



QIBT: Contextualising Core Elements of Exemplary Academic Integrity Policy

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Aims

As an EAIP team member, and the one person on the project team representing a private HE provider, I hope to provide you all with a little bit of an insight into the private / pathway HE provider context (however we are all quite different).

This insight might:

- Inform deliberations and discussions across the two days of the Roundtable.
- Contribute in a small way to recommendations around embedding and extending exemplary academic integrity policy and support frameworks across the *wider* Australian higher education sector (e.g. *universities; public and private, non-university HE providers*).

QIBT is part of the Navitas Group

Navitas:

- » Partners with 18 public universities
- » Colleges in Australia, UK, Canada, USA, Africa
- » Affiliated Colleges in Sri Lanka and Indonesia
- » Largest provider of university pathway programs in Australia



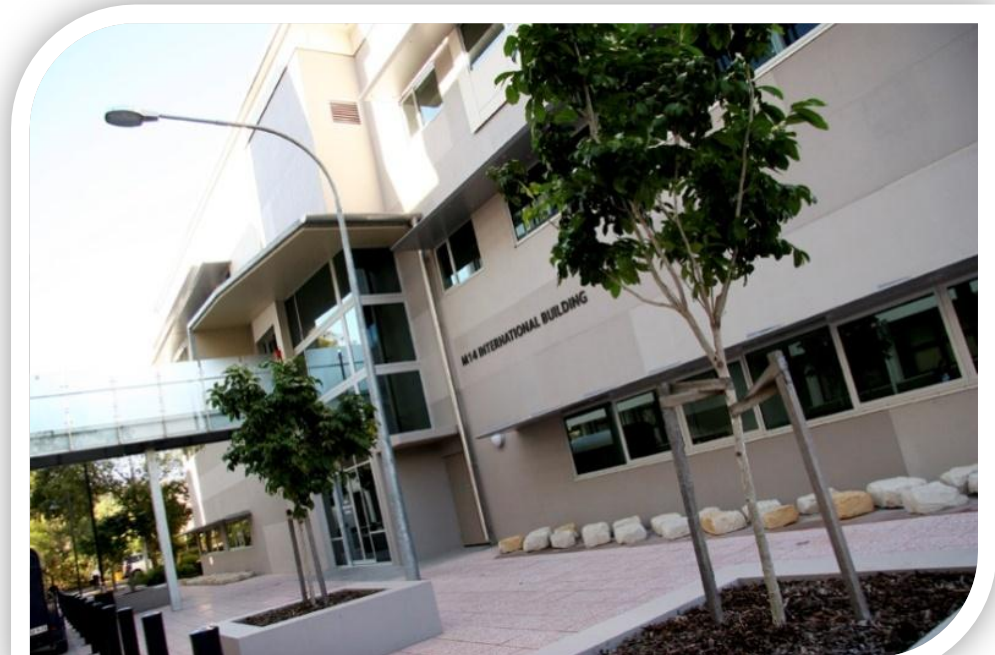


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OF MANITOBA

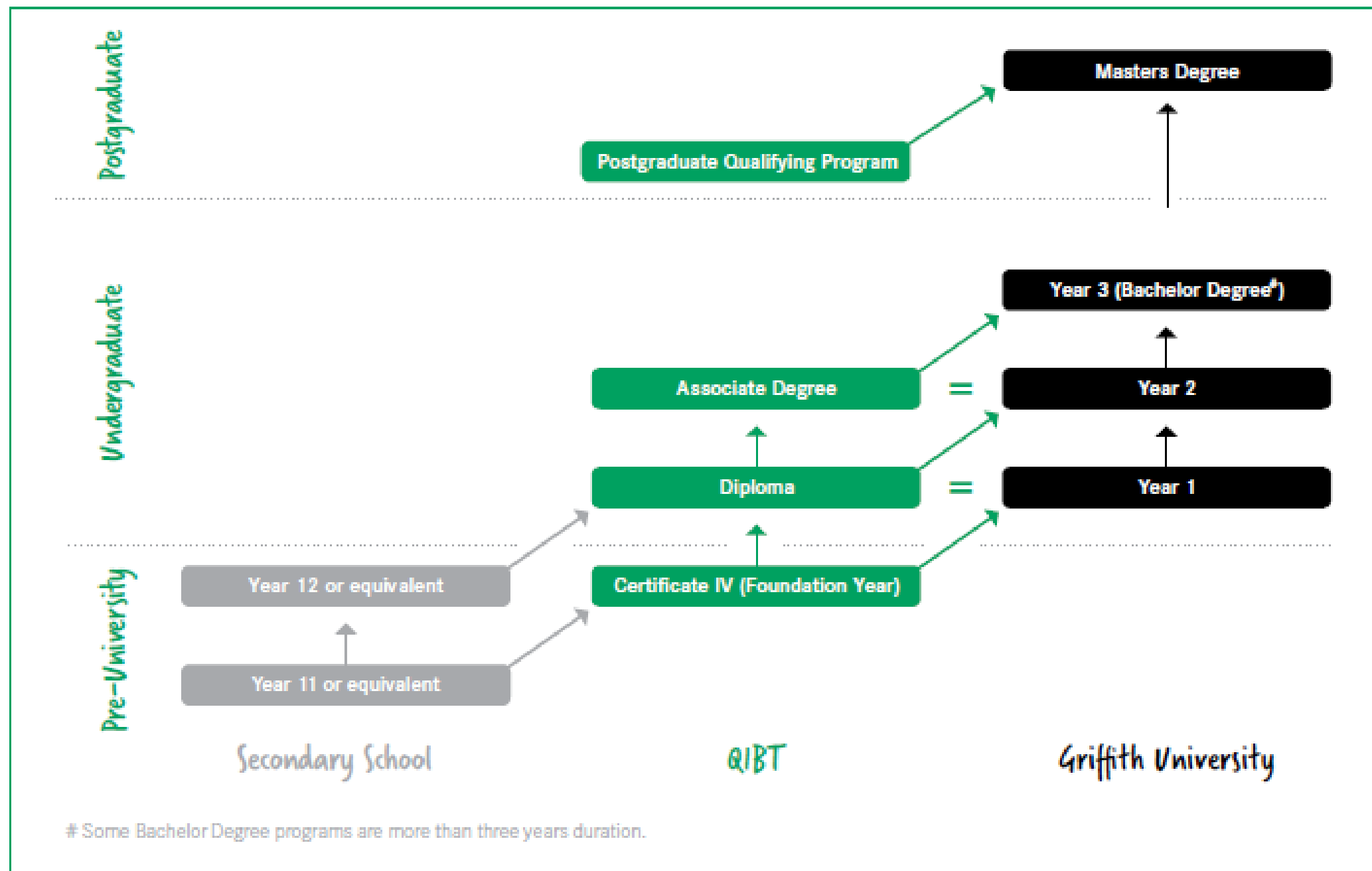


QIBT

- » Established public/private partnership with Griffith University in 1997.
- » Located on Griffith University's Mt Gravatt (1997) and Gold Coast campus (2012).
- » 1600 students from over 52 countries.
- » 70% international, 30% domestic.
- » Teaching, not research institution.



Pathways to Griffith University



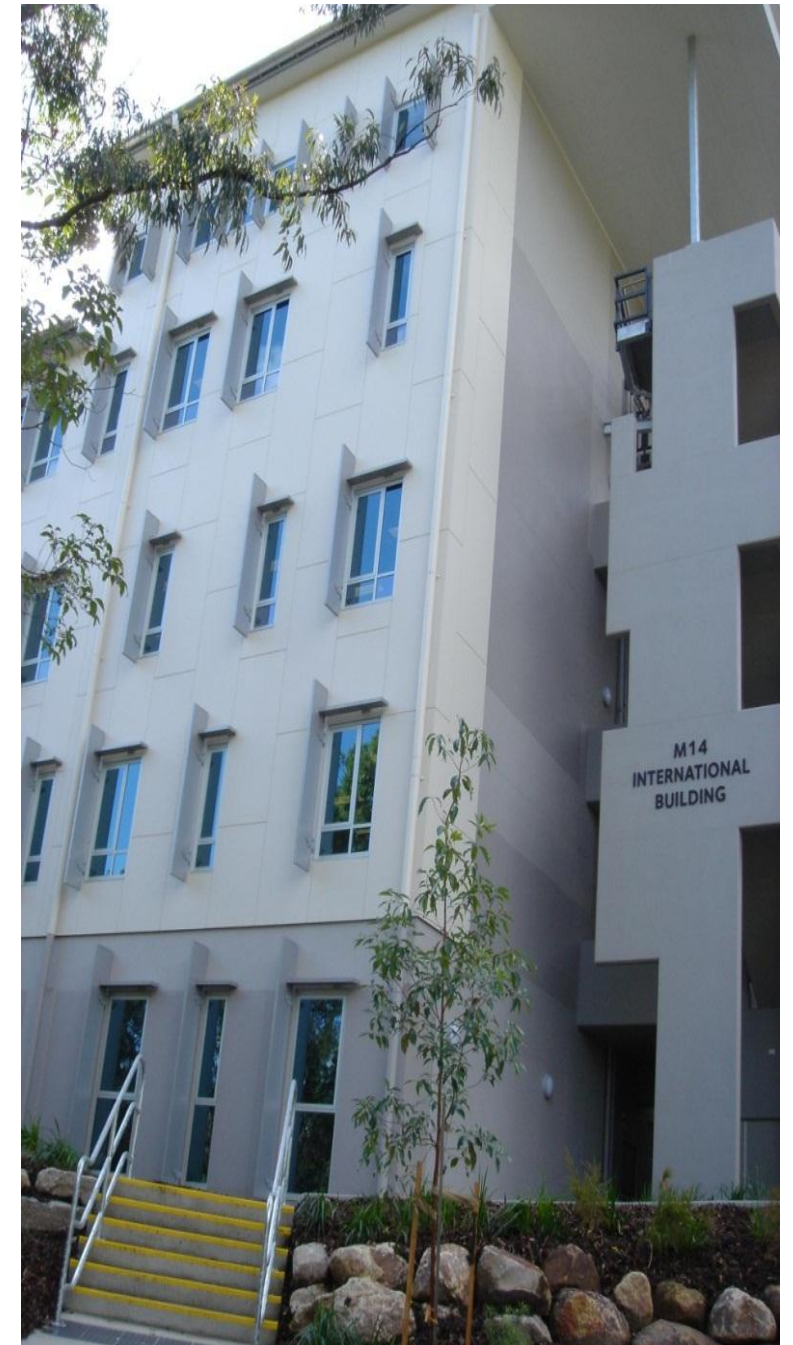
Pathway Concept

- » Provides opportunities for those seeking pathway to university studies:
 - » English as additional language students (EAL)
 - » “educationally less prepared students” (ELP)
- » QIBT courses (subjects) equivalent to the Griffith University courses.
- » Smaller classes supportive environment more contact hoursfocus on academic literacy.... early intervention for “at-risk” students... English language enhancement etc
- » Guaranteed direct entry to second year of relevant degree on achievement of relevant GPA.



QIBT Programs

- » Certificate IV in Tertiary Preparation Program
- » Diplomas:
 - Biosciences
 - Commerce
 - Criminology & Criminal Justice
 - Engineering
 - Graphic Design
 - Health Care
 - Health Sciences
 - Hotel Management
 - Information Technology
 - Media and Communication
- » Associate Degree in Commerce and Business
- » Postgraduate Qualifying Program



Academic Support Systems

Development of academic skills for university study:

- ✓ *analytical and critical thinking, problem solving, research, academic writing, referencing, grammar, group-work and presentation skills.*

Peer Assisted Learning (PAL) Program

- ✓ *high performing students provide course specific assistance.*

Early intervention if student results indicate difficulties.

Discipline specific language development embedded in courses.

In-class learning support:

- ✓ *study skills, time management, assignment writing, exam techniques, academic integrity.*

On-line learning support

- ✓ *note taking, oral presentations, problem solving, essay writing.*

Language Development Program:

- ✓ *reading, writing, listening, speaking, grammar.*

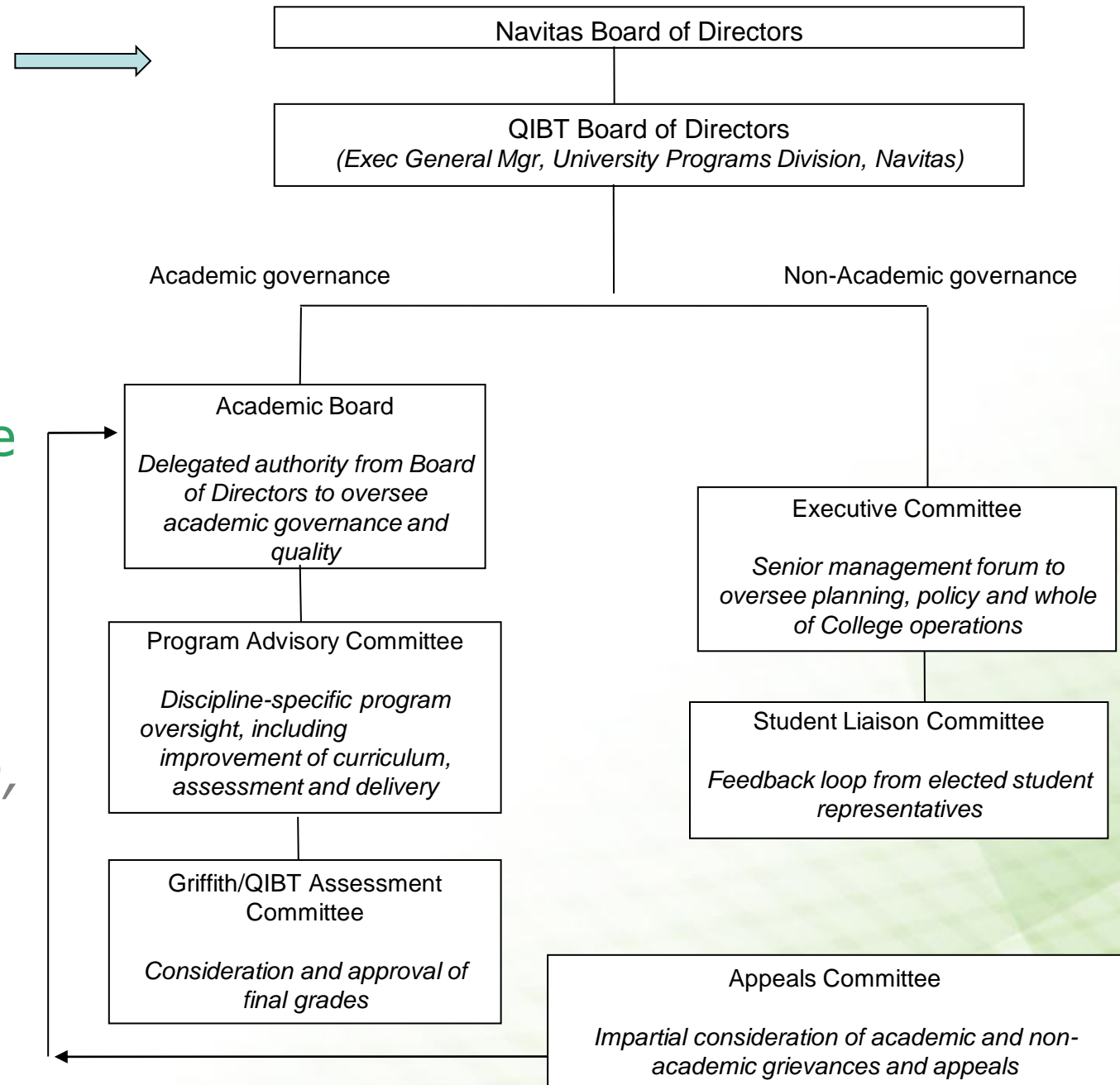
Accessible individual face to face, and online learning assistance.

External Quality Assurance

- **Higher Education Provider** *(Federal, DIISRTE)*
 - *Allows QIBT to offer FEE-HELP for Australian students.*
 - *Leads to 5 yearly Tertiary Education Quality Standards Agency (TEQSA) audit.*
- **Non-Self Accrediting Institution** *(Federal, TEQSA)*
 - *5 yearly registration of the College as a whole*
 - *5 yearly re-accreditation of each program*
 - *Annual reporting of entire College operations to ensure continued compliance*
 - *State authority governed by national regulatory framework*
 - *Pre-approval of major changes and new programs*
- **International Education Provider** *(Federal, CRICOS)*
 - *5 yearly registration of the College as a whole.*
 - *Governed by the Education Services for Overseas Students Act 2000 (and associated regulatory frameworks such as "The National Code").*
 - *Pre-approval of major changes and new programs.*
- **NVT ASX Listed**
 - *Risk audits, disclosures.*

Internal Academic Quality Assurance

- Internal Committee structure
- Teacher and Course Evaluations
- Course Review Working Group
- Annual Casual Staff Performance Reviews
- University moderation and benchmarking:
 - ✓ *Course outlines (learning outcomes; content; assessment), final exam papers, marking schemes, exam scripts, distribution of grades.*
 - ❖ *NVT benchmarking*





Contextualising Core Elements of Exemplary Academic Integrity Policy

Access - Policy



Available within the QIBT Policy and Procedures Library on our institutional website (print friendly format available).

Links to (between):

- ✓ Conduct During Exam Policy
- ✓ Staff Code of Conduct Policy
- ✓ Turn-it-in Software Use Policy
- ✓ Academic Misconduct Form (reporting a breach)
- ✓ Student Complaints and Appeals Policy
- ✓ Assessment Policy

Possible improvements: question as to whether there needs to be links to student and staff support documents (e.g. resources) currently housed within student portal (e.g. flow charts etc).

Question: internal vs external stakeholder access?

Approach



APPROACH is *educative and supportive*.

Understand our students needs:

- ✓ EAL and ELP (majority)
 - *Very* unfamiliar with academic protocols and culture
 - Facing learning challenges of one kind or another
 - Facing personal and cultural challenges
 - Financial stress and family pressure
 - Few support mechanisms outside of the College

We start from the premise that students come to their study *intending* to conduct themselves in an honest and ethical manner, and on this basis we consider their year with us is an academic *apprenticeship*.

Approach – Policy



Principles and objectives

“The approach taken by the College to academic integrity is one that is *appropriate to a learning organisation*; as such its primary aim is to *educate students about the expected conventions* for academic writing and the appropriate use and acknowledgement of all forms of intellectual material, including authorship. *Honesty, trust, respect, fairness and responsibility are the core values that underpin the learning aims around academic integrity at the College*”.

Responsibility - Policy



“... *all members* of the teaching and learning environment are *responsible* for the promotion and protection of academic integrity”.

“The *College Assessment Committee*, or a member there of (usually the relevant Program Convenor), is responsible for deciding on action to be taken on an allegation of academic misconduct ...”.

“In fulfilling its commitment to promoting and maintaining the highest standards of integrity, the College, with the *cooperation of all members* of the teaching and learning environment, *will ensure* that...”.

“*College Program Convenors* are *responsible* for ensuring that best practice in academic integrity issues are circulated amongst staff and students and for administering the Academic Integrity Policy”.

Possible improvements: “AUQA finds that QIBT has sound processes for reducing and managing academic misconduct among students. As an improvement, AUQA suggests to QIBT that more than one staff member should be involved in the initial determination of the action to be taken when academic misconduct is suspected (QIBT AUQA Report 2011 p.24).

Detail- Policy

Processes are detailed with outcomes, and the contextual factors relevant to academic integrity breach decisions outlined.

Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process.

Descriptions provided for *types of breaches*.

Possible *penalties* outlined.

Process for dealing with breaches outlined.

Appeal process advised.

Possible improvements:

- Levels of severity linked to penalty and context
- Reporting
- Confidentiality



Support - Policy



Enabling strategies that enact the policy: procedures, resources, modules, training, seminars, professional development activities.

“primary aim is to **educate students**”

“commitment to **promoting and maintaining the highest standards of integrity**”

“**Resources** are available to **assist students**”

“**Resources** are available to **support academic staff** in teaching students the skills of summarising and paraphrasing, critical thinking, analysis and the development of an argument, data collection, analysis and interpretation, referencing and citation”

“**Access** to plagiarism/collusion **detection software**”

“central **repository** of web-based **resources**”

“Academic Advisors of the College are available to assist students”

Approach in Practice

Education & Support

- ✓ Orientation Presentations: compulsory sessions (all students)
- ✓ Productive diagnostic writing piece in week one (all students):
 - ✓ informs streaming into free academic language courses; outcomes linked to weight bearing course
- ✓ Free on-line English diagnostic quiz
- ✓ Brief overview of academic integrity policy in Course Outlines (profiles)
- ✓ Accessible academic and welfare support staff and workshops.
- ✓ PALS – advice on 'how to avoid plagiarism' (intentional & unintentional); lunchtime open sessions.

Education & Support

- ✓ **Weight bearing core course in all programs:** Academic & Professional Skills Development (APSD); tailored textbook.
 - **AUQA Commendation:** *AQUA commends QIBT for the development and implementation of the Academic and Professional Skills course, which provides students with a firm foundation for their future learning (QIBT AUQA Report 2011 p.21).*
- ✓ **Discipline specific academic language support embedded in courses** (progressively being rolled out across programs)
- ✓ **Staff Induction & Orientation:** policy and procedure (Roles and Responsibilities)
- ✓ **Assessment Integrity (design & development):** re-use expectations; assessment design workshops and individual consultation.

Education & Support

- ✓ **Text matching software (e.g. Turn-it-in) used for education and detection:** student & staff guides to use; in class instruction, early access to assignment guidelines and Turn-it-in site for self-diagnosis and editing of drafts.
- ✓ **Staff Development sessions:** APSD course, use of text-matching software, academic integrity policy and processes.
- ✓ **Early intervention for 'at-risk' students:** monitor attendance and outcomes; 'at-risk register'.
- ✓ **Staff support re breach process:** escalation process; student re-submission options.
- ✓ **Reporting:** Course Review Working Group; Program Advisory Committees, and Academic Board (numbers and types of breaches per semester per course, nature of assessment piece, penalties).

Constraints, Challenges & Opportunities

– one size won't fit all; need flexible approach to support.

•Resourcing:

- Size of institution (available funds)
- Expertise
- Nature of academic staff appointments/employment
- Stakeholder access – public (web) vs institutional (portal)

•Support and linkages

- Networks
- Partnerships

•Governance structures

- Size of institution
- Expertise

•Place and stage of development in sector:

- Aust education export industry
- Nature of regulation
- Bradley Review
- Competitive advantage
- Aust HE sector reputation

HE PROVIDER ANALYSIS: Snap Shot

Karen van Haeringen

- 116 Higher Education Providers that are not universities (non-self accrediting) identified through the TEQSA website
- 46 had a publicly accessible document titled as a policy
- A sample of 33 policies were selected with each state represented as follows: 3 QLD, 4 WA, 6 SA, 10 VIC, and 10 NSW; other states and territories did not have accessible AI policies.
- Each policy was scored in accordance with the Core Elements Template

HE PROVIDER ANALYSIS

- Four of the sampled providers had Academic Integrity policies that were exemplary on 3 or 4 of the five criteria.
- Three of these providers have pathway relationships with universities - Griffith, University of Adelaide and UniSA, and LaTrobe.
- The other provider acknowledged in its policy the assistance of RMIT.

HE PROVIDER ANALYSIS

- 58% of the sampled policies easy to locate, easy to read, well written, clear and concise.
- Focus on misconduct (76% of sampled policies) to **integrity and education** (15% of sampled policies). 9 % with mixed focus.
- Students considered to be responsible for AI (institution mentioned in 45% of sampled policies).
- Most of the sampled policies did not establish a relationship between the breach and the outcome with (42%) **lacking any detail** about breaches and outcomes. One sampled policy was exemplary in this area.

HE PROVIDER ANALYSIS

- Only 1 sampled policy concerned itself with **risk management**.
- The majority of the sample (94%) made no mention of **confidentiality**.
- 15% of sampled policies outlined measures to **educate students** about **academic writing** and referencing conventions as well as strategies to prevent breaches of academic integrity including **educating academic staff** about **assessment design**.