

STAFF CODE OF CONDUCT

Policy Code	HR01
Policy Lead	Chief Executive Officer/Principal
Approving Authority	Board Of Directors
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Relevant legislation or external requirements	<p>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)- all Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: ALL, but particularly 2.3, 2.4, 3.2.5, 5.2, 5.3.6, 5.3.7,6.1.4)</p> <p>Corporations Act 2001(Cth) Fair Work Act 2009 (Cth) Australian Human Rights Commission Act 1986 (Cth) Australian Human Rights Commission:</p> <ul style="list-style-type: none"> • Age Discrimination Act 2004 • Australian Human Rights Commission Act 1986 • Disability Discrimination Act 1992 • Racial Discrimination Act 1975 • Sex Discrimination Act 1984 <p>Work Health and Safety Act 2011 (NSW) Anti-Discrimination Act 1977 (NSW) Equal Opportunity Act 2010 Industrial Relations www.industrialrelations.nsw.gov.au Workplace information www.workplaceinfo.com.au</p>
Related ASA Documents	<p>Quality Assurance Framework Critical Incident Policy Academic Integrity Policy Cyber Security Framework Information Technology Policy and Procedure Records and Information Management Policy and Procedure Privacy Policy Student Support Framework Student Code of Conduct Sexual Assault and Sexual Harassment Policy and Procedure Discrimination, Bullying, and Harassment Policy and Procedure Student Support, Wellbeing, and Health Policy and Procedure Student Grievance Policy Work From Home Policy Academic Freedom Policy and Procedure Scholarly Activity Policy Copyright Policy and Procedure Intellectual Property Policy Staff Recruitment and Selection Policy Staff Recruitment and Selection Procedure Sessional Academic Staff Employment Policy Staff Professional Development Policy Staff Professional Development Procedure Staff Promotions Policy Staff Promotions Procedure Staff Performance Management Policy</p>

	<p>Staff Performance Management Procedure</p> <p>Staff Qualifications Integrity Policy</p> <p>Academic Titles Policy</p> <p>Academic Titles Procedure</p> <p>Professional Equivalence Academic Qualifications Policy</p> <p>Professional Equivalence Academic Qualifications Procedure</p> <p>Work, Health, and Safety Policy</p> <p>Mental Health Framework</p> <p>Fraud Policy</p> <p>Travel Policy</p>
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1. Purpose

This Code sets out the minimum standards relating to the conduct of all Australian School of Accounting (the **ASA**) staff.

2. Scope

This Code applies to all staff, directors, officers, external appointees on any ASA board or committee, volunteers, and contractors. This Code does not seek to cover all possible scenarios arising during a staff member’s employment with ASA but rather provides a set of principles to guide staff on acceptable and unacceptable behaviour.

3. Principles

ASA has high expectations of all ASA staff. Staff must use their position or role to undertake or authorise activities that are seen to benefit ASA and its community.

This Code upholds the following principles:

- **Integrity** Uphold the values of academic integrity that inform and strengthen teaching, learning, research, and professional practice at ASA. Staff are expected to demonstrate academic integrity in all duties.
- **Honesty** Staff must conduct themselves honestly and fairly, apply due diligence to their duties, and be accountable and transparent in the manner in which work is performed.
- **Professionalism**, Staff behaviour must demonstrate compliance with ASA policy, broader regulatory and legislative requirements, and academic communities of practice. Staff must endeavour to remain objective and make decisions that are free from bias and contribute positively to ASA’s standing in the academic and broader community.
- **Diversity and Equity** Staff should not engage in behaviours that discriminate or disadvantage others and ensure that decision-making is fair, equitable and conducted as free from bias as possible.
- **Inclusion** All staff hold collective responsibility for creating a work and study environment that is safe and inclusive for all; where diversity in background, thought and experience is welcomed, valued, and encouraged; and where unlawful discrimination, bullying, harassment and victimisation in any form are not tolerated.
- **Respect** Staff are responsible for acting with respect and courtesy when dealing with other staff, students, visitors or members of the public. Staff actions must demonstrate proper regard for the rights, obligations, and dignity of themselves and others.
- **Wellbeing, Health, and Safety**. Staff must ensure that they remain aware of key requirements that protect and safeguard all ASA community members. Staff must be

able to act appropriately in circumstances of increased risk, such as during a Critical Incident, and proactively work to prevent unlawful discrimination, bullying or harassment as set out in the *Discrimination, Bullying, and Harassment Policy and Procedure*; or behaviours that may constitute sexual harassment as set out in the *Sexual Assault and Sexual Harassment Policy and Procedure*.

4. Definitions

Term	Definition
academic freedom	Comprises the following elements: <ul style="list-style-type: none"> the freedom of staff, in the course of their academic activities, to educate, discuss, disseminate and publish the results of those activities; the freedom of staff and students, in the course of their academic activities, to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to those activities; the freedom of staff and students to express their opinions in relation to the ASA in which they work or are enrolled; the freedom of staff to participate in professional or representative bodies and associations; the freedom of students to participate in student societies and associations; and the autonomy of the ASA in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted.
academic integrity	Academic integrity means: <ol style="list-style-type: none"> acting with honesty, fairness and responsibility in learning, teaching, and research, honesty in acknowledging others' ideas, text and data presented in one's own work, or one's own previous work when re-used, fairness and honesty in staff and student dealings with one another and striving for objectivity in academic decision-making, which includes: <ol style="list-style-type: none"> not accepting inducements that may influence a decision and ii. declaring possible conflicts of interest so that these can be recorded, assessed, and managed.
ASA community	ASA community refers to all students and staff members of ASA.
benchmarking	An external referencing activity that typically consists of focused improvement through relationships with a benchmarking partner or partners, but can also include comparing course design against publicly-available information and market intelligence. Benchmarking may vary depending on context. For example, in the context of course accreditation, benchmarking involves comparing performance outcomes and/or processes of similar courses of study delivered by other providers. 'Internal benchmarking' against other relevant courses offered by the provider may also be undertaken.
breach	An instance of a person behaving or acting in a manner as to not comply with the Code of Conduct or general community standards of behaviour.
bullying	Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless.
confidential information	Confidential information is any information with restrictions placed on its dissemination. This refers to information that is personal or sensitive and includes personal identity documents, student results, and health information.

Term	Definition
conflict of interest	A situation in which a person is in a position to derive personal benefit from actions or decisions made in their official capacity.
Critical incident	<p>A critical incident is a traumatic event which may cause students, staff, contractors, or visitors extreme physical and/or emotional distress connected to ASA's business operations.</p> <p>Some examples of critical incidents are:</p> <ul style="list-style-type: none"> • missing students, • severe verbal or psychological aggression, threats or intimidation, • any death, serious injury, or acute illness (physical or mental) requiring emergency medical attention, • physical or sexual assault, serious harassment or domestic violence, • issues such as drug or alcohol abuse, • fire, explosion or bomb threat resulting in death, significant injury or significant property loss, • chemical, radiation or bio-hazard spillage, • a hold up or attempted robbery or other serious criminal incidents, • traffic collision resulting in serious injury or death, • confirmation of a serious infectious disease or virus, • storms or other natural disasters, • political or civil unrest, • threats or evidence indicating that any of the above may occur. <p>It is important to note that what is a critical incident for one person may not be a critical incident for another. Every critical incident is unique and will need to be dealt with differently and according to the needs of the people affected. Minor incidents, such as petty theft, are not covered by this policy.</p>
discrimination	<p>Happens when a person or a group of people:</p> <ol style="list-style-type: none"> 1. is treated less favourably than another person or group because of a particular characteristic or attribute (or because they associate with another person or group with a particular characteristic or attribute) ('direct discrimination'); or 2. where an unreasonable rule or policy, which applies to everyone has an unfair effect on a person or group, because they have a particular characteristic or attribute ('indirect discrimination'). <p>Protected characteristics or attributes include a person's age, breastfeeding, family responsibilities, gender identity or intersex status, impairment or disability, lawful sexual activity, parental status, political belief or activity, pregnancy, race, relationship or marital status, religious belief or activity, sex, sexuality, social origin, trade union activity, and irrelevant criminal or medical record.</p>
diversity	The range of differences that make individuals unique.
equity	A quality of being fair and impartial, including the creation of equivalent opportunities for access and success in Australian higher education for historically disadvantaged or underrepresented student populations
external referencing	External referencing means a process through which a higher education provider compares an aspect of its operations with an external comparator(s) e.g., comparing the design of a course of study and/or student achievement of learning outcomes with that of a course from another provider.
freedom of intellectual inquiry	The principles of intellectual inquiry and academic freedom confer the right to pursue knowledge wherever it may lead, and they acknowledge the right to teach, research, publish, develop curricula, assess, discuss, and debate free from unreasonable restriction or undue interference where this aligns with their qualifications and/or role.

Term	Definition
harassment	Undesirable conduct that induces feelings of belittlement, intimidation, offense, or apprehension, and which a reasonable person, considering all circumstances, would anticipate causing offense, intimidation, or apprehension.
holistic	A holistic approach means to provide support that looks at the whole person, not just their mental health needs. The support should also consider their physical, emotional, social and spiritual wellbeing.
imbalance of power	An imbalance of power describes a situation where one person in a professional, personal or other relationship has a different level of power than another. Examples can include a parent and a child, a lecturer and a student or a manager and their employee.
inclusion	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those who have physical or intellectual disabilities and members of other minority groups.
intellectual property	Intangible property that is the result of creativity, such as patents, copyrights.
intimate relationship	Intimate relationships are often characterised by attitudes of mutual trust, caring, and acceptance. Intimacy involves feelings of emotional closeness and connectedness with another person.
misconduct	Any conduct prohibited under this Policy and/or other policies and procedures of ASA.
moderation	Moderation is a Quality Assurance methodology, controlling processes and activities such as peer review that aim to assure: <ul style="list-style-type: none"> 1. consistency or comparability, appropriateness, and fairness of assessment judgments; and 2. the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establishes comparability of standards of student performance across, for example, different markers, locations, subjects, providers, and/or courses of study.
outside work	Paid outside work is work undertaken by a staff member that is in addition to their employment with ASA and where the staff member (or another person such as a family member) receives a financial benefit for doing the work.
professional body	Professional bodies (or associations) are organisations that act as a peak body or umbrella for professionals working in the same or similar fields.
professional development	gaining new skills through continuing education and career training after entering the workforce. It can include taking classes or workshops, attending professional or industry conferences, or earning a certificate to expand your knowledge in your chosen field.
research integrity	Research integrity means that research is trustworthy. To ensure trustworthiness, sound research methods must be used and research outcomes must be described with honesty and accuracy.
Scholarship	Scholarly activity or scholarship are activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field.

Term	Definition
Senior Management team	A group of senior operational staff who report to the CEO and have specific functional responsibilities within ASA. The Senior Management team consists of: <ul style="list-style-type: none"> • Chief Executive Officer/Principal • Academic Dean • Director International Recruitment • Director Learning and Innovation • Director Quality and Compliance • Director Student Experience
sexual harassment	Sexual harassment is any unwelcome behaviour of a sexual nature that makes a person feel offended, humiliated, and/ or intimidated. It may include, but is not limited to, unwelcome sexual advances, persistent questions relating to a person’s sexual orientation or sex life, or unwelcome requests for sex or sexual favours. Sexual harassment is a form of sex discrimination, can be obvious or indirect, can be physical or verbal, can be repeated or one-off and can be perpetrated by any gender and towards any gender.
social media	Social media are interactive technologies that facilitate the creation, sharing and aggregation of content, ideas, interests, and other forms of expression through virtual communities and networks. Social media refers to new forms of media that involve interactive participation.
validation	Validation refers to the quality assurance process of reviewing an assessment to ensure it is appropriate and measures relevant learning outcomes accurately.
wellbeing	Wellbeing is the holistic state of health, encompassing physical, mental, emotional, and social aspects, contributing to a student’s overall quality of life.

5. Policy Statement

ASA staff are valuable members of the ASA community and their contributions collectively assist the achievement of ASA’s mission, values, and goals. ASA staff are required to behave with the highest levels of integrity and honesty, and collaboratively create a safe, equitable, inclusive, and respectful environment for all of ASA’s community.

Academic staff are specifically urged to proactively promote the academic integrity and research integrity of all ASA courses and activities.

ASA commits to supporting all staff members to thrive professionally and personally by ensuring appropriate resourcing, work, health, safety processes, providing professional development and opportunities, and support scholarly activities where relevant.

6. Staff Responsibilities

6.1 Integrity and Honesty

ASA is committed to fostering a culture of honest and ethical behaviour to maintain academic and non-academic integrity. Staff must act ethically and with integrity in all interactions whilst employed at ASA, in both their personal and professional spheres.

During the recruitment and onboarding process, staff are responsible for providing accurate information on all forms and ensuring all documents presented to ASA are valid and accurate. Throughout their employment, staff should proactively update their information to ensure that ASA is fully informed of relevant details. Staff must not intentionally provide false or

misleading information and take all reasonable steps to assure the accuracy of any provided information.

6.1.1 Academic integrity

Staff are expected to observe the academic values of ASA and demonstrate academic integrity in all their endeavours, including scholarly activities, professional development, and any activities that relate to applicants or students.

Staff must not breach academic integrity standards, and should refer to the *Academic Integrity Policy* or consult with the Academic Dean to avoid instances of doubt.

While academic freedom is a right, it carries with it the duty of academics to use the freedom in a manner consistent with a responsible and honest search for and dissemination of knowledge and truth. Academic freedom is not a defence to poor behaviour or disrespectful treatment of others.

6.1.2 Research Integrity

ASA fosters an honest, ethical, and conscientious approach to scholarly activity. ASA encourages academic staff in the completion of research, if it is relevant to their work at ASA and within their field of expertise.

ASA and academic staff will uphold the value that any research is to be conducted responsibly, ethically, and honestly. Academic staff should adopt methods appropriate to the aims of the research and ensure that conclusions are justified by the results.

For research data, staff will retain clear, accurate, secure, and complete records of all research including research data and primary materials, and where possible and appropriate, allow access and reference to these by interested parties. Staff will disseminate research findings responsibly, accurately, and broadly, and where necessary, take action to correct the record in a timely manner.

For publications, staff must cite and acknowledge other relevant work appropriately and accurately. Staff should participate in peer review in a way that is fair, rigorous, timely and maintains the confidentiality of the content.

This Code does not incorporate the laws, regulations and guidelines and other codes of practice that apply to the conduct of research. Those responsible for the conduct of research are expected to be aware of and comply with the applicable laws and codes. The *Scholarly Activity Policy* and associate procedure provides further information.

6.1.3 Conflict of Interest

At all times, staff are expected to perform their duties in the interests of achieving ASA's principles. As part of upholding the principle of integrity and honesty, staff must take reasonable steps to avoid any actual, potential, or perceived conflict of interest and act in the best interests of ASA and ASA students.

Staff must promptly make full disclosure to ASA of all relevant facts and circumstances giving rise to an actual, potential, or perceived conflict of interest to their manager. Staff should take all reasonable measures to avoid such conflict, and comply with any approved management plan for those interests.

Examples of a conflict of interest include, but are not limited to:

- a. soliciting or accepting work for any individual or company that is not ASA that relates to a staff member's area of employment, without declaring this to their manager;

- b. soliciting or accepting gifts or benefits which might compromise them, or appear to compromise them, in carrying out their duties;
- c. using ASA's intellectual property and resources to benefit a third party without prior written authority of ASA;
- d. managing or assessing the performance of, or supervising a person with whom you have, or have had, a close personal or familial relationship (including a romantic or sexual relationship); and
- e. teaching, undertaking assessment of, or supervising a student with whom you have, or have had, a close personal or familial relationship (including a romantic or sexual relationship).

Staff should not engage in any exploitative or predatory conduct or otherwise take advantage of the imbalance of power or influence in their relationships with students.

If a staff member has any responsibility for, or influence over the student's academic outcomes, enrolment status or other interests, the staff member must not develop or engage in, or seek to develop or engage in an intimate relationship with the student.

Staff are required to declare any previous or existing relationships as soon as they become aware of the student's enrolment or intent to enrol. Any relationships of this nature are considered to be a conflict of interest.

6.2 Quality Assurance

Quality assurance is an essential activity for the organisation and all staff should contribute to self-assurance activities as relevant to their Position Description at ASA. Quality assurance activities can involve:

- operational reviews or peer reviews
- internal reviews
- regulatory or legislative compliance reviews
- academic reviews of assessment, units, or courses (validation, moderation, and referencing)
- cost vs benefit analysis and evaluation of effectiveness of strategies
- external referencing, including benchmarking activities
- performance management processes.

Detailed information regarding quality assurance is described in the *Quality Assurance Framework*.

6.3 Professionalism

ASA staff are to contribute to the achievement of ASA's organisational objectives, as outlined in their Position Description and by reasonable direction of their manager or delegate. Overall staffing should provide collective academic leadership necessary to lead intellectual enquiry at the course level.

All staff must:

- a. Maintain and develop knowledge and understanding of their area of expertise or professional field.
- b. Exercise their best professional and ethical judgment.

- c. Act diligently and conscientiously.
- d. Act fairly and reasonably, and treat students, staff, affiliates, visitors to the ASA professionally.
- e. Take reasonable precautions to prevent unauthorised use or disclosure of personal information, and
- f. Not disclose confidential information owned or managed by ASA unless required and appropriately authorised as per *Records and Information Management Policy and Procedure*.

Academic staff must be equipped with appropriate skills, qualifications, and resources. Further details are set out in the *Professional Equivalence Academic Qualifications Policy* and associated procedure. The Academic Dean will guide the development of an ASA learning environment within their scope of responsibility.

ASA is committed to enabling the continuing development of academic staff to support the design and delivery of contemporary curricula, informed by contemporary theory and best practice. The *Staff Professional Development Policy* and associated procedure and the *Scholarly Activity Policy* and associated procedure contain further information.

6.3.1 Student Support and Interaction

ASA takes all reasonable steps to support students' holistic wellbeing. Academic staff are expected to provide guidance and support to students in respect of intellectual enquiries. Other professional staff will assist students in holistic aspects. The Student Services team can assist in connecting students to the relevant supports available. Further information is outlined in the *Student Support Framework*.

ASA recognises that, within a community of adults, friendships may arise between staff and students. ASA expects staff to be aware of the inherent imbalance of power in their relations with students and to conduct themselves accordingly. Staff must recognise and maintain professional boundaries with students and treat students fairly and equitably without favouritism.

6.3.2 Gifts and benefits

Staff may be offered gifts or benefits by students or third parties. Staff must not solicit any monetary gifts or benefits. If gifts or benefits are offered to a staff member, they must report the offer to their direct manager if the value is greater than AU\$10. Staff may not accept any gifts or benefits with a monetary value greater than AU\$50, without CEO approval as this may be seen to compromise or influence outcomes or treatment. Staff must report any inappropriate offers to the Senior Management team or the CEO.

6.4 Diversity, Equity, and Inclusion

ASA is committed to diversity, equity and inclusion as set out in the *Diversity and Equity Policy and Procedure*. Staff and ASA have collective responsibility for creating a diverse, equitable and inclusive work and study environment. Diversity in backgrounds and life experience is valued and encouraged at ASA.

6.5 Respect

Staff must treat students and other staff members with respect and courtesy. Staff must ensure that they conduct themselves in a manner that is non-discriminatory, particularly towards others who may be more vulnerable than others.

Staff are expected to properly use, protect, and care for ASA properties and resources,

encompassing its facilities, resources, and the overall environment. Any potential damage or malicious act witnessed on the premises should be reported to ASA. Staff must use ASA resources in an appropriate manner with reasonable care.

6.5.1 Intellectual Property

Staff and ASA have a collective responsibility to identify, protect, manage and, where appropriate, commercially develop its intellectual property for the benefit of ASA and the community.

Intellectual property created by staff in the course of employment, whether alone or in conjunction with others, during or beyond regular office hours, but generated or created using any equipment or facilities of ASA automatically vests in ASA. Staff will promptly and fully disclose to ASA all intellectual property including, but not limited to, processes, techniques, inventions, designs, marks whether trade or service marks and logos, programs, records and reports. Further information is detailed in the *Intellectual Property Policy and Procedure*.

6.6 Wellbeing, Health and Safety

ASA is committed to fostering a safe environment ensuring health and holistic wellbeing for all staff in accordance with the Work Health and Safety Act 2011.

The CEO, members of the Senior Management team, and all other staff in leadership positions will proactively contribute to staff wellbeing and health. This includes preventative action to reduce the likelihood of any form of discrimination, bullying or harassment, including sexual harassment, at ASA. Such action will include the development of appropriate workplace culture, the provision of appropriate training and development to all staff, and early intervention when required.

Staff are expected to take reasonable care of the safety, physical health, mental health and welfare of both themselves and others in the ASA community. If staff observe a hazard that may create a health or safety risk, staff should advise their direct manager or CEO of the risk.

Staff must ensure they do not attend work or perform duties or functions for ASA while under the influence of alcohol or drugs. Further information is outlined in *Work, Health, and Safety Policy* and associated procedure.

Staff who are travelling on behalf of ASA must consider the health and safety risks as identified by DFAT and ensure Employer Duty of Care can be maintained. Staff must abide by the *Travel Policy* and associated procedure at all times.

6.6.1 Discrimination, Harassment, and Bullying

ASA staff are expected to work proactively to prevent and mitigate the impact of any form of discrimination, harassment, and bullying. Further information is available in *Diversity and Equity Policy and Procedure* and the *Discrimination, Bullying, and Harassment Policy and Procedure*.

Sexual assault or sexual harassment in any form are not tolerated at ASA. Details are outlined in *Sexual Harassment and Sexual Assault Policy and Procedure*.

Regardless of the intention, staff engaging in behaviour where a reasonable person would conclude that it would humiliate, offend, intimidate or cause a person unnecessary hurt or distress are prohibited.

Staff reported for any form of discrimination, harassment, and bullying, including sexual assault or sexual harassment, will be subject to investigation. Allegations that are substantiated will incur disciplinary action by ASA and may be reported to the appropriate

authorities.

7. Staff Rights

Staff members are entitled to be treated with respect and dignity in professional interactions whilst at ASA. ASA is responsible for building and maintaining good governance and management practices for the workplace environment.

ASA recognises and celebrates diversity amongst staff members, whose diverse background and perspectives are valued and encouraged. ASA has policy documents and processes in place to ensure fair and equitable treatment for all staff, and a discrimination-free work environment. ASA is dedicated to fostering a safe and secure working environment, offering resources to promote physical, mental, and emotional support, ensuring the holistic wellbeing of all staff.

ASA encourages and supports staff members to enhance their skills and knowledge through professional development. Staff members have the right to be informed about decisions, policies, and processes that may impact their work, with appropriate communications facilitated by the Senior Management team. ASA will promote and support Scholarly Activity for academic staff and professional development for all staff. Further details are provided in the *Staff Professional Development Policy* and associated procedure and the *Scholarly Activity Policy* and associated procedure.

Staff have rights accorded by the *Educational Services (Post-Secondary Education) Award*, and *National Employment Standard*. Staff entitlements are outlined in staff members' *Contract of Employment*.

7.1 Academic Freedom

ASA upholds academic freedoms, including freedom of expression and free intellectual inquiry. At ASA, academic staff have the freedom to pursue knowledge, and ASA protects their right to teach, research, publish, develop curricula, assess, discuss, and debate free from unreasonable restriction or undue interference.

Academic staff are able to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research. Staff must ensure that they do not represent themselves as a spokesperson for ASA, unless duly authorised by the CEO to do so.

Staff are free to participate in professional or representative academic bodies. They are to assist ASA in continually improving ASA's academic courses and offerings, the pedagogy, research activities and the research method, within the scope of their Role Description.

7.2 Outside Work

Full-time staff wishing to engage in any outside work must seek approval to do so from the Academic Dean (academic staff) or CEO (non-academic staff), who may or may not approve such requests. All staff, including those employed for less than full-time, must not accept outside work where it may cause a direct or indirect conflict of interest with their duties or adversely impact ASA. If there is any doubt regarding outside work, the Academic Dean or CEO must be informed.

7.3 Internet and Social Media

Staff must understand and comply with the *Information Technology Policy and Procedure*, *Intellectual Property Policy and Procedure*, *Marketing Policy and Procedure* which are available on ASA's website.

Social media applications, such as Twitter, Snapchat, Instagram, or other networking applications such as Facebook, must not be used for personal activity during working hours.

Staff are expected to use and manage their personal social media and internet applications appropriately, so as not to bring ASA into disrepute. Staff are expected to:

- never use, link, or share discriminatory, offensive or illegal content;
- avoid speaking in specifics about ASA or information that they are privy to through their engagement with ASA, without appropriate permission;
- not share the intellectual property of ASA without appropriate permissions;
- clearly state that their views do not represent the organisation unless they are authorised to do so; and
- correct or remove statements made on behalf of ASA as requested.

8. Breach of Conduct

Any staff member who has a grievance is encouraged to discuss the issue with their direct manager for assistance in resolution.

8.1 Report

Staff who consider this Staff Code of Conduct to have been breached should submit a written report accompanied with supporting documents to a member of the Senior Management team via email. Where a member of the Senior Management team is involved, staff may report directly to the CEO.

Individuals should be aware that false or malicious report alleging misconduct may constitute a breach and may fall under disciplinary actions of the relevant Code of Conduct.

8.2 Investigation

ASA will manage potential breaches, investigate reported breaches, and determine any corrective actions to ensure the integrity of research. The CEO will lead the investigation and determine the findings and outcomes for staff misconduct.

If the aggrieved person wishes to obtain legal representation, the CEO must be advised beforehand. The outcome of the investigation will be communicated to all parties within seven (7) working days.

8.3 Assessment and Outcomes

Senior Management will exercise discretion when assessing a report on breach of this Code. The nature and extent of the allegation will be taken into consideration. If the allegation is substantiated, one or more of the following actions may apply:

- a verbal or written apology and/or undertaking for behavioural change for minor breaches;
- disciplinary meeting to prevent further breaches;
- a formal written warning letter from the senior management;
- conflict management;
- changes to work arrangements;
- ongoing monitoring; and/or

- termination of employment.

In cases where a law has been broken, ASA will report the act to the relevant authorities, or support the staff in reporting the matter to the appropriate authorities.

9. Grievances

Any individual who is dissatisfied with any action or outcome associated with this Code may lodge a complaint. Complaints regarding decisions or actions of the Senior Management staff will be escalated to the CEO. In cases where the complaint regards the conduct of the CEO, the complaint will be reviewed by the Board of Directors.

Staff may lodge a complaint regarding any action or outcome associated with this Code via email to the CEO. Where the complaint relates to a decision made by the CEO staff may contact the Chair of the Board of Directors: c.hawkins@asahe.edu.au.

10. Relevant HESFs

This Policy and the associated Procedure comply with the Higher Education Standards Framework (Threshold Standards) 2021. The following are relevant excerpts and specify that:

Standard 2.3 Wellbeing and Safety

1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.
2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.
3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.
4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.
5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow-up required.

Standard 2.4 Student Grievances and Complaints

1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.
2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.
3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.
4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.
5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

Standard 3.2 Staffing [...]

- 5 Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

Standard 5.2 Academic and Research Integrity

1. There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.
2. Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.
3. Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.
4. Academic and research integrity and accountability for academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.

Standard 5.3 Monitoring, Review and Improvement [...]

6. All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.
7. The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

Standard 6.1 Corporate Governance [...]

4. The governing body takes steps to develop and maintain an institutional environment in which freedom of speech and academic freedom are upheld and protected, students and staff are treated equitably, the wellbeing of students and staff is fostered, informed decision making by students is supported and students have opportunities to participate in the deliberative and decision making processes of the higher education provider.

11. Version Control

This Code has been reviewed and approved by the Australian School of Accounting Board of Directors as at March 2024 and is reviewed every three years.

This Code is published and available on the Australian School of Accounting website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2024.1	Quality and Policy Officer	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 7 other Higher Education Providers.	01/03/2024	08/03/2024
Previous version archived. New Policy code and numbering system implemented.				

3.0		Board of Directors Approval	30/04/2021	
2.0		Board of Directors Approval	04/11/2020	
1.0		Board of Directors Approval	14/12/2017	