The Unit Guide supports delivery of this unit of competency. It:
1. Provides teachers with advice to facilitate learning, and to collect and assess evidence for reporting
   achievement of the unit of competency;
2. Supports Institute and teacher compliance with AQTF standards;
3. Informs course planning, monitoring and continuous improvement, and outcome reporting;
4. Provides learning and assessment information for students through the Student Assessment Guide(SAG).

Teachers and other users may select and print one or more sections, or select and print the whole
unit guide.

<table>
<thead>
<tr>
<th>Part</th>
<th>Contents</th>
<th>You will find information, such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Unit Purpose, Grading, Nominal delivery hours, Early warning(&quot;key alerts&quot;) of issues important for delivery of training and evidence collection</td>
</tr>
<tr>
<td>2</td>
<td>Unit of Competency information</td>
<td>The complete text of the unit of competency. This may be from a training package or be a locally developed unit by TAFE NSW or other RTO. The definitive source of training package units is the National Training Information Service database <a href="http://www.ntis.gov.au">www.ntis.gov.au</a></td>
</tr>
<tr>
<td>3</td>
<td>Assessment Information</td>
<td>Web links to generic &quot;Policy &amp; Guidelines&quot;. Guidelines for the collection of sufficient evidence for the learner’s achievement of the unit of competency, Suggested tools for evidence collection in different training and assessment contexts, How to record and report the outcomes of assessment of a learner’s evidence</td>
</tr>
<tr>
<td>4</td>
<td>Delivery Information</td>
<td>Web links to generic &quot;Policy &amp; Guidelines&quot;. Strategies for learning facilitation for students in different training contexts, including strategies for integrated delivery, OHT &amp; S and Environmental protection issues, Delivery in specific contexts</td>
</tr>
<tr>
<td>5</td>
<td>Resources</td>
<td>Teaching and learning resources: books, electronic media, Internet and Intranet resources, Teacher and assessor requirements, Physical resources, Student purchases</td>
</tr>
<tr>
<td>6</td>
<td>Administrative Data</td>
<td>Data for program planning, monitoring and outcome reporting, Copyright</td>
</tr>
</tbody>
</table>
1. INTRODUCTION

1.1 Unit Purpose

When you complete this unit, you should be able to:

- Examine ethical issues in study practices
- Investigate legislation related to malpractice in study
- Propose solutions to ethical issues in study
- Apply ethical practice in study.

1.2 Grading

Grade Code: 42 : Competency (Ungraded)

Ungraded

The student result is based on the evidence provided to meet the criteria for competence as specified in the unit of competency.

The result AC or NC is entered in CLAMS representing Competent or Not yet Competent respectively.

1.3 Hours

Nominal Student Teacher Hours: 10
Nominal Student Hours: 10

Duration Comments

The number of hours needed to deliver this unit of competency may vary according to:

- the workplace, education or community context in which it is being delivered
- the qualification and industry area in which it is being delivered
- other units with which it may be integrated
- the needs of learners.

1.4 Key Alerts

This unit should be co-delivered with a unit that allows learners to apply ethical practice in study.
1.5 Enrolment Requirements
2. UNIT OF COMPETENCY INFORMATION

2.1 Unit Descriptor

This unit describes the skills and knowledge required to: examine the principles of ethics in study practices, identify current legislation relating to malpractice in study and analyse and apply strategies for ethical study practices.

Employability Skills
The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements.

The Employability Skills demonstrated in the performance of this unit of competency are identified in Section 2.4.6 Employability Skills.

2.2 Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Examine the principles of ethical practice in study | 1.1 Define ethics and ethical practice  
1.2 Identify principles associated with ethical study practice  
1.3 Examine the concept of intellectual property  
1.3 Examine principles using a range of aspects of study |
| 2. Investigate legislation and policies related to malpractice in study | 2.1 Distinguish between the terms unethical and illegal  
2.2 Investigate legislation related to malpractice in study  
2.3 Investigate a range of policies related to malpractice in study  
2.4 Identify the consequences of malpractice in study |
| 3. Analyse and propose solutions to ethical issues in study | 3.1 Distinguish between ethical issues and ethical practice  
3.2 Examine scenarios/case studies involving malpractice  
3.3 Analyse scenarios/case studies and propose strategies to avoid malpractice |
4. Apply ethical study practice

| 4.1 Propose strategies to ensure ethical practice in own study |
| 4.2 Apply principles of ethical study practice |

2.3 Range Statement

The Range Statement relates to the Unit of Competency as a whole and explains the scope and context of the Unit of Competency. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

| **Aspects of study** may include but are not limited to | • research  
• presenting information  
• working in a group  
• collaboration  
• sitting examinations  
• submitting assignments  
• undertaking fieldwork  
• conducting experiments  
• gathering qualitative and quantitative data |
| --- | --- |
| **Legislation** should include but is not limited to | • state legislation  
• federal legislation  
• international legislation |
| **Malpractice in study** may include but is not limited to | • Plagiarism – intended and unintended  
• Breach of copyright  
• Cheating  
• Fabrication of results |
| **Policies** may include but are not limited to | • University Codes of Practice  
• TAFE NSW Student Assessment Policy  
• DET Intellectual Property Policy |
| **Scenarios/case studies** may include but are not limited to | • Actual situations  
• Conjecture  
• Personal experience |
| **Strategies** may include but are not limited to | • Acknowledge sources  
• Record source details while conducting research  
• Record and cite collaboration in group work |
| **Apply** in this context means the application of evidence in course work and may include but is not limited to | • In text referencing  
• Bibliography  
• Reference list  
• Acknowledging direct quotes with quotation marks, or indentation in any of the following |
2.4 Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Underpinning Skills and Knowledge and Range Statement.

The Evidence Guide identifies the Critical Aspects and Underpinning Knowledge and Skills to be demonstrated to confirm competence in this unit.

2.4.1 Critical Evidence

The following evidence is critical to the judgement of competence in this unit:

- Knowledge of the principles of ethical study practice
- Knowledge of legislation and policies related to malpractice in study
- Application of the principles of ethical study practice.

2.4.2 Underpinning Skills and Knowledge

This provides the essential skills and knowledge and their level, required for this unit.

Assessment must include evidence of essential knowledge of, and skills in the following areas:

Knowledge of

- ethics and ethical practice
- intellectual property.

Skills in

- examining and analysing concepts and issues
- proposing solutions
- acknowledging/referencing by a variety of methods
- oral and written communication skills
- interpersonal skills
- gathering, organising and presenting information
- analysing and evaluating information.
2.4.3 Linkages to other Units

This unit has linkages to:

- NSWTETH203A Identify and respond to the principles of ethical study practice
- Any unit that requires a student to present information for study purposes.

2.4.4 Method and Context of Assessment

The focus of assessment for this unit will depend on the industry, workplace, community or educational setting. Assessment must be contextualised to meet the needs of the particular context in which performance is being assessed. Assessment should only address those variable circumstances, listed in the Range Statement, which apply to the chosen context.

The assessment context must provide for:

- The range of ethical issues that arise in study
- The ability to relate ethical issues to a range of study practices.
- Range of methods to demonstrate application of ethical scholarship

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- Observation
- Oral or written questioning
- Portfolios of evidence
- Oral and/or written reports
- Presentations
- Project work, individually or in teams
- Case studies and scenario analysis
- Journals.

Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).

Language, literacy and numeracy demands of assessment should not be greater than those required on the job

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered ‘reasonable’ if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

2.4.5 Resource Requirements
Assessment of this unit requires access to:

2.4.6 Employability Skills

Employability Skills are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Example of Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>4.2 Present evidence in appropriate format</td>
</tr>
<tr>
<td>that contributes to productive and harmonious relations between employees and customers</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>2.3 Analyse and propose solutions to scenarios/case studies</td>
</tr>
<tr>
<td>that contributes to productive working relationships and outcomes</td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td>2.3 Analyse and propose solutions to scenarios/case studies</td>
</tr>
<tr>
<td>that contributes to productive outcomes</td>
<td></td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>4.1 Propose strategies to ensure ethical practice in own study</td>
</tr>
<tr>
<td>that contribute to innovative outcomes</td>
<td></td>
</tr>
<tr>
<td>Planning and organising</td>
<td>4.1 Propose strategies to ensure ethical practice in own study</td>
</tr>
<tr>
<td>that contribute to long-term and short-term strategic planning</td>
<td></td>
</tr>
<tr>
<td>Self-management</td>
<td></td>
</tr>
<tr>
<td>that contributes to employee satisfaction and growth</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>that contributes to ongoing improvement and expansion in employee and company operations and outcomes</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>that contributes to effective execution of tasks</td>
<td></td>
</tr>
</tbody>
</table>

Additional Employability Skills identified by Access and General Education Curriculum Centre, TAFE NSW.
2.5 Pre-requisites

<table>
<thead>
<tr>
<th>Combiner</th>
<th>Unit Code</th>
<th>Name</th>
</tr>
</thead>
</table>

2.6 Co-requisites

<table>
<thead>
<tr>
<th>Combiner</th>
<th>Unit Code</th>
<th>Name</th>
</tr>
</thead>
</table>

2.7 AQF Unit Level

Level: Certificate IV

2.8 Unit Weighting

Weight: 0

2.9 Additional Information from the Training Package
3. ASSESSMENT INFORMATION

Teachers are required to be aware of all policies and guidelines, AQTF standards and legislative requirements for assessment of this unit of competency. These policies and guidelines can be accessed from the Policies & Guidelines link on the unit details page of CIDO or the DET intranet Unit Guide https://detwww.det.nsw.edu.au/tsss/edusyssupport/cis/unitguide/poliguid/index.htm

Teachers are required to be aware of all policies and guidelines, AQTF standards and legislative requirements for assessment of this unit of competency. These policies and guidelines can be accessed from the Policies & Guidelines link on the unit details page of CIDO or the DET intranet Unit Guide (Writer's Manual) website at: https://detwww.det.nsw.edu.au/directorates/edudevel/accrregi/cis/unitguide

3.1 Guidelines for the collection of sufficient evidence

The teacher/assessor will collect sufficient evidence to make a sound judgment of the learner's achievement.

**Sufficient evidence** is the amount and variety of evidence the teacher-assessor has determined is necessary to record that the learner has achieved the unit of competency. At suitable points in the learning facilitation and evidence collection processes, the teacher-assessor will make professional judgments as to the acceptability of the evidence the learner provides.

The teacher/assessor will have determined what is **sufficient evidence** based on his/her professional interpretation of the text of **Section 2 - Unit of Competency**.

**Aspects of Evidence** collectively relate to the intent of the unit of competency as described in **Section 2 – Unit of Competency** in the:

- Elements (E) of competency and their Performance Criteria (PC),
- Evidence Guide:
  - Critical aspects of evidence
  - Underpinning skills and knowledge

**Aspects of Evidence**, through their alignment to the text of the **unit of competency**, collectively describe what the learner needs to provide as **sufficient evidence** to demonstrate the achievement of the unit of competency.

**Aspects of Evidence** will apply regardless of the location or context of assessment, or the tools that may be used for the collection of learner evidence.

**Conditions of Assessment**

- Learners may use assessments/assignments from other units to present evidence of application of ethical practice in study
- Learners may work in groups
- Evidence will need to be based on texts developed for an identified context.
3.2 Suggested Assessment Strategies

3.2.1 Assessment Context

The assessment strategy for this unit should be based on AQTF principles to ensure validity, reliability, fairness and flexibility. Assessors need to ensure that the evidence:

- Covers the range of skills and knowledge required to demonstrate the Unit and qualification outcomes
- Is holistic
- Is based on performance in a range of contexts or situations over a period of time
- Is appropriate to the knowledge, skills and needs of learners
- Recognises prior learning
- Focuses on the application of skills and knowledge in an authentic or simulated workplace or community context.

3.2.2 Evidence Collection Methods may include:

- Oral questioning
- Simulation
- Case study
- Portfolio of evidence (including items such as scenarios, case studies, media articles, referencing, policy statements)
- Self assessment
- Oral or written presentation.

3.2.3 Assessment may be carried out by:

- teacher
- supervisor
- panel of assessors
- third parties

3.2.4 Integrated Assessment

Assessment of this unit should be integrated with one or more units of competency that relate to skills and knowledge relevant to the further study, research and ethical practice.

3.2.5 Sample Assessment Activities

Sample Assessment Task 1
Learners use the internet access assessment policy documents from a variety of NSW, interstate and overseas universities. Examples of malpractice can be used in class discussion. As a group class devises strategies to avoid the scenarios presented.

Sample Assessment Task 2
Students should edit and modify an appropriate, existing piece of work to present as evidence of ability to apply referencing conventions.
3.3 Recording and Reporting of Assessment

### Assessment Table

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Assessment Method/Tool No</th>
<th>Assessment Method/Tool</th>
<th>Aspects of Evidence</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETENCY UNGRADED</td>
<td>1</td>
<td>Locally set</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

3.3.1 Criteria for performance level grading

This unit is not graded.

3.4 Recognition

3.4.1 Unit Equivalence Arrangements

3.4.2 Pre-arranged RPL

3.5 Assessment in specific contexts

3.6 Assessment Requirements for Students

There is a range of evidence you can provide so your teacher can assess your competency in this unit. Your class teacher will provide the details of assessment that is relevant to your course and context.

You can demonstrate competency in this unit in a community, educational or workplace setting.

Assessment of this unit of competency may be integrated with the assessment of other units of competency.

To achieve this unit of competency you must be able to:

- Examine the principles of ethical practice in study
- Investigate legislation and policies related to malpractice in study
- Analyse and propose solutions to ethical issues in study practice
- Apply principles of ethical study practice.

At the first class meeting for this unit, your teacher will give you the Student Assessment Guide.
Your teacher will provide additional information about the:

- dates of assessment
- content of assessment
- methods of assessment
- aspects of evidence you need to show.

Aspects of evidence you need to demonstrate may include:

- Knowledge of the principles of ethical study practice
- Knowledge of legislation and policies related to malpractice in study
- Application of the principles of ethical study practice.

You can submit evidence for this unit that may also be relevant to one or more other units you are completing.
4. DELIVERY INFORMATION

Teachers are required to be aware of all policies and guidelines, AQTF standards and legislative requirements for delivery of this unit of competency. These policies and guidelines can be accessed from the Policies & Guidelines link on the unit details page of CIDO or the DET intranet Unit Guide (Writer's Manual) website at:

TAFE NSW learners who require additional support to meet their learning goals can co-enrol in the TAFE NSW Statement in Learner Support (9999). A copy of the Learner Support Course Document can be accessed at:

4.1 Delivery Strategies

4.1.1 Delivery Mode
This unit could be offered in various modes of attendance allowing for maximum flexibility in delivery:

- on-the-job
- simulated
- blended/mixed-mode
- self-paced (facilitated)
- distance
- electronic/online
- face-to-face
- block-release
- off-the-job
- mixed-mode
- through regular classroom based sessions.

4.1.2 Delivery Context

The content of this unit can be customised to meet the demands of particular learner groups. For example:

The emphasis should be on real situations and teachers should encourage a supportive learning environment. In all delivery contexts, the focus should be on holistic, project based strategies to promote development and application of skills in an authentic context.

Teaching/learning methods will vary according to the student group and individual student needs. However, the teaching strategy must reflect the overall unit purpose. Experiential learning will help to maximise opportunities for the acquisition of these skills. Teachers should encourage candidates to use examples from their own experiences.

Delivery may take place in a range of settings, including:
• community centres
• workplaces
• classroom
• online.

Appropriate teaching strategies include:

• working together in small groups
• developing strategies for independent learning in and out of the classroom
• providing opportunities for:
  - group discussion
  - oral summaries
  - reflection
  - teacher observation and feedback as part of formative assessment.

Delivery strategies may include but are not limited to:

• face-to-face teaching
• using resources such as videos and multimedia products
• group work
• scenarios
• library work
• research
• projects.

**Flexible learning** delivery may be achieved by combinations of the following strategies:

• learner visits to Flexible Study Centres
• print-based or on-line resources
• phone and/or email contact between the teacher/trainer and the learner and their workplace or community organisation
• mentoring and formative assessment by workplace supervisors or colleagues
• workplace or Centre-based summative assessment
• online learning.

**Negotiated community or workplace learning:**
This will be conducted in negotiated partnership arrangements between the college, learner and community group or workplace supervisor, to set out responsibilities of all parties in the construction of the training program.

**Self directed learning:**
The learner may undertake self assessment and guided self-directed learning activities.

**Assessment only:**
Learners who believe they have the ability to demonstrate the aspects of evidence may undertake to present sufficient evidence.

**Learner support** in basic literacy, numeracy, English or other identified areas of learning difficulty should be made available to assist learners in achieving the unit outcomes.

**4.1.3 Integrated Delivery**
This unit may be integrated with the delivery of appropriate units within the qualification.
This unit can be delivered as a stand alone unit or can be integrated with other technical or employability skills units. Units may be taught together through an integrating project, and/or holistic delivery.

Refer to Part 2, section 2.4.3 for examples of some of the units that are suitable for integrated delivery.

4.1.4 Further Delivery Advice

Further advice on delivery strategies are in the Teaching Guidelines available for download from the TAFE NSW Curriculum Centres Gateway intranet site at:

http://esd.tafensw.edu.au/default.htm

4.2 Environmental Responsibilities

Refer to the relevant section in TAFE NSW Policy and Guidelines:
https://detwww/directorates/edudevel/accrregi/cis/unitguide/poliguid/

4.3 Occupational Health and Safety

Teachers are required to be aware of the Work Health and Safety Act 2011 (WHS Act), WHS policies and guidelines, and legislative requirements. For more information refer to http://www.workcover.nsw.gov.au

Teachers are also required to be aware of the Department of Education and Communities WHS policies and guidelines which can be accessed at https://detwww.det.nsw.edu.au/adminandmanage/ohands/index.htm

Teachers should incorporate work health and safety in their delivery in accordance with the Act, Regulations and relevant Codes of Practice and their impact on workplace practice. The WHS Act 2011 and WHS Regulation 2012 replaces the previous NSW Occupational Health and Safety Act (OHS) 2000 and the OHS Regulation 2001.

4.4 Associated Legislation and Policy Information

4.5 Delivery in specific contexts
5. RESOURCES

5.1 Teaching and Learning Resources

Australian universities course handbooks and codes of practice
UIK Centre for legal Education [http://www.ukcle.ac.uk/resources/plagiarism2.htm](http://www.ukcle.ac.uk/resources/plagiarism2.htm)

5.2 Teacher and Assessor Requirements

ESSENTIAL TEACHER/TRAINER QUALIFICATIONS

To deliver and conduct assessment in this unit teachers/trainers must satisfy the Australian Quality Training Framework (AQTF) standards for Registered Training Organisations (RTOs) 2007 and TAFE NSW requirements.

Teachers/trainers must have a combination of:

- vocational qualifications
- industry or related experience
- educational qualifications.

Vocational Qualifications

Teachers/trainers/assessors must be able to demonstrate current vocational competence. Usually this requires completion of a relevant degree, diploma or other vocational qualification. The vocational competencies must be at least at the level of the competencies being delivered and/or assessed.

Note – a person with a qualification in a vocational area that is different from the course in which the unit is being delivered may also meet the requirements to deliver the unit.

As a guide, appropriate vocational qualifications include:

Degree with at least two years of study relevant to this Unit of Competency

OR
Any degree and postgraduate study relevant to this Unit of Competency

OR

Equivalent qualification that will provide a teacher/trainer with the skills and knowledge (or units of competency) to deliver and conduct assessment in this unit.

**Relevant Experience**

Teachers/trainers must be able to demonstrate:

- a broad perspective and depth of understanding of the vocational area or community context in which the unit is delivered, based on current and relevant experience in the industry or community. Usually this will be a minimum of three years experience gained no longer than five years previously. It may have been gained through employment, professional development, industry or community liaison, return to industry programs, community service or a combination of these and other relevant methods.
- high level interpersonal and communication skills, as appropriate to the learner group
- understanding of and commitment to improving opportunities for people to access work, education and training.

**Educational Qualifications**

RTOs may require qualifications in addition to those specified in the AQTF, to enhance the quality of their delivery and assessment practice, eg NSW TAFE may specify a degree or diploma in educational or vocational areas.

Teachers, trainers and assessors who are involved in on-line delivery and assessment should be competent on-line facilitators. Should professional development be required, training can be provided by professional organisations.

Teachers, trainers and assessors should have current knowledge and awareness of access and equity issues relevant to learners needs arising from a variety of factors including socio-economic status, disability, ethnic background, race, family differences, sexual preferences and gender specific differences. Teachers/trainers and assessors should be aware of the available sources of additional expert advice.

**TAFE NSW Requirements**

For specific qualifications and other requirements for appointment of full-time and part-time teaching staff, consult your staff services unit for the relevant Teacher Designation requirements.

**5.3 Essential Physical Resources**

It is essential that the following equipment is available to teachers and learners:

- internet.
5.4 Student Resource Requirements
6. ADMINISTRATIVE

6.1 Unit Code  NSWTETH403A

6.2 Unit Title  Apply ethical practice in study

6.3 Version Number  1

6.4 Implementation Date  01-Jan-2008

6.5 Availability Status  Current

6.6 Training Packages

6.7 Unit Sponsor  Social Inclusion & Vocat Access

6.8 Program Area  Vocational Access

6.9 Product Developer  Social Inclusion & Vocat Access

6.10 Field of Education  120505  Work Practices Programmes

6.11 Animal Use Category  Animals Are Not Used

6.12 Nominal Student Teacher Hours  10

6.13 Nominal Student Hours  10

6.14 Annual Hours Curriculum  10

6.15 Selected Study Program  Yes

6.16 Locally Developed  Yes

6.17 Copyright Statement

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6.19 RAM Category 0101 Employment Skills & Educatn Skills