

Academic Honesty and Integrity Procedure



Institute of Health &
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SECTION 1

Purpose

1. The purpose of this document is to set out the procedures the Institute of Health & 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. The following definitions have their meaning as implied out below:
 - a) **Academic fraud** - A form of academic dishonesty that occurs when a person makes false representation to gain unfair advantage.
 - b) **Academic integrity** - Relates to honest and responsible scholarship through students creating and expressing their ideas, acknowledging all sources of information, completing all work, e.g., assessment tasks independently and/or, acknowledging any collaboration.
 - c) **AI hallucination** - is the result when a generative AI system provides a response that is not factual.
 - d) **Artificial Intelligence (AI)** - is the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings.³
 - e) **Artificial intelligence literacy** - is a set of competencies that enables individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace.⁴
 - f) **Assessment** - The process of attributing value to the outcome of a task a student undertakes.
 - g) **Assessment task** - Includes, but is not limited to essays, tests, examinations, laboratory, field, and clinical work, workplace learning tasks, portfolios, projects, productions, presentations, performances, and online activities.
 - h) **Breach of copyright** - Is defined as the commission of an act that is disallowed, either explicitly or implicitly, by the *Copyright Act 1968* (the Act) and subsequent amendments.
 - i) **ChatGPT (Generative Pre-trained Transformer)** - is a large language model developed by OpenAI, designed to engage in natural language conversations with users. It uses deep learning algorithms to understand and respond to a wide variety of questions and prompts in a conversational manner.

³ Definition adapted from Copeland, 2023 (Link: <https://www.britannica.com/technology/artificial-intelligence>, assessed 04 May 2023)

⁴ Definition adapted from Long, & Magerko, 2020 (Link: <https://dl.acm.org/doi/10.1145/3313831.3376727>, assessed on 04 May 2023)



- j) **Cheating** - Describes an act of academic misconduct through which a student attempts to gain unfair advantage in admission to a course or in an assessment task.
- k) **Contract cheating** - Includes paid and unpaid arrangements made through a third party, which includes friends/family allowing another person or using artificial intelligence to complete part or all of an assessment or examination.
- l) **Copyright** - Copyright in Australia is governed by the Australian *Copyright Act 1968* (the Act). This legislation gives the owner of the copyright in literary, dramatic, musical, and artistic works, sound recordings, films, and broadcasts exclusive rights to use those works. The types of uses include the right to reproduce/copy a work, publish, perform in public, and/or communicate the work to the public via electronic means - including making it available online or sending it via email. Permission needs to be obtained from the owner of copyright.
- m) **Duplicate submission** - Resubmitting or largely reusing previously assessed work.
- n) **Examination cheating** - Includes any of the following examples: Accessing/obtaining an advance copy of an examination paper unless otherwise authorised, e.g., a 'seen' paper, communicating with or copying from, another person/s during an examination, or bringing into, or receiving unauthorized material/information during an examination.
- o) **Generative Artificial Intelligence** - Generative Artificial Intelligence (GAI) is an AI model capable of generating text, images, code, video, and audio. Large Language Models (LLMs) such as ChatGPT and Copilot produce text from large datasets in response to text prompts.
- p) **Hallucinated references** - are fake references that are generated by generative AI language models, and that are made up of constituent parts (e.g., authors, journal titles, etc.) taken from actual references.
- q) **Impersonation** - Pretending to be another student and completing an assessment task/exam on their behalf.
- r) **Prevention of plagiarism and collusion** - Refer to the assessment task procedures/processes, including administration and marking, that prevent or minimize plagiarism and collusion.
- s) **Solicitation** - Occurs when a student or external agency requests, offers, encourages, induces, or advertises for another individual/student to contract, commission, pay, procure, or complete on their behalf, assessment tasks or other items that are likely to result in their use for cheating, misrepresentation and/or plagiarism. A student who willingly assists another to circumvent the purpose of assessment through solicitation, cheating, misrepresentation, or plagiarism (for example by willingly sharing their work, giving them access to their work or, advertising the availability of their work or someone else's work) is also breaching academic integrity and may be subject to disciplinary action.

Suite documents

- 4. This Policy is linked to the following Procedure:
 - c) Academic Honesty and Integrity Policy
 - d) See also the Associated Information listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Procedure

5. Similarity check procedure for student assignments

Before submitting any written assignment, students are required to:

- a) Check and confirm the similarity report by uploading his/her assessment using the Turnitin link included in the Learning Management System (LMS) for the unit.
- b) Download a similarity report where applicable, the assessments will not be acceptable for marking if the similarity score is above 15%.
- c) Check the highlighted words and phrases in the report and ensure that these are legitimate similarities, such as:
 - a. names of organizations
 - b. titles, quotes that have been correctly cited; or
 - c. common phrases such as idiomatic expressions
- d) Make amendments as necessary and then resubmit the amended assignment to LMS and confirm the similarity report before the assessment due date.

6. Academic Integrity procedure when using artificial intelligence (AI)

- a) All work submitted by an individual student must be their own. In case of group work, the individual contribution of each student must be their own work.
- b) Student should only use AI in academic work where it is appropriate and adds value to the research or education process. Student should ensure that the use of AI does not compromise the integrity of the work.
- c) If a student uses AI 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.
- d) Knowingly having a third party, AI technologies, 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.
- e) If a student uses AI generated material in the preparation of their assessment submission, this must be appropriately acknowledged, disclosed and cited in their work where relevant accordance with the Student Assessment and examination Policy and Procedure.
- f) Student should ensure that the use of AI is transparent and accountable, which includes documenting the use of AI and making information available to relevant staff whenever requested.

7. Ethical consideration and academic honesty when using AI

- a) Students must ensure that the use of AI in academic work adheres to ethical considerations including privacy of individuals and the protection of data.
- b) Student must consult with academic staff if he/she is unsure of the ethical implications of using AI in their academic work.
- c) Students are expected to uphold the principles of academic honesty including not plagiarizing or falsifying academic work even when using AI.
- d) Students should ensure that the use of AI does not infringe on the academic integrity of their work.

8. Breached of academic integrity and application of penalties

- a) IHM supports an educative response to first-time academic misconduct, plagiarism or collusion incidences where this is appropriate and possible.
- b) In accordance with Student Misconduct Policy and Procedure, IHM provides guidelines and assistance and awareness that students who fail to maintain academic integrity will be penalised under academic misconduct.
- c) IHM will provide students and staff who make an allegation of academic misconduct, or about whom an allegation is made, the opportunity to formally present their case. IHM will make sure that no person will suffer any discrimination or victimisation as a result of raising an allegation in good faith.
- d) IHM staff who are responsible for investigation an allegation of academic misconduct reach conclusions based on a fair hearing and will respect the privacy and confidentiality of all parties.
- e) Each academic staff must have strategies in place to ensure that students receives appropriate education about, and support to fulfil, the IHM's expectations of students in terms of academic honesty.

9. Detecting breaches of academic Integrity

- a) Potential breached of academic integrity can be detected by following below detection strategies:
 - a. Using search engines to find sites that students are likely to find by using a likely search phrases.
 - b. Letting students know of their awareness of particular sites; or
 - c. Making use of content matching or software authenticity.
- b) Students are required to follow below process in case of potential breaches:
 - a. Discuss or explain components of their assessment tasks; and/or
 - b. Use content matching software to assist in verifying that original work has been submitted, and/or to supply reports generated by such software as part of the conditions of assessment for particular subjects or particular assessment items. The use of content matching software for this purpose must be clearly stated in the subject outline for the particular subject; and/or
 - c. Authenticate their learning on the assessment task, for example, by showing notes/drafts/resource materials used in the preparation of the task.

10. Steps in Recording, Monitoring and Reporting on Academic Integrity Breaches

- a) 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 included a signed Plagiarism Declaration document and 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 and ensure that they are legitimate similarities, such as: names of organisations, titles, quotes that have been correctly cited; or common phrases such as idiomatic expressions.
- b) Report misconduct and initial determination:
 - a. The allegation of academic misconduct must be reported to the Course Coordinator or delegates.
 - b. The lecturer determines what sort of response is to be taken such as, if the allegation is an unintended, minor, or major breach of the policy.

- c. The student must be warned that a formal allegation of academic misconduct will be undertaken.
- d. Upon a verbal challenge, if the lecturer is convinced that it is not the work of the student, the student may be given a fail or no mark or the resubmission for that assessment.
- e. The student may ask to attend a meeting with the Course Coordinator or delegate to discuss the assessment task in which the academic misconduct is suspected to have occurred.
- f. The student may bring the support person to the meeting.
- g. The student must be warned that the meeting may lead to formalising an allegation of misconduct.
- h. During the discussion meeting, if the staff discovers that the incidence of misconduct was minor or unintended, the staff may implement an educative response.
- i. If staff discovers that deliberate and significant misconduct has occurred, the Course Coordinator must end the meeting and advise the student about disciplinary process. The Course Coordinator must refer the matter to the Head of School in the form of a written report.
- c) Notifying the student:
 - a. If the Head of school decides that an allegation of academic misconduct against a student is to be investigated, the Academic Director must discuss the matter in the Academic Board and notify the student of the allegation and the process.
- d) Investigate allegations (Hearing):
 - a. The committee investigates the allegations at a hearing attended by the student.
 - b. The student may have a support person at the hearing.
 - c. The committee decides, imposes any penalties deemed appropriate in accordance with the Academic Board final decision.
- e) Inform student of the decision:
 - a. The Head of School or delegate informs the student of the decision, any penalties that have been applied, and the right to appeal the decision.
 - b. The Head of School or delegate also informs the Student Support Services who updates the student record.

11. Penalties for Academic Dishonesty

Following are the penalties that would apply to learners who involve themselves in Academic dishonesty:

- a) Be issued with warning letter(s).
- b) Student may be required to resubmit, or revise and resubmit, the whole or part of the assessment, examination, or research where the student will obtain a maximum grade of 50% for the unit.
- c) Their enrolment may be suspended/terminated the student.

12. Academic Integrity Warnings Register

A register will be maintained to record:

- a) Warnings that have been given to students about plagiarism or collusion, even where no formal action has been taken or penalty applied.
- b) Penalties applied and the nature of those penalties.

21. Guidelines for students

- a) Generative AI are evolving rapidly, IHM students are advised to use these tools critically, effectively and ethically.
- b) IHM encourages students to develop the awareness, knowledge and skills to use these technologies ethically and responsibly as digitally fluent citizens.
- c) Students need to develop AI literacy skills, in addition to traditional information literacy skills and generic digital literacy skills. AI literacy skills enable individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace.⁵
- d) Students should use AI models in ethical and responsible ways that are consistent with their institution's learning, assessment and Academic Honesty and Integrity Policies and procedures, and the terms of use of the AI providers.
- e) Ethical use of generative AI includes an obligation to follow IHM's policy, procedure, and guidelines regarding the use of generative AI in any unit or course, and an understanding that it may not be appropriate to use generative AI in all circumstances. Students should follow IHM policy, procedure and guidelines.
- f) Students should check any output from generative AI against reliable sources of information and understand that they will be responsible for any errors or omissions in material generated by AI.
- g) Students are required to identify AI models, tools and/or prompts that are appropriate for their discipline and acknowledge the use of AI in written assessments following any guidelines provided by their institution. If it is not possible to identify and cite the original sources used in output from AI, this may result in plagiarism and academic misconduct. Students also need to be aware of the possibility of "hallucinated references" or the tendency of generative AI language models to make up references from constituent parts of actual references.
- h) Students should acknowledge the use of generative AI language models in assessment tasks, following IHM policy and procedure. 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.
- i) The unauthorised use of AI language models or paraphrasing tools may be a form of cheating and may result in academic misconduct. Student must make sure that the final product is his/her own work, and not just copied from an AI generator.
- j) Students need to be aware that using the output from AI models without appropriate acknowledgement may constitute academic misconduct. If unsure, students should confirm

⁵ Definition adapted from Long, & Magerko, 2020 (Link: <https://dl.acm.org/doi/10.1145/3313831.3376727>, assessed on 04 May 2023)

assessment requirements with teaching staff or seek advice on how to acknowledge the output from AI from academic support services, such as their library or other academic services.

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

22. Guidelines for academic and teaching staff

- a) All students will need to develop capabilities in the ethical use of generative AI relevant to their discipline and future professional practice through ethical engagement with generative AI tools in learning and teaching activities and assessment. Existing and likely future uses of AI 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 assessment.
- b) Expectations regarding the appropriate use of generative AI in assessment tasks and learning activities should be consistent with IHM policy, procedure and guidelines, which require clear communication to students. This includes clear instructions in student facing documentation, for example, in learning guides and through the learning management system. Expectations should align with AI provider terms of use and with curriculum requirements.
- c) To ensure procedural fairness, it is important to communicate to students any inappropriate uses of generative AI that may result in academic misconduct. Students should be aware of the potential for detection software (e.g., Turnitin) to detect generative AI use and that they are risking academic misconduct if using generative AI without appropriate acknowledgement by following the referencing guidelines provided by IHM.
- d) Having conversations with students early in units and courses will improve a shared understanding of how and when they can use AI tools. Students will benefit from examples of how and when generative AI has been used and acknowledged, and which tools to use.
- e) Students should be aware of the limits of generative AI. Limitations of generative AI include biased or negative responses due to interaction with a “raw model”. Another limitation is the potential for “AI hallucinations” which results when the system provides a response that is not factual. This may be due to inadequate training of the model or the system’s inability to interpret specific data. A further limitation is that of currency; the responses given by the generative AI model will only be as up to date as the information in its training data.
- f) AI tools may be used within IHM policy, procedure and guidelines to support learning and assessment design (example: to generate assessments, feedback forms and exams). However, critical evaluation of generative AI output is required to ensure appropriateness against learning outcomes.
- g) Unit and course learning outcomes, assessment tasks and marking criteria may require review to incorporate the ethical use of generative AI, or to indicate when not permitted, following IHM policy, procedure and guidelines.
- h) In designing formative and summative assessment tasks, teaching staff should consider the capabilities of generative AI. 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 creativity and originality.

23. Guidelines for academic and student support staff

- a) All academic and student support staff (library staff, teaching staff) are encouraged to support students to develop academic skills and academic integrity by:
 - b. Promoting the ethical and responsible use of AI tools in academic writing and research.
 - c. Providing guidance on correct attribution and acknowledgement conventions to be used when incorporating generative AI outputs.
 - d. Providing advice and training to enable and enhance effective use of AI tools.
 - e. Providing information and links to approved AI tools that are available for students

SECTION 3

Associated information

Related Internal Documents	<ul style="list-style-type: none"> • Academic Honesty and Integrity Policy • Copyright Policy for Students • Course Design and Development Policy • Course Design and Development Policy • 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 • Student Code of Conduct • Student Code of Conduct Implementation Guidelines • Student Complaint and Appeals Policy • Student Complaint 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> Higher Education Standards Framework (Threshold Standards) 2021 TEQSA Guidance Note: Academic integrity
Date Approved	15/05/2023
Date Endorsed	15/05/2023
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Approval Authority	Academic Board (and then endorsed by Board of Directors)
Responsibility for implementation	Academic Dean
Document Custodian	Chair, Academic Board
PinPoint Doc ID	IHM – AHIP1

Change history

Version Control		Version 4.0
Change Summary	Date	Short description of the change, incl version number, changes, who considered, approved etc
	07/01/2021 Version 3.0	Version 3 amended as: <ul style="list-style-type: none"> Added definitions Principles and contract cheating to the policy version 3, approved by Academic Board
	07/03/2021 Version 3.1	Version 3.1 amended as follows: <ul style="list-style-type: none"> Added Clause 13. c) Minor edits Approved by Academic Board on 26/04/2023
	15/05/2023 Version 4.0	Version 4.0 amended as follows: <ul style="list-style-type: none"> Inclusion of definitions of AI Academic Integrity Procedure when using AI Related legislations, standards and codes updated