

# ACADEMIC INTEGRITY POLICY

QUALITY AREA 1 – TRAINING AND  
ASSESSMENT

# ACADEMIC INTEGRITY POLICY

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## PURPOSE

The purpose of this policy is to safeguard the credibility of qualifications issued and maintain the academic integrity of the learning and assessment process, by establishing Upskill U Pty Ltd's position on academic misconduct, including plagiarism, collusion, and cheating.

**"Academic integrity"** is defined as 'the moral code of academia. It involves using, generating, and communicating information in an ethical, honest, and responsible manner' (Monash University, 2013).

For the purposes of Upskill U Pty Ltd's policy, this definition applies to the behaviour of students, trainers, assessors, workplace supervisors, employers, or others who are engaged in any form of educational training and assessment activity.

**"Academic misconduct"** refers to a breach of academic integrity; cheating, plagiarism, collusion, fabrication, or falsification are examples of such breaches. A breach may be any act, practice or behaviour which can compromise the integrity, accuracy, validity, and fairness of the assessment process.

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## SCOPE

This policy applies to:

- Students (enrolled or prospective)
  - Candidates
  - Trainers & Assessors
  - Administrative staff
  - Compliance team members
  - Educational assistants or support staff
  - Higher management
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This policy utilises language that addresses mainly students, however, its application does extend throughout the organisation as the integrity of material that presented as original, is a standard, Upskill U Pty Ltd is dedicated to modelling alongside enforcing.

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## POLICY STATEMENT

As outlined in the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards), which highlights the critical role of integrity in training and assessment practices, Upskill U Pty Ltd implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the assessment requirements of the relevant training package or VET-accredited course; and
- is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Standards 1.3 and 1.4 of the Outcome Standards speak to the implementation of the Rules of Evidence as part of valid assessment. This requires that the evidence used to make a decision about competence must be authentic, current, sufficient and valid.

The implementation of “Authenticity” is interpreted by Upskill U Pty Ltd as:

- Validating that evidence gathered ‘belongs’ to the student being assessed (e.g. has not been plagiarised or generated with artificial intelligence (AI) tools) and provides evidence of that person’s skills and knowledge. For example, group assessments may not provide authentic evidence for each student involved in the group assessment.
- Verifying that the student being enrolled, trained and assessed is the same person who will be issued with a qualification or statement of attainment. This can be particularly challenging when delivering distance training, including through online methods, where there are more opportunities for students to submit the work of others than there are in a ‘traditional’ classroom setting. This does not remove the organisational responsibility to verify the identity of a student enrolled in a face-to-face course; however, it is notably simpler to do so through direct interaction with the student. Regardless of the delivery method, Upskill U Pty Ltd is able to demonstrate how it verifies the identity of the student.
- Where portions of the evidence submitted are gathered through independent study (e.g., assignments or projects) rather than through direct observation, Upskill U Pty Ltd completes verifications, including using online systems (e.g. *Turnitin*) to check work submissions for plagiarism and identical content in other submissions.

Upskill U Pty Ltd is committed to creating a culture of academic integrity by:

- Cultivating an environment where honesty, integrity, and ethical behaviour are celebrated and valued.
- Setting clear expectations through policies, procedures, communication, and leading by example.
- Providing proper guidance to avoid unintentional plagiarism and clarifying any doubts students might have.
- Acknowledging the importance of professional development and support for staff to identify signs of cheating, promoting fair assessment practices, and effectively addressing cases of academic misconduct.
- Encouraging regular open discussions about academic ethics and integrity to reinforce their importance.

- Applying diverse assessment methods, such as open questioning, role play, projects, workplace supervisor verification, practical observation and demonstration, to reduce the likelihood of students and assessors relying on dishonest practices.
- Consistently applying consequences outlined in this academic integrity (and other relevant) policy when cases of misconduct are confirmed.
- Investigating thoroughly, following established procedures, and ensuring a fair and unbiased process for all parties involved when misconduct is identified or reported.
- Providing timely and constructive feedback that helps students improve their work and understand areas where they might have inadvertently or directly deviated from academic integrity.
- Where approved and applicable, providing clear guidance to students on whether AI or AI-Assisted tools can be used, and if so, under what conditions. For example, citing AI-generated information where it has been used to assist the student, or adding the use of AI to the assessment instructions.
- Training staff to recognise indicators of AI misuse and distinguish between legitimate learning support and misconduct.
- Acknowledging that the increasing sophistication of AI might mean that some assessment tasks are redesigned to ensure students cannot substitute student work with material produced by AI. Upskill U Pty Ltd makes every effort to uphold the integrity of the unit of competency/qualification, where assessments are redeveloped or redesigned.

Procedures for monitoring the above practices include:

- Mandatory student declarations confirming the originality of submitted work, including disclosure of AI assistance.
- Assessors to validate assessments through oral questioning or practical tasks where there is reason to suspect AI use or other misconduct.
- Redeveloping or redesigning assessments to reduce the opportunities for unauthorised AI use. For example:
  - In high-risk units of competency or qualifications, students are required to verbally defend or present their work to peers or an Assessor, verifying the authenticity of work and their understanding. After submitting a written piece of assessment, the student completes a brief oral presentation outlining key findings and answering questions.

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## BREACHES

What constitutes a breach of academic integrity?

Breaches of academic integrity regarding courses of study include, but are not limited to:

- Failure to correctly acknowledge/reference sources within submitted assessments.
- Contracting or paying for another person to prepare or undertake an assignment.
- Submitting (for assessment or review) work prepared by another person.
- Offering or accepting bribes or gifts (e.g. money or sexual or other favours) for enrolment or other Upskill U Pty Ltd - related outcomes.
- Fabrication or falsification of information or student identity.

- Copying someone else's work, answers, or signatures and submitting them as the student's own, without proper attribution or authorisation.
- Collaborating on an assignment or assessment when it is explicitly prohibited, resulting in work that does not reflect an individual's understanding or effort.
- Using notes, textbooks, websites, or other materials that are not allowed during an assessment.
- Presenting someone else's ideas, words, or work as the student's own without proper citation or acknowledgment.
- Seeking help or assistance from others during assessment when it is expressly prohibited.
- Impersonation by:
  - Having someone else take an assessment or complete an assignment on the student's behalf, or by logging into another student's online educational platform, with or without their permission.
  - Pretending to be another student by using their login credentials to access their accounts or systems.
- Inventing or falsifying data, research findings, or sources to support the student's work.
- AI-specific breaches, including but not limited to:
  - Use of AI tools without permission or citation
  - Falsifying evidence using AI-generated outputs.

#### Other considerations

- **Language Translation Tools** – where a student might use translation tools, either AI-supported or not, to convert the content of their assessment piece from one language to another, Upskill U Pty Ltd considers what the student claims to be the extent of their original work, and to what extent the student understands the translated content that has been submitted.

Any of these practices undermine the integrity of assessment of students' work and thus place the credentialing authority of Upskill U Pty Ltd at risk.

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#### IDENTIFICATION

In alignment with Standard 4.1 (Governance) and Standard 4.3 (Risk Management) of the Outcome Standards, Upskill U Pty Ltd maintains robust systems to actively manage integrity-related risks and ensure effective oversight and continuous improvement.

To uphold academic quality and mitigate risk, Upskill U Pty Ltd implements structured processes to monitor and identify potential breaches of academic conduct. These processes form part of a broader continuous improvement framework aimed at detecting early indicators of actual or emerging systemic issues, enabling timely intervention and response.

These measures ensure the organisation maintains high standards of educational delivery, regulatory compliance, and public trust.

Formal identification processes will include:

- Audits; random but regular internal and external audits.

- Verification of qualifications and statements of attainment from other institutions.
- Moderation of assessments aimed to bring assessment judgments into alignment.
- Validation of the assessment process to ensure that the training package requirements are met.
- Validation of assessment judgements to gain feedback for improving processes, outcomes, and Assessor practices.
- Monitoring online portals and timelines for inconsistent or suspicious misuse of ID logins.
- *For online learning or assessment, enforcing the practice of students using the webcam, microphone, and screen-sharing options for authenticity.*
- Trainer & Assessor observation:
  - When reviewing written questions, assignments, and projects of student work they may identify inconsistencies, irregularities, or suspicious similarities in students' work.
  - Peer comparison, in cases where multiple students submit similar or identical work, the Assessor may compare these submissions to determine if academic misconduct has occurred.

Informal identification may look like:

- Other students, supervisors, employers, or team members reporting suspected cases of academic misconduct to Upskill U Pty Ltd.

## REPORTING

If any of the previously mentioned breaches of academic misconduct are identified or suspected, they are to be treated as a serious matter and will be reviewed and acted on a case-by-case basis.

To report a concern, the following steps will be followed to ensure that a fair and unbiased approach is taken:

- Review of Upskill U Pty Ltd's Academic Integrity Policy, Code of Conduct and Assessment Policy to understand the reporting process, responsibilities, and potential outcomes.
- Informing the appropriate individuals or departments.
- Collection of all relevant evidence of the misconduct or any documentation that supports the claim.
- Documenting a detailed account of the observed misconduct, including dates, times, locations, individuals involved, and a description of the offence.
- Ensuring that the information is handled confidentially and with sensitivity, respecting the privacy of all parties involved.
- The Chief Executive Officer can initiating an investigation into the reported misconduct. This involves reviewing evidence, interviewing parties, and conducting a thorough analysis.
- If the investigation finds evidence of misconduct, the student accused of the misconduct is informed of the allegations and provided with an opportunity to respond.
- Depending on the severity of the misconduct, resolution of the matter may occur through a meeting with the Assessor or the employer/supervisor, to reach a suitable determination that appropriately addresses the integrity findings and collective expectations. (i.e. in cases where the student is an apprentice or trainee, and their employment is dependent on the progress of studying.)
- After reviewing the evidence and hearing from all parties, a decision is made regarding the student's responsibility for the misconduct. Appropriate consequences, as outlined in the corresponding section of this policy, are determined.

- The student is informed of the outcome of the investigation, including any consequences that will be imposed as deemed appropriate to their conduct.
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## CONSEQUENCES

When cases of misconduct are identified or reported, Upskill U Pty Ltd conducts an investigation and students will be assumed as innocent until the investigation has reached an outcome following the relevant procedures to ensure a fair and unbiased process for all relevant stakeholders.

Depending on severity and circumstances, penalties of academic misconduct may include one or more of the following (i.e. sanctions may not be excluded):

- Completion and resubmission of a new assessment task;
- All relevant students receiving a “Not Yet Satisfactory” result for the assessment piece;
- Verbal or written warning; and/or
- Suspension or expulsion from the course (this will impact students on study visas).

Student records will be noted with all investigated and proven incidents.

All incidents will be reviewed in a timely manner by the Chief Executive Officer.

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## ONGOING MONITORING

Students or staff who have been found to engage in academic misconduct will be subject to intermittent monitoring to prevent future instances of dishonesty and ensure the integrity of the learning environment. The monitoring procedure varies depending on the determined severity of the misconduct.

Depending on severity and circumstances, monitoring of academic misconduct includes one or more of the following:

- Helping the student understand the importance of honest academic practices and the consequences of future or ongoing misconduct.
  - Developing a monitoring plan for the student. This plan will outline specific expectations, goals, and actions the student needs to take to demonstrate improved conduct.
  - Implementing an intervention, such as a workshop or professional development session on academic integrity.
  - Scheduling check-in meetings with the student to monitor their progress and adherence to the monitoring plan and Academic Integrity Policy.
  - If the student has demonstrated improved conduct, work on transitioning them off the monitoring plan with continued support.
  - Maintaining open communication with the student about their progress and any concerns that arise.
  - Periodically assessing the student's work to ensure that they are adhering to this Academic Integrity Policy and making progress.
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Meaningful records are kept of all meetings, communication, progress, and outcomes related to the student's monitoring.

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## POLICY IMPLEMENTATION

The implementation of this policy is supported by:

- Staff induction and training on academic integrity requirements
- Internal audits and validation activities
- Stakeholder feedback
- Version control and quality assurance mechanisms

Compliance with this policy will be reviewed at least annually, as part of Upskill U Pty Ltd's quality assurance cycle, in alignment with our Self-Assurance Schedule.

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## ACCOUNTABILITY

The following table outlines the key roles within the organisation and their specific responsibilities in relation to the implementation, monitoring, and continuous improvement of this policy. Each role is accountable for ensuring the policy is upheld in practice and integrated effectively into relevant operational and compliance processes.

ROLES	RESPONSIBILITIES
All staff	<ul style="list-style-type: none"><li>• Employ correct acknowledgement practices in their training and assessment material when they are using text, images, videos and other sourced information. Such acknowledgement practices are accommodated in or modified by prevailing citation, copyright, licensing and intellectual property requirements, accessible to staff and students as relevant to course content.</li></ul>
Students	<ul style="list-style-type: none"><li>• Expected to adhere to this Academic Integrity Policy by submitting their own work, properly attributing sources, and following the rules and guidelines set for assessment, tasks, and projects.</li></ul>
Trainers and Assessors	<ul style="list-style-type: none"><li>• Must uphold the Academic Integrity Policy by clearly communicating expectations for assignments, providing proper guidance on citation and referencing, and ensuring fair assessment. Responsibility also extends to identifying and addressing instances of academic misconduct, while also being subject to the policy itself.</li></ul>
Management	<ul style="list-style-type: none"><li>• Must contribute to a culture of academic integrity that benefits both students and Upskill U Pty Ltd.</li></ul>

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## MONITORING

The Accountable Officer is responsible for ensuring Policy Instruments are reviewed, normally on a five-year cycle from the date they came into effect or the date of the last review. An earlier review of the Policy Instrument may be initiated if significant regulatory changes occur or a need identified. A Policy Instrument under review remains in force until the revised Policy Instrument is approved.

POLICY INFORMATION	
Accountable Officer	Sarah Nicholson – CEO
Date Effective	1/07/25
Review Date	1/07/30
Version Number	1

## REGULATORY FRAMEWORK

This policy has been developed with reference to a range of legislative instruments, standards, guidelines, and regulatory principles that govern our operations as an RTO. These frameworks ensure that we operate with integrity, uphold quality training and assessment practices, and meet our legal obligations to students, regulators, and the broader community.

The following documents underpin the principles and practices outlined in this policy and should be considered in its application:

- [Acts Interpretation Act 1901](#)
- [AQF Glossary of Terminology](#)
- [AQF Qualifications Issuance Policy](#)
- [Australian Human Rights Commission Act 1986](#)
- [Competition and Consumer Act 2010](#)
- [Copyright Act 1968](#)
- [Credential Policy - Standards for Registered Training Organisations](#)
- [Fair Work Act 2009](#)
- [Family Law Act 1975](#)
- [National Principles for Child Safe Organisations 2019](#)
- [National Vocational Education and Training Regulator \(Data Provision Requirements\) Instrument 2020](#)
- [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#)
- [National Vocational Education and Training Regulator Act 2011](#)
- [National Vocational Education and Training Regulator Regulations 2011](#)
- [Privacy Act 1988](#)
- [Student Identifiers Act 2014](#)
- [The Australian Qualifications Framework](#)
- [Australian Core Skills Framework \(ACSF\)](#)

- [AVETMISS data element definitions: edition 2.3](#)
  - [AVETMISS VET Provider Collection specifications: release 8.0](#)
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## RELATED DOCUMENTS

For a complete and centralised list of interconnected documents - including associated policies, procedures, forms, and checklists - please refer to the Dependency Matrix located within the Quality Manual. This matrix has been designed to support consistency, version control, and alignment across the broader compliance framework.

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## DEFINITIONS

To ensure consistency and clarity across all policies, procedures, and supporting documents, Upskill U Pty Ltd maintains a centralised Definitions Library, located within the Quality Manual. This resource contains standardised definitions of key terms and acronyms commonly used throughout our quality management system and compliance framework. All documents should be read in conjunction with the Definitions Library to support accurate interpretation and application of terminology. Where a term is used within this policy and is not explicitly defined herein, it should be understood according to its definition in the Definitions Library. The Definitions Library is reviewed and maintained regularly to reflect changes to legislation, regulatory standards, and sector-specific terminology. Any suggestions for additions or amendments to the Definitions Library should be directed to the Chief Executive Officer for consideration as part of our continuous improvement practices.

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