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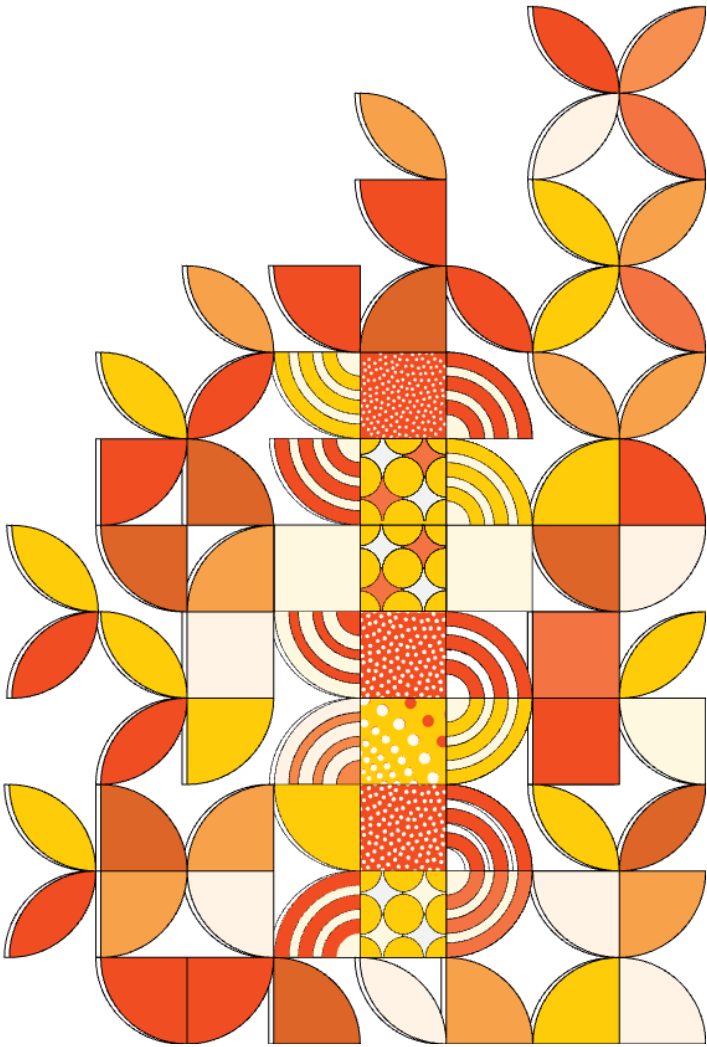
Academic Honesty and Integrity Procedure



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EDUCATION for EMPLOYMENT:
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SECTION 1

Purpose

1. The purpose of this document is to set out the procedure the Institute of Health and Management (IHM) will follow and use to ensure that standards of academic honesty and integrity befitting of a higher education institute are maintained.

Scope

2. This procedure applies to all documents and media produced by IHM staff and students, including but not limited to:
   a) Work produced by students in response to assessment tasks,
   b) Documents produced by staff such as curricula, study guides, research papers by staff and students and marketing materials.

Definitions

3. Definitions for key terms are presented in the Glossary of Terms.

Suite documents

4. This Policy is linked to the following Procedure:
   a) Academic Honesty and Integrity Policy
   b) Other documents as listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Guidelines

5. **Guidelines for students**

5.1 Generative Artificial Intelligence is evolving rapidly, IHM students are advised to use these tools critically, effectively, and ethically.

5.2 IHM encourages students to develop the awareness, knowledge, and skills to use these technologies ethically and responsibly as digitally fluent citizens.

5.3 Students need to develop Artificial Intelligence literacy skills in addition to traditional information literacy skills and generic digital literacy skills. Artificial Intelligence literacy skills enable individuals to critically evaluate Artificial Intelligence technologies, communicate and collaborate effectively with Artificial Intelligence, and use Artificial Intelligence as a tool online, at home, and in the workplace.

5.4 Students should use Artificial Intelligence models in ethical and responsible ways that are consistent with IHM's learning, assessment and Academic Honesty and Integrity Policy and procedure, and the terms of use of the Artificial Intelligence providers.

5.5 Ethical use of generative Artificial Intelligence includes an obligation to follow IHM's policy, procedure, and guidelines regarding academic activities, including the use of generative Artificial Intelligence in any unit or course, and with an understanding that it may not be appropriate to use generative Artificial Intelligence in all circumstances.

5.6 Students should check any output from generative Artificial Intelligence against reliable sources of information and understand that they will be responsible for any errors or omissions in material generated by Artificial Intelligence.

5.7 Students are required to identify Artificial Intelligence models, tools and/or prompts that are appropriate for their discipline and acknowledge the use of Artificial Intelligence in written assessments following the Referencing and Style Guide (see Section on *Artificial Intelligence Outputs*).

5.8 If it is not possible to identify and cite the original sources used in the written assignment or report developed by using Artificial Intelligence tools, this may result in a finding of plagiarism and academic misconduct.

5.9 Students also need to be aware of the possibility of "hallucinated references" or the tendency of generative Artificial Intelligence language models to make up references from constituent parts of actual references.

5.10 Students should acknowledge the use of generative Artificial Intelligence language models in assessment tasks, following IHM policy and procedure. The student should describe the way they have used the tool and integrate the results into their work as appropriate to the specific guidelines within their discipline, unit or course.

5.11 The unauthorised use of Artificial Intelligence language models or paraphrasing tools may be a form of cheating and may result in academic misconduct. Students must make sure that the final product is their own work and not just copied from an Artificial Intelligence generator.

5.12 Students need to be aware that using the output from Artificial Intelligence models without appropriate acknowledgment may constitute academic misconduct. If unsure, students should confirm assessment requirements with teaching staff or seek advice on how to acknowledge the output from Artificial Intelligence from academic support services, such as their library or other academic services.

5.13 Where appropriate, students should familiarise themselves with any relevant expectations of or constraints on the use of generative Artificial Intelligence related to their future professional accreditation and be aware that these may be updated.

6. **Guidelines for academic staff**

6.1 Academic staff will help students to develop capabilities in the ethical use of generative Artificial Intelligence relevant to their discipline and future professional practice through ethical engagement with generative Artificial Intelligence tools in learning and teaching activities and assessment.

6.2 Existing and likely future uses of Artificial Intelligence in professional contexts and in platforms such as Microsoft Office and search engines need to be considered when developing unit or course learning outcomes, activities, and assessments.

6.3 Expectations regarding the appropriate use of generative Artificial Intelligence in assessment tasks and learning activities should be consistent with IHM policies and clearly communicated to students via instructions in student-facing documents such as Unit Outlines and the learning management system. Expectations should align with Artificial Intelligence provider terms of use and with curriculum requirements.

6.4 To ensure procedural fairness, it is important to communicate to students any inappropriate uses of generative Artificial Intelligence that may result in breaches of academic integrity.

6.5 Students should be aware that they are risking academic misconduct if using generative Artificial Intelligence without appropriate acknowledgement in accordance with referencing guidelines provided by IHM.

6.6 Having conversations with students early in regard to units and courses will improve a shared understanding of how and when they can use Artificial Intelligence tools.

6.7 Staff should educate students on how and when generative Artificial Intelligence cam be used and acknowledged.

6.8 Staff should make students aware of the limitations of generative Artificial Intelligence such as *biased or negative responses due to interaction with a "raw model"*; limitation of *Artificial Intelligence hallucinations* (which occurs when the system provides a response that is not factual, and which may be due to inadequate training of the model or the system's inability to interpret specific data); and the limitation of *currency*.

6.9 Artificial Intelligence tools may be used within IHM policy, procedure and guidelines to support learning and assessment development and design (example: to generate assessments, feedback forms and exams). However, critical evaluation of generative Artificial Intelligence output is required to ensure appropriateness against learning outcomes.

6.10 Unit and course learning outcomes, assessment tasks and marking criteria may require review to incorporate the ethical use of generative Artificial Intelligence, or to indicate when such use of use of generative Artificial Intelligence is not permitted, following IHM policies, procedures and guidelines.

6.11 In designing formative and summative assessment tasks, teaching staff should consider the capabilities of generative Artificial Intelligence. For example, assessment tasks that award marks for summarising a topic area

and online quizzes may no longer be useful measures of student achievement and new approaches may be required to promote critical thinking, creativity and originality.

7. **Guidelines for student support staff**

7.1 All academic and student support staff (including library and teaching staff) are encouraged to support students to develop academic skills and academic integrity by:

a) Promoting the ethical and responsible use of Artificial Intelligence tools in academic writing and research.

b) Providing guidance on correct attribution and acknowledgement conventions to be used when incorporating generative Artificial Intelligence outputs.

c) Providing advice and training to enable and enhance effective use of Artificial Intelligence tools.

d) Providing information and links to approved Artificial Intelligence tools that are available for students.

Procedure for Students

8. **Academic Integrity procedure when using Artificial Intelligence**

8.1 All work submitted by an individual students must be their own. In case of group work, the individual contribution of each student must be their own work.

8.2 Students should ensure that the use of Artificial Intelligence does not compromise the integrity of the work.

8.3 If a student uses Artificial Intelligence software such as ChatGPT or Quilbot to generate material for assessment that they represent as their own ideas, research and/or analysis, they are **NOT** submitting their own work.

8.4 If a student uses Artificial Intelligence generated material in the preparation of their assessment submission, this must be appropriately acknowledged, disclosed and cited in their work, where relevant, in accordance with the Referencing and Style Guide (see Sections on *Artificial Intelligence Outputs* and *Preparing Assignments*).

8.5 Where Artificial Intelligence software has been used in the preparation of submitted work, students may be required to provide evidence of the prompts and transcripts to qualify the nature and extent of use of Artificial Intelligence software.

8.6 Students should ensure that the use of Artificial Intelligence is transparent and accountable, which includes documenting the use of Artificial Intelligence and making information available to relevant staff whenever requested.

8.7 Knowingly using a third party, Artificial Intelligence technologies, to write or produce any work (paid or unpaid) that a student submits as their own work for assessment is deliberate cheating and is considered as academic misconduct.

Artificial Intelligence Academic Integrity Decision Steps and Matric (integrated)

9. Use this decision support tool when the suspected breach relates to inappropriate use of Generative Artificial Intelligence. Apply it alongside the existing procedural fairness requirement and record keeping requirements.

10. **Procedural safeguards (mandatory)**

10.1 Before finalising any outcome (including Artificial Intelligence allegations), decision makers must confirm:

a) The student has been informed of the allegations and relevant evidence

b) The student has had a genuine opportunity to response (including providing drafts, notes, prompts and transcripts where relevant)

c) The evidence base includes more than automated detection tools (example: makers' observations, referencing checks, oral clarification, drafts/version history)

d) The proposed outcome is consistent with comparable cases and the penalties framework in this Procedure

e) Reasons for the decision are recorded and are defensible

f) Automated Artificial Intelligence detection outputs must be relied upon as the sole evidence for a finding.

Step 1: Establish Assessment Context (threshold Question)

Q1. What did the assessment instructions say about Artificial Intelligence?

Assessment Rule	Proceed to
AI explicitly **prohibited**	Step 2 (high scrutiny), then step 4-8 as needed
AI **permitted with limits**	Step 2 & 3 (contextual scrutiny) and then step 4-8 as needed
AI **permitted / encouraged**	Step 3 -4 (disclosure & impact focus), then step 5-8 if needed (gaps in referencing and required disclosure)

Step 2: Identify type of Artificial Intelligence use

Category of AI Use	Examples	Risk Level
Language/mechanical assistance	grammar, spelling, formatting	Low
Structural support	outlines, headings, paragraph order	Low–Medium
Idea generation	brainstorming prompts, topic suggestions	Medium

Paraphrasing / rewriting	Quilbot-style rewriting	Medium–High
Content generation	answers, analysis, reflections	High
Reference generation	fabricated / hallucinated sources	High
Real-time substitution	exams, timed tasks	Very High

Step 3: Disclosure and transparency

Q2. Was Artificial Intelligence use disclosed as required by the assessment instructions and IHM referencing guidance?

Disclosure Status	Interpretation
Fully disclosed and accurate	Mitigating factor
Partially disclosed	Aggravating factor
Not disclosed	Strong aggravating factor: may itself constitute misconduct where disclosure was required
Denied but evidence suggests use	Serious concern: proceed via breach/misconduct investigation processes

Policy alignment: Non-disclosure may itself constitute misconduct, even if AI use might otherwise have been permitted.

Step 4: Intent and student context

Q3. On the balance of probabilities, what is the most likely intent? (Intent must be considered, not presumed)

Indicator	Likely Interpretation
First-year / transition student	Possible inadvertence/limited use
International student adjusting to norms	Possible misunderstanding
Clear instructions were provided and ignored	Likely negligence or intent
Prior integrity breach	Escalating intent
Student unable to explain work	Strong indicator of misconduct
Use of fabricated references	Strong indicator of deliberate conduct
Prior integrity history	Escalates seriousness and response

Step 5: Impact on learning outcomes / assessment validity

Q4. To what extent did Artificial Intelligence use undermine assessment validity and demonstration of learning outcomes?

Impact Level	Description
Minimal	Editing only; learning outcomes still demonstrably met by the student
Moderate	Partial substitution of thinking/structure
Substantial	Core analysis or reflection generated by Artificial Intelligence
Complete	Student contribution not demonstrable

STEP 6: Decision Matrix - Indicative Outcomes (apply the Procedure's existing status/penalty pathways)

Breach Level	Description	Indicative Outcome
No Breach / Educative Response	• Artificial Intelligence use permitted or unclear • Use limited to low-risk categories • Full disclosure • Minimal impact on learning outcomes • No prior history	• No breach recorded • Educative advice issued • Guidance documented (noted in integrity register as advice)
Minor Breach / Formal Warning	• AI used beyond guidance but without clear intent • Partial or unclear disclosure • Moderate impact on learning outcomes • First occurrence	• Formal warning • Educational intervention required • Entry in Academic Integrity Register
Academic Misconduct	• Undisclosed AI use • AI used to generate substantive content • Clear breach of assessment instructions • Student explanation inconsistent or implausible	• Academic misconduct finding • Penalty per procedure (e.g. reduced mark, fail) • Recorded in Academic Integrity Register
Serious Academic Misconduct	• AI used to wholly substitute student work • Fabricated references used knowingly • Use in exams or controlled assessments • Repeat offence or deliberate deception • Health / public safety implications	• Serious misconduct finding • Escalation under Student Misconduct framework • Possible placement / fitness-to-practise review (where applicable)

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11. **Similarity check procedure for student assignments**

11.1 Before submitting any written assignment, students are required to:

a) Check and confirm the similarity report by uploading their assessment using the Turnitin link included in the Learning Management System (LMS) (Canvas and AceLms), accessible via the assignment submission function.

b) Download a similarity report by using Turnitin to review detected similarities.

c) Check the highlighted words and phrases in the report, utilising the filters available to reduce the rate of false positives incurred from quotes, names, or proper terms.

d) Make amendments to the identified risk content as necessary and then resubmit the amended assignment with a new similarity report before the assessment due date.

11.2 Students are advised that each assignment they submit will be reviewed in context irrespective of any similarity score produced by Turnitin.

12. **Ethical consideration and academic honesty when using Artificial Intelligence**

12.1 Students must ensure that the use of Artificial Intelligence in academic work adheres to ethical considerations, including the privacy of individuals and the protection of data.

12.2 Students must consult with academic staff if they are unsure of the ethical implications of using Artificial Intelligence in their academic work.

12.3 Students are expected to uphold the principles of academic honesty, including not plagiarizing or falsifying academic work, even when using Artificial Intelligence.

12.4 Students should ensure that the use of Artificial Intelligence does not infringe on the academic integrity of their work.

Procedure for Staff

13. **General principles of managing breaches of academic integrity**

13.1 IHM supports an educative response to first-time breaches of academic integrity where this is appropriate and possible.

13.2 All instances of potential breach of academic integrity are reviewed by at least 1 academic staff member before determining if and what penalties and further actions are deemed appropriate in accordance with this HM procedure.

13.3 Students may appeal any decisions or actions taken in this process as per IHM Student Complaints and Appeals Policy and Procedure.

13.4 Any potential breach of academic integrity is reviewed and investigated according to IHM endeavouring that

no person will suffer any discrimination or victimisation as a result of raising an allegation in good faith.

13.5 IHM staff involved in reviewing/investigating any breaches of policy and procedure are to conduct their activities based on a fair hearing and will respect the privacy and confidentiality of all parties.

13.6 Each academic staff must have strategies in place to ensure that students receive appropriate education about, and support to fulfil, the IHM's expectations of students in terms of academic honesty and integrity.

13.7 It is the duty of the academic staff member who detects a potential breach of academic integrity to review available evidence and assess if further action is required.

14. Identifying breaches of academic integrity

14.1 Potential breaches of academic integrity are primarily identified through:

a) Assessment marking and moderation procedures;

b) Plagiarism checking tools; and

c) Observation from academic team members.

14.2 **Assessments:** Work submitted as per assessment methods are reviewed for originality, authorship and scholarship. Incorrect or failure to properly cite source material as per assessment criteria is considered a breach of academic integrity. Paraphrasing that is not properly cited acknowledges the evidence source or implies false authorship constitutes a breach of academic integrity.

14.3 **Plagiarism checking tools:** IHM employs an automated plagiarism detection tool (Turnitin). Any similarity detected indicates a potential breach of academic integrity and will be reviewed by the academic staff member to assess if further investigation is required as per Clause 13.

14.4 **Observation:** by any academic staff member that a student may have breached academic integrity by collusion, plagiarism, contract cheating, academic fraud, non-compliance, solicitation or other activities as advised by the IHM academic honesty and integrity policy are to be reviewed by a senior member of the academic team to assess if a breach is deemed to have occurred or not.

15. Reviewing potential breaches of academic integrity

15.1 All potential breaches of academic integrity are to be registered in the academic integrity register (see Clause 16), and the outcome of all decisions regarding status, penalties and further actions will be recorded.

15.2 Upon initial review of the evidence available to the academic staff member, if a breach is not found to be likely the instructor can report that they do not deem a breach of academic integrity has occurred as part of standard academic reporting processes.

15.3 If the instructor deems a breach of academic integrity to have been likely, the course coordinator must be notified with a request to review the available evidence to determine collective agreement if the breach was indeed likely or not.

15.4 If the course coordinator also deems the breach to have been likely, the student is to be notified in writing with advice regarding the course of action to follow.

15.5 In the instance of failure to properly acknowledge or properly cite use of Artificial Intelligence that has been confirmed by the student, supporting evidence of prompts and transcripts used in generating the assessment content may be requested to assist in review and decision-making.

16. Monitoring academic integrity breaches

16.1 Upon receipt of any work submitted by a student in response to an assessment task, academic staff are required to:

a) Ensure that the student has signed a Plagiarism Declaration and review a Turnitin similarity report where applicable (for written work) and that the report matches the submitted assignment.

b) For written assignments, check the highlighted words and phrases in the similarity report utilising the filters and contextual and scholarly judgement to assess validity of the detection by the plagiarism checking tool.

17. Initial determination of breach status

17.1 When a breach of academic integrity has been judged probable, and verified by at least one other member of the academic staff, a decision regarding the status of the potential breach will be determined as follows:

a) The lecturer determines whether the breach was likely unintended or deliberate with knowledge of the actions constituting a breach of academic integrity.

b) If the breach is the first occurrence for the student, an Academic Integrity Warning may be used to require the student alleged to have committed a minor breach to undertake an educative action.

c) Academic Integrity Warnings are not considered academic misconduct or a penalty for that.

d) If the breach is determined to be the first occurrence but is of a serious type (such as cheating, plagiarism, or collusion) or when the occurrence is determined not to be a first occurrence then the breach will be investigated as potential academic misconduct.

18. Academic integrity breach as academic misconduct

18.1 Academic misconduct is a deliberate and planned action that undermines academic integrity.

18.2 Subject to clause 15.1.c), allegations of academic integrity breaches will be reported in a **prescribed form** to the relevant Head of School for further investigation.

19. **Investigation of academic integrity breaches**

19.1 If the Head of School decides for further investigation, they will appoint an **Academic Integrity Panel** comprising the Academic Integrity Officer, the relevant Course Coordinator (not being the complainant), and a lecturer from a School different to the school to which the respondent student belongs.

19.2 A member of Student Representative Council will be invited to be an observer on the Panel.

19.3 Following the decision to investigate the breach, the **Academic Integrity Officer** must notify the student of the allegation and the process and inform the student of their right to participate and bring in a support person.

19.4 The Panel will investigate the allegation at a hearing attended by the student and will consider all relevant evidence.

19.5 The student may be accompanied by a support person (not being under the age of 18) at the hearing.

19.6 If the student declines to attend the hearing or fails to the attend the hearing, the Panel will continue with the investigation in their absence.

19.7 The Panel will complete the investigation within five (5) working days from the day a decision to investigate was made by the Head of School.

20. **Imposition of penalty, notification of outcomes**

20.1 If the Panel decides that the student breached academic integrity, they will recommend an appropriate penalty in accordance with policies and procedures relating to the academic integrity and student misconduct.

20.2 The relevant Head of School will confirm that the recommended penalty is appropriate and will then issue an outcome letter to the student within three (3) working days from the day the Panel concluded the investigation.

20.3 The outcome letter must inform the student of their rights and obligations, especially their right to seek an internal review and make an appeal.

21. **Internal review and appeal**

21.1 If unsatisfied by the outcome, the student may apply to the Academic Dean to get the outcome reviewed.

21.2 The Academic Dean has the power to review the decision and award an appropriate penalty for the breach.

21.3 Any request to the Academic Dean for the review of the decision of penalty will be completed within three (3) working days from the receipt of such request.

21.4 If unsatisfied by the Academic Dean's decision, the student may appeal to the IHM Appeals Committee in accordance with the Student Complaints and Appeals Procedure.

22. **Penalties for breaching academic integrity**

22.1 Penalties may be imposed only in accordance with this Procedure.

22.2 Once imposed, all penalty decisions should be recorded in the **Academic Integrity Register**.

22.3 The penalties per type of breach are described in Table 1 below.

Table 1: Penalty against Types of Breaches of Academic Integrity

Detection Type:	Similarity/Authorship	Assessment	Observation
Detection Format:	Automated	Manual	Manual
Evidence format:	Turnitin Report	Marking by Rubric	Engagement in teaching, learning and/or assessment activities
Breach type:	Plagiarism	Collusion, Plagiarism, Falsified citations	Collusion, contract cheating, Academic Fraud, Non-Compliance, Solicitation
Penalty on 1st Breach	• Formative guidance and education support • Marking proceeds excluding flagged content	Formative guidance and education support	Report to the course-coordinator for further investigation
Penalty beyond 1st Breach	• Resubmission with 50% marks limit. • Supplementary verbal interview with 50% marks.		
	• Supplementary or resubmission decisions MUST be approved by the Head of School. • Approved resubmissions and supplementary assessments should be enacted withing 5 working days.		

20 **Communication with the student**

20.1 The student will be promptly communicated at all stages of the investigation and determination processes.

20.2 The Academic Integrity Officer will ensure that the Course Coordinator is informed of the outcomes of investigation under this Procedure.

21 **Academic Integrity Register**

21.1 A register will be maintained to record:

a) Breaches of academic integrity as reported by educators.

b) All entries, including assessment (review) of the allegation, investigation, and decision outcomes.

c) Warnings that have been given to students even where no formal action for academic misconduct has been taken.

d) Penalties applied in response to instances of breaches of academic integrity.

e) Any other relevant information.

22 **Minimum case record requirements (Documentation and Monitoring)**

22.1 For each case, records should include (as applicable):

a) assessment context and any Artificial Intelligence related rules/limits (including disclosure requirements)
b) evidence relied upon (e.g., similarity reports, referencing checks, drafts/version history, student explanation)
c) rationale for the outcome and penalty (where applied)
d) link/reference to the relevant Academic Integrity Register entry and any correspondence with the student
e) IHM must periodically review aggregate register data to monitor trends, ensure consistency in outcomes, and identify assessment design or support interventions that reduce integrity risk.

SECTION 3

Associated information

Related Internal Documents	• Academic Honesty and Integrity Policy • Copyright Policy for Students • Learning and Teaching Policy • Learning and Teaching Procedure • Student Academic Progression Policy • Student Academic Progression Procedure • Student Assessment and Examination Policy • Student Assessment and Examination Procedure • Referencing and Style Guide • Student Code of Conduct • Student Code of Conduct Implementation Guidelines • Student Complaints and Appeals Policy • Student Complaints and Appeals Procedure • Student Misconduct Policy • Student Misconduct Procedure • Student Support Framework • Student Support Services Policy • Student Support Services Procedure
Related Legislation, Standards, and Codes	• Tertiary Education and Quality Standards Agency Act 2011 • https://www.teqsa.gov.au/students/artificial-intelligence-advice-

	students • https://www.open.edu.au/advice/insights/ethical-way-to-use-chatgpt-as-a-student • https://www.teqsa.gov.au/sites/default/files/2023-04/aain-generative-ai-guidelines.pdf • Higher Education Standards Framework (Threshold Standards) 2021 • TEQSA Guidance Note: Academic integrity
Date Approved	14/05/2025
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Approval Authority	Academic Board (endorsed by Board of Directors)
Responsibility for implementation	Academic Dean
Document Custodian	Director of Studies
IHM Doc ID	IHM-AHIP2-5.2

Change History

Version Control		
Change Summary	**Date**	Short description of the change, incl version number, changes, who considered, approved etc
Version 3.0	07/01/2021	Version 3 amended as: • Added definitions • Principles and contract cheating to the policy • version 3, approved by Academic Board
Version 3.1	07/03/2021	Version 3.1 amended as follows: • Added Clause 13. c) • Minor edits • Approved by Academic Board on 26/04/2023
Version 4.0	15/05/2023	Version 4.0 amended as follows: • Inclusion of definitions of AI • Academic Integrity Procedure when using AI • Related legislations, standards and codes updated
Version 4.1	23/11/2023	Version 4.1 amended as follows: • The definitions have been relocated to the IHM Glossary of Terms, and the template has been updated.
Version 5.0	14/06/2024	Version 5.0 amended as follows: • Expansion of content regarding artificial intelligence, • Revision of identifying, reporting and penalties for breaches • Revision to distinguish between breach and misconduct • Re-ordered sections

		• Feedback from Academic Board incorporated • Approved by Academic Board on 14/06/2024
Version 5.1	06/01/2025	• Version 5.1 with minor editorial changes including clarifying Artificial Intelligence vs Academic Integrity acronyms, alignment to Policy and procedural guidance for grading. • Suggestions and requirements from ANMAC Bachelor of Nursing audit/assessment panel addressed. Board endorsed 21/05/2025.
Version 5.2	02/03/2026	• Integrated Generative Artificial Intelligence academic integrity decision-support steps and decision matrix into the Procedure • Added Artificial Intelligence specific procedural safeguards and minimum documentation/record-keeping requirements (including guidance not to rely solely on Artificial Intelligence detection outputs