Academic Integrity Framework

(2023-2026)

"Academic integrity could not be more essential to academe. It is—and must be—at the core of our purpose, practice and the products of scholarly work"[1]

THE UNIVERSITY OF NOTRE DAME AUSTRALIA

Contents

Foreword

Academic integrity in the context of higher education positions ethical scholarship at the core of academic life and student learning. "Integrity" is both a human virtue and an assessable attribute of academic work. Someone who has integrity is honest and truthful. We say that a piece of academic work has integrity if it is produced in honest ways, which demonstrate authentic learning. In our context, academic integrity is about the quest for truth, in the supportive learning and teaching environment that is a Catholic University.

The inherent value and integrity of learning, teaching and research form the foundation of a university. Ensuring this integrity enables confidence and trust in the quality of our programs, awards, research and graduates and the assurances we can make regarding these to the public, the professional community and governing bodies[1,2,3]. It is essential to the integral human development of our students and the preparedness of our graduates for fulfilling work, good citizenship, human flourishing and service to the common good.

Over the past decade the education sector has experienced disruption and change, brought about by shifts in approaches in learning and teaching and phenomena such as contract cheating[3-8], the COVID 19 pandemic[9,10] and the rise of artificial intelligence.[11-13]. We recognise the promise and risks to academic integrity posed by such disruption and change and are working in collaboration with the Tertiary Education Quality and Standards Agency (TEQSA) and other providers to proactively mitigate new and emerging risks. The sector has responded with a move to an educative approach and a focus on promoting and upholding a culture of academic integrity with values at the core[14-17].
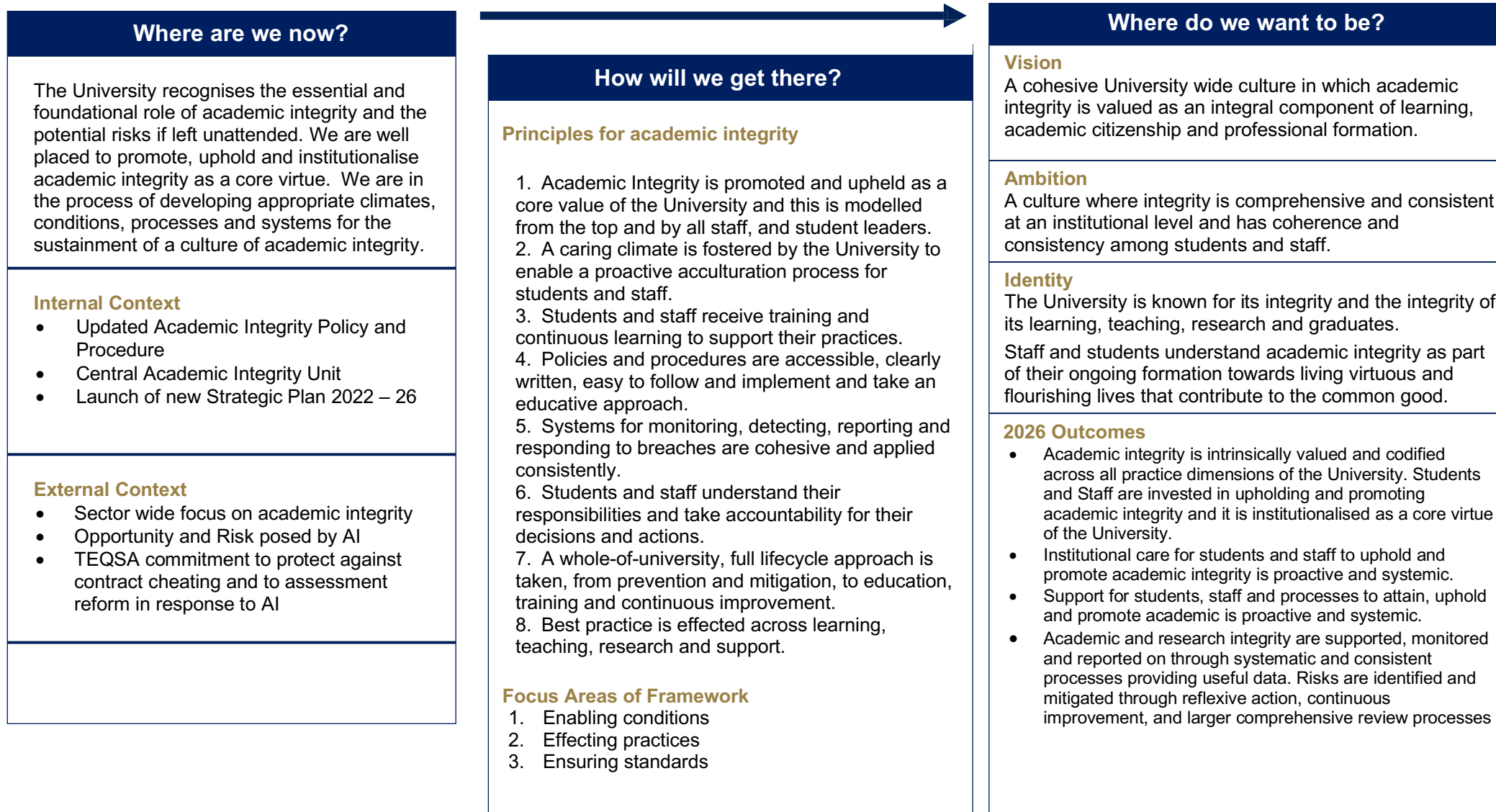
Our Academic Integrity Framework draws on the University's strengths in providing an excellent standard of education and pastoral care for our students and our commitment to the formation of the whole person, which are core to our Objects and Strategy. In developing this framework, we recognise that academic integrity is an ever-evolving set of practices with disciplinary and professional nuances. These practices will continue to be shaped by new technologies, global phenomena and shifts, which pose emergent opportunities and risks. We acknowledge that whilst academic integrity requires a focus on student and staff behaviour, it also needs to acknowledge and address what informs, influences, motivates and moderates such behaviour[18,19]. As a Catholic University, we are called upon to educate students not only academically and professionally but also ethically and morally[56]. Academic integrity thereby goes beyond the conduct of students and staff and the requirements of our policies or procedures. It necessitates a renewed focus on ethical scholarship in learning, teaching and research, and extends more broadly to the moral fabric of the University, its institutional integrity and its culture[20,21].

The challenge of assuring academic integrity in our contemporary context highlights the need for a holistic approach to achieve coherence[22]. Integrity draws attention to academic honesty. It also denotes consistency, comprehensiveness, and deep discernment[22]. Faculty, governance, teaching and learning, curriculum and assessment, research ethics and training, and coordinated policies and procedures are all equally important in fostering, promoting and upholding a shared culture of academic integrity.

Professor Elizabeth Labone
Deputy Vice Chancellor, Learning and Teaching

Academic Integrity Framework Plan Year-Year (2023-26)

Framework on a page

Where are we now?

The University recognises the essential and foundational role of academic integrity and the potential risks if left unattended. We are well placed to promote, uphold and institutionalise academic integrity as a core virtue. We are in the process of developing appropriate climates, conditions, processes and systems for the sustainment of a culture of academic integrity.

Internal Context
- Updated Academic Integrity Policy and Procedure
- Central Academic Integrity Unit
- Launch of new Strategic Plan 2022 – 26

External Context
- Sector wide focus on academic integrity
- Opportunity and Risk posed by AI
- TEQSA commitment to protect against contract cheating and to assessment reform in response to AI

How will we get there?

Principles for academic integrity

1. Academic Integrity is promoted and upheld as a core value of the University and this is modelled from the top and by all staff, and student leaders.
2. A caring climate is fostered by the University to enable a proactive acculturation process for students and staff.
3. Students and staff receive training and continuous learning to support their practices.
4. Policies and procedures are accessible, clearly written, easy to follow and implement and take an educative approach.
5. Systems for monitoring, detecting, reporting and responding to breaches are cohesive and applied consistently.
6. Students and staff understand their responsibilities and take accountability for their decisions and actions.
7. A whole-of-university, full lifecycle approach is taken, from prevention and mitigation, to education, training and continuous improvement.
8. Best practice is effected across learning, teaching, research and support.

Focus Areas of Framework
1. Enabling conditions
2. Effecting practices
3. Ensuring standards

Where do we want to be?

Vision
A cohesive University wide culture in which academic integrity is valued as an integral component of learning, academic citizenship and professional formation.

Ambition
A culture where integrity is comprehensive and consistent at an institutional level and has coherence and consistency among students and staff.

Identity
The University is known for its integrity and the integrity of its learning, teaching, research and graduates.

Staff and students understand academic integrity as part of their ongoing formation towards living virtuous and flourishing lives that contribute to the common good.

2026 Outcomes
- Academic integrity is intrinsically valued and codified across all practice dimensions of the University. Students and Staff are invested in upholding and promoting academic integrity and it is institutionalised as a core virtue of the University.
- Institutional care for students and staff to uphold and promote academic integrity is proactive and systemic.
- Support for students, staff and processes to attain, uphold and promote academic is proactive and systemic.
- Academic and research integrity are supported, monitored and reported on through systematic and consistent processes providing useful data. Risks are identified and mitigated through reflexive action, continuous improvement, and larger comprehensive review processes

Our Vision

Academic Integrity Framework

A cohesive University wide culture in which academic integrity is valued as an integral component of learning, academic citizenship and professional formation.

Notre Dame recognises academic integrity as fundamental to the provision of an excellent standard of teaching, scholarship and research, the assurance of learning and our assessment of academic progress. To this end, the University is committed to promoting and upholding a university wide culture of academic integrity. The University's commitment to academic integrity is further made visible through this framework and the initiatives that stem from it.

Through our enabling approach, the University community holds integrity as a core virtue, its members act with integrity in their professional and academic pursuits and understand and respect (academic) integrity as an integral aspect of human development: learning, academic citizenship and professional formation.

We create a caring climate that provides enabling conditions, and proactively effect practices as part of continuous review cycles, to support the valuing of and adherence to academic integrity. Our governance systems ensure that our standards of excellence are assured.

Our Objects

The University's Objects are at the heart of all we do as a Catholic University. The Objects of the University are:

1. the provision of university education, within a context of Catholic faith and values; and
2. the provision of an excellent standard of:
    a. teaching, scholarship and research;
    b. training for the professions; and
    c. pastoral care for its students.

The Objects are defined in *University of Notre Dame Australia Act 1989* (WA) which marked Notre Dame's establishment in December 1989.[ii]

Our Objectives

Desired outcomes of the Academic Integrity Framework

2026 Outcomes	
Institutionalisation of academic integrity	Integrity is a claimed virtue and is codified across all practice and governance dimensions of the University (standards and processes). Students and staff are invested in upholding and promoting academic integrity.
Caring climate[26]	A supportive culture where institutional care for students and staff to uphold and promote academic integrity is proactive and systemic.
Enabling Conditions[21]	Support and mandatory contemporary and targeted training for students and staff to attain, promote and uphold academic integrity are proactive and systemic.
Systematic and Consistent Processes	Academic and research integrity are monitored, breaches are detected, remediated and reported on through systematic and consistent processes providing useful data for evidence-based responses. Internal and external risks are identified and mitigated through reflexive action, continuous improvement, and larger review processes.

Principles of the Academic Integrity Framework

The Framework identifies three key focus dimensions necessary for developing and sustaining a cohesive culture of academic integrity: **Enabling Conditions**[21], **Effecting Practices, and Ensuring Standards**. Our focus dimensions acknowledge that academic integrity relies on the consistent alignment of and adherence to shared ethical principles and norms for upholding and prioritising academic standards[1,22-26]. Ensuring this integrity enables confidence and trust in the quality of our programs, awards, and research, and the preparedness of our students for future work and life. Principles express what is valued and guide integrous decisions, actions and behaviours within the dimensions culture[26-28]. The following principles have been developed to express commitment to upholding academic integrity as a core virtue of the University community.

Framework Principles

1. Academic Integrity is promoted and upheld as a core virtue of the University community and this is modelled from the top and by all staff, students and leaders.
2. A caring climate is fostered by the University to enable a proactive acculturation process for all students and all staff.
3. Students and staff receive training and continuous learning to support integrous practices and expected standards of integrity.
4. Policies and procedures are accessible, clearly written, easy to follow and implement and take an educative approach.
5. Systems and processes for monitoring, detecting, reporting and responding to breaches are integrous, cohesive and applied consistently.
6. Students and staff understand their responsibilities and are accountable for their decisions and actions.
7. Breaches of academic integrity at all levels are addressed promptly, consistently and fairly.
8. A whole-of-university, full lifecycle approach is taken, from prevention and mitigation, to education, training and continuous improvement.
9. Sector informed best practice is effected across learning, teaching, research and support.

a culture of academic integrity

ensuring standards

effecting practices

enabling conditions

a climate of care
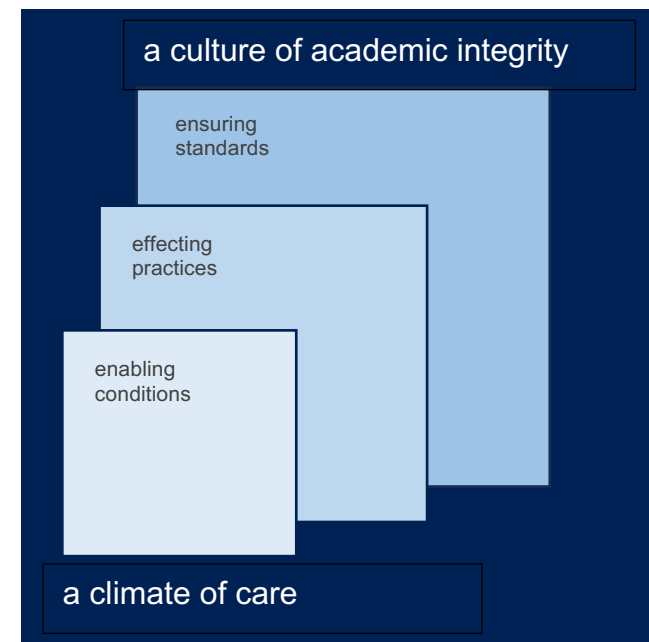
Our Strengths

Our culture

At Notre Dame we recognise that culture develops and shifts over time, particularly in a learning community where students and staff come with past experiences, dispositions, values and beliefs. As a Catholic University, we are well placed to meet the challenge of promoting a shared culture of academic integrity in an evolving context. Our focus on how humans are oriented towards truth and virtue equips us to move beyond a mere functional understanding of academic integrity. Since academic integrity is foundational to an ethical and productive academe,[1] we are committed to investing in best practice to foster a culture of academic integrity.

Our Objects and our commitment to ethical scholarship

Promoting and upholding a culture of academic integrity is a whole of University responsibility[21-23]. This requires commitment, coordination, continuity and cohesion, across governance, structures, systems, processes and people[19,22]. It requires the development of shared understandings and virtue, which are fostered and sustained in a caring climate[26]. A climate focused on moral development and psychological safety, where barriers are recognised and addressed and staff and students have clarity, feel capable, confident, supported, valued and respected[25-32].

The University is well placed to achieve a culture of academic integrity through our Objects and Strategic Pillars:

- Academic integrity is fundamental to what is means to provide an excellent standard of learning, teaching, research and training for the professions and to educating students for the common good.
- Our commitment to pastoral care and integral human development enables the University to take an educative approach, which supports students to feel progressively capable of meeting academic and professional expectations with integrity.
- The Framework seeks to build on our Object of pastoral care for our students to establish a caring climate[26] across all interactions with students and staff.
- Our Core Curriculum providing foundations in faith, philosophy and reason in pursuit of honesty, truth, excellence and goodness.

The University has also expressed a commitment to a culture of academic integrity through the establishment of effective institutional structures:

- Appointment of DVC Learning and Teaching as responsible executive for academic integrity in keeping with sector best practice;
- A central academic integrity unit to provide oversight and guidance, coordination and continuity, in keeping with sector best practice; and
- A National Faculty and School structure promotes consistent governance as an important objective and support is provided locally through Faculty based Academic Integrity Officers.
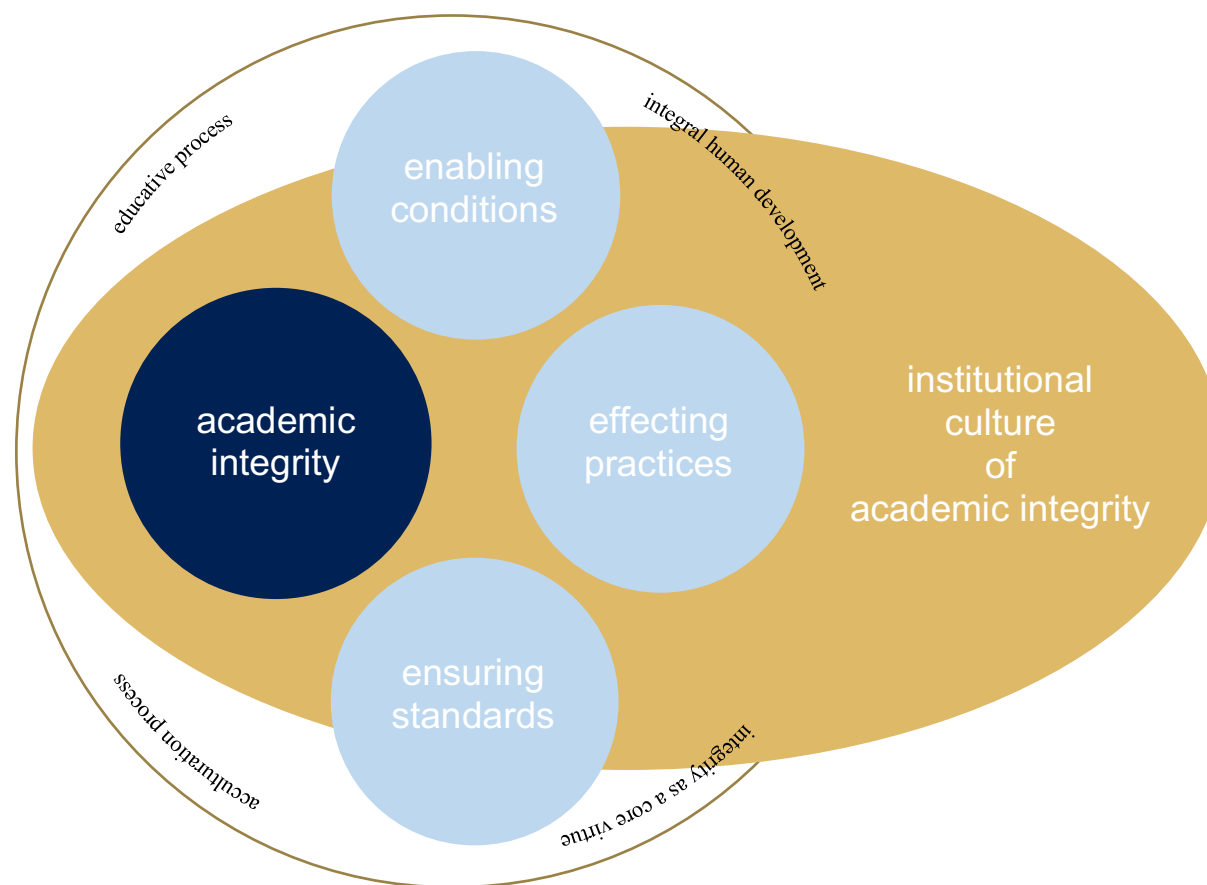
Academic Integrity Framework

Notre Dame's Academic Integrity Framework recognises that integrity is fostered and held by culture, its inherent values, philosophies and norms, its organisational structures and supports, and individual and collective actors, their practices and dispositions[33]. The framework shifts the focus from purely one of policy and procedure to a systemic educative approach[34] that considers institutional culture, context, behaviours, and risk with an emphasis on cultivating a culture of academic integrity,[15-17, ,23,35] whilst holding those who breach academic integrity to account.

Key Focus Areas

The Framework identifies three key focus dimensions: **Enabling Conditions**[21]**, Effecting Practices, and Ensuring Standards.**

Our focus dimensions aim to approach academic integrity systemically as a whole-of-institution responsibility. They encapsulate a range of strategies that combine attention to the University's Objects and the governance requirements for academic integrity, providing status and utility beyond academic integrity alone. This positioning of integrity as integral to the University and all its pursuits, broadens the meaning of integrity as cohesion and wholeness[17,21,22] and embraces both formalist and aretaic accounts of integrity[17,21,35].

For change to occur and be sustained enabling conditions are required to support effecting practices which in turn promote and ensure quality standards[19,20-22]. These three dimensions bring cohesion to our change and improvement strategies, directed towards an educative approach that contributes to elevating the student experience, the quality of learning, teaching and research, the scholarship of teaching, and the reputation of the University. This focus on an educative approach is underpinned by the Objects of the University, further enabling our students to develop strong ethical principles, contributing to the development of the whole person.

enabling conditions

integral human development

educative process

academic integrity

effecting practices

institutional culture of academic integrity

ensuring standards

acculturation process

integrity as a core virtue

Focus Area 1: enabling conditions

Both students and staff entering a university culture come with previous experiences of learning, academic practices, dispositions, expectations, and lived experiences[17,36-40]. All go through an acculturation process and require induction, training and support to adapt to rules, expectations and processes and to adopt academic integrity (in context) as a norm, and value it as integrous to academic practices[40,41]. In order to create a culture where academic integrity is highly valued the University needs to work to establish contextual and environmental conditions that enable this to happen.

enabling conditions

awareness

training

supports

caring climates

Through a whole of lifecycle approach students and staff are made aware of what academic integrity means, what it stands for and its value within the academe. Expectations that students and staff act with academic integrity in learning, assessment and research are clear. Standardised staff induction for all new staff across all schools, and departments introduces staff to the framework, policy and procedure.	Students, staff, decision makers, academic integrity officers and managers, undertake a combination of mandatory and regular contemporary and targeted training, that is sector informed and responds to risks, to enable them to act confidently and responsibly in meeting the requirements of the Regulations, Policy and Procedure. Training is accessible and follows Universal Design Principles and is written in plain and accessible English[14,28,31].	Supports are accessible and differentiated. They respond proactively to the varying degrees of preparedness and ability of our students and staff, to remove barriers by recognising the unique challenges that arise throughout student and staff lifecycles. Supports are 'caring' and respond across the spectrum of ability (e.g. physical disabilities and mental health) and to the academically, culturally and linguistically diverse backgrounds of our students and staff[28,31].	A caring climate[26] extends the University's pastoral care beyond the responsiveness of individuals to institutional care, focused on moral and educational development and a climate of psychological safety for staff and students. With the strategic ambition for widening participation and internationalisation a more proactive, systematised, and resourced approach is required, one that supports staff and shepherds students through their transition to the academe[36-40].

Enabling conditions[20] are defined as contextual and environmental factors originating at the institutional and local level that provide affordances[42,43] and promote productive interactions[20] to emerge. These conditions provide an institutional lens to respond appropriately to staff and students' preparedness[30,44].
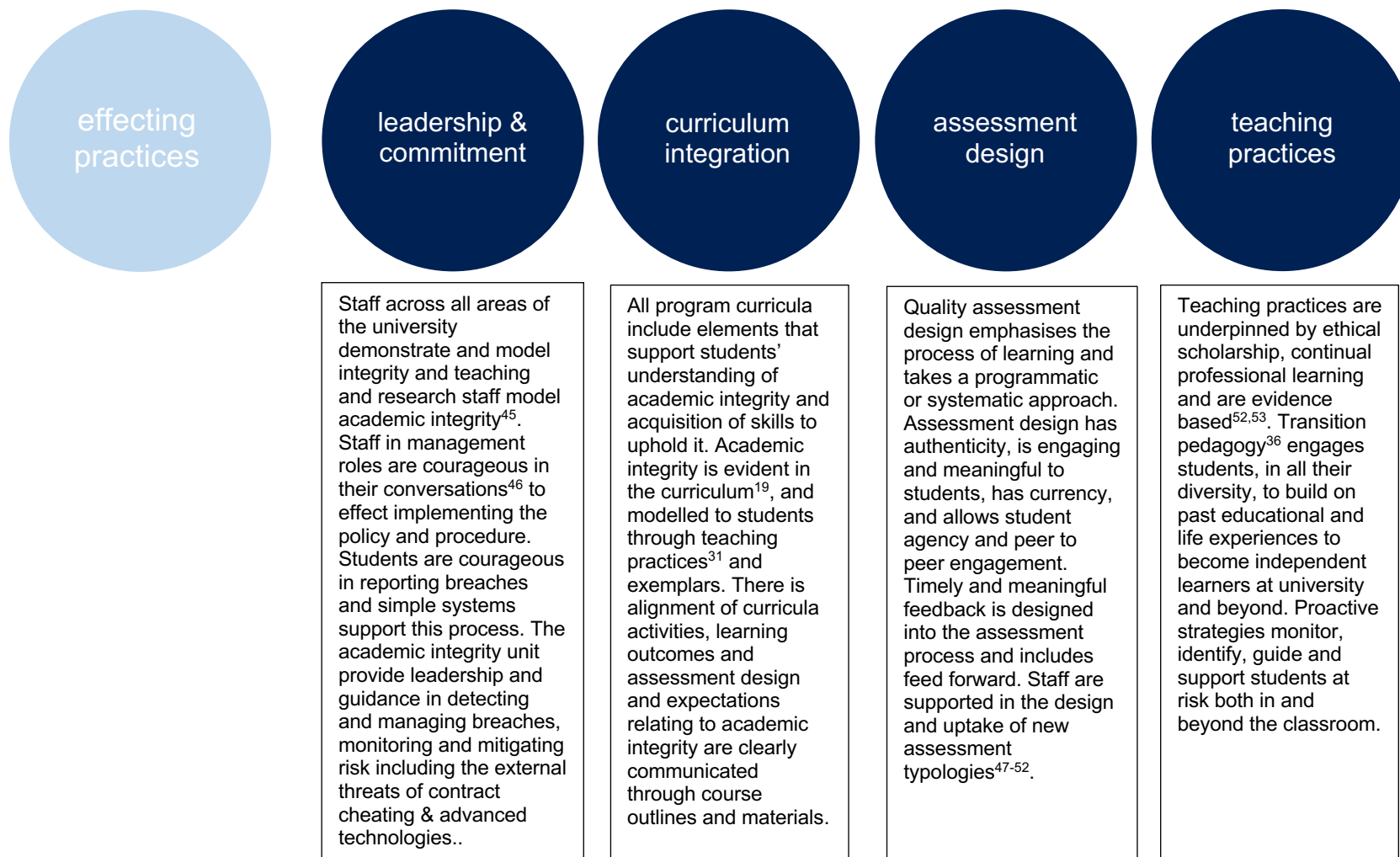
Focus Area 1: enabling conditions

Our students and staff are enabled through caring climates, where training, continual learning, and supports guide the acculturation process into the academe, its ideologies and practices. They feel connected, capable, resourceful, purposeful and have a sense of belonging[30] to a culture where integrity is highly valued.

Priority	Service Outcomes
Awareness	- There is acknowledgment of the institutional valuing of academic integrity in outward facing and internal communications (including course materials) to students, staff and to the public. - Information regarding student and staff obligations, expected standards of behaviour, disciplinary procedures, academic misconduct, and academic integrity policies are made available to students prior to accepting an offer. - A range of approaches are used to maintain awareness of academic integrity, including initiatives, events, visual communication, and campaigns. - Students are introduced to the concepts of academic integrity, academic dishonesty, academic misconduct, and its consequences, through activities held in Orientation and the early weeks of their first study session with awareness building through the duration of their studies. - Staff are made aware of academic integrity, this framework and their responsibilities, through induction. - Students and staff are aware of the supports available and academic integrity has a strong presence on the University's website. - There is transparency around the consequences of academic integrity breaches and misconduct.
Training	- Students and staff are provided a range of support activities and resources to develop their understanding and practice of academic integrity commencing in Orientation for students and at induction for staff. - Students undertake mandatory, contemporary, centrally managed mandatory online modules in their 1st Semester of study, which may be embedded in curricula, to assist them identify and avoid potential breaches, and understand the potential impact of breaches. - Mandatory training modules for students differentiated (undergrad/postgrad/research). - Staff undertake mandatory, contemporary, centrally managed online modules, continual professional learning and refresher workshops, to support, update and consolidate their understanding of academic integrity; the policy, procedure and how to implement these in practice (monitor, detect, manage, report & avoid breaches consistently and effectively). - There is specialised training for decision makers, academic integrity officers and University Discipline Committee members. - There is targeted training and mitigating strategies around emerging risks.
Supports	- Students are supported through centrally accessed support services, guidelines, academic skills workshops, one-on-one Student Success sessions, library support and University provision of third-party support platforms such as Studiosity. - Staff are supported through the Curriculum & Quality (C&Q) Academic Integrity unit, through a hub and spoke model, with guidance and support provided centrally and within each faculty. - C&Q Academic Integrity unit works with Faculty to review risks broadly (external threats) and specifically (vulnerable assessments) - C&Q Curriculum work with Faculty to review course curricula and assessments as part of the program review cycle.
Caring climates	- University culture fosters especially caring climates that promote moral development and provide psychological safety. - Student motivations, barriers, and catalysts for breaching academic integrity are identified and responded to recognising that, for the most part, breaches are unintentional and require an educative response. - Understanding student preparedness, and helping students bridge the gap and cope with challenges beyond the University. - A commitment to and support for pastoral care and student wellbeing with targeted support for equity groups and international students. - There is a University wide cohesive First Year Experience and Transition Program to support student acculturation.

Focus Area 2: effecting practices

We will need to strive for excellence in our practices to ensure that a culture of academic integrity can be sustained and prevail. In this we recognise that both students and staff have varying levels of preparedness[3] and require leadership and support to engage with academic integrity in quality curricula and assessment design, learning, teaching and research practices. This requires cycles of continuous improvement, institutional initiatives, policies and procedures for effecting practices[28].

effecting practices	leadership & commitment	curriculum integration	assessment design	teaching practices
	Staff across all areas of the university demonstrate and model integrity and teaching and research staff model academic integrity[45]. Staff in management roles are courageous in their conversations[46] to effect implementing the policy and procedure. Students are courageous in reporting breaches and simple systems support this process. The academic integrity unit provide leadership and guidance in detecting and managing breaches, monitoring and mitigating risk including the external threats of contract cheating & advanced technologies..	All program curricula include elements that support students' understanding of academic integrity and acquisition of skills to uphold it. Academic integrity is evident in the curriculum[19], and modelled to students through teaching practices[31] and exemplars. There is alignment of curricula activities, learning outcomes and assessment design and expectations relating to academic integrity are clearly communicated through course outlines and materials.	Quality assessment design emphasises the process of learning and takes a programmatic or systematic approach. Assessment design has authenticity, is engaging and meaningful to students, has currency, and allows student agency and peer to peer engagement. Timely and meaningful feedback is designed into the assessment process and includes feed forward. Staff are supported in the design and uptake of new assessment typologies[47-52].	Teaching practices are underpinned by ethical scholarship, continual professional learning and are evidence based[52,53]. Transition pedagogy[36] engages students, in all their diversity, to build on past educational and life experiences to become independent learners at university and beyond. Proactive strategies monitor, identify, guide and support students at risk both in and beyond the classroom.

Effecting practices is a deliberate proactive change process, that draws attention to attitudes, values and behaviours and requires modelling of desired outcomes, and cycles of evidence based continual improvement to embed sector informed best practices.

Focus Area 2: effecting practices

Our leaders model integrity as a core virtue and ambition for all; our students and staff. Academic integrity is understood as integrous to best practice in learning, scholarly teaching, and research[52].

Priority	Service Outcomes
Leaderships and Commitment	• From the pinnacle of University the commitment to integrity in the culture of the university is modelled by all staff and is clearly apparent in their attitudes and practices. • Integrity is spoken about and exalted as a core virtue of the University • Our executive make valuing academic integrity visible through their communications and their actions • Coordinators, academics and student leaders demonstrate their commitment to academic integrity
Curriculum integration	• Academic integrity is embedded in policies and procedures that drive curriculum design • Activities support the development of students' capability to act with academic integrity in their learning, assessments and research • Curriculum design adopts contemporary and authentic approaches to exemplifying academic integrity • The program review process requires and supports the integration of academic integrity into the curriculum • Excellence in best integration of academic integrity in curriculum design is rewarded through awards.
Assessment Design	• Academic integrity is embedded in policies and procedures that drive assessment design • Assessment design is programmatic or systematic, focused on assurance of learning and understood as a mechanism to both promote integrity and mitigate breaches • Assessment design takes an authentic approach and is both diverse and fit for purpose • Guidelines and exemplars support the development and adoption of best practice assessment design • Assessment practices around exam security, invigilation and proctoring are consistent and reliable • There are assessment refresh cycles on a semester basis to address assessment security and improve mitigation strategies • There are assessment review and refresh cycles and clinics in response to identified risks and policy change • Excellence in best practice in assessment design for academic integrity and assessment security is rewarded through awards.
Teaching Practices	• Academic integrity is embedded in policies and procedures that drive teaching practices, the scholarship of teaching and learning, research supervision and continuing professional learning • Staff are well prepared to explain the expectations for academic integrity and support students to develop understanding how to achieve these • Transition pedagogy[36] supports students who are transitioning into first year in all levels of study (e.g. bachelor, honours, graduate certificate/diploma, masters and doctorate) • Teaching presence engages and connects with students • There is adequate space in the curriculum for student support and quality feedback • Excellence in best practice in teacher support for academic integrity is rewarded though awards.

Focus Area 3: ensuring standards

We will work to improve our systems and processes to ensure the highest standards of academic integrity governance are met and sustained.

ensuring standards

governance

responsibilities

systems

accountability

governance	responsibilities	systems	accountability
Academic Council and its subcommittees ensure that the occurrence and nature of misconduct and breaches of academic integrity are recorded, & monitored and that action is taken to address the underlying causes to mitigate risk. Governance instruments and systems ensure robust oversight of academic integrity with regular analysis, reporting and review. Policies and procedures support the protection of academic integrity and evolve and respond to risks including technological risk.	The University as an institution is responsible for meeting the Higher Education Standard Framework (refer Appendix A) and providing the support and resources to do so. Central support units are responsible for providing specialised support and guidance to staff and students. Staff and students understand their responsibilities and feel capable to act on them and access supports if needed. Breaches are managed, at all levels, effectively and consistently.	Systems are in place to assist in the identification, reporting, determination, recording and monitoring of academic breaches including but not limited to moderation, similarity detection software, proctoring / invigilation and assessment security. Academic breaches are systematically reported to Quality Committee & Academic Council. There are systematic comprehensive program review cycles that inform continuous improvement of curriculum practices.	The University is responsible for holding those who breach academic integrity to account, with the consequences of breaching academic integrity clearly stated. Students and staff are accountable for their decisions and actions to uphold academic integrity in congruence with the University's policies and procedures. The University must communicate institutional expectations, values and beliefs consistently, cohesively and effectively.

The Higher Education Standards Framework sets out expectations in relation to ensuring quality standards with specific requirements relating to academic integrity (refer Appendix A). The Tertiary Educations Quality Standards Agency has expectations for how these standards are upheld and provide guidelines on achieving this.

Focus Area 3: ensuring standards

Our policies and procedures are accessible, clearly detail expectations, and responsibilities, and take an educative approach, through efficacious processes which are supported by streamlined systems.

Priority	Service Outcomes
governance	• Academic integrity requirements are incorporated consistently across related policies and procedures (such as assessment & research). • The University Policy Framework provides flexibility for updating of Policy and Procedure to respond in a timely manner to immediate risks. • Policy and Procedure are accessible, take an educative approach, clearly outline responsibilities, provide sufficient detail regarding what constitutes a breach and the associated penalties, set out requirements for privacy, a process of natural justice, the processes for detecting, reporting, processing, recording breaches, support available for students and staff and there are systems and resources in place to support these[54]. • The Procedure can be operationalised consistently, is nuanced to cohort size and disciplinary contexts, whilst remaining fair and protecting the privacy of students. • Policy and Procedure are reviewed regularly, including sector benchmarking, and updated to respond to shifts in the academic integrity landscape.
Responsibility	• The University is responsible for academic integrity institutionally and supports staff and students to be aware, capable and responsible for acting with academic integrity. • Academic and support staff model academic integrity and educate and guide students to develop the skills needed to achieve it. • Staff in management and coordination roles have courageous conversations with staff around compliance. • Staff are responsible for reporting breaches, even when unintentional.
systems & processes	• Systems are standardised, cohesive and consistent in their application. • Systems are in place for recording and reporting completion of mandatory training. • Systems are in place for detecting academic integrity breaches (such as proctoring, Turnitin Similarity/Authorship/AI) • There are centrally managed systems for monitoring, reporting and recording breaches in courses and across programs, semester to semester and annually, including referral and remediation support processes. • There is consistent data for quality analysis and identification of risks and trends. • There are systems that make academic breaches visible to the university community (whilst securing privacy) • Where possible systems are automated to improve their efficacy.
accountability	• A charter or honour code is developed by staff and students, led by students through the National Student Board. • An academic integrity statement or pledge forms part of assessment submission and examinations. • Staff are held accountable for noncompliance with the policy and procedure. • Students are held accountable for breaches and penalties consider preparedness, intentionality and extent of advantage.

Implementation

Institutionalising Academic Integrity: A Whole-of-University Approach

We recognise that neither a focus on policy and procedure, nor on culture alone, is enough. A process of institutionalisation[22] is required for academic integrity to be held as a core virtue of the University community. A process that integrates academic integrity into the institutions messaging, routines, processes, and structures, to its mission, to become a stable norm in learning, teaching and research conduct[22]. Our aspiration is for academic integrity to be charged with meaning and esteem, a means for personal satisfaction or aspiration, a signifier of respect, achievement and professionalism[55], giving those who value it a sense of citizenship aligned to being part of the academe.

Implementing and operationalising the Academic Integrity Framework is a shared responsibility of Faculties, Schools, and specialist units across the University. The objectives in each of the key focus areas in the Academic Integrity Framework need to be symbiotic with existing and future frameworks, policies and procedures within the Learning and Teaching portfolio and beyond. Alignment and integration of the framework needs to be mapped across initiatives, articulated into activity plans to guide initiatives and practices across the University. A non-linear four-stage approach is proposed, acknowledging that some stages are already in process.

Stage 1 Recognition & Commitment

Identification of the issues, unmet needs or gaps in the expectations verses implementation of policy and procedure.

Stage 2 Response Generation

Development of responses to remediate the issues, unmet needs and gaps and a series of success measures and indicators of institutionalisation are identified; for example academic integrity is integrated into routines, processes, structures, informs aspects of learning and teaching practices, curriculum and assessment and is perceived as a cultural norm amongst students and staff.

Stage 3 Response Implementation

The initial cycle of this stage sees implementation of responses on a trial basis, where the framework is integrated into standard operating procedures however with the view to review its success over the life of this framework with built in evaluation cycles for adjustment and improvement.

Stage 4 – Institutionalisation, Monitoring and Improvement

Institutionalisation is gauged and monitored, as to the success of the framework and its component parts.

Pendulum monitoring

Within any culture there is the propensity for change to reverse if not anchored, visible, valued and supported[22] therefore the framework needs to account for and address regression and its constituent parts, which requires structural support, resources, monitoring and continuous improvement to flex and counteract the 'pendulum effect' (Bertram-Gallant). To counter the backward pendulum effect, C&Q and Faculty leadership should act as catalysts for continued faculty dialogue on the relationships of teaching and research, teaching strategies, assessment and student success, teaching as scholarship. (Academic) Integrity is featured in strategic plans, executive discussion, reward and recognition of staff and students[22].

Coordination and Next Steps

The Academic Integrity Framework provides a coordinated and meaningful structure to connect the University community in a systemised and meaningful way to uphold academic integrity at the heart of its mission and support its members to achieve it in action.

Enabling Conditions	Due
Online presence	Development Q3&4 2023
Web presence to make academic integrity visible to students, the University and the broader community Online site for the academic community to enable staff to implement the policy and procedure, access current literature, tools and guides and engage in best practices	Implementation Q1-2 2024
Awareness and Training	Development Q3 2022- Q2 2024
Activities in O Week to raise awareness and introduce students to academic integrity and general expectations and supports available. Staff induction across all schools will include academic integrity introductory module. Differentiated mandatory training modules for students (undergrad/postgrad/research), academic teaching staff and administration staff who support the academic breaches process will be designed and implemented. Specialist training for staff in decision making positions and members of the University Disciplinary Committee. Remediation training and support will be established with Student Success and through a Remediation Module	Implementation Q1 2023 – Q3 2024
Supports	Development Q3 2023-Q2 2024
Resources are available to support students develop academic skills including, writing and referencing skills, searching for and evaluating sources Staff are available to support students beyond the classroom, including library staff and Student Success, through workshops and one-on-one sessions There are a range of guides and resources available to staff, support for developing and sustaining communities of practice	Implementation Q4 2023 – Q4 2024
First Year Supports	
A first-year experience programme is established and works with the Retention and Success, and Equity frameworks to recognise and support the needs of our students (Time management support, study tools, support for research methods, finding resources, PASS, Studiosity)	
Caring Climates	
Proactive support and current resources are available to students and staff across the university	
Effecting Practices	
Curriculum, Assessment and Transition Pedagogy	Development Q3 2023 – Q2 2024
Review of assessment to ensure programmatic/systematic approaches to assurance of learning across the curriculum and develop an action plan to support the implementation of this framework, informed by TEQSA's guiding principles for Assessment reform for the age of artificial intelligence (teqsa.gov.au)	Implementation Q3 2024 – Q4 2026
Ensuring Standards	
C&Q Academic Integrity Unit	Establishment Q1-Q2 2023
In accordance with the recommendations of the EY (Ernst & Young) Benchmarking report 2022, an Academic Integrity Unit is being established. This unit will have a hub and spoke structure, with a Manager Academic Integrity and Faculty Academic Integrity Officers in each Faculty, providing both central and local support and guidance. The unit will also monitor risks, internal and external, and advise on mitigating strategies and best practice.	Operationalised Q3 2023
Systems	Development
There is a centrally managed system for monitoring, recording, analysing and reporting on breaches The central register has consistently categorised entries to provide quality data for analysis Notification of breaches is systematised through standard templates and processes Where possible, processes are automated to improve their efficacy	Implementation
Continuous Improvement	Development
Curriculum, assessment, teaching, are reviewed for structures and practices to support academic integrity, as required by policies and procedures Academic integrity policy procedure and their operationalisation, are reviewed as required by policies and procedures	Implementation

Impact (this section is being addressed during consultation)

What will have changed and how will we know?

- *There is a commitment to academic integrity,*
- *Students and staff feel empowered,*
- *Integral Human development explicitly supports the framework,*
- *Collaboration and cocreation support the development of shared understandings,*
- *There is a collective wisdom (practical and moral) regarding academic integrity with strong partnerships across the university,*
- *Systems, processes and cycles of review and improvement focus on people first through support, education, and remediation.*
- *Integrity is visible through the words and actions of our leaders and our academic community,*
- *Quality Reporting across all areas of academic integrity is consistent,*
- *There is a whole of student life cycle and staff continuous learning approach to promoting, supporting and upholding academic integrity,*
- *Completion of training – staff and students aware, capable, confident; 100% completion rate and increase in early completion rate,*
- *Communication plans and strategies, for implementation and ongoing to support the framework,*
- *Remediation to further support students adopt best practices in achieving academic integrity,*
- *Reduction or no % increase in overall cases – once baseline established,*
- *Risk is identified and addressed through reporting, clinics and reviews (courses and or individual assessments representing risk)*
- *Impending external risks are identified and addressed,*
- *Cyclic reviews of the framework and its constituent parts, promote continuous improvement*
- *Academic integrity is integrated in assessments and curriculum supporting students' development,*
- *Students and staff have a shared understanding and valuing of academic integrity,*
- *The management of academic integrity is coordinated and systematised across the university,*
- *The beliefs, values and behavioural norms associated with academic integrity are embedded in the culture of the University (practices, processes, attitudes).*

A continuum toward institutionalisation of a culture of academic integrity			
Lack of supports No visibility	Low socialisation low supports Low visibility	High socialisation High supports High visibility	Academic Integrity enculturated, institutionalised
Students unaware	Students aware but not compliant	Students aware & generally compliant	Students invested
Staff unaware	Staff aware but not compliant	Staff aware & generally compliant	Staff Invested
Lack of preparedness	General awareness of change and import but not detailed understanding of expectations	Cohesive awareness, expectations generally understood, however, resistance of particular actors; value state not reached	Academic Integrity intrinsically valued and codified into practices

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Appendix A

TEQSA considers the Threshold Standards in the context of academic and research integrity, most notably:

Part A: Standards for HE Providers	Key considerations
1.2.2(b): Credit through Recognition of Prior Learning (RPL)	• Granting credit through RPL is subject to maintaining the learning outcomes and integrity of the course of study.
1.3: Orientation and Progression	• Information about key procedures and policies are provided to students during orientation. Including those relating to academic research integrity, student grievances and complaints procedures.
2.4.3: Student grievances and complaints	• There are policies and procedures for delivering timely resolution of complaints and appeals against academic decisions, including those about breaches of integrity.
4.1.1(a-e): Research Policy Framework	• There is a research and research training policy framework consistent with the principles outlined in the Australian Code for the Responsible Conduct of Research 2018
4.2.1(a, b, e, g): Research Training Policy Framework	• Research students participate in an induction which includes an explanation of responsibilities for upholding research integrity to help them avoid breaches.
4.2.4: Research Training Induction	

5.2.1-4: Academic and Research Integrity	• There are policies and procedures for promoting and upholding academic and research integrity and addressing misconduct and allegations of misconduct
	• Responsible staff are also trained to identify potential academic integrity breaches and take appropriate action
	• Preventative action is taken to mitigate foreseeable risks and prevent recurrences of breaches
	• Students are provided with guidance on:
	  – what constitutes academic or research misconduct
	  – the development of good practices in maintaining academic and research integrity.
	• Academic and research integrity is maintained in arrangements with other parties involved in the delivery of higher education and research.

5.3: Monitoring Review and Improvement	• Comprehensive reviews of courses take place to ensure learning outcomes and teaching methods consider emerging trends and developments in the field of education and associated risks. This includes technological developments such as Artificial Intelligence (AI). • Regular interim monitoring takes place to evaluate and guide course improvements to mitigate potential risks to the quality of the education provided.
6.2.1(j): Corporate Monitoring and Accountability	• The occurrence and nature of breaches of academic or research integrity are monitored, reported and action is taken to address underlying causes
6.3.2(d): Academic Governance	• Robust oversight of academic and research integrity, including monitoring of potential risks.
7.2.2(c, d): Information for Prospective and Current Students	• Information regarding student obligations, expected standards of behaviour, disciplinary procedures, academic misconduct, and academic integrity policies are made available to students prior to accepting an offer, • Information systems and records are maintained securely and confidentially, as necessary to prevent unauthorised or fraudulent access to information. Process and procedures are in place to document and record responses to allegations and breaches of academic or research integrity.
7.3.3(b, c): Information Management	
Part B: Criteria for HE Providers	**Key considerations**
B2.5 Criteria for Seeking Self-Accrediting Authority (SAA)	• Providers seeking unlimited SAA must demonstrate mature and advanced processes for the maintenance of academic integrity across at least three (2-digit) fields of education.

Appendix A
Higher Education Standards Framework

TEQSA Higher Education Standards Framework - Checklist	Evidence	Fully Implemented	In process of implementation	Planned, not yet implemented	Not yet planned	Comments
Section 5.2 Academic and Research Integrity						
a) Policies that promote and uphold academic integrity and procedures which address allegations of misconduct	Yes	✓				
b) Actions to mitigate foreseeable risks	Yes		✓	✓		
c) Guidance and training on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity, and	Yes		✓	✓		
d) ensure that academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education						
Section 6.2 Corporate Monitoring						
e) Governing body of a provider is required to ensure that the occurrence and nature of misconduct and breaches of academic or research integrity are monitored, and that action is taken to address underlying causes (Standard 6.2.1j)			✓			Annual academic integrity report to November meeting of Board of Directors; regular updates to ARC and Board by Deputy Vice Chancellor Learning and Teaching and Head Curriculum and Quality.
Section 6.3 Academic Governance						
f) Governing academic bodies maintain oversight of academic and research integrity, including the monitoring of potential risks (Standard 6.3.2d).	Yes	✓	✓			Annual academic integrity report to Academic Council; regular updates via DVCLT.
Section 7.2 Information for Current and Prospective Students						
g) Information on and expectations of academic integrity are available to students before their acceptance of an offer (Standard 7.2.2d)			✓			Offer letters should include notice regarding mandatory modules; further just-in-time guidance for students to be developed
Section 7.3 Information Management						
h) Unauthorised / fraudulent access to private or sensitive information is prevented including information where unauthorised access may compromise academic integrity (Standard 7.3.3b).			✓			
i) Responses to allegations of misconduct and breaches of academic integrity are documented and recorded for analysis and identifying recurrences.	Yes	✓				Consistency of documentation and records requires further improvement.
j) Outcomes for breaches are fair and proportional across the Institution			✓			

Appendix A
Strategies Pulse Check

Culture Strategies for sustaining a culture of academic integrity (TEQSA (Tertiary Education Quality and Standards Agency) adapted by Bretag)	Evidence	Fully Implemented	In process of implementation	Planned, not yet implemented	Not yet planned	Comments
There is a **top-level strategic commitment** to academic integrity **consistently made visible to staff and students**	No		✓			*The commitment is not made visible, particularly to students*
The culture of the institution **encourages and supports all staff to take responsibility** for detecting and reporting on breaches			✓			
Specific staff have responsibility for analysing and determining the consequences **for more serious breaches**, built into position description	Yes	✓	✓			*Faculty Academic Integrity Officers in place in two of three Faculties, with responsibility for analysing more serious breaches. HoS and UDC have responsibility for determining consequences as per regulations, policy and procedure.*
Staff have access to (**checklists or rubric**s) **guidelines, examples and resources** to guide in detecting breaches	Yes		✓			*Further work is needed in this area to provide staff with greater clarity and confidence*
Students have access to (**checklists or rubrics) guidelines, examples and resources** to guide in maintaining academic integrity				✓		
Research training includes support for academic integrity				✓		
Students have input into engagement and promotion of strategies for academic integrity, **including student training and assessment strategies, and codes of conduct.**				✓		*Students consulted in development of Framework via Student Board. Students have opportunity to comment on mandatory training via discussion board and these comments will inform next iteration of training. Student's contributed to AI Forum and will co-design student charter/honour code.*
Academic integrity is designed into the **curriculum** and addressed in subject materials for all courses				✓		
Assessment design includes consideration of academic integrity risks, **and incorporates mitigation strategies** regardless of task type or delivery mode				✓		*Academic integrity addressed in draft new program and course approval templates*
Policies, procedures and systems relating to academic integrity are **reviewed regularly and can respond reflexively to risk**	Yes	✓				
Assessment innovations and **curriculum review processes** include consideration of academic integrity, **respond to risks, and incorporate current sector best practice**	Yes		✓			*Academic integrity address in CPR self-assessment report template*
Agile response processes to mitigate risk, particularly relating to identification of assessment vulnerability, review, and redesign.			✓			
Policies and procedures are well written, clear, accessible, achievable, and take an educative approach			✓			
Policies and procedures are supported through staff structures and dedicated roles, resources, training, continuous professional learning			✓			
Breaches of academic integrity are transparent and made visible (where ethical) to staff and students				✓		

Appendix B

Correlations between student motivations/catalysts for breaching academic integrity, students at risk and counteracting affordances of authentic assessment and potential benefits of AI supports.

Academic Integrity motivators / contributors for breaches	Authentic Assessment Aligned benefits	Retention Supporting at risk students	AI Potential benefits
Disconnection between course / field and assessment design	Have perceived value and represent a worthwhile discipline relevant and interesting challenge for students	create sense of purpose	AI literacy in preparation for life and work
Dissatisfaction with learning and teaching environment	Enable dialogic relationships between students & teachers	builds a sense of belonging; dialogic relationship builds connectedness & culture, and requires personal investment	provide additional support, 'tutoring' feedback
Invigilated Exams or assessments with Short turnaround time	Are completed over extended time with work in progress milestones	Milestones help monitor progress Also, opportunity to identify students at risk and provide redirection	support time management & support course management & organisation
Challenges with language	Provide multimodal means for communication, build language skills across (writing, reading, listening, speaking)	builds capability and resourcefulness through the need to use language across multiple modalities and helps build connections with others through collaboration	translate texts correct grammar provide feedback on writing
Perception that there are lots of opportunities to cheat	Personalised and contextual nature brings meaning and intrinsic motivation	culture, valuing integrity and professionalism	mitigate opportunities to cheat by incorporating deliberate, transparent AI use enable improved student outcomes
Knowledge & skills gaps	Feedback and scaffolding are central Builds competencies Involves peer to peer learning	culture & resourcefulness; knowing how things are done and what to do when you do not know	identify misconceptions and errors, summarise a topic or question(s) responses,
Competing priorities (time management)	Completed over a realistic period of time and can include milestones, or be progression based	sense of capability	create workplans personal assistants can provide reminders wellbeing bots can provide emotional support (in an AI way)
Performance pressure	Encourage reflexivity, and develop students' judgement regarding their own work and the work of others (evaluative judgement)	sense of agency and improved outcomes	enable efficiencies in some areas of the learning process and production of learning artefacts
Other barriers to learning	Allows choice, voice and autonomy to accommodate personalized and differentiated processes and outcomes	methods, modalities, tools can be varied to address Universal Design for Learning (UDL) and other barriers to learning including time and access to resources	address some barriers to support UDL, manage time and access and manage resources