



Institute of International Studies

RTO CODE 45883

POLICY & PROCEDURES · STUDENT CONDUCT

Student Code of Conduct

Policy and Associated Procedures

POLICY AREA Student Management and Welfare

STANDARDS REFERENCE Outcome Standards 1.4, 1.5, 2.6, 2.7 and 2.8

RESPONSIBILITY CEO, RTO Manager, Trainers and Assessors, Student Support Officer

CLASSIFICATION Public

01 Purpose

The purpose of this Policy and Associated Procedures is to establish clear expectations for student behaviour at the Institute of International Studies (IOIS) to ensure a **safe, respectful, inclusive, and productive learning environment**. This policy supports compliance with regulatory requirements and promotes academic integrity, professional conduct, and mutual respect among all members of the IOIS community.

IOIS delivers its courses **online**, through the Moodle learning platform and live virtual sessions on Microsoft Teams. The expectations in this policy are written for that environment and apply equally to any in-person contact a student has with IOIS.

02 Scope

This policy applies to **all students enrolled with IOIS**, regardless of course, study load, or location, including students undertaking full-time, part-time, or short-term training. It covers student behaviour in every activity associated with IOIS, including:

01

LEARNING ENVIRONMENTS

The Moodle learning platform, including course materials, forums, quizzes, and assessment submissions.

Live virtual classes and sessions on Microsoft Teams, and any other IOIS-approved platform.

02

ASSESSMENT ACTIVITIES

All forms of assessment, including written tasks, knowledge questions, projects, case studies, portfolios, online role plays, presentations, and group tasks.

Any reassessment or resubmission activity.

03

COMMUNICATION AND INTERACTION

All verbal, written, and electronic communication with IOIS staff and other students, including email, Moodle messaging, Teams chats, and discussion forums.

Meetings, intervention sessions, and academic support discussions.

04

DIGITAL AND ONLINE CONDUCT

Use of IOIS systems, including login access, submission portals, and communication tools.

Protection of login credentials and respectful behaviour in all online spaces linked to IOIS study, including student group chats and social media where other students or staff are involved.

05

IN-PERSON CONTACT

Any visit to an IOIS office or attendance at an IOIS-organised event (for example, an interview, workshop, or graduation), including compliance with site rules and work health and safety directions.

06

WORKPLACE ACTIVITIES

Where a unit requires workplace tasks or evidence from a student's own workplace, conduct when gathering that evidence and when dealing with workplace contacts on behalf of IOIS.

This scope ensures that student behaviour is governed consistently across all activities associated with IOIS, maintaining the integrity, safety, and quality of training and assessment.

03 Definitions

TERM	MEANING IN THIS POLICY
Code of Conduct	The behavioural standards and expectations that all students must meet while enrolled at IOIS. It sets out acceptable and unacceptable conduct across all learning, assessment, and communication contexts.
Academic misconduct	■ Plagiarism: presenting another person's work, ideas, or content as one's own without proper acknowledgement. ■ Collusion: unauthorised collaboration on assessment tasks meant to be completed individually. ■ Cheating: using unauthorised materials, tools, or assistance during assessment. ■ Contract cheating: submitting work completed by another person or third party, whether paid or unpaid. ■ Inappropriate use of AI: using generative AI in assessment in a way not permitted, or not disclosed, under the AI Use Policy and Procedures. ■ Falsification: submitting fabricated, altered, or misleading evidence, including false third-party reports.
Misconduct	Any action or behaviour that breaches this policy or other IOIS policies and procedures, including inappropriate, disruptive, unsafe, unethical, or unlawful conduct that negatively affects the learning environment, assessment integrity, or the wellbeing of others.
Bullying and harassment	Repeated or unreasonable behaviour directed at an individual or group that creates a risk to health, safety, or wellbeing. This includes verbal abuse, offensive language or intimidation, threats, online harassment through emails, messages, or social platforms, sexual harassment, exclusion, and humiliation. A single serious incident may also amount to harassment.

TERM	MEANING IN THIS POLICY
Discrimination	Unfair or unequal treatment of a person or group, directly or indirectly, because of an attribute protected by law, including gender, gender identity, intersex status, age, race, religion, disability, sexual orientation, cultural or linguistic background, marital or relationship status, pregnancy or potential pregnancy, breastfeeding, and carer or family responsibilities.
Procedural fairness	■ Informing the student of the allegation or concern and the evidence relied on. ■ Giving the student a genuine opportunity to respond, with a support person if they wish. ■ Considering all relevant evidence before making a decision. ■ Ensuring decisions are made by an impartial, authorised person without a conflict of interest, and giving written reasons.

04 Policy Statement

IOIS is committed to fostering a professional, safe, inclusive, and respectful learning environment that supports effective training, assessment, and student wellbeing. All students are expected to conduct themselves with **integrity, responsibility, and professionalism**, consistent with the expectations of the vocational education and training (VET) sector and relevant industry standards.

Students are required to comply with all IOIS policies and procedures and to contribute to a positive learning culture. Behaviour that disrupts learning, compromises assessment integrity, or negatively affects others will be managed in accordance with this policy.

4.1 Student Behaviour Expectations

Students must, at all times:

01

PARTICIPATE

Attend scheduled online sessions, keep up with learning on Moodle, and take part actively in all learning and assessment activities.

02

RESPECT OTHERS

Engage respectfully with trainers, assessors, staff, peers, and external stakeholders, showing professionalism, courtesy, and cultural awareness.



03

ACT WITH INTEGRITY

Ensure all assessment work submitted is their own, acknowledges its sources, discloses any permitted AI use, and meets IOIS assessment requirements.

04

FOLLOW DIRECTIONS

Follow all reasonable directions and instructions from IOIS staff relating to training, assessment, and administrative processes.

05

USE SYSTEMS RESPONSIBLY

Use Moodle, email, Microsoft Teams, and other IOIS platforms ethically and appropriately, and never share login credentials.

06

STAY SAFE

Follow safety directions when attending any IOIS premises or event, and report hazards, incidents, or unsafe practices.

07

PROTECT RESOURCES

Respect IOIS learning resources and intellectual property, and do not copy, share, or upload course or assessment materials without permission.

PROFESSIONAL AND ETHICAL CONDUCT

Students are expected to demonstrate behaviour that aligns with the workplace expectations of their course of study, including appropriate communication, time management, collaboration, and accountability throughout their training and assessment.

ZERO TOLERANCE FOR SERIOUS MISCONDUCT

IOIS takes a zero-tolerance approach to **serious misconduct**, which includes harassment, bullying, or discrimination in any form; serious academic misconduct such as contract cheating, falsification of evidence, or deliberate or repeated plagiarism; threatening, abusive, or violent behaviour; and any unlawful conduct or conduct that puts the safety or wellbeing of others at risk.

Zero tolerance means that serious misconduct is **always acted on**. It does not remove procedural fairness. Minor, first-time academic integrity issues, such as poor referencing without intent to deceive, are treated as an opportunity for education and support, in line with the Plagiarism Policy and Associated Procedures.

All breaches are addressed promptly, fairly, and consistently. Responses are proportionate to the nature and severity of the misconduct and may affect a student's continued enrolment.

05 Responsibilities

The effective implementation of this policy requires clear accountability across all levels of the organisation.

ROLE	RESPONSIBILITIES
Students	■ Comply with this Code of Conduct, all IOIS policies and procedures, and reasonable directions from staff. ■ Participate in all training and assessment activities respectfully, cooperatively, and professionally. ■ Submit only authentic work and act honestly in all assessment tasks. ■ Use IOIS systems responsibly and protect their login credentials. ■ Report misconduct, bullying, harassment, discrimination, or unsafe behaviour to IOIS staff promptly. ■ Take responsibility for their actions and cooperate with any investigation or intervention process.
Trainers and Assessors	■ Model professional, ethical, and respectful behaviour. ■ Explain behavioural expectations and academic integrity requirements at the start of each unit and before assessments. ■ Monitor conduct in live sessions, forums, and assessment activities. ■ Address minor breaches promptly through informal intervention, guidance, and support. ■ Manage behaviour fairly and consistently, and record concerns, warnings, and incidents. ■ Escalate serious or repeated breaches to the RTO Manager.
RTO Manager	■ Implement this policy consistently across all courses. ■ Support trainers and staff in managing student conduct. ■ Investigate reported breaches fairly, transparently, and promptly, applying procedural fairness. ■ Decide outcomes and apply proportionate disciplinary action. ■ Ensure all actions, decisions, and outcomes are recorded in the student file and Warning Register. ■ Monitor trends in student behaviour and record improvement actions in the Continuous Improvement Register.
Student Support Officer	■ Provide or arrange support for students involved in a conduct matter, including those affected by others' behaviour. ■ Refer students to wellbeing or external support services where needed. ■ Help students understand the process and arrange a support person or reasonable adjustment on request.

ROLE	RESPONSIBILITIES
CEO	■ Provide strategic oversight to ensure this policy meets regulatory requirements and organisational objectives. ■ Ensure adequate resources, systems, and processes are in place to support the policy. ■ Make decisions on proposed cancellations of enrolment and review escalated cases where required, ensuring consistency. ■ Promote a culture of compliance, integrity, and professionalism across IOIS.

06 Procedures

6.1 Expected Behaviour

To ensure a safe, productive, and professional learning environment, students are expected to demonstrate appropriate behaviour across all IOIS training, assessment, and communication activities:

- **Active participation:** attend scheduled online sessions and engage in discussions, group work, practical tasks, and forum activities. This includes being prepared, contributing appropriately, and completing learning tasks within set timeframes.
- **Original work:** submit assessment work that is the student's own, with all sources acknowledged and any permitted AI use disclosed. Evidence must be authentic, valid, and reflect the student's own skills and knowledge.
- **Respectful communication:** communicate respectfully and professionally in all interactions, whether spoken, written, or digital (email, Moodle forums, Microsoft Teams). Offensive language, discriminatory remarks, or an inappropriate tone are not acceptable.
- **Role plays and simulated tasks:** follow trainer and assessor instructions during online role plays, presentations, and simulated workplace tasks, behaving as expected in a professional workplace.
- **Following instructions:** follow reasonable instructions from IOIS staff, including assessment guidelines, session rules, and administrative requirements. Failure to do so may affect participation, assessment outcomes, or progression.
- **Professional standards:** demonstrate punctuality, accountability, cooperation, and a positive and respectful attitude.

DIGITAL ETIQUETTE IN ONLINE SESSIONS

Use respectful language and tone in chats, forums, and live sessions.

Keep microphones muted when not speaking, and use the raise-hand function to contribute.

Use an appropriate background and suitable attire where video participation is required.

Do not record, screenshot, or share sessions or other participants' images or comments without permission.

Avoid disruptive behaviour, such as interrupting, spamming chats, sharing inappropriate content, or misusing screen sharing and other platform features.

Join on time from a suitable location and tell the trainer if connection problems prevent participation.

6.2 Identifying and Reporting Misconduct

All staff are responsible for identifying and reporting misconduct. Each incident is assessed on its nature, severity, and frequency. Breaches of this policy may include, but are not limited to:

TYPE OF BREACH	EXAMPLES
Academic misconduct	Plagiarism, collusion, cheating, contract cheating, inappropriate or undisclosed AI use, and falsified or fabricated evidence. It may be identified through similarities between submissions, inconsistent performance, or inability to explain submitted work during questioning.
Disruptive behaviour	Persistent interruption of trainers or peers, refusal to follow instructions, spamming chats, inappropriate screen sharing, or other conduct that disrupts training delivery.
Harassment, bullying, or discrimination	Verbal abuse, inappropriate or sexualised comments, exclusion, online harassment, or behaviour based on a protected attribute. This is serious misconduct and may be escalated immediately.
Non-compliance with instructions	Failure or refusal to follow reasonable directions from trainers, assessors, or authorised staff, including assessment instructions and administrative requirements.
Misuse of systems or resources	Unauthorised access, sharing login credentials, allowing another person to complete work under the student's login, sharing or uploading assessment materials, or damaging IOIS property or resources.
Safety breaches	Unsafe behaviour at an IOIS office or event, ignoring safety directions, or threats to the safety of any person, online or in person.

IDENTIFICATION AND REPORTING

- Misconduct may be identified through direct observation, assessment review, student or staff reports, system monitoring (for example, Moodle activity logs), or inconsistencies in submitted work.
- Similarity reports and AI-detection results are **indicators only**. They are never the sole basis for a finding and are always followed by a review of the work and a conversation with the student.
- Each breach is documented with the date, the nature of the incident, and supporting evidence. Trainers report serious or repeated breaches to the RTO Manager.
- Where behaviour involves a risk to someone's safety or wellbeing, staff also follow the Critical Incident Policy and Associated Procedures.

CLASSIFICATION OF BREACHES

LEVEL	TYPICAL EXAMPLES	USUAL RESPONSE	MANAGED BY
Minor	First-time, low-level incidents: minor disruption, lateness, not following session rules, poor referencing without intent to deceive.	Informal intervention (Step 1)	Trainer / Assessor
Moderate	Repeated minor breaches, continued disruption, or a repeated or more significant academic integrity issue.	Formal warning (Step 2)	Trainer, with RTO Manager
Serious	Contract cheating, falsification, harassment, discrimination, threats, safety breaches, or unlawful conduct.	Investigation and outcome (Steps 3–4)	RTO Manager; CEO for cancellation

6.3 Managing Breaches

IOIS manages all breaches fairly, consistently, transparently, and with full documentation, applying procedural fairness at every stage. The response is proportionate to the nature, severity, and frequency of the misconduct. A serious breach may go directly to Step 3.

STEP 1 Informal intervention Minor or first-time breaches	STEP 2 Formal warning Repeated or moderate breaches	STEP 3 Investigation Serious breaches or no improvement	STEP 4 Outcome Written decision with reasons and appeal rights
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STEP 1: INFORMAL INTERVENTION

- The trainer or assessor discusses the concern with the student promptly and respectfully, usually privately after the session or by a one-to-one Teams call.
- The student is told clearly which behaviour is not acceptable and what is expected, and may be given a verbal warning.

- Guidance, coaching, or clarification is provided, and the trainer notes the discussion for monitoring.

STEP 2: FORMAL WARNING

- Applies where behaviour is repeated after informal intervention, or where the breach is moderate.
- The trainer, with the RTO Manager, issues a written warning setting out the nature of the breach, the policy requirement, the corrective action and expected behaviour, and a timeframe for improvement.
- The warning is recorded in the student file and the Warning Register. The student may be asked to attend an intervention or academic support meeting.
- The student is told the consequences of further breaches, and that they may respond to the warning in writing or seek review under the Appeals Policy and Associated Procedures.

STEP 3: INVESTIGATION

- Applies to serious breaches, or where earlier interventions have not led to improvement. The RTO Manager investigates, or appoints an impartial staff member with no involvement in the matter.
- The student is notified in writing of the allegation, the evidence relied on, and how and when they can respond. Students are normally given **at least five business days** to respond.
- The student may provide an explanation and supporting evidence, and may bring a **support person** to any meeting. The support person may not speak on the student's behalf unless agreed.
- All relevant evidence is reviewed, including assessment submissions, communication records, platform logs, and trainer reports. Other parties may be interviewed.
- The investigation is completed impartially and without delay, normally within 20 business days. The student is kept informed if more time is needed.
- Where there is an immediate risk to the safety or wellbeing of others, the RTO Manager may temporarily restrict the student's access to live sessions or forums while the investigation proceeds. This is an interim measure, not a finding, and the student keeps access to learning materials wherever possible.

STEP 4: OUTCOME AND DISCIPLINARY ACTION

- The decision is based on the evidence and on procedural fairness. The RTO Manager decides the outcome; any proposed cancellation of enrolment is decided by the CEO.
- The outcome is given to the student in writing, with the reasons for the decision and information on how to appeal under the Appeals Policy and Associated Procedures.
- Disciplinary actions may include:
 - a requirement to undertake additional support or intervention;
 - reassessment or resubmission under specified conditions;
 - a final written warning;
 - temporary suspension from classes or activities; or
 - cancellation of enrolment for serious or repeated misconduct, managed under the Deferral, Suspension, Withdrawal and Cancellation Policy.

- Suspension or cancellation does not take effect until the appeal period has ended or any appeal has been finalised, and the student's enrolment remains active in the meantime. Interim safety measures under Step 3 may continue.
- Any refund or fee implications follow the Fees and Refunds Policy and Associated Procedures. All outcomes are documented in the student file.

6.4 Academic Misconduct Procedure

IOIS is committed to the integrity, validity, and reliability of all assessment outcomes. Suspected academic misconduct is managed under the **Plagiarism Policy and Associated Procedures** and, where AI is involved, the **AI Use Policy and Procedures**. The following summary shows how those procedures link to this Code of Conduct.

- **Initial review:** the assessor reviews the evidence for authenticity, for example by comparing submissions, checking online sources and similarity reports, noting inconsistencies with the student's demonstrated knowledge, and asking questions to confirm understanding. Similarity and AI-detection reports are indicators only.
- **Documenting the concern:** the assessor records the nature of the concern and the supporting evidence, such as marked sections, comparison reports, or observed inconsistencies.
- **Student response:** the student is told of the concern and given the chance to respond, for example by meeting the assessor, explaining how the work was completed, or demonstrating the relevant knowledge or skills.
- **Outcome:** based on the evidence and the student's response, the work may be accepted; marked Not Yet Satisfactory for lack of authenticity; or the student may be required to resubmit, or to complete additional questioning or an alternative task. Minor first-time issues are managed educatively.
- **Reassessment conditions:** where reassessment is allowed, conditions such as a supervised online session with camera on, oral questioning, a set timeframe, or additional evidence may apply.
- **Escalation:** repeated or serious misconduct, such as contract cheating or falsification, is escalated under section 6.3 and may lead to formal warning, investigation, or disciplinary action, including cancellation of enrolment.
- **Records:** all suspected and confirmed cases, with evidence, student responses, and outcomes, are kept in the student file and the relevant register.

6.5 Record Keeping

- All warnings, investigations, and outcomes are recorded in the student file and the Warning Register, and in the Critical Incident Register where applicable.
- Conduct records are kept confidential and accessed only by staff who need them, in line with the Privacy Policy and Associated Procedures. Students may request access to their own records.
- Assessment evidence connected to an academic misconduct matter is retained for at least the period required for assessment records, and longer if an appeal or review is ongoing.

- The RTO Manager reviews conduct records periodically for trends and records any improvement actions in the Continuous Improvement Register.

07 Complaints and Appeals

Students who are dissatisfied with a decision made under this policy may **appeal** under the IOIS Appeals Policy and Associated Procedures. Students who wish to complain about the conduct of another student, a staff member, or the way a matter was handled may lodge a **complaint** under the IOIS Complaints Policy and Associated Procedures.

- Appeals and complaints are managed fairly and confidentially, and the student will receive written reasons for the outcome.
- The student's enrolment is maintained while an appeal is in progress, and no suspension or cancellation takes effect until it is finalised.
- If a student is not satisfied with the internal outcome, they may seek independent external review as described in those policies.
- No student will be disadvantaged or victimised for lodging a complaint or appeal, or for reporting misconduct in good faith.

08 Related Documents

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| ■ Student Handbook | ■ Enrolment and Completion Policy and Procedures |
| ■ Training and Assessment Policy and Procedures | ■ Deferral, Suspension, Withdrawal and Cancellation Policy |
| ■ Plagiarism Policy and Associated Procedures | ■ Fees and Refunds Policy and Associated Procedures |
| ■ Artificial Intelligence (AI) Use Policy and Procedures | ■ Privacy Policy and Associated Procedures |
| ■ Appeals Policy and Associated Procedures | ■ Health and Safety Policy and Associated Procedures |
| ■ Complaints Policy and Associated Procedures | ■ Critical Incident Policy and Associated Procedures |
| ■ Access & Equity Policy and Associated Procedures | ■ Warning Letter Templates |
| ■ Student Support Policy and Procedures | ■ Warning Register |



Document Version Control

DOCUMENT TITLE	IOIS Student Code of Conduct Policy and Associated Procedures
REVIEWED BY	Compliance Manager
APPROVED BY	Chief Executive Officer
NEXT REVIEW DUE	October 2027

VERSION	CHANGELOG	DATE
1.0	New policy developed to define learner behaviour expectations and procedures for managing breaches of conduct, ensuring a safe and respectful learning environment and compliance with the Standards for RTOs 2025.	July 2025
1.1	Revised for online delivery; Academic Manager replaced by RTO Manager, with the CEO deciding cancellations; standards reference updated; AI misuse added and linked to the Plagiarism and AI Use policies; detection reports treated as indicators only; zero tolerance clarified; support person, response timeframes, interim safety measures and appeal rights added; enrolment maintained during appeals; section numbering and related document names corrected	October 2026