Approach: Academic integrity is viewed as an educative process and appears in the introductory material to provide a context for the policy. There is a clear statement of purpose and values with a coherent institutional commitment to academic integrity through all aspects of the policy.

Example 3: Victoria University's "Academic Honesty and Preventing Plagiarism Policy" has a preamble to the core values. The policy principles of respect, honesty, fairness, trust and responsibility are prefaced by a statement of the educational and reputational context for the policy and provide an excellent foundation for discussing academic integrity.

Victoria University

1. **CONTEXT**
   Academic integrity and honesty are fundamental to the work of the University in advancing the histories of individuals and communities. Ethical and honest behaviour is integral to maintaining the academic standing of Victoria University's qualifications. The University requires that all its staff and students behave according to high standards of academic honesty in any assessment, research and publications in which they engage. This policy reflects the vigilance of Victoria University in curbing the incidence of plagiarism and providing clear and fair procedures for managing this.

2. **DEFINITIONS**

   2.1 Academic apprenticeship
   Every first year course includes a period of 'academic apprenticeship' for students in transition to tertiary study, introducing them into the conventions and language of academic writing as these apply to that unit of study. Typically, an Academic apprenticeship will provide students with practical exercises designed to:
   - develop language skills in a subject area. This can involve tasks requiring students to synthesise ideas from different reading materials relevant to that subject area and to present these in written form using the appropriate referencing system;
   - clarify referencing requirements;
   - clarify what things should be quoted;
   - teach them how to summarise;
   - introduce students to the requirements and expectations arising under this policy. For example, it is expected that students will be able to access Acknowledgement/Referencing/Plagiarism workshops and/or on-line support.

     The practical nature of these exercises dictates that this work is commenced at the beginning of a course, and reinforced throughout the course to nurture the development of their academic language

   2.2 Academic integrity
   This comprises important values that shape the work of the University in teaching, research and engagement. These are:
   - **Respect** for the participatory nature of learning and the work and perspectives of others;
   - **Honesty** so that commitment is given to acknowledging the work and ideas of others that is built upon;

- **Fairness** through realistic assessment expectations and clear standards that are applied fairly;
- **Trust** so that there is confidence in people and in services that enable students to achieve to the best of their abilities; and
- **Responsibility** because every person at the University has a duty to maintain academic integrity.

Source: http://wcf.vu.edu.au/governancepolicy/PDF/POA040915000.PDF

Acknowledgement:

This content is an extract from the following resource:

Academic Integrity Standards Project (AISP): Aligning Policy and Practice in Australian Universities (2012). *Elements of exemplary academic integrity policy*, Office for Learning and Teaching Priority Project 2010-2012, http://www.aisp.apfei.edu.au/content/exemplary-elements-policy, p.4.