

MIHE Academic Integrity and Academic Misconduct

Policy and Procedure

Supporting plans, policies and procedures	• Academic Integrity Committee Terms of Reference • Academic Progress and Student At-Risk Policy and Procedure • Academic Assessment and Moderation Policy and Procedure • Bullying, Harassment, Discrimination, Sexual Assault and Sexual Misconduct Policy and Procedure Code of Conduct • Course and Subject Development and Continuous Improvement Policy and Procedure • Freedom of Intellectual Enquiry Policy • Learning and Teaching Policy • Non-Academic Misconduct Policy and Procedure • Privacy Policy • Records, Data and Information Management and Security Policy • Staff Complaints and Appeals Policy and Procedure • Staff Professional Development and Scholarly Activity Policy and Procedure • Student Complaints and Appeals Policy and Procedure • Student Handbook • Student Orientation Policy and Procedure
Related legislation and references	• Higher Education Standards Framework 2015 • INQAAHE, TEQSA & QBBG (2020). Toolkit to support quality assurance agencies to address academic integrity and contract cheating. • Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 • TEQSA (2020). Academic Integrity Toolkit, https://www.teqsa.gov.au/toolkit/ • TEQSA, Guidancer Note: Academic Leadership, https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-academic-leadership • TEQSA,. Guidance Note: Academic Integrity Version 1.2, 28 March 2019, https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-integrity/ • TEQSA, Good Practice Note: Addressing contract cheating to safeguard academic integrity, 4 October 2017, https://www.teqsa.gov.au/latest-news/articles/teqsa-outlines-ways-cut-contract-cheating/
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3.2	Approved by email circulation on 18 August 2025	Primarily revised to reflect the continuing impacts of GAI on learning and teaching and assessment.

Background and Scope

This document details how MIHE prioritises academic integrity and outlines the principles, policies and procedures that underline it. MIHE's focus on academic integrity is built on MIHE's values of quality, intellectual freedom and respect. This document outlines the procedures, roles, and responsibilities associated with maintaining academic integrity at MIHE. This policy and procedure outlines processes for reporting and investigating, allegations of academic misconduct and for appealing academic misconduct decisions. It covers integrity involving learning and teaching.

This policy and its related procedures apply to all the MIHE stakeholders including students enrolled in accredited courses as well as academics, contractors and partner organisations.

Definitions

Academic Integrity	The expectation that students, staff and all members of the academic community will use, generate and communicate information in an ethical, honest and responsible manner ¹ . Breaches constitute academic misconduct.
Academic Misconduct	Breaches of the MIHE's policy, procedure or guidelines detailed in the Academic Integrity and Academic Misconduct Policy and Procedure by students, staff or

¹ See *TEQSA (2020). Guidance Note: Academic Integrity Version 1.2, 28 March 2019*, <https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-integrity>

	contractors in relation to their research, study or work at MIHE Academic misconduct include cheating, collusion, intellectual property infringement, or plagiarism.
Cheating	Engaging in dishonest or unfair actions in order to gain an advantage over the course of study, work, or research including, but not limited to, the following: ² • plagiarism and failure to follow correct acknowledgement practice; • contract cheating or paying for another person to prepare an assignment or providing contract cheating services; • unauthorised or undisclosed use of artificial intelligence of other electronic means to produce any part of an assessment task; • submitting (for assessment or review) work prepared by another person; • all forms of cheating in relation to examinations and other assessment tasks such as bringing unauthorised material or aids into exams, tests, or quizzes in order to gain an unfair advantage; • offering or accepting bribes (money or sexual or other favours), e.g. for admission or undertaking assessment tasks; • fabrication or falsification of data, information or student identity; and • Interfering with the work, study or research of others to disadvantage them in any way;
Contract cheating	Contract cheating occurs when students employ or use a third party to undertake their assessed work for them and these third parties may include: essay writing services; friends, family or other students; private tutors; copyediting services; agency websites, or 'reverse classifieds' (Lancaster & Clarke, 2016, p. 639) ³ . AI or GAI is considered to be a third party when it is used to write papers, generate test or assignment responses or otherwise to create work that is submitted as if it was the student's own work
Collusion	Working with one or more other individuals to complete an assignment, in a way that is not authorised) ⁴ , including: • writing the piece of work together; • determining the method or approach to question or assessment task together; and • sharing answers or giving access to questions and answers or completed assessment tasks (e.g. knowingly allowing personal work to be copied by others).
Generative Artificial Intelligence	Generative artificial intelligence (GAI) refers to AI systems that can create new content, such as text, images, audio, or video, based on prompts or inputs. Unlike traditional AI focused on analysis and prediction, generative AI produces novel outputs by learning patterns from data and then generating similar, but unique, content (https://www.huit.harvard.edu/ai)
Intellectual Property	Copyright in Australia is governed by the <i>Copyright Act of 1968</i> (Cth). Any actions in breach of this Law, and any use of copyrighted work without permission is a violation of this policy and procedure. Any other unauthorised appropriation of intellectual property for academic or commercial purposes is forbidden by this

² ibid.

³ See *TEQSA (2017). Good Practice Note: Addressing contract cheating to safeguard academic integrity, 4 October 2017.* <https://www.teqsa.gov.au/latest-news/articles/teqsa-outlines-ways-cut-contract-cheating>

⁴ Source: INQAAHE, TEQSA & QBBG (2020). Toolkit to support quality assurance agencies to address academic integrity and contract cheating

	policy and procedure. Unfair use of the work of others constitutes intellectual property theft.
Fraud	- Any actions intended to steal or deceive, through any means. - Faking qualifications, language ability assessment or previous academic results. - Providing fraudulent medical certificates.
Plagiarism	Any attempt to present another's work as one's own without appropriate and clear acknowledgement of the work's source is considered plagiarism. This includes any undisclosed use of artificial intelligence to complete an assessment task. <i>The definition below is based on an excerpt from Griffith University's Institutional Framework for Promoting Academic Integrity among Students⁵.</i> Plagiarism occurs when the work of another is represented, intentionally or unintentionally, as one's own original work, without appropriate acknowledgement of the author or the source. This is an act of academic misconduct and includes but is not limited to acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by: - purchasing a paper from a commercial service, including internet sites, whether pre-written or specifically prepared for the student concerned; - submitting a paper written by another person, either by a fellow student or a person who is not a member of MIHE.
Research Integrity	The trustworthiness of research due to the soundness of its methods and the honesty and accuracy of its presentation (cited by TEQSA, 2020).
Unauthorised or undisclosed use of artificial intelligence:	Using generative (content production) artificial intelligence, paraphrasing and translation tools unless their use is authorised in the assessment requirements and is properly acknowledged (https://www.acu.edu.au/handbook/handbook-2023/policies-and-general-information/student-academic-integrity-and-misconduct-policy-and-procedures/student-academic-integrity-and-misconduct-policy).

Also refer to the Glossary of Terms.

Policy Principles

The key principles informing this policy are:

Centrality of Academic Integrity	Promoting and enforcing academic integrity is central to MIHE's reputation and to the value proposition that it offers. Failure to observe academic integrity badly affects not only the perpetrator, but the MIHE community as a whole.
Proactive Strategies	MIHE will proactively take steps to prevent or mitigate the risk of violation of this policy through measures including: - training all new students, academics, staff, contractors and partner organisations about MIHE's Academic Integrity and Academic Misconduct Policy as appropriate to their role; - training all staff in what signs to look out for to identify academic misconduct;

⁵ Source: Excerpt from Griffith University's Institutional Framework for Promoting Academic Integrity among Students, which clearly defines outsourcing of assessment as a form of plagiarism - policies.griffith.edu.au (referenced in *TEQSA (2017). Good Practice Note: Addressing contract cheating to safeguard academic integrity, 4 October 2017.* <https://www.teqsa.gov.au/latest-news/articles/teqsa-outlines-ways-cut-contract-cheating>)

	• training students how to use plagiarism detection software or other means of checking for plagiarism in order to check their work before submission for assessment; • requiring teaching staff to model academic integrity to students; • creating an open and honest environment of study and work at MIHE; • having strict procedures in place to address academic misconduct; and • ensuring the security of academic processes, such as research work, examinations, and submissions. MIHE must also take steps to prevent the recurrence of breaches.
Clear Communication	MIHE must make its Academic Integrity Policy and Procedure available to all stakeholders, including through the MIHE website and in student and staff handbooks. MIHE must clearly promote and communicate academic and research integrity in courses and units of study. MIHE must also communicate the consequences of violating this policy and take actions accordingly. This communication will be conducted through classroom sessions, webinars, online forums, etc. As appropriate to their roles, all stakeholders must be provided with training on what constitutes academic and research integrity, particularly misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, including the unattributed or unauthorised use of artificial intelligence. Frequent reminders regarding academic integrity generally, and contract cheating and unauthorised or undisclosed use of artificial intelligence specifically, must be part of a holistic approach to promote integrity on campus (such as during Orientation and just before exams with visual reminders).
Vigilance	MIHE must make efforts to ensure that its administrators, academic staff, students, and partners are vigilant to ensure that signs of academic misconduct are identified, reported and dealt with appropriately.
Accountability	MIHE must embody the values of quality, intellectual freedom and respect. This means that staff and students are accountable in promoting and upholding the standards and to manage any breaches of academic integrity in accordance with this Policy and Procedure.
Transparency	MIHE must make its Academic Integrity Policy and Procedure available to all the MIHE community including on the MIHE website and in Student and Staff Handbooks. MIHE must ensure that it responds to any evidence of academic misconduct in a consistent manner following published procedures.
Timeliness	In the interest of providing justice to those against whom misconduct is alleged, MIHE will resolve allegations of misconduct as soon as possible. Normally allegations should be resolved within 28 working days of being made.
Fairness	All persons have a right to procedural fairness and to have their privacy protected. This includes people who are alleged to have breached MIHE's academic integrity policy and those who report such behaviour. All decisions will be reviewed internally within MIHE and be subject to appeal.
Academic Freedom and Freedom of Speech	The TEQSA Guidance Note on Academic Leadership provides in part: "Higher education is also characterised by a great deal of freedom in what individual academics or teams choose to be involved with in their academic pursuits, e.g. through research and scholarship. Such freedom is acknowledged in the HES Framework; the governing body is required to take

	steps to ensure that academic freedom is upheld and protected (6.1.4). Likewise, the governing body must ensure that freedom of speech is upheld and protected (6.1.4).” Accordingly, Academics and students should be free to express their opinions and ideas about any matter, in any forum; such actions must not: • harm others; • make defamatory allegations; or • unfairly impugn the reputation of MIHE.
Repeated breaches	A student, academic or contractor who has been found to have committed repeated breaches of academic integrity, even if of a minor nature, shall be deemed to have committed major misconduct.

This Policy is primarily related to the assessment of learning; the submission of assignments, tests, reports and theses; and the conduct of research. The *Bullying, Harassment, Discrimination, Sexual Assault and Sexual Misconduct Policy and Procedure* and the *Non-Academic Misconduct Policy and Procedure* addresses other harmful behaviours of students, staff and contractors.

This Policy also considers TEQSA Good practice and Guidance notes addressing contract cheating to safeguard academic integrity⁶.

Actions to mitigate risks to academic integrity

MIHE will take actions to mitigate risks to academic integrity and academic misconduct including a range of preventative measures that take into account the student life cycle from admission through to graduation. Students, teachers and academic integrity decision-makers are not the only stakeholders in relation to academic integrity. Librarians, Student Welfare and Support Officers, Counsellors and other support staff all need to be informed about contract cheating.

MIHE will conduct training in academic integrity and the Academic Integrity and Academic Misconduct Policy and Procedure beginning at Student Orientation and provide ongoing information to reinforce students awareness of this issue. In particular students will be educated on the use and misuse of artificial intelligence so that they are able to behave ethically in compliance with relevant policies and procedures MIHE students and staff will be provided with information on how to use text-matching software such as Turnitin for identifying issues with plagiarism and contract cheating. In addition, self-study resources will be available on the Learning Management System (LMS) for educating the students in relation to these issues.

⁶ See <https://www.teqsa.gov.au/latest-news/articles/teqsa-outlines-ways-cut-contract-cheating>; <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-academic-and-research-integrity>

MIHE recognises that its students come from a variety of educational, cultural, social and economic backgrounds with differing motivation and achievement levels. Consequently, it will seek to identify students who may require additional assistance as early as possible in their study with MIHE. Targeted academic skills and personal training and attention, as applicable, will be offered to assist and support satisfactory learning outcomes⁷.

In order to support the practice of academic integrity and to improve learning outcomes, MIHE staff will foster personalised teaching and learning relationships with students by:

- clarifying assessment requirements through task instructions; scaffolding, interactive discussions and marking rubrics;
- allowing drafts of written assessments to be submitted progressively;
- being accessible to students for learning help and support;
- providing constructive, meaningful and timely feedback for each student; and
- modifying and altering assessment tasks to prevent students from sharing assignments from previous semesters.

GAI and Academic Integrity

The development of GAI technologies is proceeding rapidly. GAI is posing challenges and opportunities to higher education administrators, academics, and students. GAI is reshaping our world in ways that we are just beginning to understand. Therefore, it is crucial for academics, administrators, learning designers, and students to deepen their understanding of GAI. The integration of GAI into higher education has been at the centre of discussions in Australia's education sector. MIHE places a premium on applying a principles and ethics-based approach to the development of appropriate policies and strategies for the use of generative AI by our students, researchers and staff. The following principles guide the MIHE approach to GAI:

1. Maintaining academic excellence and integrity in teaching, learning, assessment and research will continue to be a priority as we develop responsible use of GAI.
2. Providing clear guidelines for the appropriate use of generative AI technologies by their academic staff, researchers, and students.
3. Developing resources to empower students, academic and research staff to engage productively, effectively, and ethically with generative AI.
4. Ensuring equal access to generative AI.

⁷ Source: Adapted from Monitoring Academic Progress – International students, CQUniversity, referenced from [TEQSA \(2017\). Good Practice Note: Addressing contract cheating to safeguard academic integrity, 4 October 2017.](https://www.teqsa.gov.au/latest-news/articles/teqsa-outlines-ways-cut-contract-cheating)

- Engaging in collaborative efforts to exchange and implement best practices as generative AI technology and its role in society continues to advance.

Acceptable Use of Generative AI

Students are permitted to use GAI tools, such as ChatGPT and Copilot, for general purposes, including gathering information, improving grammar, and refining English expression. However, these tools must not be used to complete assignments on behalf of the student, replace genuine student effort, or insert AI-generated text into submissions and present them as original work. Such practices are considered academic misconduct and will incur penalties. In completing assessment tasks students must follow the specific guidelines outlined in their assessment briefs regarding the use of GenAI tools. Only where explicitly permitted can students use AI generated content in their assessments. If these tools are used, they must be properly acknowledged within the body of the text and included in the reference list, along with all other source consulted during the preparation of their work.

Minor and Major Misconduct - Treatment of initial versus subsequent breaches

MIHE staff will provide extra support to students when allegations of academic misconduct result in a first breach of MIHE's Academic Integrity and Academic Misconduct Policy and Procedure in order to strengthen the relationship with students and educate them about academic integrity.

A minor misconduct occurs when all the following criteria apply:

- the student has no prior record of academic misconduct;
- the student is in the early stages of their academic study at MIHE, defined as the first eight units studied at MIHE, and
- there has been poor academic practice; e.g. the student's understanding of academic integrity

A finding of a minor breach of academic integrity can be determined by the Unit Coordinator, Course Director or the Dean. The decision will form part of the student's academic record and the student will be informed in writing that subsequent or repeat breaches will be treated as a major misconduct.

Submitting Work for Assessment

In submitting work for assessments (such as assignments, tests and reports), whether electronically or by hard copy, students are required to declare that the assessment item submitted is entirely their own work and where they use or make reference to the work of others, that this is acknowledged.

Academic Integrity Committee (AIC)

Details of the AIC including its purposes and responsibilities are to be found in *Academic Integrity Committee Terms of Reference*.

The AIC responsibilities include dealing with academic integrity by conducting investigations and making findings regarding alleged academic misconduct; designing mechanisms to facilitate reporting of alleged misconduct; providing mandatory training to all academic staff starting employment with MIHE; and promoting academic integrity throughout MIHE. The AIC will establish and maintain a centralised management system to keep secure and confidential records of all cases of alleged academic misconduct and the outcomes of investigations. The AIC, through the Dean, is responsible for reporting to AB on proposed changes to policy and for regular reporting of its activities.

Procedures for Dealing with Alleged Academic Misconduct

All allegations of academic misconduct must be brought to the attention of the Academic Integrity Committee. Where allegations require investigation and determination the AIC will form ad-hoc Investigatory sub-committees to investigate the allegations and recommend remedies and/or penalties, if required. The Sub-committees must conduct themselves in accordance with principles of procedural fairness. Once an investigation has been initiated, it will normally be concluded within 30 working days of the formal allegation being lodged.

Reporting

Any person, student, member of staff, partner organisation or person involved in any program conducted in partnership with MIHE can report an allegation of misconduct. Once reported, all allegations must be investigated by the AIC. Persons can make an official report of academic misconduct in writing to the AIC or online through the MIHE website. Where available, supporting evidence must be provided which may include a text similarity report from detecting software, similarity of work submitted by another student or by the same student for another assessment, and inconsistency between student's class performance and performance in the assessment.

Investigation of Alleged Misconduct

Once a formal allegation of academic misconduct has been lodged, the AIC must begin an official investigation within 10 working days. Its first task is to inform in writing the person or persons against whom allegations are made about the nature of the allegation and possible penalties in the case of a major or minor breach. The identity of the complainant must at all times be confidential.

The person or persons complained about will be given the opportunity within 10 working days, to respond to the complaint in writing and/or to put their case to a meeting of an AIC sub-committee established to evaluate the allegation.

This sub-committee can have access to any relevant MIHE documents, including electronic documents provided that confidentiality and privacy are protected. If the person or persons complained about wishes to do so, they may bring a support person to any meeting they attend, but this person shall not be a lawyer. The sub-committee is entitled to interview any other relevant parties, or to seek such other evidence they deem necessary. Once the relevant evidence has been assembled, the sub-committee will make a decision as to whether misconduct has occurred and if so, whether it was of a minor or major nature.

If the sub-committee finds that the misconduct may constitute a breach of Australian law, a recommendation can be made to the Dean to raise the matter to law enforcement authorities.

In the case of allegations against students, there are three possible outcomes:

- a) *A finding of No Misconduct*, in which case all allegations will be dismissed without prejudice. If the allegation involves coursework, the course examiner will be asked to mark the coursework as if no misconduct has taken place.
- a) *A finding of Minor Misconduct*, in which case the Sub-committee has the choice to add an official reprimand to the person's record, or recommend more serious penalties, short of suspension, expulsion or dismissal. The recommended severity of the penalty is at the discretion of the Sub-committee. Penalties include requiring the student to be counselled and take a course on academic integrity, a reduction in grade for an assessment, the awarding of zero marks for an assessment or the awarding of a fail grade for a Unit for which the assessment formed part.
- c) *A finding of Major Misconduct* in which case the Sub-committee may recommend suspension from MIHE, exclusion from the Course or expulsion from MIHE. The CEO must review the decision and the recommended penalties within 5 working days of the Sub-committee completing its deliberations. The CEO may reject the finding of major misconduct or reduce the penalty to be applied.

In the case of allegations against academics, the Sub-committee must decide whether a breach has occurred, and if so, what remedies should be applied and what penalties should be recommended. Remedies include:

- a) In the case of plagiarism, including unattributed use of GAI, or intellectual property theft, the person will be required to correct any publication or document by properly

acknowledging the ideas or work of others and advising the publisher or withdrawing the publication;

- b) Where research has been falsified or authorship has been falsely attributed any resulting publication should be withdrawn; and
- c) Making written apologies to any parties adversely affected by the misconduct.

In terms of penalties, there are three possible outcomes:

- b) *A finding of No Misconduct*, in which case all allegations will be dismissed without prejudice.
- c) *A finding of Minor Misconduct*, in which case the person must be counselled and take a training course on academic integrity. An adverse finding will be placed in the person's employment record.
- d) *A finding of Major Misconduct*, in which case the Sub-committee may recommend a demotion or a termination of employment with MIHE.

The CEO must review the decision and the recommended penalties within 5 working days of the sub-committee completing its deliberations. In undertaking a review the Dean may to reduce or dismiss the penalties to be applied.

Academic Board must be notified as to the outcome of all proceedings relating from allegations of academic misconduct by students, staff or other stakeholders.

The outcome of the investigation must be communicated to the person or persons in writing, by email as soon as practicable. Where a finding of misconduct is made and a penalty applied, the person or persons must be informed of their internal and external appeal rights. These rights of appeal are detailed in the *Student and Staff Complaints and Appeals policies and Procedures*.

Maintaining Records

The Academic Integrity Committee is required to keep detailed written records, including electronic records, of all proceedings. These records shall include, but not be limited to the following:

- Any coursework or research works within which any academic misconduct is alleged to have taken place;
- All records of any meetings, telephone calls, emails with all relevant parties, or any other details in any way connected with the allegation and inquiry;
- All records of correspondence, including official report allegation, all decisions made in writing and any response from any relevant parties; and
- Any record of appeals or decisions to appeal to external authorities.