

ASSESSMENT AND ACADEMIC INTEGRITY POLICY

Students at USC are bound by the SACE Board's policy on the supervision and verification of students' work, especially in relation to summative assessment i.e. where marks count towards the final College assessment.

What is Academic Integrity? Academic integrity can be defined as “honesty in all matters relating to endeavours of the academic environment” (Turner & Beemsterboer, 2003, p. 1122).

Academic Integrity at University Senior College is based on:

1. [SACE Board Policies](#) (SACE Board of SA, 2022a)
 - a. Supervision and Verification of Students' Work Policy and Procedures
 - b. Avoiding Plagiarism: Guidelines and Examples for Teachers and Students
 - c. Ethical Conduct of Research
 - d. Redrafting of Assessed Work Policy
 - e. Word Count Policy
2. [University of Adelaide Policy](#)
Academic Integrity Policy (University of Adelaide, 2020)
According to the SACE Board Supervision and Verification of Students' Work (Policy and Procedures), “The policy is underpinned by the following principle: Students must submit for assessment only work that is their own, produced without undue assistance from other people or sources.” (SACE Board of SA, 2022a)

The University of Adelaide Academic Integrity Policy outlines the key principles of academic integrity in the following statements:

1. The University is committed to excellence of learning experiences and outcomes for students, and expects students and staff to conduct themselves in a manner that is consistent with Academic Integrity values and principles.
2. The University recognises that responsibility for maintaining Academic Integrity is shared by all members of the University community, including all students and academic staff.
3. All Work submitted by a student for assessment purposes must be their independent and original Work, and the ideas and Work of others must be acknowledged and not claimed or presented as their own, either intentionally or unintentionally. (University of Adelaide, 2020)

To act with academic integrity, students at USC agree to:

1. Log onto [Students Online](#), read and accept an assessment declaration stating that they have read and understood the rules for undertaking SACE Board assessments. A digital record of this agreement is kept by the SACE Board.
2. Follow drafting and submission guidelines set by teachers, including meeting checkpoints and deadlines, conforming to word counts and using prescribed formats for submission.
3. Acknowledge the use of other people's ideas, images, music, text, data, formulae, websites and computer programs by using the appropriate referencing system for the subject.
([SACE Guidelines for Referencing](#))

4. Use exemplars of the work of others (e.g. from the SACE website or provided by teachers) to inform the structure of an assessment piece, without adopting the wording of the exemplar.
5. Take advice from teachers as an assessment piece progresses to make informed choices about improvement of the assessment piece.
6. Submit summative assessments on or before the due date and time, unless the teacher explicitly agrees to an extension (refer to Extensions and Special Provisions Policy). If the deadline for summative work is not met, teachers will award an I (Incomplete) grade for the task. The student is responsible for negotiating, as soon as possible with their teacher, opportunities to make up missed summative assessments.
7. Acknowledge that computer problems and failure to save or backup work are not sufficient reasons to extend summative deadlines.
8. Avoid acts of academic misconduct.

What is Academic Misconduct?

To act with academic integrity, students also need to be familiar with what constitutes academic misconduct. The following definitions are adapted from the University of Adelaide Academic Integrity Policy (2020).

“Academic Misconduct is behaviour that contravenes the values and principles of Academic Integrity, whether intentionally or unintentionally.” Academic Misconduct includes, but is not limited to:

- a) **Plagiarism**, where students present work for assessment that is not their own, without appropriate attribution or reference to the original source. Plagiarism can include:
 - i. paraphrasing or copying published and unpublished work without a reference.
 - ii. adopting the ideas or concepts of others without due acknowledgement by way of reference to the original work or source.
 - iii. use AI programs or applications to generate assignment content without acknowledgement.
 - iv. plagiarism is not only related to written works but to other materials like data, images, music, formulae, websites and computer programs (University of Newcastle, 2004).
- b) **Collusion**, where students present work as independent work when it has in fact been produced in whole or in part with others (including persons external to the College) unless prior permission for joint, collaborative has been given by the teacher. Collusion can include:
 - i. a student inappropriately assisting with or accepting assistance with the production of an assessment task.
 - ii. submitting work which is the same or substantially similar as another student's work for the same assessment task.
- c) **Cheating**, where a student acts in such a way as to seek to gain unfair advantage or assist another student to do so. Cheating can include:
 - i. submitting falsified, copied or improperly obtained data relating to results of laboratory work, field trips or other work as if they were genuine; submitting an assessment task with the intention of deceiving or misleading the assessor about the student's contribution to the work.
 - ii. submitting an assessment task written or answered for the student by another person or which the student has copied from another person.

- iii. submitting the same or a substantially similar piece of work for assessment in two different courses.
 - iv. a student falsely indicating that they have been present at an activity where attendance is required.
 - v. completing an assessment task outside the conditions specified for that task.
- d) **Cheating in Examinations** means engaging in dishonest practice or breaching the rules regarding examinations, which can include:
- i. communicating in any way during an examination with any person who is not an examination supervisor inside or outside the examination venue.
 - ii. giving or accepting assistance from any person who is not an examination supervisor whilst in the examination venue.
 - iii. reading, copying from or otherwise using another student's work in an examination or knowingly allowing a student to do so.
 - iv. possessing, referring to or having access to any material or device containing information directly or indirectly related to the subject matter under examination, other than that explicitly approved by the SACE Board or at the direction of the examination supervisor (eg SACE approved calculators and dictionaries (SACE Board of SA, 2022a)).
 - v. acquiring, or attempting to acquire, possess or distribute examination materials or information without approval.
 - vi. permitting another person to attend an examination on a student's behalf or attending an examination on behalf of another student.
- e) **Other misconduct** includes but not limited to:
- i. altering or falsifying any document or record for the purposes of gaining academic advantage.
 - ii. offering or giving money or any item or service to a any person to gain academic advantage for the student or another person.
 - iii. deliberate attempts to deceive about assessment lodgement times or word counts.
 - iv. inventing references.

To assist students to act with academic integrity, teachers will:

1. Upload assessment deadlines to the subject MyUni Page at the beginning of the academic year for Stage 2 Subjects and each semester for Year 10 and Stage 1 subjects.
2. Ask questions and offer general advice in the development of an assessment task. The focus for teachers is on informing not amending student work.
3. Set a schedule of sub-deadlines for longer assessment tasks and have students complete parts during class times to assist in the verification of student work.
4. Require students to submit one draft for feedback. Feedback can be given in writing or verbally. This process ensures that teachers can verify student work and that students have the opportunity to redress any issues.
5. Advise students of potential plagiarism or poor referencing during the drafting stage.
6. Complete a Supervision and verification student record sheet for external assessments that involve an investigation process.

What happens in cases of alleged academic dishonesty?

In cases where a teacher believes a student has acted in a way that raises concerns about academic dishonesty, they will ask the student to attend an interview outside of class time and usually in the presence of one or more of: the student's mentor, The Dean of Student Experience, one of the Counsellors, the Director Academic Programs, or the Principal.

During the interview, the teacher will raise their concerns for discussion with the student and weigh up the relative likelihood that the student has acted with academic dishonesty. In the case of summative assessments, the marks given for the work will be reduced to the extent that the teacher cannot verify the work as being representative of the student's own work or showing evidence of helping another student that falls outside of the teacher's instructions.

The student will be informed of the outcome and any further follow up, including notifying parents/caregivers or the SACE Board.

What is the appeal process?

If a student disagrees with a decision made regarding involvement in academic dishonesty, they may choose to follow the USC Grievance Procedures.

What can students do if they suspect academic dishonesty or have further questions?

Students are encouraged to discuss any questions about academic dishonesty by speaking to their mentor, the Dean of Student Experience, the Counsellor and Wellbeing Coordinator, the Director Academic Programs or the Principal.

Reference List

SACE Board of SA. (2022a). Policies, procedures, and guidelines. Retrieved Jan 25, 2022, from SACE Board of SA: <https://www.sace.sa.edu.au/about/policies>

SACE Board of SA. (2022b). Research advice. Retrieved Jan 25, 2022, from SACE Board of SA: <https://www.sace.sa.edu.au/studying/support/research-advice>

Turner, S. P., & Beemsterboer, P. (2003). Enhancing academic integrity: Formulating effective honor codes. *Journal of Dental education*, 67(10), 1122-1129 .

University of Adelaide. (2015, Jun 25). Academic Integrity Policy. Retrieved Jan 24, 2022, from University of Adelaide: <http://www.adelaide.edu.au/policies/230/>

University of Newcastle. (2004). Handout, College of Law.