

Version	14.0
Short description	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.
Relevant to	All Higher Education (HE) and Vocational Education and Training (VET) students, Higher Degree Research (HDR) candidates and graduates. All academic staff and all other staff involved in managing alleged breaches of Academic Integrity.
Authority	Academic Board
Policy owner	Vice-Chancellor
Responsible office	Office of the Vice-Chancellor
Date approved	11 October 2023
Date effective	1 January 2024
Review due	September 2024
Related Avondale documents	Academic Misconduct Procedure (Students) Research Code of Conduct Student Charter
Related legislation	Higher Education Standards Framework (Threshold Standards) 2021
Key words	academic integrity, assessment, cheating, exam, learning, misconduct, plagiarism, referencing, student

1. PURPOSE

- 1.1 This policy reflects the core values of excellence, spirituality, wellbeing, integrity and service of Avondale University (Avondale) and the expectations and responsibilities of its staff, students, and other stakeholders with respect to Academic Integrity. It outlines the preventative actions, guidance to students and 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 Misconduct 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 **Level 1 Academic Misconduct:** a second or subsequent instances of Poor Academic Practice will be classified as Level 1 Academic Misconduct. Level 1 Academic Misconduct also includes other misconduct that would not meet the criteria for a Level 2 breach. It may include, but is not limited to, plagiarism, self-plagiarism, or collusion. Level 1 Academic Misconduct cannot be explained by inexperience or a lack of knowledge regarding Academic Integrity.
- 3.4 **Level 2 Academic Misconduct:** a more serious breach of Academic Integrity than Level 1 Academic Misconduct. Contract cheating or any misconduct in examinations will always be investigated as alleged Level 2 Academic Misconduct. Level 2 Academic Misconduct may also include, but is not limited to, cheating in any form of assessment, falsification of a document, plagiarism of large sections of an assessment task or where there is evidence of a deliberate intention to disguise any misconduct. A second or subsequent incidence of any Level 1 breach may be considered to be Level 2 Academic Misconduct.
- 3.5 **Poor Academic Practice:** an unintentional failure to meet Academic Integrity requirements due to lack of familiarity with academic writing conventions and/or poor referencing or paraphrasing practice. The student must not have attempted to hide or disguise the failure and any advantage to the student would not have been significant.

- 3.6 **Procedural Fairness:** (also called 'natural justice') the basic principles considered central to fair decision-making which can be summarised as follows:
- a) the opportunity for all parties to be heard;
 - b) the respondent having full knowledge of the nature and substance of the allegation;
 - c) the right to an independent unbiased decision-maker; and
 - d) a decision based solely on the evidence provided.
- 3.7 **Staff:** all full-time, part-time, fixed-term or casual employees of Avondale.
- 3.8 **Student** for the purpose of this Procedure:
- a person who is enrolled in a course or unit of study at Avondale;
 - a person who was enrolled at the time of the alleged misconduct; and
 - 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. Avondale aims to embed a culture of personal, academic, and professional integrity throughout all areas of the University's activities and will guide students towards the achievement of this goal.
- 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, guidance, 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 preventative action 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 and outcomes 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 will:

- 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 page 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 receive a mark until the declaration is submitted;
- i) submit all text-based assessment items via Turnitin, a similarity-detection software, unless this requirement is waived by the School Committee; and
- j) 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.

Student Administration Services

- 5.6 Student Administration Services will maintain secure and confidential records relating to the management and outcomes of allegations of Academic Misconduct.

6. PROCESS

- 6.1 Allegations of student Academic Misconduct will be managed by the School Investigative Committee and the Academic Discipline Committee. Terms of Reference for both committees can be found together with this policy in the Policy Repository.
- 6.2 Details of the process for the management of alleged Academic Misconduct are included in the Academic Misconduct Procedure (Students).

7. PENALTIES

- 7.1 Penalties shall be applied in accordance with the following principles:
- to include an educative process;
 - to penalise the behaviour in a manner which is fair and just; and
 - 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:
- nature and extent of the Academic Misconduct;
 - student's history of Academic Misconduct;
 - student's knowledge, understanding and exposure to accepted academic practices;
 - degree of advantage gained or potentially gained;
 - any explanations and mitigating circumstances provided by the student; and
 - penalties imposed in previous cases involving similar misconduct, with a view to maintaining overall consistency in penalties.
- 7.3 The penalties which may be imposed by the School Investigative Committee, the Academic Discipline Committee and the Provost are listed in the Procedure.

SUPPORTING DOCUMENTS (located with this policy in the Policy Repository)

- Academic Discipline Committee Terms of Reference
- School Investigative Committee Terms of Reference

Table of amendments

Version Number	14.0	Replaces Version	13.0, 24 July 2023
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Approving Body	Academic Board	Approval Date	11 October 2023
Policy Owner	Provost	Date first introduced	Unknown
Short description of amendment	Sections 6 and 7 revised to be consistent with the Procedure v 2.0. Plus other minor amendments.		