

Transpower Governance Centre Document

Academic Integrity Policy

Summary

This policy outlines Sector Workforce Development Group's commitment to academic integrity by setting clear expectations for honest and ethical behaviour in all learning and assessment activities. It ensures that academic outcomes are fair, credible, and trusted, and that breaches are managed consistently and fairly.

Document Status: **Approved**

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1. Purpose	The purpose of this policy is to maintain academic integrity across all Sector Workforce Development Group (SWDG) training and assessment activities, ensuring that learner work is authentic, assessment decisions are reliable, and qualifications and outcomes are trusted by learners, industry, and regulators.	
2. Principles	Openness. All learners and trainers must be made aware of and understand what academic integrity and SWDG's expectations are, and what the outcome of not meeting these expectations could be. Consistency and Transparency: Learners are treated fairly, the same standards and procedures are applied, and decisions are communicated openly and clearly. Confidentiality: Learner information is handled appropriately while still recording what is necessary. Fairness: Breaches are assessed to determine intent and seriousness, and responses match the level of severity.	
3. Scope	This policy applies to all learners, staff and contractors.	
4. Policy	SWDG is committed to promoting and maintaining the highest standards of academic integrity. All learners, staff and contractors are expected to act honestly, responsibly, and ethically in the completion of assessments and learner work experience. Assessments are designed to minimise cheating, plagiarism, and the learner submitting work completed by someone else. All assessment evidence submitted by learners is their own, is produced in line with assessment instructions, and any rules relating to collaboration, use of resources, and use of digital or AI tools. Suspected or confirmed breaches of academic integrity will be managed fairly, consistently, and transparently, with due regard to confidentiality and fairness taking into account intent, and context. All responses to breaches in academic integrity will be applied consistently and in line with approved procedures.	
5. Roles and Responsibilities	Role	Responsibility
	Learners	Complete all assessment work honestly, independently, and in accordance with academic integrity expectations.
	Assessment Designers	Design assessments that minimise opportunities for cheating, plagiarism, or learners submitting work completed by someone else.
	Trainers and Assessors	Clearly communicate academic integrity expectations, supporting learners to understand assessment requirements and identifying and reporting suspected breaches.

	<table><tr><td>Assessment Verifiers/TEs</td><td>By observing the on-job practical assessment confirms that the evidence is genuine and produced by the learner.</td></tr><tr><td>Training and Learning Manager</td><td>Oversee the consistent application of academic integrity processes and determine outcomes where breaches have occurred.</td></tr><tr><td>Evaluation and Quality Specialist</td><td>Provide oversight, and advice to ensure academic integrity procedures are applied consistently, fairly, and in line with SWDG's expectations.</td></tr></table>	Assessment Verifiers/TEs	By observing the on-job practical assessment confirms that the evidence is genuine and produced by the learner.	Training and Learning Manager	Oversee the consistent application of academic integrity processes and determine outcomes where breaches have occurred.	Evaluation and Quality Specialist	Provide oversight, and advice to ensure academic integrity procedures are applied consistently, fairly, and in line with SWDG's expectations.		
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6. Definitions	<table><tr><th>Term</th><th>Definition</th></tr><tr><td>Academic Integrity</td><td>Acting honestly in all assessment work. Producing original work and avoiding cheating, plagiarism or any form of dishonesty so that academic outcomes can be trusted and are fair for everyone.</td></tr><tr><td>Breach</td><td>When work handed in is not original nor completed by the learner themselves. It includes cheating, plagiarism, handing in someone else's work, and any other action that is dishonest.</td></tr><tr><td>Plagiarism</td><td>The learner claims someone else's words, ideas or work as their own.</td></tr></table>	Term	Definition	Academic Integrity	Acting honestly in all assessment work. Producing original work and avoiding cheating, plagiarism or any form of dishonesty so that academic outcomes can be trusted and are fair for everyone.	Breach	When work handed in is not original nor completed by the learner themselves. It includes cheating, plagiarism, handing in someone else's work, and any other action that is dishonest.	Plagiarism	The learner claims someone else's words, ideas or work as their own.
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7. Related Policies, Procedures, Guidelines, and Legislation	Associated Policies Assessment Moderation Pastoral Care Transpower Standards TP.SS 06.25 Minimum Training and Competency Requirements for Transpower Field Work Related Procedures Academic Integrity Assessment Legislation and Regulations NZQA Rules and Guidelines The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021								
8. Contact	Head of Sector Workforce Development								
9. Policy approval	<table><tr><td>Policy Owner</td><td>Head of Sector Workforce Development</td></tr><tr><td>Approval Note</td><td></td></tr></table>	Policy Owner	Head of Sector Workforce Development	Approval Note					
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10. Version History	Version	Date	Nature of amendment
	1	Oct 2025	Policy Created
	2	Jun 2026	Modified to exclude AI.