
PP001 Academic Integrity Policy and Procedure

Purpose

EmployEase by Healthcare Australia is committed to upholding the highest standards of academic integrity. EmployEase by Healthcare Australia promotes academic integrity through education and training, encourages ethical conduct, ensures fairness in assessment, investigates and addresses academic misconduct, and maintains records of all instances of academic misconduct.

Scope

This policy applies to all students of EmployEase by Healthcare Australia.

Policy Principles

The following principles underpin the Academic Integrity Policy at EmployEase by Healthcare Australia:

1. Providing education and training: EmployEase by Healthcare Australia will provide education and training to learners and staff on the principles of academic integrity and the importance of ethical conduct in education and research. This education and training will be provided at appropriate stages throughout a learner's course and will be incorporated into relevant units of study.
2. Encouraging ethical conduct: EmployEase by Healthcare Australia will encourage ethical conduct among learners and staff by providing clear guidelines and expectations for academic conduct, including expectations around the acknowledgement of sources and the appropriate use of technology. Learners and staff will be expected to demonstrate honesty, fairness and respect in all aspects of their academic work.
3. Ensuring fairness in assessment: EmployEase by Healthcare Australia will ensure that assessment tasks and procedures are fair and transparent, and that learners are provided with clear guidance on how to complete their work in accordance with academic integrity principles.
4. Investigating and addressing academic misconduct: EmployEase by Healthcare Australia will investigate and address all instances of academic misconduct in accordance with our Academic Integrity Policy and Procedure. This may include plagiarism, collusion, falsification of data, cheating, or any other behaviour that contravenes academic integrity principles.
5. Maintaining records: EmployEase by Healthcare Australia will maintain records of all instances of academic misconduct, including any investigations and outcomes. This information will be used to inform future education and training initiatives and to identify any trends or patterns in academic misconduct.

Legislation and Standards

The EmployEase by Healthcare Australia Academic Integrity Policy is designed to meet **Standard 1** of the **Standards for Registered Training Organisations (RTOs) 2015** which states;

- *The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.*

More specifically it addresses clause 1.8 which states;

- *The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):*

a) complies with the assessment requirements of the relevant training package or VET accredited course; and

b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Procedure – Plagiarism, Collusion and Cheating (and use of AI)

EmployEase and our Trainers, Assessors and Students each have a responsibility to ensure that the evidence used in assessment is a reliable reflection of a student's level of competence. Plagiarism, collusion and cheating will not be tolerated by EmployEase. This means zero tolerance, therefore 0% of a student's work that involves cheating in any form will not be accepted.

Where a student uses a small part of another source and correctly references it, a tolerance of 10% is applied. Refer to item 6 of the Procedure section.

Any case in which a student has been involved in plagiarism, collusion or cheating is considered to be academic misconduct and may carry a penalty. The following penalties may be imposed:

- reprimand
- failure of the piece of assessment
- failure of the unit
- course suspension; or
- termination of enrolment.

If a trainer has evidence, or is of the opinion, that a student has submitted assessment evidence that contains plagiarised material or has colluded or cheated they will immediately notify the National Vocational Training Manager.

Procedure

Where it is suspected that a student used any of the above types of cheating, the following process will be followed:

1. In consultation with the National Vocational Training Manager, the trainer will determine whether a student has used one or more of the types of cheating.

2. If it is deemed that cheating has occurred, the trainer will return the work to the student informing them that their work has been identified as cheating.
3. The trainer will provide the student the opportunity to re-submit using their own work or respond with a reason stating why the work is not plagiarised or generated by AI.
4. If the student claims the work is not plagiarised or generated by IA and the marker is still not satisfied, a second opinion can be sought.
5. If the second opinion confirms plagiarism then the work may be re-submitted, however this will be recorded on the students file and their employer may be informed or the student shows cause to allow them to continue in training.
6. If the student continues to submit work that is suspected of plagiarism they may be excluded from the course.

How to reference something created by generative AI

Generative AI tools like ChatGPT cannot accurately cite their own sources. Any references they provide may be false or non-existent – students should always check the original source for any references that are generated. References should provide clear and accurate information for each source and should identify where they have been used in a student’s work.

Where a student has used generative AI to assist with an assignment, they must acknowledge this using the guide below as an acknowledgement:

“Whilst the writing is my own and I take responsibility for all errors, ChatGPT (example) was used to create no more than 10% of my assessment work. Reference: (EXAMPLE): Initial text provided using ChatGPT. (2023, February 14). Prompt: [enter the search prompt used – e.g.] “What procedures should be taken to avoid the mis-use of generative A.I. in education”.

EmployEase reference - (based on <https://guides.library.uq.edu.au/referencing/chatgpt-and-generative-ai-tools>)

How to reference something sourced by internet searches, journals, articles, other documents prepared by other individuals

At EmployEase we use the following referencing style.

“Whilst the writing is my own and I take responsibility for all errors, this section was used to create no more than 10% of my assessment work EXAMPLE - Website Referencing: Copy and paste the URL address of the website into your response and type the date viewed. For a book: type the Authors' surname and initial, year and the publication name e.g: Rowling, JK 1999, Harry Potter And The Prisoner Of Azkaban.

Table 1.8-1: Principles of Assessment

Fairness	The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by: <ul style="list-style-type: none"> • reflecting the learner’s needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgment of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Table 1.8-2: Rules of Evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner’s own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Roles and Responsibilities

Role/Decision/Action	Responsibility	Conditions and limitations
This policy supports EmployEase by Healthcare Australia's commitment to upholding the highest standards of academic integrity.	RTO Manager	Refer to policy scope

Related Documents

Legislation and Standards	Standards for Registered Training Organisations (RTOs) 2015
Reference Policies, Procedures and Supporting Documentation	Student Academic Integrity Procedure

Version control and accountability table

Accountable Area		Vocational Training		
Responsible Officer		RTO Manager		
Approved by				
Head of Education				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
V2024.01	Quality and Administration Manager	<ul style="list-style-type: none"> Reformatting and revision of previous policy Addition of Procedure for Plagiarism, Collusion and Cheating (and use of AI) 	18/03/2024	18/03/2024
V2025.01	RTO Manager	<ul style="list-style-type: none"> Update role titles 	29/01/2025	29/01/2025

Definitions

Academic Integrity	A fundamental value in education and research that requires honesty, fairness, and respect in all aspects of academic work, including teaching, learning, research, and assessment.
Plagiarism	The act of presenting someone else's work or ideas as one's own, without proper acknowledgement. This includes copying and pasting text from the internet, using another learner's work, or submitting work that has been previously submitted for assessment.
Collusion	The act of working together with another person or group to deceive, misrepresent, or cheat in academic work. This includes sharing work between learners or providing unauthorized assistance.
Falsification of data	The act of fabricating or manipulating data in order to achieve a desired outcome or to conceal errors or mistakes.
Cheating	The act of dishonestly obtaining an advantage over others in academic work. This includes copying answers during exams, using unauthorized materials, or accessing restricted resources.
Acknowledgement of sources	The act of citing and referencing the sources of information used in academic work. This includes providing a reference list, using in-text citations, and using quotation marks where necessary.
Academic misconduct	Any behaviour that contravenes academic integrity principles, including plagiarism, collusion, falsification of data, cheating, or any other behaviour that is deemed to be dishonest or unfair.
Assessment	The process of evaluating the knowledge, skills, and abilities of learners in order to determine their level of achievement and progress.
Ethics	The principles and values that govern moral behaviour in society, including honesty, integrity, fairness, and respect.
Consequences	The outcomes or penalties that may result from academic misconduct, including failing an assessment, failing a unit, suspension or expulsion from the institution, or legal action.