

## Academic Integrity Procedure

ADMIN USE ONLY

| APPROVAL          |   |                        |
|-------------------|---|------------------------|
| Name: Sally Payne | <b>Dean of Studies</b>                                | Date: 19 November 2023 |
| Procedure Title   | Academic Integrity Procedure                          |                        |
| Executive Manager | Dean of Studies<br>Chair Academic Standards Committee |                        |
| Procedure ID      | PROC/EDUC/03/23                                       |                        |
| Effective Date:   | 19 November 2023                                      |                        |

### VERSION HISTORY

| No. | Author                           | Description of change/purpose  | Date      |
|-----|----------------------------------|--|-----------|
| 1.0 |                                  |  |           |
| 1.1 | Academic Integrity Working Group | Addition of definition of 'self-plagiarism' and 'original work'; amended definition of 'academic dishonesty' | Sept 2023 |
|     |                                  |  |           |

### PROCEDURE PURPOSE

UTS College holds that Academic Integrity is a core institutional value and contributes to a high-quality learning experience. The purpose of this procedure is to explain and give effect to the Academic Integrity Policy and processes for:

- promoting, monitoring and supporting Academic Integrity at UTS College;
- using the tiered system to respond to Academic Dishonesty;
- reporting and recording Academic Dishonesty;
- assessing and making judgements regarding Academic Dishonesty; and
- applying sanctions because of Academic Dishonesty.

### SCOPE

This procedure applies to all students, Academic/English teaching and Education Management Staff and Affiliates, onshore and transnationally.

**DEFINITIONS** are set out at the end of this procedure.

### PROCEDURE STEPS

| Activity                            | Description   | Responsible  |
|-------------------------------------|---|--|
| <b>PROMOTING ACADEMIC INTEGRITY</b> |   |  |
| Introduction to Academic Integrity  | 1. All students receive an introduction to Academic Integrity through activities in Orientation Week / Prep Week / Week 1 of studies.   | Program Managers / Director of Studies / Teachers  |
| Training                            | 2. All students complete embedded activities in the curriculum and complete a compulsory module on Academic Integrity.<br>3. All teachers to be familiar with the policy, procedure and the educational intent, and complete a compulsory module on Academic Integrity. | Students Academic Coordinators, Academic English Coordinators & Teachers   |
| Awareness                           | 4. Academic Integrity Awareness activities are held throughout the year, to promote Academic Integrity to students and staff.<br><br>5. All Education staff, management, and teachers are engaged in professional development in ethos and principles of the framework. | Academic Coordinators<br>Academic English Coordinators,<br>Education Services Manager<br><br>Program Manager<br>Director of Studies<br>ELP, Learning and Teaching Consultant |
| Activity                            | Description   | Responsible  |

| <b>PROMOTING ACADEMIC INTEGRITY</b> |   |   |
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| Support                             | 6. Students are introduced to online resources, online modules, academic skills workshops and one-on-one support.<br>7. Exemplars for assessment tasks are available to students in each English Level and Academic subject to support their understanding and development of Academic Integrity.<br>8. Students are offered academic skills workshops on Academic Integrity and related academic skills each semester / term.  | Academic Coordinators /<br>Academic English Coordinators /<br><br>Teachers & HELPS Centre |
| <b>MONITORING AND SUPPORTING</b>    |   |   |
| Assess Student Preparedness         | 1. Gauge and monitor student understanding and preparedness for Academic Integrity in class through formative and summative activities.   | Academic Coordinators /<br>Academic English Coordinators /<br>Teachers                    |
| Explain good practice               | 2. Explain Academic Integrity principles and requirements for each assessment task.   | Teachers  |
| Provide Examples                    | 3. Provide exemplars of Academic Integrity conventions for each assessment task.  | Academic Coordinators /<br>Academic English Coordinators /<br>Teachers                    |
| Affirming                           | 4. Ensure students complete a statement affirming their commitment to Academic Integrity and that they have completed each assessment task upholding the values and principles of Academic Integrity. Individual statements should be completed for each assessment task weighted 10% or greater, or for each group of smaller assessment tasks Use the <i>UTS College Academic Integrity Affirmation Statement Cover Sheet</i> .<br>5. Where a breach of Academic Integrity is suspected, intervene in a timely manner and create an opportunity for learning. Identify and explain to the student what they need to do to uphold academic integrity and where they can find additional information to achieve this. | Students<br>Academic Coordinators /<br>Academic English Coordinators /<br>Teachers        |
| <b>MONITORING AND SUPPORTING</b>    |   |   |

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| Supporting  | <ol style="list-style-type: none"> <li>6. Use technology tools, such as similarity detection tools, to alert students to areas of their assessments that require further work prior to the assessment due date and allow students to self-correct.</li> <li>7. Provide students with the opportunity to submit a draft for feedback both online using similarity detection and/or in class for face-to-face feedback from teachers and/or peers.</li> <li>8. Introduce students to applications that can assist them develop spelling, grammar, citation and referencing conventions.</li> <li>9. Clearly explain verbally and in writing how applications, technologies and services may or may not be used in assessment tasks.</li> <li>10. Review the above and determine if the student has any previous breaches of Academic Integrity.</li> </ol> | Academic Coordinators / Academic English Coordinators<br>Teachers |
| Identifying | <ol style="list-style-type: none"> <li>11. Use judgement in identifying potential breaches of Academic Integrity, e.g. Similarity detection software and web searches may be used however these are only tools to assist teachers in their judgement.</li> <li>12. In identifying potential breaches teachers will take an educational stance and act in the student's best interests to guide the student.</li> <li>13. Teachers will maintain procedural fairness and student privacy.</li> </ol>  | Teachers  |

## ASSESSING BREACHES

### Preliminary Determination

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| Determine student preparedness          | <ol style="list-style-type: none"> <li>1. Determine the preparedness of students for Academic Integrity using the Student Preparedness Matrix considering the experience of the student, time spent at UTS College, the extent to which the students should be aware of academic conventions including preparation within the subject and any prior breaches of academic integrity (to be obtained from ES Team)</li> </ol> | Teacher with Academic Coordinator / Academic English Coordinators |
| Determine type and extent of the breach | <ol style="list-style-type: none"> <li>2. Determine the type and extent of Academic Dishonesty by using the Academic Dishonesty Matrix, the proportion of assessment affected, the degree of academic advantage the student may gain (for themselves or others) by dishonest or unfair means and the seriousness of their actions.</li> </ol>   | Teacher with Academic Coordinator / Academic English Coordinators |

## ASSESSING BREACHES

### Preliminary Determination

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| Determine Action  | 3. Once extent of Academic Dishonesty has been identified dependent on the likely sanction (Warning, Minor, Moderate, Major, Extreme), complete the related steps for Review of Alleged Breaches and Sanctions.   | Teacher with Academic Coordinator / Academic English Coordinators / Program Manager / Director of Studies ELP |
| <b>EVALUATING AND APPLYING SANCTIONS</b>  |   |   |
| <b>General</b>  |   |   |
| Pending results   | <ol style="list-style-type: none"> <li>Students' interim results for an assessment task should be hidden until the determination is finalised.</li> <li>Students' final subject results should be withheld until determination is finalised</li> </ol>  | Academic Coordinator / Academic English Coordinators  |
| Group Work Collusion Solicitation   | <ol style="list-style-type: none"> <li>When the allegations involve group work, collusion or solicitation, the steps for assessing the Academic Dishonesty must be undertaken separately for each student</li> <li>Students must not be interviewed together</li> <li>An assessment and sanction made about one student must not influence the allegations against another</li> </ol>   | Teachers<br>Academic Coordinators<br>Program Coordinators<br>Program Managers<br>Director of Studies, ELP     |
| Large Instance  | <ol style="list-style-type: none"> <li>When a subject, class, and or level experience a large instance of Academic Dishonesty involving the same type of breach, students may be spoken to collectively, however, each student must be given the opportunity to nominate for an individual interview.</li> </ol> <p>In such cases the Program Manager/Director of Studies ELP should review the assessment task and/or processes with the Academic Coordinator / Program Coordinator.</p> | Program Manager<br>Director of Studies, ELP   |
| <b>Review of Alleged Breaches – Assessment</b>  |   |   |
| <p>The Student Preparedness Matrix provides a guide to the likelihood of intentionality. The Academic Dishonesty Matrix provides a guide as to the level of academic dishonesty considering student preparedness, intent and extent. Refer to these guides when reviewing alleged breaches.</p> |   |   |

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| <p>Minor<br/>(Misunderstanding)</p>                   | <ol style="list-style-type: none"> <li>1. Provide student with a clear explanation in writing regarding the allegation that their assessment item, or actions in relation to an assessment item, breach the Academic Integrity policy.</li> <li>2. Based on the Academic Dishonesty Matrix; give the student a warning and explain the consequences of repeat instances of Academic Dishonesty, provide students with the opportunity to:             <ol style="list-style-type: none"> <li>a. Demonstrate they have acted with integrity</li> <li>b. resubmit the assessment task, or</li> <li>c. choose to not resubmit; assessment to be marked based on the assessment criteria.</li> </ol> <p>Option b) allows for a maximum pass grade.</p> </li> <li>3. Refer student to academic skills modules, workshops, one-on-one support sessions. Teacher should continue to monitor and support the student.</li> <li>4. Teacher, in consultation with their Academic Coordinator/Academic English Coordinator completes an Academic Dishonesty report and forwards electronically to the Education Services Team within ten (10) business days of assessment submission.</li> <li>5. Education Services Team to record breach in central records system.</li> </ol> | <p>Teacher with Academic Coordinator / Academic English Coordinators</p> <p>Academic Coordinator/ Academic English Coordinators /Teacher</p> <p>Teacher, Academic Coordinator / Academic English Coordinators</p> <p>Education Services Team</p> |
| <p>Moderate / Major / Extreme</p>                     | <ol style="list-style-type: none"> <li>1. Provide student with a clear explanation in writing regarding the allegation that their assessment item or actions in relation to an assessment item breaches the Academic Integrity policy.</li> <li>2. Teacher and Academic Coordinator meet with student to explain the alleged breach (validity and extent of the suspected breach) and the possible penalty to the student. Provide opportunity for the student to:             <ol style="list-style-type: none"> <li>a. explain and / or</li> <li>b. disclose</li> </ol> </li> </ol>   | <p>Teacher with Academic English Coordinators</p>  |
| <p><b>Review of Alleged Breaches – Assessment</b></p> |   |  |

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| <p>Moderate / Major / Extreme</p>                     | <p>3. Explain the seriousness of breaching Academic Integrity and the escalation of sanctions. Explain the process and right of appeal.</p> <p>4. Complete an Academic Dishonesty report and submit it along with supporting commentary and evidentiary documents electronically to the Education Services Team within ten (10) business days of assessment submission.</p> <p>5. Direct Academic Dishonesty report and relevant documentation, including student's academic integrity history, to the appropriate person (responsible officer).</p> <p><b><u>Responsible Officers:</u></b></p> <p><b>Moderate</b> – Program Manager or Director of Studies ELP</p> <p><b>Major</b> – Program Manager / Director of Studies ELP with a second committee member (PM or DoS). If a repeat incident, then the Associate Dean of Studies</p> <p><b>Extreme</b> - Program Manager / Director of Studies and the Associate Dean of Studies</p> <p><b>Exclusion</b> - Program Manager / Director of Studies (and or Associate Dean of Studies) and the Dean of Studies.</p> <p>6. Responsible Officer to assess the alleged breach (type, extent), preparedness of student and collate documentation provided and request any further information within three (3) business days of receipt.</p> <p>7. Responsible Officer to finalise the sanction, Complete the outcome section of the Academic Dishonesty form advising of sanction to be applied and Academic Skills module(s) / workshop(s) to be completed, and forward report to Education Services Team.</p> | <p>Education Services Team</p> <p>Responsible Officer Education Services Team</p> <p>Responsible Officer Education Services Team</p> |
| <p><b>Review of Alleged Breaches - Assessment</b></p> |   |  |

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| Moderate / Major/<br>Extreme              | 8. Education Services to notify student in writing within two (2) business days of the decision regarding the breach, the outcome and penalty (if applicable) including the sanction. Concurrently, advise student of the Academic Skills module(s) / workshop(s) to be completed, to discuss their future assessment tasks with their teacher and Academic Coordinator, and their right to appeal. Record outcome in central records system and Academic Misconduct log.  | Responsible Officer<br>Education Services Team |
| <b>Review of Alleged Breaches - Exams</b> |  |  |
| Determine type and extent of the breach   | 1. Identify suspected dishonesty<br><br><b>Face-to-Face exam:</b> report suspected dishonesty to presiding Exam Supervisor.<br><br><b>Online Exam:</b> record suspected dishonesty with timestamp during online invigilation.<br><br>2. Take action to intervene<br><br><b>Face-to-Face Exam:</b> confiscate material brought into the exam or accompany student to remove any information present on their body (to be witnessed by second Exam Supervisor and preferably photographed).<br><br><b>Online Exam:</b> Invite individual student into a breakout room or use the chat function to warn/instruct/guide the student, as needed.<br><br>3. Allow student to continue the exam.<br><br>4. Forward a completed Academic Dishonesty Report to Exams and Progression Team, within one (1) business day of the exam. | Exam Supervisor                                |
| <b>Review of Alleged Breaches - Exams</b> |  |  |



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| <p><b>Exam Breaches</b></p> | <ol style="list-style-type: none"> <li>5. Provide student with a clear explanation in writing regarding their breach of Academic Integrity, based on Academic Dishonesty Report from Exam Supervisor. Advise them that their grade is withheld and next steps in the investigation process.</li> <li>6. Determine penalty for exam misconduct based on exam misconduct precedents.</li> <li>7. Forward the Academic Dishonesty report and submit it along with supporting commentary and evidentiary documents electronically to the Dean of Studies Education Services Team for record keeping.</li> </ol> <p>Where evidence has been witnessed by another person, include a signed descriptive statement of the breach from the witness.</p> <p>Where the breach does not have a precedent, the Exams Coordinator seeks advice on the penalty from relevant course manager (Program Manager or Director of Studies) within one (1) business day.</p> <ol style="list-style-type: none"> <li>8. Finalise the sanction, complete the outcome section of the Academic Dishonesty form advising of sanction to be applied.</li> <li>9. Notify student in writing within two (2) business days of the decision regarding the breach, the outcome and penalty (if applicable) including the sanction and their right to appeal. Record outcome in central records system and Academic Dishonesty Register.</li> </ol> | <p>Exams and Progression Team</p> |
| <p><b>Sanctions</b></p>     |   |                                   |



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|  | advising the students of their rights to appeal. |  |
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| <b>APPEALING</b>     |   |         |
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| Submitting an appeal | <ol style="list-style-type: none"> <li>1. Students may appeal against a finding of Academic Dishonesty.</li> <li>2. Appeals relating to outcomes of Academic Integrity breaches (Academic Dishonesty) must be made in writing to the Dean of Studies via email to <a href="mailto:studentconductcommittee@UTSCollege.edu.au">studentconductcommittee@UTSCollege.edu.au</a> within five (5) business days of notification of the finding.</li> <li>3. Students are to: <ul style="list-style-type: none"> <li>- state clearly what factual or procedural error they believe has occurred,</li> <li>- include any supporting documentation or</li> <li>- advise that they are able to demonstrate their ability to complete the assessment task as submitted and are prepared to authenticate their learning in the assessment task.</li> </ul> </li> </ol> <p><i>Students can find further information in the Student Complaints and Appeals Policy and Procedure.</i></p> | Student |
| <b>APPEALING</b>     |   |         |

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| <p><b>Assessing an appeal</b></p> | <ol style="list-style-type: none"> <li>4. Student will receive confirmation of receipt of appeal in writing within 24 hours of receipt of appeal email.</li> <li>5. Retrieve the original documentation, report, determination, and sanction applied for the Academic Dishonesty case.</li> <li>6. Set up a panel to review the appeal and interview time for the panel to interview the student <ul style="list-style-type: none"> <li><b>Moderate</b> – two PMs (other than the original assessor), or DoS and Associate Dean of Studies</li> <li><b>Major</b> – The Associate Dean of Studies, two PMs and or 1 PM and DoS (other than the original assessor)</li> <li><b>Extreme</b> – Dean of Studies and a 2nd Executive</li> </ul> </li> <li>7. The student’s written appeal, along with the original documentation, report, determination, and sanction applied will be provided to the Panel within two (2) business days of receipt of the appeal</li> <li>8. The Panel will review the original documentation, assessment and sanctions alongside any additional information or evidence provided in writing by the student within seven (7) business days of submission of the appeal.</li> <li>9. In reviewing the appeal, the Panel may: <ul style="list-style-type: none"> <li>- judge the appeal has no grounds</li> <li>- request further information or meet with the Teacher, Academic / Academic English Coordinator, Program Manager / Director of Studies ELP</li> <li>- request an interview with the student</li> <li>- request the student undertake a diagnostic test or a similar task to the assessment ask in question to authenticate learning</li> <li>- judge that the sanction be changed and advise of the revised sanction.</li> </ul> </li> <li>10. The Panel will notify the Education Services Team of the outcome of the appeal within ten (10) business days of receipt of appeal.</li> </ol> | <p>Education Services Team</p> <p>Dean of Studies</p> |
|                                   | <p><b>APPEALING</b></p>   |   |

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| Assessing an appeal                            | <p>11. Following the outcome of an internal appeal,</p> <ul style="list-style-type: none"> <li>a. Students will be notified in writing of the outcome of the appeal within fifteen (15) business days of receipt of appeal. Notification will include advice on external appeals.</li> <li>b. Academic / Academic English Coordinators / Teachers/ Program Managers / Director of Studies ELP are to be notified of the outcome in writing</li> </ul> <p>12. The outcome is to be recorded in the central records.</p> <p>13. Outcomes of external appeals are to be recorded in the central records. Retrieve the original documentation, report, determination, and sanction applied for the Academic Dishonesty case.</p>   |         |
| <b>EXTERNAL APPEAL</b>                         |  |         |
|  | <p>Where an internal appeal has been unsuccessful a student may request a review by an external body: The following entities can be contacted to lodge an appeal:</p> <ul style="list-style-type: none"> <li>• NSW Ombudsman (For UTS Foundation Studies students) - considers whether a decision is illegal, unreasonable, unjust or oppressive, improperly discriminatory, based on improper or irrelevant grounds, based on a mistake of law or fact, or otherwise wrong.</li> <li>• Overseas Students Ombudsman (For international students enrolled in ELP, Diploma, Graduate Certificate courses) - considers decisions where students believes UTS College may not have followed the rules correctly or treated them fairly</li> <li>• Administrative Appeals Tribunal (AAT) (For domestic students)</li> </ul> | Student |
|  | <p><b>External Appeal Outcome</b></p> <p>Where the outcome <b>does support</b> UTS College's decision, the case is closed.</p> <p>Where the outcome <b>does not support</b> UTS College's, the Appeals Panel will be notified.</p>   | SCRO    |
|  | <p><b>Taking appropriate Action as outlined by External Appeal Body</b></p> <ul style="list-style-type: none"> <li>• Take the appropriate action</li> <li>• Inform Student</li> <li>• Inform External Appeal Body</li> <li>• Inform Appeals Department</li> </ul>  | SCAC    |
| <b>RECORD KEEPING, NOTIFYING AND REPORTING</b> |  |         |

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| Initial report                                 | <ol style="list-style-type: none"> <li>1. All instances of suspected Academic Dishonesty are to be reported to the relevant Academic Coordinator / Level Leader, Program Manager / Director of Studies ELP, and the Education Services Team on the <i>UTS College Academic Dishonesty Report</i> within ten (10) business days of assessment submission / completion date.</li> <li>2. All instances, including warnings and minor instances, are to be recorded in the central records system.</li> </ol>   | <p>All teaching staff</p> <p>Education Services Team</p> |
| Notification and advice regarding appeal       | <ol style="list-style-type: none"> <li>3. Students who are reported for Moderate to Major breaches will receive notification in writing within fifteen (15) business days of assessment submission/completion date.</li> <li>4. Notification will clearly describe the nature of Academic Dishonesty finding, the decision and the reason for the decision, the sanction applied and attach any supporting documentation, including advice regarding the modules/workshops they are to complete, an interview time to meet with an Academic Success Adviser and avenues for appeal.</li> </ol>   | Education Services Team                                  |
| Notification and recording of outcome          | <ol style="list-style-type: none"> <li>5. Following the assessment of alleged Academic Dishonesty: <ul style="list-style-type: none"> <li>• Academic Coordinators/ Academic English Coordinators /Teachers are to be notified of the outcome in writing</li> <li>• Program Managers/Director of Studies are to be included in notifications relating to their determinations.</li> <li>• The Associate Dean of Studies is to be included in notifications relating to their determinations.</li> <li>• The outcome is to be recorded in the central records system including the type of breach and the sanction. Sanctions are recorded in the central records with an ACON penalty code. ACONs range from 1 to 5, where 1 is a warning and 5 is the most extreme and may lead to exclusion.</li> <li>• The outcomes of the alleged Academic Dishonesty will be recorded so each allegation and the outcome for a student can be seen collectively.</li> <li>• All outcomes of minor, moderate major and extreme will appear on the student's record in The Student Management System SMS.</li> <li>• All central records reporting Academic Dishonesty or Appeals will be kept secure and confidential.</li> </ul> </li> </ol> | Education Services Team                                  |
| <b>RECORD KEEPING, NOTIFYING AND REPORTING</b> |  |  |

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| <p>Report to Academic Standards Committee</p> | <p>6. At the end of each assessment period a report on breaches of Academic Integrity (Academic Dishonesty) will be prepared and submitted to the Academic Standards Committee. The report will be across all Programs for Academic and across all Programs for English.</p> <p>7. The report is to include deidentified data on:</p> <ul style="list-style-type: none"> <li>a. Course of enrolment</li> <li>b. international or domestic student</li> <li>c. nature of breach</li> <li>d. repeat offence of any kind</li> <li>e. outcomes - sanctions applied</li> <li>f. a summary table of outcomes by course including all previous assessment periods for the calendar year</li> </ul> | <p>Education Services Team</p>  |
| <p>Report to LTC</p>                          | <p>8. The Learning and Teaching Committee receives reports from the ASC to monitor any subjects or assessment tasks which appear problematic in relation to Academic Integrity and Dishonesty.</p>  | <p>Academic Standards Committee / Learning and Teaching Committee</p> |
| <p>Report to Academic Board</p>               | <p>9. The report is to include deidentified data on:</p> <p>A report of breaches of Academic Integrity for both Academic and English courses is to be submitted to Academic Board annually by the Academic Standards Committee as part of annual student performance reporting.</p>   | <p>Chair Academic Standards Committee</p>                             |

## DEFINITIONS

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| Academic Integrity  | A commitment, even in the face of adversity, to acting with the fundamental value of honesty, trust, fairness, respect, responsibility, and courage.<br><br>(International Centre for Academic Integrity, 2014)   |
| Academic honesty    | Academic honesty requires ethical scholarship, this means that students, teachers, and all academic staff act in an honest way, and are responsible and fair in their actions, including acknowledging the work of others and producing their own original work.  |
| Academic Dishonesty | Academic Dishonesty is a breach of Academic Integrity where a student seeks to gain either for themselves or for another student an unfair or unjustified academic advantage in an assessment task.<br>Academic Dishonesty includes cheating, collusion, fabrication, ghost writing, misrepresentation, plagiarism, self-plagiarism and solicitation (refer terms marked* for definitions), not abiding by examination rules or rules in test conditions, submitting work that is not original, acting to gain unfair advantage in relation to an assessment task or tasks. Academic Dishonesty may be unintentional, or intentional, minor, or extreme, and may have occurred carelessly or knowingly.   |
| Acknowledgment      | Acknowledgement involves the practice of respecting, referencing and giving credit to the words, ideas, designs, interpretations and influences of others.  |
| ACON                | ACON is the penalty code used for recording Academic Dishonesty sanctions in the central records system. There are five levels of penalties:<br><br>ACON1: reprimand/warning - no clear evidence of intentionality and or no unfair advantage has been obtained and the breach is of a minor nature<br><br>ACON2: reduction in grade - reduction of one to two grades where the extent and or intent of the breach and the advantage gained is moderate<br><br>ACON3: fail grade for assessment - clear intentionality and clear potential for obtaining unfair advantage<br><br>ACON4: fail grade for the subject - prior instance of academic dishonesty and or it is determined that the scale, extent or intentionality of the dishonesty warrants such a penalty<br><br>ACON5: exclusion from UTS College - repeated instances of academic dishonesty and/or the academic dishonesty is of such seriousness it warrants exclusion. |
| Affiliates          | In search Limited Board members, honorary appointees, contractors, labour hire personnel, volunteers, agency staff and any other person appointed or engaged by UTS College to perform work or functions for UTS College.   |



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| Assessment                 | Systematic process for facilitating and evaluating student learning. It includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance and the provision of feedback on the student's performance.   |
| Assessment criteria        | Assessment criteria describe the specific elements of a student's performance that align to the Level, Subject or Program learning outcomes. They are developed by analysing the learning outcomes and identifying the specific characteristics that contribute to the overall assessment and including elements of language comprehension and production. In ELT the assessment criteria additionally reflect the linguistic and rhetorical elements of language production. |
| ASC                        | Academic Standards Committee  |
| Assessment item            | Student work provided in response to an assessment task.  |
| Assessment task            | Specific activity a student (or group of students) is required to complete for the purpose of assessment.   |
| Authentication of learning | Demonstration that an assessment task and or item has been completed by the student with Academic Integrity.  |
| Business Day               | The following days are classified as business days – Monday, Tuesday, Wednesday, Thursday, Friday   |
| Cheating*                  | To seek to obtain an unfair advantage in an assessment task through any form of Academic Dishonesty particularly in an exam, test or assessment quiz, including use of unauthorised materials, equipment or technology, communicating with another person, not following examination/test/quiz conduct rules including invigilation rules.  |
| Collusion*                 | Unauthorised collaboration in the completion of an assessment task or assessment item. Working jointly in ways that do not represent legitimate cooperation.  |
| Exam dishonesty            | Exam dishonesty refers to the behaviours and or intentions of students in formal centrally organised exams that breach the academic integrity policy  |
| Extent                     | How much of the assessment item is in question (for example, a few sentences or several paragraphs), and what proportion of the marks for the entire subject does the assessment item represent (for example, 10% or 40%).  |
| Extreme                    | Work that involves solicitation or ghost writing and or cheating of any form in a final examination (or major assessment).  |
| Fabrication*               | Inventing and altering information or data and presenting it as legitimate.   |
| Feedback                   | Information communicated to the student on their performance assessment item that is intended to help them improve their performance.   |

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| Ghost Writing*         | Ghost writing by another person is when someone else writes or produces any work that a student submits for an assessment. Ghost writing for another person involves knowingly writing or producing any work that another student will submit as their own.   |
| Grade                  | A grade is awarded to an assessment item to recognise the level of academic achievement the student has demonstrated. Grades include High Distinction, Distinction, Credit, Pass or Fail.   |
| Intentional            | Actively and or knowingly engaging in Academic Dishonesty.  |
| Knowledge              | The student's likely exposure to the accepted practices and cultural norms of academic scholarship in Australia and, where applicable their disciplinary area and the extent to which these practices have been made clear to the student.  |
| Learning outcomes      | The specific skills, knowledge and capabilities that students should attain by completing a subject or a program of study.  |
| Legitimate Cooperation | Any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through transparent, open and fair interaction between students and results in students submitting work which demonstrates what they know and can do and that does not lead to unfair advantage. |
| LTC                    | Learning and Teaching Committee   |
| Major                  | Work in the assessment task and or item is a copy or a large proportion of the item is copied or not original with clear intention and unfair advantage.  |
| Minor                  | A small proportion of the assessment item is affected and has resulted from unintentional or careless practices.  |
| Misrepresentation*     | There are two forms of misrepresentation:<br><br>Is when the words or ideas of the original author have been intentionally misused to justify the student's own work.<br><br>Knowingly making any false or misleading representation about student identity relating to being a student of UTS College.   |
| Misunderstanding       | Is an unintentional failure to meet academic integrity requirements, because of inadequate study skills and a lack of preparedness to understand and meet academic writing (and or other academic) conventions.   |
| Moderate               | A proportion of the assessment item is affected and represents some unfair advantage.   |
| Original work          | Original work is work produced by the individual student which demonstrates the student's own understanding, thoughts and ideas, while maintaining academic integrity.  |

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| Plagiarism*     | <p>To present another person's ideas or work or manner of expressing them as one's own by failing to give appropriate acknowledgment. Ideas and work include creative work such images, performances, designs and any form of intellectual originality.</p> <p>Note: incidental plagiarism (inadequate, incorrect or inconsistent citation and/or referencing of sources, paraphrasing too close to the original) including minor copying of material either as part of a submitted assessment task, item or in the preparation of an assessment task or item.</p> <p>Self-plagiarism; resubmission of own previous work unless this has been formerly agreed to in writing.</p> |
| Responsibility  | <p>Taking account and being answerable for actions within one's power, control, or management.</p> <p>For example:<br/>It is the responsibility of teaching staff to support students and identify possible academic misconduct.</p> <p>It is the responsibility of students adopt an ethical and honest approach to academic work and assessment in accordance with the Academic Integrity Policy and the UTS College Student Code of Conduct.</p>  |
| Sanction        | <p>A range of adjustments to assessment outcomes and grades imposed in response to the review of alleged Academic Dishonesty and proportionate to the seriousness of Academic Dishonesty.</p>  |
| SCAC            | <p>Student Complaints and Appeals Committee - An internal committee with an independent Chair, which is the final step in the process of an internal review, to give visibility to the unbiased nature of UTS College's final decision on a matter.</p>  |
| SCRO            | <p>Student Complaints Resolution Office</p>  |
| Self-plagiarism | <p>A submission of all or any part of your own original work after using it in any other subject, previous or current.</p>   |
| Solicitation*   | <p>Solicitation occurs when one student requests, offers, encourages, induces or advertises for another individual/student to contract, commission, pay, procure, or complete on their behalf, assessment tasks and items that are likely to be used for the purpose of cheating, misrepresentation and/or plagiarism. A student who willingly assists another to circumvent the purpose of assessment through solicitation, cheating, misrepresentation or plagiarism is also breaching Academic Integrity.</p>   |
| Staff           | <p>People employed to work on an ongoing, fixed term, sessional or casual basis under the terms and conditions of an employment agreement (contract) issued by UTS College.</p>  |
| Stage           | <p>The progressive stage of a course the student is currently undertaking.</p>   |

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|---------------------------|---|
| Student Conduct Committee | The Responsible Officers and Education Management team who review and manage academic integrity breaches.                                     |
| Teaching Staff            | Those people employed as staff to specifically teach courses on behalf of UTS College.  |
| Unintentional             | Errors in identifying the work of others have occurred due to a lack of experience or knowledge.  |
| UTS College               | Insearch Limited and its controlled entities.   |
| Warning                   | Where the student's actions have been unintentional, careless or unformed they will receive a warning and be guided in appropriate practices. |

### SUPPORTING DOCUMENTS:

- Academic Integrity Policy
- Academic Integrity Guide (Matrix and Student Preparedness)
- Assessment Policy
- Assessment Procedure
- Student Charter