

Procedure Name	ACADEMIC INTEGRITY MISCONDUCT PROCEDURE
Procedure Number	A016_PR_HE (Academic)
1 Purpose	The purpose of this procedure is to detail the process of how Whitehouse implements the policy in investigating and resolving alleged cases of academic misconduct.
2 Scope	<p>This procedure applies to all academic Higher Education students, staff, courses and subjects at Whitehouse.</p> <p>2.1 Academic integrity: <i>'the expectation that teachers, students, researchers and all members of the academic community act with honesty, trust, fairness, respect and responsibility.'</i> (TEQSA: What is academic integrity?)</p> <p>2.2 Academic misconduct: <i>"is behavior that... breaches rules, policies, directions, and guidelines at Whitehouse in relation to assessment submissions... with the intention of gaining an unfair advantage. It includes, but is not limited to, plagiarism, collusion, unauthorised use of GenAI, re-cycling or resubmitting work, cheating and fraud".</i> (Whitehouse definition)</p> <p>Whitehouse classifies breaches of academic misconduct as either minor (unintentional) or major (intentional), investigates alleged breaches and resolves cases with an educative response for the former and a combination of an educative and punitive proportional response for the latter, based on the severity level of the breach.</p> <p>(Refer <i>Whitehouse Guide for students and teachers in addressing cases of academic misconduct</i>)</p>
3 Procedure	<p>3.1 Whitehouse responsibilities</p> <p>3.1.1 Whitehouse maintains this procedure with feedback from students, (Student Representative Councils, SRCs); staff, the Learning, Teaching and Assessment Curriculum Committee, (LT&ACC); the Academic Board and the Board of Governors.</p> <p>3.1.2 The Whitehouse Executive Management Committee (EMC) and staff promulgate this procedure via the curriculum, teaching, assessment, Website, notification to students and staff via emails, Google Classroom, at orientation and assemblies.</p> <p>3.2 Staff responsibilities</p> <p>3.2.1 All staff must be conversant with Whitehouse' Academic integrity policy and this procedure and how to apply it, in conjunction with other policies (e.g. Assessment; Privacy; Progression and exclusion; Academic appeals / grievance resolution) and related resources.</p> <p>3.2.2 Staff are expected to undertake professional development in applying the policy and procedure.</p> <p>3.2.3 Academic staff contribute to assessment design in the curriculum and teaching to promote ethical and responsible student learning behaviour and practice.</p> <p>3.2.4 Academic staff (in consultation with senior staff) design subject assessment task briefs (scope and grading rubrics) that clearly specify the requirements and criteria to prevent student breaches of academic integrity.</p>

- 3.2.5 Subject assessment task briefs detail and clearly specify whether the use of GenAI tools / technologies is **permitted** OR **not permitted**.
- 3.2.6 Where the use of GenAI tools / technologies in a subject assessment task is **permitted**, the brief, scope and grading (rubric) must be clearly detailed and communicated to students.
- 3.2.7 Where the use of GenAI tools / technologies in a subject assessment task is **not permitted**, it must be explicitly stated and the assessment brief, scope and grading (rubric) and must be clearly communicated to students, with the attendant consequences (penalties) incurred for breaches of the policy.

3.3 Student responsibilities

- 3.3.1 Students must be conversant with and comply with Whitehouse' Academic integrity policy and this procedure and how to applies to them.
- 3.3.2 Students must be conversant with the information provided on the Website and accompanying resources on academic integrity.
- 3.3.3... Students must read and be conversant with the *Whitehouse guide for students and teachers in addressing breaches of academic integrity*
- 3.3.4 Students must conduct themselves with integrity and honesty in their learning and academic practice, always.
- 3.3.5 Students must take all reasonable steps to avoid breaches of academic integrity, as defined by the policy.
- 3.3.6 Students must submit with their assessment(s), the **Assessment Declaration** cover sheet in accordance with its *Terms and Conditions*.
- 3.3.7 Students should seek help from their teacher if they need advice about academic integrity requirements in their studies and academic practice.

3.4 Reporting and handling alleged beaches of academic integrity

- 3.4.1. Staff members are required to report suspected student breaches of academic integrity.
- 3.4.2 Students can also report suspected student breaches of academic integrity.
- 3.4.3 Staff should report suspected breaches to the Manager, Student Administration, while students can report to their teacher or other staff member.
- 3.4.4 Suspected breaches will be investigated, with due process and adherence to the rules of natural justice.

3.5 Minor / Unintentional breaches of academic integrity

- 3.5.1 Minor / unintentional breaches of academic integrity will be resolved as detailed in the *Whitehouse guide for students and teachers in addressing breaches of academic integrity*, ie with a non-punitive, educational response.
- 3.5.2 A senior staff member of the Whitehouse Executive will make the decision, and the student and relevant teacher informed by Student Administration.

3.6 Major / intentional breaches of academic integrity

- 3.6.1 As defined by the policy, major / intentional breaches of academic integrity will be resolved as detailed in the *Whitehouse guide for students and teachers in addressing breaches of academic integrity*, ie. with a punitive response, underpinned by academic support and counselling.
- 3.6.2 Students suspected of academic misconduct will have the case investigated in a way that observes procedural fairness and confidentiality.
- 3.6.3 Where a formal meeting is held, the Chair shall be a senior member of the Whitehouse Executive, or Academic Borad with other senior staff as panel members.
- 3.6.4 Where a formal meeting is held, a student may bring a person (friend or family member), as a support person only and not as representative or advocate on their behalf.
- 3.6.5 The student will have an opportunity to make written and/or oral submissions as well as respond to questions put to them by the panel.
- 3.6.6 After the panel deliberations (held *in camera*) the Chair will decide on the outcome.
- 3.6.7 Where proven, deliberate breaches of the policy can have serious consequences and adverse outcomes for a student's academic progression, depending on the type and severity of the breach. (refer clause 3.6.10 below)
- 3.6.8 The purpose of imposing a penalty is to act as a deterrent and prevent future occurrence(s) and harm, enabling rehabilitation, and assuring the integrity of the qualification and reputation of the institution.
- 3.6.9 In reaching a decision, the panel will also consider mitigating circumstances, where applicable, for example the student's personal (wellbeing) and / or, financial circumstances.
- 3.6.10 As an outcome of the hearing, the Chair may decide as follows:
- to seek further information
 - to dismiss the complaint of academic misconduct, with no adverse findings

Where proven:

- provide the student with a warning together with advice about what is acceptable academic conduct (record placed on the student file)
- apply a consent penalty, for example, student accepts a "revised" program (learning plan) and undergoes academic counselling
- ask the student to re-submit the assessment task with a maximum result of Pass allowed

- record a Fail result in an assessment task
- record Fail result for the subject overall
- impose a course suspension, for a specified time
- notification to cancel enrolment
- notification to cancel visa (for overseas students)
- make a police report, that may result in
- criminal charge(s) /prosecution.

3.7 Notification of the Outcome/s of the Investigation

3.7.1 The student shall be informed in writing of the decision of the Chair or panel, together with reasons for the decision, the evidence considered, the penalty, reasons and any conditions imposed, including any mitigating or aggravating circumstances.

3.7.2 The student has five working days of being notified of the decision to appeal.

3.8 Appealing a Decision – Internally

3.8.1 The student can appeal a decision by submitting in writing a completed [Academic grievance form](#) to the Manager, Student Administration within five working days of being notified of that decision, in accordance with the Academic Grievance and Appeals Resolution [Policy](#) and [Procedure](#).

3.8.2 The Chair of the appeals panel shall consider carefully all aspects of the case and the procedures followed and their decision shall be timely and final with respect to the internal process and not subject to a further internal appeal.

3.9 ... Appealing a Decision – Externally

3.9.1 The student may appeal the findings and penalty both or the penalty only if they accept the findings, (but not the penalty), within five working days of the notification.

3.9.2 The student may appeal the decision by seeking independent, external advice, at their own cost.

3.10... Record keeping and Reporting

3.10.1 All records of information, proceedings and outcomes will be maintained with care as to their security in the student’s file in the Student Administration System, in accordance with Whitehouse’s [Privacy policy](#) and relevant legislation.

3.10.2 A record of student cases will be maintained on to the *Student Issues Register*.

3.10.3 A report (with quantitative and qualitative data) will be submitted annually to the Whitehouse Executive Management Committee and Academic Board focusing on trends, patterns and recommendations for continuous improvements.

Relevant Legislation

- [Higher Education Standards Framework \(Threshold Standards\) 2021](#), section 1.4 (assessment), section 5.2 (academic integrity), and core principles, section 2.2
- [Prohibiting Commercial Academic Cheating Services Bill \(2019\)](#) (accessed June 2024)
- [2016 Higher Education Support Act \(2003\)](#)
- [Australia Qualifications Framework \(AQF\)](#)

- [Education Services for Overseas Students Act 2000 \(ESOS\)](#)
- [Commonwealth Register of International Courses for Overseas Students \(CRICOS\)](#)
- [Copyright Act 1968 \(Cwlth\) and the Copyright Amendment \(Digital Agenda\) ACT 2000 \(Cwlth\)](#)
- [Telecommunications Act 1997 \(Cwlth\) and associated Acts](#)
- [Crimes Act 1914 \(Cwlth\)](#)
- [Broadcasting Services Act 1992 \(Cwlth\) and associated Acts](#)
- [Privacy Act \(Cwlth\) 1988](#)
- [Privacy and Personal Information Protection Act 1998 \(NSW\)](#)
- [Information Privacy Act 2000 \(Victoria\)](#)
- [State Records Act 1998 \(NSW\)](#)
- [The Equal Opportunity Act 2010, \(Victoria\)](#)
- The Queensland [Information Privacy Act 2009](#) (the Act)

Resources

TEQSA RESOURCES: PROTECTING ACADEMIC INTEGRITY

- [Higher education good practice hub](#)
Brings together resources and information on a range of topics, including artificial intelligence and assessment design, to support good practice across the sector.
- [What is academic integrity](#)
- [Understanding academic integrity \(for students\)](#)
TEQSA-developed resources for students, including translated information and materials to support communications with students.
- [Understanding academic integrity: Frequently asked questions and answers \(FAQs\)](#)
- [Academic integrity in the creative arts](#)
Advice for providers and academics in the creative arts on strengthening and upholding academic integrity.

GENERATIVE ARTIFICIAL INTELLIGENCE (TEQSA)

“Resources [that] aim to assist higher education providers and their staff to meet new challenges and benefit from opportunities afforded by advances in generative artificial intelligence (AI). In addition to resources developed by TEQSA, ...also included [are] good practice advice from other sources”.

- [Artificial intelligence: advice for students](#)
- [TEQSA Good Practice Note](#)
- Lodge, J. M., Howard, S., Bearman, M., Dawson, P, & Associates (2023). [Assessment reform for the age of Artificial Intelligence](#). Tertiary Education Quality and Standards Agency.

Key Related Documents

- Academic Integrity Policy
- Whitehouse Guide for students and teachers in addressing breaches of academic integrity
- Whitehouse LibGuide
- Assessment Declaration cover sheet and Terms and Conditions
- Code of Conduct (Students)
- Access and Equity Policy and Procedure (HE)
- Academic Grievance and Appeals Resolution Policy and Procedure (HE)
- Academic Grievance Policy and Procedure - Grievance Form
- Privacy Policy and Procedure (HE)
- Student Progression and Exclusion Policy and Procedure (HE)
- Quality Assurance and Continuous Improvement Policy and Procedure

Definitions

Academic integrity:

'the expectation that teachers, students, researchers and all members of the academic community act with honesty, trust, fairness, respect and responsibility.'

(TEQSA: [What is academic integrity?](#))

Breaching academic integrity is also known as 'academic misconduct' or 'academic dishonesty'.

Academic misconduct: is behavior that contravenes the values of academic integrity, which breaches rules, policies, directions, and guidelines at Whitehouse in relation to the submission of assessment and which normally includes action taken with the intention of gaining an unfair advantage. It includes, but is not limited to, plagiarism, collusion, unauthorised use of GenAI, recycling or resubmitting work, cheating and fraud.

Types of academic misconduct:

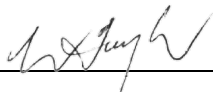
Plagiarism: is the action or practice of taking and submitting or presenting the thoughts, writings, or other work of someone else as though it is your own work, i.e. without acknowledging, citing, or referencing the original source of the work, whether its intentional or unintentional.

Cheating: is improper conduct in assessment tasks. It includes but is not limited to copying from another student; impersonation in submitting own work for another student; engaging illegal contract commercial cheating services (e.g. "ghost writing" as advertised on websites)

Collusion: is a type of plagiarism that includes, but is not limited to, presenting and/or sharing the product of unauthorised collaboration to an assessor as independent work. Collusion also occurs when a person knowingly allows his or her work to be copied and passed off as the work of another person.

Recycling or resubmitting work: involves submitting or resubmitting work that has been submitted and assessed (graded and returned) previously. It is a form of self-plagiarism.

Fraud: is a form of cheating that includes, but is not limited to, creating false data and falsifying collected data from systematic enquiry, experiment, research investigations, citing scholarship that does not exist.

	<p>Notes: Above definitions reference the TEQSA resource: What is academic integrity?</p> <p>GenAI: “Generative AI, allows users to input a variety of prompts to generate new content, such as text, images, videos, sounds, code, 3D designs, and other media. It “learns” and is trained on documents and artifacts that already exist online”.</p> <p>https://www.coursera.org/articles/what-is-generative-ai (accessed 04/06/2024)</p>		
Responsible Officer	Senior academic staff Manager, Student Administration		
Approval Authority/ Authorities	Executive Directors Academic Board		
Date Approved	30/06/2024		
Date of Commencement	01/07/2024		
Date for Review	01/07/2027		
Documents superseded by this Procedure	Academic Honesty Policy and Academic Misconduct Procedure November 2012		
Amendment History	<p>06/2024</p> <p>Updated procedure regarding use of Generative AI Change of procedure title to Academic Integrity Misconduct Checked and updated Key Legislation and links, Key related documents and Definitions sections Added a Resources section</p> <p>06/2021 Re-approval</p> <p>05/2018</p> <p>Re-branding – Header & Footer only</p> <p>11/2016</p> <p>Policy and Procedures separated, and HE and VET documentations separated. Updated formatting and minor amendments</p> <p>Updated Hyperlinks</p>		
Signed and dated for Whitehouse Pty Ltd	<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr style="width: 100%;"/> <p>Signature</p> </div> <div style="text-align: center;"> <p>Les Taylor</p> <hr style="width: 100%;"/> <p>Name</p> </div> <div style="text-align: center;"> <p>30/06/2024</p> <hr style="width: 100%;"/> <p>Date</p> </div> </div>		

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Category	Academic
Stakeholders	Students Academic Board Executive Management Learning, Teaching and Assessment Curriculum Committee Academic Staff Administration Staff