

# ACADEMIC INTEGRITY STANDARD

STANDARD FOR PROVIDERS' RESPONSIBILITY FOR THE AUTHENTICITY AND ACADEMIC INTEGRITY OF LEARNER WORK SUBMITTED FOR ASSESSMENT.

REQUIRED FROM 2012

## INTRODUCTION

Schools and colleges intending to deliver courses accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC) are required to register with TASC. Where they intend to deliver Level 3 and/or 4 courses with an external assessment component that involves folio or other project work, they must also confirm at the time of registration that they have processes for ensuring the authenticity and academic integrity of work submitted by learners for assessment.

## THE STANDARD

Where Level 3 and/or 4 courses have an assessment component that includes folio or other project work, the provider is responsible for:

- ensuring the authenticity and academic integrity of work submitted for assessment – whether internal or external

and

- having procedures that allow the provider to assure TASC that it can with confidence accept that, except where otherwise acknowledged, work submitted for external assessment is the work of the learner submitting it and that all sources have been properly acknowledged.

This document specifies the requirements for the documented procedure providers must have for effective assurance of the authenticity and academic integrity of work submitted for assessment. The documented procedure must be retained by the provider and be available for scrutiny by TASC upon request.

This standard is set under Section 33 of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*, which gives TASC the power to set or adopt standards for provision or assessment of accredited senior secondary courses and to require that course providers comply with these standards.

For TASC's decision on this standard see Item 2.1 of the December 2010 meeting.

## SCOPE OF THE STANDARD

This standard relates to providers' responsibilities for the authenticity and academic integrity of folio or other project work submitted for assessment for Level 3 and 4 courses.

## OBJECTIVE

To ensure that there are documented and effective practices in place in schools and colleges that provide TASC with grounds for the level of confidence required in the authenticity and academic integrity of folios or other project work used in the assessment of learner achievement for awards in Level 3 and 4 courses.

## DEFINITIONS

Assessment is judging evidence of a learner's attainment of knowledge and skills against standards.

Internal assessment is assessment of learner achievement by a senior secondary course provider e.g. a school or college.

External assessment is assessment of learner achievement by TASC.

Authenticity – that the work purported to be that of a learner is actually the work of that learner and no other person. Any material assistance or other substantial contribution from another person 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 a folio or other project work satisfies the requirements for authenticity.

Academic integrity – see the definitions, descriptions and guidelines in TASC's *Academic Integrity: A Guide* (including authenticity, plagiarism & referencing).

Student declaration – this is a document signed by the learner, countersigned by a teacher on behalf of the provider and attached to a folio or other project work submitted to TASC for external assessment. The work is not accepted for assessment without this declaration. In signing the declaration, the learner is promising 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 for TASC to have confidence in the authenticity and academic integrity of the work.

## RESPONSIBILITIES

The school/college principal is responsible for ensuring there is an effective and documented procedure that is implemented and reviewed.

## PROCESSES AND PRACTICES

The processes used to assure authenticity and academic integrity in folios or other project work are developed by the provider. They may vary from one provider to another to take account of factors such as the number of assessors for each course, the assessment practices in place and the nature of courses.

The processes are recorded as a documented procedure that is made available to relevant staff in the school/college

The procedure will include:

- how and when students learn about the requirements for authenticity and academic integrity and submission by due dates
- process for learners to submit work on time and to have this submission formally acknowledged
- how teachers will develop sufficient knowledge of each of their learner's work, knowledge and skills that they have a sound basis for assurances that a folio or other project work satisfies the requirements for authenticity
- additional assessment techniques (such as oral assessment or comparisons with work done under supervised test conditions) that will be used in situations where there is a question about authenticity
- how the provider will handle the situation when a teacher who was responsible for a learner's work is no longer available.

## LEARNER REQUEST FOR REVIEWS

The procedure must include a method by which a learner can request a review of a decision not to endorse the student declaration. These review processes must be documented and transparent and include:

- how learners are made aware of the right to seek a review
- what the process is for a learner to seek a review
- how an independent assessment is made of the authenticity and academic integrity of the learner's work
- who makes the final decision and how this is communicated to the learner
- how long the process is likely to take
- what records of the process are maintained and for how long.

## RECORDS

The provider retains records of processes and outcomes sufficient to show what practices have been undertaken and the effectiveness of those practices in giving confidence in the authenticity and academic integrity of learner work. Records need to show not only that actions have taken place and decisions made, but also the evidence on which these actions and decisions were made. Providers will decide how records are retained and for how long (within any requirements set by or under legislation such as the State Archives Act). Records will include:

- the documented procedure
- records of relevant meetings
- records of learner requests for reviews and the actions of those reviews
- continuous improvements made to practices.

## MONITORING THAT IT IS WORKING

The procedure will include steps for monitoring both the processes and the outcomes of those processes. This will include checks of the effectiveness of processes intended to ensure that learners are aware of and implement the requirements for authenticity and academic integrity.