



**EVOLVE
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INSTITUTE**

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Student Academic Integrity Policy

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Student Academic Integrity Policy



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Section 1: About This Policy

The purpose of this policy is to ensure that academic integrity is upheld across all training and assessment activities at Evolve Learning Institute. It outlines the responsibilities of students and staff in relation to ethical academic behaviour, defines academic misconduct (including use of AI, plagiarism, cheating and collusion), and describes how incidents will be managed in line with the Standards for RTOs 2025.

Section 2: Scope

This policy applies to all students enrolled in nationally recognised training delivered by Evolve Learning Institute via online delivery, including through any authorised third-party platforms or systems used to facilitate learning and assessment.

Section 3: Policy Statement

Evolve Learning Institute promotes a culture of honesty, fairness, and responsibility. Breaches of academic integrity compromise training quality and breach the Principles of Assessment and Rules of Evidence, specifically authenticity, validity, and fairness. Evolve takes such breaches seriously and manages them in line with the Outcome Standards 2025 and our Student Code of Conduct, detailed within the Q2.D1 Student Handbook.

Section 4: Definitions

4.1 Academic Integrity

Academic Integrity means acting with honesty, trust, fairness, respect, and responsibility in all learning and assessment activities. It reflects a commitment to producing work that genuinely represents a student's own knowledge, skills, and effort. Upholding academic integrity is essential to maintaining the value and credibility of qualifications and to ensuring students develop the practical, transferable skills required for their chosen industry. ELI encourages students to take pride in their own work, learning progress, and achievements, recognising that genuine effort builds confidence, competence, and employability. Academic integrity supports personal growth, professional standards, and community trust, and ensures that learning outcomes are meaningful, ethical, and respected by employers and industry.

4.2 Artificial Intelligence

Artificial Intelligence (AI) is software that can generate, summarise, translate, analyse, or edit content (e.g., text, images, audio or data) based on user prompts. Examples of AI tools include (but are not limited to) writing assistants, chatbots, automated translators, grammar and editing tools, and content-generation platforms. While AI may be used to support learning in limited and approved ways, its use must not replace a student's own thinking, skills, or effort in training and assessment activities.

4.3 Definition of Cheating

Cheating is when a student gains, or tries to gain, an unfair academic advantage through dishonest or deceptive actions, or helps someone else to do so. This includes any behaviour intended to improve assessment results in a way that is not allowed. Cheating may include (but is not limited to) lying, copying another person's work, discussing or sharing answers to a test or assessment when this has not been authorised by the trainer/assessor, or allowing someone else to complete or submit work on your behalf.

4.4 Definition of Collusion

Collusion is a type of academic misconduct that occurs when a student works with another person on an assessment task without approval and then submits the work (or part of it) as if it were completed independently. Collusion can involve sharing answers, jointly preparing assessment responses, or allowing another person to copy or reuse your work. Collusion is treated as a breach of academic integrity and may be managed in the same way as plagiarism.

It is cheating or collusion to:

- Use notes, devices, AI tools, or other resources in an assessment where this is not permitted.
- Submit someone else's work as your own (with or without their permission).
- Submit an assessment that is wholly or substantially duplicated from another source.
- Take or copy work without the original author's knowledge or acknowledgement.
- Allow another person to submit your work as their own.
- Work with others on an assessment that must be completed individually (collusion), including sharing answers or drafting responses together without permission.
- Share your assessment work so another person can copy, adapt, or submit it (collusion), even if you did not intend for it to be used that way.
- Allow someone who is not the enrolled student to represent you or complete work on your behalf.

It is not cheating (and not collusion) to:

- Discuss assessment instructions with your trainer/assessor or other students to understand what is being asked.
- Discuss learning materials and course concepts to improve your understanding (this is encouraged).
- Receive help correcting minor spelling, grammar, or sentence structure issues (as long as the ideas and answers remain your own).
- Submit group work only where group work is explicitly permitted or required.
- Use other people's ideas where they are acknowledged appropriately, such as referencing using footnotes, endnotes or the Harvard system of referencing.

We recognise that AI tools can support learning. However, any use must comply with academic integrity principles and must not replace genuine student effort.

4.5 Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic, or where the thought or idea is common knowledge. Acknowledgement of the original author or source must be made through appropriate references, i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions that rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font type/size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit.

4.6 Definition of Cheating Using Artificial Intelligence

Cheating using artificial intelligence (AI) occurs when a student uses AI tools or technologies in a way that replaces, undermines, or misrepresents their own knowledge, skills, or effort in an assessment task. This includes using AI to generate, substantially edit, or complete assessment responses that are required to demonstrate the student's own competency, where such use has not been expressly permitted.

Section 5: Use of Artificial Intelligence

Evolve Learning Institute recognises that AI tools, such as ChatGPT, Claude, Perplexity AI, Microsoft Copilot, QuilBot, Grammarly, or automated translators, may be used by students to support learning. However, the use of AI must comply with the principles of academic integrity.

Students must not:

- Use AI tools to generate entire or substantive parts of assessments.
- Use AI to impersonate others, fabricate data, or generate false evidence.
- Circumvent learning or assessment processes using automation.

Students may:

- Use AI tools for grammar/spelling assistance, formatting, or summarisation, provided the content is reviewed, revised, and paraphrased.

Misuse of AI includes:

- Submitting AI-generated content as original work.
- Using AI tools to complete tasks designed to assess individual skills or competencies.
- Using AI to fabricate data, citations, or industry experience.
- Circumventing learning or assessment processes using automation.

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Acceptable AI use includes:

- Grammar or spelling correction (e.g. Grammarly).
- Formatting assistance or summarising notes (with proper revision and paraphrasing).
- Summarising complex information for understanding.
- Generating prompts for self-directed research.

Misuse of AI is treated as academic misconduct and will be subject to the investigation and disciplinary procedures outlined in this policy.

Section 6: Disclosure Requirement

Students must complete an Academic Integrity Agreement Form with each assessment submission, indicating whether AI tools were used and how. This promotes transparency and helps determine whether AI was used ethically.

Section 7: Student Responsibilities

All students must:

- Ensure that assessment submissions are their own work unless group work is explicitly permitted.
- Acknowledge all sources, including AI tools, if used.
- Not use AI tools to generate full or substantive responses.
- Reflect on how any support tools (e.g. AI) were used to complete their responses.
- Complete the AI Use Declaration with each submission.
- Sign a Declaration of Authenticity confirming the work is original.
- **Access support early:** Students who are experiencing difficulty with course content are encouraged to contact ELI for support, including academic guidance, clarification of assessment requirements, or learning assistance.

Section 8: Staff Responsibilities

Trainers, assessors, and other staff must:

- Provide guidance to students on academic integrity and acceptable use of AI.
- Apply detection and authentication methods.
- Investigate suspected breaches in accordance with principles of procedural fairness.

Section 9: Investigation and Disciplinary Procedure

Detection and Authentication

Trainers and Assessors may identify potential cases of plagiarism or academic misconduct during the assessment marking process. Common indicators include:

- Inconsistencies in presentation.
- Unusual changes in writing.
- Content concerns.
- Similarity patterns.
- Integrity checks are applied (e.g., use of plagiarism detection tools such as Turnitin and other verification methods).

To authenticate the originality of student work, Trainers and Assessors may apply various methods, including:

- Conducting random reviews of assessment tasks to detect similarities that may indicate collusion.
- Contacting students to clarify aspects of their submission or ask topic-related questions to confirm understanding.
- Reviewing previous assessments to check for consistency in the student's writing style and demonstrated competency.
- Performing online searches of suspicious phrases or paragraphs to identify possible sources.
- Saving or printing online material suspected to have been used without acknowledgement, to support further discussion or investigation.

If academic misconduct is suspected, ELI will follow a fair and transparent process:

1. Gather and review all relevant evidence, such as plagiarism reports, previous submissions, and interview notes.
2. Provide the student with an opportunity to respond to the concerns raised.
3. Make a determination based on the available evidence and the student's explanation, in line with ELI's academic integrity policy.

Possible outcomes:

- **Substantiated breach:** Assessment marked as *Not Yet Competent*; warning issued or further disciplinary action may be taken.
- **Unsubstantiated breach:** No penalty; feedback provided.

Repeat offences or serious misconduct may result in:

- Suspension from the course.
- Cancellation of enrolment.

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- Student's qualification or statement of attainment being revoked.
- Notification to ASQA if the integrity of certification is compromised.

Section 10: Appeals Process

Students may appeal decisions relating to academic misconduct in line with the Evolve Learning Institute's Appeals Policy, consistent with *Outcome Standard 2.8*. Appeals must be submitted in writing within 10 working days of the decision.

Section 11: Continuous Improvement

Evolve Learning Institute monitors integrity-related trends and breaches to inform training, assessment design, and assessor development. All academic integrity data contributes to ongoing quality assurance, in accordance with *Standard 4.4* and *Standard 3.3*.