



Project Roundtable Brisbane, 28 February – 1 March 2013

Framework for sharing best practice: Presentation guidelines

Dear Presenter,

Thank you for showcasing the practical implementation details which demonstrate the efficacy of your academic integrity policy in your specific context. In addition to the immediate dissemination to roundtable participants, the project team will analyse videos of your presentations with the purpose of adapting current best practices for three identified student groups: International English as an Additional Language (EAL) students, ‘educationally less prepared’ students, and Higher Degree by Research (HDR) students.

This project responds to the findings of Bretag et al (2011)¹ on exemplary academic integrity policy. The five core elements of exemplary academic integrity policy identified were Access, Approach, Responsibility, Detail and Support, with no element given priority over another. The purpose of the policy should be to develop shared values with all stakeholders based on a genuine and coherent commitment to academic integrity.

We therefore ask that your presentation on your institution’s academic integrity practices uses the ‘five core elements’ explicated on page 2 as the framework for discussion.

¹ Bretag, T., Mahmud, S., Wallace, M., Walker, R., James, C., Green, M., East, J., McGowan, U. and Partridge, L. (2011). Core elements of exemplary academic integrity policy in Australian higher education. *International Journal for Educational Integrity*, 7, no.2: 3-12, <http://www.ojs.unisa.edu.au/index.php/IJEI/article/viewFile/759/574> [retrieved 29 September 2012].



From Bretag et al 2011

Access: The policy is easy to locate, easy to read, well written, clear and concise. The policy uses comprehensible language, logical headings, provides links to relevant resources and the entire policy is downloadable as in an easy to print and read document.

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 genuine and coherent institutional commitment to academic integrity through all aspects of the policy.

Responsibility: The policy has a clear outline of responsibilities for all relevant stakeholders, including university management, academic and professional staff, and students.

Support: Systems are in place to enable implementation of the academic integrity policy including procedures, resources, modules, training, seminars, and professional development activities to facilitate staff and student awareness and understanding of policy.

Detail: Processes are detailed with a clear list of objective outcomes, and the contextual factors relevant to academic integrity breach decisions are outlined. The policy provides a detailed description of a range of academic integrity breaches and explains those breaches using easy to understand classifications or levels of severity. Extensive but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process.