



PLAGIARISM POLICY

Based on the [SACE Supervision and Verification of Students' Work Policy and Procedures](#) and [the guidelines for using Artificial Intelligence in SACE assessments](#). These guidelines clarify the responsibilities of students, teachers and school leaders.

The underlying principle for these guidelines is that “students must submit for assessment only work that is their own, produced without undue assistance from other people or sources.” This policy as a result, is in addition to UHS’s deadline procedure (as students are considered not to have met their assessment deadline) and the ethical use of AI (such as chat gpt) for teaching, learning and assessment.

1. STUDENTS are responsible.

- To maintain integrity of their work by ensuring material completed and submitted for assessment is their own.
- To ensure that all evidence of learning is completed in FROG where they can provide file history.
- To comply with procedures for verifying the material submitted for assessment is their own.

Ethical use of AI for [Academic Integrity](#) at UHS: Classroom Conferencing Discussion Points

It is helpful to understand the following:

Use Chat GPT/AI as a tool, not a replacement:	
GOOD PRACTICE	BAD PRACTICE
<p>Chat GPT/AI can provide information and guidance.</p> <p>Use it as a tool to support your own learning and understanding.</p>	<p>It is not a replacement for independent and creative thinking and critical analysis.</p> <p>Do not rely solely on AI to complete assignments.</p>
Use ChatGPT/AI for research and information gathering, not copying:	
<p>It can be used to gather information and ideas for your assignments.</p> <p>If it doesn't conflict with assessment specifications, acknowledgement of any generative AI (declaration of tools used, citations, references and a list of all prompts entered) or other sources (books, websites etc) used needs to be included as per normal.</p> <p><i>Discuss with your teacher</i> the appropriateness of using AI generated responses for your assessments thus, ensuring academic integrity.</p> <p><i>Submit your own verification of authenticity</i> of your work with your assessment task.</p>	<p>It is not to be used as a source for copying or using content that conflict with the specifications of assessment set by your teacher. This is considered as plagiarism and <i>consequences apply</i>. See deadline procedure (insert LINK)</p>





2. TEACHERS are responsible for;

To ensure students are explicitly taught on the use of chat gpt/AI or other sources in relation to them completing assessments. This includes ensuring students are clear on their expectations around:

- Verification of their work and the;
- Integrity of their work.

A. Integrity of Student Work

To ensure the integrity of student work teachers of SACE should follow the SACE guidelines and use the [Record Sheet to Verify Work](#) . All teachers can use the following strategies:

Drafting

- Discuss student work (ask them clarifying questions)
- Give immediate verbal feedback.
- Student progress is monitored with checkpoints and sub-deadlines that is followed up on a regular basis.

If a student has not submitted a draft without a negotiated extension, material submitted in the future by the student will be flagged as a potential use of AI.

Referencing

- Should be used to acknowledge work that is not your own. The [SACE referencing guidelines](#) gives examples of how to do this.
- Use the referencing style as recommended by the teacher.

Task Design

- Implement a range of innovative tasks (multi-modal where possible). Teachers can check out the following link for other ideas on how to use AI to their benefit.
- Being selective when choosing assessment criteria to reduce the possibility of AI or other sources that do not meet the specifications of the assessment being used.
- Ensuring plagiarism checks are included into assessment criteria.

Clear Expectations

- Clearly defined due dates for drafts and final submissions.
- Letting students know before a task is given the expectations around submission and extensions.
- Follow up is done immediately if due dates have not been met.
- Students are made aware that if process is not followed, they can be flagged as potential candidates of **plagiarism**.





B. Verification of Student Work

If a teacher **suspects** that a student has used AI or other sources to directly alter, refine, correct, or edit their work, or suspects the student has directly used AI or other sources to complete their work, or has submitted a final without having submitted a draft, the student should be given the opportunity to provide evidence that the work presented is their own work through the process of teachers:

1. Submit work through an AI or online **plagiarism checker** (such as Turnitin or [grammarly](#)) or **AI Classifiers** (such as [CopyLeaks](#), [GPTZeroX](#) or [ContentScale](#)). Please keep in mind [these are not full proof](#) and should therefore not be used in isolation to verify student work.
2. Having a **student-teacher conference** (SACE – [asking effective questions](#) or [discussions used in assessments](#) or our own student friendly checklist). A teacher can ask a student to;
 - Define vocabulary.
 - Explain their thinking.
 - Rewrite sentences or paragraphs.
 - Summarise the main points/argument presented in the task.
 - Read portions of their work aloud
3. Checking the **file/task history** through;
 - Previous handwritten/typed drafts
 - Online shared documents (review history)

If a teacher **cannot verify** that a student's submitted material is their own, wholly or in part, the teacher is to initiate the [SACE Breach of Rules policy](#)/ UHS Deadline Procedure. Learning Area Leaders and the SACE coordinator can be utilised to support this.

A teacher can use the SACE performance standards or the ACARA achievement standards to award a result based on the portion of work that can be verified as evidence of the students learning.

3. SCHOOL LEADERS are responsible for;

All school leaders help students and teachers adhere to the plagiarism policy and deadlines procedure to ensure successful outcomes pertaining to students and their evidence of learning.

Learning Area Leaders

- Support teachers in providing strategies to support students (such as those mentioned above).
- Provide ongoing support to ensure the plagiarism does not continue.

Year Level Leaders

- Support students and teachers if plagiarism becomes an ongoing issue due to disengagement with school. This may include looking at alternative subjects, classes, or pathways.





SACE Leader

- Supports students and teachers in understanding appropriate pathways.
- The effects of plagiarism (particularly as it pertains to the SACE/ATAR)
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Assistant Principals

- Maintain oversight of the adherence and updating of the policies and procedures for the consistent approach of ensuring authenticity of student material submitted for assessment.
- Support leaders, teachers, and students as necessary – particularly in cases requiring advanced levels of intervention.

DfE Policy	SACE – Academic Integrity Guidelines for using AI
Leader Responsible	
Status	
Publish Date	August 2023
Review Date	August 2027

