

Student Academic Integrity and Academic Misconduct Policy

Purpose

1. This Policy outlines the principles underlying Global Higher Education's (GHE) approach to promoting and safeguarding the culture and practice of academic integrity throughout its staff and student body and minimising instances of academic misconduct and in so doing how GHE meets the standards outlined in Domain 5, Institutional Quality Assurance, of the *Higher Education Standards Framework (Threshold Standards) 2021*.

Scope

2. This Policy applies to:
 - a) all GHE students;
 - b) staff in their role as guardians of academic integrity and in managing instances of academic misconduct;
 - c) all academic activity engaged in by students at GHE, including in off-campus activities such as work-integrated learning.
3. For policy on student non-academic misconduct refer to the **Student Non-Academic Conduct and Misconduct Policy**.
4. For matters in relation to staff academic integrity and misconduct refer to the **Staff Academic Integrity and Misconduct Policy**.

Definitions

5. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

Suite documents

6. This Policy is linked to the Student Academic Integrity and Academic Misconduct Procedure.

Policy

Principles

7. GHE is committed to promoting and maintaining an environment in which staff and students observe the highest ethical standards in all aspects of academic work. All students are expected to commit to and engage in behaviour that upholds these standards.
8. Academic misconduct is not tolerated at GHE.
9. Students and staff are formally instructed as to what constitutes academic misconduct and must commit to engage in behaviour that upholds these standards at all times.
10. GHE recognises that commencing students may engage in poor academic practice, early training will be provided to all students with additional support to those identified as being at risk.
11. GHE will take action to mitigate foreseeable risks to academic integrity.
12. GHE will deal fairly, transparently and consistently with allegations of academic misconduct.

Poor academic practice

13. GHE recognises that commencing students may not yet possess an understanding of academic misconduct or appropriate skills. All students are provided with early training in good scholarship and academic integrity and an understanding of what constitutes academic misconduct.
14. Students at risk of poor academic practice are identified at an early stage and provided with additional training and support.
15. Where such students may inadvertently engage in practices normally considered academic misconduct, counselling will be provided and records kept, as outlined in the **Student Academic Integrity and Academic Misconduct Procedure**, but no record of academic misconduct will be made.
16. The Academic Board and its committees support academic integrity by:
 - a) ensuring that the scaffolding for the development of good scholarship is provided and the opportunity for academic misconduct is minimised through careful design of courses and formative assessment;
 - b) the development of strategies to address the underlying causes of academic misconduct through the monitoring of student data and cohort analysis.

Academic misconduct

17. Student academic misconduct may be characterised by, but not limited, to the following:
 - a) plagiarising or presenting the thoughts, words, phrases or works of another as one's own, by:
 - i. contract cheating or engaging others to prepare an assignment on behalf of the students;
 - ii. soliciting contract cheating services on behalf of another person;
 - iii. copying or paraphrasing material from any source without due acknowledgment;
 - iv. using another's expression or ideas without appropriate recognition or due acknowledgement (e.g. by failure to use an academic referencing system);
 - v. falsifying or fabricating data obtained from experiments, interviews, surveys, or similar activities;
 - vi. making changes to work submitted for assessment after that work has been assessed and then lodging a grievance or appeal with a claim that the work has been incorrectly assessed;
 - vii. falsely representing the contribution made by an individual student to the work of the group in group work that is presented for assessment;
 - viii. file sharing, where exam questions and assignment are exchanged internally or uploaded or downloaded through a third-party platform;
 - ix. making use of artificial intelligence (AI) software or paraphrasing tools;
 - b) submitting, for the purposes of meeting the assessment requirements for a unit that a student is currently undertaking, work that has been assessed previously and counted towards completion of another unit;
 - c) acquiring, attempting to acquire, possessing, or distributing (either physically, electronically or orally) restricted assessment-related material or information, such as examination questions or an examination question paper, without the prior authorisation of the relevant Course Coordinator;
 - d) taking unauthorised materials into an examination;
 - e) communicating with other students undertaking the examination;

- f) cheating by reading or copying the answers of another student undertaking the same examination;
 - g) impersonating another student in an examination or other assessment activity (e.g. undertaking an examination or a work placement for another student);
 - h) making arrangements for another person to falsely represent himself or herself as that particular student for the purpose of undertaking an assessment activity or producing work to be submitted for assessment;
 - i) making arrangements with another person to be party to an act of academic fraud;
 - j) participating in any other actions that are intended to give a student an unfair or dishonest advantage in learning activities and assessment;
 - k) collusion in academic fraud – encouraging and assisting a student or fellow staff member in committing, or in attempting to commit, academic fraud;
 - l) providing a student with the opportunity to copy or plagiarise work completed by another person in order that the student can include that work in material to be submitted for assessment;
 - m) offering bribes or other favours to influence the outcome of an assessment.
18. GHE will deal fairly, transparently and consistently with allegations of academic misconduct.
 19. All allegations of academic misconduct are classified into Category One or Two according to agreed criteria, as outlined in the **Student Academic Integrity and Academic Misconduct Procedure**.
 20. Students who are found to have engaged in academic misconduct will be subject to an academic penalty commensurate with the severity of the misconduct and the number, if any, of repeat offences. This may include educative responses through to more serious penalties such as exclusion and expulsion in extreme cases.
 21. Data in relation to academic misconduct is a key input into academic and organisational risk assessment, monitoring and review.
 22. Outcomes from academic misconduct cases are communicated back to relevant staff and more broadly to the student and staff community to assist in building awareness of academic misconduct and a culture that supports academic integrity.

Associated information

Related Internal Documents	Student Academic Integrity and Academic Misconduct Procedure Assessment Policy Course Design Policy Records and Data Management Policy Staff Academic Integrity and Misconduct Policy. Student Complaints, Grievances and Appeals Policy Student Non-Academic Conduct and Misconduct Policy Work-Integrated Learning Placement Policy Glossary of Terms
Related Legislation, Standards and Codes	<i>The Tertiary Education Quality and Standards Agency Act 2011</i> <i>Education Services for Overseas Students (ESOS) Act 2000</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> TEQSA Good Practice Note: Addressing contract cheating to safeguard academic integrity, Oct 2017 TEQSA Guidance Note: Academic Integrity, Version 1.2
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Change history

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Change Summary	12-Dec-19	V1.0 Draft for consideration by Academic Board (AB) 20 Dec 19
	18-May-20	V1.1 Revised draft approved by AB 7 Feb 20 and not endorsed by Board of Directors (BoD) with requested amendments approved AB 27 Apr 20 and recommended for endorsement by BoD 5-Jun-20
	27-Jul-20	V1.2 revised version endorsed by BoD 5-Jun-20 plus administrative updates
	18-Nov-22	V1.3 minor amendments re AI tools (add cl 9-12, 17a)vii-ix, amend 17f)) and administrative updates endorsed by Chair AB and AD 18-Nov-22 BoD meeting
	5-Oct-23	V1.4 administrative updates following TEQSA registration

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