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Academic Integrity Policy & Procedure

1. Purpose

Insight Academy is committed to fostering a learning environment that upholds the values of academic integrity, independent thinking, and ethical conduct. This policy sets out the expectations for honest and original academic work and outlines how the organisation supports students and staff in maintaining high standards of conduct in learning and assessment. It also details the procedures for identifying, addressing, and preventing academic misconduct, including plagiarism, cheating, collusion, and the inappropriate use of artificial intelligence. By promoting a culture of integrity, this policy ensures fair and credible assessment outcomes for all learners.

2. Scope

This policy applies to all students enrolled at Insight Academy and the training & assessment teams.

3. Policy Statement

Insight Academy is committed to ensuring a great learning experience for its students. It aims to provide a learning environment that fosters the qualities of independent learning and academic integrity. This policy seeks to encourage ethical conduct and to inform staff and students about Insight Academy standards of academic behaviour.

What is Academic integrity?

It is a fundamental value in education and research that requires honesty, fairness, and respect in all aspects of academic work, including teaching, learning, research, and assessment

One of the core functions of an RTO is to develop students' ability to apply critical reasoning to assessment activities through independent thought and to make decisions that reflect the student's considerations of the task or workplace requirement. Insight Academy acknowledges that to develop this ability, the student will study the work of others via issued textbooks, learning material or through their research. However, students, in their learning

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& assessment work must acknowledge, through appropriate referencing, earlier work from which they have drawn information.

Where students use artificial intelligence software such as ChatGPT to generate assessment answers or reports etc. and represent the same as their own ideas, research and/or answers, they are NOT considered to be submitting their own work. If students knowingly have a third party, including artificial intelligence technologies, write or produce any part of assessment answers (paid or unpaid) and submit the same as their own work for assessment, it will be considered as deliberate cheating/ plagiarism and will be deemed as an 'academic misconduct'.

Student may use AI tools in an ethical and responsible way when preparing the answers for the assessment tasks, to enhance their knowledge and skills, and to ensure that the submit their own work without any plagiarism. Thus, they must:

- Reference any text or information generated by AI in their assessment answers, along with any other sources they used. Students should clearly indicate where in their assessment task they have used AI-generated material.
- Make sure that the final answers are in their own words, and not just copied from an AI generator. Students may use the AI generated text as a prompt for inspiration or guidance.
- Understand that the AI tools have limitations. Students are required to check the accuracy of the information generated by the AI tools. Thus, they may use it in conjunction with other sources to ensure the credibility and reliability of the information they present.

Students have a responsibility to maintain the highest standards of academic integrity in their academic work. Students must not cheat in assessments and must ensure that they do not plagiarise.

What is Academic Misconduct?

Academic misconduct means seeking to obtain academic advantage by dishonest or unfair means or knowingly assisting another student in doing so. Academic misconduct may include, but is not limited to:

- Plagiarism or assisting another student to commit plagiarism
- Cheating
- Collusion
- Taking unauthorised information, materials or aids into an assessment activity
- Falsifying or fabricating information or data

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- Failing to give accurate acknowledgement to others works (referencing) when instructed

This information is provided to all students at Insight Academy via the Orientation session, the *Student Handbook* and *Student Code of Conduct* on Insight Academy website as well as during training and assessment via the Trainers and Assessors (Coaches) and within the assessment instructions.

Plagiarism

Plagiarism is the act of misrepresenting as one's original work the ideas, interpretations, words, or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words, or works may be found in print and/or electronic media.

Use of artificial Intelligence (AI) for generating answers to the assessment tasks without proper citation is also a form of plagiarism and it must be avoided.

Cheating

Cheating is defined as "a form of deceit to gain an advantage for the cheat." At Insight Academy, cheating is usually related to taking unauthorized material into assessments. Insight Academy trainers have a responsibility to explain expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in students.

Collusion

Collusion occurs when a student uses another student's work without adequately crediting the other student's work whether the other student has given consent or not to use the work or not. It is the act of working together with another person or group to deceive, misrepresent, or cheat in academic work. This includes sharing work between learners or providing unauthorized assistance.

Minimising Academic Misconduct Plagiarism, Cheating and Collusion

Insight Academy will foster a culture of responsibility for ones' own actions and work performance in students by ensuring students, during assessment processes, are provided with clear instructions, direction and feedback regarding academic misconduct matters.

Students are expected to:

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- be aware of this policy and its procedures to educate themselves about how to avoid plagiarism, cheating and collusion.
- Attempt assessment activities independently unless the assessment activity requires group work.
- Reference assessment materials when used in the assessment task.
- Avoid placing themselves in situations that could be construed as academic misconduct.

Referencing

Referencing demonstrates that the student has read the issued material or has undertaken their research in other sources. Failure to reference appropriately is considered unethical academic behaviour and will result in a student's work not being accepted.

Students should understand that assignment and project work submitted for assessment must consist of the original effort. It is insufficient to simply copy work from other sources and submit it, even if those sources are appropriately acknowledged. Work submitted by a student must have an original component.

The following are examples of plagiarism where a student intentionally does not acknowledgement or reference an author or source:

- Direct copying of paragraphs, sentences, a single sentence, or significant parts of a sentence.
- Direct copying of paragraphs, sentences, a single sentence, or significant parts of a sentence with an end reference but without quotation marks around the copied text.
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these.
- Paraphrasing, summarizing or simply rearranging another person's words, ideas, etc., without reference or explanation.
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is.
- A 'cut and paste' of statements from multiple sources.
- Presenting as independent, work done in collaboration with others.
- Copying or adapting another student's original work into a submitted assessment item.
- Copying or adapting a student's work submitted in a previous essay or assessment.

The Trainers & Assessors (Coaches) at Insight Academy will provide information about referencing requirements or they may be provided in the assessment task information. There

may be instances when a student unintentionally fails to cite sources or to do so adequately. Careless or inadequate referencing or failure to reference will be considered poor practice. Where careless referencing is identified, the student will be required to correct the error and resubmit an assignment.

Group Work and Individual Accountability

Insight Academy recognises the value of collaborative learning and may require students to participate in group-based assessment tasks where required. Group work fosters teamwork, communication skills, and the ability to work toward shared outcomes, essential capabilities in most vocational and professional settings.

However, group assessments must be conducted in a manner that upholds academic integrity and ensures that each VET student is assessed on their own skills and knowledge. It is essential that each student's individual contribution is identifiable and that assessors are able to make accurate, valid, and fair assessment judgements.

Key Expectations for Group Work

- Students must actively participate and contribute their share of work.
- Plagiarism within or between group members is not acceptable.
- Group submissions must include a declaration signed by all members affirming their participation and authorship.
- Group work does not mean shared answers on individual tasks or copying each other's work.

By embedding these steps into the assessment process, Insight Academy ensures that group tasks uphold the principles of fairness, validity, authenticity, and reliability in line with the Outcome Standards 2025.

Validation of Group Work Contributions by Assessors (Coaches)

- Ensure a **Group Work Declaration** is signed by all members of the group as assigned by the assessor (coach)
- Conduct verbal questioning or brief individual interviews with each student (face-to-face or online) to confirm understanding of the group task and individual inputs.
- During presentations, each student within the group is assigned a role and tasks to present.

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4. Procedure

Dealing with Academic Misconduct such as Plagiarism

In the case of suspected plagiarism, cheating &/ or collusion, the trainer/assessor (coach) will report the incident to the Training Coordinator.

The Training Coordinator in consultation with the Trainer/Assessor (Coach), will determine if the plagiarism, cheating &/or collusion has resulted from poor academic practice or was intentional. This preliminary step may involve an informal interview with the student.

The Training Coordinator and trainer/assessor (coach) will:

- consider the extent of the plagiarism (noting that the more extensive the plagiarism, the more likely it was intentional).
- review the course profile and other information provided to students by the Trainer to determine if adequate information had been given.
- identify if the student has been previously warned of plagiarism.
- determine whether the student is new to adult vocational education and training (it would be expected that continuing students would be more likely to understand plagiarism and its consequences).

If the above factors have been considered and it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and resubmit it for the assessment.

If after consideration of the above factors it is determined that the plagiarism was intentional, the student's work will not be accepted, and the student will be issued with an alternative assessment task to complete.

The student will be given a formal warning (in writing) explaining the seriousness of the incident and the consequences if the student is found to plagiarise/ cheat/ collude again.

Students who commit plagiarism after being formally warned may have their course(s) cancelled for the reason of Academic Misconduct.

Students will be informed of their rights for to appeal decisions relating to academic misconduct. Appeals against decisions regarding plagiarism will be managed as per *Feedback, Compliant and Appeals Policy and Procedures*.

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Standard Operating Procedure: Academic Misconduct Management			
Step	**Procedure Description**	**Responsible Person(s)**	**Supporting Documents**
1	Identify suspected case of plagiarism, cheating, or collusion in assessment work.	Trainer/Assessor (Coach)	Submitted assessments
2	Report incident to the Training Coordinator	Trainer/Assessor (Coach)	Intranet
3	Conduct a preliminary review to assess if it is poor academic practice or deliberate misconduct.	Training Coordinator & Trainer/Assessor (Coach)	Copy of student work
4	Consider key factors: extent of plagiarism, clarity of instructions provided, student's history, and whether they are new to VET.	Training Coordinator	N/A
5	If it is poor academic practice, provide guidance and allow student to revise and resubmit work. If it is intentional misconduct, reject the work and issue an alternative assessment task.	Training Coordinator & Trainer/Assessor (Coach)	Soft Warning, student file notes Alternative assessment task
6	Issue formal written warning explaining the seriousness and future consequences.	Training Coordinator	Formal warning letter, student file notes

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7	If repeated misconduct occurs, initiate cancellation of course enrolment. Inform student of right to appeal. Direct them to Feedback, Complaints and Appeals process.	Operations/ RTO Manager and Training Coordinator	Intention to Cancel Enrolment and Report
8	Maintain records of incident, decisions, and correspondence in the student management system.	Admin Officer	Student file, SMS notes
9	Review incidents periodically to inform staff training and policy improvements.	Compliance Consultant	Continuous Improvement Register

5. Supporting Documents

- Code of Conduct – Students
- Student Handbook
- Group Work Declaration
- Complaints and Appeals Form

6. Related Policies

- Training and Assessment Strategies Policy & Procedures
- Assessment System Quality Assurance and Validation Policy & Procedures
- Assessment Principles and Evidence Policy and Procedures
- Feedback, Complaints and Appeals Policy and Procedures
- Student Information Policy and Procedures
- Document Management and Records Retention Policy and Procedures
- Continuous Improvement Policy and Procedures

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7. Roles and Responsibilities

CEO: Ensures organisational culture and systems support academic integrity and fair assessment practices.

Training Coordinator: Investigates academic misconduct, oversees implementation of academic integrity practices, and coordinates professional development on plagiarism prevention.

Compliance Consultant: Monitor trends in misconduct, evaluate compliance contribute to policy reviews and leads professional development on plagiarism prevention

Trainers and Assessors (Coaches): Provide assessment instructions, educate students on referencing and academic conduct, detect and report suspected misconduct.

Students: Uphold academic integrity, complete and submit their own work, and follow referencing requirements.

8. Legislative Background

This policy is guided by the following legislative and regulatory frameworks:

- Standard 1.4 (b) (iii) of the Outcome Standards for NVR Registered Training Organisations 2025 under the National Vocational Education and Training Regulator Act 2011 (Cth).
- Standard 8.9 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 under the Education Services for Overseas Students Act 2000 (ESOS Act).

9. Monitoring and Improvement

This policy is reviewed annually or earlier in response to changes in regulatory requirements or audit outcomes. Review activities including TAS quality review reports, audit findings, and student, Trainers & Assessors (Coaches) as well as industry feedback.