

Date of approval	27 June 2024	Approved by	Academic Board
Date of effect	27 June 2024	Review date	30 June 2027
Relates to	Student Code of Conduct, Staff Code of Conduct, PhD and M Phil Rules, First Nations Cultural Framework and Values, Research policy, Indigenous Cultural and Intellectual Property Rights	Version	v2 2024
Responsible Owner	Director, Student Experience		
Functional Manager	Executive Dean, Faculty Tertiary Education & Research, and Director VET Business Operations		

1. Outline

1.1 This policy sets out the Batchelor Institute of Indigenous Tertiary Education (the Institute) statement on academic integrity and its intention to develop skilled graduates who act according to ethical principles and with integrity in their personal and professional lives. In preparing students to meet this aim, the Institute expects students to act with integrity in the performance of their academic and associated activities. This policy will inform and be seminal to both current and future modalities of training, coursework, and research of the Institute.

1.2 Institute Graduate Attributes

Batchelor Institute Graduate Attributes	
1	Embrace a both-ways philosophy in lifelong learning and professional practice
2	Have self-confidence and a strong sense of identity
3	Value learning, critical analysis, creativity and Indigenous scholarship
4	Be a strategic thinker who can make and implement decisions
5	Appreciate, value and operate in culturally and intellectually diverse environments

Batchelor Institute Graduate Attributes	
6	Work professionally and ethically, independently or with others
7	Accept individual and community responsibility and obligations

1.3 Research Principles

That all research performed or published under the Institute's name adheres to the following Research Principles.

- 1.3.1 **Unceded sovereignty** - Research recognises and acknowledges First Nations lands and peoples and works to ground knowledge construction and research processes from this position.
- 1.3.2 **Strength in Culture** - Research acknowledges, respects and builds on the cultural legacy of First Nations ancestors and knowledge holders.
- 1.3.3 **First Nations-led** - First Nations peoples are leaders and sources of knowledge in all research activities from conceptualization to communication. Research plans, policies and activities are developed according to First Nations' needs, priorities, interests, aspirations, and perspectives.
- 1.3.4 **Decolonising agenda:** Research is committed to anti-colonial struggles through privileging and prioritising First Nations ways of being (ontologies), ways of knowing (epistemologies), ways of valuing (axiologies), and ways of doing (methodologies).
- 1.3.5 **Cultural Accountability** – Research acknowledges diverse First Nations positionalities and experiences as well as responding with integrity to localised (land-based) cultural obligations and responsibilities.

2. Summary

- 2.1 This policy applies to all students and staff in relation to academic or support activities associated with their studies or work at the Institute.
- 2.2. This policy does not apply to misconduct that is not related to academic activities.
- 2.3 This policy should also be read in conjunction with the Student and Staff Codes of Conduct, Student Conduct Rules, Academic Rules and Assessment Rules.

3. Policy

- 3.1 **Overarching Policy Intent.** The Institute, while being a teaching, learning and research organisation is fundamentally grounded in First Nations cultures. This in some instances may contradict or conflict with standard western views of Academic Integrity and Academic Misconduct; however, this can be implemented in such a way that it does not compromise the outcomes of our teaching, learning and research activities or student outcomes and experience; and at the same time achieves 'cultural safety'. Collusion is an example of the two worldviews clashing, First Nations worldview encourage collective learning and cooperative sharing, this is mitigated against by our

small numbers and detailed knowledge of student's work.

Consideration of Academic Integrity and Academic Misconduct in Indigenous populations will often require issues to also be approached from an 'other than a western oriented' mindset. This will be integrated into the training, coursework and research of the Institute.

- 3.2 The Institute is committed to excellence of learning experiences and outcomes for students and expects students and staff to conduct themselves in a manner that is consistent with Academic Integrity values and principles.
- 3.3 The Institute aims to provide a learning environment that instils the values and principles of Academic Integrity in all students and staff, and to that end provides educative resources, support and guidance for students and staff.
- 3.4 The Institute recognises that responsibility for maintaining Academic Integrity is shared by all members of the Institute community, including all students and academic and other relevant staff.
- 3.5 All Work submitted by a student for assessment purposes must be their independent and original work, and the ideas and work of others must be acknowledged and not claimed or presented as their own, either intentionally or unintentionally.
- 3.6 **General Approach to Academic Misconduct.** All allegations of suspected breaches of Academic Integrity will be managed in a fair, transparent and culturally safe manner. In the first instance, issues of alleged breaches of academic integrity should generally be dealt with as an educative process and at the lecturer or student support level. Issues should be dealt with at the lowest possible level and not elevated unnecessarily. In all cases appropriate documentation and records should be maintained. Contract cheating and similar practices or the unethical/misuse of forms of artificial intelligence (AI), such as Generative AI will not be tolerated.
- 3.7 **Dealing with formal cases of alleged Academic Misconduct.** Formal alleged breaches of Academic Integrity, or of Academic Misconduct will be conducted in accordance with the Student Conduct Rules and/or Academic Rules, or other superseding policy documents. A formal allegation of academic misconduct must be made in writing to the Director, Student Experience. The allegation must be made in the form of a memorandum, letter or specific purpose form and outline all the relevant issues and provide the evidence to enable a decision to be made on whether an investigation should occur, or some other process be followed.
- 3.8 **Appeals.** Appeals against any finding of breaches of Academic Integrity will be conducted in accordance with the Student Conduct Rules, or Academic Rules, as applicable.
- 3.9 **Plagiarism.** Dealing with plagiarism should in the first instance be seen as an educative process. Students should not initially be subjected to a punitive or disciplinary process, especially if it is perceived to be minor plagiarism. After an initial investigation and where it is evident that major plagiarism has occurred a formal allegation of academic misconduct should be submitted.
- 3.10 **Artificial Intelligence (AI) and Generative AI.** AI and Generative AI are not of themselves contrary to ethical academic conduct and the Institute may use a variety of technologies in order to achieve high quality teaching, training and research outcomes for students. The misuse of AI, especially in relation to obtaining an unfair advantage for assessment or accreditation purposes; or for circumventing required teaching, training or research outcomes is considered to be Academic Misconduct.

- 3.11 **Poor Scholarship.** Correcting poor scholarship is an integral part of the academic responsibilities of the Institute. Where cases reflect poor scholarship and are a first instance (except for breaches involving serious plagiarism or misuse of AI), such cases, if not corrected at the lecturer/senior lecturer level, must be referred to the relevant academic support services. This includes staff and student conduct who publish or present work in ways that are the antithesis to Institute Research Principles or openly and actively racist, sexist or homophobic.
- 3.12 **Suspicion of intention to gain unfair advantage.** After initial investigation at the lecturer and senior lecturer level which remains unresolved, and where it is evident that there was a deliberate attempt to gain an unfair advantage [unfair means suspected] or that the facts remain unclear or disputed, or the offence is extensive, the lecturer/senior lecturer should lodge a formal allegation of academic misconduct with all supporting evidence to the Director Student Experience.
- 3.13 **Academic misconduct identified after graduation or allocation of unit results.** The Institute may revoke a graduate's qualification where there is subsequent evidence that the graduate committed academic misconduct in an assessment task associated with requirements for that course. This is only in instances of egregious cheating (whole thesis) and would require Academic Board and Council sign off.

4. Responsibilities

4.1 Student Responsibilities

- 4.1.1 Students are required to undertake their training and studies in accordance with the Student Code of Conduct and the principles and spirit of Academic Integrity.
- 4.1.2 Students are not to benefit, in any form, from Academic Misconduct.

4.2 Academic Staff Responsibilities

- 4.2.1 Academic and Research staff will exhibit attitudes and actions that are conducive to the practice and outcomes of Academic Integrity and cultural safety; and in accordance with the teaching/learning modalities, assessment requirements and student outcomes. Staff will utilise the various technologies available to them or their students in such a way as to optimise the outcomes for their students and minimises potential for academic misconduct.
- 4.2.2 Identify potential for, or instances of, Academic Misconduct.
- 4.2.3 Deal with issues of Academic Integrity or Misconduct in the first instance.
- 4.2.4 Academic Misconduct should be treated in an educative/informative, rather than a disciplinary or punitive way, unless the circumstances and context clearly indicate otherwise. Cultural safety must be an important consideration in dealing with any potential or actual situations of Academic Misconduct.
- 4.2.5 Ensure Academic Integrity and Misconduct is considered within the framework of a culturally responsive pedagogy and within our Cultural Framework.
- 4.2.6 The Executive Dean, Faculty Education and Research, and the Director VET Business Operations are responsible for managing Academic Integrity or Misconduct issues within their areas of responsibility. This includes

investigation of any issues prior to passing to the Director Student Experience for further action.

4.3 Institute Responsibilities

- 4.3.1 The Institute assists students in respect to academic integrity by informing them how to act with integrity and discouraging all forms of academic misconduct or dishonesty. This includes training in the use of AI.
- 4.3.2 The Institute will provide students and staff with the materials and support to ensure any issues of Academic Integrity are minimised.
- 4.3.3. For research candidates the Institute provides face to face classes that address issues of academic misconduct, an online ethics unit and a supervisor training Program that deals with Western and First Nations standards of knowledge transmission.

4.4 Director, Student Experience

The Director, Student Experience is responsible for:

- 4.4.1 Being the responsible executive for developing and managing the Institute policy, procedures and approach to Academic Integrity and Misconduct.
- 4.4.2 Managing any issues of Academic Integrity or misconduct referred by the Executive Dean, Faculty Education and Research, or the Director VET Business Operations.
- 4.4.3 Maintaining a register of academic issues, investigations and action by other committees or delegates.
- 4.4.4 Ensure that appropriate investigation, committee, and associated documentation is maintained in a confidential manner and in keeping with the Privacy Policy, Threshold Standards and RTO Standards.

5. Acronyms & Terms

Acronym/Terms	Definition/Description
Academic Integrity	<p>(for the purposes of the Higher Education Threshold Standards 'Academic Integrity' is:</p> <p><i>'the moral code of academia. It involves using, generating and communicating information in an ethical, honest and responsible manner'</i></p> <p>This definition is also relevant to VET.</p> <p>A further description of 'academic integrity' is <i>'a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behaviour that enable academic communities to translate ideals to action'</i></p> <p>(International Centre for Academic Integrity, 2014)</p> <p>Academic Integrity must be considered within the context of a culturally safe and appropriate pedagogy.</p>

Acronym/Terms	Definition/Description
Academic Misconduct	<p>Academic Misconduct occurs when a member of the Institute community does not maintain the values and principles of Academic Integrity. The Institute considers Academic Misconduct unacceptable because it undermines the Institute's core values, the quality of student learning, and the outcomes of our graduates.</p> <p>Academic Misconduct is undertaking academic activity, either deliberately or imprudently, that can result in unmerited advantage. It may take several forms including, but not limited to, plagiarism, contract cheating, misuse or unethical use of AI, cheating in examinations, falsification of data, collusion, and incorrectly ascribing authorship in group projects.</p> <p>Academic Misconduct must also be considered within the context of a culturally safe and appropriate pedagogy.</p>
Academic Staff	Includes any staff whose duties include teaching, development of courses/units/material, research, management or administration of students or academic/ research or related activities.
Collusion	While in some situations students/learners may be encouraged to critically analyse each other's assignments, using someone else's assignments or written work for assessment purposes in any other way is likely to be collusion and therefore a form of plagiarism. This includes lending an assignment to other students, paying another person to perform an academic task, acquiring another person's academic work for plagiarising purposes, offering to complete another person's work or seeking payment for completing another person's work and working with others but passing off the work as one's own.
Copying or quoting	Copying or quoting from another source without acknowledging that source or appropriately identifying all quoted material.
Culturally Responsive Pedagogy	A framework that emphasises the need to acknowledge student differences within the context of a diverse classroom and learning environment.
Cultural Safety	An environment that is spiritually, socially, and emotionally safe for students and where there is no assault challenge, or denial of their identity, of who they are, or what they need. Cultural safety will include elements of – cultural sensitivity, respect, humility, responsiveness, integrity, awareness, and competency.

Acronym/Terms	Definition/Description
Contract Cheating	<p>Is a form of collusion where a student outsources or asks someone else to produce academic work on the student's behalf. This can be a service for which a student pays or which a student receives at no cost to the student. There are formal and informal methods of contract cheating. Asking a friend to write your essay or undertake some assessment task/activity is contract cheating. Using services of a company to buy essays or use the services of a professional to write your essay is contract cheating.</p> <p>There are online contract cheating sites that openly advertise services to students. Any use of these services is regarded as 'contract cheating'. Work submitted through contract cheating, even if they cite all sources accurately, but is not written or produced appropriately through the student's own efforts is a breach of academic integrity and will receive severe penalties.</p> <p>All work submitted for assessment/competency must be your own work, or group work accompanied by the appropriate acknowledgements. Any outsourced work submitted for assessment, whether paid or unpaid, is considered contract cheating.</p>
Duplication	Submitting an assignment, for assessment, which has been previously submitted in another unit.
Formal Allegation of Academic Misconduct	A formal allegation of academic misconduct is an allegation made in writing to the Director, Student Experience. The allegation must be made in the form of a memorandum, letter or specific purpose form.
Generative Artificial Intelligence (AI) Generative AI, GenAI	AI capable of generating text, images, videos, audio or other data using various models, often in response to a variety of prompts, such as natural language or digital inputs describing a task to be done. Examples of GenAI include GrammarlyGO, ChatGPT, Quillbot and Notion.
Learner/ Student	<p>A learner is a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation (Standards for RTOs 2015) and therefore relates specifically to VET.</p> <p>In this policy the term 'student' relates to persons enrolled in either VET, Higher Education or Research courses/units unless the context indicates otherwise.</p>
Paraphrasing	Paraphrasing another person's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained, without acknowledging the source of the paraphrase. (Extensive paraphrasing, even when acknowledged, is not advisable).

Acronym/Terms	Definition/Description
Plagiarism	The use of someone else's ideas or words as if they were your own. Plagiarism is one form of academic misconduct/dishonesty, and students are expected to avoid it by, for example: <ul style="list-style-type: none"> • doing their own work when independent work is required; • acknowledging all sources of information and ideas; and • acknowledging all group members when group assignments are required.
Plagiarism - Major	An attempt to circumvent assessment requirements by drawing on unacknowledged sources in such a way as to improve a grade, achieve a competency or complete a qualification.
Plagiarism - Minor	Uninformed omissions of details which are minor in nature and by themselves are unlikely to alter the student's overall grade or assessment regarding competency.
Qualification	Any qualification listed under the Australian Qualifications Framework (AQF).
Unfair Advantage	A situation where a student attempts to obtain a higher and undeserved result/mark or undeservedly claims to complete a qualification.

6. Supporting Documents

- Student Code of Conduct,
- Staff Code of Conduct,
- Student Conduct Rules,
- Academic Rules,
- Assessment Rules,
- Doctor of Philosophy Rules,
- Master of Philosophy Rules,
- Research Policy,
- Research and Ethics Procedure,
- Batchelor Institute AI Action Plan, and
- Privacy Policy.

7. Related documents

- *Tertiary Education Quality and Standards Agency Act 2011,*
- *Higher Education Standards Framework (Threshold Standards) 2021,*
- *National Vocational Education and Training Regulator Act 2011,*

- *Standards for Registered Training Organisations (RTOs) 2015*,
- *Standards for Registered Training Organisations 2015 - Users Guide*, and
- *Guidance Note: Academic Integrity* (TEQSA).
- TEQSA Artificial Intelligence References and Toolkit - [Artificial intelligence | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](https://www.teqsa.gov.au/artificial-intelligence-ai-references-and-toolkit)

8. Modification history

<i>Date</i>	<i>Version</i>	<i>Authority</i>	<i>Section Modified - Details</i>
Feb 2024	v1 2024	Academic Board	New Policy
Jun 2024	v2 2024	Academic Board	Insert references and approach to Artificial Intelligence in teaching, training and research.

9. Feedback

If you have any comments or feedback about this policy, please contact the Director, Student Experience.