

CHSQF002 Academic Integrity Policy & Procedures

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1. Purpose

CHS is committed to the principles of academic integrity and ethical scholarship. This document sets out to define and describe the actions that constitute academic misconduct, the College's processes for investigating allegations of academic misconduct, and a range of penalties that may be applied where allegations are proven.

2. Scope

This policy applies to all enrolled students participating in coursework units in all courses of study at CHS, and to all staff in relation to academic activities associated with their employment at CHS. This document should be read in conjunction with other related policies. Please refer to Related Documents.

3. Definitions

When used in this policy the following words have the meaning set out below¹:

Term	Definition
Academic integrity	means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research to ensure that information and ideas are generated and communicated in an honest and ethical way and that use of other's ideas and writing are acknowledged.
Academic misconduct	refers to any dishonest or inappropriate behaviour by a student in an assessment task or other academic activity including but not limited to cheating in exams, contract cheating, collusion, fraud, plagiarism or providing documents which are false, misleading or deceptive (e.g., altered medical certificates and false academic records).
Cheating	includes but is not limited to: <ul style="list-style-type: none">• Bringing in, or having access to unauthorised materials or information during a quiz, test, or examination;• Contacting or colluding with another person or persons via any means (including verbal, physical, gestural or electronic) during an examination or other form of invigilated assessment;• Copying or reading another student's work; or• Allowing another student to copy or read from one's own work.
Collusion*	constitutes an agreement between two or more persons to act together secretly and without authorisation to achieve an unfair academic advantage in completing an assessment. Includes inciting others to engage in academic misconduct.
Contract Cheating*	involves contracting a third-party to complete an assessment task on behalf of the student, generally in exchange for money or other manner of payment.
Copying*	involves reproducing and submitting the work of another student, with or without their knowledge. If a student fails to take reasonable precautions to prevent their own original work from being copied, this may also be considered an offence.
Data fabrication and falsification*	Manipulating or inventing data with the intent of supporting false conclusions, including manipulating images.

¹ Definitions marked * are based upon International Network for Quality Assurance Agencies in Higher Education, *Toolkit to support quality assurance agencies to address academic integrity and contract cheating* – June 2020, pages 6 and 11.

Term	Definition
Fraud	<p>includes but is not limited to:</p> <ul style="list-style-type: none"> • Impersonating another person or engaging someone else to impersonate another person during the conduct of an academic activity; • Misrepresenting, falsifying, misstating or fabricating data during the conduct of an academic activity; • Submitting academic work produced by another person(s) as one’s own; • Failing to attribute work completed by another person(s) in the completion of an academic activity • Giving or providing for sale one’s own work to another person(s), company or website for the purposes of making such work available for copying or use by another person(s); or • The use of knowingly deceptive means in the attempt to avoid an academic penalty.
Generative Artificial Intelligence (AI)	<p>Generative AI is artificial intelligence technology that uses machine learning algorithms to produce new content based on prompts it is given.</p> <p>An AI program mimics output, such as text and images, that has been traditionally produced by humans. It achieves this by combining human-produced data and pattern prediction to generate results.</p>
Impersonation*	<p>Involves falsely presenting oneself, or engaging someone else to present as oneself, in an in-person examination.</p>
Minor academic misconduct	<p>is behaviour of lesser scale or scope than substantial academic misconduct lacking any demonstrable attempt to gain unfair academic advantage, and which is therefore is judged to be a minimal threat to the integrity of assessment processes. Usually the result of students’ lack of understanding of appropriate acknowledgement practice or other academic conventions required for the field of study.</p>
Plagiarism*	<p>Plagiarism can be unintentional or intentional and involves reproducing the work of someone else without attribution. When a student submits their own work on multiple occasions this is known as self-plagiarism.</p>
Professional honesty	<p>is a fundamental principle that underpins the reliability and credibility of all professional activities. It includes but is not limited to:</p> <ul style="list-style-type: none"> • Dealing transparently and fairly within all professional and business relationships; • Building relationships based on mutual respect and trust; • Acting ethically and within the law; • Not being associated with information that contains materially false or misleading statements; and • Accepting responsibility for one’s actions.
Substantial academic misconduct	<p>refers to any act of academic misconduct which is, or appears from the available evidence to be:</p> <ul style="list-style-type: none"> • Accompanied by a clear or demonstrable intention to gain unfair academic advantage; • Carefully and deliberately planned, repetitive, organised or systematic in nature; or • Significant in scale or scope; and <p>Therefore, is judged to be a significant threat to the integrity of the course, assessment process, or the academic reputation of the College.</p>

4. Policy Statements

The following principles and practices form the foundation for this policy.

- The ECA College of Health Sciences is committed to maintaining academic integrity, honesty, and ethical scholarship. Among others, the College promotes the values of academic primacy, academic freedom with responsibility, rigor and integrity.
- To achieve its mission, students and staff at the College are expected to observe the principles of academic and professional honesty in full and, behave ethically and with high integrity in all their dealings.
- The College is committed to providing opportunities to build scholarly confidence in their staff and students by providing professional development activities, knowledge, skills and resources to ensure its staff and students understand and uphold the principles of academic integrity and professional honesty.
- Each individual student or staff member has a responsibility to ensure that they fully understand the Academic Integrity Policy. Individuals are obliged to consciously ensure that their acts or omissions do not constitute or facilitate breaches of academic integrity or professional honesty.
- Expectations of students with regard to academic integrity and professional honesty will be transparent and regularly reinforced. If a student has concerns about their own understanding of academic integrity or their skills in acknowledgement and referencing, they should talk to, and seek advice, from their lecturer/tutor.
- Assessment task design and scheduling in particular will be to promote creative thought and reflection, and minimise opportunities for students to engage in acts of academic misconduct.
- When identified, acts of academic misconduct or professional dishonesty will be dealt with immediately, and with due regards to procedural fairness, the context within which the act occurred, and with, equity and consistency in the application of any disciplinary action.
- Investigations of allegations of academic misconduct by students will be conducted impartially and in a non-adversarial manner
- Any party involved in a misconduct investigation, fearing or experiencing harassment, vilification or victimisation will be advised to immediately discuss the matter directly with the Dean or the Principal.
- Where appropriate, an educative – as opposed to a punitive – response to (minor) acts of academic misconduct may be recommended. The determination of any response to an act of academic misconduct or professional dishonesty will be ultimately guided by promotion, adherence and protection of the College's values of academic primacy, academic freedom with responsibility, rigor and integrity.
- Allegations of professional dishonesty by staff will be responded to, in accordance with the Staff Code of Conduct.

5. Procedures

5.1 Minor Academic Misconduct

The College recognises that, in some cases, it is more appropriate to respond to minor acts of academic misconduct in a manner where the student is given opportunity to learn from their mistake and henceforth minimise the likelihood of future breaches.

5.1.1 Conditions for an allegation to be treated as a minor academic misconduct

Minor academic misconduct, in relation to a student, refers to any incident of plagiarism in an assessment task, where;

- The student admits to the allegation or the facts that gave rise to that allegation;
- The student was not previously found guilty of substantial academic misconduct or minor academic misconduct while enrolled as a student of the College;
- The misconduct is of lesser scale or scope than 'substantial academic misconduct';
- Evidence shows that there was no attempt by the student to gain any unfair academic advantage; and
- The misconduct is of minimal threat to the integrity of assessment in relation to the unit of study concerned.

5.1.2 Outcomes for acts of minor academic misconduct

Upon determining that a student has engaged in an act of minor academic misconduct, the following outcomes may be applied. In the first instance, the following shall be considered to determine whether the behaviour warrants an educative or punitive outcome:

- Whether the student would benefit from an educative or remedial program;
- The prior educational qualifications of the student; and
- The student's academic record in their current program of study.

Educative outcomes may include, but are not limited to:

- An agreement by the student to undertake counselling, training, or any other program of study designed to improve their academic writing or literacy skills;
- Resubmitting the original assessment task after a period of further study; or
- Submission of an additional assessment task.

Where an educative outcome involves the student resubmitting the original assessment task or submitting an additional assessment task, the following would be applicable:

- The assessment task will be treated as if it were a threshold requirement for the unit, and
- The mark awarded for the assessment task will replace any mark awarded for the original assessment task.

Where it is agreed that the student would not benefit from an educative outcome, or that the behaviour – though minor – warrants a punitive outcome, the following range of outcomes may be applicable:

- Reducing the mark awarded for the assessment task; or
- Applying a mark of zero for the assessment task.

5.2 Substantial Academic Misconduct

Substantial academic misconduct, in relation to a student, refers to acts of academic misconduct that pose a significant threat to the integrity of any course, the assessment process, or academic reputation of the College.

5.2.1 Conditions for an allegation to be treated as substantial academic misconduct

Substantial academic misconduct can include, but not limited to:

- Any act of academic misconduct where the student's level of experience might reasonably be interpreted as evidence that the student was aware that the behaviour was in breach of the principles of academic integrity or professional honesty;
- Substantial plagiarism of another person's work in an assessment task;
- Submitting work that is not the student's own, including plagiarism, contract cheating and copying;
- Unauthorised use of artificial intelligence tools
- Any allegation of an act of misconduct in an examination or other form of invigilated assessment;
- Obtaining or attempting to obtain access to examination papers or other forms of assessment without authorisation;
- Colluding with or encouraging another student to engage in academic misconduct; or
- Any allegation of an act of fraud.

5.2.2 Outcomes for acts of substantial academic misconduct

Upon determining that a student has engaged in an act of substantial academic misconduct the following outcomes may be applicable:

- An agreement by the student to undertake counselling, training, or any other program of study designed to improve their academic writing or literary skills;
- Permitting the student to resubmit the assessment task or submit a different assessment task with, if appropriate, a capped mark that will replace any mark awarded for the original assessment task;
- Permitting the student to re-sit the examination or sit for a different examination with a capped mark that will replace any mark awarded for the original examination;
- Reducing the mark awarded for the assessment task or examination;
- Applying a mark of zero for the assessment task or examination;
- Barring the student from enrolment in a specified unit of study for a period of up to two consecutive teaching sessions;
- Suspension from the student's course for a nominated period, of not more than one year; or
- Exclusion.

Students suspended from their course will have their rights and privileges as a student of CHS withdrawn for the period of the suspension.

Any action taken under this policy will not preclude the College from commencing legal action against a student found to have engaged in substantial academic misconduct or reporting the allegation(s) to the police or other external organisation (e.g. professional registration or accreditation body, regulatory authority).

5.3 Reporting and Hearing Allegations of Academic Misconduct

- a) Allegations that a student(s) has engaged in an act(s) of academic misconduct shall be made in writing to the Director of Studies or the Dean as soon as practically possible after the occurrence of the alleged act.
- b) Allegations of academic misconduct by postgraduate students shall be made in writing to the Director of Studies on the campus at which the alleged act occurred or the Dean.
- c) The written report to the Director of Studies/Dean shall include all relevant information and any evidence relating to the alleged academic misconduct. All information relating to the investigation of an allegation of misconduct is considered confidential and will not normally be disclosed to parties not directly involved in the investigation other than for authorised or lawful purposes.

- d) Upon receipt of the written report the Director of Studies/Dean shall, based on the information supplied, investigate the matters raised in the report.
- e) The Director of Studies/Dean shall inform the Registrar to notify the student in writing and via email of the alleged misconduct, within ten (10) working days of receiving the written report, and invite the student to respond to the allegation(s) in person at a meeting to be held no later than ten (10) working days from the date of the first notification to the student.
- f) The Director of Studies/Dean may seek assistance in conducting the investigation from an individual staff member or a working party, none of whom have had prior involvement in the case.
- g) If the student does not respond within five (5) working days from the date of the first notification, the investigation of the alleged misconduct by the Director of Studies/Dean may proceed in the student's absence.
- h) The student shall be notified of the findings and outcome(s) of the investigation by the Director of Studies/Dean meeting in writing and via email by the Registrar, no later than ten (10) working days, following the date of the decision.

All findings of academic misconduct and outcomes imposed, shall be fully documented and recorded on the Student Management System.

5.4 Academic Misconduct Appeals

Student appeals against a finding of academic misconduct or against an outcome in response to a finding of academic misconduct must be made in accordance with the procedures laid down in Section 7 of the Student Academic Grievance Policy & Procedures.

6. Responsibilities

6.1 Student Responsibilities

CHS students are required to:

- a) At all times abide by the Copyright laws;
- b) Submit only original work which properly acknowledges the ideas, designs, words or works of others;
- c) Not submit another person's work as their own;
- d) Not purchase or commission work and submit as if it were their own;
- e) Not submit work created with the assistance of others, except in the case of collaboration (see 3. Definitions) in connection with group work assessment;
- f) Not use generative artificial intelligence (AI) tools contrary to guidelines published on the College website and in relevant college documentation (e.g. Unit Outlines);
- g) Provide an electronic copy of any submitted work for the purposes of evaluation by text matching software;
- h) Declare that work submitted for assessment is their own, through the completion inclusion of a signed Academic Integrity Declaration with each submission; (refer Assessment Policy)
- i) Use the acknowledgement practice methods that are appropriate for their field of study;
- j) Not lend, or allow to be otherwise provided, their original work to other students for any reason except collaboration (see 3. Definitions) in connection with group work assessment; and
- k) Encourage other students to uphold the principles of academic integrity and professional honesty.

6.2 Staff Responsibilities

All staff members are required to:

- a) Ensure they are familiar with the variety and nature of breaches of academic integrity and the provisions of this policy in relation to identifying, reporting and investigating cases of academic misconduct
- b) Participate and engage in all professional development activities authorised by the College associated with academic integrity
- c) At all times abide by the Copyright laws;
- d) Cultivate a climate of respect for authorship with students;
- e) Inform all students of acknowledgement practice methods that are appropriate for their field of study and provide clear examples of what is acceptable;
- f) Clearly explain academic expectations and what constitutes plagiarism, collusion, cheating and other forms of academic misconduct to students;
- g) Clearly communicate to students the potential consequences of breaches of academic integrity and professional honesty;
- h) Actively seek to discourage, detect and prevent plagiarism by supporting students to acquire and demonstrate the principles of academic integrity and professional honesty;
- i) Respond appropriately to all instances of academic misconduct in keeping with this policy and any related documents; and
- j) Exemplify the values of academic primacy, academic freedom with responsibility, and rigor and integrity in all research and scholarly activities they undertake.

6.3 College Responsibilities

Senior managers of the College are required to:

- a) Oversee the development and implementation of policy, procedures and practices designed to minimise opportunities for breaches of academic integrity;
- b) Ensure that academic staff are provided with professional development opportunities to maintain current knowledge of academic integrity policy and procedures;
- c) Oversee the provision of education for students concerning academic integrity;
- d) Ensure that breaches of academic integrity are investigated in accordance with the provisions of this policy;
- e) Ensure that accurate records of breaches of academic integrity are maintained; and
- f) Ensure that reports of breaches of academic integrity are provided to the Academic Board and the Governing Board in accordance with College policies.

7. Records

Records associated with this policy will be maintained according to the Records Management Policy and Record Retention and Disposal Schedule.

8. Related Documents

This policy should be read in conjunction with the:

- CHS Staff Code of Conduct
- CHS Student Academic Grievance Policy & Procedures.

- CHS Assessment Policy
- CHS Student Code of Conduct
- CHS Policy for Review and Quality Assurance of Award Courses

9. Related Legislation

- Higher Education Support Act 2003
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- TEQSA Higher Education Standards Framework (Threshold Standards) 2021
- Education Services for Overseas Students (ESOS) Act 2000 and National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- Australian Qualifications Framework (AQF).

10. Version Control

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