Student Academic Integrity Policy and Procedure

Associated information

Approving body	Academic Board
Date approved	20 Jan 2025
Date of effect	Commencement of operation
Next scheduled review	Two years from when policy commences
Policy owner	Academic Dean
Policy contact	Academic Dean
Related Documents	Academic Freedom Policy Human Resource Management Policy and Procedure Intellectual Property Policy and Procedure Quality Assurance Framework Records and Data Management Policy and Procedure Student Code of Conduct Student Grievance Policy and Procedure Student Appeals Policy and Procedure Learning and Teaching Plan ICT and Cyber Security Management Policy and Procedure TEQSA (2023) Understanding Academic Integrity Download hub (2023) | Tertiary Education Quality and Standards Agency
Higher Education Standards Framework (HESF) 2021 (Cth)	Standard 3.2 Standard 5.2 Standard 6.1 Standard 6.2 Standard 6.3 Standard 7.2 Standard 7.3 Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Education Services for Overseas Students Act 2000 (ESOS Act)

Purpose

1. This document outlines the approach of **Zenith Innovation Institute** (**Zenith / the Institute**) to ensure the maintenance of student academic integrity. This policy defines academic integrity and academic misconduct and provides examples. It provides procedures for the investigation of allegations of academic misconduct committed by students and outlines consequences for proven academic misconduct.

2. This policy is designed to inform and guide:

    (a)   student academic conduct; and

    (b)   academic staff in promoting academic integrity amongst students.

3. For academic integrity pertaining to Zenith staff, please refer to the *Staff Academic Integrity Policy and Procedure*.

Scope

4. This Policy applies to:

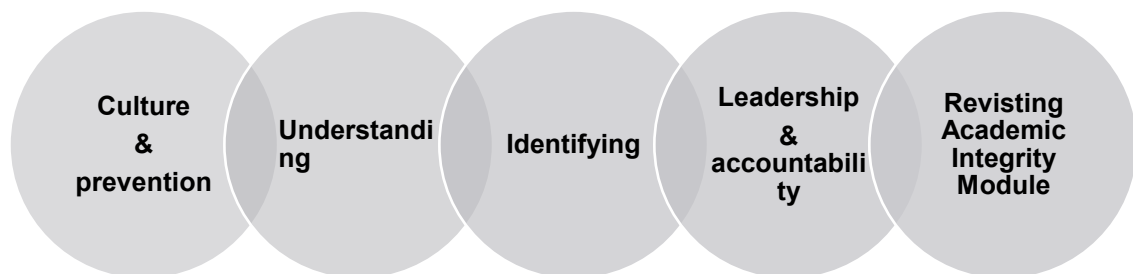   (a)   all students enrolled at Zenith;

Policy

Principles

5. The Institute does not tolerate academic misconduct and expects students and academic staff to observe the highest ethical standards in all academic endeavours. The Academic Integrity Module (AIM):

    (i)   serves as a foundational component of the Institute's academic integrity policy, designed to instil a deep understanding of ethical standards in academic work from the onset of students' educational journeys.

    (ii)   AIM will be introduced early in the student experience, providing comprehensive guidance on academic integrity, ethical practices, and resources available to support academic honesty.

    (iii) Academic staff, as mentors in ethical scholarly activity, will reference the AIM throughout coursework to reinforce its importance in cultivating scholarly practices and minimising academic misconduct

6. Academic staff play a key role in cultivating scholarly practices in the student body and minimising instances of academic misconduct in student work.

7. Academic integrity will be maintained in higher education arrangements with any other party involved with the Institute, including placements, and scholarly activity informing learning and teaching practices.

8. The Institute will utilise resources TEQSA has developed to help strengthen academic integrity at Australian higher education institutions.

9. The Institute will follow a consistent process of investigation to ensure procedural fairness is afforded in all processes.

10. Students will be informed of their rights and the process for investigating any alleged academic breach.

11.   The Institute will apply appropriate responses and/or consequences to proven misconduct.

12.   All information associated with reports, investigations and outcomes associated with individual instances of academic misconduct are confidential and will be treated as per the confidentiality outlined in *Personal Information and Privacy Policy and Procedure*.

Approach

13.   The Institute adopts a risk-based approach to academic integrity. As illustrated at Figure 1, key strategies for managing academic integrity risk include:

Figure 1 | Approach to Academic Integrity

Culture & prevention — Understanding — Identifying — Leadership & accountability — Revisting Academic Integrity Module

Culture and prevention: Fostering a culture of academic integrity through a process of awareness, training, external referencing including benchmarking, and monitoring of trends.

Understanding: Academic integrity risk factors that facilitate or contribute to breaches of academic integrity is maintained.

Identifying: Academic staff can identify current and emerging trends that present a risk to academic integrity.

Leadership and accountability: Senior staff demonstrate a high level of commitment to academic integrity.

Revisiting Academic Integrity Module: Revisiting the academic integrity module to enhance awareness, training, and adaptability through ongoing evaluation and incorporation of emerging trends and best practices

Culture and prevention

14.   A range of strategies will be used to support academic integrity at the Institute, including:

   (a)   Fostering positive values and behaviour among students by:

      (i)   explicitly referring to plagiarism, collusion and other aspects of academic integrity such as contract cheating at key stages in courses;

      (ii)   providing students with opportunities to practise writing and referencing skills;

      (iii)   explaining the aims and purposes of assessment tasks; and

      (iv)   providing examples of sound versus poor practices of academic integrity.

(b)   Supporting strong assessment practices by:

(i)   Using electronic submission of assignments as relevant, accompanied by the use of a disclaimer confirming that unless otherwise referenced the material is the students' own work, and use of plagiarism detection software in all units;

(ii)   providing prompt and constructive feedback on assessments and examinations;

(iii)   monitoring time pressures and timetabling that may adversely affect completion and submission of assignments;

(iv)   alternating between equivalent alternative assessment tasks to minimise the risk of plagiarism, contract cheating, collusion; and

(v)   ensuring systems are assessed for security weakness which may lead to academic integrity breaches.

Data collection

15.   The Institute collects de-identified data through the student Academic Misconduct Register (**AMR**) on academic integrity, including by student group, course, and assessment method. Student feedback is sought on their experience of processes relating to academic integrity, including access to support services.

16.   The Institute uses AMR data to monitor trends in academic misconduct and establish targets on the basis of sector external referencing including benchmarking.

17.   The Academic Dean provides the Learning and Teaching Committee (LTC) a report every semester on all academic integrity matters including allegations, institutional responses, and trends.

18.   The LTC submits a report to the Academic Board each semester including any recommendations for improvement.

19.   The AB will refer any recommendations that require additional resourcing to the Governing Board as appropriate.

Identifying

Staff awareness and training

20.   All staff of the Institute will have a sound awareness of academic integrity expectations. This is supported through a range of measures as follows:

(a)   training in the use and interpretation of the Institute's academic integrity detection and reporting mechanisms; and

(b)   utilising assessment moderation, with emphasis on academic integrity in moderation, including the assessment design, point of assessment, and grading output review stages.

21.   Staff receive:

(a)   ongoing communications on emerging academic integrity risks and issues;

(b)   training in the types of risks to academic integrity for assessments, admissions and other identified areas of risk; and

(c)   information or findings arising from the collection and analysis of academic misconduct data at the Institute and sector external referencing including benchmarking.

Student education and training

22.   Measures to promote student academic integrity include:

    (a)   Onboarding and Orientation

        (i)   Prospective students are informed of the Institute's expectations regarding academic integrity prior to accepting an admission offer through the website.

        (ii)   Academic integrity is explained during orientation; and

        (iii)   Academic integrity reminders are posted on campus and on the Institute's website.

        (iv)   This Student Academic Integrity policy is clearly signposted on all assessment cover pages to serve as a constant reminder for students of its importance in maintaining ethical standards in their work.

    (b)   Learning support

        (i)   Academic integrity sessions occur during orientation and academic integrity module/s (AIM) will be available in a range of formats;

        (ii)   Regular learning skills support workshops are conducted;

        (iii)   Academic services are available for individual consultation on questions relating to citing and referencing practices; and

        (iv)   Academic staff and course documentation provide appropriate referencing and citation resources for access.

    (c)   Training on Ethical and allowable AI Use

        (i)   Training sessions are provided to students on the ethical use of AI tools in learning and assessment;

        (ii)   Resources and guidelines are available to students in maintaining academic integrity when using AI technologies. All assessments will clearly state the permissible use of AI in line with the AI Framework.

        (iii)   Library workshops are offered as part of academic integrity training, covering best practices in AI use, citation, and ethical research. These workshops are integrated into student orientation to ensure ongoing support.

Artificial Intelligence (AI) and automation tools

23.   The Institute is aware of the risks and opportunities that emerging 'artificial intelligence' (AI) tools present to higher education. To integrate AI responsibly, the Institute will evaluate the implications of AI across its academic processes, taking measures to uphold academic integrity and ensure learning outcomes are met. As part of a comprehensive AI framework, the Institute will also provide training on the ethical use of AI for both staff and students.

Opportunities and risks presented by emerging technologies	
Opportunities	**Risks**
AI may be capable of generating large quantities of outputs that may be used to inform student learning across several disciplines and media formats.	Approaches to use of and regulation of AI may vary by discipline e.g., text and non-text-based content generated through AI. This may impact determining assessment validity

Opportunities and risks presented by emerging technologies	
Opportunities	**Risks**
	and whether sufficient student progress has been made. (Standard 1.3.3)
AI may be able to be used to increase the output of a student and allow them to take on more complex assessments, through the automation of menial tasks.	Methods of assessment may not be consistent with the learning outcomes being assessed, and grades may not reflect the level of student attainment of learning outcomes. (Standard 1.4.3)
The use of AI is not limited to education settings, and may become increasingly adopted by workplaces globally. Therefore, developing an understanding of effective and ethical use of AI tools may become a quality sought by prospective employers.	On completion of a course of study, students may not have demonstrated the learning outcomes specified for their course, whether assessed at the unit level, course level, or in combination. Employers may also express this concern. (Standard 1.4.4)
AI platforms may potentially develop to help students identify gaps or weak points in their learning and provide remedial support, providing an opportunity for students to attain the full range of learning outcomes for a unit of study.	Course design documents may not consider how AI or emerging technologies could be used by students to complete assessments or attain learning outcomes. (Standard 3.1.1e)
AI could be used to generate lists of concepts or authors worth exploring of arbitrary length for the purposes of research or wide reading on a research topic. However, it is important to be aware that AI may not always be accurate in citing literature.	Academic or research integrity may be adversely affected or misconduct may occur if preventative action is not taken to mitigate foreseeable risks. Preventative actions include providing students guidance on what constitutes appropriate conduct. (Standard 5.2.3)
There may be opportunities in future to enhance feedback processes through the use of AI to identify areas of submitted assessment for further development.	Increased difficulty in oversight of quality of learning, research and research training through effective monitoring. (Standard 6.3.2d)

Ethical AI Use Training:
The Institute will implement an ethical AI use training program as part of its AI framework. This training, accessible to both students and staff, will cover appropriate conduct and responsible use of AI tools in an academic setting. This will ensure that AI is integrated into the academic environment responsibly,

supporting the development of academic and professional integrity skills. In addition, all assessments will clearly state the permissible use of AI in line with the AI Framework.

Procedure

Student academic misconduct procedure

24.   The Institute has established a three-step process for student academic misconduct involving: establishing, consequences and appeals.

Establishing | Reporting, assessment and determination

Establishing ▸ Consequences ▸ Appeals

25.   Allegations arising from group academic matters will investigate and consider every member individually.

26.   If a breach of academic integrity is suspected, the following occurs:

(a)   the student is informed in writing of the allegation by the relevant lecturer / tutor, the evidence pointing to the breach, the process for investigating and making a determination, and the possible consequences; and

(b)   an academic misconduct report must be completed and submitted to the relevant Course Coordinator with supporting evidence within 72 hours of notifying the student.

27.   The Course Coordinator will review the alleged academic misconduct and provide an opportunity for the student to respond within ten (10) working days as part of the process of establishing student intention and culpability. Students who wish to dispute the alleged misconduct will normally initially meet with the Course Coordinator to discuss the available evidence.

28.   If the student fails to respond to allegations of academic misconduct within ten (10) working days, the Course Coordinator will reach a finding on the basis of available evidence.

29.   The range of possible findings, based on the criteria in this Policy, are:

(a)   no academic misconduct has occurred;

(b)   Minor Academic Misconduct; and

(c)   Major Academic Misconduct.

30.   The finding will include a response and/or consequence. In the case of a finding of Major Academic Misconduct, the recommended consequence must be referred to the Academic Dean for approval.

31.   All decisions will be entered in the Academic Misconduct Register (AMR) against the student's ID. Where there is a finding of no academic misconduct, a record is still made to provide background for any subsequent allegations.

32.   The Course Coordinator will issue a letter of outcome on all decisions following an assessment and/or investigation of an allegation. The letter will outline:

(a)   a summary of the investigation and findings;

(b)   where applicable, the educative response and/or consequence that is to be applied;

(c)   advice to the student that the incident has been recorded in the AMR; and

(d)   the student's right to appeal any decisions within ten (10) working days of notification.

33.   Where misconduct has been established, the Course Coordinator will action the consequence, in accordance with the criteria outlined in this Policy.

34.   All students registered on the AMR will receive referral to student support, learning support, library staff and academic integrity resources to develop improved understanding of what constitutes good practice in relation to academic integrity.

35.   A summarised description of this process is attached in Schedule 1.

Students | Consequence determination

Establishing → Consequences → Appeals

36.   The Institute will in the first instance adopt a primarily educative response to the majority of findings of academic misconduct. Where there is a finding of no academic misconduct, the student will normally be counselled by the Course Coordinator, directed to relevant resources and given a warning.

37.   The range of possible responses and consequences to findings of academic misconduct will be determined by the extent of the misconduct and the background of the student. Considerations are outlined at Schedule 1.

38.   In the case of no academic misconduct being detected following an investigation, the event will be recorded on the AMR and the student will be counselled and referred to learning support staff and academic integrity resources. They will be advised that any repeat event may result in a finding of academic misconduct and associated consequences.

39.   For instances of student Minor Academic Misconduct, the event will be recorded on the AMR, and the student will be referred to learning support staff and resources.

40.   The student will be required to undertake and submit work that was associated with the misconduct and is advised that any mark or rating awarded for the work may not exceed a score of 50% of the worth of the assessment item. The student will be given a formal written warning or reprimand including advice of the possible consequences of any further student academic misconduct.

41.   When Major Academic Misconduct is established for students, the event will be recorded on the AMR, and one or more of the following consequences will be applied: A zero grade is awarded for the assessment in which the misconduct occurred; a mark of Fail is recorded for the unit; the student is enrolled in the Managing Academic Progress Program; the student is suspended or excluded from the Institute.

Student Appeals

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Establishing  →  Consequences  →  Appeals
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42. This Policy and Procedure provides mechanisms for the reporting, review and assessment of concerns about or allegations of academic misconduct, however a student may still appeal an academic integrity decision arising from this policy through the *Student Appeals Policy and Procedure* and may still access the *Student Grievance Policy and Procedure*.

43. A student may appeal against any decision made under this Policy and Procedure under the provisions in the *Student Appeals Policy and Procedure*. The appellant student will be advised on actions they may take and the opportunities for further avenue of appeal, including independent external appeal if the matter could not be resolved through the Institute's internal processes.

Responsibilities

Responsibility	Description
Academic Board	The Academic Board is responsible for: • overall monitoring of academic integrity at the Institute and reporting to the Governing Board (**GB**) on breaches to academic integrity, with the parties involved de-identified to protect their privacy.
Academic Dean	The Academic Dean is responsible for: • general oversight of academic integrity matters at the Institute, including the ethical use of AI tools; • approving recommendations in relation to consequences for findings of Major Academic Misconduct; • collecting and analysing student academic integrity/misconduct data, undertaking any required analysis and external referencing including benchmarking and making reports to the Learning and Teaching Committee (**LTC**) and Academic Board (**AB**); ○ -
Academic staff	Academic staff are responsible for: • implementing this Policy and Procedure; • ensuring that students are trained in conducting good scholarship practices adhering to academic integrity and aware of the provisions of this document; and • detecting instances of potential academic misconduct, notifying the student and submitting an Academic Misconduct Report to the Course Coordinator.
Course Coordinators	Course coordinators are responsible for:

Responsibility	Description
	• investigating and determining allegations of student academic misconduct;
	• referring recommendations in relation to consequences for findings of Major Academic Misconduct to the Academic Dean for approval;
	• notifying students of outcomes; and
	• ensuring that appropriate records are kept.

Definitions

44. For the purposes of this document, the following terms are defined as follows:

Term	Definition
Academic integrity	The ethical practice of academic activities centred on a commitment to values such as honesty, trust, fairness, respect, responsibility, and courage.
Academic misconduct	Breach of academic integrity and includes: • misrepresentation; • fabrication; • plagiarism; • dissemination of false or dishonest information in relation to the performance (academic, teaching or scholarship) of other scholars or students; • misuse of intellectual property; • biased marking of assessments (staff only); and • unethical use of Artificial Intelligence (**AI**) tools
Artificial Intelligence tools	Artificial Intelligence (**AI**) whereby the simulation of human intelligence processes by machines, especially computer systems are used as generators. AI tools such as text, paper and other medium generators without appropriate attribution producing non-genuine work.
Cheating	Any dishonest, fraudulent, or deceitful conduct associated with assessment including collusion. Cheating may include 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.
Collusion	Working with another person to subvert academic integrity, for example: • 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;

Term	Definition
	• by enabling the student to copy answers produced during an examination; and • by providing the student with a copy of work which has been completed by another student on the same or a similar assessment task and is to be submitted for assessment or had been assessed previously.
Contract cheating	TEQSA defines contract cheating as: '*…when students outsource their assessments to a third party, whether that is a commercial provider, current or former student, family member or acquaintance. It includes the unauthorised use of file-sharing sites, as well as organising another person to take an examination*' (see Good Practice Note: Addressing Contract Cheating, p.2).
Course documents	A document providing detailed information for students enrolled in a unit. This will include details of each learning activity and assessment task and the links between Unit and Course learning outcomes.
Plagiarism	Intentionally or unintentionally using the work of another person, copying (in whole or in part) the work or data of another person, paraphrasing closely or presenting substantial extracts from written, printed, electronic or other media in a student's written, oral, electronic, online or group assessment task without due acknowledgment. Failing to or incorrectly acknowledging text, images, videos and other artefacts sourced from others in teaching materials, works of scholarship or research outputs. Copying or paraphrasing material from any source without due acknowledgment in teaching materials, works of scholarship or research outputs. Using another's expression or ideas without appropriate recognition or due acknowledgement (e.g. by failure to use an academic referencing system) in teaching materials, works of scholarship or research outputs. Falsifying or fabricating data obtained from experiments, interviews, surveys, or similar activities in works of scholarship or research outputs.
Recycling or Re-Submitting Work	Submitting previously marked work for assessment again in another unit or at a different time, whether by the same or another student, is considered academic misconduct.
Fabrication of Information	Providing false citations by referencing sources that do not exist or inventing fictitious information is dishonest and constitutes academic misconduct.
Unauthorised Sharing of Materials	Sharing lecture slides or other instructional materials without explicit permission from the Institute is a breach of academic integrity.
Unapproved Disclosure of Exam Content	Sharing exam questions before the examination, except in cases of officially sanctioned practice exams, is prohibited and considered academic misconduct.

Term	Definition
Unauthorised Materials in Assessments	Bringing unauthorised items, such as mobile phones or accessing prohibited digital resources, into supervised assessments is strictly prohibited and constitutes academic misconduct.
Copying in Supervised Assessments	Copying answers or seeking assistance from another student during a supervised assessment breaches academic integrity policies.
Disruptive Behaviour in Assessments	Causing disruptions during a supervised assessment undermines the integrity of the examination environment and is considered misconduct.
Cheating in Academic Work	Engaging in practices aimed at unfairly gaining an advantage in examinations or other assessed tasks, whether written or practical, is considered academic cheating and is a violation of academic standards
Unethical Use of Artificial Intelligence (AI)	Students are encouraged to build AI literacy alongside traditional and digital information skills. This includes critically evaluating AI technologies, collaborating effectively with AI, and using AI as a learning tool. Any use of AI in assessments must be clearly identified, with tools, models, and prompts explicitly acknowledged in accordance with Institute guidelines. Unacknowledged or unethical use of AI constitutes academic misconduct. Refer to the AI Framework for details.

Schedule 1– Categories of academic misconduct

Unintentional Academic Misconduct

Unintentional academic misconduct occurs when students, often new to academic study or unfamiliar with academic integrity requirements, make genuine attempts to meet assessment requirements but inadvertently breach academic integrity due to lack of knowledge, naivety, or error.

Examples include:

- Unintentional plagiarism: Failing to sufficiently cite the ideas of others or misusing sources.

- Unintentional collusion: Accidentally collaborating on tasks intended to assess individual learning.

- Unintentional cheating: Using resources beyond those authorised by the Institute.

- Unintentional non-compliance: Conduct inconsistent with written exam rules or invigilator instructions.

Penalties for unintentional misconduct are classified as Level 1, resulting in:

- A written warning.

- Deduction of marks based on assessment marking criteria.

- Referral to a Student Learning Support Officer (LSO) for compulsory workshops on academic integrity before the next enrolment or graduation.

In cases of unintentional academic misconduct:

- Warnings and penalties must be communicated to the student in writing and retained on their file.

- Students will be informed of their right to appeal the finding and penalty.

- If the student is not terminated, they must undergo academic counselling as per the *Academic Progression and Students at Risk Policy and Procedure*.

Intentional Academic Misconduct

Intentional academic misconduct occurs when a student knowingly and deliberately breaches academic integrity standards.

Before making a determination of intentional misconduct, the Course Coordinator must consider the student's response to the allegation. If the student fails to respond or cannot demonstrate the misconduct was unintentional, the Course Coordinator will determine the appropriate penalty.

Penalties must:

- Be communicated to the student in writing with a rationale for the decision.

- Be retained on the student's file.

- Allow for the student to appeal the finding and penalty.

If the student is not terminated, they must receive academic counselling under the *Academic Progression and Students at Risk Policy and Procedure*.

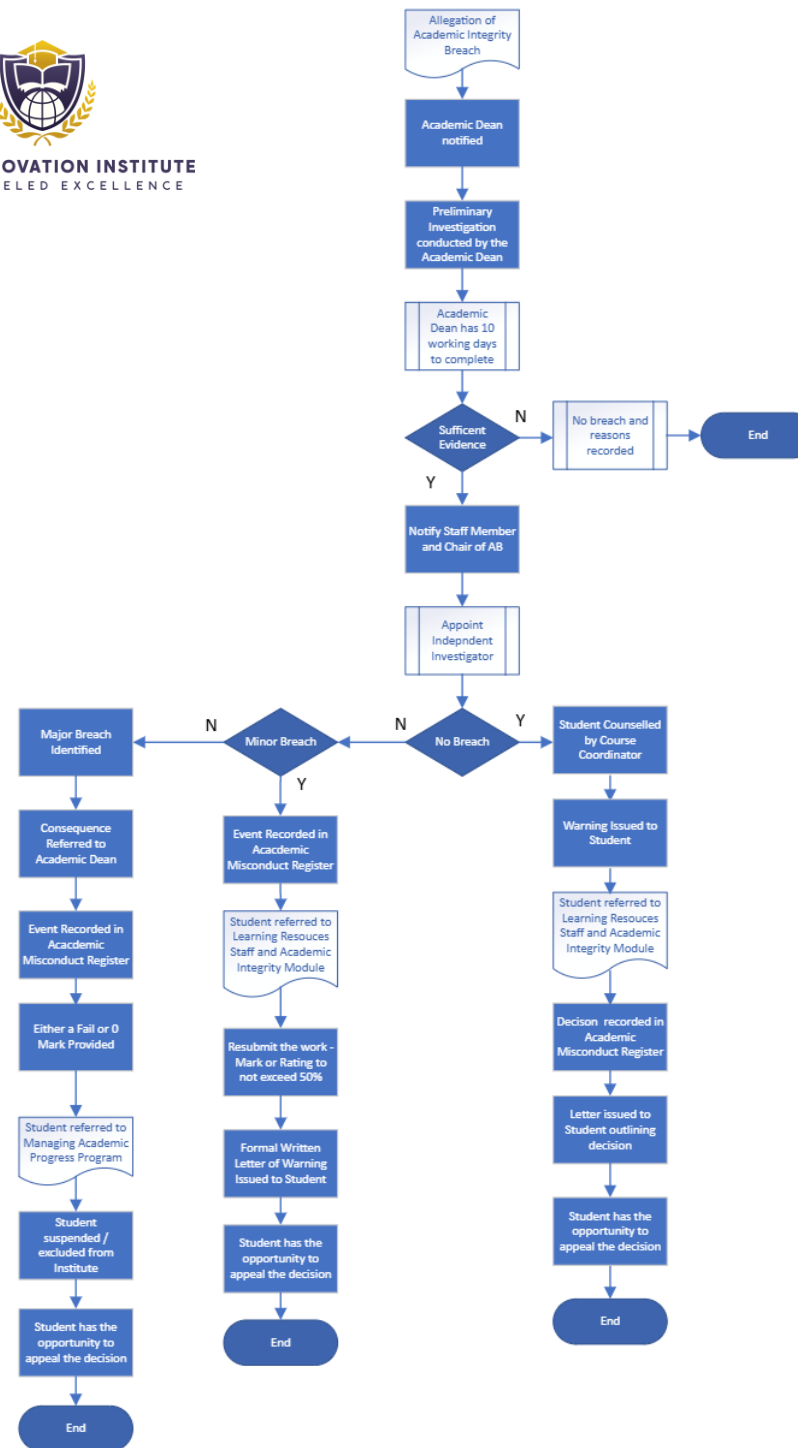**Determining Academic Misconduct Levels and Consequences**

The following table classifies misconduct levels and corresponding penalties:

Level	Criteria	Penalties
Level 1	First-time unintentional breach or minor infraction.	- Written warning. - Deduction of marks based on assessment criteria. - Referral to Student Learning Support Officer for academic integrity workshops.
Level 2	First-time major infraction or second instance of minor misconduct.	- Deduction of marks based on assessment criteria. - Completion of a similar assessment task to demonstrate understanding. - Resit of an exam or replacement assessment with a maximum grade of 50% or a pass mark.
Level 3	More than one instance of major misconduct or three instances of minor misconduct.	- Fail grade for the specific assessment task. - Revocation of credit for prior learning. - Fail grade for the unit, requiring repetition in the next semester.
Level 4	More than two instances of major misconduct or four or more minor infractions.	- Fail grade for the unit, requiring repetition. - Revocation of credit for prior learning. - Temporary course suspension for a specified period (e.g., one or more semesters), with a statement of suspension noted on the student transcript.

Definition of Misconduct

Minor Academic Misconduct	Low-level breaches, such as unintentional plagiarism or collusion by first-year students.
Major Academic Misconduct	Severe breaches that indicate deliberate dishonesty, such as contract cheating, use of unauthorised AI, or falsification of records.
Repeated Offenses	Multiple offenses across misconduct types; escalates with each instance of repeated violation.

Schedule 2– Flow Chart

ZENITH INNOVATION INSTITUTE
UNPARALLELED EXCELLENCE

Allegation of Academic Integrity Breach

Academic Dean notified

Preliminary Investigation conducted by the Academic Dean

Academic Dean has 10 working days to complete

Sufficent Evidence

N → No breach and reasons recorded → End

Y

Notify Staff Member and Chair of AB

Appoint Indepndent Investigator

Major Breach Identified ← N ← Minor Breach ← N ← No Breach → Y → Student Counselled by Course Coordinator

Major Breach Identified
- Consequence Referred to Academic Dean
- Event Recorded in Acacdemic Misconduct Register
- Either a Fail or 0 Mark Provided
- Student referred to Managing Academic Progress Program
- Student suspended / excluded from Institute
- Student has the opportunity to appeal the decision
- End

Minor Breach (Y)
- Event Recorded in Acacdemic Misconduct Register
- Student referred to Learning Resouces Staff and Academic Integrity Module
- Resubmit the work - Mark or Rating to not exceed 50%
- Formal Written Letter of Warning Issued to Student
- Student has the opportunity to appeal the decision
- End

No Breach (Y)
- Warning Issued to Student
- Student referred to Learning Resouces Staff and Academic Integrity Module
- Decison recorded in Academic Misconduct Register
- Letter issued to Student outlining decision
- Student has the opportunity to appeal the decision
- End

Version control

Version	Changes	Approval Body	Approval Date
1.0	Original Version	Academic Board	
2.0	Point 13, Revisiting Academic Integrity Module added Point 44, changed "using AI tools" to "misusing of AI tools" Updated penalty / penalties to consequence / consequences Added Different levels of academic misconduct to the policy	Academic Board	
3.0	Deleted from Scope "(b) all academic staff, whether full-time, part-time, sessional or contract; (c) academic visitors to the Institute when engaging in any academic work associated with Zenith / the Institute; and (d) the full range of academic activities and practices conducted by academic staff, including scholarship and teaching." Point 23 replaced "The Institute will consider the implications of AI throughout its academic processes and take action to mitigate risk to academic integrity or attainment of unit or course learning outcomes" with "To integrate AI responsibly, the Institute will evaluate the implications of AI across its academic processes, taking measures to uphold academic integrity and ensure learning outcomes are met. As part of a comprehensive AI framework, the Institute will also provide training on the ethical use of AI for both staff and students." Added "Ethical AI Use Training: The Institute will implement an ethical AI use training program as part of its AI framework. This training, accessible to both students and staff, will cover appropriate conduct and responsible use of AI tools in an academic setting. This will ensure that AI is integrated into the academic environment responsibly, supporting the development of academic and professional integrity skills." Point 22 added " c) Training on Ethical AI Use i. Training sessions are provided to students on the ethical use of AI tools in learning and assessment;	Academic Board	28 Nov 2024

Version	Changes	Approval Body	Approval Date
	ii. Resources and guidelines are available to students in maintaining academic integrity when using AI technologies. iii. Library workshops are offered as part of academic integrity training, covering best practices in AI use, citation, and ethical research. These workshops are integrated into student orientation to ensure ongoing support. " Point 5 added "The Academic Integrity Module (AIM): (i) serves as a foundational component of the Institute's academic integrity policy, designed to instil a deep understanding of ethical standards in academic work from the onset of students' educational journeys. (ii) AIM will be introduced early in the student experience, providing comprehensive guidance on academic integrity, ethical practices, and resources available to support academic honesty. (iii) Academic staff, as mentors in ethical scholarship, will reference the AIM throughout coursework to reinforce its importance in cultivating scholarly practices and minimising academic misconduct" Point 26 b) updated from 24 hours to 72 hours. Point 22 a) added "iv. The academic integrity policy is clearly signposted on all assessment cover pages to serve as a constant reminder for students of its importance in maintaining ethical standards in their work" Point 17 and 18 updated "trimester" to "semester". Different levels of academic misconduct table updated and Moderate Academic Breach deleted. Flowchart created		
3.1	Changed Review date from "Three Years" to "Two Years" Under HESF added "Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)	AB	20 Jan 2025

Version	Changes	Approval Body	Approval Date
	Education Services for Overseas Students Act 2000 (ESOS Act)"		
	Point 12 added "Personal Information and Privacy Policy and Procedure"		
	Point 22 a) i) added "through the website"		
	Point 22 b) iv) replaced "knowledge and skills related to a wide range of text types" to "resources for access"		
	Point 22 c) ii) added "All assessments will clearly state the permissible use of AI in line with the AI Framework."		
	Point 23 under Ethical AI Use Training added "In addition, all assessments will clearly state the permissible use of AI in line with the AI Framework"		
	Point 26 a) added "by the relevant lecturer / tutor"		
	Point 34 deleted "referencing and citation techniques and an"		
	Point 42 deleted "the *Student Grievance Policy and Procedure* does not apply" and replaced it with "however a student may still appeal an academic integrity decision arising from this policy through the *Student Appeals Policy and Procedure* and may still access the *Student Grievance Policy and Procedure."*		
	In definitions under academic misconduct replaced "misusing" to "unethical use of"		
	Added the following under definitions "Recycling or Re-Submitting Work; Fabrication of Information; Unauthorised Sharing of Materials; Unapproved Disclosure of Exam Content; Unauthorised Materials in Assessments; Copying in Supervised Assessments; Disruptive Behaviour in Assessments; Cheating in Academic Work; Unethical Use of Artificial Intelligence (AI)"		
	Deleted Table of the offences listed and simplified to read 4 levels with a definition for the major, minor and repeat offences.		
	Flowchart updated		