SOUTHERN ACADEMY OF HIGHER EDUCATION

Southern Academy of Higher Education (SAHE)

Academic Integrity Policy

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1. Policy Statement

Southern Academy of Higher Education ('SAHE' or 'the Academy') Academic Integrity Policy ('the Policy') has been developed to communicate the importance of academic integrity and related principles to students and staff. This Policy provides a framework detailing the expectations of academic standards and the management of knowledge and skills development in academic integrity. It outlines that failure to maintain academic integrity is considered academic misconduct and details how this will be monitored across all academic activities at the Academy.

1.1 Background

a. SAHE Governing Council and the Academic Board consider academic integrity vital to students' overall learning. SAHE aims to provide students with early opportunities to learn about the importance of academic integrity and how to adhere to policies and procedures related to it.

b. This Policy and its related procedures have been designed to provide information and training about academic and non-academic misconduct and set the expectations regarding desirable behaviours. It provides the framework for identifying, investigating, and resolving cases. This is of importance for both students and staff.

1.2 Definitions

For definitions, please refer to the '*Dictionary of Terms*'.

2. Scope

This Policy applies to all staff and students at SAHE.

3. Policy Principles

3.1 Principles of Academic Integrity

a. SAHE is committed to providing a conducive learning environment

b. This Policy will be applied at all steps of the learning process and in the achievement of learning outcomes for students. It requires students and staff to maintain academic integrity in all learning, teaching, and academic activities.

c. SAHE offers guidance and assistance to students, to ensure that they recognise the need to uphold academic integrity and are aware that failure to maintain academic integrity constitutes academic misconduct.

d. All students will be required to complete a mandatory non assessed academic integrity training module during the Orientation or at the start of their study at SAHE. This will be revisited by all students at the beginning of each new 12 month-long study cycle.

e. Breaches of academic integrity will be monitored and recorded, and reviews will be used to develop and amend relevant policies and procedures.

f. SAHE provides opportunities for students and staff who make an accusation of academic misconduct or against whom an allegation is made, to formally present their case in accordance with this Policy.

g. No individual will be discriminated against or victimised as a consequence of raising an allegation in good faith.

h. In supporting students to develop academic integrity and writing and to avoid reoccurrence, SAHE will monitor and manage academic misconduct consistently and transparently.

3.2 Values of Academic Integrity

SAHE will ensure the policy principles support the institutional values of academic integrity.

a. Honesty –demonstrating and upholding the highest integrity in all academic work and not representing the work of others as your own
b. Trust –demonstrating fairness and reliability in the teaching and learning environment.
c. Responsibility –articulating the collective and individual obligations that underpin a transparent and holistic approach to academic integrity
d. Fairness –establishing clear and transparent expectations, standards, and practices to support equality and impartiality in the interactions of students and staff of the Academy.
e. Respect –appreciating diversity, recognising difference of opinion and the importance of listening to understand.

3.3 Responsibilities

a. Staff Responsibilities
   i. SAHE staff are expected to lead, model and display the highest standard of academic integrity and honesty.
   ii. Teaching staff must teach and inform students that it is each student's responsibility to uphold the principles of academic integrity and to develop and submit all work in accordance with this Policy.
   iii. SAHE staff are expected to be fair, consistent, transparent, and timely in their dealings with students in managing academic integrity matters.

b. Student Responsibilities
   i. Students must be aware of and understand the principles of academic integrity.
   ii. Students are required to ensure the integrity of their own work and should seek guidance from their lecturer/tutor to avoid committing plagiarism.
   iii. Students must take reasonable steps to prevent their own work from being copied by other students.
   iv. Students must comply with instructions for assessment tasks and demonstrate academic integrity in accordance with this Policy.

4. Academic Misconduct

'Academic misconduct' is gaining or attempting to gain, or helping others to gain or attempt to gain, an unfair academic advantage in formal an assessment, or any activity likely to undermine the integrity essential to scholarship and research. It includes plagiarism, contract cheating and being in possession of unauthorised materials or electronic devices during an examination, including recording or communication devices or devices that can store data, even where students are unaware that such materials or devices are unauthorised, have no intention of using them, or are unaware that they have them in their possession.

5. Types of Academic Misconduct

Misconduct	**Definition**
a. Inappropriate Inducement	Any offer to exchange favours or benefits of any kind, not just money, for unmerited academic advantage is a breach of academic integrity. Inappropriate inducement may include inducements offered for:

	i. obtaining an offer of admission or an offer of advanced standing to a unit; ii. the granting of a particular grade level in an assessment task or a unit overall; iii. any other matter that would give an unearned academic advantage to a student.
b. Collusion	A form of cheating which occurs when a student dishonestly works with other students (contrary to the instructions of the Academy) in order to gain an advantage in the completion of an assessment task.
c. Contract Cheating	When a student engages or attempts to engage a third party to complete all or any part of a task such as an essay or an assessment. Third parties who are engaged to produce work may include: i. essay writing services; ii. private tutors; iii. partners, friends or family; iv. other students; v. any other person or service.
d. Examination Cheating	The academic offence of cheating in an examination is committed when a student: i. deliberately acquires advance knowledge of the detailed content of the examination; ii. copies from the exam paper of another student; iii. allows another student to copy from their exam paper; iv. obtains any other assistance from another student; or v. uses or has access to unauthorised material.
e. Falsification of Information	Any attempt to present fictitious or distorted data, evidence, references, citations, and/or to knowingly make use of such material. Falsifying information may include when a student: i. provides incorrect or misleading statements about their academic qualifications, results, or history; ii. distorts data (including statistical data) in an assessment response to support an argument; or iii. invents or distorts arguments, whether represented as direct quotations or not, ascribed to other individuals.
f. Plagiarism	Any attempt to represent other people's work or ideas as one's own without appropriate referencing or acknowledgement. Plagiarism may include when a student or staff member:

	i. copies from a book, journal, website or any other source without appropriate references and use of quotation marks; ii. switches words in a copied text with synonyms; iii. paraphrases without acknowledgement; iv. incorrectly identifies quotations; or v. self-plagiarism i.e. reusing one's work which has been previously submitted.

6. Categorisation of Academic Misconduct

Instances of student academic misconduct in assessment work and examinations are categorised based on the seriousness of the breach of academic integrity as follows:

Category 1	A first-time minor offence or unintentional misconduct that may include but is not limited to: *a.* acts of plagiarism such as poor referencing or paraphrasing and/or copying and pasting text without citing sources; *b.* acts of collusion that do not appear to be intentional or deliberate; and *c.* any other misconduct that SAHE deems as a minor breach of academic integrity.
Category 2	A moderate breach includes but is not limited to the following: *a.* repeat occurence of Category 1; *b.* referencing/citation errors made after the first year of study; *c.* where the breach has a moderate effect on the assessment task; *d.* students working in a group for individual assessment tasks; e. self-plagiarism or recycling of one's own work.
Category 3	Major academic misconduct may include but is not limited to: *a.* repeat occurrence of Category 2; *b.* act of copying or attempting to copy from another student in an examination; *c.* act of importing any prohibited material inside the examination room; *d.* act of falsifying information

	e. contract cheating such as the theft or purchase of essays and other assessment tasks. The above forms of academic integrity breach will be treated as academic misconduct in all instances.

7. Educative Approach to Academic Integrity

a. Students undertaking a program at SAHE are required to complete an Academic Integrity training module during the Orientation or at the start of their study at SAHE and at the beginning of each new 12 month-long study cycle.
b. SAHE students are responsible to familiarise themselves with the academic integrity rules, so the student does not make simple and honest mistakes.
c. SAHE enables students to learn about the academic integrity standardards by providing educational support, information resources and through regular communication.
d. SAHE Handbook and website is available to support student learning about academic integrity (i.e. assessment submission declaration and instruction, unit moodle sites, unit description and learning material)
e. Students will be provided information about academic integrity standards relevant to their course and units by their lecturer, teacher or trainer.
f. SAHE students are required to attend a session with a Learning Support Manager or to participate in a tutorial or online tutorial regarding plagiarism and referencing.

8. Academic Misconduct Prevention

a. SAHE academic staff advise students about Turnitin in each unit. Turnitin teaches students by highlighting the amount of academic content that matches with other people's intellectual property in a particular piece of academic writing.
b. SAHE requires students to submit their assessment through Turnitin to hone understanding and enhance academic writing skills.
c. SAHE takes an educative approach to prevention by sharing with students de-identified past breaches and how those breaches were penalised.
d. SAHE encourages students to report breaches of academic integrity by their peers.
e. SAHE requires students to sign a declaration and validate that they have read, understood, and complied with the *Academic Integrity Policy*.

9. Procedures for Managing Academic Misconduct

When an allegation of a breach of academic integrity has been made, the staff member must report the allegation to the Program Manager by completing the Academic *Misconduct Report Form* that outlines the timing, nature and evidence of the alleged misconduct.

a. All academic misconduct allegations will be included in the *Academic Misconduct Register (AMR)* which is managed and monitored by the Dean.
b. The Program Manager will determine whether the incident is a Category 1, Category 2 or Category 3 breach of academic integrity.

c. Students alleged to have breached academic integrity are informed in writing of the nature of the breach by the Program Manager. The student is referred to this Policy (Section – Responding to Academic Misconduct) for further details on possible penalties that may apply if the allegations are substantiated
d. An AMR is to be completed and submitted to the relevant Program Manager with supporting evidence within 24 hours of student notification.
e. The Program Manager will review the *Academic Misconduct Report Form* and provide an opportunity for the student to respond within 5 days from the date of communication as part of the process of establishing student intention and culpability. Those students who wish to dispute the alleged misconduct will normally meet with the Program Manager to review available evidence within the allowed timeframe.
f. If the student fails to respond to allegations of academic misconduct within 5 days, the Program Manager will enact a fair decision.
g. Where academic misconduct is established, the Program Manager will action the penalty in accordance with Section 5 of this Policy.
h. All decisions will be entered in the AMR
i. The Program Manager will issue a letter of an outcome on all decisions of misconduct to students communicating the nature of the misconduct and the penalty applied and informing the student that the misconduct has been recorded in the AMR.
j. All students will be informed of their right to appeal decisions on academic misconduct within 5 days of notification using the process outlined in the *Student Grievance Management Policy*.
k. An annual report of all misconduct allegations recorded in the AMR will be presented to Academic Board for review, monitoring and consideration of any necessary changes to policy or practice.

10. Responding to Academic Misconduct

10.1 Educative Response

Where a case of student academic misconduct falls under Category 1, remedial actions that are educational in intent and designed to prevent further academic misconduct by the particular student will be imposed. This may include;

a. repeating the academic integrity training module offered by the Academy;
b. providing verbal or written feedback to the student;
c. providing the student with examples of plagiarised and non-plagiarised texts to assist them in understanding the difference.
d. providing the opportunity to redo and resubmit the assessment in question.

10.2 Penalties

Category 2 breach is treated as moderate academic misconduct and one of the following penalties apply:

a. imposing additional, equivalent assessment task/s by a specified date in which case the only grade or mark for the assessment task will be Pass (50%);
b. a penalty of 20% of total available marks will be applied;
c. a fail grade awarded to the assessment.

10.3 Punitive Response

Category 3 breaches of academic integrity are deemed serious misconduct and one of the following penalties is applied:

a. a zero mark for the assessment item will be awarded;

b. in more serious academic misconduct, the Program Manager may award zero marks for the unit, leading to a fail grade for the unit;
c. termination of the student's enrolment in the program and exclusion of the student from the Academy for a period of up to two semesters from the date of termination;
d. in repeated cases of misconduct, the penalty may result in permanent exclusion and, in the case of an international student, the cancellation of the student's Confirmation of Enrolment (CoE).

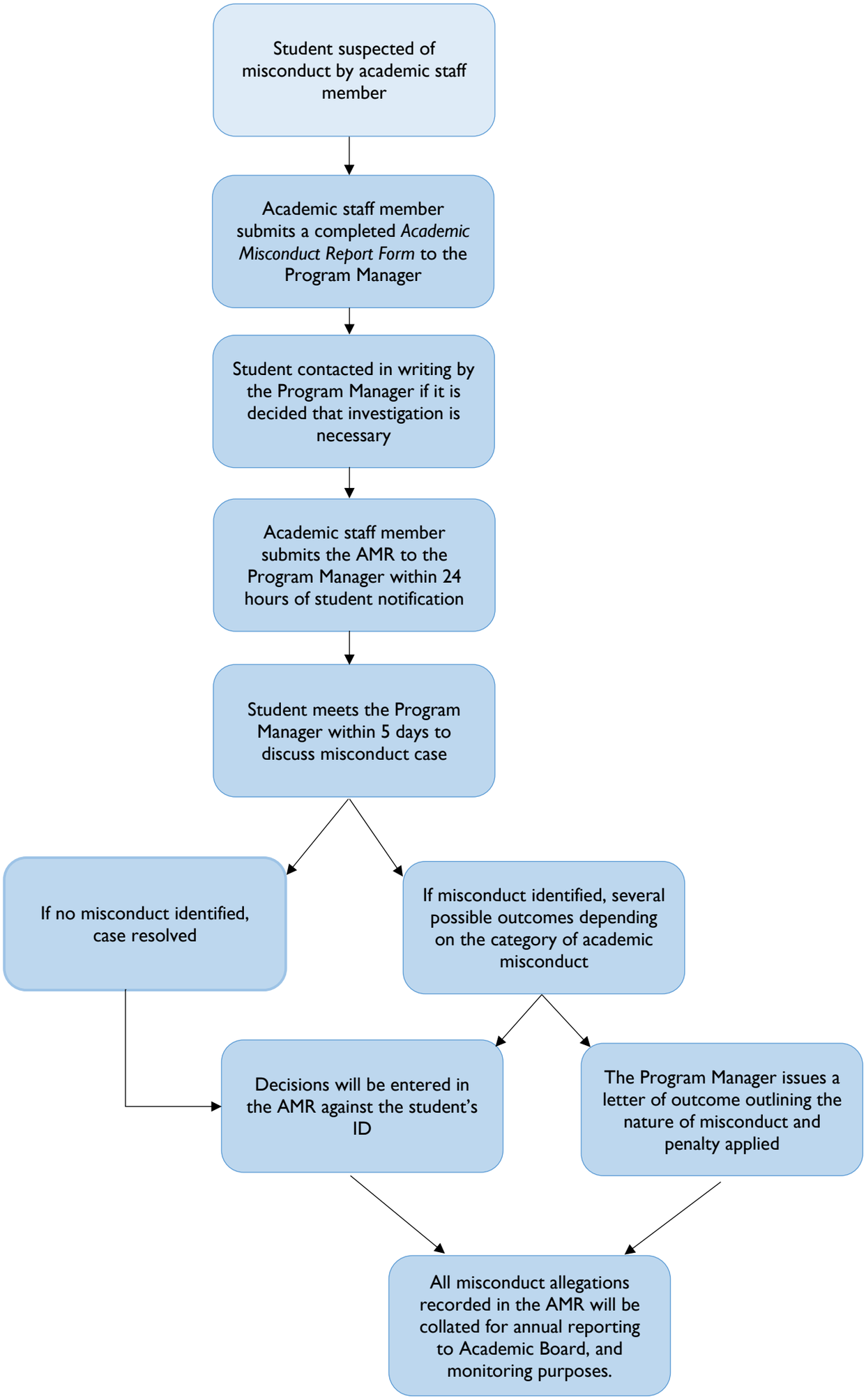
11. Monitoring and Review

a. SAHE will record all allegations of misconduct and breaches of academic integrity in the *Academic Misconduct Register (AMR)* in accordance with the requirements of the Higher Education Threshold Standards 2021 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018.
b. A report will be produced each semester by the Executive Management Team for submission to the Risk Management Committee and the Academic Board. The report will include:
    i. a summary of allegations of misconduct and breaches of academic integrity received during the previous semester and an analysis of trends;
    ii. information on the quality and timeliness of allegations of misconduct and breaches of academic integrity complaint handling;
    iii. identification of serious systemic issues;
    iv. information concerning procedural or other changes that may have been made in response to allegations of misconduct and breaches of academic integrity complaints.
c. The Risk Management Committee will review the report submitted by the Executive Management Team in a timely manner to investigate the complaints, identify its cause and contributing factors, and develop recommendations to prevent a recurrence.
d. Following recommendations of the corrective actions by the Risk Management Committee in consultation with the Academic Board, the report will be submitted to the Governing Council.
e. The Governing Council will monitor and oversee the implementation of the corrective actions outlines in the report by the Risk Management Committee.
f. The Governing Council will determine the need for a review of the relevant policies, plans and procedures to ensure necessary actions are taken.
g. The Governing Council will review this Policy in accordance with the Policy Documents Review Schedule, and/or following the receipt of a Report, or at any other time as it deems necessary.

12. Appeals

A student may appeal against a decision made under this Policy. The grounds for appeal are that the decision is inconsistent with this Policy. Appeals will be considered in accordance with the Academy's *Student Grievance Management Policy*.

Appendix 1: Academic Misconduct Procedures



Appendix 11: Academic Misconduct Register

Student Name	Student ID	SAHE Unit of Study	Academic Misconduct	Response

Version Control

Version	v1.2
Review	The Academic Board will review this Policy in accordance with the Southern Academy of Higher Education *Policy Documents Review Schedule*.
Approving Body	Academic Board
Approval and Effective Date	1 December 2022
Policy Custodian	Dean
Policy Contact	Dean
Higher Education Standards Frameworks (Threshold Standard) 2021 (Cth)	B1.1 "Higher Education Provider" Category Standard 3.1, ss 2 Standard 3.2, ss 1, 3 Standard 4.1, ss 2 Standard 4.2, ss 2 Standard 5.2, ss 1 – 4 Standard 6.1, ss 4 Standard 6.2; ss 1 Standard 6.3; ss 3 Standard 7.2; ss 2 Standard 7.3; ss 3
Benchmarking Institutes	University of Southern Queensland The University of Adelaide Macquarie University The University of Melbourne Charles Sturt University University of the Sunshine Coast Victoria University Flinders University Deakin University

Related Document	Dictionary of Terms Ethics Clearance Policy Teaching and Learning Plan Intellectual Property Policy Student Code of Conduct Student Grievance Management Policy
Related Legislations	Higher Education Standards Framework (Threshold Standards) 2021 (Cth)