



QUANTUM INSTITUTE
OF HIGHER EDUCATION

Academic Integrity Policy and Procedure

Table of Contents

Table of Contents.....	2
Purpose	3
Scope	3
1. Policy Principles.....	3
2. Procedures	3
3. Roles and Responsibility	6
4. Rights to Appeal	8
5. Privacy and Records Management	8
6. Monitoring and Review	8
Glossary.....	9
Version Control.....	10

Academic Integrity Policy and Procedure

Purpose

Quantum Institute of Higher Education's (the 'Institute' or 'QIHE') is committed to upholding the principles of academic honesty, integrity, and ethical behaviour within the academic community and in professional practices. The Academic Integrity Policy and Procedure ('the Policy') outlines the foundational goals and procedures in treating academic misconduct to ensure fairness and ethical conduct according to QIHE's values.

Scope

This Policy applies to all students, staff and various governing bodies and sub-committees of QIHE.

I. Policy Principles

In maintaining the values and principles of fairness, trust, and honesty in its academic activities, QIHE commits to these principles:

- i. **Positive Culture.** Embedding a positive culture that upholds academic integrity;
- ii. **Honesty.** Prioritising honesty while fostering a culture where individual commitment to truthfulness is paramount;
- iii. **Academic Integrity.** Emphasising the importance and shared understanding of academic integrity and proper crediting amongst students and staff;
- iv. **Commitment to Academic Standard.** Enforcing a commitment to academic standards and preventing academic misconduct;
- v. **Proper Management of Misconducts.** Managing academic misconduct with transparency and in line with applicable policies and procedures;
- vi. **Professionalism and Integrity of Students.** Preparing QIHE students to be responsible individuals that uphold integrity and integrate it into their professional endeavours.

2. Procedures

2.1 Operational Procedure

To encourage all students and staff members to achieve the principles outlined in this Policy, QIHE is implementing the following:

- i. Establish comprehensive academic programs and courses which support students in gaining knowledge and minimising misconduct or academic breaches;
- ii. Communicate QIHE's expectations of behaviour for students and staff, as outlined in the *Student Code of Conduct* and *Staff Code of Conduct*;

- iii. Implement teaching standards that are guided by professional academic judgment as well as encouraging training and monitoring for academic staff;
- iv. Properly investigating and minimise potential risk to academic integrity, ensuring academic activities run smoothly and ethically;
- v. Foster a culture of assessment design that reduces the risk of academic misconduct by the academic team;
- vi. Provide a learning-focused approach to developing student competence in appropriate citation including incorporating GenAI tools through early, low-risk assessment and feedback, targeted academic skills resources and support as well as an incremental misconduct definition that allows for instruction and correction as students develop their skills.

2.2 Academic Misconduct

Academic misconduct refers to activities that go against the ethical norms and boundaries of academia which are used to gain improper or unfair advantage. QIHE categorises academic misconduct and breaches into minor and major breaches as outlined below:

i. Minor Breach

Minor breaches may be caused by a lack of understanding and misinterpretation of the policies and procedures that are set in place and lead to faulty actions, and misconduct. This type of breach may result from unintentional behaviour and causes minor effects that can be resolved through training, support sessions and effective communication.

ii. Major Breach

Major misconduct includes but is not limited to:

- a. **Plagiarism:** Submitting assessments and exam copies without any citation or claiming or misrepresenting the authorship of someone else's work without any permission;
- b. **Recycling assignments:** Reusing previously submitted assignments for different projects;
- c. **Accepting or contributing to bribery:** Engaging in bribery for academic advantages;
- d. **Contract cheating:** Providing answers for another exam participant or finishing a particular part of another person's academic exam;
- e. **Cheating with unauthorised materials:** Using any types of notes, devices or communicating with other test participants during exams;
- f. **Undisclosed or unauthorised use of artificial intelligence:** Utilising artificial intelligence or machine learning algorithms to generate

answers or complete assignments without proper acknowledgment or authorisation;

- g. **Collusion:** Collaborating and communicating with other participants to fulfill exam purposes that are to be done individually;
- h. **Manipulating data:** Altering valid data and presenting false information for academic assignments or assessments.

2.3 Academic Misconduct Penalties

- i. Penalties will be administered on a case-to-case basis according to the severity of their actions and level of misconduct. Either one or a combination of these penalties shall be enforced:
 - a. Written warnings administered by QIHE;
 - b. Reduction of students' grades in assessments;
 - c. Zero (0) marks for their assessment;
- ii. Students with minor breaches may face a maximum penalty of reductions in marks and penalties can be administered by the Learning Support and Academic Integrity Manager and must then be reported to the Dean, the Executive Management Team and the Academic Board.
- iii. For major breaches, there will be further evaluation by the Course Director to be reported to the Dean, Executive Management Team and the Academic Board.
- iv. The decision on penalties will be communicated to the student via written communication or email.
- v. Students who have engaged in major misconduct and/or have received more than three (3) written warnings will be excluded from QIHE.
- vi. Administered penalties will be recorded in the SMR and monitored to ensure consistency and quality management. All matters relating to academic misconduct must then be reported to the Academic Board by the Dean.

2.4 Reporting Academic Misconduct

- i. All staff who identify academic misconduct must report the matter to the Learning Support and Academic Integrity Manager who will be responsible for academic integrity at QIHE.
- ii. All allegations of academic misconduct, including the details of the reported incidents, will be recorded in the Student Misconduct Register ('SMR'). This Register is managed and monitored by the Learning Support and Academic Integrity Manager.

- iii. The Learning Support and Academic Integrity Manager will assess the severity of the misconduct. For minor breaches, the Learning Support and Academic Integrity Manager may administer penalties according to this Policy. For major breaches, the Learning Support and Academic Integrity Manager must report the matter to the Dean for further investigation.
- iv. Students accused of breaching academic integrity are notified in writing or via email about the nature and level of the breach by the Learning Support and Academic Integrity Manager.
- v. Students will be provided with an opportunity to respond within twenty (20) working days from the date of communication. Students wishing to dispute the alleged misconduct will typically meet with the Learning Support and Academic Integrity Manager to review available evidence within the allowed timeframe.
- vi. The process and the decisions will be documented in the SMR.
- vii. The Learning Support and Academic Integrity Manager will present academic misconduct reports at the Executive Management Team meeting at least every semester and the Dean will provide the overall report to the Academic Board annually.

3. Roles and Responsibility

3.1 Academic Board

- i. Establish and approve effective policies and systems relating to academic integrity and overseeing their operations to ensure effectiveness and compliance;
- ii. Develop effective programs as well as teaching and learning experiences that are designed with regard to academic integrity and minimises risks of academic misconducts;
- iii. Establish an academic culture that upholds academic integrity to be integrated throughout QIHE's environment and academic activities;
- iv. Ensure the implementation of high-quality resources that are accessible to students in relation to academic integrity.

3.2 The Learning Support and Academic Integrity Manager

- i. Implement the provisions outlined in this Policy towards QIHE's operations;
- ii. Monitor and maintain academic integrity in QIHE's operations;
- iii. Properly assess and manage academic misconduct;

- iv. Set in place student support systems that enhance and implement awareness towards academic integrity, for example: Educating on proper citation, assessment rules, etc;
- v. Ensure the proper allocation, maintenance and management of support and resources required for academic integrity;
- vi. Present regular reports to the Executive Management Team regarding matters of academic integrity.

3.3 The Dean

- i. Oversee the implementation of the provisions outlined in this Policy;
- ii. In cases of alleged academic misconduct, the Dean oversees the investigations, ensuring fairness and thoroughness.
- iii. Participate in evaluating cases of major breaches;
- iv. Preparing and presenting academic integrity reports to the Academic Board alongside the Executive Management Team;
- v. Facilitates ongoing training for staff and students to promote a culture of academic integrity.

3.4 All Staff

- i. Be aware and adhere to the principles in this Policy;
- ii. Maintaining a positive work culture and ethics;
- iii. Actively encouraging students to maintain academic integrity and discourage academic misconduct, for example by acknowledging honest and proper work;
- iv. Support student awareness regarding their rights and responsibilities
- v. Demonstrate proper behaviour and avoid academic misconduct;
- vi. Ensure that their student presents authentic work during the marking of assessments;
- vii. In cases of alleged breach or suspected academic misconduct, report academic misconduct according to the procedures that are outlined in this Policy.

3.5 All Students

- i. Be aware of the expectations regarding academic integrity according to this Policy and the *Student Code of Conduct*;

- ii. If they are aware of any instances of academic misconduct, students are expected to report and support the Institute in the process to ensure that academic integrity is maintained;
- iii. Maintain an honest and quality work in their assignments and assessments;
- iv. Actively discourage and prevent academic misconduct in their academic endeavours;
- v. Actively participate in academic integrity and learning support sessions organised by the Learning Support and Academic Integrity Manager;
- vi. If they are found to be involved in cases of academic misconduct, the student is expected to be held accountable for their actions and participate in investigations and hearings as required.

4. Rights to Appeal

Applicants may submit a request to appeal the decision made by QIHE, particularly in regard to the alleged academic misconduct. Appeals can be made in accordance with the *Complaints and Appeal Policy and Procedure*.

5. Privacy and Records Management

QIHE upholds the importance of everyone's privacy. All records and information of students will remain confidential within the Institute's database. All records will be kept in accordance with the *Records Retention Policy*.

QIHE will only disclose information to authorised State or Territory Government agencies that require the information as disclosed under the Higher Education Support Act (HESA) 2003 and other legislation in place. This may include the Department of Education, the Department of Immigration and Border Protection as required.

6. Monitoring and Review

QIHE regularly assesses the effectiveness of its policies and procedures to ensure alignment with industry standards and evolving educational needs. The Institute will regularly monitor, examine and continuously improve the system of maintaining academic integrity and avoiding academic misconduct. Regular reviews of this Policy and the implemented system in the Institute will be conducted, including reviews of the assessment designs, teaching and learning plan and student support system for mitigation of academic misconduct. This dynamic approach ensures that QIHE's academic integrity procedure remains robust, responsive, and aligned with its overarching mission to uphold the highest standards of ethical conduct in academic pursuits.

Glossary

Academic Integrity refers to the commitment to ethical standards in research, teaching, and learning, including honesty, trust, fairness, respect, and responsibility in all scholarly activities.

Assessment refers to a process used to determine a student's achievement of expected learning outcomes (AQF 2013 p.92).

AQF refers to the Australian Qualifications Framework, the national policy for regulated qualifications in Australian education and training.

Course refers to QIHE's units of study or subjects.

Members of the Committee refers to all members of QIHE's Governing Body, including members of the Governing Council, Academic Board, Course and Industry Advisory Committee, Teaching and Learning Committee, Risk Committee, and Executive Management Team.

Program refers to the Bachelor of Business and Bachelor of Information Technology degree that QIHE is preparing to establish.

TEQSA (Tertiary Education Quality and Standards Agency) refers to the independent national regulator for the higher education sector in Australia.

Governing Body refers to all the functional bodies QIHE.

Academic staff all of QIHE's employed academic staff who teach and assist students academically in their study program.

Plagiarism refers to copying people's projects without any citation and paraphrase. Stealing another person's intellectual property without any permission.

Cheating refers to dishonest behaviour that uses devices, notes, or other sources for academic activities that's not allowed by examiners.

Academic Misconduct refers to academic falseness activities that are not allowed by academic integrity policies.

Version Control

Version	1.0
Last Review	27 March 2024
Policy Category	Academic Board
Related Documents	<i>Complaints and Appeals Policy and Procedure</i> <i>Records Retention Policy</i> <i>Staff Code of Conduct</i> <i>Student Code of Conduct</i> <i>Teaching and Learning Plan</i>
Legislation References	TEQSA Higher Education Standards Framework (Threshold Standards) 2021 Australian Qualification Framework (AQF)
References	Lincoln Institute of Higher Education Sydney Institute of Higher Education UNSW College Macquarie University Australian Catholic University Flinders University University of New England University of Technology Sydney University of Sydney