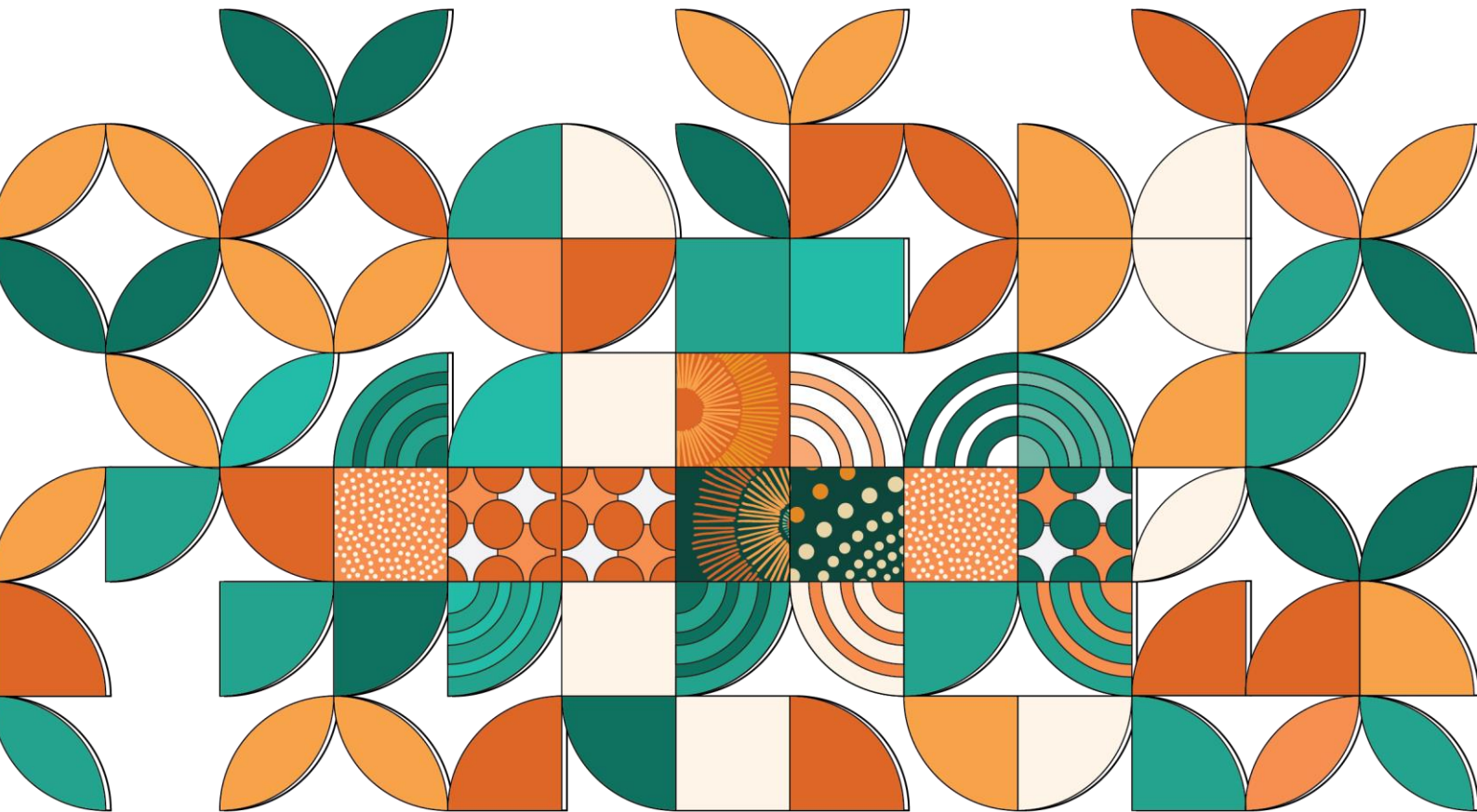


Plagiarism and Cheating Policy



SECTION 1

1. Purpose

- 1.1 The Institute of Health and Nursing Australia (IHNA) fosters a learning environment that prioritises academic integrity, empowering students to achieve academic excellence. Therefore, the purpose of this Plagiarism and Cheating Policy is to outline:
- a) The IHNA's commitment to maintaining high standards of academic integrity.
 - b) The issues associated with plagiarism and collusion, and their impact on student learning.
 - c) The principles for preventing, detecting, and addressing cases of plagiarism, collusion, and related forms of cheating.

2. Scope

- 2.1 This policy applies to all students, educators, and staff involved in academic activities at IHNA.

3. Definitions

- 3.1 Refer to IHNA's Glossary of Terms.

SECTION 2

4. Guidelines to students

- 4.1 Students shall be provided with information about plagiarism, collusion and cheating in the following ways:
- a. Student Handbook;
 - b. During orientation session;
 - c. Policies and procedures are provided in IHNA website.
- 4.2 Students who use ChatGPT and similar Generative Artificial Intelligence (GAI) tools on assignments without permission, or who use them in improper ways, are violating the academic integrity rules of the IHNA.

5. Policy Guidelines

- 5.1 Staff and students at IHNA commit to upholding the academic integrity principles outlined in this policy when engaging in teaching, learning, assessment, academic scholarship, and other academic activities.
- 5.2 IHNA's Penalties for Plagiarism and Cheating policy entails the following:

- a. Promote and foster an academic integrity culture throughout the IHNA Group;
- b. Adopt an educational approach to academic integrity, with staff and students sharing responsibility for its establishment.

5.3 Adopt a holistic approach to remove incidents of plagiarism, cheating and collusion that includes the following:

- a. Strategies for education and instruction;
- b. Education of staff and students;
- c. Procedures for early intervention;
- d. detection of plagiarism, cheating and collusion instances;
- e. Mechanisms of enforcement.

5.4 IHNA is committed to detecting and deterring violations through a variety of strategies, including but not limited to the following:

- a. Detection by academic and teaching staff on a manual basis;
- b. Use of content matching or authentication software (Turnitin and related software);
- c. The administration and blocking of websites that violate academic integrity, such as those that share assessment files or that offer illegal contract cheating services.

5.5 Academic integrity breach data includes the following:

- a. Securely and confidentially maintained;
- b. Made available for the purpose of resolving potential plagiarism, cheating and collusion instances;
- c. Quality assurance, learning and teaching, process improvement, procedural fairness, and transparency are all managed and analysed.

6. Responsibilities of Students

6.1 Students' successful completion of the academic integrity training module is intended to provide best-practice guidance for maintaining academic integrity and to mitigate the risk of future breaches.

6.2 Students share responsibility for academic integrity at IHNA; this is accomplished through the following:

- a. Recognising and adhering to IHNA's academic integrity expectations;
- b. Academic integrity, educational resources and tools for raising awareness and implementing academic integrity;
- c. Truthfulness with which academic work is presented;

- d. Accountability for the authorship and uniqueness of submitted work, which includes cooperating with staff validation and authentication requests;
- e. Prior to submission, using assessment declarations and content matching or authenticity software;
- f. Acknowledging others' work appropriately and accurately;
- g. Acknowledging the use of previously completed assessment tasks' original work;
- h. Adherence to evaluation criteria;
- i. When participating in group assessment, adhering to group processes and outcomes;
- j. Working knowledge of and proficiency with academic referencing conventions;
- k. Taking reasonable precautions to prevent students from copying others' work.

6.3 Academic support services and resources, including special consideration, and a range of equitable learning services as needed.

7. Responsibilities of the Staff

7.1 These provisions are intended to provide best-practice guidance for maintaining academic integrity and to mitigate the risk of future breaches.

7.2 Staff involved in learning and teaching, assessment, supervision of students, and related activities demonstrate a commitment to academic integrity through the following responsibilities:

- a. Assisting students in recognising the value of academic integrity as a component of their chosen field of study and fostering an academic integrity culture that promotes positive academic integrity outcomes.
- b. Providing academic integrity tools and resources to students at the start of their education experience, as well as guidance on what constitutes an academic integrity violation.
- c. Implementing early intervention strategies to aid in the prevention of academic integrity violations.
- d. Pursuing training in pedagogical approaches to academic integrity, including internal workshops and initiatives aimed at assisting educators in maintaining academic integrity and promoting a positive learning experience, for example, by providing clear notification of assessment deadlines, providing appropriate equipment, materials, and an appropriate learning environment and meeting other expectations.
- e. Establishing procedures for the secure collection of assessment items.
- f. Advising students on the importance of positive group work in assessment.

- g. Pursuing suspected academic integrity violations.
- h. Adhering to procedural fairness principles when dealing with potential academic integrity violations.

7.3 Course Coordinator notifies the learning and teaching of academic integrity violations in order to facilitate continuous improvement.

7.4 Staff members demonstrate their commitment to academic integrity principles in their professional and scholarly work.

8. Review and Continuous Improvement

8.1 IHNA will conduct regular reviews and updates of its policy to address emerging challenges related to plagiarism, collusion, or cheating, including AI-generated content. This ensures the policy remains relevant and effective in the face of technological advancements.

8.2 IHNA is committed to continuous improvement in detecting and deterring plagiarism, collusion, and cheating, including AI-assisted plagiarism. This involves ongoing assessment and enhancement of detection methods and educational strategies. By staying informed about the latest technologies, IHNA will adopt relevant approaches to maintain academic integrity and record the updates in the Continuous Improvement Register.

9. Responsibility

9.1 The Academic Director and Training Manager(s) are responsible for the implementation of this policy.

9.2 Course Coordinators and Course Managers are responsible for ensuring that students, trainers/assessors and academic staff are aware of the application of the policy.

SECTION 3

10. Associated Information

Related Internal Documents	• Academic Integrity Policy • Plagiarism and Cheating Procedure • Conduct of Examinations Procedure • Academic Integrity Policy • Complaints and Appeals Policy • Complaints and Appeals Procedure • Quality Assurance and Continuous Improvement Policy • Quality Assurance and Continuous Improvement Procedure • Student Handbook
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Related Legislation, Standards, and Codes	• National Vocational Education and Training Regulator Act 2011 • 2025 Standards for RTOs • Practice Guides – Outcome Standards for RTOs • Education Services for Overseas Students Act 2000 (ESOS Act) • National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) • Enrolled Nurse Accreditation Standards 2017 • Australian Core Skills Framework • Relevant State and Commonwealth contracts and eligibility documents (VET Student Loans, Skills First Program, Department of Training and Workforce Development (DTWD), Smart and Skilled)
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Department	Academic
2025 Standards for RTOs	Practice Guides – Outcome Standards for RTOs - Quality Area 1

11. Change History

Version Control		Version 4.1
Change Summary	Date	Brief description of the change, including version number, changes, who considered, approved, etc.
V.3.0	10/03/2021	Separated Policy document from Procedure, revised and updated with pertinent sections
V.4.0	04/06/2024	Updated in the new IHNA template and logo, Definition deleted and placed in the Glossary of Terms. Added information for policy review and continuous improvement, moved and amended obligations of reporting in the procedure
V.4.1	21/03/2025	Changed Standards for RTOs 2015 to 2025 Standards for RTOs, Practice Guides – Outcome Standards for RTOs