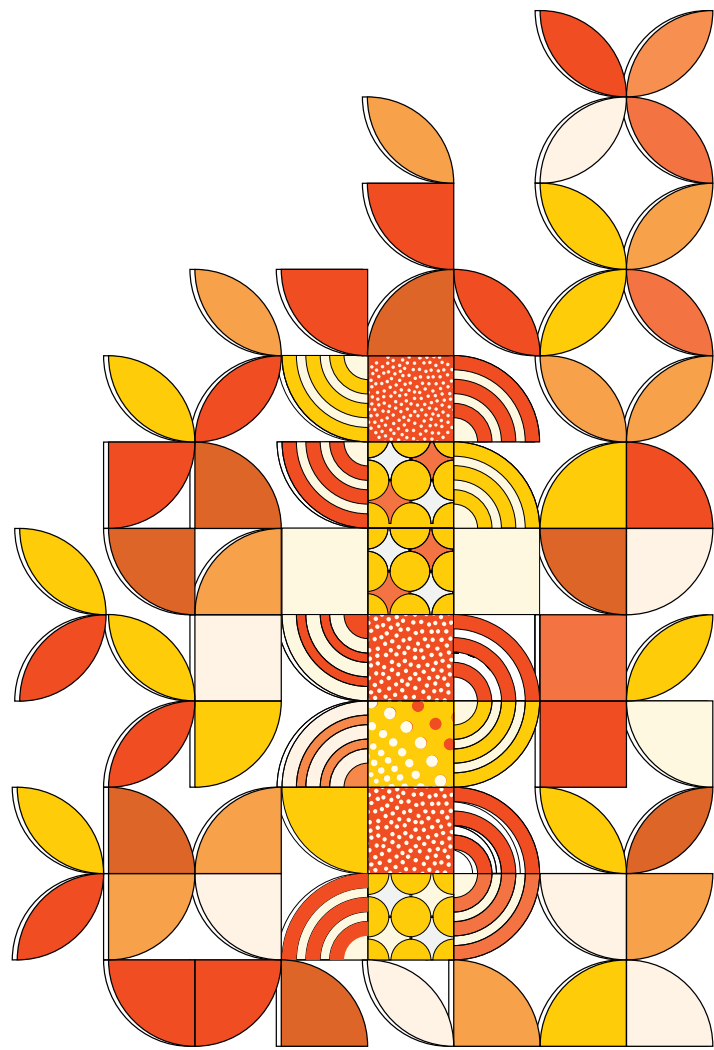


# Academic Honesty and Integrity Procedure



## SECTION 1

### Purpose

1. The purpose of this document is to set out the procedure 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. 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) See also the Associated Information listed in the 'Related Internal Documents' in Section 3 below.

## SECTION 2

### Guidelines

#### 5. Guidelines for students

- 5.1 Generative AI 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 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.
- 5.4 Students should use AI 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 AI providers.
- 5.5 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 with an understanding that it may not be appropriate to use generative AI in all circumstances. Students should follow IHM policy, procedure and guidelines.
- 5.6 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.
- 5.7 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 beware of the possibility of "hallucinated references" or the tendency of generative AI language models to make up references from constituent parts of actual references.

- 5.8 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.
- 5.9 The unauthorised use of AI 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 his/her own work, and not just copied from an AI generator.
- 5.10 Students need to be aware that using the output from AI 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 AI from academic support services, such as their library or other academic services.
- 5.11 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.

### 6. Guidelines for academic and teaching staff

- 6.1 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.
- 6.2 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.
- 6.3 To ensure procedural fairness, it is important to communicate to students any inappropriate uses of generative AI that may result in breaches of academic integrity. 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.
- 6.4 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.
- 6.5 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.
- 6.6 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.
- 6.7 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.

6.8 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.

### 7. Guidelines for student support staff

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

## Procedure for Students

### 8. Academic Integrity procedure when using artificial intelligence (AI)

- 8.1 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.
- 8.2 Students should ensure that the use of AI does not compromise the integrity of the work.
- 8.3 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.
- 8.4 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.
- 8.5 Where AI 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 AI software.
- 8.6 Students 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.
- 8.7 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.

### 9. Similarity check procedure for student assignments

- 9.1 Before submitting any written assignment, students are required to:
- 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.
  - Download a similarity report where applicable, the assessments will not be acceptable for marking if the similarity score is above 15%.
  - Check the highlighted words and phrases in the report utilising the filters available to reduce the rate

of false positives incurred from quotes, names, proper terms.

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

### 10. Ethical consideration and academic honesty when using AI

- 10.1 Students must ensure that the use of AI in academic work adheres to ethical considerations including privacy of individuals and the protection of data.
- 10.2 Student must consult with academic staff if they are unsure of the ethical implications of using AI in their academic work.
- 10.3 Students are expected to uphold the principles of academic honesty including not plagiarizing or falsifying academic work even when using AI.
- 10.4 Students should ensure that the use of AI does not infringe on the academic integrity of their work.

## Procedure for Staff

### 11. General principles of managing breaches of academic integrity

- 11.1 IHM supports an educative response to first-time breaches of academic integrity where this is appropriate and possible.
- 11.2 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.
- 11.3 Students may appeal any decisions or actions taken in this process as per IHM Student Complaints and Appeals policy and Procedure.
- 11.4 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.
- 11.5 IHM staff based involved in reviewing 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.
- 11.6 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.
- 11.7 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 as per section 12 and 13.

### 12. Identifying breaches of academic integrity

- 12.1 Potential breaches of academic integrity are primarily identified through:
- Assessment marking and moderation procedures
  - Plagiarism checking tools
  - Observation from academic team members
- 12.2 **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 breach of academic integrity.

**12.3 Plagiarism checking tools:** IHM uses automated plagiarism checking tools that uses two key functionalities to monitor academic integrity.

**12.4 Similarity checker** i.e., authorship, a rating of greater than 15% indicates potential breach of academic integrity and will be reviewed by the academic staff member to assess if further investigation is required as per section 12.

**12.5 AI detection rating** indicates the likely hood that the submitted work was created using AI writing tools, a rating of under 50%, with over 90% confidence, is recommended whereby any rating detected above this criteria will be reviewed by the academic staff member according to assessment requirements, context of the content of the submitted work and scholarly judgement.

**12.6 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.

### **13. Reviewing potential breaches of academic integrity**

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

**13.2** 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.

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

**13.4** 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.

**13.5** In the instance of high AI writing detection, supporting evidence of prompts and transcripts used in generating the assessment content may be requested to assist in review and decision making.

### **14 Recording, Monitoring and Reporting on Academic Integrity Breaches**

**14.1** 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 included a signed Plagiarism Declaration document and a Turnitinsimilarity 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.

### 15 Initial determination of breach status:

- 15.1 When a breach of academic integrity has been judged probable, and verified by at least 1 member of academic staff, a decision regarding the status of the potential breach will be determined as follows:
- The lecturer determines a judgement as to whether the breach was likely unintended, or deliberate with knowledge of the actions constituting a breach of academic integrity.
  - If the breach is the first occurrence for the student, the issue will remain a breach but not incur an academic misconduct allegation.
  - If the occurrence is determined not to be a first offence, and/or the breach is deemed to have occurred with full knowledge and understanding that the actions undertaken were a breach of academic integrity, the issue may henceforth be investigated as academic misconduct.
- 15.2 When an allegation of academic misconduct is instigated the student must be informed in writing within 7 days that a formal allegation of academic misconduct is being investigated.
- 15.3 The status of the determination of the breach will be updated in the academic integrity warnings register.
- 15.4 The student may at any time request or be requested to attend a meeting to discuss the breach, or consider appealing a decision made in line with the Student Complaints and Appeals policy and procedures in which case the student:
- 15.5 Will be asked to attend a meeting with the Course Coordinator or delegate to discuss the assessment task in which the breach is suspected to have occurred.
- 15.6 The student may bring the support person to the meeting.
- 15.7 The student must be warned that the meeting may lead to formalising an allegation of academic misconduct.
- 15.8 During the discussion meeting, if the staff determines that the incidence was a first offence or unintended, the staff may implement an educative response only.
- 15.9 Any penalties decisions made must be advised to the student in writing within 2 business days.
- 15.10 If staff discovers that deliberate and extensive academic misconduct, such as actions taken over multiple assessment tasks, has occurred, the Course Coordinator must end the meeting and advise the student that the issue will now be investigated as academic misconduct. The Course Coordinator must then refer the matter to the Head of School in the form of a written report.

### 16 Student Academic Misconduct

- 16.1 Academic misconduct is a deliberate and planned action that undermines academic integrity. IHM consider first time breach of academic integrity to be permissible with an educative response recommended, whereas actions taken knowingly in breach of academic integrity and/or repeat occurrences are to be investigated as academic misconduct.
- 16.2 Allegations of academic misconduct should be reported to the Head of School for further investigation and the status updated in the academic integrity warnings register.
- 16.3 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 notify the student of the allegation and the process.
- b) The Academic Board must be notified of the allegation, with supporting documentation and invited to review the issue with the student in a formal hearing. Arrangements for the hearing should be sent to all parties with 7 days notice to attend.

**17 Investigate allegations (Hearing)**

17.1 The Academic Integrity committee investigates the allegations at a hearing attended by the student.

17.2 The student may have a support person at the hearing.

17.3 If the student declines to attend the hearing, nor provide a delegate, the committee may hold the hearing in their absence.

17.4 The committee decides, imposes any penalties deemed appropriate in accordance with the Academic Board final decision.

17.5 Inform student of the decision:

- a) The Head of School or delegate confirms the decision, any penalties that have been applied, and the right to appeal the decision in writing immediately following the hearing.
- b) The Head of School or delegate also informs the Student Support Services who updates the student record.

**18 Penalties for Breaching Academic Integrity**

18.1 Penalties may be imposed upon review by the course coordinator and/or Head of School

18.2 Students must be informed of any penalty decision imposed within 2 business days with expected consequences and dates as required

18.3 Educative strategies are recommended with all breaches deemed first and/or unintended

18.4 All penalty decisions should be recorded in the academic integrity breach warnings register

18.5 The recommended penalties per type of breach are described in Table 1:

<b>Types of Breaches of Academic Integrity:</b>				
Detection type:	Similarity/Authorship	Assessment	Observation	AI detection
Detection format:	Automated	Manual	Manual	Automated
Evidence format:	Report – greater than 15% detected	Marking by Rubric – Failure	Engagement in teaching, learning and/or assessment activities	Report – greater than 50% detected, 90% confidence without declaration.



Breach type:	Plagiarism	Collusion, Plagiarism, falsified citations,	Collusion, Plagiarism, Contract cheating, Academic Fraud, Non-compliance, Solicitation	Academic honesty
Penalties on 1st Attempt	<ul style="list-style-type: none"> <li>Formative guidance and education support</li> <li>Marking proceeds excluding flagged content</li> </ul>	<ul style="list-style-type: none"> <li>Formative guidance and education support</li> </ul>	<ul style="list-style-type: none"> <li>Report to the course-coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Formative guidance and education support</li> </ul>
Penalties on 2 <sup>nd</sup> Attempt	<ul style="list-style-type: none"> <li>Resubmission with 50% mark limit;</li> <li>Supplementary verbal interview with 50% mark limit.</li> </ul>			
	<ul style="list-style-type: none"> <li>Supplementary of or resubmission decisions require completion within 5 business days</li> </ul>			

### 19 Academic Integrity Warnings Register

19.1 A register will be maintained to record:

- a) Warnings have been given to students about plagiarism or collusion, even where no formal action has been taken or penalty applied in response to all instances of breaching academic integrity as determined by academic staff.
- b) Penalties applied and the nature of those penalties.

## SECTION 3

Associated information

<b>Related Internal Documents</b>	<ul style="list-style-type: none"> <li>• Academic Honesty and Integrity Policy</li> <li>• Copyright Policy for Students</li> <li>• Learning and Teaching Policy</li> <li>• Learning and Teaching Procedure</li> <li>• Student Academic Progression Policy</li> <li>• Student Academic Progression Procedure</li> <li>• Student Assessment and Examination Policy</li> <li>• Student Assessment and Examination Procedure</li> <li>• Student Code of Conduct</li> <li>• Student Code of Conduct Implementation Guidelines</li> <li>• Student Complaint and Appeals Policy</li> <li>• Student Complaint and Appeals Procedure</li> <li>• Student Misconduct Policy</li> <li>• Student Misconduct Procedure</li> <li>• Student Support Framework</li> <li>• Student Support Services Policy</li> <li>• Student Support Services Procedure</li> </ul>
<b>Related Legislation, Standards, and Codes</b>	<ul style="list-style-type: none"> <li>• <a href="#">Tertiary Education and Quality Standards Agency Act 2011</a></li> <li>• <a href="https://www.teqsa.gov.au/students/artificial-intelligence-advice-students">https://www.teqsa.gov.au/students/artificial-intelligence-advice-students</a></li> <li>• <a href="https://www.open.edu.au/advice/insights/ethical-way-to-use-chatgpt-as-a-student">https://www.open.edu.au/advice/insights/ethical-way-to-use-chatgpt-as-a-student</a></li> <li>• <a href="https://www.teqsa.gov.au/sites/default/files/2023-04/aain-generative-ai-guidelines.pdf">https://www.teqsa.gov.au/sites/default/files/2023-04/aain-generative-ai-guidelines.pdf</a></li> <li>• <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a></li> <li>• <a href="#">TEQSA Guidance Note: Academic integrity</a></li> </ul>
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## Change History

<b>Version Control</b>		
<b>Change Summary</b>	<b>Date</b>	Short description of the change, incl version number, changes, who considered, approved etc
Version 3.0	07/01/2021	Version 3 amended as: <ul style="list-style-type: none"> <li>• Added definitions</li> <li>• Principles and contract cheating to the policy</li> <li>• version 3, approved by Academic Board</li> </ul>
Version 3.1	07/03/2021	Version 3.1 amended as follows: <ul style="list-style-type: none"> <li>• Added Clause 13. c)</li> <li>• Minor edits</li> <li>• Approved by Academic Board on 26/04/2023</li> </ul>
Version 4.0	15/05/2023	Version 4.0 amended as follows: <ul style="list-style-type: none"> <li>• Inclusion of definitions of AI</li> <li>• Academic Integrity Procedure when using AI</li> <li>• Related legislations, standards and codes updated</li> </ul>
Version 4.1	23/11/2023	Version 4.1 amended as follows: <ul style="list-style-type: none"> <li>• The definitions have been relocated to the IHM glossary and the template has been updated.</li> </ul>
Version 5.0	14/06/2024	Version 5.0 amended as follows: <ul style="list-style-type: none"> <li>• Expansion of content regarding artificial intelligence,</li> <li>• Revision of identifying, reporting and penalties for breaches</li> <li>• Revision to distinguish between breach and misconduct</li> <li>• Re-ordered sections</li> <li>• Feedback from Academic Board incorporated</li> <li>• Approved by Academic Board on 14/06/2024</li> </ul>