

# Academic Integrity Guidelines and Procedures

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## AUTHORITY AND APPLICATION

Date of approval	Thursday March 30, 2023
Source of approval	College Leadership Team (CLT)
Start date	Monday January 30, 2023
Date of review	Wednesday March 1, 2023
Date of amendments	Wednesday March 8, 2023
Previous guidelines replaced by this guidelines	Academic and Integrity Guidelines

SIGNED:

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DATE:

Thursday March 30, 2023

### 3 RELATED DOCUMENTS

This Guideline should be considered in conjunction with the following related documents:

Policies and Procedures	<a href="#">TASC Academic Integrity Policy</a> <a href="#">TASC Academic Integrity Guide – Students</a> Guidelines and Procedures: Assessment, Reporting and Moderating
Applicable Laws	

### 4 PURPOSE

The purpose of the Guidelines and Procedures: Academic is to inform students, parents and staff of the College’s expectations and requirements regarding plagiarism and ethical academic behaviour. These Guidelines aim to promote critical thinking, originality, and creativity among students. By emphasising the importance of independent research and analysis, we aim to encourage students to engage with course material in a meaningful way, and to develop skills that will serve them well in their future academic and professional pursuits.

### 5 DEFINITIONS

The following definitions are relevant:

**Assessment:** evidence of a student's attainment of knowledge, skills and understanding against either TASC Criterion or Australian Curriculum and Assessment Achievement Standards (ACARA).

**Internal assessment:** data based evidence of student achievement provided by the College teachers.



External assessment: data based evidence of student achievement provided by TASC accredited external moderators and assessors.

Authenticity: student work is actually the work of that student and no other person. Any material assistance or other substantial contribution from another person must be identified.

Academic integrity: the expectation that teachers, students and all members of the learning community act with honesty, trust, fairness, respect and responsibility. This means an attempt to unfairly gain academic advantage is a breach of academic integrity and is often referred to as 'Academic Dishonesty', or 'Academic Misconduct' (TASC, 2023).

Student declaration: this is a document signed by the student, countersigned by a teacher (on behalf of the provider), and attached to a folio or other project work submitted to the TASC for external assessment.

Bibliography: a list of resources used to gather information.

Dishonesty: not being honest about work completed.

Cheating: having unauthorised material in a test or examination, and or verbal and non- verbal communication with other students (whispering, facial expressions, winking, nodding, pointing).

Collusion: allowing another student to use your material and submit it as their own.

Integrity: being honest and having strong moral principles.

Plagiarism: representing someone else's work or ideas as your own.

Referencing: providing academic citations of other academic material quoted or paraphrased in your own work.

## 5. PRINCIPLES

The principles of academic integrity are to act with honesty, trust, responsibility and respect. Therefore, the College has a legal responsibility to clearly communicate to learners, parents and staff the expectations for compliance of the Guidelines for Academic Integrity. The authenticity and academic integrity of all work submitted for assessment must be assured, including externally assessed folios. Teachers are committed in teaching students to act responsibly by ensuring their work is authentic and original. Furthermore, these guidelines align with the College Strategic Plan where teachers model and students learn that reliability, security and privacy underpin our work. In aligning with these guidelines, students will also learn to use digital environments and tools responsibly, safely and ethically. Breaches of academic integrity will be followed by fair, effective and efficient resolution, in accordance with the College's guidelines.

## 6 PROCEDURES

### 6.1 The Role of a St Mary's College Student:

Students are expected to engage in their academic studies in a fair and honest manner. Therefore, students must endeavour to:

- understand and adhere to the Guidelines for Academic Integrity.
- only submit work that is your own.

- always acknowledge borrowed or paraphrased academic material. Including: ideas, images, information, words, data or music.
- use quotation marks when directly quoting a sentence or phrase from another source.
- never allow another student to submit your work as their own.
- never engage in dishonest behaviour by providing answers in tests or examinations for other students.
- never submit work that you have previously submitted in another year or class.

Students may negotiate extending and or refining a body of work with their teacher.

- understand the consequences of breaching any details in the Guidelines for Academic Integrity.
- follow assessment procedures using the College Learning Management System (LMS) (SEQTA) and the College's plagiarism platform (TurnItIn).

## 6.2 The Role of a St Mary's College Teacher:

Every St Mary's teacher is expected to inform and engage students in practices that adhere to the Guidelines for Academic Integrity. Teachers must endeavour to:

- support honest and moral academic behaviour through whole class practice and individual conversations with students.
- promote student understanding of academic integrity through teaching skills of paraphrasing, summarising, referencing, questioning, problem solving and synthesising of ideas.
- embed accurate research practices into teaching and learning through modelling correct referencing of ideas, images, information, words, data or music.
- ensure student work is authentic and original by using the College's plagiarism software as a teaching tool for the importance of referencing and paraphrasing other's material.

### 6.3 The Role of a St Mary's College Parent

- Read and understand the Guidelines for Academic Integrity and [TASC Academic Integrity: A Guide](#) for Senior Years students.
- Monitor your child's academic integrity by supporting the submission of their own work and using SEQTA Engage for teacher feedback.
- Support your child in referencing academic material.
- Encourage your child to speak up if they know of a breach of academic integrity.

### 6.4 TASC Procedures

#### 6.4.1 Folios

TASC folios are work that subjects submit for external assessment in some Level 3 and 4 subjects. They may be written work, and/or a product in a practical subject. It is a requirement of the College's TASC Liaison Officer (TLO) to support teachers in the requirements for folios in subjects where applicable. The following procedures must also be applied to support the authenticity of folio work.

- Teachers read and understand the folio requirements for relevant subjects, seeking support from the TLO.
- Teachers to inform students of the preparation and submission of a TASC folio, if applicable to the subject. Teachers can use [How to Submit a Folio](#) to support this process.
- Students are supported in the right to request a review of a teacher's decision not to

sign the teacher declaration form. If students wish to seek a review, they must:

- o consult the Director of Curriculum in writing
- o participate in a meeting with the subject teacher, parent/guardian, Learning Area Leader and Director of Curriculum
- o provide evidence to support a case for their review

o In the case of a review, the Director of Curriculum will notify the student in both person and writing, as well as inform TASC of the outcome.

#### 6.4.2 The Role of a TASC Student

- adhere to all statements in 6.1.
- read and understand [TASC Academic Integrity: A Guide](#)
- follow all folio procedures for externally assessed folios as stated in 6.4.1.
- read and understand the [TASC Review of Internal Ratings Procedures](#).
- Sign the Statement of TASC Internal Ratings form and be aware of the opportunity for a Review of Internal Ratings if requested.
- Confirmation of [student declaration form in TRACS](#)

#### 6.4.3 The Role of a TASC Teacher

- adhere to all statements in 6.2.
- regularly check student understanding of the TASC Guidelines for Academic Integrity and the [Academic Integrity Guide](#).
- have students sign the Statement of TASC Internal Ratings form and allowed opportunity for a Review of Internal Ratings if requested.
- keep a record of assessments in the College LMS for all taught courses, checked each term by Learning Area Leaders.
- provide written evidence of assessment tasks, due dates and criteria assessed on the LMS, as well as in scope and sequence documents.
- Document a review process with the Director of Curriculum. This is applicable in the case of a review related to the non-signing of a folio declaration or internal assessment ratings.



- Records of processes and outcomes for any review would include: requests made for review, records of meetings, action of the review and subsequent revision of the process and any improvements made to practices.
- Attend Moderation meetings for Level 3 and 4 and Quality Assurance meetings (QA) for Level 2. Information and procedures will be administered by the TLO and Director of Curriculum.
- Participate in internal moderation of tasks with colleagues. If there is only one teacher of a course, moderation with other providers is encouraged.
- Have procedures in place in the event that a teacher who was responsible for a student's work is no longer available.
- All Teachers will use the electronic mark books in SEQTA to record student marks. Settings are to be adjusted to ensure that the mark books are available to Learning Area Leaders and the Director of Curriculum at any time.
- If the class teacher is not available to finalise students' internal grades at the end of the year the teacher's assessment statement and Marks Book will be used to calculate internal ratings.
- Electronic mark books (in SEQTA) will be archived to make sure that they are available in subsequent years.

St Mary's College will retain records of processes and outcomes which clearly show the process that was followed and the outcome. Records must include details of the evidence on which the decision was based.

Records will include:

- The documented procedure
- Records of relevant meetings
- Records of student requests for reviews and the actions of these reviews
- Continuous improvements made to practices.

## 6.5 Consequences for Breaching Academic Integrity

The College is required to communicate these guidelines to students, staff and parents to ensure the purpose and procedures are clearly articulated. Exposure to these guidelines is outlined below, including the consequences if a student compromises their academic integrity. Such consequences increase in severity as students reach the Senior Years, and as external agencies such as TASC are involved. Teachers will follow the process if they suspect and or have evidence of a student breaching Guidelines for Academic Integrity. Clarity on a minor, moderate and major offence and a flow chart of consequences are noted below.

### 6.5.1 Years 7 and 8 Academic Integrity Learning Experiences

Minor Breach	First attempt, and or student was unaware of the breach.	Teacher discusses breach with student, including correct protocols.	Student has the opportunity to re-do and resubmit the task.	No documentation required.
Moderate Breach	Second minor breach or moderate breach.	Teacher conferences severity with student and LAL and DoC	Student resubmits	DoC contacts parents and documents on LMS
Major Breach	Recurring or major breach	Teacher initiates a conference with student, parent/s, LAL, DoC and Deputy	Submitted work receives an NA for all strands	Teacher contacts parents and documents on LMS Further consequences and or support provided.

### 6.5.2 Years 9 and 10 Academic Integrity Consequences

Minor Breach	First attempt, and or student was unaware of the breach.	Teacher discusses breach with student, including correct protocols.	Student has the opportunity to re-do and resubmit the task.	Teacher documents on LMS and contacts parents
Moderate Breach	Second minor breach or moderate breach.	Teacher conferences severity with student and LAL and DoC	Student resubmits	DoC contacts parents and documents on LMS
Major Breach	Recurring or major breach	Teacher initiates a conference with student, parent/s, LAL, DoC and Deputy	Submitted work is not assessed	DoC contacts parents and documents on LMS. Discussions of academic probation.

### 6.5.3 Years 11 and 12 Academic Integrity Consequences

If a student submits work with suspected plagiarism, the teacher will ensure evidence is obtained through the College's plagiarism software and the steps outlined in the flowchart apply:

Minor Breach	First attempt, and or student was unaware of the breach.	Teacher discusses breach with student, including correct protocols.	Student has the opportunity to re-do and resubmit the task.	Teacher documents on LMS and contacts parents
Moderate Breach	Second minor breach or moderate breach, including external assessment.	Teacher conferences severity with student and LAL and DoC	Submitted work receives a NA or Z (TASC electives) for all strands/criteria.	DoC contacts parents and documents on LMS

Major Breach	Recurring or major breach, including external assessment for TASC electives.	Teacher initiates a conference with student, parent/s, LAL, DoC and Deputy	Submitted work receives a NA or Z (TASC electives) for all strands/criteria.	DoC documents on LMS and informs TASC
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If a student cheats in a test or exam, the student receives a Z in all criteria. No option to re-sit is available, Zs are documented on LMS and parents/TASC are informed.

## 7 ADDITIONAL INFORMATION

## 8 REFERENCES

TASC. (2023). Academic Integrity Policy. [online] Available at: [www.tasc.tas.gov.au/wp-content/uploads/2023/03/TASC-Policy-Academic-Integrity.pdf](http://www.tasc.tas.gov.au/wp-content/uploads/2023/03/TASC-Policy-Academic-Integrity.pdf) [Accessed 8 March 2023].

TASC. (2023). Internal assessment. [online] Available at: [www.tasc.tas.gov.au/teachers/internal-assessment](http://www.tasc.tas.gov.au/teachers/internal-assessment) [Accessed 1 March 2023].

TASC. (2023). Internal moderation of assessments. [online] Available at: [www.tasc.tas.gov.au/providers/information-for-schools/assessment-information-schools/internal-moderation-of-assessments](http://www.tasc.tas.gov.au/providers/information-for-schools/assessment-information-schools/internal-moderation-of-assessments) [Accessed 1 March 2023].