academic integrity, detection of poor academic practice can result in further investigation and one or more of the consequences described in policy section 3.5.

### **3.5 Breaches of academic integrity**

A breach of academic integrity is considered a serious matter and the College's approach to investigating alleged breaches and the imposition of penalties is designed to effectively manage poor academic practice. This is achieved by:

- (a) Promptly investigating an alleged breach, where reliable evidence is available to investigate a potential breach of academic integrity. Allegations will not be

substantiated unless the evidence demonstrates a high probability that a breach has occurred.

- (b) Implementing an approach to investigation that is educative, fair, transparent, evidence-based, and consistent with the principles of natural justice. For example, the College’s approach to initial breaches of academic integrity is educative, provided the breach is not of a high level of seriousness. This would include minor breaches described in the [Academic Integrity Procedure](#).
- (c) Providing a student with whom the breach is alleged with an opportunity to respond to the evidence and demonstrate awareness of relevant academic integrity standards. The principles of procedural fairness will be applied to allegations of academic integrity breaches. This principle extends to both students and staff who may have reported the breach.
- (d) Providing the alleged student with ongoing access to the College’s pastoral care and other support services, including counselling.
- (e) Providing the alleged student with an opportunity to appeal a decision, breach or penalty imposed, as described in the [Academic Integrity Procedure](#) and [Student Review and Appeal Policy](#).
- (f) Reporting and recording alleged, dismissed, and confirmed minor and major breaches of academic integrity into an Academic Misconduct Register.
- (g) Imposing an academic penalty for breaches of academic integrity, which strictly follows the level and extent of academic misconduct. Academic penalties will consider events of extenuating circumstance, and the frequency and seriousness of prior breaches when determining a decision.
- (h) Academic penalties may include, but are not limited to:
  - i. in cases of poor scholarship (e.g., overreliance on a source by a single author), the resubmission of an assessment with no penalty.
  - ii. the resubmission of an assessment with a mark penalty.
  - iii. undertaking a substitute assessment with a mark penalty.
  - iv. a zero mark for the assessment, possibly resulting in a failing grade for the relevant course.
  - v. a failing grade for the course.
  - vi. suspension from the College or TNE Centre for a prescribed period.
  - vii. expulsion from the College or TNE Centre, and / or criminal charges.
  - viii. rescission of a qualification / testamur already awarded.
  - ix. Mark penalty without resubmission.

#### 4. Roles, responsibilities, and delegations

Role	Responsibility
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College Academic Board	Set academic standards and promote a culture of academic integrity across the whole institution.
College and TNE Academic Staff	Educate and advise students regarding academic integrity, model academic integrity in their own academic, scholarly, and professional activities, and identify breaches of academic integrity.
College and TNE Students	Understand the requirements of academic integrity, promote academic integrity to fellow students and urge them to seek advice where appropriate, and avoid breaches of academic integrity.

## 5. Definitions

Definitions and Acronyms	
Academic Integrity	Acting in academic and scholarly contexts with honesty, truthfulness, trustworthiness, openness, transparency, fairness, respect, and courage.
Artificial Intelligence	The simulation of human intelligence processed by machines or computer systems. Simulation includes the ability of a computer, robot and/or software to perform tasks that are usually performed by humans. The activity is considered a simulation of human intelligence because it requires human intelligence and discernment. For example, the ability to reason, discover meaning, generalise, or learn from past experiences.
Academic Misconduct	Traditionally, this term describes various types of student violations of academic integrity including plagiarism and exam cheating.
Academic Standards	Benchmarks or indicators that are used to define a level or quality of achievement or performance in academic activities and academic outcomes, such as student selection, teaching, curriculum, assessment, learning outcomes, and research.
Transnational Education (TNE)	Educational programs or services where learners are located in a country different from the one where the awarding institution is based.

Related Policy Documents and Supporting Documents



Legislation	<ul style="list-style-type: none"> <li>• <a href="#">Education Services for Overseas Students (ESOS) Act 2000 (Cth)</a></li> <li>• <a href="#">Higher Education Standards Framework Threshold Standards) 2021 (Cth)</a></li> <li>• <a href="#">Higher Education Support Act 2003 (Cth)</a></li> <li>• <a href="#">National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)</a></li> <li>• <a href="#">TEQSA Guidance Note: Academic Integrity, Version 1.2</a></li> </ul>
Policy	<ul style="list-style-type: none"> <li>• <a href="#">Assessment Policy</a></li> <li>• <a href="#">Student Code of Conduct</a></li> <li>• <a href="#">Staff Code of Conduct</a></li> </ul>
Procedures and Guidelines	<ul style="list-style-type: none"> <li>• <a href="#">Assessment Procedure</a></li> <li>• <a href="#">Academic Integrity Procedure</a></li> <li>• <a href="#">Artificial Intelligence Guidelines</a></li> </ul>

### Policy Governance

Academic Integrity Policy	
Category/Business Group	Academic
Published Externally (Yes/No)	Yes
Approver	Academic Board
Responsible Officer	Executive Director Academic
Contact Officer	Executive Director Academic
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### Revision History

Version	Approved By	Approval Date	Effective Date	Sections Modified
2.0	Academic Board	25 July 2024	25 July 2024	Amendments made to Sections 2, 3, 3.1, 3.2, 3.3, 4, 5 and new definition added for TNE.
1	Academic Board	08 August 2023	17 August 2023	N/A

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