



Procedure: TCPS Academic Integrity Procedure

Policy Type:	Divisional Procedure
Policy Number:	TCDP06-P1
Date Approved:	11 August 2025
Previous Policy:	TCPS Academic Integrity Policy and Procedure
Review Date:	June 2026

1. OBJECTIVES

- 1.1 The purpose of this Academic Integrity Procedure is to guide the application of the Academic Integrity Policy.

2. USE OF GENAI

- 2.1 The Pathways School utilises generative artificial intelligence (GenAI) in its teaching and learning according to our GenAI literacy for learning framework. See Appendix 1 and 2 for the Pathways School Statement of the Use of Generative Artificial Intelligence and the GenAI Literacy for Learning Statement.

3. A FRAMEWORK TO ENSURE ACADEMIC INTEGRITY

- 3.1 The Pathways School requires students to practice academic integrity, and supports this through:
- instructing students to understand and practice the values of ethical learning, including the acknowledgement of sources
 - the provision of clear information that outlines proper citation and referencing practices, including:
 - the Pathways School Referencing Guide that provides the standard for citation and referencing across all subjects

- a compulsory Academic Integrity Module that all students are required to complete within the first few weeks of their course
 - the provision by each subject of clear written information on the learning management system (LMS) that outlines academic integrity expectations for each assessment, including the permitted use, if any, of generative artificial intelligence (GenAI).
- encouraging students to ask questions and clarify their understanding of academic integrity requirements prior to the submission of assessments
 - an educative response to academic integrity breaches that prioritises support for students to understand academic integrity principles and resubmit work, with penalties only escalating for repeated academic integrity breaches (as outlined below).

4. THE ACADEMIC INTEGRITY BREACH DETERMINATION PROCESS

- 4.1 The academic integrity breach determination process is the process by which a determination is made as to whether a student has breached academic integrity.
- 4.2 The process is educative in nature – the purpose being to help students to understand the nature of the breach, and to move towards learning characterised by academic integrity.
- 4.3 The process involves procedural fairness by which students receive clear information about the basis for the suspected academic integrity breach, and a right to reply to evidence that is presented.
- 4.4 Once a suspected breach of academic integrity is raised, the teaching staff member must call a meeting to investigate the potential breach.
 - 4.4.1 The teaching staff member must contact the student via email, scheduling a time for the meeting that a student can reasonably be expected to attend.
 - 4.4.2 The email must include an explanation of the reason for the meeting. The email must inform the student that they are permitted to bring a support person who cannot be a lawyer and cannot speak on behalf of the student.
 - 4.4.3 The participants within the meeting are:

- the teaching staff member who initiated the academic integrity process
 - one other teaching staff member
 - the student, plus their support person, if the student chooses to bring a support person.
- 4.4.4 The person running the meeting must check that the student understands the reason for the meeting, including the definition of academic integrity. It is recommended to remind the student of academic integrity guidance given, including the compulsory Academic Integrity Module.
- 4.4.5 In the meeting, the basis for the academic integrity concern must be outlined to the student, including the evidence upon which the process is based.
- 4.4.6 The student must be given a right of reply, in which they have the opportunity to make the case that the evidence presented does not constitute an academic integrity breach.
- 4.4.7 Meetings must be run in a way that reasonably enables students with an English level sufficient to enter the program to understand and meaningfully participate. However, the onus is on the student to understand and communicate sufficiently to participate in the meeting. Academic integrity determinations are made on the basis of the evidence, regardless of a student's comprehension of the process.
- 4.4.8 An academic integrity determination is made according to a balance of probabilities on the basis of the evidence. If the two staff members cannot agree on a determination, then the case escalates to the **Head of Department** (or Director, Teaching and Learning if the **Head of Department** is one of the meeting participants) for determination.
- 4.4.9 If a student does not attend the academic integrity meeting, then a determination can be made in their absence.
- 4.4.10 Following the meeting, the teaching staff member who called the meeting must email the student to inform them of the outcome, including any penalties or requirements for resubmission. See Appendix 3 for an example email.
- 4.4.11 All determinations of an academic integrity breach must be recorded in the Academic Integrity Register, as described below.
- 4.5 If stipulated resubmissions or revisions are not made by the due date, then the teaching staff member can award a mark that is consistent with the knowledge that the student

has displayed in the original assessment in accordance with the rubric. This awarded mark can be zero if it is not clear that the student has provided any authentic work.

5. SCHEDULE OF PENALTIES

- 5.1 The following are the typical penalties that should be applied in cases of an academic integrity breach. However, a penalty may be modified, with approval from the relevant **Head of Department**, in cases where a modified penalty may lead to better educational outcomes.
- 5.2 As a general rule, all resubmissions must be made as soon as possible after the academic integrity breach determination depending on the nature of the assessment, preferably within 2 weeks.
- 5.3 Plagiarism
 - 5.3.1 First instances of plagiarism (defined within the policy) require the resubmission of the work. A penalty of 10% of the available marks for the assessment – or for the specific component in which the plagiarism occurred – will be applied, as deemed appropriate. For example, if there are 30 marks available for the assignment, the penalty will be 3 marks.
 - 5.3.2 Second instances of plagiarism require the resubmission of work which will then be marked on a pass-fail basis, with 50% being the highest possible mark.
 - 5.3.3 Third instances of plagiarism constitute a serious breach of academic standards. The student is required to attend a meeting with the Deputy Dean where an appropriate penalty will be determined.
- 5.4 Collusion
 - 5.4.1 First instances of collusion, in which a student has inappropriately drawn from other students' work, require the resubmission of the work. A penalty of 10% of the available marks for the assessment – or for the specific component in which collusion occurred – will be applied, as deemed appropriate. For example, if there are 30 marks available for the assignment, the penalty will be 3 marks.
 - 5.4.2 In first instances of collusion, in which a student has made their work available for collusion, but has not drawn from others' work, the student will receive a verbal warning.

- 5.4.3 Second instances of collusion, in which a student has inappropriately drawn from other students' work, require the resubmission of work which will then be marked on a pass-fail basis, with 50% being the highest possible mark.
 - 5.4.4 In second instances of collusion, in which a student has made their work available for collusion, but has not drawn from others' work, the student will receive a penalty of 10% of the available marks for the assessment. For example, if there are 30 marks available for the assignment, the penalty will be 3 marks.
 - 5.4.5 Third instances of collusion, in which a student has copied or has made their work available for copying, constitute a serious breach of academic standards. The student is required to attend a meeting with the Deputy Dean where an appropriate penalty will be determined.
- 5.5 Other instances of academic integrity breaches
- 5.5.1 Other instances of academic integrity breaches primarily refer to examination or test breaches. These are considered serious breaches, even if a particular breach is the first instance.
 - 5.5.2 The academic integrity meeting related to these breaches must include either the **Head of Department**, the Director Teaching and Learning, and/or the Deputy Dean, depending on its seriousness.
 - 5.5.3 If a breach of academic integrity is determined, a partial or full marks deduction may be imposed. The penalty is at the discretion of the senior member of the academic integrity meeting. As a general rule, plagiarised content receives no marks with the assessment receiving a maximum overall mark of 50%, reflecting the seriousness of violating test and examination rules.
- 5.6 Academic integrity breaches of different categories
- 5.6.1 Subsequent academic breaches may be classified as a second or third offence, even if they fall under different categories of misconduct.
 - 5.6.2 If a second breach occurs and it differs in category from the first breach, the second breach – although the first of its type – may be treated as a second offence, with the corresponding penalty applied. For example, if a student's first breach is plagiarism and the second is collusion, the penalty applied should align with the provisions outlined in sections 5.4.3 or 5.4.4, as applicable.

- 5.6.3 If a third breach occurs and it differs in category from the first two, it may still be considered a third offence overall, and the appropriate penalty should be imposed accordingly.

6. THE USE OF THE ACADEMIC INTEGRITY REGISTER

- 6.1 The Academic Integrity Register provides a record of all academic integrity breaches.
- 6.2 All determinations of an academic integrity breach must be recorded in the Academic Integrity Register by the teaching staff member who initiated the academic integrity breach process. The Academic Integrity Register:
- is accessible through the Pathways School SharePoint site, via the Teaching and Learning page
 - is confidential, with access only available to teaching staff, Teaching and Learning managers, and members of the Pathways School Executive.
- 6.3 The staff member who records an academic integrity breach must:
- click on the “Add a student to the Academic Integrity Register” to initiate the recording of a breach
 - fill out all sections of the Academic Integrity Form, including attaching the documentation that contains the evidence of the breach, as well as a record of the email communication with the student by which they were invited to the meeting and by which the determination was given to the student.
- 6.4 The Academic Integrity Register should be consulted to determine the penalty for a specific breach. It should not be used to guide, or in any way prejudice, the determination of whether or not a breach has occurred. The determination of an academic integrity breach is made in relation only to the evidence of that circumstance, not in relation to the fact of previous breaches.
- 6.5 The content of the Academic Register will be reviewed after each intake, with the Director, Teaching and Learning generating a report that outlines the number and type of academic integrity breaches with the intakes, and any other information relevant to future teaching and learning.

7. APPEALS

Students may appeal against decisions by following the Students Complaints and Appeals Policy.

8. RELATED DOCUMENTS

TCPS Student Code of Conduct.

TCPS Academic Integrity Policy.

9. PROCEDURE OWNER

The Deputy Dean is responsible for the development, compliance monitoring and review of this procedure.

10. REVIEW

This procedure is to be reviewed by June 2026, however, can be reviewed at any time before as necessary.

11. VERSION HISTORY

Version	Approved By	Approval Date	Effective Date	Sections Modified
08/08/2025	Dean Pathways School	11/08/2025	11/08/2025	New document
02/07/2026	Dean Pathways School	02/07/2026	06/07/2026	Update of role responsibility in line with new academic structure

12. Appendices

Appendix 1: A Pathways School Statement on the Use of Generative Artificial Intelligence (GenAI)

The following is a statement of the formal position of the Pathways School in relation to the use of generative artificial intelligence (GenAI) in teaching and learning.

“Trinity College Pathways School is committed to the highest quality teaching and learning. This involves showing students how to constructively use generative artificial intelligence (GenAI) in learning activities and assessments. Our framework is GenAI literacy for learning. We use GenAI if and when it is useful for student learning. All assessments at Trinity stipulate when GenAI use is permitted, and, when it is, give written guidance on how to use it appropriately.

This obligation to teach GenAI literacy for the purpose of learning stems from our commitment to students. GenAI is pervasive in learning contexts, as it is in broader society. As part of caring about our students, and valuing their learning, we explicitly guide students on appropriate uses of GenAI in our teaching activities and assessments. As many of our students have English as an additional language, this guidance is particularly important for them as they grapple with English as the language of instruction. It helps to prepare students for university studies, for future careers, and for a life of learning.”

This commitment to teach GenAI literacy for learning is also part of our responsibility as a registered Foundation Studies provider in Australia. Our regulatory authority, TEQSA, states:

“While gen AI presents risks to many traditional methods of assuring learning, its increasing ubiquity in workplaces and society means it is necessary to ensure graduates develop the ability to use these tools ethically and effectively. To achieve this, while also ensuring students are meeting their learning outcomes, it is important that institutions remain agile.”

Adrienna Nieuwenhuis
Acting Chief Commissioner, TEQSA
Gen AI strategies for Australian higher education:
Emerging practice (November 2024)

The Pathways School response to GenAI is part of our ongoing commitment to improve our curriculum and teaching, as well as the learning environments and organisational frameworks (including policies) within which teaching and learning occur.

Appendix 2: The GenAI Literacy for Learning Statement

Gen AI Literacy for Learning Statement

These are the general principles you should follow when engaging with genAI.

1. *Know if and when to use Gen AI*

- Always check the assessment description to know where genAI is permitted. Inappropriate uses of AI can contravene Academic Integrity policies.
- There are times when genAI can support learning, and there are times when it does not. You need to develop critical thinking skills and good background knowledge in order to know the difference.

2. *Know how to use Gen AI*

- When genAI is permitted, the assessment description will guide you on how to use it.
- If Gen AI is used, the aim is to support your learning, not just get an answer.

3. *Critically and creatively engage with Gen AI*

- Gen AI is not always correct, and it often gives biased and oversimplified ideas.
- When you use Gen AI, it is your job to check its outputs are true, accurate and relevant to your learning.

4. *Maintain your voice and ideas*

- Teachers need to hear your own ideas in your own words, and this is the basis for how we mark your assessments.
- When you use Gen AI, you must be in control, so that you maintain your voice and ideas. Gen AI should never be a substitute for your own thinking, verifying and analysing.

5. *Document sources and giving declarations of Gen AI use*

- In all assessments, you must document your sources. This is especially important when you use Gen AI.
- Make sure you use the Referencing Guide and declarations of Gen AI use.

Key Points to Remember

- Gen AI includes many tools, not just ChatGPT, including Grammarly and translation apps.
- Gen AI use can sometimes support your learning but cannot replace it.
- Always make sure you understand what the specific assessment task requires of you and whether Gen AI is permitted.
- Check your subject's assessment descriptions and other Gen AI statements if you're unsure about Gen AI use.

Appendix 3: Academic Integrity Email Example

Dear Student (Name and ID),

Thank you for meeting to discuss your assessment [include specific details to indicative which specific assessment is being referred to].

It has been determined that your submission will not be awarded a mark for the following reason/s:

1. Your [assessment] shows significant similarities with [another source].
AND/OR
2. There are significant doubts as to the authorship of your work.
AND/OR
3. Your assessment shows strong evidence of plagiarism.

The following penalty has been determined:

1. You will rewrite your assessment in line with your teacher's comments and resubmit within ?? weeks. It will then be re-marked, and a penalty of ?? % applied.

Please note: this is your [first/second] breach of the Academic Integrity Policy.

If you do not resubmit your assignment by the specified time or the revisions do not meet the expected standards, you may receive a mark of zero (0) for this assignment.

Please confirm you have received this email.

For more information about requirements of academic integrity within Pathways School, please refer to the Academic Integrity Module that you have completed. This is in the Academic Modules section of the LMS.

If you have any concerns about the above decision, please read through the Student Complaint Policy and Procedure.

Kind regards,
[Teacher's name]