

Practice guide 5 (PG5)

Teaching academic integrity

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TASC Standards for Providers alignment



Standard 3: Academic integrity and ethical assessment

Academic integrity underpins the validity, reliability and credibility of assessment judgements. Providers must be able to demonstrate that assessment outcomes are based on authentic student work and that appropriate processes are in place to support ethical participation in learning and assessment.

Teaching academic integrity is an important component of this responsibility. Students should understand the expectations associated with producing authentic work, using sources appropriately, collaborating ethically and engaging with emerging technologies in ways that maintain academic integrity.

Requirement

Providers must ensure accredited courses are delivered and assessed ethically, maintaining academic integrity standards.

How this supports compliance

Explicit teaching and reinforcement of academic integrity supports providers to:

- promote authentic student learning;
- support fair and equitable assessment practices;
- strengthen student understanding of ethical assessment requirements;
- reduce risks associated with plagiarism, collusion and inappropriate use of technology;
- support teacher confidence in assessment judgements;

- strengthen the validity and credibility of assessment evidence; and
- ensure assessment outcomes are based on authentic demonstrations of student achievement.

Documented academic integrity processes also support provider governance by establishing consistent expectations for students and staff and providing mechanisms for monitoring, authentication and review.

Provider context

TASC recognises that providers operate within different educational sectors and governance structures. Accordingly, academic integrity procedures should align with TASC requirements while also reflecting relevant sector policies, provider expectations and local assessment practices.

A key principle of quality assurance is that academic integrity should be proactively taught and embedded within teaching, learning and assessment processes rather than addressed only when concerns arise. Providers should be able to demonstrate both the instruction provided to students and the processes used to support authentic assessment evidence.

During quality assurance activities, TASC may seek evidence that academic integrity expectations are communicated to students, taught throughout the course, reflected in assessment processes and supported through authentication and verification practices.

Common QA findings and areas for improvement

In audits and check-ins with schools, common areas where there was a lack of supporting evidence included the following, which must be addressed for compliance:

✗ Academic integrity addressed through policy only

- Providers maintain an academic integrity policy but cannot demonstrate how academic integrity is explicitly taught to students.
- Students cannot be expected to meet academic integrity requirements unless they have been taught and supported to understand them.

✗ No evidence of explicit instruction

Providers state that students are "aware" of academic integrity expectations but cannot demonstrate:

- when instruction occurred
- what was taught
- who delivered it
- how understanding was reinforced.

TASC may seek evidence that academic integrity has been intentionally taught.

✗ Academic integrity taught only at course commencement

- Students receive a single briefing or handbook reference but there is limited reinforcement during the course.
- Academic integrity should be embedded throughout teaching, learning and assessment activities.

✗ Inappropriate use of AI not addressed

Documentation and assessment instructions do not clearly explain:

- acceptable uses of AI;
- prohibited uses;
- disclosure expectations;
- authentication requirements.

Students require explicit guidance regarding ethical use of emerging technologies.

✗ Referencing and attribution expectations unclear

- Students are expected to reference appropriately but there is little evidence they have been taught how to do so.
- Referencing is a learned skill and should be explicitly taught.

✗ Teachers do not consistently model academic integrity practices

- Teachers expect students to reference, attribute sources appropriately and disclose use of AI, but these practices are not consistently demonstrated in teaching materials, presentations or classroom activities.
- Learning resources may contain unacknowledged sources, images or content, and AI use by teachers is not transparently acknowledged where relevant.
- Students learn academic integrity not only through instruction but also through observing teacher practice. Providers should be able to demonstrate that staff model the same expectations required of students.

✗ Authentication processes are weak

Providers cannot demonstrate how teachers establish confidence that submitted work is the student's own.

Examples include:

- limited checkpoints;
- no drafting processes;
- lack of teacher questioning;
- no verification processes.

Assessment validity depends upon authenticity of evidence.

✗ Limited documentation of integrity processes

- Providers rely on informal practices rather than documented procedures.
- Consistency becomes difficult to demonstrate across teachers, courses and year levels.

✗ Academic integrity concerns are managed inconsistently

- Different staff respond differently to similar integrity concerns.
- Students should experience fair and consistent processes.

What good practice looks like

During quality assurance activities, you are aligned to best practice if TASC can readily identify that:

- ✓ Academic integrity expectations are documented.
- ✓ Students are explicitly taught academic integrity.
- ✓ Academic integrity instruction occurs before major assessments.
- ✓ Teachers model academic integrity in practice.
- ✓ Expectations are reinforced during the course.
- ✓ AI use guidance is provided.
- ✓ Authentication processes are embedded within assessment practices.
- ✓ Teachers can explain how authenticity is verified.
- ✓ Assessment instructions include integrity expectations.
- ✓ Consistent procedures operate across courses.
- ✓ Academic integrity practices are reviewed and refined over time.

Examples of good practice include:

✓ **Academic integrity is explicitly taught**

Students receive structured instruction regarding:

- academic integrity principles;
- plagiarism;
- attribution and referencing;
- ethical collaboration;
- appropriate use of technology and AI.

This is effective to support students understanding of expectations, reduce unintentional breaches and support ethical assessment practices.

✓ **Expectations are reinforced throughout the course**

Academic integrity is embedded within:

- assessment briefs
- classroom discussions
- learning activities
- feedback processes.

This is effective to ensure expectations remain visible, students receive multiple opportunities to apply learning and understanding develops over time.

✓ **Teachers model academic integrity in practice**

Teachers consistently demonstrate academic integrity by:

- acknowledging and attributing sources used in teaching materials;

- modelling appropriate referencing practices;
- discussing how and why sources are selected and evaluated;
- transparently disclosing the use of AI or other technologies where relevant;
- demonstrating ethical use of information, media and digital resources; and
- reinforcing academic integrity through everyday classroom practice.

This is effective because it helps students understand what academic integrity looks like in authentic contexts, promotes a culture of ethical practice and ensures expectations are consistently demonstrated as well as taught.

✓ **AI expectations are clearly defined**

Students receive guidance in relation to course work and assessment regarding:

- when AI use is permitted
- when AI use is restricted
- disclosure requirements
- acceptable support activities.

This is effective to respond to emerging assessment risks, promote ethical technology use and support authenticity of student work.

✓ **Authentication processes are embedded**

Teachers implement strategies such as:

- draft checkpoints
- progress reviews
- student conferencing
- observations of learning
- verification discussions, or 'verbal hurdles' to authenticate written work.

This is effective to build confidence in authenticity, support valid assessment judgements and strengthen evidence collection.

✓ **Academic integrity is part of assessment design**

Assessment tasks include:

- clear integrity expectations;
- disclosure requirements;
- authentication checkpoints;
- opportunities for teacher verification.

This is effective to support academic integrity becoming part of normal assessment practice, manage risks proactively and strengthen assessment evidence.

✓ **Continuous review of practice**

Providers review:

- integrity concerns identified
- assessment authentication processes
- AI-related guidance
- effectiveness of teaching strategies.

This is effective to support continuous improvement, respond to emerging challenges and demonstrate active governance.

Evidence TASC expects to see

TASC expects providers to maintain documentation and practices that are consistent with the *Standards for Providers*, accredited course requirements and relevant sector or governing authority policies. Evidence should demonstrate not only compliance with TASC requirements, but also how sector expectations and provider decisions have been incorporated into local operational practices and quality assurance processes.

Academic integrity should be explicitly taught, consistently reinforced and supported by assessment authentication processes. Providers should be able to demonstrate not only that expectations exist, but that students understand those expectations and that assessment evidence can be verified as authentic.

During quality assurance activities, TASC may seek evidence that academic integrity instruction, assessment design and authentication practices work together to support valid, reliable and ethical assessment judgements.

Documentation

Providers may maintain:

- Academic integrity policy
- Academic integrity procedures
- Assessment policy
- Assessment authentication procedures
- Course handbooks
- Student handbooks
- Assessment instructions
- AI guidance documents
- Teacher guidance materials

Implementation characteristics

TASC may seek evidence such as:

- Students receive instruction prior to major assessments.
- Expectations are reinforced throughout the year.
- Staff teach and monitor academic integrity practices.
- Lesson plans and learning activities
- Student induction materials
- Presentation slides
- Learning management system materials
- Assessment notifications
- Student declarations
- Authentication records
- Draft checkpoints
- Teacher conferencing notes
- Student exemplars
- Records of periodic review

Quick self-check questions

Student Understanding

- Can you demonstrate when academic integrity was explicitly taught?
- How do students learn about referencing, attribution and ethical collaboration?
- How are expectations reinforced throughout the course?

Assessment Practice

- How do assessment tasks communicate academic integrity expectations?
- Can you identify when, where and by whom academic integrity was taught?
- How are AI expectations communicated?
- How do teachers verify authenticity of student work?
- How do teachers model academic integrity practices in their teaching and assessment materials?

Authentication

- What processes are used to authenticate student work?
- Can evidence of authentication be provided?
- Are authentication processes applied consistently?

Governance

- Are academic integrity procedures documented?
- Are responsibilities clearly understood?
- Are concerns managed consistently?

Continuous Improvement

- How do you review academic integrity practices?
- How have emerging technologies influenced your procedures?
- What improvements have been implemented following review?

Relevant resources

- [Quality Assurance Standards for Providers](#)
- [Academic Integrity Guide for Students - TASC](#)
- [Academic integrity - TASC](#)