

University Wide Academic Integrity Engagement Strategy

See List of “Academic Integrity Officers” at the end of the document

Purpose:
 The purpose of this University-wide Academic Integrity Engagement Strategy summary is to bring together all the resources and expectations across the university aligned to academic integrity. This summary provides a summary for the university, staff, and student expectations.

| Purpose | University Resources | Strategy | Key Stakeholders Responsible |
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| Inform staff of responsibilities | <ul style="list-style-type: none"> • Academic Integrity Procedure • Student Misconduct Procedure <p>Note: There are key additional guidelines in both procedures that assist in interpretation. This includes:</p> <ul style="list-style-type: none"> • Academic Misconduct Determination Guidelines and • Artificial Intelligence Guidelines | <ol style="list-style-type: none"> 1. FedNews/FedEngage posts aligned to building awareness 2. Request Directors, Learning and Teaching and Academic Integrity Officers to send reminders of these university-wide documents at the Institute level. 3. Regular communication with the Partner providers specific to the university-wide academic integrity strategy and expected training requirements | <ol style="list-style-type: none"> 1. Chair, Learning and Teaching Quality Committee (LTQC) 2. Directors, Learning and Teaching 3. Dean, Global Professional School |
| Staff awareness | <ul style="list-style-type: none"> • Academic Integrity: Uni-wide webpage • Enrol in the Workday Training module “Supporting academic integrity in all that we do” • Moodle embedding Professional Learning Module (PLM) for Partner Provider staff: PLM203: Promoting student academic integrity: Link • PLM401: Academic integrity in selection of teaching resource: Link | <ol style="list-style-type: none"> 1. People and Culture (P&C) are in the process of making the Academic Integrity Workday Module “Supporting academic integrity in all that we do” mandatory and reportable annually to the Learning and Teaching Quality Committee. 2. Staff take ownership of their professional development and explore the university page aligned to Academic Integrity: Uni-wide webpage 3. Partner Provider staff can access | <ol style="list-style-type: none"> 1. Both academic and professional staff; P&C Director, Chair, LTQC 2. Both academic and professional staff 3. Partner Provider academic and professional staff |

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| | | Moodle Professional Learning Module (PLM) | |
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| <p>Training for Academic Integrity Officers</p> | <ul style="list-style-type: none"> Workday training module specific for Academic Integrity Officers (AIO) - Enrol in the 'Academic Integrity Officer: Roles and responsibilities' module. | <ol style="list-style-type: none"> Ensure all Academic Integrity Officers are aware of the "Academic Integrity Officer – Roles and Responsibilities" Guidelines Ensure all Academic Integrity Officers completed the Workday training module | <ol style="list-style-type: none"> Academic Integrity Officers Director, Academic Operations; Chair, LTQC |
| <p>Sharing best practice including emergent issues and building current awareness</p> | <ul style="list-style-type: none"> Academic Integrity Forum - Feb 13 (2023) Forum: Link | <ol style="list-style-type: none"> Community of Practice (Academic Integrity Forum) sharing sessions (at least 3 sessions total in the year – open to all university staff) Institute local Community of Practice events | <ol style="list-style-type: none"> Joint stakeholders work together to coordinate best practice event. This could include Library key stakeholders (Copyright Coordinator, Academic Integrity Officer (Library), Institute stakeholders, members of the central learning and teaching departments (HE/VET) and the Global Professional School Co-ordinated by Directors, Learning and Teaching |
| <p>Institute trends and patterns</p> | <ul style="list-style-type: none"> Central data services to collate Annual Academic Misconduct Summary Trend Reports (Excel spreadsheet) with Institutes | <ol style="list-style-type: none"> These Trend Reports will be shared with Directors, Learning and Teaching, Discipline Leads and the Learning and Teaching Quality Committee. Post the dissemination of the Trend Report, the Director, Learning and Teaching will work with Discipline Leads to complete the response document and highlight strategies to address academic misconduct trends. | <ol style="list-style-type: none"> Central data services and Chair, LTQC Director, Learning and Teaching report to the next LTQC. |
| <p>Student awareness</p> | <ul style="list-style-type: none"> Academic Integrity: Uni-wide webpage | <ol style="list-style-type: none"> Students can familiarize themselves with the Academic Integrity website and associated support services | <ol style="list-style-type: none"> All students |

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| | <ul style="list-style-type: none"> Academic Induction Module (AIM) aligned to target audience | <ol style="list-style-type: none"> The AIM is now embedded in moodle as part of assessment completion. All students can access this self-paced training module. Student Experience and Administration Services (SEAS) stakeholder to lead a communications/education campaign to students Annual reporting of student AIM completion | <ol style="list-style-type: none"> Unit Coordinators and Dean, Graduate Research School (and nominees) ensure that the AIM is scaffolded within the learning process. Coordinator, Student Communications (SEAS). A campaign to be co-developed in consultation with Subject Matter Expert [Helen Heawood, Copyright Coordinator and Academic Integrity Officer (Library)] FDL Business Analysts to report to Chair, LTQC |
| Curriculum best practice | <ul style="list-style-type: none"> Refer to the Higher Education Assessment Procedure (AG1254) The Peer Review and Benchmarking Manual has a Part A (Framework) and Part B (Work Instructions) that outline the underpinning components and benefits of engaging with systematic peer review and bench marking opportunities towards excellence. Staff Sharepoint BLTP Staff Sharepoint MoA | <ol style="list-style-type: none"> Direct staff to the Unit Quality Assurance Metrics including the BOLD Learning and Teaching Practice (BLTP), Moderation of Assessment (MoA) and Unit Description Peer Review. | <ol style="list-style-type: none"> Staff responsible for planning curriculum enhancements aligned to assessment practices and academic integrity. Annual reporting on percentage targets at LTQC lead by Chair, LTQC. |

For further information, please contact Chair, Learning and Teaching Quality Committee

Academic Integrity Officers (As of 1ST August, 2024)

Institute of Education, Arts and Community (IEAC)

- Catherine Oxworth
- Melania Pantelich
- Kristen Davis
- Anthony Pearce
- Agli V

Institute of Innovation, Science and Sustainability (IISS)

- Craig Hurley
- Scott Nankervis
- Samudra Jayasekera
- Dengsheng Zhang

Institute of Health and Wellbeing (IHW)

- Louise Allen
- Dean Whitehead
- Elissa Dabkowski
- Ryan Worn

For an updated list, please also contact your Director, Learning and Teaching

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