



Student Academic Integrity Policy

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Category	Academic Governance
Document Owner	PEO
Approved by	Academic Board
Authorised by	Board of Directors

Purpose

1. This document outlines the approach of OneGlobe Institute of Higher Education (OneGlobe) 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 penalties 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 the student population.
3. For academic integrity pertaining to OneGlobe staff, please refer to the *Staff Academic Integrity Policy*.

Scope

4. This Policy applies to:
 - a. all students enrolled at OneGlobe;
 - 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 OneGlobe; and
 - d. the full range of academic activities and practices conducted by academic staff, including scholarship and teaching.

Policy

Principles

5. OneGlobe does not tolerate academic misconduct and expects students and academic staff to observe the highest ethical standards in all academic endeavours.
6. Academic staff play a key role in cultivating scholarly practices in the student body and minimising instances of academic misconduct in student work.

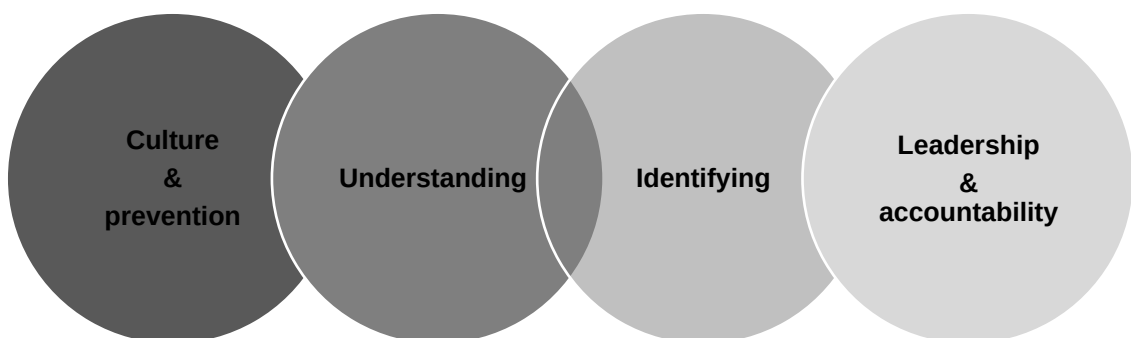


7. Academic integrity will be maintained in higher education arrangements with any other party involved with the Institute, including placements, and scholarship informing learning and teaching practices.
8. OneGlobe will utilise resources TEQSA has developed to help strengthen academic integrity at Australian higher education institutions.
9. OneGlobe 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 the alleged academic breach.
11. The Institute will apply appropriate responses and/or penalties to established 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 policy.
13. Students need to follow OneGlobe approach and policy for use of AI tools in their academic progress.

Approach

14. OneGlobe 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 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.

Culture and prevention

15. A range of strategies will be used to support academic integrity at OneGlobe, including:
 - a. Fostering positive values and behaviour among students by:
 - explicitly referring to plagiarism and collusion at key stages in courses;
 - providing students with opportunities to practise writing and referencing skills;
 - explaining the aims and purposes of assessment tasks; and
 - providing examples of sound and poor practice.
 - b. Supporting strong assessment practices by:
 - electronic submission of assignments, accompanied by the use of a disclaimer confirming that unless otherwise referenced the material is their own and supported by the use of plagiarism detection software in all units;
 - providing prompt and constructive feedback on assessments and examinations;
 - monitoring time pressures and timetabling that may adversely affect completion and submission of assignments;
 - alternating between equivalent alternative assessment tasks to minimise the risk of plagiarism, contract cheating, collusion; and
 - systems are assessed for security weakness which may lead to academic integrity breaches.

Data collection

16. The Institute collects de-identified data through the 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.
17. OneGlobe uses AMR data to monitor trends in academic misconduct and establish targets on the basis of sector external referencing including benchmarking.
18. Dean provides the TLC a report every trimester on all academic integrity matters including allegations, institutional responses, and trends.



19. The TLC submits a report to the AB each trimester including any recommendations for improvement.
20. The AB will refer any recommendations that require additional resourcing to the BOD as appropriate.

Identifying

Staff awareness and training

21. 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. components on assessment moderation, with emphasis on academic integrity in moderation, including the assessment design, point of assessment, and grading output review stages.
22. Staff receive:
 - a. ongoing communications on emerging academic integrity risks and issues;
 - b. are made aware of 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

23. Measures to promote student academic integrity include:
 - a. Onboarding and Orientation
 - Prospective students are informed of the Institute's expectations regarding academic integrity prior to accepting an admission offer;
 - How academic integrity is explained during orientation; and
 - Academic integrity reminders are posted on campus and on the OneGlobe website.
 - b. Learning support
 - Academic integrity sessions occur during orientation and academic integrity module/s will be available in a range of formats;
 - Regular learning skills support workshops are conducted;



- Academic services are available for individual consultation on questions relating to acknowledgment practice; and
- Academic staff and course documentation provide appropriate referencing and citation knowledge, and skills related to a wide range of text types.

Artificial Intelligence (AI) and automation tools

24. OneGlobe is aware of the risks and opportunities that emerging ‘artificial intelligence’ (AI) tools present to higher education. 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.

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 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	Academic or research integrity may be adversely affected or misconduct may

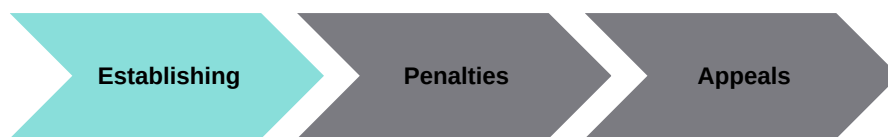
Opportunities and risks presented by emerging technologies	
Opportunities	Risks
arbitrary length for the purposes of research or wide reading on a research topic. However, it is important to be aware that AI may not always be accurate in citing literature.	occur if preventative action is not taken to 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)

Procedure

Student academic misconduct procedure

25. OneGlobe has established a three-step process for student academic misconduct involving: establishing, penalties and appeals.

Establishing | Reporting, assessment and determination



26. Allegations arising from group academic matters will investigate and consider every member individually.
27. If a breach of academic integrity is suspected, the following occurs:
- the student is informed in writing of the allegation, the evidence pointing to the breach, the process for investigating and making a determination, and the possible penalties; and
 - an academic misconduct report must be completed and submitted to the relevant Course Coordinator with supporting evidence within 24 hours of notifying the student.
28. 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.
29. 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.



30. 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.
31. The finding will include a response and/or penalty. In the case of a finding of Major Academic Misconduct, the recommended penalty must be referred to the Dean for approval.
32. 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 incidents.
33. 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 penalty 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.
34. Where misconduct has been established, the Course Coordinator will action the penalty, in accordance with the criteria outlined in this Policy.
35. All students registered on the AMR will receive referral to learning support, library staff and academic integrity resources to develop improved referencing and citation techniques and an understanding of what constitutes good practice in relation to academic integrity.
36. A summarised description of this process is attached in Schedule 1.

Students | Penalty determination

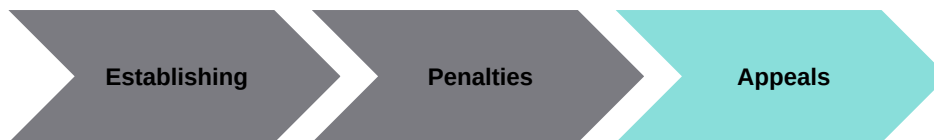


37. OneGlobe will in the first instance adopt a primarily educative response to the majority of findings of academic misconduct. Where there is a finding of no academic misconduct, the student will normally be counselled by the Course Coordinator, directed to relevant resources and given a warning.
38.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



39. 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.
40. 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.
41. 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.
42. When Major Academic Misconduct is established for students, the event will be recorded on the AMR, and one or more of the following penalties 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 OneGlobe.

Student Appeals



43. As this Policy and Procedure provides mechanisms for the reporting, review and assessment of concerns about or allegations of academic misconduct, the *Student Grievance Policy and Procedure* does not apply. A student may still appeal an academic integrity decision arising from this policy through the *Student Appeals Policy and Procedure*. Students can complain to the National student Ombudsman about unsolved issues related to their studies or student life.
44. 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 OneGlobe's internal processes.

Responsibilities

Responsibility	Description
Academic Board	The Academic Board is responsible for:



Responsibility	Description
	<ul style="list-style-type: none"> ● overall monitoring of academic integrity at OneGlobe and reporting to the Board of Directors (BOD) on breaches to academic integrity, with the parties involved de-identified to protect their privacy.
Dean	<p>Dean is responsible for:</p> <ul style="list-style-type: none"> ● general oversight of academic integrity matters at OneGlobe, including the ethical use of AI tools; ● approving recommendations in relation to penalties 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 Teaching and Learning Committee (TLC) and Academic Board (AB); ● reporting staff academic integrity matters to the AB. This report will de-identify parties involved; and ● in relation to allegations of staff academic misconduct: <ul style="list-style-type: none"> ○ making initial determinations as to whether an allegation has substance; ○ appointing an investigator where an allegation appears to have substance; ○ communicating outcomes at various stages of an investigation and review to the respondent and designated officers; and ○ authorising the initiation of appropriate actions and penalties following the exhaustion of any relevant appeal processes.
Academic staff	<p>Academic staff are responsible for:</p> <ul style="list-style-type: none"> ● implementing this Policy and Procedure; ● ensuring that students are trained in good scholarship 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
	<ul style="list-style-type: none"> ● investigating and determining allegations of student academic misconduct; ● referring recommendations in relation to penalties for findings of Major Academic Misconduct to the Dean for approval; ● notifying students of outcomes; and ● ensuring that appropriate records are kept.
Students	<p>Students are responsible for:</p> <ul style="list-style-type: none"> ● producing and submitting assessments in an honest and fair way ● acting and communicating ethically ● showing respect for the work of others ● to follow institute guidelines to use AI tools

Definitions

45. 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	<p>Breach of academic integrity and includes:</p> <ul style="list-style-type: none"> ● 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 ● using Artificial Intelligence (AI) tools
Artificial Intelligence	Artificial Intelligence (AI) whereby the simulation of human



Term	Definition
tools	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	<p>Working with another person to subvert academic integrity, for example:</p> <ul style="list-style-type: none"> ● 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; ● 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: ' <i>...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</i> ' (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



Term	Definition
	<p>acknowledgment.</p> <p>Failing to or incorrectly acknowledging text, images, videos and other artefacts sourced from others in teaching materials, works of scholarship or research outputs.</p> <p>Copying or paraphrasing material from any source without due acknowledgment in teaching materials, works of scholarship or research outputs.</p> <p>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.</p> <p>Falsifying or fabricating data obtained from experiments, interviews, surveys, or similar activities in works of scholarship or research outputs.</p>

Version control

Version	Summary of changes	Approval date	Review Date
1.0	Document Established	Academic Board: 30 May 2025	Jul 2028

Related Documents

- Academic Progress Policy
- Human Resource Management Framework
- Intellectual Property Policy
- Quality Assurance Framework
- Records and Data Management Policy
- Student Code of Conduct
- Student Grievance Policy
- Student Appeals Policy



OneGlobe
Institute of Higher Education
Australia

- Learning and Teaching Plan
- ICT and Cyber Security Management Policy
- TEQSA Understanding Academic Integrity

Related Legislation

- Higher Education Support Act 2003
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- TEQSA Higher Education Standards Framework (Threshold Standards) 2021
- Australian Qualifications Framework (AQF).

Schedule 1 – Categories of academic misconduct

1. Categories of academic misconduct

- (a) Academic misconduct refers to any breach of academic integrity by students or staff at OneGlobe. The Institute classifies academic misconduct by staff and student, and Minor and Major Academic Misconduct.
- (b) Professional judgement and application of this policy will be used when determining penalties. A more lenient or severe penalty may be appropriate, depending on the circumstances as outlined below.

2. Student academic misconduct

Table 1 | Summary of student misconduct minor and major misconduct and considerations

Minor	Major	Considerations
<p>Student Minor Academic Misconduct includes but is not limited to: plagiarism and / or collusion that occurs in the student’s first year of study.</p> <p>An allegation of Minor Academic Misconduct arises where an academic staff member identifies that material submitted for an assessment task has been plagiarised, and where that academic misconduct is the student’s first offence.</p>	<p>A student is alleged to have committed Major Academic Misconduct where they have engaged in activities that include:</p> <ul style="list-style-type: none"> ● Bringing in or referring to unauthorised material in an exam room. ● Communicating with other students during an exam. ● Reading and/or copying the work of other students in an exam (refer also Examinations Policy). ● Contract cheating: TEQSA defines contract cheating as: ‘...when 	<p>First offence</p> <p>The majority of first offences are likely to be assessed as Minor Academic Misconduct unless a more serious breach, such as contract cheating, has occurred.</p> <p>Where a student has no prior record of a warning or finding of academic misconduct on the AMR, following consideration apply when determining a fair penalty:</p> <ul style="list-style-type: none"> ● Whether the student is a first-year student ● Whether instructions regarding collusion, plagiarism and proper acknowledgement of sources were



Minor	Major	Considerations
	<p><i>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).</i></p> <ul style="list-style-type: none">● Engaging in or agreeing to any form of dishonest act.● Misconduct related to the use of Artificial Intelligence (AI).	<p>unavailable or unclear.</p> <ul style="list-style-type: none">● The degree and extent of plagiarism or other misconduct in the student's work. <p>When a penalty has been determined the normal assessment rubric will be applied and the student's marks for the assessment in question will be deducted consistent with the level of misconduct detected.</p> <p>The event will be recorded in the AMR and 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.</p> <p>Second offence</p> <p>If the student has a pre-existing record of academic misconduct or a warning registered on the Institute's AMR, marks will be deducted based on the severity of the misconduct. Where this leads to a failure being recorded for one or more units, the student will be informed that</p>



Minor	Major	Considerations
		<p>they risk an outcome of unsatisfactory academic progression.</p> <p>Third offence</p> <p>If the student has two (2) prior records of findings of academic misconduct or warnings on the AMR, referral to the Dean occurs. The outcome may result in an exclusion from the course and, in the case of an international students, cancellation of student visa, subject to any appeals that may be lodged by the student.</p> <p>Where any period of exclusion or suspension applied as a penalty is greater than a term of study, in order to be considered for re-enrolment, the student must first submit an application for re-admission for the next term of study. The outcome of such an application will be determined by the Teaching and Learning Committee.</p>