

<b>Version</b>	13.0
<b>Short description</b>	This policy outlines Avondale's principles and the associated responsibilities regarding academic integrity. It also provides the framework for managing cases of alleged academic misconduct.
<b>Relevant to</b>	All Higher Education (HE) and Vocational Education and Training (VET) students, and higher degree research (HDR) candidates.  All academic staff and all other staff involved in managing alleged breaches of academic integrity.
<b>Authority</b>	Academic Board
<b>Policy owner</b>	Provost
<b>Responsible office</b>	Office of the Provost
<b>Date approved</b>	14 June 2023
<b>Date effective</b>	24 July 2023
<b>Review due</b>	March 2024
<b>Related Avondale documents</b>	Academic Integrity Procedure (Students) Research Code of Conduct Student Charter
<b>Related legislation</b>	Higher Education Standards Framework (Threshold Standards) 2021
<b>Key words</b>	academic integrity, assessment, cheating, exam, learning, misconduct, plagiarism, referencing, student

## 1. PURPOSE

- 1.1 This policy reflects the principles of Avondale University (Avondale) and the expectations and responsibilities of its staff, students and other stakeholders with respect to academic integrity. It outlines the management of allegations of academic misconduct.
- 1.2 Details regarding the management of alleged academic misconduct including the process, usual timeline, staff and student responsibilities, penalties, recording, appeals, confidentiality and reporting are available in the Academic Integrity Procedure (Students).

## 2. SCOPE

- 2.1 This policy applies to:
  - a) all higher education coursework and VET students;
  - b) all HDR candidates;
  - c) any person who was a student at the time of the alleged academic misconduct; including graduates; and
  - d) all academic and professional staff in relation to the promotion of academic integrity and the detection and management of alleged student academic misconduct.

## 3. DEFINITIONS

- 3.1 **Academic integrity:** involves undertaking academic activity in a manner which ensures that information and ideas are generated and communicated with honesty, trust, fairness, respect and responsibility.
- 3.2 **Academic misconduct:** any conduct whether undertaken intentionally or unintentionally that attempts or succeeds to obtain an unfair academic advantage for the student, or an unfair academic advantage or disadvantage for another student.
- 3.3 **Staff:** all full-time, part-time, fixed-term or casual employees of Avondale.
- 3.4 **Student:** a person who is formally enrolled in a course or unit of study at Avondale, including courses and units delivered in partnership with other providers. This extends to any student on a leave of absence or suspension from, or intermission in a course or unit of study.

## 4. PRINCIPLES

- 4.1 Academic integrity is based on the principles of honesty, trust, fairness, respect and responsibility.
- 4.2 Academic integrity is core to learning, teaching and research at Avondale. The University aims to embed a culture of personal, academic and professional integrity throughout all areas of the University's activities.
- 4.3 Students and staff share the responsibility for creating an environment where ethical, personal and academic behaviour is valued and upheld.
- 4.4 Academic misconduct diminishes academic standards and respect for others.
- 4.5 All allegations of academic misconduct will be taken seriously and may lead to disciplinary action. All allegations will be dealt with fairly, consistently, transparently and in a timely

manner and all investigations will be undertaken in a way which ensures procedural fairness.

## **5. RESPONSIBILITIES**

### ***University***

5.1 The University will support its commitment to academic integrity by:

- a) promoting a positive learning, teaching and research culture;
- b) communicating clear and consistent expectations and information to students and staff;
- c) providing education, resources and support to students to promote the development of good practices in maintaining academic integrity and positive educational outcomes;
- d) providing support, training and resources to staff to:
  - i. develop teaching and assessment practices which address risks to academic integrity; and
  - ii. build skills in detecting and managing incidents of academic misconduct;
- e) implementing transparent systems to detect and address academic misconduct; and
- f) continually working towards the achievement of best practice through ongoing improvement.

### ***Faculty Office & Schools***

5.2 The Faculty Office and Schools will:

- a) assist students to understand disciplinary-specific good practice in their academic work, and possible consequences that may occur for breaching academic integrity;
- b) provide clear information on assessment requirements in each Unit Outline;
- c) ensure that clear advice is provided to students regarding:
  - i. the style guide and referencing/citation system required in the discipline and/or for different assessment tasks;
  - ii. what constitutes legitimate cooperation and collaboration, where it is encouraged and where it is prohibited;
  - iii. group work, especially assessment and the division of tasks among group members to ensure fair assessment;
- d) ensure that students confirm the originality and integrity of their assessment at submission;
- e) ensure that staff are vigilant in the detection of academic misconduct;
- f) take a fair and consistent approach to the investigation of possible cases of academic misconduct and actions to address substantiated allegations of academic misconduct; and
- g) maintain secure and confidential records relating to the management of allegations of academic misconduct.

## **Academic Staff**

5.3 Academic staff are responsible for:

- a) maintaining currency regarding academic integrity strategies by actively engaging with university resources;
- b) modelling good practice with respect to academic integrity;
- c) designing assessment tasks that minimise the opportunity for breaches of academic integrity;
- d) providing students with appropriate guidance, learning activities and feedback on academic integrity;
- e) clearly explaining assessment methods and expectations;
- f) actively seeking to identify all student breaches of academic integrity through the use of text matching software and other strategies;
- g) intervening early when academic misconduct is suspected or detected and in accordance with the principles of procedural fairness; and
- h) reporting all suspected cases of academic misconduct, following the requirements outlined in the Procedure.

## **Library Services and CASTL**

5.4 Avondale Library Services, and the Centre for Advancement of the Scholarship of Teaching and Learning (CASTL), will have a role in:

- a) providing support for students to develop academic skills to minimise the potential for academic misconduct;
- b) providing information, resources and advice to teaching staff on designing assessment tasks to develop student understanding of academic integrity and proficiency in relevant academic skills; and
- c) providing resources and professional development to teaching staff to enable the efficient identification of poor academic practice.

## **Students**

5.5 Students must:

- a) undertake learning and assessment tasks in a responsible, honest and conscientious manner in accordance with the [Student Charter](#);
- b) uphold the principles of academic integrity;
- c) actively engage in learning activities and utilise educative resources provided by Avondale including completion of the online Academic Integrity Module (AIM);
- d) acquire a clear understanding of the expectations and requirements of Avondale and their Discipline with respect to academic integrity;
- e) comply with assessment instructions, and the expected standards of academic integrity including:
  - i. individually undertaking all work and assessment and other requirements for a unit and course; or

- ii. ensuring that they contribute fairly to the formulation of ideas and conclusions within designated group work, and acknowledge the group and independent work of each student in accordance with the assessment requirements;
  - f) acknowledge the ideas, designs, words and work of others, using the required referencing system described in the Unit Outline;
  - g) seek support or clarification, if necessary, to understand assessment and academic integrity requirements;
  - h) complete an academic integrity declaration as part of an online submission or an assessment cover sheet for all assessment items except for assessments completed and submitted in class. This declaration states that the work is the student's own and that all cited works have been acknowledged and referenced. Assessment tasks that are not accompanied by an academic integrity declaration will not be marked; and
  - i) avoid sharing assessments, directly or indirectly, with other students (wherever those students are studying) where it could be reasonably foreseen by the student that their work could be used dishonestly.
- 5.6 Students may use Turnitin, a similarity-detection software, prior to the final submission of their assessment task to check and improve their work.

## **6. PROCEDURE**

- 6.1 The process for the management of alleged academic misconduct consists of two stages:
- a) firstly, the Course Convenor and Unit Coordinator conduct a School level Investigative Meeting with the student and make an Academic Assessment; and
  - b) if it is a second-time offence, compulsive or a serious breach of plagiarism or there is suspicion of an intention to gain an unfair advantage, then the allegation is referred to the Director, Student Administration Services who coordinates a Disciplinary Assessment by the Academic Discipline Committee.

## **7. PENALTIES**

- 7.1 Penalties shall be applied in accordance with the following principles:
- a) to include an educative process;
  - b) to penalise the behaviour in a manner which is fair and just; and
  - c) to protect and maintain standards of conduct and behaviour within Avondale.
- 7.2 In determining disciplinary action and any associated penalty, the following factors must be considered:
- a) nature and extent of the misconduct;
  - b) extent to which the behaviour was planned or deliberate;
  - c) student's history of academic misconduct;
  - d) the student's knowledge, understanding and exposure to accepted practices and cultural norms;
  - e) level of the student's enrolment (undergraduate, graduate or research higher degree level and how long have they been a student of Avondale);

f) penalties imposed in previous cases involving similar conduct, with a view to maintaining overall consistency in penalties.

7.3 The penalties which may be imposed by the School or the Academic Discipline Committee are listed in the Procedure.

### Table of amendments

<b>Version Number</b>	13.0	<b>Replaces Version</b>	12.0, 9 October 2018
<b>Implementation Date</b>	24 July 2023	<b>Scheduled Review Date</b>	March 2024
<b>Approving Body</b>	Academic Board	<b>Approval Date</b>	14 June 2023
<b>Policy Owner</b>	Provost	<b>Date first introduced</b>	Unknown
<b>Short description of amendment</b>	Major change. The content of the previous version was moved to the new Academic Integrity Procedure (v1.0) and this v13.0 Policy is now comprised of new content which is more relevant to a policy.		