



## Purpose and Scope

The purpose of the policy is to set out what academic integrity means in the context of RACP training. The policy defines the principles that underpin the RACP approach to academic integrity and the roles and responsibilities of the relevant parties.

## Definitions

The policy defines:

- Academic Integrity
- Academic Misconduct
- RACP Training Program
- College Body

## Principles

The College has adapted ICAI key principles for academic integrity to guide its trainees in their academic endeavours. The principles are:

- **Honesty:** The College expects its trainees to act honestly in their academic work and in their academic interactions with members of the College, including supervisors and assessors.
- **Trust:** College membership and society trust the College as an education provider to guard the integrity of the medical profession by ensuring its trainees conduct themselves with academic integrity in their training. The College in turn trusts its trainees to act honestly in their academic endeavours.
- **Fairness:** The College's policies and procedures adhere to the principles of procedural fairness, and support the presumption of innocence. The College will provide consistent and just responses to breaches of academic integrity.
- **Respect:** The College relies on a climate of mutual respect to advance knowledge and learning. Respect for the College involves avoiding unfair academic advantages and recognising others' work. Personal respect comes from an active commitment to learning and honest engagement in the educational program.
- **Responsibility:** Trainees are expected to familiarise themselves with College policy and expectations, and uphold the standards of academic integrity in accordance with these expectations. The College in turn has an obligation to respond to report incidents of academic misconduct, and to apply its policies and procedures consistently and in accordance with procedural fairness.

## Roles and Responsibilities

- **Trainees:** Comply with the policy. Responsible for the maintenance and integrity of academic reports in their possession. It is the responsibility of each trainee to declare that they have complied with the Policy on the appropriate College documentation.
- **Supervisors and Training Program Directors:** have a responsibility to uphold the College's standards of academic integrity and are required to bring all suspected cases of academic misconduct to the attention of Education Services Staff.
- **Decision making College body:** review and consider the information which has been gathered regarding alleged incidents of academic misconduct, and to determine an outcome for those found to have engaged in academic misconduct.
- **College Support Staff:** Suspected academic misconduct is reported to College Staff, who are responsible for contacting the appropriate College Committee and supporting the administration of the process.

## Academic Integrity in Training

<b>Policy Name</b>	Academic Integrity in Training
<b>Department</b>	Education Services
<b>Approved By</b>	College Education Committee
<b>Approval Date</b>	February 2016
<b>Effective Date</b>	January 2017
<b>Review Date</b>	2020
<b>Policy Status:</b>	Version 2

### 1. Purpose and Scope

The purpose of this policy is to set out what academic integrity means in the context of RACP training. The policy defines the principles that underpin the RACP approach to academic integrity and the roles and responsibilities of the relevant parties.

This policy applies to RACP Division, Faculty and Chapter trainees and candidates participating in RACP selection and assessment processes.

### 2. Definitions

#### 2.1. Academic Integrity

Adherence to the values of honesty, trust, fairness, respect, and responsibility during the course of all training program activities.<sup>1</sup>

#### 2.2. Academic Misconduct

Academic misconduct is a breach of academic integrity. This includes, but is not limited to, obtaining unfair advantage, distribution of restricted material, collaboration in an individual assignment, falsification, plagiarism and misrepresentation.

#### 2.3. RACP Training Program

Refers to any of the education programs of the RACP's Divisions, Faculties and Chapters. Academic integrity is required and expected in all training program activities, including but not limited to applications to training programs, examinations, learning experiences, assessment tasks and processes, admission to membership of the College, and reporting or recording of any information to the College.

#### 2.4. College Body

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<sup>1</sup> International Centre for Academic Integrity, [www.academicintegrity.org](http://www.academicintegrity.org)



As defined in the College By Law: Governance of College Bodies, in cases of alleged academic misconduct this would ordinarily be the relevant committee overseeing trainee progression and/or assessment.

### **3. Principles of Academic Integrity**

The International Centre for Academic Integrity has determined key principles of academic integrity. The College has adapted these principles to guide its trainees in their academic endeavours (education and research activities) and to help cultivate a culture of integrity.

#### **3.1. Honesty**

The College is committed to scholarly enterprise and advancing knowledge through honesty in learning, teaching and research. The College expects its trainees to act honestly in their academic work, including assessments and research, and in their academic interactions with members of the College, including supervisors and assessors.

#### **3.2. Trust**

The College recognises the importance of cultivating an academic community based on mutual trust. The College relies upon a climate of trust to engender collaboration, to share ideas freely, and to ensure that members of the College and those outside the College community can trust in the value and meaning of the College's training, research, and the qualifications it issues. College membership and society trust the College as an education provider to guard the integrity of the medical profession by ensuring its trainees conduct themselves with academic integrity in their training. The College in turn trusts its trainees to act honestly in their academic endeavours.

#### **3.3. Fairness**

The College provides clear and transparent standards, procedures, and assessment mechanisms to promote equality of opportunity and support fairness in the treatment and interaction between its members. The College's policies and procedures adhere to the principles of procedural fairness, and support the presumption of innocence. The College will provide consistent and just responses to breaches of academic integrity.

#### **3.4. Respect**

To be respected as an education institution, the College must uphold high standards of ethical conduct in learning, teaching and research. The College relies on a climate of mutual respect to advance knowledge and learning. Respect for the College involves avoiding unfair academic advantages and recognising others' work. Personal respect comes from an active commitment to learning and honest engagement in the educational program.

#### **3.5. Responsibility**

Trainees of the College accept the responsibility to individually and collectively uphold the principles of academic integrity. Trainees are expected to familiarise



themselves with College policy and expectations, and uphold the standards of academic integrity in accordance with these expectations. This includes supporting practices that promote academic integrity, preventing academic misconduct where possible, and reporting discovered incidents of academic misconduct to the College. The College in turn has an obligation to respond to reported incidents of academic misconduct, and to apply its policies and procedures consistently and in accordance with procedural fairness.

#### **4. Roles and Responsibilities**

##### **4.1. Trainees**

Trainees are expected to comply with the principles of this policy. Trainees are responsible for the maintenance and integrity of academic reports in their possession. It is the responsibility of each trainee to declare that they have complied with the Policy on the appropriate College documentation.

##### **4.2. Supervisors and Training Program Directors**

Supervisors and Training Program Directors have a responsibility to uphold the College's standards of academic integrity and are required to bring all suspected cases of academic misconduct to the attention of Education Services/College staff.

##### **4.3. Decision making College Body**

The role of the decision making College Body is to review and consider the information which has been gathered regarding alleged incidents of academic misconduct, and to determine an outcome for those found to have engaged in academic misconduct.

##### **4.4. College Support Staff**

Suspected academic misconduct is reported to College Staff, who are responsible for contacting the appropriate College Committee and supporting the administration of the process.

#### **5. Monitoring and Evaluation**

This policy will be monitored and evaluated by Trainee Education Programs / Education Policy Unit of the Royal Australasian College of Physicians.

#### **6. Related Policies and Other Documents**

- a) Reconsideration, Review and Appeals Process By-Law
- b) Progression through Training Policy
- c) Trainee in Difficulty Support Policy



## 7. Acknowledgements

In addition to the numerous Fellows, trainees, and working groups who developed the draft version of this policy, the RACP would like to acknowledge and thank those who participated in the consultation process as well as members of the Development Working Group and Peer Review Working Group.

Revision History					
Version	Date	Author	Approved by	Sections Modified	Details of Amendments
1	Jan 2010	Expert Advisory Group, Assessment	College Education Committee	New Policy	N/A
2			College Education Committee	All	Full revision