



# Authenticity and Academic Integrity

## Elizabeth College: Policy & Procedures

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At Elizabeth College, we take academic integrity seriously and are committed to maintaining a culture of academic honesty. All members of the college community are expected to uphold the highest standards of academic integrity in all aspects of their work, including coursework, research and other academic activities.

This policy documents the practices at Elizabeth College that ensure compliance with Standard 7 and 8 for the provision of TASC-accredited senior secondary course (<https://www.tasc.tas.gov.au>)

Authenticity and academic integrity requires honesty and respect for the work of others. This is demonstrated through the recognition and appropriate use of source information.

- Elizabeth College's Academic Integrity policy is based on the TASC Academic Integrity Guide <https://www.tasc.tas.gov.au/wp-content/uploads/2020/03/Academic-Integrity-Guide.pdf> . We have worked in collaboration with other colleges and have consulted Years 9-12 documentation and RTO's.
- It is an expectation that all Elizabeth College students will submit work that is their own and will acknowledge any sources of information and programs used to complete their work.
- Student declarations must be completed by all students who are undertaking one or more TASC courses. <https://www.tasc.tas.gov.au/students/years-11-and-12/preparing-for-exams/student-declaration/?highlight=Student%20Declaration>
- Students completing folio subjects will be required to sign a declaration form and teachers will store these in Curriculum Area MS Teams space <https://www.tasc.tas.gov.au/wp-content/uploads/2020/08/TASC-Student-Folio-Declaration-form-Information-Sheet.pdf>

### **Breaches of Academic Integrity**

If the responsibilities outlined within this policy are upheld, breaches of the Academic Integrity Policy will be minimised. The seriousness of any breach is dependent on the time of the breach (i.e. early in the year while students are still becoming familiar with the guidelines), prior breaches and feedback given to the student at that time. This will inform the level of intervention by the teacher and senior staff. Focus is on education and support.

Level 1: Support and re-education.

Teacher has identified there are initial instances of minor breaches in Academic Integrity and expectations of conduct. Student is re-educated about the expectations of Academic Integrity; their work is to be re-worked and resubmitted. The teacher records this initial breach in SSS and communicates with teachers of that student, preferably in MS Teams.



#### Level 2: Repeat Breach.

The teacher has identified a subsequent breach of Academic Integrity by this student. The student still has the option to resubmit work. A further re-education opportunity is provided by relevant Curriculum Leader about the expectations of Academic Integrity. A letter is sent home to the parents/carers. The teacher records in SSS recording this repeated breach and communicates via MS Teams with teachers.

Level 3: Serious Breach. The student has repeated breaches of Academic Integrity. Teacher informs AP. AP calls parents/carers and organises a meeting with the student. Student receives a 't' across all criteria on the assignment with no option to resubmit. Teacher and AP submit to SSS recording this serious breach and meeting and communicates via MS Teams with teachers.

#### Additional considerations:

- <https://www.tasc.tas.gov.au/wp-content/uploads/2020/03/Academic-Integrity-Guide.pdf>
- A school or college will treat incidents where a student fails to show what work is not the student's own and the source of other peoples' work (by referencing/citation) according to its documented policies and procedures. Penalties (such as loss of marks) will depend on the seriousness of the offence, the circumstances under which it was committed, and the policies and procedures of the school or college.
- A student who submits a TASC externally assessed folio must sign a Candidate Declaration Form confirming that the work is that student's own work except where other people's information, images, ideas or words are explicitly acknowledged. *A student must not sign the form if this is not true.*
- TASC will take action if a Candidate Declaration Form is signed and the folio is found to contain unacknowledged information, images, ideas or words that are not the student's own work. Cases are reported to TASC. TASC may decide that the apparent breach is sufficiently serious to require consideration of a possible penalty.
- Penalties for any form of cheating or dishonesty in externally assessed folios or project work may include having your results for that particular assessment cancelled or, in extreme cases, having all of the student's results for the entire year cancelled.



## Definitions

**Assessment:** Judging evidence of a learner's attainment of knowledge and skills against standards.

**Internal assessment:** Assessment of learner achievement by a senior secondary provider (school/college).

**External assessment:** Assessment of learner achievement by TASC/UTAS/RTO.

**Academic integrity:** Honesty and respect for knowledge and truth means taking responsibility and giving credit or acknowledgement to the work or scholarship of others.

See Academic Integrity Guide at: <https://www.tasc.tas.gov.au/wp-content/uploads/2020/03/Academic-Integrity-Guide.pdf>

**Bibliography:** A formal list of all the sources of information consulted in the preparation of a work. A bibliography is given at the end of the work. It does not replace referencing or the need to reference sources each time they are used.

**Citation:** See 'Referencing' below.

**Referencing:** Noting and acknowledging the use in your work of another person's ideas, designs, data, images, words or works. Some courses specify the referencing style required, otherwise Harvard is the recommended style. Referencing is also known as 'citation'.

**Authenticity:** The work purported to be that of a learner, is actually the work of that learner and no other person or program. Any material assistance or other substantial contribution from another person or program must be identified. This requires teachers to:

- help learners to do their personal best while ensuring that this help means that the work reflects the learner's rather than the teacher's knowledge and skills in the area.
- develop sufficient knowledge of each of their learner's work, knowledge and skills that they have a sound basis for assurances that all work satisfies the requirements for authenticity.

**Student declaration:** A document signed by the learner, countersigned by a teacher on behalf of the provider and attached project work submitted for external assessment. The work is not accepted for assessment without this declaration. In signing the declaration, the learner is declaring that the work, except where explicitly acknowledged, is the learner's own work. In signing the declaration, the teacher on behalf of the provider is promising that the work was submitted by the required date, that the provider's documented processes for authenticity and academic integrity have been followed and that there are good grounds to have confidence in the authenticity and academic integrity of the work.



## **APPENDIX 1 - ROLES AND RESPONSIBILITIES**

### **Principal (or delegated person)**

- Is responsible for ensuring there is an effective and documented procedure that is implemented, monitored and reviewed to improve practices.
- Has processes for ensuring the authenticity and academic integrity of work submitted by students for external and internal assessment.
- Will inform all staff of the requirement to meet the authenticity and academic integrity standard.
- Documents all procedures and processes for ensuring confidence in the authenticity and academic integrity of the work submitted by students.
- Has procedures to ensure that digital assessment records are maintained and archived once school based final assessments are completed.
- Procedures are documented for archival of work samples to meet TASC/Years 9-12/RTO requirements.
- Possible penalties for breach of authenticity and academic integrity standards and late submissions are documented. (See Section 3)

### **TASC Liaison Officer**

- Retains records of processes and outcomes of evidence-based decisions and actions for the specified time period.
- Has procedures for teaching students about the requirements for authenticity and academic integrity that reflect the TASC/UTAS/RTO standards.
- Will ensure that, unless specified in subject specific guidelines, all subjects will utilise the uniform 'HARVARD REFERENCING' citation method.
- Will inform staff of requirements around MS Teams use as the location of teachers' assessment records and planning documents. Access to these will form the basis for ensuring that consistent assessment and recording of student work is achieved in circumstances of staff disruption.
- Will have developed and documented procedures for dealing with a request by a student for the review of refusal to endorse the student's folio. (Appendix 5)



### **Trained Library Staff**

- Assist individual staff and students to understand concepts of academic integrity and plagiarism.
- Assist individual staff and students to understand the concepts of academic integrity and plagiarism to avoid breaching copyright and submitting work that is the result of using AI technology as a generative tool.
- Provide the necessary resources and support for students to develop the skills required to achieve academic integrity.
- Support students and teachers in developing their understanding of authenticity and academic integrity expectations.
- Provide guides to referencing and advice on the tools available for detecting unacknowledged sources and work generated by artificial intelligence programs.
- Provide professional learning and training for teachers in the use of tools for detecting unacknowledged sources.
- Provide instruction as required to students on the use of authenticity and academic integrity tools.
- Lead the development of teaching resources to support learner instruction in authenticity and academic integrity.
- Provide authenticity and academic integrity information to all students.
- Provide authenticity and academic integrity sessions to classes where external folio assessment is a requirement, upon consultation with teacher.
- Provide authenticity and academic integrity sessions to other classes as requested.
- Assist students in correct citation and referencing using 'HARVARD' referencing style (unless specified by documented course requirements) and provide advice on the tools for detecting unacknowledged sources or work generated by artificial intelligence.
- Provide instruction on citation techniques note-making and summarising as requested.

### **Teachers**

- Model best practice in academic integrity and provide clear, appropriate information about HARVARD referencing style unless specified by individual course documents.



- Develop students' understanding of authenticity and academic integrity by adopting specific teaching and learning strategies.
- Teachers of TASC subjects will develop sufficient knowledge of each student's work to verify the requirements for authenticity as outlined in documented procedures. Trained library staff are available to support this.
- Will help students produce work that demonstrates their knowledge, skills and understanding.
- Will provide clear direction on procedures for student submission of work (i.e. submission mode and deadline)
- Have procedures for formally acknowledging/recording submission of student's work.
- Will inform all students about the procedure for requesting a review of refusal to endorse the student declaration or questioned authenticity of a students work.
- Will provide a student with the *College's Student Request for Review* (Appendix 4), where a decision is made to not endorse student folio or work submission. The teacher will participate in the procedure in collaboration with an Assistant Principal.
- Provide instruction and direction to students in Academic Integrity, Plagiarism and inappropriate generation of work through the use of artificial intelligence programs.
- Students will be instructed in the use of Academic Integrity, artificial intelligence and plagiarism tools, currently [Turnitin](#) and a referencing generator tool.
- Provide instruction to students on requirements of the College for submission by due dates.
- Provide sufficient assessment tasks in order to recognise the authenticity of a student's work, knowledge and skills, so that there is a sound basis for the decision to not sign the student declaration. **For externally assessed folios, the minimum number of drafts is three.**
- Provide assessment alternatives for situations in which authenticity has been questioned.
- Are responsible for meeting the College specified authenticity and academic integrity requirements.

### Students

- Act honestly and openly in their research and creation of work for submission.
- Follow the guidelines for preparing reference lists that will cite the sources of ideas using the TASC or College approved referencing system, as directed by their teacher. Elizabeth College will uniformly use 'HARVARD' referencing system unless stated within individual course requirements.



- Are responsible for demonstrating that work submitted for assessment is their own. In the case of a suspected breach of academic integrity, students may be required to provide notes, planning and early drafts of the assignment in order to prove their authorship.
- Seek help from teachers or library staff if they require advice on meeting standards of authenticity and academic integrity or correct use of artificial intelligence programs.
- Know the procedures for submitting work on time and receiving formal acknowledgement of their submissions.
- Are aware of their right to request a review of a decision not to endorse their declarations.
- Are required to meet the authenticity and academic integrity standard.
- Are expected to cite sources of information using HARVARD referencing system (or recognised referencing style specified by individual courses). Library staff can advise on the referencing styles specified by the course.
- Must meet submission requirements as specified by their teachers, the College and the TASC/UTAS/RTO.



## APPENDIX 2 – STUDENT REQUEST FOR REVIEW

- All students can request a review of the decision by a teacher not to endorse a student declaration.
- When a teacher decides not to endorse a student declaration, they will provide evidence to the student to support that decision. They will also provide the student with a *Student Request for Review – Refusal to Endorse Folio Declaration* form (see Appendix 4).
- The procedure for review is outlined in Appendix 5.
- The student has the right to submit their work without the teacher’s signature. They are to be made aware that TASC will treat the folio as not submitted and award ‘Z’ ratings, hence capping the award as PA.
- Teachers will have documented assessment alternatives for situations where authenticity has been questioned (Appendix 1).





### APPENDIX 3 – Maintaining Records

- The College will retain records of processes and outcomes of evidence-based decisions and actions for a specified time period in accordance with the DECYP disposal schedule.
- The College will develop and document procedures for maintaining consistent assessment and records of student's work when interruptions to staff continuity occur.
- All digital assessment records will be archived in Curriculum Area Spaces in MS Teams once school based final assessments are completed.
- Teaching areas will determine how many samples of a student's work are retained to meet the standard.
- Complete records of *Review Form for Student Declarations* are archived for specified period.

### APPENDIX 4 – Monitoring the Policy & Process

- The Principal will be responsible for ensuring that the policy and processes are implemented.
- The policy will be reviewed annually in response to the release of the TASC's updated *Academic Integrity Guide*. Updates are provided in the fortnightly TASC Updates.
- Version control strategies will be implemented.

### REFERENCES

Office of Tasmanian Assessment, Standards and Certification, 2020, Standards for the provision of TASC – accredited senior secondary courses, TASC, Hobart, viewed 18 October 2020, <https://www.tasc.tas.gov.au/wp-content/uploads/2020/03/Standards-for-providers.pdf>, pp 11-14

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Berechree, K. 2010, *Academic Integrity - INTRODUCTION*, teacher notes, Elizabeth College, Hobart, 7th December.

Carroll, J 2000, 'Deterring, detecting and dealing with plagiarism', A brief paper for Brookes staff for Academic Integrity Week, *Oxford Centre for Staff and Learning Development*, Oxford Brookes University, Oxford, viewed 20 August 2014, <<https://www.brookes.ac.uk/services/ocslid/resources/plagiarism.html>>.

*Style Manual: For authors, editors and printers* 2006, 6th ed, rev. John Wiley & Sons Australia Ltd, Barton, pp. 188-232.

University of Tasmania 2008, 'Academic Integrity Definition of Terms', Definition of terms used in academic integrity, *Academic Integrity @ UTAS Staff*, Centre for the Advancement of Learning and Teaching, Hobart, viewed 20th August 2014, <http://www.academicintegrity.utas.edu.au/index.html>.



## **Examples used to ensure compliance with academic integrity standards**

- ❖ Students know the procedures for submitting work on time and receiving formal acknowledgement of their submissions. For example:
  - Record sheet with assignment title, class list, signing column for teacher, signing column for student, column for date.
  - Column in record book for student signature when work is submitted.
  - Cover sheet
  - Email
  - Time/date stamp in Canvas
  
- ❖ Have procedures for teaching students about the requirements for authenticity and academic integrity that reflect the TASC standards. For example:
  - Sessions delivered by trained library staff.
  - Academic Integrity Module in Canvas.
  - Turnitin evidence of student submission of work.
  
- ❖ Additional assessment techniques for circumstances when authenticity and academic integrity are questioned. For example:
  - Oral assessment
  - Comparison with work samples created under test conditions
  - Journals, diaries
  
- ❖ All digital assessment records are archived once school based final assessments are completed.



**Student Request for Review – Refusal to Endorse Folio Declaration form**

To be completed and returned to an Assistant Principal within 24 hours of the TASC published due date and time for your folio. Students should discuss any concerns with their teacher prior to submitting this form.

|  |  |
|--|--|
| Name of student  |  |
| Mobile number  |  |
| Course   |  |
| Due date/time for folio  |  |
| Name of Teacher  |  |
| Outline the reason for the request.  |  |
| <b>Please attach documentation and evidences to substantiate the claims.</b> |  |
| Student signature  |  |
| Date   |  |
| <sup>3/4</sup> signature   |  |
| Date/time review lodged  |  |



## Procedure – Review of Refusal to Endorse Folio Declaration

Where a teacher of a Level 3/4 course refuses to endorse the declaration on an externally assessed folio the following steps must be followed.

1. The teacher is to advise the student and their parents/carers that they will not be endorsing the folio. This contact is to be recorded in the Student Support System (SSS).
2. The teacher will advise the student of their right to request a review of this decision and provide a copy of the *Student Request for Review – Refusal to Endorse Folio Declaration* form.
3. The teacher should notify their Curriculum Leader (CL) and an Assistant Principal (AP).
4. Should the student lodge a *Student Request for Review – Refusal to Endorse Folio Declaration* form with an AP, then the following steps will be followed:
  - a. The AP will convene a meeting with the TASC Liaison Officer (TLO), course teacher and the CL of that course. They will review all the available documentation including any evidence provided by the student. The AP may request the student to present a case to the meeting panel. The student may choose to bring a support person to the meeting.
  - b. Following review of all available information and evidence, the AP, TLO, CL and course teacher will make a one of the following recommendations:
    - i. To endorse the folio declaration and submit the folio to TASC for assessment, or;
    - ii. To support the course teacher’s decision not to endorse and verify the folio work
  - c. The final decision will be conveyed to the student in writing by the AP.
  - d. The review process should be completed within seven days of the student lodging their request.
  - e. The outcome of the review is to be communicated to TASC by the TLO via TRACS.
  - f. All documents associated with the review – request form, evidence, meeting records and report – will be filed in the college’s TASC records. A copy will also be filed in the student’s file.