

Academic Integrity Policy and Procedure

Responsible Officer	Chief Academic Officer
Approved by	Academic Board
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Relevant Legislation and Policies	<u>Education Services for Overseas Students Act 2000 (ESOS) and Regulations 2019 (ESOS)</u> <u>Higher Education Standard Framework 2021</u> <u>Higher Education Support Act (HESA) 2003</u> <u>National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code)</u> <u>Public Records Act 1973</u> <u>State Records Act 1998</u> <u>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA)</u>
Responsible Organisational Unit	<i>Academic Affairs</i>

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1. Policy Statement

1.1 Authority

The Australian Institute of Music Limited (AIM), known as ‘the Institute’, is governed by the Board of Directors (BoD) with academic authority delegated to the Academic Board (AB). The BoD and AB share joint responsibility for ensuring that all academic policies and procedures follow ‘best practice’ principles for Higher Education and other sectors of educational delivery, in compliance with relevant Australian legislation and current regulatory requirements.

AIM is committed to ensuring that students are aware as to what academic integrity entails, how breaches can be avoided, how it can be effectively practiced and what penalties are imposed when breaches of academic integrity are detected. Academic integrity including plagiarism, contract cheating and other related improper academic conduct, is a matter which the Institute treats very seriously and is managed in accordance with the relevant legislation and standards.

1.2 Application

This policy and procedure applies to Quality Assured (QA) delivery of accredited AIM programs offered at the Sydney and Melbourne campuses. If applicable, this policy and procedure will also apply in future, wherever QA AIM programs are approved for delivery elsewhere in Australia or overseas.

1.3 Context

AIM is committed to upholding principles of academic integrity and to fostering good academic practice by all students and staff. AIM endorses the academic values of respect for knowledge, scholarship and scholarly activity, and proactively raises awareness and understanding of good academic practice.

Good scholarship necessarily requires building on, and incorporating, the work of others. This use must be appropriately acknowledged. Whenever the thoughts, words, drawings, designs, statistical data, computer programs, performances or other creative works of others are used, either by direct quotation, by paraphrasing or by the use of another's ideas, the author and the source must be clearly identified through the use of proper referencing. This acknowledgment of the contributions of others is not solely a matter of honesty; it also shows the extent to which the student has consulted appropriate references and source materials during preparation of their work for submission. It thus plays a very positive role in academic assessment, by demonstrating how well the student has taken into account work already done in the relevant field.

Similarly, Generative Artificial Intelligence can be a useful learning tool, but in an educational setting it should be engaged with ethically and with critical reflection on its limitations, inaccuracies, and biases. In addition, its use in preparing assessment tasks, where this is explicitly permitted, must be appropriately acknowledged.

Plagiarism, cheating, unwarranted collusion and falsification of data are dishonest practices that contravene AIM’s academic values. Breaches of academic integrity in connection with the preparation or presentation of an essay, report, assessment, exercise, dissertation, examination, thesis or creative works, will be dealt with under this policy.

1.4 Purpose

The purpose of this policy and procedure is to:

- a. Provide guidance to students to ensure that they understand the requirement to uphold academic integrity and the risks and penalties associated with breaches of academic integrity.
- b. Identify the responsibilities of the Institute and of individual staff and the rights and responsibilities of students with regard to the prevention and detection of any breaches of academic integrity in all academic programs
- c. Outline transparent and relatively streamlined procedures that can be applied consistently across the Institute in the investigation of, and subsequent action, cases of suspected/alleged breaches of academic integrity
- d. Provide a system of procedures that facilitates a manageable workload for academic staff and academic leaders when handling cases of suspected/alleged breaches of academic integrity while ensuring procedural fairness for students in such cases
- e. Provide advice for academic staff on the prevention and detection of breaches of academic integrity.
- f. Provide students and staff with advice, training and resources, and develop good practices in maintaining academic integrity.

1.5 Scope

This policy and procedure applies to all students studying an AIM Foundation Program or Higher Education course.

1.6 Special Conditions or Exceptions

Nil

1.7 Principles

A number of principles underpin AIM's approach to academic integrity; these are:

- a. Academic integrity is an integral part of education and is embedded into day-to-day teaching.
- b. AIM is committed to and engaged with the fundamental values of honesty, trust, fairness, respect, responsibility and courage.
- c. AIM acknowledges the part Generative AI plays in music production and its potential value as a learning tool. Learning to use it ethically, critically, and transparently is embedded in AIM's courses.
- d. The provisions of educative support is a key component underpinning any instances of addressing poor academic practice and as a measure in dealing with any student breaches of academic integrity.
- e. Assessment tasks are designed to reduce the opportunity for breaches of academic integrity, in accordance with AIM Assessment Policy and Procedure
- f. All suspected or alleged breaches of academic integrity will be handled through ethical decision making processes, minimising potential harm (physical, intellectual, emotional, professional, reputational, etc.) for students, staff, and the organisation arising from decisions.
- g. All investigation and decision making will be handled with procedural fairness and natural justice; the history of past breaches and determinations for any student will not be considered until a decision is made on whether the alleged breach has been substantiated.
- h. All investigations and determinations will be handled with security and privacy.
- i. All suspected or alleged breaches of academic integrity will be treated through equitable processes ensuring that similar breaches (under similar circumstances, with similar findings and consequent outcomes for students) are treated equivalently.
- j. All decision making will be transparent and avoid ad hoc responses.
- k. Outcomes and penalties that are appropriate to breaches should be justifiable and defensible.
- l. Decisions will be made by appropriate staff at appropriate levels.
- m. Every effort will be made to ensure timeliness, efficiency, effectiveness and decision making at the appropriate level, in determining an appropriate outcome.
- n. All allegations and subsequent determinations will be recorded on a central system, with a summary report tabled at the Learning and Quality Committee (LQC) and Academic Board (AB).

1.8 Promoting academic integrity

Students:

- a. As an integral part of orientation, all students will be informed of the range of support services available through the Student Experience and Success team, e.g., good academic practice and academic skills.

- b. All students will be required to undertake and complete an Academic Integrity module that includes the ethical use of Generative AI as part of their course of study.
- c. A range of online resources are published on AIM's website and updated regularly.
- d. The students are provided with clear and succinct information about Turnitin and how to read the reports produced.
- e. Through teaching and support available during every class

Staff:

- a. Professional development and training in the promotion of academic integrity to students.
- b. Professional development and training for staff on using assessment design to reduce the likelihood of breaches of academic integrity including misuse of Generative AI. These may include but are not limited to: changing assessment questions between offerings, creating authentic assessments which vary depending on the student, changing the topics/case studies, reflective tasks, applying theory to real contexts, presentations, first-person writing.

1.9 Responsibilities

1.9.1 Responsibilities of the Institute

The Institute has an obligation to:

- a. have policies and procedures that promote and uphold academic integrity and address allegations of misconduct
- b. Promote the development of good practices in upholding academic integrity
- c. Inform all parties of their rights and responsibilities
- d. Ensure that academic integrity is maintained, and policies are implemented consistently across all delivery locations, including in any third-party delivery arrangements
- e. provide students and staff with advice and training on what constitutes and how to minimise academic misconduct occurrences
- f. Provide students with opportunities to respond to allegations of academic misconduct and with the right to appeal decisions related to such allegations. Maintain a record of all allegations of academic misconduct via the student record management system.

1.9.2 Responsibilities of Academic Staff

Individual members of the academic staff have a responsibility to:

- a. Know the policies and procedures of the Institute, with respect to academic integrity including plagiarism, co-operation and group work, and to apply them consistently
- b. Explain to students both good scholarly practice and the concept of academic integrity
- c. Ensure that adequate information is provided to students about referencing requirements and academic conventions for the use of others' work, as appropriate for the discipline
- d. Inform students of obligations regarding acknowledgement of collaborative work, and give clear guidelines for group work
- e. Inform students of the plagiarism software 'Turn-it-in' and how to use it
- f. Be aware of the needs of students who come from educational backgrounds where there have been different pedagogical conventions and where, for example, critical thinking is discouraged and where using the words of authorities is considered the best way to present information
- g. Provide students with early notification or fair warning if they believe any individual or group may be at risk of breaching guidelines relating to academic integrity, including, for example, plagiarism, group work, collusion and collaboration or cheating
- h. Give clear feedback about referencing problems
- i. Refer students to sources of advice on academic writing; and
- j. Ensure that allegations of student breaches of academic integrity are based on firm evidence.

1.9.3 Responsibilities and rights of Students

Students have a responsibility to:

- a. Read, understand and comply with the policy on breaches of academic integrity;
- b. Undertake the academic integrity module;
- c. Use technologies, including Generative AI, ethically and transparently;
- d. Familiarise themselves with the conventions of referencing for their discipline(s);
- e. Avoid all acts which could be considered breaches of academic integrity;

- f. Seek assistance from appropriate Institute sources and support services where they are aware that they need more knowledge and skills; and

Students have a right to:

- a. Be informed of the policies of the Institute, with respect to academic honesty including plagiarism, co-operation and group work;
- b. Be provided with clear guidelines on academic styles required in each unit;
- c. Receive practical comments which assist them to review their work;
- d. Expect clear guidelines relating to all aspects of group work;
- e. Expect early notification or fair warning in the case where an academic believes a student or group of students may be at risk of breaching guidelines relating to academic integrity, collusion and collaboration;
- f. Participate in appropriate learning experiences designed to improve their competency in writing and study skills, understanding of the requirements of group work, and development of personal attributes, in particular, ethical behaviour;
- g. Expect a consistent interpretation of breaches of academic integrity and consistent application of procedures for dealing with suspected breaches of academic integrity across the Institute; and
- h. Know that each assessment task, of whatever form, may not be marked unless a separate signed plagiarism declaration has been received.

2. Procedures

2.1 Breaches of academic integrity

Breaches of academic integrity include:

- Plagiarism, including unacknowledged use of Generative AI
- Recycling or resubmitting work
- Fabricating information
- Collusion
- Exam cheating
- Contract cheating and impersonation

2.2 Managing allegations of breaches of academic integrity

The following considerations **may** be used to assist in assessing allegations of academic misconduct:

- (a) the extent of the breach – amount or proportion of assessment item or work that is not the student's own;
- (b) the level of the student's course (foundation, graduate or undergraduate) and how long they have been enrolled with AIM;
- (c) the student's knowledge, understanding and cultural norms;
- (d) academic practices and requirements

2.3 Principles of handling allegations of breaches of academic integrity

These overarching principles should be applied in investigating a case of an alleged breach of academic integrity:

- a. Each case will be treated on its merits.
- b. The level of intent to deceive, the extent of the breach of academic integrity, and if substantiated, the student's history in regard to breaches of academic integrity will be considered.

Consideration will be given to the fact that work produced during a course of study in the creative arts may differ from assessment in other disciplines and defining academic integrity and detecting breaches of integrity in creative arts works is complex. AIM will endeavour to develop a culture of awareness for academic integrity in creative non-text works, define academic integrity concepts beyond written contexts, and reinforce the relevance of academic integrity to copyright, creative and professional practice beyond educational contexts.¹

2.4 Detection

Detection of a breach of academic integrity arises when a lecturer has reason to suspect that a specific piece of that student's work shows evidence of contract cheating, collusion, fraud or plagiarism. If the evidence is detected in the first instance by a Lecturer, they are to inform the Associate Head of Learning & Teaching responsible for the oversight of the unit(s) in question at the earliest possible opportunity.

¹ See TEQSA Publications, *Academic integrity in the creative arts*, 20 June 2022 <https://www.teqsa.gov.au/latest-news/publications/academic-integrity-creative-arts>

2.4.1 Allegation

The Lecturer presents a report on alleged breaches of academic integrity to the Associate Head of Learning & Teaching responsible for the unit along with a copy of the written work with the alleged breach of academic integrity identified and any other evidence to be relied upon to support the allegation. The Lecturer and the Associate Head of Learning & Teachings will discuss whether or not there is a prima facie case for the alleged breach of academic integrity and whether this is a low-level, intermediate-level or high-level breach being guided by Table 1 in Section 2.5.

2.5 Types and levels of breaches of academic integrity

Breaches in each of the seven broad categories identified in Section 2.1 may be identified as minor, moderate or major breaches of academic integrity. Breaches of academic integrity can be but are not limited to the examples detailed in the following table.

Table 1: Types and levels of breaches of academic integrity

Breach Characteristic:	Low-level breach or Poor Academic Practice	Intermediate-level breach	High-level breach
Responsibility for handling	Lecturer	Associate Head of Learning & Teaching	Head of Learning and Teaching
1. Plagiarism			
a. Using another person’s ideas, designs, words or any other work without appropriate acknowledgement	✓		
b. Re-using one’s own work without appropriate acknowledgement	✓ Sentences or paragraphs	✓ Resubmitting (recycling) whole or substantial assessment item for another assessment	
c. Using Generative AI without lecturer’s consent or without appropriate acknowledgement	✓ Sentences or paragraphs	✓ Resubmitting (recycling) whole or substantial assessment item for another assessment	
d. Inadequate or inconsistent referencing	✓	✓ (if repeated)	
e. Paraphrasing too close to the original	✓	✓ substantial volume of text	
f. Minor copying of published material – verbatim transcription without referencing	✓ one or two sentences	✓ substantial volume of text	
g. Copying (and passing on) answers to questions at the end of practical tests or viva voce assignments	✓	✓	
h. Misuse of online learning system e.g. copying another student’s work from online discussion boards	✓	✓ (if repeated)	
2. Cheating			
a. Accessing, purchasing, exchanging or offering for purchase any item to be submitted as an assessment task including through social media, identify it as contract cheating		✓	✓

Breach Characteristic:	Low-level breach or Poor Academic Practice	Intermediate-level breach	High-level breach
Responsibility for handling	Lecturer	Associate Head of Learning & Teaching	Head of Learning and Teaching
b. Behaving inappropriately, deceitfully or dishonestly in examinations, in the preparation of assessable items or during in-class assessments or in the context of professional experience placements/assessments			✓
c. Using or possessing prohibited equipment or material during an examination		✓	✓
d. Unauthorised use of technologies including Generative AI to complete part or all of an assessment task		✓	✓
e. Sending, receiving or accessing, or endeavouring to send, receive or access any source of stored electronic information during an examination or online or class test unless specified by the examiner/tutor		✓	✓
f. Drawing or writing on materials, or reading materials, other than the exam papers provided, during an examination		✓	
g. The student knowingly acts as a 'ghost-writer' producing or contributing content for an assessment task with the intent of assisting another student to plagiarise,		✓	✓
3. Colluding / facilitating breaches of academic integrity			
a. Assisting another student, intentionally or recklessly, to commit a breach of academic integrity	✓	✓	
b. Unauthorised collaboration with other students on assessable work (therefore an individual task – not group work)	✓	✓	
c. Uploading a copy of a unit outline or other unit or course materials to an external website or server without express permission of the Institute, for any other reason than personal use (permission should be sought from the Associate Head of Learning & Teaching for unit materials)		✓	✓
d. Removing or endeavouring to remove from the examination room any question or answer paper, other paper provided for use by the student during the course of the examination, or other material which is the property of the Institute, unless authorised by the examination supervisor and examiner	✓	✓	
4. Fraud			
a. Impersonating another student, or a student allowing another individual to impersonate him/her, for the purpose of completing an exam, assessment task or online activity			✓
5. Misrepresentation / Fabrication			
a. Submitting a piece of work, including an assessable group work item, with the intention of deceiving the assessor regarding individual contributions to the work		✓	
b. Intentional and unauthorised falsification or invention of any information, experimental data or citation in an assessable item		✓	✓
c. Falsely attributing authorship of a text or article to a particular person or claiming authorship of a piece of		✓	

Breach Characteristic:	Low-level breach or Poor Academic Practice	Intermediate-level breach	High-level breach
Responsibility for handling	Lecturer	Associate Head of Learning & Teaching	Head of Learning and Teaching
writing/assessment (including e.g. claiming authorship of parts of a group assignment prepared by other students)			
d. Representing data or information incorrectly, improperly or falsely	✓	✓	
e. Falsely indicating participation, or recording attendance on behalf of another student, in an activity where attendance or specific behaviour standards are required for assessment purposes		✓	
f. Falsely claiming participation in group work including through online participation	✓	✓	
g. Submitting a text/code-matching software originality report that falsely represents the originality of an assignment submitted for assessment		✓	
6. Obstruction / Interference			
a) Behaving in any way that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources e.g. keeping books out from the library, stealing or removing other student's work, assignment, etc.		✓	✓
b) Passing on misinterpreted feedback and wrong information from staff e.g. through social media	✓	✓	✓

2.6 Investigation

When a suspected or alleged breach of academic integrity has been identified this will be investigated by the lecturer, Associate Head of Learning & Teaching or Head of Learning and Teaching as appropriate and dependent on the severity of the alleged breach in accordance with the guidance in Table 2.5. An assessment of the severity of the alleged breach will be made based on the five criteria set out in Table 2 in Appendix A.

1. Type of breach
2. Extent of Breach
3. Experience of the Student
4. Intent of Student
5. Impact of the Breach

Investigation of alleged breaches are conducted as indicated above in Table 1.

2.6.1 Responses to Low-level (Minor) breaches of Academic Integrity and Poor Academic Practice

Where the breach of academic integrity is found to be unintentional and poor academic practice the lecturer should address the issue through an informal meeting and discussion with the student.

The lecturer will:

- a. Provide the student with a written warning;
- b. Request the student to resubmit or undertake an alternative assessment task without additional penalty **or** downgrade the mark for the assessment item by no more than 10%;
- c. Direct the student to educative responses through discussion with the student
- d. Keep a record of the student's engagement with educative responses, see **2.6.1.1**, and their completion to a satisfactory standard that demonstrates learning and ultimately understanding by the student.
- e. Inform Academic Administration of actions taken.

2.6.1.1 Educative responses

These may include:

- a. Completion of a (remedial) academic integrity module – this will be recorded in the student file
- b. Student will be referred to and required to attend a meeting with the Student Experience and Success team.
- c. The student will be provided with a reminder on available academic integrity resources and how to access them.
- d. Resubmission of the problematic assignment in an improved format or given a task to complete to a standard that demonstrates learning from engagement, the completion and outcome should be recorded. Where there is a history of intentional student disengagement, a resubmitted piece of work is limited to obtaining no more than 50%.

2.7 Investigation of intermediate and high-level breaches

Alleged intentional, intermediate or high-level breaches of academic integrity will be investigated by the Associate Head of Learning & Teaching or Head of Learning and Teaching (or nominee).

Investigations of breaches of academic integrity and advice to the student of the outcomes of the investigation will be dealt with in a timely manner. The response from the Institute at each stage should be within five (5) working days. Students who are required to respond to an allegation(s) of a breach of academic integrity will be given five (5) working days to respond to the allegation(s).

2.7.1 Advising Students

If a prima facie case for the alleged breach of academic integrity is found to exist, the student will be notified.

If the alleged breach is intentional, judged as being intermediate or is a second alleged breach the student will be advised in writing by the Associate Head of Learning & Teaching.

If it is judged to be a high-level breach, is intentional and/or is a recurring case the student will be advised in writing by the Head of Learning and Teaching (or nominee).

The Associate Head of Learning & Teaching or the Head of Learning and Teaching (or nominee), as appropriate will advise the student in writing of:

- a. The nature of the allegation;
- b. Their right to present their case in writing or orally to the relevant Associate Head of Learning & Teaching or the Head of Learning and Teaching (or nominee) according to the severity of the breach
- c. The student support available.
- d. The fact that, upon completion of the findings in relation to the case by the Associate Head of Learning & Teaching or Head of Learning and Teaching (or nominee), they will receive a written statement as to the outcome of those findings and other relevant matters.

A copy of this policy will accompany this written advice to the student. The student shall be invited to respond to the allegation in writing or via e-mail within five (5) working days of the date on the letter of advice. This response will be directed to the Associate Head of Learning & Teaching or Head of Learning and Teaching (or nominee).

The student may invite a support person to any meeting. The support person may provide the student with advice but may not act as an advocate nor make direct comment to the meeting without the permission of the Associate Head of Learning & Teaching, Head of Learning and Teaching (or nominee).

2.7.2 Decision

When the student's response has been received, the Associate Head(s) of Learning & Teaching or the Head of Learning and Teaching (or nominee) will decide:

- a. Whether or not the evidence is sufficient to support the breach of academic integrity allegation; and
- b. On the basis of the evidence, whether the breaches of academic integrity appear to have been intentional or unintentional.

2.7.3 Actions and Penalties

The determination of penalties for breaches of Academic Integrity are set out in **Appendix B** in **Table 3: Schedule of Responses to Breaches**. All penalties imposed will be applied fairly and equitably.

In addition to the imposition of any penalty as set out in **Appendix B** in **Table 3: Schedule of Responses to Breaches**, all students must be directed to undertake educative responses through discussion with the student. It is important that engagement with educative responses is recorded.

2.7.3.1 Educative responses

Educative responses for intermediate and high-level breaches may include:

- a. Completion of a (remedial) academic integrity unit – completion of which must be recorded
- b. Student linked to the Student Experience and Success team
- c. Student advised of links to self-help resources and AIM's resources for academic integrity

2.7.4 Outcome and Action

The Associate Head of Learning & Teaching or Head of Learning and Teaching (or nominee) shall follow one of three possible courses of action:

1. Conclude that the allegation of an intermediate or high-level breach of academic integrity is not supported.
 - a. Dismiss the allegation and advise the Lecturer that no further action need be taken.
 - b. The student will be advised of this outcome in writing.
2. Conclude that the allegation of an intermediate or high-level breach breaches of academic integrity is substantiated, and the breach of academic integrity was intentional.
 - a) Consult RIO for prior instances of unintentional or intentional breaches of academic integrity recorded against the student.
 - b) If there have been no prior occurrences of breaches of academic integrity against the student, impose the following penalties:
 - I. Require the student to undertake an alternative assessment task, **or**
 - II. Downgrade the mark for the assessment item to a zero; **or**
 - III. Downgrade the final grade in the unit to a zero;
 - c) Submit a record of an intentional breach of academic integrity to be recorded against the student's name in RIO and in the central academic integrity database.
 - d) Advise the student of this outcome in writing.
 - e) Direct the student to educative support
3. If there have been prior occurrences of breaches of academic integrity in other units or awards, the following actions and penalties will normally be applied:
 - a) Consult RIO for prior instances of unintentional or intentional breaches of academic integrity recorded against the student.
 - b) Retake of the failed unit(s), **or**
 - c) Failure of the study period or level of study with a requirement to retake units, **or**
 - d) Suspending the student from enrolment in a particular unit(s)/ course and/or award for such period as the Head of Learning and Teaching may decide; **or**
 - e) Recommending to the Chief Academic Officer that the student be excluded from the Institute permanently or for such period as the Chief Academic Officer may decide.
 - f) Submit a record of intentional breaches of academic integrity to be recorded against the student's name in RIO.
 - g) The student will be advised of this outcome in writing.

2.8 Referral of proposed penalty to the Chief Academic Officer (CAO)

Where the proposed penalty has been referred to CAO by HoLT (at HoLT's discretion), the student will be provided by the Head of Learning and Teaching (or nominee) with a copy of all materials sent to the EDAA and will be given an opportunity to further answer the allegation if they choose to do so.

The CAO will review all aspects of the case and shall follow the following courses of action:

- a) Consider the recommendations made by the Head of Learning and Teaching and determine whether any suspension or exclusion should apply and for what period.
- b) Advise the Head of Learning and Teaching (or nominee) of their decision.

- c) Submit a record of intentional breach of academic integrity to be recorded against the student's name in RIO and cause the appropriate administrative steps to be taken to enforce the relevant penalty.
- d) Advise the student of this outcome in writing.

2.9 Conflict of Interest

If the Head of Learning and Teaching (or nominee) is the staff member who raises the suspicion of a breach of academic integrity, then the CAO should perform the Head of Learning and Teaching (or nominee) role. If the DAA is the member of staff who raised the suspicion of a case of academic integrity, then the Head of Learning and Teaching should perform the CAO role.

2.10 Record Keeping

At each stage of the investigation, records should be gathered of all relevant documentation including:

- a. The assessment or other piece of work in which the alleged breach of academic integrity occurs;
- b. Records of meetings/phone conversations with the student; and
- c. Copies of correspondence, including emails, on the matter.

All records are to be kept on the student file in RIO and recorded in the *Academic Integrity Register*. The Academic Administration Manager will provide a summary report to the LQC and AB for consideration and discussion and incidences of breaches of Academic Integrity

2.11 Appeals

A student who wishes to appeal against the decision made by the Associate Head of Learning & Teaching or Head of Learning and Teaching (or nominee) may appeal the decision in accordance with *AIM Appeals Policy and Procedure*.

3. Accountabilities

3.1 Responsible Officer

- a. **Chief Academic Officer (CAO)** has overall responsibility for this policy and procedure.
- b. **Academic Staff** are responsible for dissemination of information regarding breaches of academic integrity and how to avoid them; for preliminary investigation of all assessments and bringing suspected cases of breaches of academic integrity to the attention of the relevant senior academic staff.
- c. **Associate Head of Learning & Teaching** assesses the level of breach and manages intermediate-level breaches.
- d. **Head of Learning and Teaching (or nominee):** responsible for ensuring the implementation of this policy by Lecturers and Associate Head of Learning & Teachings, and for managing high-level breaches
- e. **Academic Administration Manager:** maintains the *Academic Integrity Register* and produces reports for the relevant boards and committees.

4. Related Documents

- *Academic Integrity Register*
- *Assessment Policy and Procedure*
- *Assessment Appeals Application Form*
- *Assessment Appeals Policy and Procedure*
- *Student Code of Conduct*

5. Definitions and Acronyms

Term/Acronym	Definition
AIM referred to as the 'Institute'	The Australian Institute of Music Limited ABN: 89 003 261 112; PRV: 12050; CRICOS 00665C.
Cheating	Seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment

Collusion	(Unauthorised collaboration) involves working with others, without permission of the Lecturer, to produce work that is then presented as work completed independently by the student. Collusion is a form of plagiarism. Students should not knowingly allow their work to be copied.
Contract Cheating	Engaging others to complete part or all of an assessment, then submitting the work as though it was their own.
Educative Response	Assisting a student to understand the error and learn better techniques
Generative Artificial Intelligence (AI)	A set of technologies or algorithms that can respond to human-inputted prompts by creating new content in formats such as text, images and audio.
Group work	A formally established assessment task to be conducted by a number of students working together, resulting in a single piece of assessment or a number of associated pieces of assessment.
Improper conduct	<ul style="list-style-type: none"> Consciously acting in a manner that would assist another student to commit breaches of academic integrity or acting in an inappropriate manner to obtain information with the intent to, for example, plagiarise.
Intentional plagiarism	An act defined in plagiarism that arises from an intention to deceive.
Legitimate collaboration	Any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students.

6. Revision History

Version	Date Approved	Approved by	Review History	New Review Date
1.0	01 March 2018 15 March 2018	Academic Board Board of Directors	New Policy established	March 2019
2.0	March 2019	Academic Board Board of Directors	<ul style="list-style-type: none"> Policy Name changed to 'Academic Integrity' Updated details on: <ul style="list-style-type: none"> Types and levels of breached of Academic Integrity Criteria for assessing breaches of Academic Integrity Schedule of responses to breaches Responsibilities New policy format 	March 2020
3.0	21 Nov 2019 05 Dec 2019	Academic Board Board of Directors	<ul style="list-style-type: none"> Further refined to simplify the processes Updated responsibilities 	December 2021
3.1			Updated as per AB recommendation to include	
3.2	13 Feb 2020 05 Mar 2020	Academic Board Board of Directors	Updated as per AB recommendation to include: <ul style="list-style-type: none"> All penalties imposed will be applied fairly and equitably. 	December 2021
3.3	N/A	N/A	<ul style="list-style-type: none"> Minor changes to role titles Minor changes to template 	December 2021

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4.0	08 July 2022 25 August 2022	Academic Board Board of Directors	Major review including: <ul style="list-style-type: none"> • Overall review of content and terminology to ensure currency, compliance with applicable regulatory and legislative requirements, and policy alignment • Updated process, responsibilities and definitions • Updated format and template 	December 2025
4.1	24 October 2024	Academic Board	Updated to include reference to Generative AI and minor changes to role titles	December 2025

APPENDIX A

Table: 2 Criteria for Assessing Breaches of Academic Integrity

	LOW: POOR ACADEMIC PRACTICE	INTERMEDIATE LEVEL BREACH	HIGH LEVEL BREACH
Criteria	Breaches of Academic Integrity An overall judgement as to whether a breach is LOW (poor academic practice) , INTERMEDIATE or HIGH is made on the basis of an overall qualitative assessment based on the five criteria set out below.		
Type of breach	<p>For example:</p> <ul style="list-style-type: none"> Referencing or attribution of work is not clear or adequate or has numerous errors. Inappropriate paraphrasing Failure to reference and/or cite adequately Copying fragments of material from websites, book or other publications Resubmitting parts of previous assignments without the permission of the Institute 	<p>For example:</p> <ul style="list-style-type: none"> False indication of contribution to group work Recycling significant parts of previous assignments Significant sharing of answers or working together on wording part of an assignment that is an individual assessment task with peers Possession of unauthorised examination materials in the exam venue. Copying segments of other students' assignment work 	<p>For example:</p> <ul style="list-style-type: none"> Fabricated references or citations Significant amount of work copied (from students or other sources) Purchased assignment Selling, procuring or hawking examination materials and assessment items Stealing others' work Cheating in an examination Use of file swapping sites
Extent of breach Amount or proportion of assessment item or work that is not the student's own. Extent to which the assessment process is compromised.	<p>For example:</p> <ul style="list-style-type: none"> A few paragraphs, or graphics Few elements of computer source code Selling, procuring or hawking a single exam question with a model answer or a portion of an assignment 	<p>For example:</p> <ul style="list-style-type: none"> Comprises minimal original work but demonstrating understanding of the topic/question through the way in which the assessment has been constructed A significant proportion or segment of the work Multiple segments of computer source code Multiple pages or sections of text or graphics copied 	<p>For example:</p> <ul style="list-style-type: none"> Comprises minimal original work Significant appropriation of ideas or artistic work Selling, procuring or hawking a number of exam papers, exam scripts or assignments
Experience of the student Relates to the expectation that the student should be aware of the seriousness of their actions.	<p>For example:</p> <ul style="list-style-type: none"> First year student, first semester undergraduate student who has not previously attempted this type of assessment 	<p>For example:</p> <ul style="list-style-type: none"> Students after first semester of program but before final year After completion of known instruction in avoiding plagiarism 	<p>For example:</p> <ul style="list-style-type: none"> Final year, experienced student Where student is expected to fully understand and exhibit academic integrity Submitted dissertation/thesis

	LOW: POOR ACADEMIC PRACTICE	INTERMEDIATE LEVEL BREACH	HIGH LEVEL BREACH
Intent of student Intentionality of the act	For example: <ul style="list-style-type: none"> Plagiarism appears accidental, unintentional or due to lack of knowledge Solicitation occurs through cultural considerations or by accident Cultural considerations/ mitigating circumstances e.g. no prior instruction or unclear instructions given intent to cheat is unlikely or doubtful 	For example: <ul style="list-style-type: none"> Plagiarism appears intentional Intent to cheat is probable Two or more students involved Solicitation occurs among a group of students 	For example: <ul style="list-style-type: none"> Plagiarism is deliberate, intentional and planned Actions contravene clear instructions Intent to cheat is evident Solicitation is addressed broadly to students in a range of course/s or program/s with/ without commercial conditions and terms
Impact of the Breach Impact of the act on others	For example: <ul style="list-style-type: none"> The academic achievement of other students completing the assessment task; and/or the academic achievement of other students enrolled in the course are impacted 	For example <ul style="list-style-type: none"> The academic achievement of other students enrolled in the program and the reputation of the degrees are impacted 	For example <ul style="list-style-type: none"> The reputation of the Institute is impacted

APPENDIX B

Table 3: Schedule of Responses to Breaches

LEVEL OF BREACH	RESPONSIBILITY	PENALTY
<p>Poor Academic Practice</p> <p>a. the student is at an early stage of an undergraduate program of study;</p> <p>b. the student is undertaking study at an Australian HEI for the first time;</p> <p>c. the conduct represents a minor contravention of acknowledgement practice, academic standards or requirements; and/or</p> <p>d. there is other compelling evidence that the conduct arose from a genuine lack of understanding of acknowledgement practice or other academic standards or requirements.</p>	<p>Lecturer (with advice from Academic Adviser, as appropriate)</p>	<p>Educative response: Student to be referred to an appropriate Academic Integrity Module to educate the student on correct academic practice.</p> <p>Plus, one or more of the following:</p> <ul style="list-style-type: none"> • The issue of a warning to the student. • A requirement that the student resubmit/resit the assessment item without penalty. • A requirement that the student provide additional material to support the assessment item. • The imposition of a mark penalty of no more than 10% of the available marks for assessment
<p>Intermediate-Level Breaches</p>	<p>Associate Head of Learning & Teaching</p>	<p>Educative response: Student to be referred to the appropriate Academic Integrity module to educate the student on correct academic practice.</p> <p>Plus, one or more of the following Penalties:</p> <ul style="list-style-type: none"> • Submission of an alternative assessment task; • Resubmission of assessment task with a mark penalty; through <ul style="list-style-type: none"> ○ Deduction of marks for assessment task; or ○ Student restricted to a bare pass mark of 50, or • Student restricted to a mark of 45 and required to sit a supplementary examination); • Zero mark in assessment task • Zero mark for the unit.

LEVEL OF BREACH	RESPONSIBILITY	PENALTY
High-Level Breaches	Head of Learning and Teaching	<p>Educative response: Student to be referred to the appropriate Academic Integrity module to educate the student on correct academic practice.</p> <p>Plus, one or more of the following Penalties:</p> <ul style="list-style-type: none"> • Failure and retake of one, or more, units • Failure of study period/ level/ or year of study and requirement to repeat all units in the study period/level/ or year of study in which the high-level breach of academic integrity occurred; • Immediate suspension of enrolment on the award on which the student is enrolled for a specified period of time • Deferred suspension of enrolment, subject to one or more conditions (e.g. improved academic practice, participation in remedial educative exercises, improved academic performance); • Exclusion from the Institute; • Rescission of one or more units of study; OR <p>With approval of the Academic Board:</p> <ul style="list-style-type: none"> • Rescission of qualification.