

## FRAMEWORK FOR Embedding ACADEMIC INTEGRITY INTO TEACHING & STUDENT LEARNING

### Background

In January 2017 the Higher Education Standards Framework comes into effect with specific requirements around prevention, guidance, detection and clear policies and procedures for breaches of academic and research integrity. The Higher Education Standards Framework requires a two pronged approach, that institutions will ensure preventative action and provide strategies to improve student performance. This strategy is a response to a rising concern about the challenges to academic integrity in Higher Education from plagiarism, essay mills and the like. This is not a response isolated to Australia, or to HE, but a growing, global issue and speaks to the issues of the quality and reliability of educational awards.

### Navitas values

Academic integrity is a central element of the Navitas value of 'honesty, as:

- Essential in maintaining high academic standards, where work is conducted honestly and appropriately referenced;
- A shared responsibility including management, teachers, professional and administrative staff and students;
- Developmental, with a shared framework, policies and procedures that are clear, accessible and understood by all stakeholders available and embedded into learning.

### Principles of Academic Integrity

The Academic Integrity Framework (AIF) presented here is predicated on a set of contemporary learning principles, where it is understood that:

### Assessment design

- *The design and structure of assessment is such that academic honesty is actively supported.* Attention to assessment design is an important part of the institutional response; students are more likely to resort to plagiarism, ghost writing services, essay mills or other forms of academic dishonesty when the workload and pacing of assessments have become overwhelming. Similarly the size and import of singular assessments can make the tasks exceptionally challenging. Some of this can be dealt with within institutional frameworks regarding timing and type of assessment, but support is offered to supplement this in the form of access to study skills, writing skill workshop, time management

### Student support strategies

- *Students are provided with a range of resources that will support their understanding and practice of academic honesty* Academic integrity is seen as an educative process; there is a level of academic dishonesty that is thought to be inadvertent, where the students just did not have the skills or knowledge about the right thing to do. Much of this can be overcome by making it clear what the correct procedures are and supporting students in how to produce and cite their work correctly.

### Policy and institutional frameworks

- *There are clear guidelines and policies in place which not only assist in the identification of plagiarism but also a set out the protocols and procedures when and if academic honesty is challenged.* Institutions need to have a coherent policy and procedures that are uniformly understood and applied across the institution. Academic Integrity is discussed at both the course and institutional level and strategies employed to support its practice

The framework has been drafted by [Navitas Learning and Teaching Services](#) to provide a developmental, collective approach and practical examples for promoting academic integrity in teaching and learning practice. The framework can be used, or adapted by Divisions, Campuses and Colleges, academic leaders and individual teachers to support their curriculum, course delivery and teacher development objectives. Should Divisions, Academic Units or campuses want to re-organise the framework to suit their specific learning and teaching principles and pedagogies, Navitas Learning and Teaching Services can assist. Please contact [Dr Margot McNeill, Head of Learning and Teaching Transformation](#).

This is an evolving framework – help us to keep refining and improving it by providing your constructive feedback and ideas.

## Framework or checklist

### Assessment designers (course coordinators, teachers)

- the pacing, timing and workload demands of assessment, are spread evenly through the course. Where no one piece of assessment carries more than 50% of the marks
- consideration is given to the types of questions that are asked in the assessment, bearing in mind that the essay mills can generate generic answers. Consider more reflective pieces, which focus on work covered in the class sessions for example, students writing about how they applied peer feedback, or perhaps scaffolding where students submit a first draft, or a literature review, which builds into a final piece.
- assessment tasks are reviewed and refreshed each iteration of the course
- Integrated assessment design is practised, where one assessment builds on and uses materials from other assessment. Assessment design requires students to build in authentic local, regional or personal elements,
- viva voce is built into tasks, so students are aware that for any piece of assessment they may be called to answer verbal questions on their assessment, such as how they researched it, what sources they used, what strategies they used for development.
- Learning journals or logs require students to record the construction of the assessment item, in fact focussing on process rather than product could also enhance the authenticity of a given piece of assessment. Students can submit early drafts, get feedback from a peer and write how they will respond in the next draft.

### Teachers, Markers

- Strategies identified that will assist markers in identifying anomalies, for example a student with usually poor English skills producing work that is exemplary. This will involve keeping records and also examples of student work for comparison.

### Student support

- Academic integrity modules are developed, delivered online self-paced that explore the issue<sup>1</sup>s, with self-paced quiz, and incentives included such as badges awarded for completion. Requirements to complete these are included in course materials, and minor sanctions included for non-completion.
- To ensure students have the skills and knowledge to underpin academic integrity, support is provided in the form of discipline based access to study skills, writing skill workshop, time management making it clear what the correct procedures are: details about correct referencing, and citation, Support in how to write in their own voice, rather than in the authors

### Administrative support

- Clear protocol for those examples of academic dishonesty when detected, uniformly applied across the program
- The policy and procedures regarding academic integrity are easy to read, clear and concise and made available to all students on enrolment, and all teachers and markers on employment
- Students acknowledge that the work is their own and understand that there would be serious consequences if that turned out not to be the case
- an institutional framework regarding levels and recurrence of academic dishonesty, with student records, are maintained
- Text-matching software such as Turnitin, or other similarity checkers are introduced and used as part of educational processes

### Institutional frameworks

- There is a clear and common understanding amongst students and staff about what constitutes plagiarism and academic dishonesty
- There are clear guidelines and policies in place which set out the protocols and procedures when and if academic honesty is challenged and uniformly applied across the institution
- Strategy in place for the detection of academic dishonesty, for example, students work and achievement is monitored across the programme

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<sup>1</sup> The materials might include, definition of Academic integrity, institutional values, what is plagiarism, strategies for paraphrasing, referencing, citations, quoting, from sources, and from groupwork with quizzes. There is a need for a discipline integrated practice session regarding these skills