

Academic Integrity and Artificial Intelligence Kaupapa here | Policy

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Policy Title:	Academic Integrity		
Policy Owner:	Head of Quality and Risk		
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Other Related Internal Policies and Tūkanga | Procedures

Academic Integrity Procedure	Kaimahi Rights and Responsibilities Code
Assessment Policy and Procedures	AI Guidelines for Kaimahi
Complaints and Appeals Policy and Procedures	
Learner Rights and Responsibilities Code	

Relevant External Rules and Guidelines

[Education and Training Act 2020](#)
[NZQA Assessment Rules](#)
[Copyright Act 1994](#)
[Crimes Act 1961](#): Section 256 – Forgery; Section 240 - Obtaining by Deception (Fraud)
[Academic Integrity Guidelines and Authenticity Resources \(NZQA\)](#)
[Academic integrity and Artificial Intelligence: NZQA](#)
[UP Group Artificial Intelligence Governance Policy](#)

Amendments

Version	Effective from date	Created by	Reason for review/change
3			

Scope of kaupapa here | policy

This policy applies to:

- All Yoobee Colleges Ltd (hereafter referred to as Yoobee) kaimahi and contractors
- All Yoobee ākonga
- All committees involved in assessment matters

The authority of a policy is established when it is formally approved by Te Poari Mātauranga | Academic Board or Ngā Tumu Whakahaere | Executive Leadership Team.

Pūtake | Purpose

The purpose of this policy is to:

- Set out Yoobee's core values and principles regarding the expectations for honest and ethical conduct in all academic work undertaken at Yoobee.
- Provide a framework for defining, preventing, and addressing academic misconduct, ensuring a fair and equitable learning and assessment environment.
- Address the responsible and ethical use of Artificial Intelligence (AI) tools in academic contexts *Refer to the Guidelines on the use of AI.*
- Balance innovation with ethical standards to foster a supportive learning environment while preparing ākonga and kaimahi to navigate the evolving role of Artificial Intelligence in everything we do.
- Provide practical 'guiderails' for ākonga and kaimahi, to create a positive culture that encourages ethical and academic best practice.
- Set out the clear responsibilities and procedures for handling breaches of academic integrity.
- Protect the integrity of Yoobee and the qualifications it offers by ensuring that the principles of academic integrity are upheld by both ākonga and kaimahi.

Mātāpono | Principles

Academic integrity at Yoobee is founded on the following principles:

- Honesty: presenting one's work and acknowledging the contributions of others accurately, valuing and encouraging intellectual curiosity, rigorous inquiry, and the contribution of original thought to the academic community.
- Trust: ensuring that academic work is reliable and that assessments truly reflect ākonga learning and achievement.
- Fairness: creating an environment where ākonga have an equal opportunity to succeed based on their efforts.
- Respect: acknowledging the intellectual property of others and the contributions of all members of the academic community.

- Responsibility: taking ownership of one's academic work and understanding the consequences of academic misconduct.
- The appropriate use of Artificial Intelligence (AI) as a legitimate aid for learning, research, and assessment: the link between Artificial Intelligence (AI) and academic integrity, as outlined in the policy, centers on the responsible and ethical use of AI tools in academic work. This policy emphasises that AI can be a helpful tool, but that its use must align with the principles stated above.
- Education First Approach: promoting a proactive approach to integrity, emphasising education and prevention rather than focusing on punishment.
- Ethical Use: fostering an environment where ākonga and kaimahi feel responsible for upholding ethical standards.
- Clarity and Transparency: expected conduct related to academic integrity is articulated and readily available.

Principles when considering a penalty where a breach of integrity has been proven.

- The penalty should be in proportion to the severity and nature of the misconduct.
- Consistency must be applied across similar situations.
- Consideration must be given to:
 - whether this is a first offence or a repeat offence. It is appropriate to escalate the penalty for repeat offences, even if previous breaches were minor – noting that any previous offence must have been properly addressed in order for further breaches to be considered as repeat offences
 - the level of intent to deceive or gain an unfair advantage is a primary factor in determining the category of misconduct and the appropriate penalty
 - the extent of the breach – what proportion of the work was affected by the misconduct?
 - impact on learning – to what level did the misconduct undermine the core learning objectives of the assessment or course?
 - ākonga understanding and circumstances – this does not excuse misconduct, but where relevant, mitigating circumstances or a genuine lack of understanding (especially for international ākonga or those new to academic conventions) might be considered, particularly for minor misconduct

Policy Statements

- Academic Integrity is central to Yoobee's mission and values, as the organisation is committed to supporting excellence in teaching, learning, assessment, and research for both ākonga and kaimahi.
- Kaimahi and ākonga must demonstrate academic integrity.
- Yoobee will implement measures to assist in reducing opportunities for academic misconduct.

- Yoobee will always seek to consider cultural differences when dealing with individuals and issues of academic integrity, e.g., whanau support, asking the ākonga for their needs before having the conversation.
- Lapses in academic integrity harm ākonga, their mana, and undermine the standing of the qualification and the institution.
- Breaches of these principles by ākonga and/or kaimahi constitute academic misconduct. In the context of the Academic Integrity Policy 'misconduct' refers to academic integrity breaches as follows:
 - **Minor Misconduct:** refers to academic integrity breaches that stem from a lack of knowledge, carelessness, or minor oversight. Minor misconduct does not represent a deliberate attempt to deceive or gain an unfair advantage. Such instances usually involve small portions of work or minor breaches of citation rules.
 - **Examples of Minor Misconduct:**
 - incorrect or inconsistent citation, resulting in minor unacknowledged usage of external sources
 - minor instances of poor paraphrasing where the source is cited but the ākonga expression is too close to the original
 - submitting a small portion of previously submitted work without explicit permission for reuse
 - minor collaboration on an individual assignment where collaboration was not permitted, but the impact on the overall work is negligible
 - minor, unpermitted use of AI for rephrasing without fully understanding its implications or proper attribution, where the core ideas are still those of the author
 - using a limited amount of generative AI imagery, audio, or video in place of original work when the task requires personal creation
 - case studies to be added to [guidelines](#) as they occur
 - **Misconduct** refers to academic integrity breaches that are more significant than minor misconduct, often involving a more substantial portion of work submitted, multiple instances of breach, or a clearer intent to gain an unfair advantage.
 - **Examples of Misconduct:**
 - significant instances of poor paraphrasing or direct copying without quotation marks, even if the source is cited, affecting a substantial portion of the work
 - lack of citation
 - breaches of copyright
 - submitting work that has been significantly, but not entirely, completed by another person or AI tool, and presented as work of the ākonga
 - extensive unacknowledged use of external sources (plagiarism) across multiple sections of an assignment, even if it is claimed as unintentional
 - unauthorised collaboration on an individual assignment where the work submitted is substantially similar to another person's work

- gaining or attempting to gain unauthorised access to assessment materials
 - submitting work that has been previously submitted for assessment in another course without prior approval
 - using AI to generate significant portions of content (text, imagery, sound, assets, code, analysis) for an assignment where it was not permitted and presenting it as original thought or creation
 - falsifying a small number of data points or minor experimental results without a major impact on overall conclusions
 - case studies to be added to [guidelines](#) as they occur
- **Serious Misconduct** - involves severe breaches of academic integrity characterised by clear intent to deceive, falsify, or gain a substantial unfair advantage, **or** repeated instances of misconduct after previous warnings or educational interventions.
 - **Examples of Serious Misconduct:**
 - contract cheating: paying or commissioning another person or service (including AI services designed for full content generation) to complete all or a substantial portion of assessable work and submitting it as one's own
 - extensive plagiarism: submitting a piece of work (or a significant portion thereof) copied directly from another source (published or unpublished, including websites, essays, or AI-generated content such as text, imagery, sound, assets, code, analysis) without acknowledgment, representing it as original
 - cheating in examinations: using unauthorised materials, electronic devices, or communication during an examination; impersonating another ākonga or having another person impersonate you in an examination
 - falsification of data/research by fabricating or altering research data, experimental results, primary sources, or citations
 - collusion by submitting work as one's own when it is the result of unauthorised collaboration with others, with the intent to deceive
 - tampering **or** altering **or** attempting to alter official academic records or documents (e.g., grades, transcripts, enrolment records)
 - repeated misconduct, which indicates a pattern of academic misconduct across multiple assignments or courses, especially after receiving educational interventions or penalties for previous breaches
 - serious AI misuse to generate entire assignments, creative outputs, code, reports, or research outputs and presenting them as fully original work, particularly where critical thinking, original analysis, or specific skills are being assessed. This includes using AI to bypass the core learning objectives of a course. [case studies to be added to [guidelines](#) as they occur]
- **Appropriate use of Artificial Intelligence (AI) in Academic Work is permitted under this policy**
AI tools can serve as legitimate aids to learning, research, and assessment (much like a calculator, spell-checker, or grammar-checker). Appropriate use of AI under this policy supports

learning rather than replacing it, and involves transparent, ethical, and purposeful use within the boundaries of assessment requirements and academic integrity. It may include:

- generating initial ideas or brainstorming – written and or visual
 - summarising information – with citation of the source
 - proofreading and grammar checking
 - translating languages
 - code generation for learning purposes (where ākongā fully understands, tests, and can explain the code)
 - data analysis (where ākongā understands the methodology, can interpret and explain the results)
 - using AI for technical assistance
 - using AI to generate ideas, then critically assessing those ideas, selecting the best ones, and developing them further with human insight. Recognising and correcting potential biases or inaccuracies in AI-generated content.
 - using AI to practice specific skills, e.g., grammar checking, generating prompts for drawing exercises, and exploring musical scales
 - Using AI to handle tedious tasks, freeing up time for higher-order creative thinking, analysis, and refinement
 - when you have consulted the programme guidelines for a specific assignment. In cases of ambiguity, seek clarification from the tutor *before* using AI.
- **Inappropriate use of AI is not permitted under this policy**, as inappropriate use constitutes academic misconduct when it undermines the principles of honesty and learning **or** when it provides an unfair advantage. This includes:
 - submitting AI-generated content (written or visual) as one's original work without proper attribution, citation, and/ or permission. Including e.g., a story, poem, design, or piece of music.
 - using AI tools to complete assessable tasks when explicitly prohibited
 - presenting AI-generated text, code, designs, music or other output as if it were one's own analysis, critical thinking, or creative expression by concealing the use of AI, presenting AI-generated content as solely human-created, or misrepresenting the extent of AI's contribution
 - using AI to circumvent learning objectives (e.g., generating answers instead of undertaking the learning process)
 - using AI to falsify data, sources, or research findings, accepting AI-generated content without critical review, fact-checking, or consideration of its potential flaws
 - assuming that because AI is allowed in one context, it is allowed in all others without specific permission or guidance
 - We define acceptable use of artificial intelligence in learning and assessment by specifying in all applicable programme and course documents where AI is encouraged as a support tool and

where it is restricted to maintain academic integrity. It must be made clear to all ākonga that AI is not to be used to circumvent the learning objectives.

- We promote transparency and disclosure of AI use – in the same way we require citations or references to original source, we encourage the inclusion of the prompt when AI content is included.
- We require an **Ākonga Assessment Declaration** to be signed by the ākonga for every assessment.
- Kaimahi are obliged to inform ākonga of their responsibilities and obligations about academic integrity, and that there are consequences for the actions and behaviours that breach the principles described in this policy. In this way, Yoobee is committed to supporting ākonga to be aware of and apply to avoid these breaches of integrity.
- Yoobee will implement measures to assist in reducing opportunities for academic misconduct, as detailed in the Academic Integrity Procedure.
- Records of all academic misconduct cases, including informal resolutions, formal investigations, findings, and penalties, will be maintained by the Dean's Office in accordance with institutional data retention policies and privacy regulations. These records will be confidential but accessible to relevant parties to administer this policy (e.g., to identify repeat offenders).

Implementation

The process of implementation of the policy is:

- All Yoobee ākonga are informed of the importance of academic integrity.
- Ensure all kaimahi have received training to embed the policy into their operations.
- Assess kaimahi ability to follow policy and procedures and support them to advance their knowledge and to be compliant.
- Academic integrity processes are included in the ongoing Process Maturity Assessment cycle.

Roles and Responsibilities

Academic Board	<p>The Academic Board has oversight of</p> <ul style="list-style-type: none"> • Misconduct allegations and breaches, and the processes for addressing these. • Academic Assurance procedure, which sets out the process for investigating instances of academic misconduct, formal consideration of the incident, and provides guidelines for appropriate sanctions and other matters relating to academic integrity.
Academic Leaders and Operational Leaders	<ul style="list-style-type: none"> • Communicate academic integrity expectations for each course and assessment, including guidelines on the permissible use of AI tools. • Design assessments that minimise opportunities for misconduct and encourage original thought. • Educate ākonga on proper citation, research practices, and ethical use of AI. • Respond promptly, fairly, and consistently to suspected breaches of academic integrity.

	<ul style="list-style-type: none"> • Maintain confidentiality throughout the investigation process.
Ākonga	<ul style="list-style-type: none"> • Know and adhere to this Academic Integrity Policy and guidelines. • Submit work that is original and genuinely their own. • Properly acknowledge all sources of information, ideas, and assistance. • Seek clarification from instructors if unsure about academic integrity expectations, especially regarding AI tool usage. • Report suspected academic misconduct by others • Encouraged to seek help when they are struggling with assignments.
Everyone	<ul style="list-style-type: none"> • Reading and understanding the policy, principles, guidelines, and procedures outlined in this policy. • Yoobee seeks to promote a culture of peer accountability. • Implement the policy as business as usual. • Implementing the policy in a manner that upholds Te Tiriti o Waitangi commitments.
Executive Organisation	<ul style="list-style-type: none"> • receiving reports of academic misconduct via the Academic Board. • Provide clear policies and procedures in respect of academic integrity. • Offer resources and support to ākonga to develop academic literacy skills and the ethical use of AI. • Ensure fair and consistent application of the Academic Integrity Policy and Procedures • Provide training for kaimahi involved in detecting and addressing academic misconduct. • Maintain records of academic misconduct cases.
Quality and Risk Team	<ul style="list-style-type: none"> • Establish clear and consistent policy and procedures for understanding, investigating, and adjudicating cases of academic misconduct. • Reporting and Investigation processes as they pertain to academic integrity. • Ensuring the policy is regularly reviewed to ensure it remains fit for purpose, clear, and current. • Maintaining a system that reflects the policy and associated procedures, sets up (files) and tracks progress of its implementation, identifying and raising any systemic issues and concerns. • Periodic evaluations and reporting on the quality of outcomes and disseminating outcomes and sharing good practice.

All definitions can be found in the [Yoobee Glossary](#).

For clarity in the context of academic integrity, the specific definitions and explanations that relate to integrity are also provided below.

Academic File Sharing	Academic file-sharing occurs when students or graduates make any aspect of their study and assessment materials available to others. Ākonga sometimes choose to share their study materials and assessments (with each other or online) altruistically, and as a contribution to community-building, without being aware that this may create both intellectual property and academic integrity breach issues.
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Artificial Intelligence	<p>Submitting AI-generated content (written, visual, code, design or other outputs) as one's original work without proper attribution, citation, and/ or permission.</p> <p>Refer to the <i>AI Guidelines for Kaimahi</i> which includes additional examples of unacceptable AI use</p>
Contract Cheating	Outsourcing academic work to third parties. This includes the use of essay mills and other online services.
Data Integrity	The use of data is a key component of most research. Ākonga are accountable for the accumulation and analysis of data. Data falsification, fabrication, or manipulation is unethical and undermines the quality of the work and the integrity of the qualification. Ākonga must manage research (and any other) data they are using. These obligations include the careful storage and distribution of data, the respect for and consideration of privacy, as well as the ethical use of 3 rd party data (such as intent of use statements, etc.)
Examination Misconduct	Unauthorised collaboration, use of electronic devices, having material in the exam room that is not required for the exam, and impersonation by another person.
<p>Plagiarism</p> <p>All of those actions noted in this table constitute plagiarism which is the misrepresentation of the originality of submitted work. In essence, it is about taking credit for someone else's intellectual property, whether intentionally or unintentionally.</p> <p>The key to avoiding plagiarism is proper citation and attribution. Always give credit where credit is due.</p>	<p>Academic plagiarism is the act of presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgment.</p> <p>Direct Copying: Reproducing another person's text verbatim (as they wrote it), without quotation marks and accurate citation</p> <p>Paraphrasing without Attribution: Restating someone else's ideas in your own words without giving credit to the source through accurate citation</p> <p>Mosaic Plagiarism: Patching together sections of text from different sources without proper attribution.</p> <p>Self-Plagiarism: Submitting previously submitted work without acknowledgment.</p> <p>Citing Incorrectly: Providing inaccurate or incomplete citation information, making it difficult to locate the original source.</p> <p>Buying or Downloading Papers: Submitting work that was written by someone else, whether purchased or obtained for free.</p> <p>Collusion: Working with others on an assignment when individual work is required and then submitting identical or highly similar work as another person.</p>
Washing	Use of Google Translate to translate their assessment into another language and then back again into English. This process involves automatically substituting generated synonyms and phrases and creating an ostensibly 'new' document.