

Academic Integrity Procedure

Approved by: Director Educational Quality

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Section 1. Purpose

1.1 This Academic Integrity Procedure provides the processes and guidelines for implementing the principles and expectations outlined in the Academic Integrity Policy. It ensures education of academic integrity, prevention, identification of breaches and the fair, just and consistent management and communication of breaches and appeals.

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

This procedure applies to all TAFE NSW students, including Higher Education students, staff and Third-Party providers. It does not apply to non-academic breaches. It also applies to former students, including cases where breaches are identified in assessments that have already been marked or where qualifications have already been issued. 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](#).

Section 3. Procedure

3.1 Educate staff and students on academic integrity

Academic Integrity Lead is to provide training and resources for staff and students to build awareness, understanding, and capacity to uphold academic integrity principles and follow the procedure. Resources p

- a. Develop training modules on [staff Moodle](#) and resources.
- b. Conduct briefings and training for staff.
- c. Create the resources for students to be shared via [Academic Integrity](#) and [Generative Artificial Intelligence \(GenAI\)](#) webpages and the [Library Guide](#).
- d. Teaching teams to share with the students via one or more of the following: e-learning platforms, welcome emails, virtual drop-in sessions, ongoing reminders via announcements.
- e. Head Teachers, Course Coordinators and teachers of Face-to-Face or Connected delivery conduct one or more of the following:
 - i. Facilitate completion of the academic integrity module during orientation or course induction in groups and encourage discussions.

- ii. Discuss academic integrity and the potential consequences of breaches when assessments are released, when they are due, before supervised assessments, such as exams.
- f. Higher Education: In addition to the above, ensure completion of the [Academic Integrity Module](#) is mandatory for all Higher Education courses with access to assessment submissions only available upon completion. Include academic integrity discussions in first-year academic skills subjects and any academic bridging courses or preparation subjects.

3.2 Minimise academic integrity breaches

- a. VET product development teams and Higher Education teaching teams design multi-modal assessments to ensure learning outcomes and competencies are achieved, incorporating strategies to uphold academic integrity and align with the advancements in Gen AI.
 - i. Clearly specify expectations for GenAI use, including required acknowledgements and indicate whether assessments are to be completed individually or as a group.
 - ii. Include clear information in relation to referencing requirements and links to academic integrity policy and procedure in the assessment guides.
 - iii. Require all students to complete a declaration that the work is their own when submitting assessments online.
 - iv. Include clear guidelines for exams and invigilator instructions for exams.
- b. Head Teachers, Course Coordinators to promote and provide support
 - i. Encourage students to regularly attend classes or access material in case of online learning and consult with teaching staff for clarifications and better understanding of topics they find challenging.
 - ii. Advise students to keep records of research and draft versions for assessments and inform them that they could be invited to discuss the understanding of the submitted content.
 - iii. Promote Careers and Counselling services to support students in areas such as time management, research skills, and stress management, presentation skills, group work.
 - iv. Inform students about Library Services, checking the library calendar for training sessions on various topics including GenAI and booking a librarian for face-to-face or online one-on-one session.
 - v. Encourage students to seek help and request special consideration or extensions when struggling or facing hardship, rather than resorting to academic integrity breaches. Higher Education students can apply using the extension or special consideration form, while VET students should contact their Head Teacher.
- c. Academic Integrity Lead to address risks associated with Contract Cheating services
 - i. Block access to identified contract cheating sites.
 - ii. Remove any promotional materials from campuses.
 - iii. Educate students about the dangers of contract cheating providers, including their tactics such as presenting false legitimacy under the guise of approved tutoring services, misusing of TAFE NSW logos and engaging in blackmail to demand additional payment.
 - iv. Strongly encourage staff and students to report suspected contract cheating services to TEQSA via this form.

- v. Advise students that sharing their TAFE NSW credentials is prohibited and remind them to protect their login credentials by enabling Multi-Factor Authentication to secure their accounts.

3.3 Identify and report potential academic integrity breaches

Identifying and reporting potential academic integrity breaches is essential for maintaining assessment integrity and fairness. This step outlines key practices but is not limited to these methods, as other tools and approaches may also be employed to uphold academic standards.

- a. Teaching teams must require assessments to be submitted via e-Learning platform where applicable.
 - i. In Higher Education, and in selected VET courses and assessments, teaching teams must ensure submissions are made through approved text-matching software. AI detection tools must not be used, as they may be inaccurate and could compromise students' intellectual property if uploaded to external platforms without consent.
 - i. Ensure students can view the similarity report before final submission.
 - ii. Teachers must review the similarity report during the evaluation, focusing on the context and sources of the matching text rather than the percentage alone, and examine any red-flag indicators in the text-matching software.
- b. Teachers are required to evaluate assessments for potential breaches.
 - i. Be alert to inconsistencies in the writing style, language level, and vocabulary compared to the students' previous work.
 - ii. Consider the student's level of engagement with the subject or unit of competency.
 - iii. Watch for significant discrepancies between the student's academic and linguistic abilities and the quality of the submission.
 - iv. Check whether the submission addresses the question and aligns with the content or level covered in the course.
 - v. Look for referencing anomalies such as lack of recent sources, mismatched in-text citations and reference lists or references in a language that the student does not speak.
 - vi. Where necessary, verify student's familiarity and understanding of the submitted content via a Competency Conversation in VET or a Viva Voce in Higher Education.
- c. Teachers have an obligation to report potential breaches to the Head Teacher or Course Coordinator with any available evidence or concerns of the submitted assessment task. If the teacher is a Head Teacher/Course Coordinator, it should be reported to another Head Teacher in the same course.
- d. Teaching staff that invigilate exams are accountable for identifying and responding to potential breaches of academic integrity during an examination.
 - i. Advise the student of the potential breach while allowing them to complete the examination.
 - ii. Submit a report to the Head Teacher or Course Coordinator after the examination.
- e. All staff and students are obliged to report potential staff-assisted academic integrity breaches to the Head Teacher or Course Coordinator. Staff can do so via the [Staff Complaint Form](#) and students via the [Online Complaint Form](#). Alternatively, both staff and students report by emailing academicintegrity@tafensw.edu.au.

3.4 Manage reported potential breaches and communicate outcomes.

This step outlines the process for managing reported potential academic integrity breaches and ensuring outcomes are communicated transparently and respectfully. A restorative justice approach underpins this process, focusing on respect, accountability, and growth. Students are provided with a safe environment to share their perspectives openly. Where applicable, pressures or skill gaps contributing to the breach are identified, and support is offered to help them develop the necessary skills. Students are encouraged to take responsibility for their actions and view the experience as an opportunity for personal and academic growth. For information on how to support international students, refer to the Course Progress and Attendance Monitoring for International Students (VET and ELICOS) Policy and Procedure.

The Head Teacher/nominated staff member for TAFE Digital or Course Coordinator is responsible for the following. If the reporting teacher is the Head Teacher, the matter must be referred to another Head Teacher within the same course. If there is no other Head Teacher within the course, it must be referred to a Head Teacher from the same faculty:

- a. Conduct an initial review.
 - i. Determine if the reported potential breach warrants follow-up.
 - ii. If the reported potential breach does not warrant a follow-up, inform the reporting staff member. Retain the record for a minimum of one year and destroy.
 - iii. If the reported potential breach warrants a follow-up, notify the student via email using [the potential breach notification template](#) (download first, then open from Downloads folder). The notification must include:
 1. Details of the potential breach and evidence to enable the student to respond.
 2. An invitation for a meeting (physical or virtual) to discuss the concern, explore underlying factors contributing to the potential breach, and identify strategies or support to prevent future occurrences. The meeting must be scheduled for at least seven working days after the notification to allow the student adequate time to prepare.
 3. Information that the student may be accompanied by a support person, who is not permitted to participate in the process. A student with a disability who has an individual Reasonable Adjustment Plan is permitted to bring an Associate to the meeting.
 4. A time limit of seven working days from the notification date for the response, including any request to reschedule the meeting. However, any rescheduled meeting must still take place within 10 working days of the notification date, except in severe circumstances where an extension may be granted.
 - iv. Teaching staff must ensure records are kept of all communications and decisions related to the initial review.
- b. Conduct the meeting with the students if they have responded, including another staff member, to ensure accurate documentation of the discussion. If the student does not attend, proceed with the review based on the available information.
- c. Determine whether the potential academic integrity breach has been substantiated based on the evidence, and if applicable student's response, using the balance of probabilities - whether it is more likely than not that the breach occurred, rather than requiring absolute proof.
- d. Determine the level of the breach and outcome within 20 working days of the initial notification of the potential breach. In exceptional circumstances, if there is a delay, inform the student with a revised timeframe.

- i. VET: Classify as minor or major, referring to [Table 1: VET Levels of Breaches, Possible Outcomes, and Approval Authority](#).
 1. Minor breach: Determine the outcome.
 2. Major breach: Report to the Team Leader/Project Manager for TAFE Digital. If the reporting teacher is the Team Leader, the matter must be referred to another Team Leader within the course or faculty. The Team Leader is responsible for determining the outcome and communicating it to the student, the reporting teacher, and the Head Teacher.
 3. Report the breach via [VET breach reporting form](#).
- ii. For Higher Education: Classify as minor, medium, major, or serious, referring to [Table 2: Higher Education Levels of Breaches, Possible Outcomes, and Approval Authority](#).
 1. Minor and medium breaches: determine the outcome and communicate with student and reporting teacher.
 2. Major and serious breaches: Determine the outcome in consultation with the Dean of Higher Education and communicate with student and reporting teacher.
 3. Record the details of the breach in Higher Education Academic Integrity breach register.
- e. The outcome of the academic integrity breach must be communicated to the student using the [final outcome of an academic integrity breach letter template](#) which includes information about the appeals process.
 - i. VET minor breaches: Head Teacher to send the letter and Cc the Team Leader, reporting teacher, and the employer (for Apprenticeship and Traineeship courses).
 - ii. VET major breaches: Team Leader to send the letter and Cc Head Teacher, reporting teacher and the employer (for Apprenticeship courses). For Apprenticeship and Traineeship courses, complete the [RTO Notification of Issues form](#) and submit to the [Apprenticeship and Traineeship Team via Service NOW](#), who will submit to Training Services.
 - iii. Higher Education all levels of breaches: Course Coordinator to send the letter. Cc the Dean of Higher Education and the Team Leader.
 - iv. For all courses Cc the International Customer Experience Coordinator for international students.
 - v. Retain all records for a minimum of seven years before destruction.

3.5 Manage academic integrity appeals.

An appeal is a formal request to review and potentially amend the decision of an academic integrity case, including the level of the breach and its outcome. The appeals process ensures fairness and transparency, giving students the opportunity to request a review of the decision.

- a. Appeals must be based on one or more of the following valid grounds.
 - i. Procedural fairness was not provided. The student was not treated fairly during the academic integrity process. This may include situations where:

1. The student was not informed of the potential breach and its details before the decision was made.
 2. The student was not given an opportunity to respond.
 3. The students were not informed of their right to bring a support person to the meeting.
 4. Relevant evidence was not considered.
 5. The process was delayed beyond the advised timeframes without a reason and notification.
 6. The outcome was excessive or inappropriate. This may occur when the outcome was disproportionately harsh in relation to the breach or not aligned with the procedure
 7. The outcome was not communicated.
 8. The decision-making process demonstrated bias, discriminatory factors, or conflict of interest.
- ii. The academic integrity policy or procedure was not appropriately applied. This may include:
 1. Not conducted by designated staff members.
 2. Specific procedural steps skipped, misapplied, or conducted incorrectly.
 3. Administrative errors.
 - iii. New evidence has become available that was not available at the time of the original decision.
- b. Student is responsible for submitting an appeal
 - i. It must be submitted using the [Academic Integrity Appeal Form](#).
 - ii. It must be submitted within 20 working days of the formal notification of the outcome of the breach.
 - c. Director Educational Operations is required to commence the review of the appeal within 10 working days of its submission.
 - d. Director Educational Operations is expected to review the appeal if it is deemed to have been made on valid grounds and within the specified timeframe.
 - i. Appeals made outside the 20-working-day timeframe may be accepted at the discretion of the Director Educational Operations/Director Delivery Implementation and Performance TAFE Digital.
 - ii. If the appeal is deemed to have been made on valid grounds, the Director Educational Operations/Director Delivery Implementation and Performance TAFE Digital forms an ad hoc committee:
 1. VET: Includes the relevant Director, Learning and Teaching, and a third staff member who was not involved in managing the breach at any stage.
 2. Higher Education: Includes the relevant Team Leader and Academic Integrity Lead.
 - iii. If the appeal is made by a student with a disability who has a Reasonable Adjustment Plan, the student's Disability Teacher Consultant must be contacted and informed of the appeal.
 - iv. In some cases, as part of the appeal process, the student may be invited to a meeting to discuss their appeal. This meeting provides an opportunity for the student to present additional information that may support their appeal. Students are permitted to bring a

support person, and those with a disability who have a Reasonable Adjustment Plan can bring an Associate.

- v. The ad hoc committee is responsible for determining the outcome of the appeal.
- vi. Director must communicate the appeal outcome to the student within 30 working days of the date of submission of the appeal, using the [letter of outcome for an appeal for an academic integrity decision template](#) and Bcc the other ad-hoc committee members. If the outcome cannot be provided within this timeframe due to exceptional circumstances, the student must be notified of the delay and given an updated expected timeframe. The key outcomes and actions of the appeal must be sent in a separate email to:
 - 1. The initial staff member reporting the potential breach.
 - 2. VET: Head Teacher, Team Leader/Project Manager TAFE Digital, Academic Integrity Lead and International Customer Experience Coordinator for international students.
 - 3. Higher Education: Course Coordinator and Dean of Higher Education and International Customer Experience Coordinator for international students.
- vii. Head Teacher/Course Coordinator is responsible for amending the results for the assessment, if appeal is successful.
- viii. The Director Educational Operations is to record VET appeal and outcome and retain records for a minimum of seven years and destroy.
- ix. Course Coordinator is required to record Higher Education appeals and outcomes in the Academic Integrity Breach Register.
- x. The records of the case with its details must be kept for a minimum of seven years after the action and destroyed, even if the appeal is successful.
- xi. If the student is not satisfied with the outcome, they may escalate their appeal to the NSW Ombudsman, as outlined in the appeal outcome notification.

3.6 Maintain accurate records

Accurate record-keeping is essential for breach data analysis at the end of each semester, benchmarking across the sector, and driving continuous improvement. Proper records help identify courses requiring additional support for staff or students and uncover issues such as problems with assessment design.

- a. Record substantiated cases.
 - i. Record agreed on action taken because of the breach.
 - ii. Retain the records for a minimum of seven years after the action.
- b. Record unsubstantiated cases
 - i. Record unsubstantiated potential breaches in the Academic Integrity Breach Register.
 - ii. Retain records of reviews that did not proceed or where concerns were found to be unsubstantiated, vexatious, or false for a minimum of seven years and destroy.
- c. Record reported potential breaches that were dismissed for a minimum of one year and were destroyed.
- d. Record appeals and their outcomes. If an appeal is successful and involves suspension or exclusion, remove the block but keep the details for at least seven years before destroying them.

- e. Information relating to a student's academic integrity breach may be provided upon request by other educational institutions, professional bodies, or employers, provided evidence of the student's consent accompanies the request.
- f. Save all communications related to a breach and ensure they are available upon request.

Section 4. Monitoring

4.1 Monitor, analyse data and govern for continuous improvement

- a. Academic Integrity Lead and the Dean of Higher Education are to collate, analyse and report on academic integrity breach data trends, benchmarking and sector trends, risks (internal and sector-wide) to Education Quality Committee (EQC) and Higher Education Academic Council (HEAC). Receive feedback from the committees and take appropriate action as needed.
- b. Academic Integrity Lead is expected to report breach of data for international students to the International Customer Experience Lead for review, to allow for identification of needs, patterns, and recommend or implement new strategies as required. For information on how to support international students, see the Course Progress and Attendance Monitoring for International Students (VET and ELICOS) Procedure.
- c. Academic Integrity Lead is to invite stakeholder feedback on academic integrity policies, procedures, and resources to ensure they remain effective, inclusive, and responsive to stakeholder needs, while aligning with the commitment to excellence, transparency, and collaboration.
- d. Academic Integrity Lead is responsible for reviewing and updating policies and resources based on feedback, data analysis, sector benchmarking, legislative, regulatory requirements, and engagement with networks such as the Australasian Academic Integrity Network.
- e. Staff and students are welcome to [submit feedback via this form](#) on the academic integrity policy and procedure for continuous improvement.

Section 5. Responsibilities

Position	Responsibility
Executive Director Course Development and Quality (Accountable Officer)	Oversight of the development, review and amendment of this procedure, 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 procedure, to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.

Position	Responsibility
Academic Integrity Lead	- Lead professional training, develop resources and tools and maintain up to date information (on Internet and intranet site) on academic integrity, response to GenAI and its appropriate use. - Advise on academic integrity policy and procedure, providing guidance and support at any stage of the academic integrity process and appeals as needed. - Participate in the review of Higher Education appeals as a member of the appeal Committee. - Collect, monitor, and analyse academic integrity breach data to identify trends or areas for improvement, and report on findings for both VET and Higher Education. Collaborate with the Dean of Higher Education.
Assessor	- Evaluate student assessments to determine competency and identify potential academic integrity breaches - Report potential breaches to the appropriate staff member. - May conduct Competency Conversations if desired but can also request a full-time teacher of the unit to carry them out.
Associate	- Support students with disability who have a Reasonable Adjustment Plan. - Attend meetings discussing potential breaches to represent the student's interests, rights, and needs. - Act as a representative, including as an external person, to ensure students with disabilities are treated equitably. - Speak on behalf of the student, where appropriate.
Counsellor	- Assist students in addressing skills gaps, personal struggles, or pressures that may have led to an academic integrity breach. - Act as a support person by attending meetings to discuss potential breaches.
Course Coordinators for Higher Education	- Promote awareness of academic integrity support completion of required training modules for teachers. - Conduct academic integrity awareness and facilitate students to complete Academic Integrity module during orientation or course induction. - Ensure assessments align with academic integrity expectations, including GenAI use. - Promote TAFE NSW support services. - Manage minor and medium breaches. - Manage major and serious breaches in consultation with the Dean of Higher Education. - Communicate initial meeting invite and outcomes of all breaches. - Timely record keeping of all reported breaches and substantiated breaches on the Academic Integrity Breach Register.

Position	Responsibility
Dean of Higher Education	- Advise and collaborate with Course Coordinators for decisions and outcomes on major and serious breaches. - Provide guidance and support on and support on academic integrity cases. - Follow up on breach data collection via SharePoint Academic Integrity Breach Register. - Collect, monitor, and analyse academic integrity breach data to identify trends or areas for improvement, and report on findings for Higher Education. Collaborate with Academic Integrity Lead.
Director Educational Operations / Director Delivery Implementation and Performance TAFE Digital	- Lead the appeals process for VET and Higher Education. - Form an ad-hoc appeals committee for each appeal. - Ensure timely and fair handling of appeals and communication of outcomes.
Director Learning & Teaching	Participate in the review of VET appeals as a member of the appeal Committee.
Disability Teacher Consultant	- Provide relevant information, as permitted without breaching privacy, to ensure fair handling of the case. - Support both the student and academic staff in appropriate accommodations and effective communication and understanding between all parties involved when managing breaches of academic integrity.
Education Support Officer	- Recommend and guide students to make use of teacher consultation times and TAFE NSW support services such as Careers and Counselling Services. - Encourage attendance at Library services training sessions. - Attend meetings with students discussing potential breaches, when requested to record minutes.
Exam Invigilator	- Conduct exams in accordance with specified conditions and instructions. - Report any potential academic integrity breaches.

Position	Responsibility
Head Teacher for VET	- Promote academic integrity among their teachers encourages the completion of the module. - Acknowledge the time and efforts teachers dedicate to upholding academic integrity through supporting students, diligently assessing and reporting potential breaches. - Introduce academic integrity during Course Induction and facilitate completion of the Academic Integrity Module in group discussions and where possible include the game. - Promote TAFE NSW support services. - Manage minor breaches. - Communicate initial meeting invite and outcomes of minor breaches. - Direct all major breaches to Team Leaders. - Report breach data via the given Microsoft Form.
International Customer Experience Coordinator	- Receive notifications of breach outcomes for international students. - Provide necessary support to those students, addressing any root causes that may have been identified. - Review outcomes of academic integrity breaches that impact international students' course progress or delay course completion. - Follow up on potential visa implications arising from breach outcomes, ensuring compliance with regulations. - Where applicable, issue a Notice of Intention to Report or cancel the Confirmation of Enrolment.
International Customer Experience Lead	- Review academic integrity breach data reports on international students to determine areas of concern. - Recommend and implement new strategies where necessary.
Library staff	- Conduct face-to-face or online one on one sessions with students who require support with reference skills. - Conduct study skills sessions and referencing sessions including GenAI use for students.
Support Person	- A person to assist the student in understanding the process and questions being asked of them. - The support person's role is to provide emotional and practical support without speaking on student's behalf – they cannot be an advocate. - The support person may be: - A parent or a guardian for minors. - Disability Teacher Consultant or Associate. - TAFE NSW Counsellor. - Aboriginal Student Support. - The support person cannot be a solicitor.

Position	Responsibility
Team Leader/ Project Manager TAFE Digital	- Leads the management of major academic integrity <u>breaches</u>, including interview of students (if necessary), assess evidence, determine and communicate the outcome of breaches. - Record <u>major breaches</u>.
Teacher	- Complete the academic integrity module. - Engage students in coursework and classes, being approachable, and assisting with content clarification. - Regularly communicate with students about the importance of academic integrity, including what constitutes a breach and its serious implications. - Provide reminders, especially when an assessment is released and when it is due. - Monitor student engagement, noting absences and addressing changes in behaviour by directing students to appropriate support services. - Be vigilant about students' understanding of content, encouraging them to keep records of drafts and monitoring their assessment progress. - Encourage students to discuss the content of the academic integrity module and integrate the use of TEQSA resources in First-Year Academic Skills subjects. - Higher Education teachers are expected to indicate their one-hour consultation time per subject on Moodle. - Report potential breaches. - If there is doubt about the integrity of a submission, refer to breach identification guidelines. - Conduct a Competency Conversation or Viva Voce to confirm student understanding of the submitted content.
Team Leader	- To be informed of a major breach and its outcome in VET courses. - Participate in the review of Higher Education appeals as a member of the appeal Committee.

Section 6. Governance information

Governance	Details
Related policies	This procedure is governed by the following: - Academic Integrity Policy. Other policies: - Higher Education Assessment Policy and Procedure - Student Identification in Final Examination Policy - Privacy Policy - Staff Code of Conduct - Student Conduct and Discipline Policy - Course progress and attendance monitoring for international students (VET and ELICOS) Policy All policies can be found on the TAFE NSW Policies and Procedures webpage.
Related documents	This procedure is to be read together with: - How do I guides, Email and Letter templates available on the Academic Integrity Intranet page. - Every Student's Guide to Assessment in TAFE NSW - Resources: Academic Integrity and GenAI
Accountable Officer	Executive Director Course Development and Quality
Responsible Officer	Associate Director Educational Governance and Compliance
Content Manager number	PROJ25/337
Next review date	04/01/2027

Section 7. Definitions

Word, phrase or abbreviation	Meaning
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 Centre 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.
Bribery or coercion	Offering or accepting monetary incentives, sexual favours, threats, or pressure aimed at students or staff to gain or provide an unfair academic advantage.

Word, phrase or abbreviation	Meaning
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 contributes 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.
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.

Word, phrase or abbreviation	Meaning
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.
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, phrase or abbreviation	Meaning
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 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.
Text-matching software	Software tools that assist students and teachers with marking and maintaining academic integrity. All Higher Education courses and selected VET courses at TAFE NSW text-matching software to ensure students can submit their best work by supporting plagiarism prevention and encouraging originality. Students can view similarity reports to identify areas needing citation, provided they submit before the due date. Its database includes over 47 billion web pages, 1.9 billion student papers, and 190 million academic articles to match submissions and check for plagiarism.
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 8. Document history

No.	Effective	Approved by	Amendment
1	19 July 2024	Director Educational Quality	New.
2	14 November 2024	Director Educational Quality	▪ Appeal process. ▪ Responsibilities table to include specific staff roles. ▪ Administrative amendments and clarifications. ▪ Support for students with disability.
3	27 June 2025	Director Educational Quality	▪ New template. ▪ Staff roles to align with new Operating Model. ▪ Alignment to legislations and standards. ▪ Templates for communicating with students. ▪ Clarification of record-keeping requirements. ▪ Additional details added to the appeal process. ▪ Inclusion of timeframes for managing breaches and appeals.

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.

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Section 9. Appendix

9.1 Appendix A: VET Levels of Breaches, Possible Outcomes with Approval Authority

Level	Type of breach	Considerations	Possible outcomes	Approval authority
Minor	- Plagiarism, collusion, or inappropriate use of GenAI for a small amount the assessment. - Lack of proper referencing. - Not acknowledging the use of content created by GenAI in assessments where it is permitted. - Submitting a group project without meaningful or fair contribution.	- Intent: Accidental or due to lack of understanding. - Extent of the Breach: Small proportion of the task affected, minimal compromise of integrity. - Academic Background: First-year students or those unfamiliar with academic integrity principles. - Life Pressures: Poor time management, financial stress, or personal challenges. - Cultural and Linguistic Factors: Misunderstanding due to language or cultural barriers, lower level of language competency leading to not understanding the content. - Student's Engagement: Generally engaged but made a mistake. - Potential for Remediation: Easily addressed through resubmission, academic integrity training, or support. - Restoration: Student demonstrates regret and offers an apology and willingness to improve.	- Grade the assessment without any change to the result and student given a warning Or - Student is required to resubmit the assessment. A maximum mark of 50% can be allocated for graded assessments. And - Report to the employer for apprenticeship and traineeship courses. - Repeat the Academic Integrity Module. - Attend study, research & referencing skills sessions with a librarian. - Based on the above, write a reflection, and be able to discuss the content and steps to gain skills to prevent further breaches.	Head Teacher
Major	- Plagiarism or collusion, or inappropriate use of GenAI involving a moderate to large amount of the assessment. - Repeated or multiple instances of minor breach. - Submitting a group project without any contribution. - Creating or providing fraudulent workplace documentation in relation to assessment requirements, deadlines or flexible arrangements. - Use of unauthorised commercial academic file sharing sites. - Falsification or invention of any results or information in a laboratory report or citation in a paper or assignment. - Cheating in an examination. - Bribery and coercion. - Use of contract cheating services. - Promoting or providing contract cheating services. - Impersonation. - Provide contract cheating services. - Fraud in application to TAFE NSW.	- Intent: Intentional or repeated breaches of academic integrity. - Extent of the Breach: Significant portion of the task compromised, major integrity issues. - Impact: Harm to fairness, credibility of the qualification, or academic progress. - History of Breaches: Prior warnings or breaches noted. - Premeditation: Planned or deliberate actions - Opportunities: Exploitation of gaps in supervision or monitoring. - Motivation: Disadvantage other students in competition, malicious intent.	- For applicable courses, undertake an alternative assessment and grade with a maximum mark of 50%. Or - Grade the assessment as Not Satisfactory. Or - Grade the Unit of Competency as Not Competent (NC). Or - Suspend from the course for a period of specified time. Or - Exclude from the course and TAFE NSW and terminate enrolment. Or - Rescind qualification for cases substantiated retrospectively. Or - If found to be promoting or providing contract cheating services to be reported to TEQSA as the law requires and excluded from TAFE NSW. And - Report to the employer for apprenticeship and traineeship courses and Training Services. - Repeat the Academic Integrity Module. - Attend study, research & referencing skills sessions with a librarian. - Based on the above, write a reflection, and be able to discuss the content and steps to gain skills to prevent further breaches.	- Team Leader - Director Learning & Teaching (for suspension for a period of more than 24hours to less than 12 months) - Chief Learning and Teaching Officer (for exclusions from course or TAFE NSW for a period of 12 months or more) - Managing Director (permanent expulsion or recission of award)

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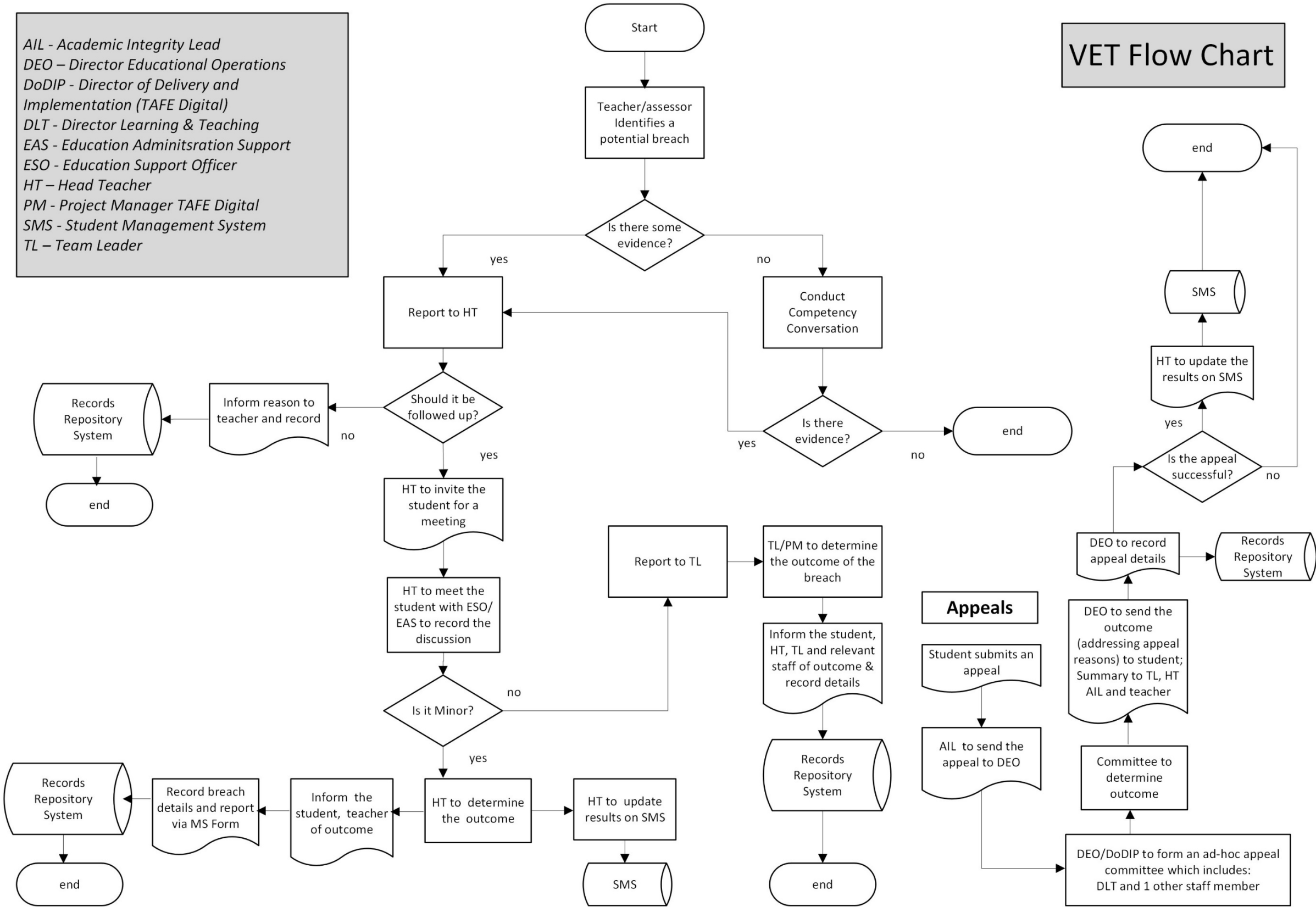
9.2 Appendix B: Higher Education Levels of Breaches, Possible Outcomes with Approval Authority

Level	Type of breach	Consideration	Possible outcomes	Approval authority
Minor	Plagiarism, collusion, or inappropriate use of GenAI involving a minimal amount of plagiarised/copied material (constituting up to 10% of the assessment item).	- Intent: Unintentional, misunderstanding of integrity expectations. - Extent of the Breach: Small portion of the assessment affected, minimal compromise of integrity. - Academic Background: Students new to academic expectations or principles. - Cultural and Linguistic Factors: Language barriers or cultural misunderstandings, unable to understand class work, lack of confidence. - Potential for Remediation: Easily addressed through resubmission or academic integrity training. - Restoration: Student expresses remorse and willingness to improve.	- Mark the assessment item with penalty. Any work with plagiarised/copied content must be marked based only on the student's own work. And - Repeat the Academic Integrity Module. - Attend study, research & referencing skills sessions with a librarian. Based on the above, write a reflection, and be able to discuss the content and steps to gain skills to prevent further breaches.	Course Coordinator
Medium	- Plagiarism or collusion, or inappropriate use of GenAI involving a moderate amount of plagiarised/copied material (constituting 10%-25% of the assessment item). - Repeated instance of minor breach.	- Intent: Somewhat intentional, e.g., careless or reckless disregard. - Extent of the Breach: Moderate proportion of the task compromised. - Impact: Noticeable disadvantage to peers or compromise of assessment integrity. - History of Breaches: No prior history or isolated instance. - Life Pressures: External stressors contributing to poor judgment. - Institutional Factors: Lack of clear guidance or support affecting student decisions.	- Mark the assessment item with penalty. Any work with plagiarised/copied content must be marked based only on the student's own work. Or - For instances of plagiarism where the student has limited previous academic experience and has not received a prior warning, allow the student to re-attempt and re-submit all or part of the assessable work in a specified timeframe. The maximum mark available for re-submitted work is no more than 50%. And - Repeat the Academic Integrity Module, reflection. Take steps to gain skills to prevent further breaches.	Course Coordinator
Major	- Repeated instance of medium breach. - Multiple instances of minor breaches. - Plagiarism or collusion, or inappropriate use of GenAI involving a large amount of plagiarised/copied material (constituting more than 25% of the assessment item). - Creating or providing false documentation in relation to assessment requirements, special consideration. - Falsification or invention of any information or citation in a paper or assignment. - Cheating in an examination. - First instance of contract cheating.	- Intent: Clearly intentional or reckless behaviour. - Extent of the Breach: Substantial portion of the task compromised. - Impact: Significant fairness or institutional credibility concerns. - History of Breaches: Prior breaches of academic integrity noted. - Premeditation: Deliberate and planned. - Motivation to Cheat: Lack of fear of consequences, diverse reasons such as competitive mindset, family pressure, fees paid of course.	- A mark of zero recorded for the assessment item. Or - A grade of Fail recorded for the subject. And - Repeat the Academic Integrity Module, write a reflection and be able to discuss the content, steps to gain skills to prevent further breaches. Refer to TAFE Counselling services with the consent of the student.	Course Coordinator in consultation with the Dean of Higher Education
Serious	- Repeated instance of major breach. - Repeated contract cheating. - Promoting or providing contract cheating services. - Fraud in application to TAFE NSW. - Impersonation. - Bribery and coercion. - Submitting a group project without any contribution. - Creating or providing fraudulent workplace documentation in relation to assessment requirements, deadlines or flexible arrangements. - Use of unauthorized commercial academic file sharing sites.	- Intent: Highly intentional, systematic dishonesty or repeated violations. - Extent of the Breach: Entire assessment or multiple assessments compromised. - Impact: Severe harm to academic integrity, student progress, or institutional credibility. - Opportunities: Exploited systemic issues or gaps in institutional oversight. - Motivation to Cheat: Complete disregard for rules or focus on personal gain.	- Suspend from the course for a period of specified time. Or - Exclude from the course and TAFE NSW and terminate enrolment. Or - Rescind qualification for cases substantiated retrospectively. Or - If found to be providing or promoting contract cheating services, to be reported to TEQSA as the law requires.	- Course Coordinator in consultation with the Dean of Higher Education - Director Learning & Teaching (for suspension for a period of more than 24hours to less than 12 months) - Chief Learning and Teaching Officer (for exclusions from course or TAFE NSW for a period of 12 months or more) - Managing Director (permanent expulsion or rescission of award)

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9.3 Appendix C: VET Academic Integrity Breach and Appeal Management Flowchart.

This flowchart provides a quick overview of the breach and appeal management process for convenience. It is not exhaustive and does not replace the procedure. For full details and requirements, refer to the complete Academic Integrity Procedure.



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9.4 Appendix D: Higher Education Academic Integrity Breach and Appeal Management Flowchart.

This flowchart provides a quick overview of the breach and appeal management process for convenience. It is not exhaustive and does not replace the procedure. For full details and requirements, refer to the complete Academic Integrity Procedure.

