ACADEMIC INTEGRITY POLICY

Policy Link	Nil
Responsible Officer	Academic Dean
Superseded Documents	Student Academic Misconduct Policy
Associated Documents	Academic Appeals Policy Academic Appeals Procedure Guidelines for Ethical Conduct of Research Privacy Policy Student Code of Conduct
Review Date	March 2025
Access Flag	Student

Version	Endorsed By	Date	Approved By	Approval Date	Effective Date
2.1	The Academic Dean	17/03/2023	Academic Board	4/04/2023	4/04/2023

1. PURPOSE

The College pursues the highest possible standards of academic honesty and integrity. Accordingly, in common with tertiary institutions throughout Australia, the College regards academic misconduct as a serious matter. The purpose of the policy and its associated procedures is to govern a framework for promoting academic integrity among students.

2. SCOPE

This policy applies to all students enrolled in Moore College accredited programs of study or Moore College units of study in those programs, Moore College faculty and staff involved in the administration of the accredited programs of study. The policy covers both coursework and research programs of study.

3. DEFINITIONS

Definitions for key terms and acronyms referred to in this policy.

Term	Definition
Academic integrity	Academic integrity means behaviour that values honesty, trust, fairness, respect, and responsibility in learning, teaching and research.[1]
Academic misconduct	Academic misconduct means behaviour that misrepresents academic achievement or obtains an academic advantage through dishonest or

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[1] Exemplary Academic Integrity Project (EAIP): Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector (2013), *Plain English definition of Academic Integrity,* Office for Learning and Teaching Strategic Commissioned Project 2012-2013, http: www.unisa.edu.au/EAIP.

	unfair means or assists a student to do so. Such behaviour may be intentional or unintentional.[2]
Generative artificial intelligence tool	A tool that employs artificial intelligence technology to produce a range of forms of content, including text, in response to human input.
Collusion	Illegitimate cooperation between students in completing a task which gives an unfair advantage to students. Cooperation may also be legitimate, such as in group tasks.
Contract cheating	Contract cheating involves contracting a third-party to complete an assessment and presenting the work as one's own.[3]
Material change notification	A required report to TEQSA about a change in an institution's operations with the potential to significantly impact on its compliance with the *Higher Education Standards Framework 2021*.
Plagiarism	A form of academic misconduct. Plagiarism means presenting another person's work as one's own by presenting, copying, or reproducing it without appropriate acknowledgement of the source.[4]
Sub-committee	A sub-committee of the Academic Board.
TEQSA	The Tertiary Education Quality and Standards Agency, which regulates tertiary education in Australia.

4. POLICY STATEMENT

4.1 Academic Integrity

Academic integrity means acting with the values of honesty, trust, fairness, respect, and responsibility in learning, teaching and research. It is important for students, teachers, researchers, and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work.[5]

(i)   The College Values uphold integrity broadly as honesty, transparency, fairness and accountability in all personal behaviour and community practices.[6]

(ii) The College aims to foster a culture of exemplary academic integrity.

(iii) A range of programs and information is maintained to educate in academic integrity. These include dissemination of information on what constitutes academic misconduct, information on ethical conduct of research and academic study skills, study skills workshops, stated expectations in assessments, and use of text-matching software as an education aid for students.

4.2 Academic Misconduct

Academic misconduct means behaviour that misrepresents academic achievement or obtains an academic advantage through dishonest or unfair means or assists a student to do so. Such behaviour may be intentional or unintentional. High-level academic misconduct is recurring intentional behaviour or a single instance of

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[2] University of Sydney. *Academic Dishonesty and Plagiarism in Coursework Policy.* 1 January 2012, p. 4.
[3] see Good Practice Note: Addressing Contract Cheating, p.2
[4] University of Sydney. *Academic Dishonesty and Plagiarism in Coursework Policy.* 1 January 2012, p. 5.
[5] Exemplary Academic Integrity Project (EAIP): Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector (2013), *Plain English definition of Academic Integrity*, Office for Learning and Teaching Strategic Commissioned Project 2012-2013, http: www.unisa.edu.au/EAIP .
[6] Moore College. *Student Handbook,* Section on Values.

misconduct where there is clear intent to deceive and gain unwarranted merit, and where the level of the misconduct is extensive. Minor unintentional failures to observe conventions in academic writing may be considered an academic misunderstanding, typically in the case of students with a low level of study experience in the Australian educational context.

Academic misconduct may include any of the following:

- Submitting work for an assessment as one's own, knowing it to be the work of another person, including contract cheating.

- Submitting material that was originally written by, or whose general outline or central arguments were created by, a generative artificial intelligence tool, and presenting it as one's own original work. This includes paraphrasing or rewording content created by a generative artificial intelligence tool. It is not academic misconduct to submit material written by a generative artificial intelligence tool where it is explicitly required for or permitted in the task, in which case its use must be appropriately acknowledged.

- Plagiarism

- Resubmission of work submitted previously for the same or another unit of study or program of study unless authorised. This is sometimes called self-plagiarism.

- Falsifying research data

- Acting in a way that has adverse effects on research participants.

- Avoidable failure to follow research protocols or to seek ethics approval where applicable.

- Bringing unauthorised material into an examination such as notes or computers.

- Improperly obtaining knowledge of an examination paper and using that knowledge in an examination

- Arranging for another person to sit an examination in place of the student.

- Communication with another student during an examination

- Submitting a falsified medical certificate

- Making a false or misleading declaration

4.3 Dealing with Alleged Cases of Academic Misconduct

The following principles govern how alleged cases of academic misconduct are dealt with:

(i) The Academic Dean makes an initial assessment of the alleged case and determines the next step in the assessment. The next step may include actions such as an informal interview with the Academic Dean preceded by a warning letter, a requirement for the student to attend study skills coaching with the Academic Support Coordinator, or the establishment of a sub-committee to formally review the alleged case.

(ii) If required, a sub-committee appointed by the Academic Dean will review the case.

(iii) The assessment of the case, whether the initial or sub-committee assessment, evaluates whether the behaviour is intentional or unintentional, evaluates the extent of the academic misconduct, evaluates the student's level of study experience, and determines the action to be taken or penalties to be applied.

(iv) The case will be categorised according to nature and extent of misconduct with an appropriate consequence determined. Generally, academic misunderstanding applies to students with less experience in study at Moore College or in the Australian education system. Students who have not completed a semester of study (full-time equivalent) at the College may be considered to have a low level of experience. The table below is a guide to the categorisation of cases and the possible consequences for students. The Academic Dean or an appointed sub-committee determines the consequences in each case.

Category	Intentionality	Level	Examples	Possible consequences
Academic misunderstanding	Unintentional	Minor	Failure to close quotation marks/omitting a reference for a quote	Warning letter or feedback from marker. Additional guidance and support in academic writing. Marks may be deducted.
Academic misconduct	Unintentional	Extensive	Consistent failure to apply quotation marks or reference sources	Meeting with the Academic Dean. Requirement to access academic support service. Fail resubmit result for the task with a maximum 50% score in resubmission.
	Intentional	Extensive	Copying a substantial amount of material from another student or a source without acknowledgment. Collusion, e.g. completing an individual task with another student where it is not permitted. Self-plagiarism, i.e. resubmitting previously assessed work without permission. Submitting a small portion of content created by a generative artificial intelligence tool as if it	Meeting with the Academic Dean. Requirement to access academic support service. A Fail (0%) for the task concerned. *or* The student receives a Fail for the relevant unit/s of study.

			were one's own and where not permitted. Communicating with others during exam time or copying another student's exam response	
High level academic misconduct	Intentional	Extensive	Contract cheating Submitting an assessment as one's own original work which has an extensive amount of content created by a generative artificial intelligence tool. Fabrication or falsification of information or data Repeated behaviour amounting to academic misconduct following intervention by the College.	The student receives a Fail for the relevant unit/s of study. The student is required to 'show cause' to continue in their course.

(v) A written record is kept of any meeting or communication with the student, and the deliberations of the sub-committee if required.

4.4 Confidentiality and Procedural Fairness

Information about allegations and known cases of academic misconduct will be kept confidential to faculty and staff who require the information to implement this policy and to provide support to students concerned. Any student alleged to have participated in behaviour that is considered academic misconduct is treated with procedural fairness. Procedural fairness involves processes such as:

- The student is informed of the details of the allegations.

- The student will have the opportunity to address the allegations.

- The student is treated without bias.

- The decision is an objective assessment of the evidence.

- The privacy of the student is maintained.

- The assessment may consider any mitigating circumstances such as educational or cultural background of a commencing student in their first year of study.

4.5 Responsibilities

(i) The Academic Dean is responsible for the administration of the process for dealing with alleged cases of academic misconduct.

(ii) The Academic Dean will appoint a sub-committee, if required, to assess an alleged case of academic misconduct. The subcommittee will include the Dean

of Students, the respective Head of Department, and another senior member of faculty.

(iii) If any of the above is the faculty member bringing the allegation, then that person will be replaced on the sub-committee by another senior member of faculty.

(iv) The Academic Dean may impose penalties on any student who breaches academic integrity.

(vi) The Academic Dean or Registrar is responsible for informing the student of the decision and the consequences determined.

(v) The Registrar will maintain a confidential register of academic misconduct activities.

4.6 Appeals

The student may appeal any decisions of the Academic Board with respect to academic misconduct. Any such appeals should be made in terms of the Academic Grievance (Appeals) Policy.

4.7 Quality Assurance

Academic misconduct incidents will be monitored and analysed to identify risks to academic integrity and to inform strategies to prevent misconduct and to maintain a culture of integrity. The Academic Board will have oversight of the monitoring of academic integrity incidents and will report to the Governing Board any significant risks related to academic integrity. Should widespread high-level academic misconduct be detected, the College will report this to TEQSA as a material change notification.

5. LEGAL AND POLICY FRAMEWORK

Higher Education Standards Framework 2021.

Australian Code for Responsible Conduct of Research 2018. NHMRC & ARC.

6. IMPLEMENTATION

The Academic Dean is responsible for the training of academic staff and students in the application of the policy. The Registrar is responsible for the training of support staff in its application.

7. ACKNOWLEDGEMENTS

The following sources are acknowledged in the review of this policy.

Exemplary Academic Integrity Project. [Course: Exemplary Academic Integrity Project (unisa.edu.au)](unisa.edu.au)

Griffith University. *Academic Misconduct Policy.* [Academic misconduct (griffith.edu.au)](griffith.edu.au)

TEQSA Academic Integrity Toolkit [Academic integrity toolkit | Tertiary Education Quality and Standards Agency (teqsa.gov.au)](teqsa.gov.au)

University of New South Wales. *Student Code of Conduct*. Version 4.0. 6 December 2021.

University of Sydney. *Academic Integrity Policy.* 15 November 2022.

University of Western Australia. *University Policy on: Academic Integrity*. Policy No. UP21/12. 15 September 2021.

8. REVIEW AND HISTORY

Version	Approved By	Approval Date	Effective Date	Sections modified
1.0	College Council	2005	2005	New policy
2.0	Governing Board	18/08/2015	18/08/2015	Full review and revised policy format
2.1	Academic Board	4/04/2023	4/04/2023	Added reference to contract cheating and generative AI tools. A table illustrating levels of misconduct was added.