# ACADEMIC INTEGRITY PROCEDURE

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| **Parent Policy** | Academic Integrity Policy | | |
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| **Governing Authority** | Teaching and Learning Committee | | |
| **Responsible Officer** | Student Learning and Academic Integrity Advisor (SLAIA) | | |
| **Related Documents** | Credit and Recognition of Prior Learning (RPL) Policy<br>Admissions Policy (and related Procedure)<br>Equity and Diversity Policy (and related Procedure)<br>Student Grievances, Complaints and Appeals Policy (and related Procedure)<br>Australian Qualifications Framework (AQF)<br>Higher Education Standards Framework (Threshold Standards) 2021 (TEQSA Act 2011) | | |

** Unless otherwise indicated, this Procedure will still apply beyond the review date.*

## Contents


1. PURPOSE ..... 2
2. SCOPE ..... 2
3. MEASURES TO PROMOTE ACADEMIC INTEGRITY ..... 2
4. DETECTION OF ACADEMIC MISCONDUCT ..... 3
5. INVESTIGATION OF ACADEMIC MISCONDUCT AND DECISION ..... 4
6. CATEGORIES OF ACADEMIC MISCONDUCT ..... 5
7. PENALTIES FOR ACADEMIC MISCONDUCT ..... 6
8. COMPLAINTS AND APPEALS ..... 11
9. DEFINITIONS ..... 11

## 1. PURPOSE

1.1 The Academic Integrity Procedure addresses measures to promote academic integrity and processes to implement fair, equitable and confidential investigation, and resolution of alleged cases of academic misconduct at Adelaide Institute of Higher Education (AIHE).

## 2. SCOPE

2.1 This Procedure applies to all students enrolled in and all staff involved in designing, delivering and assessing AIHE courses.

2.2 Where academic misconduct (and suspected academic misconduct) concerns group work, the steps within this Procedure must be undertaken separately in relation to each student involved.

## 3. MEASURES TO PROMOTE ACADEMIC INTEGRITY

3.1 AIHE will run on-campus and online academic integrity sessions to provide students with information about academic integrity, introduce students to the policy and procedures, provide them with examples of types of academic integrity breaches, quiz them on the issues and allow them to ask questions.

3.2 Self-study resources that educate students on academic integrity are available to students on the Learning Management System (LMS).

3.3 Students will have access to similarity-detecting software through the LMS and will be encouraged to use it for self-assessment before submitting their written assignments.

3.4 In each Subject Outline and Assessment Brief, students will be provided information about the permitted use of Generative Artificial Intelligence (GenAI) tools for each assessment task. Requirements may vary between subjects and assessment tasks.Each Subject Outline shall include the following statement:

> **AIHE – Guidance on the use of Artificial Intelligence tools in assessments**
> The assessment tasks in this subject are structured to demonstrate each student's understanding, knowledge, and learning. Guidance will be provided regarding the extent to which students are permitted to utilise artificial intelligence tools in each assessment task of this subject. Whilst the use of artificial intelligence tools is allowed, and encouraged in ***some*** assessments, it will ***not*** be allowed in others. As a student of AIHE, you need to ensure that you adhere to the requirements of each assessment item ***before*** submitting your work. The use of any external references, including Generative Artificial Intelligence (GenAI) tools, should be appropriately acknowledged and referenced as such. Take note that some information provided by GenAI tools (such as ChatGPT) could be factually incorrect and/or unreliable.
>
> Any submission that includes content created by unauthorised use of artificial intelligence tools is a breach of academic integrity.
> The Australian Government, in particular the Tertiary Education Quality and Standards Agency (TEQSA) provides guidelines and advice to students about the responsible and ethical use of Generative Artificial Intelligence (GenAI). Guidelines and resources are available by using this link: Artificial intelligence: advice for students | Tertiary Education Quality and Standards Agency (teqsa.gov.au)

3.5 Students are required to submit with each written assessment a coversheet that contains a declaration section where they identify what GenAI tools was/were used and for what purpose

3.6 As part of the process for submitting assessment tasks via LMS, students will declare that the work being submitted is their own, and it has not been plagiarised. Making a false declaration is deemed a serious offence.

3.7 AIHE will provide academic staff, in their learning and teaching roles, with adequate training and support to ensure that students are familiar with academic integrity issues including those related to the use of artificial intelligence tools.

3.8 In designing assessment tasks, academic staff must be mindful of the potential for breaches of academic integrity and take measures to minimise the risks, including the unauthorised use of GenAI tools. Such measures can include:

- use of unique case studies and application of theory to authentic scenarios.
- requiring drafts of written assessments to be submitted progressively
- use of oral presentations (including Viva Voce) either as a specific assessment item or to ensure the authenticity of other submissions
- invigilated assessments such as exams, quizzes, problem-solving exercises
- ensuring that assessment tasks are constantly modified to prevent students from sharing assignments from previous study periods.

3.8 Examinations are conducted as outlined in the AIHE Examination Procedure.

## 4. DETECTION OF ACADEMIC MISCONDUCT

4.1 Detecting potential breaches of academic integrity is fundamentally a judgement made by the lecturer, who is most aware of individual assessment requirements and an individual student's abilities.

4.2 No assumption of academic misconduct may be acted upon without clear and documented evidence. Where a lecturer suspects there has been a breach of academic integrity, this suspicion needs to be supported by available evidence, such as:

- a report from text similarity detecting software;
- a report from online examination invigilation software and/or third-party proctoring service;
- similarity with work submitted by another student, or by the same student for another assessment;
- non-submission of required outlines, drafts, or preparatory work, as required in the assessment brief;
- incongruence between student's performance to date in class, coursework, and/or performance in prior assessments; and
- a student's behaviour during an examination.

4.3 Where a lecturer suspects academic misconduct, they must follow the procedures outlined in this document and report this concern via the online form that links to the Academic Integrity Reporting Register. This is provided for staff access in the SOAR module (Staff Online Academic Resources) and illustrated in the Academic Integrity Procedure Flowchart. The lecturer should not conduct the academic misconduct investigation themselves, but should indicate a comment in the assessment feedback to alert a student of a potential academic integrity concern. Any further communication will be made by the SLAIA.

## 5. INVESTIGATION OF ACADEMIC MISCONDUCT AND DECISION

5.1 Having collated the evidence and confirmed their suspicion of academic misconduct, the lecturer will notify the SLAIA (delegate of the Head of School) by completing the online form with

relevant information to detail the nature of the concern.

5.2 The SLAIA will consider the evidence provided by the lecturer, check the Confidential Register for past academic integrity breaches and determine that either:

a) the evidence does not substantiate a breach of academic integrity in which case the allegation is dismissed and the lecturer informed; or
b) there is sufficient evidence to indicate a possible breach of academic integrity in which case the student is contacted via email within five (5) working days and invited to a meeting at which the student can present their case. The email must:

- inform the student of the details of the allegation and ask the student to schedule a meeting with the SLAIA. The meeting should occur within five (5) working days of the initial notification;
- indicate that the student may bring a support person (who is not a legal representative);
- include a copy of the Academic Integrity Policy and Academic Integrity Procedure;
- give the student an opportunity to make a written submission by the date of the meeting as a supplement to the meeting. If the student is unable to attend the meeting, the discussion may occur via an online meeting that the student has to attend;
- in the case of suspected contract cheating, inform the student that they will be required to provide supplementary evidence required to provide supplementary evidence relevant to establishing their authorship of the work

5.3 The SLAIA must keep a record of all communication with the student and fully document the process of investigation and decision in the online Academic Integrity Reporting Register.

5.4 Where the student does not respond to the meeting request or refuses to participate, the SLAIA, in coordination with the Head of School and Course Coordinators, will decide on the most appropriate outcome.

5.5 In response to the investigation, the SLAIA will determine whether there is evidence of a breach of academic integrity.

5.6 Where the SLAIA determines there has been academic misconduct, they will:

- provide further support and counselling regarding appropriate academic writing conventions and provide the student with an additional learning opportunity;
- decide on the penalty with reference to Section 6 of this Procedure, the AIHE Academic Integrity Matrix (see Table 1).
- communicate the decision and next steps to the student and lecturer via email within five
- (5) working days of the decision, including details with regard to potential resubmission of the assessment item after addressing academic integrity concerns; and
- invite the student to respond to the decision by email within five (5) working days of the date of the decision communication, unless the student has been referred to the Student Misconduct Board. Refer to the G8_PLG8_Student Code of Conduct and G8_PRG8.1_Student Misconduct Procedure for more information.
- ensure that the breach is recorded in the Academic Integrity Reporting Register.

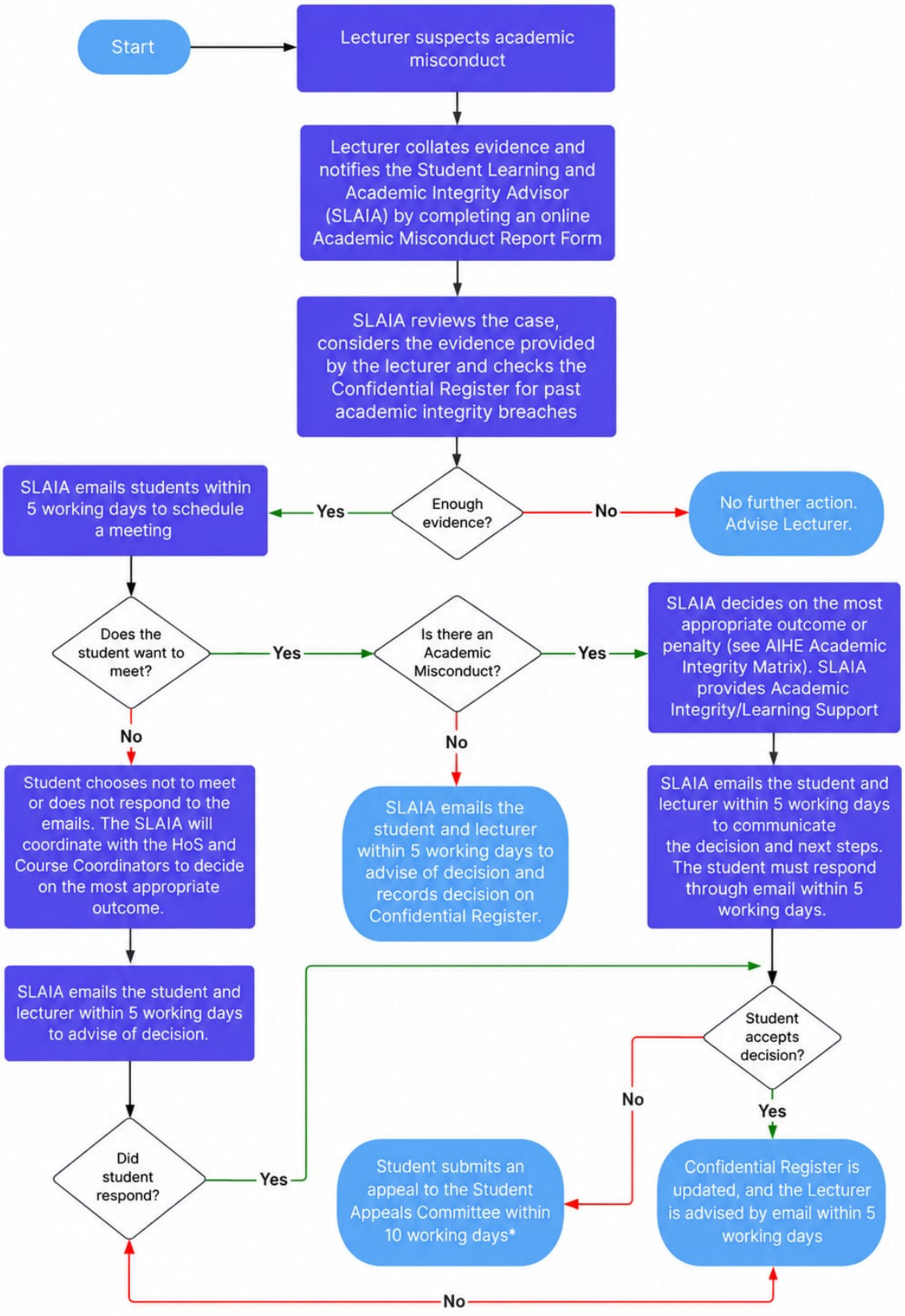
5.7 Where the student rejects the decision, they must submit an appeal to the Student Appeals Committee in the format set out in the email from the Head of School (or Head of School delegate) within ten (10) working days of the date of the decision communication. Students may continue their studies while awaiting the outcome of an internal appeal.

5.8 Where the SLAIA determines there has been no academic misconduct, they will:

- communicate the decision to the student via email within five (5) working days of the decision;
- inform the lecturer involved of the decision via email within five (5) working days of the decision;
- ensure the decision is recorded in the Academic Integrity Reporting Register.

The process for reporting and investigating academic misconduct is illustrated in Figure 1: Academic Integrity Procedure Flowchart.

Figure 1: Academic Integrity Procedure Flowchart




This flowchart is part of the version approved by the Academic Board on 4 March 2025.

## 6. CATEGORIES OF ACADEMIC MISCONDUCT

6.1 All students who are in breach of academic integrity will be provided with academic counselling. In addition, breaches of academic integrity may result in penalties appropriate to the case (see Table 1).

6.2 In a case where the conduct of the student prejudices the interests of other students or the integrity of the assessment scheme itself, the conduct will be referred for action to the Student Misconduct Board. Refer to the G8_PLG8_Student Code of Conduct and G8_PRG8.1_Student Misconduct Procedure for more information.

6.3 The SLAIA, will consider the following when determining the seriousness of an act of academic misconduct:

- type of academic misconduct;
- extent of academic misconduct;
- current level of student progress within the course.
- prior offences, if any (this will include prior offences in other courses at AIHE).

6.4 Academic misconduct will be deemed significant or minor:

- Significant academic misconduct – based on the available evidence, an instance of academic misconduct is deemed significant if it is or appears to be deliberately planned, and/or is or appears to be substantial in scale or scope; or
- Minor – based on the available evidence, any academic misconduct that is not deemed significant will be deemed minor.

## 7. PENALTIES FOR ACADEMIC MISCONDUCT

### 7.1 Warning

Where an academic integrity concern has been reported by the lecturer which refers to first-time minor referencing or paraphrasing concerns which can be addressed through educative Academic Integrity Intervention, a 'Warning' will be recorded in the Academic Integrity register with no further penalties applied on that occasion. Communication about this outcome will be sent out to the student and the lecturer (after an Academic Integrity Counselling meeting) within 5 (five) working days. (See Table 1 under the 'Warning' section for details on applicable penalties.)

### 7.2 Initial and minor academic misconduct

7.2.1 A first-time substantiated breach of this Policy that is deemed minor will be recorded in the confidential register and will result in the provision of academic counselling to ensure the process is an educative one for the student.

7.2.2 If deemed appropriate given the factors listed in Section 6, a penalty may also apply. This may be:

a) a downgrade in the mark or an Unsatisfactory outcome for the relevant assessment item or task; and/or zero for the section(s) of the assessment affected by the academic misconduct. The degree of academic misconduct should be considered when applying the penalty for an initial breach of this Policy. Any mark awarded will be based on the content of the submitted work that has not been part of the academic misconduct; or
b) the student undertaking an alternative assessment task where the opportunity to plagiarise or use Generative AI has been removed (e.g., an oral or invigilated

individual examination).

7.2.3 In describing the outcome of a substantiated case of academic misconduct, the student will be provided with notification that a subsequent finding of academic misconduct, regardless of severity, may result in a Fail result of the relevant subject, suspension or exclusion. See Table 1 for a detailed breakdown of penalties under the Minor: First Offence section.

### 7.3 Initial and significant academic misconduct

7.3.1 A first-time substantiated breach of this Policy that is assessed as significant will be recorded in the confidential register and will result in the provision of academic counselling to ensure the process is an educative one for the student.

7.3.2 Given the significant nature of the breach, a penalty will also apply. One or more of the following penalties may be imposed:

a) student to undertake an alternative assessment task where the opportunity to plagiarise or use Gen AI has been removed (e.g., an oral or invigilated individual examination)
b) a downgrade on the mark or an Unsatisfactory outcome for the relevant assessment item or for the assessment task; and/or a zero mark for the section(s) of the assessment affected by the academic misconduct.
c) a zero mark or Unsatisfactory outcome for the assessment task, but may be a more significant penalty concerning the factors listed in Section 6, or
d) a downgrade on the final grade in the subject.

7.3.3 In describing the outcome of a substantiated case of academic misconduct, the student will be provided with notification that a subsequent finding of academic misconduct, regardless of severity, may result in a Fail result of the relevant subject, suspension, or exclusion.

See Table 1 for a detailed breakdown of penalties under the Significant: First Offence section.

### 7.4 Second and minor academic misconduct

7.4.1 A second substantiated breach of this Policy will be recorded in the confidential register and will result in the provision of academic counselling to ensure the process is an educative one for the student.

7.4.2 Given the repeated nature of the breach, a penalty will also apply. One or more of the following penalties may apply:

a) student to undertake an alternative assessment task where the opportunity to plagiarise or use GenAI has been removed (e.g., an oral or invigilated individual examination
b) a downgrade on the mark or an Unsatisfactory outcome for the relevant assessment item or for the assessment task; and/or zero for the section/s of the assessment affected by the academic misconduct;
c) a zero mark or Unsatisfactory outcome for the assessment task, but having regard to the factors listed in Section 6.3 may also be a more significant penalty, or
d) a downgrade on the final grade in the subject.

7.4.3 In describing the outcome of a substantiated case of academic misconduct, the student will be provided with notification that a subsequent finding of academic misconduct, regardless of severity, may result in a Fail result of the relevant subject, suspension or exclusion.

7.4.4 A third instance of minor academic misconduct will be processed according to Second and significant academic misconduct, or subsequent breaches (see clause 7.5), regardless of the severity of the breach.

### 7.5 Second and significant academic misconduct, or subsequent breaches

7.5.1 A second and significant substantiated breach of this Policy, or a breach of any kind for the third or more times, will be recorded in the confidential register and will result in one or more penalties.

7.5.2 Given the repeated and/or significant nature of the breach, the penalty will be a Fail outcome for the subject, but having regard to the factors listed in Section 6 may also be a more significant penalty, including but not limited to:

a) a probationary period of up to two years, during which time any further breaches result in automatic exclusion;
b) referral to the Student Misconduct Board with a recommendation of suspension for one or more study periods;
c) referral to the Student Misconduct Board with a recommendation of exclusion from the course; or
d) referral to the Student Misconduct Board with a recommendation of expulsion from the course.

For a detailed breakdown of penalties, see Table 1 under Minor and Significant: Second, Third and Subsequent Offences.

**Table 1: AIHE Academic Integrity matrix (based upon Policy and Procedure above)**

| Extent | Potential concerns | Stage in course | History | Potential outcomes |
|---|---|---|---|---|
| **Warning** | Plagiarism (in the form of a first minor referencing or paraphrasing incident) | First study period | First offence / concern (initial) | No penalty, but further educative Academic Integrity intervention strategies will be provided in which the student will be required to participate. |
| | | Second study period | | |
| | | Third study period | | |
| | | Fourth study period | | |
| | | Subsequent study periods | | |

| Extent | Potential concerns | Stage in course | History | Potential outcomes |
|---|---|---|---|---|
| **Minor** | Plagiarism;<br><br>Exam/Test Breach;<br><br>Collusion;<br><br>Contract cheating;<br><br>Unauthorised use of Gen AI<br><br>Other | At any given stage during the course | First offence / concern (initial) | Downgrade in mark or Unsatisfactory outcome for the assessment (penalty between 10%-25% of assessment; and/or zero for the section(s) of the assessment affected by the academic misconduct) OR |
| | | | | Alternative assessment (penalty between 10%-25% applied) |
| | | | Second offence / concern (subsequent concern) | Downgrade in mark or Unsatisfactory outcome for the assessment (penalty between 25%-40% of assessment and/or zero for the section(s) of the assessment affected by the academic misconduct) OR |
| | | | | Alternative assessment (with penalty of between 25%-40%applied) OR |
| | | | | Zero mark or Unsatisfactory for the assessment OR |
| | | | | Downgrade on final grade in the subject |
| | | | Third (or any subsequent concerns or breaches) | Probationary period of up to 2 years |
| | | | | Suspension of one or more study periods |
| | | | | Exclusion from the course |
| | | | | Expulsion from the course |

| Extent | Potential concerns | Stage in course | History | Potential outcomes |
|---|---|---|---|---|
| **Significant** | Plagiarism;<br><br>Exam/Test Breach;<br><br>Collusion;<br><br>Contract cheating;<br><br>Unauthorised use of Generative Artificial Intelligence<br><br>Other | At any given stage during the course | First offence / concern (initial) | Downgrade in mark or Unsatisfactory outcome for the assessment (penalty of between 20% - 40% applied; and/or zero for the section(s) of the assessment affected by the academic misconduct) OR |
| | | | | Alternative assessment (with penalty of between 20%-40% applied) OR |
| | | | | Zero mark or Unsatisfactory for the assessment OR |
| | | | | Downgrade on final grade in the subject |
| | | | Second offence / concern (subsequent concern) | Fail for the subject OR |
| | | | | Probationary period of up to 2 years |
| | | | | Suspension of one or more study periods |
| | | | | Exclusion from the course |
| | | | | Expulsion from the course |
| | | | Third offence (or any subsequent concerns or breaches) | Probationary period of up to 2 years OR |
| | | | | Suspension of one or more study periods OR |
| | | | | Exclusion from the course OR |
| | | | | Expulsion from the course OR |

## 8. COMPLAINTS AND APPEALS

8.1 Students dissatisfied with outcomes and penalties applied under this Policy have access to the appeals process outlined in the Student Complaints Policy, except in the case that they have been referred to the Student Misconduct Board, where the provisions of the Student Code of Conduct will apply.

## 9. DEFINITIONS

9.1 See the AIHE Glossary of Terms for definitions. https://www.aihe.sa.edu.au/governance-policies-and-procedures/aihe-glossary-of-terms/file

**Document Control**

| Version # | Date | Key changes |
|---|---|---|
| 1.0 | 5/12/2017 | Procedure approved by General Manager |
| 1.0a | 17/12/2018 | Reviewed; no changes |
| 1.0b | 26/04/2019 | Format updated |
| 1.0c | 18/08/2021 | References added to include online students and Higher Education Standards (Framework) 2021 |
| 1.0d | 4/04/2023 | Ability for Head of School to delegate duties to other staff, amendment to declaration to suit all assessments, and changes to reporting and treatment of Academic Integrity incidents that can be addressed through immediate educative intervention and warning. |
| 1.0e | Nov 2023 | Updating of procedure to reflect and include Academic Integrity flowchart, updating of procedures in line with current practice including the use of Academic Integrity Reporting Register and incorporation of use of GenAI and related procedures. |
| 1.0f | April 2025 | Updated the flowchart to be consistent with the procedures; added references to the flowchart and matrix. |
| 1.3 | 11/09/2026 | Updated academic integrity procedures, including GenAI requirements, investigation responsibilities and timeframes, and the Academic Integrity Matrix; updated roles and approving authority. Procedure approved by Chief Executive Officer. |