

Academic Integrity Policy

1. PURPOSE

This policy sets out the principles and practices for upholding and promoting Academic Integrity at UTS College, and the management of academic misconduct.

This policy is supported by the Academic Integrity Procedure.

2. SCOPE

This policy applies to:

- All UTS College **staff**.
- All UTS College **students**, enrolled or no longer enrolled at UTS College.
- **Third parties and affiliates** that offer services for or on behalf of UTS College, its staff and students.
- This policy applies to all examinations and assessment of student learning for all UTS College educational offerings across all teaching modes, including all on campus, online and offshore activities, locations or events.

3. PRINCIPLES

3.1. UTS College Limited (hereafter UTS College) is committed to maintaining a high-quality teaching and learning experience and environment. At UTS College:

- a) academic integrity is a fundamental principle of teaching, learning, and research
- b) students and staff demonstrate integrity in their work and learning through UTS College's core values of integrity, honesty, courage, compassion, respect and imagination
- c) the Academic Board fosters an institution-wide culture of academic integrity by setting academic standards and monitoring the performance of students and staff in meeting those standards
- d) students are provided appropriate support, guidance and training on what constitutes academic integrity and how to develop and maintain good academic practices
- e) students who have engaged in academic misconduct receive appropriate support and/or sanctions that reflect the nature (type and extent) of their actions
- f) students receive accurate, relevant and timely information on UTS College's expectations for academic integrity and

- g) affiliates and third parties are provided with up-to-date information, resources and training to ensure academic integrity is maintained across all UTS College's educational offerings and experiences.

3.2. At UTS College, academic integrity is demonstrated via its core values:

- a) Integrity - actively upholding a culture of mutual accountability where all members of the learning community take responsibility for their actions and decisions
- b) Honesty – acting with honesty, including fairness, when interacting with others and not attempting to gain unfair advantage
- c) Courage – taking action to prevent academic misconduct/academic integrity breaches and reporting this where it occurs
- d) Compassion –fostering a culture of mutual respect where individuals represent themselves truthfully
- e) Respect - respecting the work (ideas, opinions, artefacts, and research) of others through appropriate acknowledgement and Imagination – understanding that academic integrity also requires original thought and ideas as part of the learning process.

4. POLICY STATEMENTS

4.1. Academic Integrity

- a) Academic integrity is described as the 'moral code of academia'. It means acting with and demonstrating integrity in relation to all learning, teaching and research activities (refer [TEQSA guidance note: Academic integrity](#)).
- b) UTS College monitors and takes action to inform and educate staff and students on existing or emerging threats (internal and external) to academic integrity.
- c) UTS College monitors and acts on any breaches of academic integrity.

4.2. Academic Misconduct

- a) Academic misconduct is a breach of academic integrity, where a student seeks to gain an unfair or unjustified academic advantage either for themselves or another student, including but not limited to cheating, collusion, fabrication, ghost writing, misrepresentation, plagiarism, solicitation, and any form of breaching examination or test condition rules.
- b) Academic misconduct may be unintentional or intentional, minor or extreme, and may have occurred carelessly or knowingly.

4.3. Developing a culture of academic integrity

- a) UTS College supports students and staff to engage in and maintain a culture of Academic Integrity through the UTS College model of learning, whereby students are

encouraged and expected to take ownership and responsibility for upholding their own academic integrity.

Students are:

- a) required to undertake educative modules on appropriate academic practices and conventions as directed by the Academic Board.
- b) provided clear guidance, instruction and resources on what constitutes academic integrity and academic misconduct to ensure they are supported in the development of their academic writing, research and referencing skills (refer the procedure).

4.4. Use of Technology and Artificial Intelligence by students

- a) The UTS College Academic Board has approved the following platform for use by students to edit an original text that they have created:
 - Studiosity
- b) The preferred UTS College GenAI tool to support learning is [Microsoft Bing Copilot](#) as it helps protect the copyright of authorship.
- c) The unauthorised or inappropriate or unacknowledged use of technology and artificial intelligence platforms may constitute academic misconduct, breach acceptable use of IT requirements and must be avoided at all times.
- d) In responding to the challenges of artificial intelligence tools, including the use of generative artificial intelligence (GenAI), UTS College provides educative support to ensure students:
 - Understand the authorised and legitimate uses of artificial intelligence in their studies
 - Understand UTS College's expectations around artificial intelligence and Academic Integrity
 - Are equipped to engage critically and ethically with artificial intelligence tools.

4.5. Curricula Design

- a) Curricula are designed to affirm and promote the importance of academic integrity, and must:
 - provide opportunities for students to develop their understanding, skills and competencies required to meet the stated academic integrity expectations
 - enable students to make direct links between the value and requirement of academic integrity through specific learning outcomes.
- b) Assessment is designed to promote and reward academic integrity by minimising opportunities for academic misconduct (refer to the Assessment Policy).
- c) Students must be given clear instruction and parameters for the authorised use of artificial intelligence tools, including GenAI, in their learning and assessment.

4.6. Response to academic misconduct

- a) To manage academic integrity, UTS College uses:
- a criteria-based system to review all suspected or alleged academic misconduct and inform an appropriate response.
 - processes and tools, such as, diagnostic tests, matrices, comparative analyses, authentication of learning, plagiarism detection, content matching, and AI-detection platforms or software to assist in the identification of academic misconduct.
- b) Academic misconduct reviews and investigations will consider the following in determining an allegation of academic misconduct:
- the available evidence
 - the type and extent of the breach as outlined in this policy
 - the student's intention and motivation for engaging in academic misconduct
 - the student's stage of study, experience and knowledge of academic integrity requirements and conventions
 - the student's academic and behavioural record.
- c) Each incident of academic misconduct is dealt with on its own merits, taking into consideration previous behaviours while acknowledging this does not constitute evidence toward the incident under review.
- d) Academic misconduct decisions must be based on substantiated evidence, findings of fact (based on the review and investigation process) and sound reasoning.
- e) Academic misconduct penalties are scaled proportionately to the type and extent of the breach (refer Penalties for academic misconduct).
- f) Students are provided the resources and opportunity to seek advice regarding their academic misconduct case.

4.7. Types of academic misconduct

At UTS College, academic misconduct includes, but is not limited to:

- a) **Cheating** – Seeking to obtain an unfair advantage in an assessment, examination, test or quiz, including but not limited to the use or acceptance of unauthorised materials, equipment or technology, including the unauthorised use of artificial intelligence.
- *Cheating in an examination* includes but is not limited to communicating with another person during the examination period, not following examination/test/quiz conduct or invigilation rules, and using unauthorised materials, equipment, software or other technology in an examination setting.
 - *Unauthorised or unacknowledged use of artificial intelligence* constitutes cheating, where the use of any ideas, information or work generated using artificial

intelligence tools, including GenAI, to produce some or all of an assessment task, examination, test or quiz response, and the use of those tools is not expressly permitted, or the authorised use of the tool is not adequately cited or acknowledged.

- Unauthorised use of translation tools in the preparation of an assessment task or during an examination/test/quiz constitutes a breach of academic integrity when sentences, paragraphs or whole text are written in a language other than English, and technology is then used to translate that text into English. The mode of instruction at UTS College is English, and as such, students are expected to work in and produce work in English.
- b) **Collusion** – Unauthorised collaboration with one or more other person, who may or may not be a UTS College student, in the completion of an assessment task that is then presented as the student’s own original work, including but not limited to:
- Working with others to prepare (including the content, form and structure) or produce an assessment task that is then submitted as the original work of one student.
 - Allowing others to copy, or sharing the answer(s) to, an assessment task.
 - Allowing, including soliciting, others to write or edit an assessment task, or writing and editing an assessment task for another, that is then submitted as the original work of one student, unless permitted by the assessment brief.
- c) **Fabrication** – Where a student submits false information to UTS College as it relates to an assessment task, academic processes, or for admission to a course, including but not limited to:
- The creation, alteration, modification, or falsification of data or datasets and presenting these as legitimate.
 - The creation of false sources and/or citations in an assessment.
- d) **Ghost Writing** – Where someone else writes or produces any work that a student submits for an assessment as their own original work. Ghost writing for another person involves knowingly writing or producing any work that another student will submit as their own.
- e) **Misrepresentation** – Any act (or omission) that intends to deceive an assessor, instructor or any member of UTS College to unfairly gain an academic advantage, such as intentionally omitting or misusing the words or ideas of the original author to justify the student’s own work.
- f) **Plagiarism** – To present another person’s ideas, work or manner of expressing them as one’s own, as a whole or in part, and/or failing to give appropriate acknowledgment. Ideas and work include creative work such as images, performances, designs and any form of intellectual originality.

- *Incidental Plagiarism* may be inadequate, incorrect or inconsistent citation and/or referencing of sources, paraphrasing too close to the original source, and/or minor copying of material either as part of a submitted assessment task or item, or in the preparation of an assessment task or item.
 - *Plagiarism of Creative Works* is the presentation of images, artwork, design, video, animation, coding, or other content or materials either in its original form or in an edited or modified form, in total or part, without appropriately acknowledging and referencing the original author, creator or source.
 - *Self-Plagiarism* is the resubmission (recycling) of all or any part of a student's own original work after submitting it for a previous subject, or in the same subject, (in a previous or current teaching period) unless permitted by the assessment brief or formally agreed to by the coordinator in writing.
- g) **Solicitation (including Contract Cheating)** – Where one student requests, offers, encourages, induces or advertises for another individual/student to contract, commission, pay, procure or complete on their behalf, assessment tasks 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. Contract cheating is illegal under Australian law.

4.8. Extent of academic misconduct

The extent of the academic misconduct will be determined on the following scale:

- a) **Poor Academic Practice** – The student's actions have been unintentional, careless or uninformed; the breach is minor in nature and no or negligible academic advantage has been gained.
- b) **Minor** – The student does not have a record of prior academic misconduct, and the student's actions have been unintentional or careless, but some academic advantage has been gained.
- c) **Moderate** – The student does not have a record of prior academic misconduct and the student's actions demonstrate clear intentionality or negligence and/or a moderate amount of unfair advantage has been gained.
- d) **Major** – The student has a record of prior academic misconduct and/or the student's actions demonstrate clear intentionality or negligence and/or a substantial unfair advantage has been gained.
- e) **Extreme** – The student has a record of repeated prior academic misconduct and the student's actions demonstrate clear intentionality or negligence and/or a substantial to full unfair advantage has been gained.

4.9. Penalties for Academic Misconduct

- a) Penalties for proven cases of academic misconduct are proportionate to the severity of the breach and in addition to educational interventions, may include one or more of the following:
 - A written reprimand/warning and academic guidance
 - Reduction in grade for the assessment
 - Fail grade for the assessment
 - Fail grade for the subject
 - Exclusion from UTS College
- b) Higher penalties may be applied where a student has a prior history of academic misconduct.
- c) Penalties determined in accordance with this Policy and Procedure are retained on the student's file, and the student is notified in writing to their student email of the imposition of any outcomes, educative interventions or penalties.
- d) Refer to the Academic Integrity Procedure.

4.10. Records and Reporting

- a) UTS College maintains records of all suspected, alleged and proven instances of academic misconduct, outcomes, and any appeals and their outcomes, in a secure central records system in line with the Privacy Policy.
- b) Program Managers and the Director of Studies ELP will review all academic misconduct data regularly and identify academic integrity trends and emerging risks at the end of every semester or term.
- c) Reports on academic integrity and misconduct will be supplied to the Academic Standards Committee and Academic Board for consideration and oversight.

4.11. Procedural Fairness

- a) Procedural fairness and student privacy is maintained in all matters governed by this Policy and Procedure.

4.12. Appeals

- a) Students have the right to appeal decisions made in relation to this Policy and Procedure if they can substantiate that a factual error has occurred through the submission of new or additional relevant information not previously available or considered, or that a procedural error has been made in reaching the decision.
- b) Refer to the UTS College *Student Complaints and Appeals Policy and Procedure*.

5. RESPONSIBILITIES

5.1. The Academic Board is responsible for:

- a) Cultivating an institutional environment that supports and fosters academic integrity.

5.2. Academic Standards Committee is responsible for:

- a) Reviewing reports on and monitoring academic integrity trends and reporting at least annually to the Academic Board.
- b) Identifying areas of concern and recommending improvements on matters of academic integrity as they pertain to Academic Standards.

5.3. Program Managers and Director of Studies ELP are responsible for:

- a) Reviewing all academic misconduct data regularly to identify academic integrity trends and emerging risks at the end of every semester or term to the Academic Standards Committee.

6. RELATED DOCUMENTS

UTS College Policies and Procedures

- Assessment Policy
- Academic Integrity Guideline
- Academic Integrity Procedure
- Exam Guidelines
- Non-Academic Misconduct Policy
- Non-Academic Misconduct Procedure
- Student Charter
- Privacy Policy
- Student Complaints and Appeals Policy and Procedure
- Student Application Admission and Enrolment Policy

Legislation

- Higher Education Standards Framework (Threshold Standards) 2021
- Tertiary Education Quality and Standards Agency Act (TEQSA) 2011

Regulatory Guidance

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

- TEQSA Higher Education Standards Framework (Threshold Standards) 2021
- TEQSA Academic Integrity Toolkit

DEFINITIONS

Academic misconduct	A breach of academic integrity, where a student seeks to gain an unfair or unjustified academic advantage either for themselves or another student, including but not limited to cheating, collusion, fabrication, ghost writing, misrepresentation, plagiarism, solicitation, and any form of breaching examination or test condition rules.
Academic integrity	The 'moral code of academia'. It means acting with and demonstrating integrity in relation to all learning, teaching and research activities (refer TEQSA guidance note: Academic integrity).
Acknowledgment	Acknowledgement involves the practice of respecting, referencing and giving credit to the words, ideas, designs, interpretations and influences of others.
AI	Artificial intelligence, including generative artificial intelligence.
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 the English Language Program, 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 by the student that an assessment task and or item has been completed with Academic Integrity.
Feedback	Information communicated to the student on their assessment item that is intended to help them improve their performance.
Generative AI (GenAI)	Generative AI is a subset of artificial intelligence that uses machine learning algorithms to produce, copy or rework content. This content and its output can be text, imagery, code or other formats.
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.
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.
Original work	Work produced by the individual student which demonstrates the student's own understanding, thoughts and ideas while maintaining academic integrity.
Penalty	A range of adjustments to assessment outcomes and grades imposed in response to the review of alleged Academic Misconduct and proportionate to the seriousness of Academic Misconduct.
Responsibility	<p>Taking account and being answerable for actions within one's power, control or management.</p> <p>For example:</p> <ul style="list-style-type: none"> • It is the responsibility of teaching staff to support students and identify possible academic misconduct • It is the responsibility of students to adopt an ethical approach to academic work and assessment in accordance with this policy and the UTS College Student Code of Conduct.
Stage	The progressive stage of a course the student is currently undertaking.

APPROVAL		
Policy Title	Academic Integrity Policy	
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Policy Custodian	Dean	
Approval Authority	Academic Board	
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VERSION HISTORY

No.	Author	Description of change/purpose	Date
1.0		September 2018	
1.1	Academic Integrity Working Group	Review and minor update, addition of definition of 'self-plagiarism' and 'original work,' amended definition of 'academic dishonesty'	November 2023
2.0	DVE Business Solutions	Substantial review and update, inclusion of the use of artificial intelligence	August 2024
2.1	Academic Integrity Working Group	Reviewed and aligned with the UTS Academic Integrity Policy and Procedure	November 2024