1. Purpose

1.1. The purpose of this policy is to affirm CAIT Hi-Ed's institutional commitment to maintaining and enhancing academic quality, academic integrity, and scholarship development across all areas of teaching, learning, assessment, and scholarly activity. This commitment underpins the institution's approach to academic governance and reflects its responsibilities as a provider of higher education in Australia.

1.2. The policy establishes a framework through which academic quality, integrity, and scholarship are operationalised and sustained. It supports the development of coherent institutional processes that ensure consistency, transparency, and accountability in academic decision-making. It also provides the foundation for implementing effective quality assurance, integrity, and scholarship-related practices, including academic monitoring, staff development, assessment design, curriculum renewal, and misconduct management.

1.3. This policy aligns with the requirements of the Higher Education Standards Framework (Threshold Standards) 2021. It ensures that CAIT Hi-Ed's academic operations are consistent with national standards and reflect sector-wide expectations regarding ethical conduct, institutional integrity, scholarly engagement, and continuous improvement in academic performance.

2. Scope

2.1. This policy applies to all individuals and activities associated with the academic operations of CAIT Hi-Ed. It encompasses all academic and professional staff, including full-time, part-time, sessional, and contract staff engaged in teaching, learning support, academic governance, scholarly activity, or the design and delivery of academic content.

2.2. The policy also applies to all students enrolled in CAIT Hi-Ed programs, regardless of their mode or location of study, including domestic and international cohorts, on-campus, blended, and online learners. Students are expected to comply with institutional expectations regarding academic conduct and to engage with academic integrity resources and processes as part of their educational experience.

2.3. In addition, this policy applies to all academic programs, subjects, scholarship-related initiatives, and scholarly activities offered or undertaken under the auspices of CAIT Hi-Ed. This includes learning environments across all delivery platforms, collaborative academic ventures, and work-integrated learning settings. The policy ensures that quality, integrity, and scholarship standards are upheld consistently across all teaching and learning contexts.

3. Policy Statement

3.1 CAIT Hi-Ed is committed to upholding the highest standards of academic quality, integrity, and scholarship across all teaching, learning, assessment, and scholarly activities. These standards are fundamental to the institution's mission and are embedded in its academic governance, curriculum development, staff practices, and student engagement. Through structured quality assurance mechanisms, scholarly engagement, and continuous improvement processes, CAIT Hi-Ed ensures that its academic offerings remain rigorous, relevant, and aligned with the expectations of the higher education sector.

3.2 The institution fosters a culture of ethical academic conduct by promoting transparency, accountability, and shared responsibility among staff, students, and academic partners. It also supports staff to engage in scholarly activity that maintains disciplinary and pedagogical currency. All members of the academic community are expected to actively support and comply with the principles and requirements outlined in this policy. In doing so, CAIT Hi-Ed seeks to preserve the integrity of its qualifications, ensure its teaching remains informed by current knowledge, protect the credibility of its academic outcomes, and contribute to public confidence in its role as a provider of quality higher education.

4. Principles

4.1. Academic Quality:

4.1.1 All programs and qualifications are developed and reviewed to ensure alignment with the Australian Qualifications Framework (AQF) and comparable standards at other accredited institutions.

4.1.2 Curriculum development and review processes are informed by current disciplinary knowledge, professional practice, and staff scholarship.

4.1.3 Teaching at CAIT Hi-Ed is informed by contemporary pedagogical research, scholarly evidence, and reflective practice. Academic staff are supported to engage in scholarship, peer review, and professional development to enhance learning and teaching outcomes.

4.1.4 The institution undertakes regular internal evaluations and participates in external referencing activities to benchmark its academic practices against national and international standards. Feedback from students, staff, and external stakeholders informs ongoing curriculum enhancement and quality assurance processes.

4.2 Academic Integrity:

4.2.1 Students and staff are expected to produce and present original work, accurately acknowledge the work of others, and avoid all forms of academic misconduct, including plagiarism, contract cheating, and falsification of data or information.

4.2.2 A culture of openness and transparency is cultivated across all academic processes, including assessment, scholarship, and feedback.

4.2.3 Academic processes are designed and implemented in ways that ensure equitable treatment of all students and staff.

4.2.4 Intellectual property and contributions of others are acknowledged appropriately.

4.2.5 All members of the institution are expected to take ownership of their academic conduct and adhere to established policies and procedures.

4.2.6 Upholding academic integrity may require difficult decisions or actions. CAIT Hi-Ed supports staff and students to act ethically and with conviction.

4.3 Scholarship Development:

4.3.1 Scholarship is essential for maintaining academic quality and student learning outcomes.

4.3.2 CAIT Hi-Ed supports scholarship across discovery, integration, application, and teaching and learning.

4.3.3 Staff are expected to engage in scholarly activities appropriate to their role and career stage, including professional development, curriculum innovation, industry engagement, and pedagogical research.

4.3.4 Scholarship will be supported by institutional resources, workload allocation, and funding opportunities.

4.3.5 Scholarship outcomes will be monitored, documented, and used to inform curriculum design, assessment practices, and continuous improvement.

5. Academic Integrity Breaches

5.1 CAIT Hi-Ed recognises that breaches of academic integrity undermine the credibility of academic outcomes, compromise the learning environment, and can diminish the reputation of the institution and its graduates. Academic misconduct refers to any behaviour that violates the principles of academic integrity and seeks to obtain an unfair academic advantage or misrepresent scholarly effort. Breaches may occur intentionally or unintentionally, and may involve individuals or groups.

5.2 Examples of academic misconduct include, but are not limited to, the following:

5.2.1 Plagiarism:

Presenting the ideas, words, designs, or work of others as one's own without appropriate acknowledgement. This includes direct copying, paraphrasing without citation, and the reuse of one's own previous work without disclosure (self-plagiarism).

5.2.2 **Cheating:**

Engaging in dishonest conduct in examinations or assessments, including the use of unauthorised materials, accessing information during a closed exam, copying from others, or facilitating another student's cheating.

5.2.3 **Contract Cheating:**

Outsourcing academic work to a third party, including commercial providers, online platforms, friends, or family members, and submitting it as one's own. This includes purchasing, exchanging, or otherwise acquiring completed work.

5.2.4 **Collusion:**

Working with one or more individuals on an individual task or assessment without permission. Collusion differs from authorised collaboration and is typically done covertly to gain advantage.

5.2.5 **Fabrication:**

Inventing, altering, or misrepresenting data, sources, references, or research results in assessments or scholarly work. This includes falsifying experimental results, citing non-existent references, or manipulating research data.

5.2.6 **Misuse of AI tools:**

Inappropriate or unauthorised use of generative artificial intelligence (GenAI) or other digital tools in academic tasks. This includes presenting AI-generated content as original work where such use is restricted or not properly disclosed, and violating any established institutional or subject-specific AI usage guidelines.

5.3 Breaches of academic integrity at CAIT Hi-Ed will be addressed in accordance with the principles and expectations outlined in this policy. All reports of suspected misconduct will be reviewed through a process that is fair, evidence-based, and consistent with the principles of natural justice. This includes providing the student with an opportunity to respond to the allegation, ensuring transparency of decision-making, and applying outcomes that are proportionate to the nature and severity of the breach.

5.4 Where appropriate, CAIT Hi-Ed will adopt an educative approach, particularly for first-time or low-level breaches involving new students. However, more serious or deliberate cases will result in disciplinary consequences. These may include formal warnings, grade penalties, or exclusion from the subject or course, depending on the circumstances. All outcomes will be documented and monitored to ensure accountability, consistency, and opportunities for institutional learning and improvement

6. Classification of Breaches

6.1 Breaches of academic integrity at CAIT Hi-Ed are assessed in terms of their severity, intent, and recurrence. They are classified into three levels—minor, moderate, and major—to ensure that institutional responses are proportionate and consistent. Each level guides the appropriate process for investigation and resolution, and ensures that students are treated fairly while maintaining the integrity of academic outcomes.

6.1.1 **Minor breaches:** It typically involve unintentional academic errors made by students in the early stages of their study. These may include issues such as referencing mistakes or incorrect citation practices where there is no clear intention to deceive. Minor breaches generally occur in the context of a student's limited academic experience and in the absence of prior misconduct. In such cases, an educative response is appropriate. The incident is documented internally by the responsible academic staff member or Course Coordinator, and the student may be asked to undertake corrective action or receive targeted academic support. A grade may be awarded after the learning intervention has been completed.

6.1.2 **Moderate breaches:** They are more serious in nature and often involve repeated behaviour or misconduct that reflects a lack of academic diligence. Examples may include submitting paraphrased material without appropriate attribution, unauthorised collaboration on individual assignments, or a breach following a prior warning. These breaches require formal investigation by the Course Coordinator or Head of the Discipline. Depending on the circumstances, penalties may include awarding a mark of zero for the assessment task, issuing a formal written warning, and requiring the student to undertake academic support or development activities.

6.1.3 **Major breaches**: It involve deliberate or egregious violations of academic integrity. These include, but are not limited to, plagiarism involving substantial or entire sections of work, contract cheating (where work is purchased, outsourced, or otherwise submitted as one's own), and the fabrication or falsification of data or sources in scholarly or assessment tasks. Such breaches are referred directly to the Academic Dean for formal review. Where a major breach is confirmed, penalties may include failure in the subject, suspension, exclusion from the course, and notification to relevant third parties, such as scholarship providers or regulatory bodies, where appropriate. A written record of the decision and rationale must be maintained by the Academic Dean and reported to the Academic Board for oversight and institutional learning.

7. Procedure

7.1. Prevention – Building a Culture of Integrity

CAIT Hi-Ed adopts a proactive and educative approach to academic integrity, emphasising early intervention, student and staff development, and preventive strategies. The following initiatives are designed to foster a culture of honesty and accountability, while equipping all members of the academic community with the skills and understanding to uphold integrity standards.

7.1.1. Student Induction.

- All commencing students are required to complete a mandatory academic integrity module as part of their induction.
- In addition, students are strongly encouraged to access further academic integrity support materials, including optional workshops, referencing guides, and FAQs—especially during the early stages of their academic journey.
- Students will sign a digital declaration confirming their understanding of the academic integrity policy and expectations.
- Academic integrity support resources will be embedded into the LMS and orientation materials for ease of access and ongoing reference.

7.1.2. Staff Education

7.1.2.1 Academic staff must complete annual training on:

- Academic misconduct detection and reporting

- Designing assessments to reduce misconduct risks
- Preventative strategies to foster a culture of integrity, including guidance on contextual factors (e.g. academic pressure, language barriers, referencing confusion) that may contribute to breaches, and approaches that support student learning and reduce misconduct risk.

7.1.2.2 A Guide for Academic Integrity in Assessment is distributed to all lecturers/tutors.

7.1.2.3 Training expectations—including frequency, content, and purpose—shall be clearly communicated to all staff through on-boarding, professional development channels, and the staff portal.

7.1.3. Assessment Integrity

7.1.3.1 All written assessments must be submitted via Turnitin or equivalent.

7.1.3.2 Assessment tasks must:

- Be authentic and diverse in format
- Include clear rubrics and referencing expectations
- State collaboration rules explicitly
- Require students to submit a declaration with each assessment confirming:
  - ✓ Compliance with the Academic Integrity Policy
  - ✓ Proper use of generative AI tools where applicable, in line with task-specific guidance.

7.2 Detection and Initial Response

7.2.1 Identification of Potential Breach.

7.2.1.1 Potential breaches of academic integrity may be detected by:

- Academic staff through:
  - ✓ Originality reports (e.g., Turnitin similarity index >20% without citation)
  - ✓ Suspicious formatting or inconsistent writing
  - ✓ Unusual assessment behaviour or signs of third-party assistance
- Other stakeholders, including:
  - ✓ Students (e.g., peer reports or concerns in group work)
  - ✓ Invigilators or professional staff who observe concerning behaviour during assessments
  - ✓ Support staff who encounter academic integrity issues in the course of their duties

7.2.1.2 Staff must not assign a final mark until the matter is reviewed.

7.2.2 Preliminary Review by Teaching Staff

7.2.2.1 The staff member compiles evidence:

- Originality report
- Assignment or exam file

- Comments or notes related to suspicion

7.2.2.2 If uncertain, the staff member consults the Course Coordinator or Head of the Discipline.

7.3 Formal Reporting and Classification

7.3.1 Reporting the Breach.

7.3.1.1 The lecturer/tutor submits an Academic Integrity Report to the Course Coordinator or Head of the Discipline.

7.3.1.2 The report includes:

- Student details
- Summary of breach
- Relevant documents
- Preliminary Classification recommendation (minor, moderate, major) made by the reporting staff member (e.g., tutor or lecturer)
- Final classification to be confirmed in consultation with the Unit Coordinator (or equivalent academic lead), ensuring appropriate oversight and consistency in determining the severity of breaches.

7.4 Investigation Process

7.4.1 Notification to Student

7.4.1.1 The student receives a written notice including:

- Allegation details
- Evidence provided
- Request for written or oral response within ten (10) working days
- Opportunity to attend an interview with support person

7.4.2 Student Response.

7.4.2.1 Student provides a statement or explanation.

7.4.2.2 If an interview is held, it must:

- Be recorded (summary or audio)
- Include the Course Coordinator or Head of the Discipline and a second academic witness
- Allow a support person (not a legal advocate).

7.5 Decision and Outcome

7.5.1 Outcome Determination:

7.5.1.1 The Course Coordinator or Head of the Discipline (or Academic Dean for major breaches) will decide.

- Whether a breach occurred
- The severity level

- The appropriate penalty

7.5.2 Penalties.

7.5.2.1 Minor Level

These are generally first-time or low-impact breaches of academic integrity. They often result from misunderstanding rather than intent to cheat.

Examples:

- Poor referencing or citation practices
- Small amounts of copied text
- Collaboration where individual work was expected

Possible Penalties:

- Educational Counselling: Meeting with a tutor to discuss what went wrong and how to avoid it in future.
- Formal Warning: A written warning placed on your internal record (but not your official transcript).
- Resubmission of the Task: You may be allowed to redo the assignment properly, sometimes for a reduced grade or no grade at all.

7.5.2.2 Moderate Level

These involve intentional misconduct, but not to the level that would severely impact academic outcomes or suggest long-term dishonesty.

Examples:

- Reusing your own past work without permission (self-plagiarism)
- Copying significant portions of another student's work
- Getting help from another person or AI when not permitted

Possible Penalties:

- Zero for the Task: You get no marks for the assignment involved.
- Fail Grade for the Subject: If the misconduct affected a major component of your grade.
- Mandatory Academic Integrity Workshop: You might have to attend a training session on integrity and proper conduct.

7.5.2.3 Major Level

This reflects serious, repeated, or deliberate breaches of academic integrity. Often involves intent to deceive, or large-scale misconduct.

Examples:

- Contract cheating (paying someone to do your work)
- Repeated offenses after prior warnings
- Impersonating someone or being impersonated in exams

Possible Penalties:

- Fail Subject: You automatically fail the entire unit or course.
- Suspension: You are removed from your studies for a semester or more.
- Exclusion: Permanent removal from the institution.
- Formal Record: The misconduct is formally noted and may appear on your transcript or internal record.

7.6 Appeal Process

7.6.1 Lodging an Appeal.

7.6.1.1 Students may appeal within ten (10) working days on grounds of:

- Procedural unfairness
- New evidence
- Excessive penalty

7.6.1.2 Appeals are submitted to the Academic Appeals Committee.

7.6.2 Appeal Hearing and Resolution.

7.6.2.1 The committee will:

- Review documentation
- Invite the student to respond
- Decide to uphold, vary, or dismiss the decision

7.6.2.2 The student is notified of the outcome in writing within ten (10) working days.

7.7 Scholarship Development Procedures

7.7.1 Definition

For the purposes of this policy, scholarship is defined in line with sector standards and encompasses:

- Scholarship of Discovery: Advancing knowledge through original research and inquiry.
- Scholarship of Integration: Interpreting and synthesising knowledge across disciplines and contexts.
- Scholarship of Application/Engagement: Applying disciplinary knowledge to professional, community, or industry challenges.
- Scholarship of Teaching and Learning: Investigating and enhancing teaching practice to improve student learning outcomes.

While CAIT Hi-Ed values all forms of scholarship, particular emphasis is placed on the Scholarship of Teaching and Learning, reflecting the institution's teaching-focused mission.

7.7.2 Planning:

- Academic staff will prepare an Annual Scholarship Development Plan, outlining intended scholarly activities (e.g., curriculum innovation, publications, conference participation, applied research).

- Plans will be reviewed and endorsed by the relevant Academic Coordinator and reported to the Academic Board.

7.7.3 Recording:

- All scholarly activities will be documented in the Scholarship Register, maintained centrally by the Academic Office.
- Staff must provide evidence of participation and outcomes (e.g., publications, presentations, curriculum updates, professional certifications).

7.7.4 Monitoring and Review:

- The Academic Board will oversee annual reviews of scholarship engagement and outcomes across the institution.
- Findings will inform staff development priorities, curriculum enhancement, and quality assurance processes.
- A summary report will be prepared annually for the Governing Board to provide oversight and accountability.

7.7.5 Continuous Improvement:

- Data on scholarly activity will feed into the Continuous Improvement Register.
- Outcomes of scholarship will be integrated into course reviews, teaching evaluations, and institutional benchmarking activities.

8 Roles and Responsibilities

8.1 Academic Staff (Lecturers/Tutors)

- Detect potential academic misconduct (e.g., via Turnitin, assessment review).
- Conduct initial review and collect evidence.
- Report suspected breaches to Course Coordinator/Head.
- Educate students on integrity through clear assessment guidelines.
- Complete annual training on misconduct and assessment design.
- Engage in scholarly activity, document outcomes, and contribute to the Scholarship Register.

8.2 Course Coordinator / Head of the Discipline

- Investigate minor and moderate breaches.
- Notify students of allegations and coordinate response/interviews.
- Decide on breach severity and assign penalties (minor/moderate).
- Guide staff on academic integrity matters.
- Ensure fair and consistent application of policy.
- Provide guidance, review scholarship plans, and monitor progress.

8.3 Academic Dean

- Investigate and rule on major academic breaches.
- Assign serious penalties (e.g., subject fail, suspension, exclusion).

- Maintain formal records of decisions.
- Ensure that all academic integrity breach cases — including minor, moderate, and major — are reported to the Academic Board.

8.4 Academic Board

- Oversee academic integrity processes across the institution.
- Review trends and serious cases for institutional learning.
- Update and refine academic integrity policies as needed.
- Provide institutional oversight, monitor engagement, and ensure alignment with the Higher Education Standards Framework.

8.5 Academic Appeals Committee

- Handle student appeals (e.g., procedural unfairness, new evidence).
- Review documentation and hold hearings if needed.
- Decide to uphold, modify, or dismiss original decisions.

8.6 Students

- Understand and follow academic integrity expectations.
- Engage with integrity training and declaration at induction.
- Submit original work and acknowledge all sources.
- Cooperate with investigations if alleged of misconduct.

8.7 Educational Partners / Third-Party Providers

- Uphold CAIT Hi-Ed's academic integrity standards.
- Ensure assessments and conduct align with institutional policies.

9 Authority and Compliance

File Number	HEP013
Status	Current
Approval Authority	Academic Board.
Legislative Compliance	• Higher Education Standards Framework (Threshold Standards) 2021 • Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) • Australian Qualifications Framework (AQF) • Copyright Act 1968 (Cth) • Privacy Act 1988 (Cth)
Supporting Documents	• Academic Integrity Guidelines (for staff and students) • Academic Misconduct Reporting Form

	• Student Code of Conduct • Staff Code of Conduct • Student Handbook (with academic integrity section) • Artificial Intelligence (AI) Usage Policy or Guidelines
Related Documents	• CAIT Hi-Ed Grievance and Appeals Policy and Procedures • CAIT Hi-Ed Course Development and Approval Policy and Procedure • CAIT Hi-Ed Equity and Diversity Policy and Procedure • CAIT Hi-Ed Assessment and Moderation Policy and Procedure • CAIT Hi-Ed Student Support and Services Policy and Procedure • CAIT Hi-Ed Information Management Policy and Procedure
Higher Education Standards Framework (Threshold Standards) 2021	• Standard 1.3, ss 1 - 4 • Standard 3.1, ss 2 & 4 • Standard 5.2, ss 1 - 3 • Standard 6.2, ss 1c & 1g • Standard 6.3, ss 1 – 4
Education Services for Overseas Students (ESOS Act) and National Code of Practice for Providers of Education and Training to Overseas Students 2018	• Standard 2; ss 1 - 2 • Standard 5; ss 1 - 2 • Standard 6; ss 1 – 3 • Standard 7; ss 1a • Standard 8; ss 13 • Standard 10; ss 1, 2 & 4
Responsible Officer	Academic Dean.
Responsible Executive	CEO.
Enquiries Contact	Academic Dean.
Effective Date	
Expiry Date	Not applicable
Next Review	3 Years from the effective date

10 Appendix 1: Academic Quality and Integrity Procedure Flow Chart

11 Review Schedule

This policy will be reviewed by the Academic Board every three years.

Version History			
Version No	Approved by	Approval Date	Revision Notes
1.0	Academic Board	16/5/2025	