UTS Insearch
UNIVERSITY OF TECHNOLOGY SYDNEY

Academic Integrity Policy

POLICY PURPOSE

UTS Insearch believes that Academic Integrity contributes to a high-quality learning experience. The purpose of this policy is to:

- set out the principles and practices for upholding and promoting Academic Integrity at UTS Insearch to our staff, students and other stakeholders.

- foster Academic Integrity as a core institutional value.

- ensure that the valuing and promotion of Academic Integrity is upheld and contributes to a high-quality learning experience.

- ensure students are afforded opportunities and support to develop Academic Integrity.

- ensure that students who have acted dishonestly in their academic work receive academic counselling, learning support and adjustment of their academic outcomes to reflect the seriousness of their actions.

SCOPE

This policy applies to:

- All students.

- All Academic / English teaching and Education Management staff.

- All assessment of student learning for all UTS Insearch courses and programs, on and offshore, and the entire assessment process.

DEFINITIONS are set out at the end of this policy.

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POLICY PRINCIPLES

Principle	Responsible
1. Engage both students and staff in Academic Integrity through the core values of honesty, trust, fairness, respect, responsibility and courage.	
1.1. Academic Integrity requires acting honestly. 1.2. Academic Integrity requires trust to foster a culture of mutual respect where individuals represent themselves truthfully. 1.3. Academic Integrity requires fairness when interacting with others and not attempting to gain unfair advantage. 1.4. Academic Integrity requires respect for the opinions and work of others including acknowledging others work appropriately (ideas, opinions, artefacts and research). 1.5. Academic Integrity requires all members of the learning community to take responsibility for their actions and decisions to actively uphold a culture of mutual accountability. 1.6. Academic Integrity requires courage to consistently report and act in the face of Academic Dishonesty.	
2. Promote and uphold Academic Integrity through an educative process.	
2.1. Through the Insearch Model of Learning we support students to take responsibility for and ownership of upholding their own Academic Integrity. 2.2. We give students clear guidance on what constitutes Academic Integrity and academic dishonesty. 2.3. We give students clear guidance and educative modules on appropriate academic practices and conventions. 2.4. We recognised that students need time and support to develop literacies, competence and strategies for ensuring they act with Academic Integrity.	

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Principle	Responsible
3. Embed Academic Integrity as integral to curricula design and the Insearch Model of Learning.	
3.1. The curriculum affirms and promotes the importance of Academic Integrity.	Program Manager/ Director of Studies / Subject Coordinator/ Level Leader/ Curriculum Designer
3.2. The curriculum provides opportunities for students to develop the understanding and skills they need to meet the expectations of Academic Integrity.	Program Manager/ Director of Studies / Subject Coordinator/ Level Leader/ Curriculum Designer/ Teacher
3.3. Assessment design promotes Academic Integrity by minimising opportunities for Academic Dishonesty and explicitly encouraging and rewarding Academic Integrity.	Program Manager/ Director of Studies / Subject Coordinator/ Level Leader/ Curriculum Designer
3.4. The curriculum enables students to make links between developing Academic Integrity and their progression in higher order learning.	Curriculum Designer/ Subject Coordinators
4. Determine and manage academic dishonesty using predetermined criteria, educative responses and proportionately scaled sanctions.	
4.1. Insearch uses a criteria based system to review all suspected or alleged breaches of Academic Integrity and respond to proven breaches of Academic Integrity. 4.2. Responses to breaches takes account of the extent of the breach, the student's intention, motivation, stage/level of study and knowledge, and whether the breach is a repeat behaviour or instance. 4.3. Wherever possible and appropriate responses are educative. 4.4. Processes such as diagnostic tests, comparative analysis, authentication of learning and content matching software assist in identifying and determining potential Academic Dishonesty. 4.5. For proven breaches sanctions are proportionally scaled to the severity of academic dishonesty ranging from warnings, through grade reductions, subject failure to expulsion from UTS Insearch.	Teachers/Subject Coordinators/ Level Leaders/ Program Managers/Director of Studies/Dean of Studies

5. Report and record Academic Dishonesty centrally.	
5.1. Insearch records all instances of suspected or alleged academic dishonesty and the outcomes of the review process in a central records system.	Program Managers / Director of Studies/ Subject Coordinators/ Level Leaders/ Teachers
5.2. All instances of suspected or alleged academic dishonesty will be reported to the Program Manager / Director of Studies and the Education Services Manager.	Program Managers / Director of Studies/ Education Services Manager

6. Commit to Academic Integrity as part of quality Academic Standards.	
6.1. Insearch supports both students and staff in creating and maintaining a culture of Academic Integrity through an institution wide framework.	All members of the academic community
6.2. Insearch maintains a systematic communication and records system with misconducts recorded and reported to Academic Board and Insearch Limited Board annually.	Education Services Manager
6.3. Insearch monitors Academic Dishonesty across programs and courses through the Academic Standards Committee (ASC) and where subjects and or assessment tasks appear problematic the Teaching and Learning Committee (TLC) reviews them.	Chairs of ASC and TLC
6.4. Insearch keeps records secure and confidential In line with the Privacy Policy.	Education Services Manager

7. Treat students fairly and with dignity.	
7.1. A breach of Academic Integrity will only be upheld where there is adequate evidence that a student has breached Academic Integrity.	All Education Staff
7.2. Students must have the opportunity to seek advice regarding their Academic Dishonesty.	Students and all Education Staff
7.3. Each incident of Academic Dishonesty should be dealt with on its own merits, taking into consideration previous behaviours whilst acknowledging these do not constitute evidence.	All Education Staff
7.4. Students have the right to appeal decisions made if they can substantiate there has been a factual or procedural error.	Students

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DEFINITIONS

Academic Integrity	A commitment, even in the face of adversity, to acting with the fundamental value of honesty, trust, fairness, respect, responsibility, and courage.
	(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. Academic Dishonesty includes cheating, collusion, fabrication, ghost writing, misrepresentation, plagiarism and solicitation (refer terms marked * for definitions), not abiding by examination rules, 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 have occurred carelessly or knowingly.
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.
Acknowledgment	Acknowledgement involves the practice of respecting, referencing and giving credit to the words, ideas, designs, interpretations and influences of others.
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.
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.
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. All forms of academic dishonesty are a form of cheating including resubmission of own previous work unless this has been formerly agreed to.

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Collusion*	Unauthorised collaboration in the completion of an assessment task or assessment item.
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.
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.
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 award 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.
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*	Is when the words or ideas of the original author have been intentionally misused to justify the student's own work.
Moderate	A proportion of the assessment item is affected and represents some unfair advantage.

DEFINITIONS

Plagiarism*	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. 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.
Responsibility	Taking account and being answerable for actions within one's power, control, or management. For example: It is the responsibility of teaching staff to support students and identify possible academic misconduct. It is the responsibility students adopt an ethical approach to academic work and assessment in accordance with this policy and the UTS Insearch Student Code of Conduct.
Sanction	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.
Solicitation*	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.
Stage	The progressive stage of a course the student is currently undertaking.
Unintentional	Errors in identifying the work of others have occurred due to a lack of experience or knowledge.
Warning	Where the student's actions have been unintentional, careless or uniformed they will receive a warning and be guided in appropriate practices.

SUPPORTING DOCUMENTS

- Assessment Policy
- Academic Integrity Guideline
- Academic Integrity Procedure
- Student Charter
- Privacy Policy
- Student Complaints and Appeals Policy

Acknowledgements: The Insearch Academic Integrity Policy responds to, and occasionally draws from, the following projects / documents:

- Academic Integrity standards: Aligning policy and practice in Australian universities – Australian Learning and Teaching Council (ALTC) project.

- TEQSA Higher Education Standards Framework (Threshold Standards) 2015.

ADMIN USE ONLY