



Mastery Institute Australia

**Plagiarism and Artificial Intelligence
Policy and Procedure**

Version 1.0

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1. Purpose

The purpose of this policy and procedure is to uphold academic integrity and the authenticity of assessment evidence by defining what constitutes plagiarism and outlining the consequences of engaging in plagiarism.

2. Policy

MIA is committed to ensuring a great learning experience for our students. We aim to provide a learning environment that fosters the qualities of independent learning and academic integrity.

This policy seeks to encourage ethical conduct and to inform staff and students about our standards of academic behaviour. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in assessment and must ensure that they do not plagiarise the work of others or from AI sources.

2.1 Academic integrity requirements

One of our core functions is to develop the student's ability to apply critical reasoning to assessment activities through independent thought and to make decisions that reflect the student's considerations of the task or workplace requirement.

It is compulsory for students to acknowledge and/or provide appropriate referencing when using the work of others. Failure to comply with this requirement will constitute a breach of academic integrity.

The rules of evidence of assessment also require that the work which trainers are basing their assessment decisions, is the authentic work of the student. Content drawn from AI sources presents a significant risk to the integrity of assessment as students will obtain work through using prompts in AI platforms rather than develop this work themselves. Acknowledging this, the growth in the use of AI in all aspects of society is undeniable. MIA adheres to find the right balance between strictly prohibiting the use of AI and allowing the student to use AI like any other tool at their disposal (where it is appropriate to do so) to enhance the work they produce in work and study.

Where permitted in the assessment instructions, it is compulsory for students to acknowledge and/or provide appropriate referencing for any work generated by AI including where the student is paraphrasing, quoting, or summarising this material.

Where the assessment instructions expressly do not allow the use of AI or where there is no clear permission to do so, students are not permitted to use AI to respond to assessment tasks. All assessment work will be reviewed for AI content and failure to comply with this requirement will constitute a breach of academic

integrity.

2.2 Referencing

Referencing demonstrates that the student has read the issued material or has undertaken their own research using other sources. Failure to reference appropriately is considered unethical academic behaviour and will result in a student's work not being accepted.

Students should understand that assignment and project work submitted for assessment must consist of original effort. It is insufficient to simply copy work from other sources and submit it, even if those sources are appropriately acknowledged. Work submitted by a student must have an original component.

The following are examples of plagiarism where a student intentionally does not acknowledge or reference an author or source:

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc., without reference or explanation;
- A 'cut and paste' of statements from multiple sources;
- Copying or adapting another student's original work into a submitted assessment item;

Careless or inadequate referencing or failure to reference will be considered poor practice. Where careless referencing is identified, the student will be required to correct the error and resubmit an assessment.

2.3 Reference

Students are encouraged to apply the Harvard Referencing System in-text citation. This approach requires three pieces of information about a source within the text of the students work. This information is:

- the name of the author or authors
- the year of publication
- the page number

Examples

Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets, e.g.:

- To succeed, the team will rely on both task process and group process (Dwyer, Hopwood 2010, p. 239)

A reference may also be placed in the text to integrate the author's surname into the sentence, followed by the year of publication and page number, in brackets, e.g.:

- Dwyer and Hopwood (2010, p. 239) identify that to succeed, the team will rely on both task process and group process.

2.4 Cheating

Cheating is defined as “a form of deceit with a view to gaining an advantage for the cheat.” Cheating is usually related to taking unauthorised material into assessments. Trainers have a responsibility to explain clearly the expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in students.

2.5 AI-Generated Content in Student Submissions

AI-based platforms, such as ChatGPT, are capable of producing detailed and coherent content on a wide array of topics. They pose challenges in ensuring academic integrity. Students might be tempted to use AI-generated content for assessments, mistakenly believing this is a shortcut to achieving their academic goals. In some assessments, student may be permitted to use AI generated content and this will be expressly notified to the student in the assessment instructions. In these circumstances, students will be required to acknowledge and reference this work like any other information source. Where this permission has not been expressly provided, the use of AI sources and tools to prepare assessment submissions is prohibited.

Trainers must remain alert to the distinctive nuances of AI-produced responses, which often lack the personal touch, individual perspective, and unique voice of a student. The uncritical use or heavy reliance on such AI-generated material without proper attribution in assignments is considered a constitute a breach of academic integrity.

2.6 Acceptable uses

Acceptable uses of AI software where no permission is required:

- **Assisting students to understand complex concepts by explaining them in simpler terms:** AI can serve as a supplementary learning tool by breaking down difficult concepts into more digestible explanations. For example, a student struggling with metallurgy could ask an AI to explain the process using simpler



language. The AI's explanation would complement, not replace, course materials and lectures, helping students grasp foundational concepts before engaging with more technical sources. Boundaries and limitations for this use case include the following:

Boundaries:

- AI should be used to clarify understanding, not to replace learning
- Students must still engage directly with course materials and lectures
- AI explanations should be verified against course content
- Students should not use AI during exams or assessments

Limitations:

- AI may provide oversimplified explanations that miss important nuances
 - Subject-specific terminology and concepts should still be learned properly
 - AI should not be the sole source of understanding
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- **Researching a subject to understand better:** AI can be used as an initial research assistant to provide background information and context on unfamiliar topics. Students might use AI to generate explanations of basic concepts, identify key themes, or understand the historical context of their subject matter. This preliminary research provides a foundation for deeper engagement with course materials. The AI's input should serve as a starting point for further investigation, not as a primary source.
 - **Assisting with creative thinking and brainstorming ideas:** AI can function as a brainstorming partner to help generate initial ideas and explore different perspectives on a topic. Students might use AI to suggest potential assignment ideas, research questions, or project approaches. For instance, when developing a research topic, students could engage with AI to explore various aspects of their subject and identify interesting concepts to investigate. The final selection and development of ideas should reflect the student's own critical thinking and judgment. Limitations:
 - **Explaining phrases or figures of speech that students are unfamiliar with:** AI can help clarify unfamiliar language that students encounter in their course work. This is particularly valuable for students from a non-English speaking background or when working with older texts. For example, a construction student might use AI to understand phrases like 'toolbox talk' or 'fit for purpose,' while a hospitality student might seek clarification on terms like 'mise en place' or 'front of house.' The AI serves as a quick reference tool, similar to a dictionary or industry guide, helping students better comprehend both their learning materials and workplace communications. This support is especially useful when reading standard operating



procedures, workplace health and safety documents, or technical manuals where understanding specific terminology is crucial for both learning and workplace safety.

- **Analysing information to identify trends and patterns:** AI can assist in processing and analysing large amounts of data or text to identify underlying patterns, trends, or themes. Students might use AI to help analyse survey responses, identify recurring themes in literature, or spot patterns in research information. However, the interpretation and significance of these patterns should be determined through the student's own critical analysis and understanding. AI serves as an analytical tool, while the intellectual work of drawing meaningful conclusions remains with the student.
- **Improving written communication:** AI can be used as a writing assistant to help students enhance their communication skills. This might include suggesting ways to clarify arguments, improve sentence structure, or ensure consistency in the assessment response. For example, students might use AI to receive feedback on the clarity of their explanations or the logical flow of their arguments. However, the content, ideas, and final expression must be the student's own work. AI should be used to refine and improve communication of the student's original thoughts, not to generate written content

2.7 Unacceptable uses

If a student uses AI sources to generate material for assessment that they represent as their own ideas, research and/or analysis, they are NOT submitting their own work. The following examples are scenarios which are considered unacceptable use of AI:

- **Direct Generation of Assessment Responses.** Using AI to generate complete or partial answers for assessments, such as:
 - Having AI write workplace documentation like risk assessments or incident reports
 - Using AI to complete practical task descriptions or work procedures
 - Submitting AI-generated responses for knowledge questions
 - Using AI to create workplace portfolios or evidence collections
- **Professional Communication Tasks.** Using AI to complete communication tasks that demonstrate professional competency, such as:
 - Having AI write client communications or workplace emails
 - Using AI to generate workplace reports
 - Submitting AI-generated meeting minutes or briefing notes



- Using AI to create workplace presentations or training materials
- **Evidence Collection.** Using AI to fabricate or manipulate evidence of competency, such as:
 - Creating artificial workplace scenarios or examples
 - Generating fictional workplace experiences or observations
 - Producing simulated workplace documentation
 - Creating artificial supervisor feedback or third-party reports
- **Practical Skills Documentation.** Using AI to document practical skills without actually performing them, such as:
 - Writing up practical task procedures without completing them
 - Generating safety check documentation without performing checks
 - Creating maintenance logs without conducting maintenance
 - Documenting customer service interactions that didn't occur
- **Group Work and Collaboration.** Using AI to bypass genuine workplace collaboration:
 - Having AI generate team contributions
 - Using AI to complete assigned portions of group tasks
 - Creating artificial peer feedback or evaluations
 - Generating team meeting outcomes without participation

2.8 Detection of AI use

Signs to look out for

When marking assessments, trainers are responsible for detecting suspected use of generative AI. Signs to look out for include:

- Sophisticated language that does not match the students' previous writing or verbal language skills (i.e. compare and contrast)



- Lengthy responses that do not reflect the learning material
- Unusual patterns of language use, i.e. a more mechanical sentence structure and more frequent use of some words than is normal
- Inconsistent writing style
- Responses that do not consider the context of the assessment
- Perfect grammar with odd phrasings that sound slightly off or overly formal

Trainers may also use AI detection software to help determine inappropriate AI use. The following are some tools that are freely available:

- <https://decopy.ai/>
- <https://www.scribbr.com/ai-detector/>
- <https://gptzero.me/>

The trainer must review the work submitted to identify the unacceptable use of AI sourced content to ensure the assessment evidence is authentic and the student has not breach academic integrity (*ref to -Assessment Quality Control Policy and Procedure*).

Student responsibilities

Students are responsible for:

- Submitting only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others;
- Avoiding lending original work to others for any reason;
- Being clear about assessment conditions and seeking clarification if in doubt;
- Being clear about what is appropriate referencing and the consequences of inappropriate referencing;
- Only use AI tool according to the acceptable use guidelines.



3. Procedures

3.1 Educate students about plagiarism

Students are informed about MIA policies and procedures in relation to plagiarism in the following ways:

- Our policy and procedure on plagiarism is provided to students in the Student Handbook.
- Information on plagiarism is provided at the front of each assessment.
- Trainers and Trainers are responsible for:
 - Informing all students of expectations related to assessment;
 - Informing all students of referencing techniques and providing clear examples of what is acceptable;
 - Explaining to students what constitutes plagiarism;
 - Setting realistic assessment activities and varying assignments and questions;
 - Assisting students to understand and apply correct referencing techniques;
 - Setting appropriate conditions for group activities and make clear the distinction between group work and individual work; and
 - Cultivating a climate of mutual respect for original work.

3.2 Identify suspected plagiarism

Trainers should review assessments for signs of inconsistent writing styles or other indications of plagiarism including the unacceptable use of AI (ref to *Assessment Quality Control Policy and Procedures*).

3.3 Report suspected plagiarism

If plagiarism is suspected, the trainer should document the evidence and discuss the issue with the student.

If plagiarism is confirmed, the trainer should submit a formal report to the Training Manager.

3.4 Undertake investigation

The Training Manager in consultation with the trainer will review the evidence and consider any explanations provided by the student.

This preliminary step may involve an informal interview with the student.

The Training Manager and trainer will:

- consider the extent of the plagiarism (noting that the more extensive the plagiarism, the more likely it was intentional);
- review the course information and other information provided to students by the Trainer to



determine if adequate information had been given;

- identify if the student has been previously warned of plagiarism;
- determine whether the student is new to adult vocational education and training (it would be expected that continuing students would be more likely to understand plagiarism and its consequences);
- determine whether plagiarism has occurred and whether it is the result of poor academic practice or was intentional.

3.5 Notify student of the result of the investigation

The student will be notified in writing of the result of the investigation and the remedial action required, if any.

The following remedial action will be taken in the following circumstances:

- *Plagiarism resulting from poor academic practice* - If it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and submit it for reassessment.

Intentional plagiarism – If it is determined that the plagiarism was intentional, the student's work is not to be accepted, and the student is to be issued with an alternative assessment to complete. The student is to be given a formal warning in writing (Warning Letter for Academic Misconduct) by the Chief Executive Officer explaining the seriousness of the incident and the consequences if the student is found to plagiarise again (i.e. withdrawal from the course). Students who are found to continue to plagiarise work in support of their assessment will have their enrolment closed. Where a student has been found plagiarising to a level which is considered to be deliberate and egregious, the student's enrolment will be closed following being notified of the decision. The student will have the right to appeal any decision that they are notified of in accordance with the *Complaint and Appeal Policy and Procedures*.

3.6 Complaint and Appeal

Students have the right to appeal decisions related to plagiarism. Appeals should be submitted in writing to the Chief Executive Officer, who will review the case and make a final decision (*Ref Complaint and Appeal Policy and Procedures*).

3.7 Record evidence and results of investigation

Records of the initial assessment responses, any interviews held with the student and the results of the investigation are to be saved in the students file and recorded in the student management system.

3.8 Students who re-offend

Students who commit plagiarism after being formally warned are to be withdrawn from the training program and issued with a refund of their fees less all expenses incurred by the RTO up to the point of their withdrawal. Refer to: *Student Completion and Issuing Certificates Policy and Procedures*



3.9 Consider Opportunities for Improvement

At the conclusion of responding to an incident of plagiarism, the Training Manager together with the CEO is to consider any opportunities for improvement for how the instance of plagiarism could be prevented from further occurrence. Identified opportunities for improvement should be recorded onto a continuous improvement report to be considered at the next management meeting.

P&P Version Control	
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Standards:	Outcome Standards for RTOs, Standard 1.4
Responsibility	CEO and Compliance Team
Reference	Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency. (b) assessors make individual assessment judgements that are justified based on the following rules of evidence: (iii) authenticity – the assessment evidence presented is the VET student's own work.