

Academic Integrity Policy

Approved by: Chief Product & Quality Officer

Approval date: 4th February 2025

Acknowledgement of Country

In the spirit of reconciliation, TAFE NSW acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of Country throughout Australia and their connections to land, sea, and community. We pay our respect to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

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Section 1. Purpose

- 1.1 The Academic Integrity Policy aims to foster a culture of honesty, trust, fairness, respect, and responsibility within the Higher Education and Vocational Education community. It is designed to uphold the highest standards of academic and professional conduct, ensuring that all scholarly and training activities are conducted ethically and transparently. This policy serves to protect the integrity of academic work and vocational training, promote genuine learning, and maintain the credibility of TAFE NSW and its members. By adhering to these principles, TAFE NSW commits to creating an environment where academic and vocational excellence can flourish and where all individuals are accountable for their actions.
- 1.2 This policy will align with relevant legislative and regulatory requirements, including but not limited to:
 - a [Higher Education Standards Framework \(Threshold Standards\) 2021 | Tertiary Education Quality and Standards Agency](#)
 - b [National Code of Practice for Providers of Education and Training to Overseas Students 2018 - Federal Register of Legislation](#)
 - c [National Vocational Education and Training Regulator \(Outcome Standards for NVR Registered Training Organisations\) 2025](#)
 - d [NSW Government State Records – General Retention and Disposal Authority for Higher and Further Education \(GA47\)](#)
 - e [Disability Standards for Education 2005](#) (an addendum to the Disability Discrimination Act)
 - f [Apprenticeship and Traineeship Act 2001 \(NSW\) – NSW Legislation](#)

Section 2. Scope and Audience

- 2.1 This policy is applicable across all programs, courses, and training sessions offered by TAFE NSW, ensuring that every individual adheres to the highest standards of ethical behaviour and compliance with relevant legislative and regulatory requirements. This policy covers:
 - a Management of Academic Integrity Breaches and Appeals
 - b This policy does not apply to breaches of a non-academic nature.
- 2.2 This policy is applicable to all TAFE NSW staff, third-party partners and students.

Section 3. Principles

- 3.1 Academic integrity is a commitment of all staff and students, even in the face of adversity to act with courage, honesty, trust, fairness, respect and responsibility with regards to delivery and assessments.

- 3.2 TAFE NSW takes a holistic approach to academic integrity, grounded in prevention, education, and student support.
- 3.3 When breaches occur, TAFE NSW applies restorative practices that emphasise learning, accountability, and personal growth. All individuals involved in the process are treated with respect and supported to engage constructively. While outcomes reflect the severity of the breach, genuine remorse and a willingness to learn may be considered in determining appropriate and proportionate actions. This ensures fairness and maintains institutional integrity while helping students prevent future breaches.

Section 4. Policy requirements

- 4.1 Breaches of academic integrity can undermine these values and compromise the integrity of the academic process. Below are some common examples of academic integrity breaches that TAFE NSW must address to maintain a culture of ethical behaviour and accountability:
- a **Inappropriate use of Generative Artificial Intelligence:** Not acknowledging the use of content created by GenAI in assessments where it is permitted.
 - b **Plagiarism:** Using someone else's work or ideas without proper attribution. This includes copying text, images, or data from sources without acknowledgment.
 - c **Cheating:** Using unauthorised materials or assistance during exams or assignments. This can involve looking at another student's work, using notes or devices not permitted, or obtaining exam questions in advance.
 - d **Fabrication:** Inventing or falsifying data, information, or citations in academic work. This includes creating fake research results or sources.
 - e **Collusion:** Working with others in an unauthorised manner to complete assignments or exams. This includes sharing answers or collaborating on tasks meant to be done individually.
 - f **Recycling/Resubmitting Work:** Submitting the same work for multiple courses without permission from the instructors.
 - g **Contract Cheating:** Hiring someone else to complete academic work on your behalf or using services that provide pre-written assignments.
 - h **Misrepresentation:** Providing false information about academic achievements or credentials.

For more detailed definitions and additional examples of academic integrity breaches, please refer to Section 9 of this policy. These types of breaches are not limited to those listed, as breaches can take many forms.

- 4.2 TAFE NSW Academic Integrity overview

- a All students are expected to engage in their academic pursuits honestly and with integrity. Students are expected to create and submit work that is their own and appropriately cite and acknowledge the work of others.
- b All members of the TAFE NSW community are responsible for upholding the standards of academic integrity with specific roles responsible for education, prevention, identification and managing breaches and appeal.
- c Students and staff are educated on academic integrity to help to prevent academic integrity breaches.
- d Students and staff are provided with the necessary support to reduce the likelihood of academic integrity breaches occurring.
- e Academic integrity breaches by students are not acceptable and will be dealt with promptly and consistently in accordance with the Academic Integrity Procedure.
- f Academic integrity breaches by TAFE NSW staff will be dealt with under the Code of Conduct through a range of processes available on the Staff Complaints Resource Hub.

4.3 Academic Integrity Education

- a TAFE NSW provides educational programs through orientation sessions and other forums, to ensure that all TAFE NSW students and staff members understand the importance of upholding academic integrity, the types of academic integrity breaches, the consequences of those breaches and how to avoid breaches.
- b TAFE NSW provides clear guidance for referencing, citation, collaboration, and research practices, including where Generative Artificial Intelligence (GenAI) tools are permitted.
- c TAFE NSW promotes academic integrity with staff at all stages of their employment through the onboarding process, training, performance review and professional development opportunities to ensure that staff have adequate training on how to identify and manage academic integrity breaches.

4.4 Prevention of Academic Integrity Breaches

- a TAFE NSW proactively works to prevent breaches of academic integrity through a variety of mechanisms as outlined in the Academic Integrity Procedure.
- b Assessments are designed to encourage critical thinking, problem-solving, and application of knowledge and skills to reduce the likelihood of academic integrity breaches.
- c Assessments employ a variety of assessment methods, and are updated regularly, to deter academic integrity breaches and promote the development of skills.
- d Students are encouraged to reflect individual understanding and unique perspectives.
- e Students are encouraged to seek assistance when needed and TAFE NSW recognises that some students (e.g., students with English as an additional language) may require additional support.

- f Staff are encouraged to attend professional development sessions and seek additional support when needed.

4.5 Identification and Management of Academic Integrity Breaches

- a TAFE NSW uses various methods for identifying academic integrity breaches, including electronic text-matching software in all Higher Education courses and selected VET courses.
- b TAFE NSW proactively works to identify unauthorised, undeclared, or inappropriate use of GenAI tools. Refer to the Generative Artificial Intelligence in Education Policy for more information.
- c Potential academic integrity breaches are reviewed promptly, consistently, and impartially to determine their validity in accordance with the Academic Integrity Procedures.
- d The review process is timely, evidence-based and adheres to principles of fairness and due process.
- e All students have the right to respond to any academic integrity concern raised in relation to them.
- f If a potential academic integrity breach is reported and substantiated through review, appropriate unbiased outcomes are applied and communicated in accordance with the Academic Integrity Procedures.
- g An academic integrity breach that is substantiated after a qualification is awarded may result in the qualification being rescinded.
- h Students are entitled to appeal an academic integrity outcome. Appeals are managed in accordance with the Academic Integrity Procedure.

Section 5. Responsibilities

Position	Responsibilities
Executive Director Course Development and Quality (Accountable Officer)	Oversight of the development, review and amendment of this policy, with the authority to approve revisions to the policy to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Associate Director Educational Governance and Compliance (Responsible Officer)	Support the Accountable Officer in the development, monitoring, review and amendment of this policy, to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.

Position	Responsibilities
Academic Integrity Lead	- Oversee academic integrity ensuring consistency across both Higher Education and Vocational Education and Training (VET) programs. - Manage the planning, development, implementation, and regular review of academic integrity policies, procedures and guidelines. - Take appropriate action to mitigate risks in response to any trends or systemic issues identified through the academic integrity breach data. - Advise and train staff to support their understanding and adherence in relation to this policy and related procedure, providing guidance and support at any stage of the academic integrity process as needed. - Plan and implement strategies and systematic approaches to promote and uphold the academic integrity of courses and programs, including a range of initiatives to prevent, identify and manage academic integrity breaches. - Develop academic integrity resources to support staff and student understanding.
Course Coordinators and Head Teachers	- Promote a culture of academic integrity within their teaching teams and among students. - Ensure assessments and practices align with academic integrity standards, including response to GenAI. - Address and manage academic integrity breaches fairly and consistently. - Maintain records of breaches and support continuous improvement in academic integrity practices.

Position	Responsibilities
Dean of Higher Education	- Promote a culture of academic integrity among staff and students in Higher Education. - Provide operational oversight for the implementation of TAFE NSW academic integrity strategies, policies, and procedures within Higher Education programs. - Provide leadership and oversight in managing academic integrity breaches, particularly major and serious cases. - Support Course Coordinators in ensuring fair and consistent application of academic integrity principles. - Monitor and analyse academic integrity data to identify trends, improve practices, and support continuous improvement. - Collaborate with key stakeholders to uphold and enhance academic integrity standards across Higher Education.
Director Educational Operations/Director Delivery Implementation TAFE Digital	Leading the management of academic integrity breach appeals in VET.
Higher Education Academic Council (HEAC)	Ensure academic governance of TAFE NSW Higher Education to allow educational objectives to be achieved.
Teaching Teams	- Educate and support students in understanding and adhering to academic integrity principles, reinforcing these principles during classes and at key assessment points. - Identify potential breaches and confirm student understanding where needed, including through competency conversations or viva voce.
TAFE NSW Staff	Monitor and report any potential threat to academic integrity and support students in the prevention of breaches.
Team Leader/Project Manager TAFE Digital	Manage and communicates outcomes of major academic integrity breaches for VET courses.

Section 6. Monitoring

- 6.1 Feedback and issues raised in relation to this policy will be received, collated and monitored by the Academic Integrity Lead, who will inform the Responsible Officer to guide scheduled formal reviews and interim amendments.

- 6.2 This policy will undergo a full review, at least every two years. In the interim, amendments required because of legislative, regulatory or operational changes will be made on an as-needed basis and approved by the Accountable Officer.
- 6.3 The Academic Integrity Lead will collect and report, at least annually, on academic integrity breach data to identify trends and inform continuous improvement in TAFE NSW academic integrity practices in both Higher Education and VET.

Section 7. Where to get help

- 7.1 Refer to the Responsible Officer- see governance information below or contact AcademicIntegrity@tafensw.edu.au

Section 8. Governance information

Governance	Details
Legislation, regulations, and standards	This policy is governed by: ▪ Higher Education Standards Framework (Threshold Standards) 2021 Tertiary Education Quality and Standards Agency ▪ National Code of Practice for Providers of Education and Training to Overseas Students 2018 - Federal Register of Legislation ▪ National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) 2025 ▪ NSW Government State Records – General Retention and Disposal Authority for Higher and Further Education (GA47) ▪ Disability Standards for Education 2005 (an addendum to the Disability Discrimination Act) ▪ Apprenticeship and Traineeship Act 2001 (NSW) – NSW Legislation
Related procedure	This policy governs the following procedure available at TAFE NSW Policies and Procedures: ▪ Academic Integrity Procedure
Other related policies	This policy is to be read together with following which are available at TAFE NSW Policies and Procedures: ▪ Code of Conduct ▪ Generative Artificial Intelligence Policy ▪ Customer Complaints Policy ▪ Higher Education Progression, Exclusion and Graduation Policy

Governance	Details
Accountable Officer	Executive Director Course Development and Quality
Responsible Officer	Associate Director Educational Governance and Compliance
Content Manager number	PROJ25/336
Next review date	4 Jan 2028

Section 9. Definitions

Word	Definition
Academic fraud	A deliberate misstatement or false representation made with an intention to deceive others and gain an unfair advantage. It may include, but is not limited to, the following: ▪ Falsification or invention of any information or citation in a paper or assignment. ▪ Falsification of the results of a laboratory experiment or other practical work. ▪ Writing a practical or laboratory report without performing the activity or experiment. ▪ Presenting data developed by someone else as the student's own. ▪ Falsely claiming illness or bereavement to get an extension to complete an assessment. ▪ Tricks to mislead text-matching software. ▪ Falsification of workplace documentation.
Academic integrity	"A commitment even in the face of adversity to act with courage, honesty, trust, fairness, respect and responsibility with regards to delivery and assessments. From these values flow principles of behaviour that enable academic communities to translate ideals into action." (International Center for Academic Integrity, 2021)
Academic Integrity Breach	A substantiated case where a student has failed to uphold academic integrity by attempting to gain an unfair advantage in an assessment or its preparation through conduct that is not fair or honest. This applies to any form of assessment task or any stage in its development. Some of the types of breaches are included in the Definitions Table but are not limited to those listed.

Word	Definition
Bribery and coercion	Offering or accepting monetary incentives, sexual favours, threats, or pressure aimed at students or staff to gain or provide an unfair academic advantage.
Collusion	When a student works with another student(s) on assessment work that is meant to be wholly their own independent, and original work. Collusion occurs when a student works with another student(s) on assessment work that is meant to be wholly their own independent, and original work. Collusion involves engaging in illegitimate cooperation with one or more other students to complete assessable work. Collusion may include, but is not limited to, the following: ▪ More than one person contributing to a piece of work that is submitted as the work of an individual. ▪ A student allowing another student to copy their work in an exam or other assessment task. ▪ Collaboration that is required or approved as part of the assessment is not collusion. Students engaging in group discussions, completing group assignments together, or convening study groups, are not colluding. ▪ Having someone proofread a paper for language correctness is not considered an inappropriate collaboration. However, the proof-reader should not help with the academic content of the paper. ▪ Not contributing to a group assessment and relying on other group members to do all or most of the work.
Competency conversation or Viva Voce	An in-person or online meeting where students is asked questions to determine their knowledge and understanding of the submitted assessment. Keep a record of the discussion and outcomes.

Word	Definition
Contract cheating	When a student outsources the partial or full completion of their assessment or exam, to a third party, such as a friend, family member or professional service, whether paid or unpaid. Contract cheating also includes: ▪ Sitting an exam or completing an assessment either partially or fully for another student. ▪ Promoting contract cheating services using posters on campus, online advertising or social media posts. ▪ Making unauthorised use of commercial file-sharing sites by: - Getting assistance during an online quiz/test/exam. Copying partially or fully from student solutions available on the site.
Examination cheating	When a student seeks to obtain an unfair advantage through deliberate deceit or dishonesty during a quiz, test or examination. It may include, but is not limited to, the following: ▪ Looking at another student's paper or screen during a quiz, test, or examination. ▪ Allowing other students to view answers during a quiz, test, or examination. ▪ Possession of unauthorised materials in the examination room that could help performance. ▪ Arranging to give or receive answers by use of signals, notes, or technological devices during a quiz, test, or examination. Obtaining a copy of a quiz, test, or examination in advance of its scheduled administration.
Fabricating information	Fabrication involves making up information for research-focused assessment tasks, such as experimental or interview data. It can also include inventing sources of data, evidence or ideas by citing publications that are incorrect or that simply don't exist.

Word	Definition
Inappropriate use of Generative Artificial Intelligence (GenAI)	GenAI is a type of Artificial Intelligence that creates new content in response to user prompts based on patterns in the data it has been trained on. The types of input and output can include text, images, audio, video and code but not limited to these. Inappropriate Use of GenAI: ▪ Submitting content generated by GenAI as the student's own work. ▪ Using content generated by GenAI when not explicitly permitted in the assessment specifications. ▪ Failing to acknowledge the use of GenAI when its inclusion is permitted in an assessment. ▪ Using GenAI for purposes beyond grammar checking, such as rewriting or editing to a level that does not reflect the student's own abilities. ▪ TAFE NSW does not use AI detection tools. ▪ Refer to the following guides for further guidance: - Student Guide to GenAI and Academic Integrity - Teacher Guide to Gen AI and Academic Integrity

Word	Definition
Plagiarism	When a student inadvertently or deliberately claims ownership of an idea or concept without acknowledging the source of the information. This includes self-plagiarism, which refers to a student re-using elements of work previously submitted for assessment at TAFE NSW or elsewhere without acknowledgement or discussing with the teacher. Examples of plagiarism include - Other people's work and/or ideas being paraphrased and presented without a reference. - Other students' work is being copied either partially or in full. - Other people's designs, codes or images being presented as the student's own work. - Phrases and passages being used verbatim without quotation marks and/or without a reference to the author or source. - Lecture notes being reproduced in a student's work without due acknowledgement. - Themes or ideas in visual artwork, practical artifacts, performance pieces and other relevant activities being copied without appropriate acknowledgement.
Unauthorised File sharing	Unauthorised sharing of files/content via commercial academic file sharing websites or other means of distribution. These include: Sharing of a student's completed assessments, via file sharing websites or other means of distribution. All assessment and learning resources, including but not limited to, presentation slides, tutorial handouts, subject guides, assessments, marking guides, sample solutions and examination papers, are protected under the Copyright Act (1968) and remain the property of TAFE NSW. Sharing learning resources externally, to any party without written approval, via file sharing websites or other means of distribution is a breach of copyright and TAFE NSW reserves the right to take appropriate legal action to rectify such breaches.

Section 10. Document history

No.	Effective	Approved by	Amendment
1	19 July 2024	Chief Product and Quality Officer	New.

No.	Effective	Approved by	Amendment
2	November 2024	Director, Educational Quality	Minor and administrative amendments including: ▪ Formatting ▪ clarification of key terms and current practices
3	4 February 2025	Chief Product & Quality Officer	▪ New template ▪ Roles mapped to the new operating model.

Note: (17 March 2026) Accountable and Responsible Officer roles have been updated since publication, as part of an automated update associated with recent operating model changes. These updates reflect position title or organisational alignment changes only and will be captured in the version history when the document is next reviewed and published.