**Self-evaluation and benchmarking checklist for academic integrity**

Academic integrity is specifically mentioned in the higher education standards framework however it also features in almost all aspects of good practice in learning, teaching and research.

“Academic integrity is such a core requirement of higher education that it must be defended at all points where a breach could occur. The intent of the Standards is for providers to consider all potential risks to academic integrity, in learning and teaching, and in research, and take steps to control these risks” (Bretag et al., 2011 cited in TEQSA 2019).

Use this checklist to evaluate the culture and practice of academic integrity in your institution or to benchmark with institutional partners.

Please refer to the TEQSA Guidance Note: Academic Integrity (2019).

[https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-integrity](https://protect-au.mimecast.com/s/zq63Clx15MSPJZDES9VYOC?domain=teqsa.gov.au)

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| --- | --- | --- | --- | --- |
| **Complying with the Higher Education Standards requirements on Academic Integrity** | **Evidence** | **Planned and implemented** | **Planned but not yet implemented** | **Not yet planned** |
| **Rate your institution’s current status against the following HESF standards?** | | | | |
| **5.2 *Academic and Research Integrity*** |  |  |  |  |
| A) Policies that promote and uphold academic integrity and policies and procedures which address allegations of misconduct |  |  |  |  |
| B) Actions to mitigate foreseeable risks to academic and research integrity |  |  |  |  |
| C) Guidance and training for students and staff on what constitutes academic misconduct and the development of good practices in maintaining academic integrity |  |  |  |  |
| D) Academic integrity is maintained in arrangements with any other party involved in the provision of higher education |  |  |  |  |
| ***Section 6.2 Corporate Monitoring and Accountability*** |  |  |  |  |
| A) Governing bodies ensure that the occurrence and nature of misconduct and breaches of academic integrity are monitored, and that action is taken to address underlying causes (Standard 6.2.1j) |  |  |  |  |
| ***Section 6.3 Academic Governance*** |  |  |  |  |
| A) Governing academic bodies maintain oversight of academic integrity, including the monitoring of potential risks (Standard 6.3.2d |  |  |  |  |
| ***Section 7.2 Information for Prospective and Current Students*** |  |  |  |  |
| A) Information on and expectations of academic integrity are available to students before their acceptance of an offer (Standard 7.2.2d) |  |  |  |  |
| **Section 7.3 on Information Management** |  |  |  |  |
| A) Unauthorised or fraudulent access is prevented to private or sensitive information, including information where unauthorised access may compromise academic integrity (Standard 7.3.3b). One example of this would be unauthorised access to students’ academic records |  |  |  |  |
| B) Responses to allegations of misconduct and breaches of academic integrity are documented and recorded. This can be the basis for analysis and identification of recurring issues. |  |  |  |  |
| C) Outcomes for breaches are fair and proportional across the Institution |  |  |  |  |

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| **Strategies for sustaining a culture of academic integrity** | **Evidence** | **Planned and implemented** | **Planned but not yet implemented** | **Not yet planned** |
| **In addition to complying with the HESF, the following are some strategies for sustaining a culture of academic integrity** | | | | |
| There is a top-level **strategic commitment** to academic integrity |  |  |  |  |
| The culture of the institution encourages **all staff** to take responsibility for detecting and reporting on breaches |  |  |  |  |
| **Specific staff** have responsibility for analysing and determining the consequences for more serious breaches, built into position descriptions |  |  |  |  |
| **Staff** have access to **checklists or rubrics** to guide in detecting breaches |  |  |  |  |
| **Students** have access to **checklists or rubrics** to guide in maintaining academic integrity |  |  |  |  |
| **Research training** includes support for academic integrity |  |  |  |  |
| Processes are in place to protect **whistle blowers** |  |  |  |  |
| **Students have input** into engagement and promotion strategies for academic integrity |  |  |  |  |
| Academic integrity is designed into the **curriculum** and addressed in subject materials for all courses |  |  |  |  |
| **Assessment design** includes consideration of academic integrity risks, regardless of task type or delivery mode |  |  |  |  |
| Policies, procedures and systems relating to academic integrity are **reviewed regularly** |  |  |  |  |
| Assessment innovations and **curriculum review processes** include consideration of academic integrity |  |  |  |  |

**Additional reading about maturity scales**

International Centre for Academic Integrity ‘Academic Integrity Rating System’:

<https://www.academicintegrity.org/academic-integrity-rating-system-ai/>

Glendinning, I. (2017) ‘Scorecard for academic integrity development: benchmarks and evaluation of institutional strategies’. In Plagiarism across Europe and beyond, conference proceedings pp 25-34. Available at <http://academicintegrity.eu/conference/proceedings/2017/Glendinning_Scorecard.pdf>