

Academic Integrity Policy (GC)



Queensland Institute of Business Technology Pty Ltd
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Document

Document Name	Academic Integrity Policy (GC)
Brief Description	This Policy provides that all Griffith College students are expected to conduct themselves in an honest and ethical manner, and in accordance with accepted standards of academic conduct.
Responsibility	Academic Director
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Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
15/09/2021	9	Updated wording to include online examination integrity and included new template requirements - RASCI table to address responsibilities, and compliance and review	Academic Director

Related Documents

Name	Location
Turn-it-in Software Use Policy	Policy HUB
The Staff Code of Conduct	Policy HUB
Student Complaints and Appeals Policy	Policy HUB
Breach of Academic Integrity Form	Online Form

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1 Purpose and Scope

Throughout the duration of their studies at the College, students are expected to conduct themselves in an honest and ethical manner, and in accordance with accepted standards of academic conduct. Forms of behaviour contrary to these standards are understood to be a breach of academic integrity (otherwise known as academic misconduct). Where a student is found to have breached standards of academic integrity, they may be subject to one or more of a range of disciplinary consequences, including academic or enrolment penalties.

1.1 Introduction

This Academic Integrity Policy sets out the approach of Griffith College relating to the management of academic integrity.

1.2 Purpose

The purpose of this Policy is to confirm that the Company effectively manages academic misconduct and it is designed to ensure students conduct themselves in an honest and ethical manner.

1.3 Scope

This Policy has been prepared in accordance with the College's [Turn-it-in Software Use Policy](#), the [Staff Code of Conduct](#) and the [Student Complaints and Appeals Policy](#).

2 Policy Statement

Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research even in the event of adversity or challenges faced. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their academic work. Staff are expected to model appropriate behaviours that demonstrate academic integrity to students. Academic integrity is important for an individual's and the institution's reputation.

2.1 Principles and Objectives

The College is committed to promoting and maintaining the highest standards of integrity in the conduct of teaching, learning and research (i.e. academic integrity). As a result, all members of the teaching and learning environment are responsible for the promotion and protection of academic integrity.

The approach taken by the College to academic integrity is one that is appropriate to a learning organisation; as such its primary aim is to educate students about the expected conventions for academic writing and the appropriate use and acknowledgement of all forms of intellectual material, including authorship. Honesty, trust, respect, fairness and responsibility are the core values that underpin the learning aims around academic integrity at the College.

The College expects students to engage in their studies and conduct themselves in an honest and ethical manner and in accordance with the standards of academic conduct outlined in this Policy document, and as promoted by staff of the College. In general, the College requires students to present authentic academic work for grading that has been prepared in accordance with the stated core values that underpin the learning aims around academic integrity.

Where a student behaves in a manner that defeats or attempts to defeat the purpose of an assessment task, misrepresents the nature and/or extent of their engagement with their academic work, gains or attempts to gain an unfair advantage over other students, or compromises the capacity of the College to validly determine their level of achievement of the learning outcomes, the student will usually be considered to have breached academic integrity standards, as per this Policy.

2.2 Promoting Academic Integrity

In fulfilling its commitment to promoting and maintaining the highest standards of integrity, the College, with the cooperation of all members, will ensure that:

- A collaborative effort is made to recognise and deal with academic integrity breaches at every level from policy, through College procedures, to individual staff practices;
- Students are educated about the expected conventions for authorship and the appropriate use and acknowledgment of all forms of material;
- Expectations regarding academic integrity are incorporated in assessment requirements and marking criteria;
- Resources are available to assist students with appropriate approaches to referencing and citation;
- Approaches to assessment minimise the possibility for students to breach academic integrity standards;
- Resources and professional development are available to support College staff in relation to:
 - teaching students about academic integrity expectations in the higher education environment,
 - teaching students' generic skills such as critical thinking, analysis, interpretation and thesis development for the purpose of developing confidence with assessment,
 - designing authentic assessment tools to minimise possible academic integrity breaches,
 - understanding and implementing College processes for dealing with suspected academic integrity breaches,
 - providing support to staff in teaching students expected conventions for authorship and the appropriate use and acknowledgment of all forms of intellectual material.
- Highly visible procedures for monitoring and detecting academic integrity breaches, including appropriate outcomes or penalties and re-education measures are made available to all members of the College;
- Plagiarism/collusion detection software is used primarily for developmental purposes, however also for detection purposes (see the College [Turn-it-in Software Use Policy](#));

Ethical and professional behaviour is modelled by College staff; authority or position is not improperly used and any conflict that may arise between personal interest and official duty is declared, in accordance with [The Staff Code of Conduct](#).

2.3 Resources

The College has a central repository of web-based resources with a single point of access for both students and staff related to academic integrity including the Academic Integrity Policy, guidelines, practices and learning resources. It also provides a short description of this policy and the policy's location in all Course Outlines for student reference.

Resources are available to support College staff in the following areas:

- Teaching students the skills of summarising and paraphrasing, critical thinking, thesis development, the development of an argument, data collection, analysis and interpretation, referencing and citation;
- Planning assessment methods that discourage students from engaging in activities of likely to breach standards of academic integrity;
- Decision-making processes involved in the application and administration of the Academic Integrity Policy.

Along with all teaching staff of the College, Student Learning Advisors are also available to assist students with identifying appropriate strategies to remediate conduct that falls outside academic integrity standards and expectations. Student Counsellors are also available to support students subject to the consequences of a breach of academic integrity.

2.4 Strategies

The College shall implement the following program of information dissemination for all members of the College in relation to its academic integrity policy:

- Students shall be advised of the Academic Integrity Policy at the commencement of their studies and reminded of this Policy at the start of each course they undertake as part of their study;
- Students are educated about what constitutes academic integrity through expert designed quizzes, and how to comply with the Academic Integrity Policy within the Academic and Professional Skills suite of courses;
- Students are required to sign (paper-based or electronic check box) an Academic Integrity declaration for every assessment item they submit;
- Students shall be advised that all staff of the College are available to support them to engage in ethical academic practices and that Student Learning Advisors and/or Student Counsellors are also available to support them if they become subject to the consequences of a breach of academic integrity;
- The College will provide all students with detailed guidance on academic integrity which includes the College's requirements for referencing and acknowledging the work of others in the presentation of academic work within individual courses and/or through consultation with Student Learning Advisors;
- Students will be provided with access to plagiarism/collusion detection software for self-assessment and development purposes (see [Turnitin Policy](#));
- Staff will be informed of and offered development in the principles of creating and implementing assessment practices that minimize the opportunity for academic integrity breaches and are consistent with best practice.

2.5 Academic Integrity Breach Definitions

Breaches of academic integrity encompass all behaviour:

- involving the misrepresentation of academic capability;
- undermining the core values of academic integrity (honesty, trust, fairness, respect and responsibility);
- breaching academic integrity, whether intentional or unintentional.

Student breaches of academic integrity include any action or attempted action or omission that includes but is not limited to, plagiarism, self-plagiarism, cheating, examination cheating, contract cheating (outsourcing academic work), fabrication of data or research, unauthorised collaboration (i.e. collusion), misrepresentation of student status, offering bribes and falsification of academic qualifications. In addition, where a person knowingly makes false allegations of a breach of academic integrity against any other person it will be considered that the person making the allegation will have breached the standards of academic conduct.

2.5.1 Plagiarism

Plagiarism is the act of representing the ideas or work of another person(s) or representing content generated using artificial intelligence technologies as one's own original work, by copying or reproducing that work without acknowledgement of the source. Plagiarism is fraudulent or deceitful behaviour enacted to gain an advantage with respect to assessment outcomes. Examples of plagiarism may include, but are not limited to:

- Direct copying without clearly identifying the origin of the work by appropriate referencing. This may include word for word copying of sentences or paragraphs from one or more sources which are the work or data of other persons. Direct copying, without appropriate acknowledgement, of material from books, journal articles, theses, unpublished works, working papers, seminar and conference papers, internal reports, internet articles and publications, lecture notes or lecture capture recordings, computer code, artwork and images, graphics, draft documents or other material is considered to be plagiarism. Assessment content creation through the use of generative artificial intelligence tools is considered to be plagiarism;
- Closely paraphrasing, very closely paraphrasing or copying sentences or paragraphs from one or more sources without appropriate acknowledgement in the form of a reference to the original work or works. This type of breach also includes the use of text rewriting tools and content creation tools in order to gain an advantage with respect to assessment outcomes;
- Self-plagiarising or re-using work (or parts of work) previously submitted as assessment in the same or a different course/program without admitting, or advising the marker of the re-use, and obtaining permission to do so.

2.5.2 Collusion

Collusion is the presentation of academic work as one's own which is the result, in whole or in part, of unauthorised collaboration with another person or persons. Collusion is fraudulent or deceitful behaviour enacted to gain an advantage with respect to assessment outcomes. Collusion may involve persons internal or external to the College. Both the person presenting the assessment and the person(s) willingly supplying unauthorised material are considered participants in the act of collusion. Examples of collusion may include, but are not limited to:

- Submitting work that includes material obtained as a result of significant assistance from another person(s), if that assistance does not comply with the instructions or guidelines set out within the assessment description or requirements;
- Assisting or provoking another person to present/submit work that is not their own and which does not comply with instructions or guidelines set out with regard to assistance, within the assessment description or requirements;
- Copying and submitting another person's work, wholly or partially, by a process of mechanical transformation (for example changing variable names in computer programs or as a result of obtaining another person's work through dishonest or fraudulent means);
- Submitting another person's work as if it were one's own. If a person lends an assignment to another person and their assignment is copied and submitted by that person, both parties can face disciplinary consequence if found to have breached academic integrity standards.

Contract cheating is considered collusion as it involves fraudulent or deceitful behaviour; assessment outsourced for completion by a third party, then submitted by the student as if it were his or her own work (payment may or may not be made). It is an attempt to gain an advantage with respect to assessment outcomes. Contract cheating typically involves payment (or an intention to pay or co-opt) to another (person or commercial service) for the completion of academic work, tests, examinations or other forms of assessment. The purchased item may be pre-written or specially prepared for the student concerned. Examples may include, but are not limited to where a student:

- Contracts academic work, such as a written essay or report, from an online source, or from another person, and submits that work as if it were their own;
- Pays or co-opts another person to write/and or access a test, exam or assignment (e.g. essay or report) on their behalf, and submits that work as if it were their own, or where they pay or co-opt another person to attend or access an activity on their behalf in order that the person could impersonate or otherwise assist the student in the completion of assessment or in the attendance of class/es;

2.5.3 Cheating

Cheating is any dishonest conduct in assessment. Cheating is fraudulent or deceitful behaviour enacted to gain an advantage with respect to assessment outcomes. Examples of cheating may include, but are not limited to:

- Taking unauthorised written or electronic notes into an examination whether on some object (e.g. dictionary, paper, smart phone/watch, google glasses or any such device) or on part of the body;
- Communicating with others during examinations (whether by speaking, electronic or other means);
- Leaving notes outside an examination venue to access later during the exam (for oneself and/or for another person);
- Looking at another person's paper during an examination;
- Contributing little or nothing to a group task and claiming an equal contribution and share of the marks;
- Photographing or recording academic work including examination questions and/or answers.

In addition, claiming to have submitted an assessment item (electronically or in person) when in fact this is not the case is viewed as fraudulent or deceitful behaviour.

2.5.4 Fabrication of Research or Data

Fabrication of research or data is presenting copied, fabricated or improperly obtained data as if it were the result of laboratory work, field trips or other investigatory work. Fabrication of research or data is fraudulent or deceitful behaviour enacted to gain an advantage with respect to assessment outcomes. Examples may include, but are not limited to:

- Using previously published data as if it were newly gathered;
- Using falsified survey data;
- Adjusting previously published data so it matches the argument for an assessment.

2.5.5 Misrepresentation

Misrepresentation is the act of presenting an untrue statement or not disclosing information where there is a duty to disclose in order to create a false appearance, attribute or identity. Misrepresentation is fraudulent or deceitful behaviour enacted to gain an advantage with respect to admission, grades or assessment outcomes. Examples may include, but are not limited to:

- Falsifying a testamur for the purpose of admission to a program of study; or falsifying an academic transcript for the purpose of obtaining credit;
- Falsifying a doctor's / medical professional's certificate for the purpose of gaining advantage, for instance, gaining an extension, special consideration or deferred assessment.
- Falsifying academic citations and references or source material.

2.6 Protecting Academic Integrity

All College members have a responsibility for protecting the reputation and integrity of the College by reporting any suspected breaches to the relevant Program Convenor (being a member of the College Assessment Committee). Observations of a breach of academic integrity are to be reported in a timely fashion, preferably at the time of the occurrence, using a [Breach of Academic Integrity Form](#). The College shall deal with a breach of academic integrity in a timely manner and with due regard for the principles of natural justice/procedural fairness.

2.7 Detection

Instances of a breach of academic integrity may be detected through a variety of mechanisms such as:

- the invigilation of examinations;
- the comparison of assessment to either the work of other students or to that of published or unpublished work;
- the use of plagiarism/collusion detection software to show that submitted academic work has been copied inappropriately from another source;
- the comparison of academic work (for example, items under investigation) with other work completed by the student conducted under supervision, either in the same or another College course/s, or completed at the request of a staff member during the course of an investigation of an alleged breach of academic integrity;
- language and style analysis by an appropriately skilled specialist.

2.8 Breach of Academic Integrity Process

2.8.1 Step one

An academic staff member of the College, who suspects that a student has been involved in some form of a breach of academic integrity, will investigate the suspected breach to verify the nature and characteristics of the breach. The staff member will typically discuss the identified characteristics of the issue with the student concerned and outline the suspected breach. The staff member may also discuss the characteristics of the suspected breach with the relevant Program Convenor.

Importantly, the staff member is expected to raise allegations of breaches of academic integrity in order to promote the core values of honesty, trust, respect, fairness and responsibility for the protection of the individual's and the College's reputation. On the basis of discussions, the academic staff member may decide to take one or a number of the following actions:

- Take no further action; and award a result for the assessment item based on the application of the stated assessment criteria
- Provide the student with an informal warning together with advice about acceptable academic conduct, and add a note in Navigate;
- Report an allegation of a breach of academic integrity to the relevant Program Convenor (being a member of the College Assessment Committee), via submission of a Breach of Academic Integrity Form which sets out in writing the nature of the breach including the provision of supporting evidence. A report of an alleged academic integrity breach must occur in a timely manner and with due regard for the principles of natural justice/procedural fairness.

A student or staff member who has reason to believe that another student has committed a breach of academic integrity is expected to report the matter to the relevant Program Convenor for investigation, providing reasons for the referral and any supporting evidence.

2.8.2 Step two

Where there is reason to believe that a student has been involved in a breach of academic integrity, and a staff member or student, has referred the matter to a Program Convenor (as per Step 1), that Program Convenor may seek further evidence from other sources, being careful to ensure they do so in a timely manner, with due regard for the principles of natural justice/procedural fairness, and with the application of appropriate measures of confidentiality. The Program Convenor (or nominee) shall then advise the student in writing (via the student's College email account and personal email account) outlining the alleged breach, the possible outcome/s and/or disciplinary consequences (e.g. penalty), and the student's right of reply.

While the suspected breach is under investigation, if it involves an assessment item, a mark for that item, and/or for the course may be withheld. That is, the assessment item or course will attract an RW (result withheld) record, and the student will be advised of the RW record.

A student receiving an allegation of a breach of academic integrity has five (5) working days from the date of receipt of the notification to respond to the allegation; responses must be made in writing. The student receiving the allegation, must respond to the Program Convenor, not another party. The student must respond in a timely manner to any requests by the Program Convenor for further responses and / or provision of further information or evidence. The student must adhere to any such time frames nominated by the Program Convenor in order for the matter to be resolved in a timely manner. In the course of providing a response to an allegation of a breach of academic integrity, the student may request an interview with the Program Convenor. Conversely, the Program Convenor may request an interview with the student in relation to the alleged breach. The interview process may act as an opportunity for all available evidence to be identified and discussed in relation to the alleged breach.

Having considered the allegation of a breach of academic integrity, in light of the evidence available, the Program Convenor's investigations, and the student's response, the Program Convenor may take one of the following actions:

- Dismiss the allegation and release the assessment/course mark;
- Release the assessment mark, and provide the student with an informal warning together with advice about acceptable academic conduct (verbal or written);
- Impose the final outcome as set out in the Possible Breach Outcomes section below where satisfied that a breach of academic integrity has occurred.

In all cases the matter will be dealt with by the Program Convenor, in a timely manner and with due regard for the principles of natural justice/procedural fairness. The student shall be informed in writing of the decision of the Program Convenor.

Where a student fails to respond in timely way to an allegation of a breach of academic integrity, as per the notification by the Program Convenor (or nominee), the matter will proceed as per the allegation and stated disciplinary consequences.

As outlined below, and within the College [Student Complaints and Appeals Policy](#), a student that has been found to have breached the College Academic Integrity Policy, has the right to appeal the decision

2.9 Dealing with Concurrent Breaches of Academic Integrity

During the consideration of an alleged breach of academic integrity, if an additional complaint of a breach of academic integrity is received, that allegation shall be dealt with fully as outlined in Step 1 and 2 above. Concurrent alleged breaches of academic integrity may or may not contribute to decision outcomes for each allegation. The decision to consider concurrent breaches as cumulative will depend upon the nature and severity of the alleged breaches, the experience of the student, the intent of the student and/or the wider impact of the breaches. The College reserves the right to raise a retrospective allegation/s of academic integrity breaches if upon review of assessment submitted in previous trimesters there is evidence to warrant such action.

2.10 Formal Hearing Concerning Breach of Academic Integrity

In the process of investigating an alleged academic integrity breach, the Program Convenor may choose to conduct a formal hearing (on behalf of the College Assessment Committee). The student may attend the hearing or, if the student requests, participate in the hearing through telephone conferencing or similar facility.

If the student declines to attend the hearing (or participate by other means) the hearing shall proceed in the student's absence. The student may make a written submission to the hearing.

The student may be accompanied at the hearing by a companion who is a member of the College (i.e. fellow student or College Student Counsellor). The companion will be present as a support to the student, however, cannot act as an advocate or spokesperson for the student at the hearing. In exceptional cases, for example, disability which affects communication, the Chair of the Assessment Committee may give permission for the companion to speak on behalf of the student.

Neither the student nor any other person participating in the hearing is entitled to be legally represented.

Prior to the hearing the Assessment Committee shall provide the student with a copy of (or access to) all written materials and other evidence available to the Committee.

The Committee may call on relevant stakeholders (e.g. academic staff member/s and or specialist persons) to contribute evidence at a hearing or may receive written statements of evidence. If the Committee thinks it appropriate or if the student requests, the Committee may require persons to attend the hearing and answer questions. The student may ask questions of any contributors in attendance at the hearing, or of submissions presented on behalf of contributors in their absence. The student may make submissions to the Committee after the evidence of all contributors has been provided. The student's submissions may be oral or in writing.

As an outcome of the hearing, the Committee may take one of the following actions:

- Dismiss the breach of academic integrity allegation;
- Provide the student with a written warning together with advice about acceptable academic conduct;
- Decide that the student has breached academic integrity standards set by the College and impose an outcome or penalty as set out in the Possible Breach Outcomes section below.

In all cases the matter will be dealt with by the Assessment Committee, in a timely manner and with due regard for the principles of natural justice/procedural fairness.

The student shall be informed in writing of the decision of the Assessment Committee, including the reasons for the decision, and the College will maintain a record of proceedings.

2.11 Possible Breach Outcomes

The College Assessment Committee, or a member thereof, is responsible for deciding the outcome(s) or penalty for a breach of academic integrity and, where a person has been found to have engaged in a breach of academic integrity, may take one or more of the following formal actions:

1. Provide the person with a formal written warning regarding their behaviour together with advice about acceptable academic conduct;
2. Requirement to participate in educative activities, academic integrity training or counselling prior to resubmission of the assessment within which the breach occurred;
3. A re-submission opportunity with possible grading condition applied for the assessment item (such as 50% maximum achievement for the assessment item);
4. A mark reduction awarded for the assessment item within which the breach occurred;
5. A mark of zero [0] awarded for the assessment item within which the breach occurred;

6. A fail [F1, F2 or F3] grade for the course within which the breach occurred (to be determined by the Program Convenor based on the type of breach, the extent of the breach, the experience of the student, the intent of the student and/or the wider impact of the breach, or whether the case might attract a penalty escalation due to the number of previous breaches incurred);
7. Exclusion from the program of study / the College (re-admission to the College is at the discretion of the Academic Director based on evidence provided by the student at the point of re-application);
8. Any other outcome as decided by the Assessment Committee

All actions taken in response to a breach of academic integrity will be placed on the student's College record, not on the student's academic transcript.

The College notes that a distinction should be drawn between an instance where a student lacks experience in producing acceptable academic work (such as copying word for word but acknowledged the source) and therefore may require an opportunity to receive further educational training in this area and/or may be afforded the opportunity to re-submit the assessment item with possible grading conditions. Subsequent breaches are more likely to be viewed as intentional.

Subsequent instances of academic integrity breaches in general will attract progressively more severe outcomes.

The functions of the Assessment Committee in relation to this policy may be carried out executively by the relevant Program Convenor. The Program Convenor may decide outcomes or penalties for a breach of academic integrity or refer the matter to a meeting of the Assessment Committee.

Outcomes of a breach of academic integrity will be advised to the accused party via a formal letter from the College. Where a person has been found to have breached the academic integrity policy on more than two (2) occasions and been subject to an outcome(s) or action(s), as outlined in item 1 – 6 above, they may be subject to exclusion from the program or College, as set out in item 7 above.

2.12 Recording of Breach Outcome

Where a penalty of exclusion, as provided for in item 7 of the Possible Academic Integrity Breach Outcomes section, is applied, the Program Convenor shall notify College Administration for the purpose of suspending the student's enrolment at the College. The student's academic record will subsequently bear the annotation "Student excluded by Griffith College".

2.13 Appeal

Any student who has been found to have breached the Academic Integrity Policy has the right to appeal the outcome imposed. Appeals must outline the grounds on which the appeal is based and must be accompanied by supporting documentation where relevant. An appeal must be submitted in accordance with the [Student Complaints and Appeals Policy](#).

3 Responsibility

While academic integrity is ultimately the responsibility of all members of the College, Program Convenors are responsible for ensuring that best practice in academic integrity policy and practice is promoted to all staff and students, and for administering the College Academic Integrity Policy.

Responsibility	CDP	CFM	QCM	AD	DSAS	DMA	AB	All
Maintain currency of this policy	A		C	R	S		I	S
Identify and reporting Breaches				A			I	R (teaching team)
Determine outcomes of Breaches				A			I	R (Program Convenors/Program Advisors)
Process Academic Integrity Breaches			I	A	A		I	R (SAS)
Update student records			I	A	A		I	R (SAS)
<p>CDP = College Director & Principal, CFM = College Finance Manager, QCM = Quality & Compliance Manager, AD = Academic Director, DSAS = Director, Student & Academic Services, DMA = Director, Marketing & Admissions, AB = Academic Board, All = Staff</p> <p>R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed</p>								

4 Compliance

4.1 General

College Director & Principal will ensure staff are informed about this Policy through staff meetings and communications.

Students will be made aware of this Policy through the College website and support from Program Convenors, Student and Academic Services and Support teams.

4.2 Relevant Legislation

Higher Education Standards Framework (Threshold Standards) 2021: Standards 5.20, 6.3.2 d, 6.2.2 d

Section 8.8.1 in the National Code

4.3 Review

This Policy is tested and reviewed at least every 24 months and when at the time of any changes to the regulatory compliance requirements, legislation, regulation and guidelines. This review process aims to ensure alignment to appropriate strategic direction of Griffith College and continued relevance to Navitas' current and planned operations.

4.4 Records Management

All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Policy	College Director & Principal	Policy Hub	Permanently with control in place for revisions	Policy Hub archive