Definition of terms

This document is current as of 1 January 2014 and will be reviewed by the Academic Board.

Overview

Kaplan has a number of policies that relate to a students enrolment and progression through a course. Key terms and their definitions, as they apply to these policies are listed below. These definitions apply to all higher education qualifications for which Kaplan is an approved provider:

Definitions

Act of misconduct

An act of misconduct refers to non-academic or academic misconduct by a student of Kaplan (see Academic Integrity, Honesty and Conduct policy).

Academic misconduct

Academic misconduct refers to any form of dishonesty by a student related to the delivery of course material or assessment. It includes, but is not limited to:

- any attempt by a student to submit work for an assessment that is not their own
- any form of collusion between students or other individuals other than authorised collaboration
- any act that may impair or hinder the learning or assessment performance of others
- any action which is contrary to the study and assessment instructions given by Kaplan
- any action by which an unfair advantage is sought or gained in relation to any work (or part of work) submitted for assessment and may include:
  - taking material into an examination contrary to the instructions for that examination, or being in
  - possession of material which might be used to convey information about the subject under examination,
  - acting dishonestly in any way, assisting or attempting to assist any other student to act
  - dishonestly in relation to an assessment or part of an assessment.
- interfering with the orderly conduct of any examination, lecture, tutorial, discussion forum or other teaching class
- the removal or attempted removal (either physical or electronic) of examination materials from the examination environment.

Non-academic misconduct

Non-academic misconduct is any action or conduct by a student relating to people or property, which is contrary to the generally accepted standards expected by Kaplan. Student non-academic misconduct includes but is not restricted to:

- submitting fraudulent documents to gain admission to a Kaplan subject or course
- behaving inappropriately in an activity under the administration or supervision of Kaplan
- placing other students or staff at potential threat to their own health and safety
• altering or defacing any document or record belonging to Kaplan
• misusing, stealing, destroying or damaging any property (including computer and communications facilities) of Kaplan, a staff member or another student
• willfully disobeying or disregarding any order, direction, rule or condition made by Kaplan
• failing to comply with any condition/penalty imposed for student misconduct under this policy
• interfering with the freedom of others to pursue their studies or for staff to carry out their work related functions at Kaplan
• defaming, harassing or intimidating another student or staff member because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, religious beliefs or political conviction or for any other reason
• unreasonably prejudicing or undermining the reputation, academic standing, authority, integrity or credibility of Kaplan, its representatives, its courses or means of assessment
• consuming alcohol on Kaplan premises without permission
• persistent disruptive behaviour
• verbally abusive or hostile behaviour affecting fellow students
• smoking or the use of prohibited or illegal substances at Kaplan classes or on Kaplan premises;
• deliberate misuse of Kaplan equipment or materials
• carriage, use or being in possession of a prescribed or regulated weapon or dangerous article on Kaplan premises
• physical assault on a member of general or teaching staff, other students or members of the public or behaviour which is perceived to be threatening
• willingly activating fire or security alarms.

Adaptive technology
Adaptive technology means equipment and software designed for use by people with a disability or illness to enable them to undertake their study/assessment in a fair and equitable manner. Adaptive technology is also called assistive technology.

Appeal process
The appeal process is a process whereby a student may dispute the determination of a complaint or a determination or penalty in relation to an Act of Misconduct (see Complaints and Appeals Policy).

Assessment
Assessment is the process of collecting evidence and making judgments on whether specified learning outcomes have been achieved to confirm that an individual can demonstrate the standard expected in the workplace as expressed in the learning outcomes of a course. An assessment item may include an examination, assignment, test, viva voce, presentation, participation, demonstration or any other task under the administration or supervision of Kaplan.

Australian Qualifications Framework (AQF)
The Australian Qualifications Framework (AQF) is a unified system of national qualifications in schools, vocational education and training and the higher education sector.
Collaboration

Collaboration refers to authorised methods of cooperative work between students and may include:

- discussion about a subject and/or its materials, or an approach to an assessment task
- work produced with other students as part of a group exercise or assignment, with acknowledgement of the source and methods used
- work which incorporates or is based on templates or examples provided by Kaplan, with acknowledgement of the source and methods used.

Collaboration is a desired outcome of education because it supports interactivity and the cross-flow of ideas and knowledge (see Academic Integrity, Honesty & Conduct Policy).

Collusion

Collusion occurs when students work together in an attempt to gain an unfair advantage in the gaining of a qualification or academic credit towards these. Collusion is considered contrary to authorised assessment preparation approaches and includes the following methods of work which are not authorised:

- joint effort in an assessment (unless it is part of authorised collaboration as defined above)
- copying of material prepared by another person for use in an assessment
- assistance from another person, not necessarily another student, in an assessment
- making assessment answers or material available to other students for viewing or copying, either knowingly or unknowingly. It is the responsibility of students to ensure their assessment material is secure and not easily accessible to other students.

Department of Immigration and Border Protection

The Department of Immigration & Border Protection (formerly the Department of Immigration & Citizenship (DIAC)) manages visas, immigration control, citizenship, ethnic affairs and customs and border control.

Disciplinary fail

The result code ‘disciplinary fail’ may be imposed for students as a penalty for academic misconduct. A ‘disciplinary fail’ will be recorded internally on the student’s record and a ‘fail’ result will be recorded on any public record relating to that assessment event or subject. A student who receives more than one disciplinary fail during the course of their studies may be suspended or excluded from studying at Kaplan for a determined period of time.

Exemption

Refers to credit in a course being granted to a student through recognition of prior academic achievement in an equivalent subject or through recognition of their skills, knowledge and experience.

External moderation

External moderation is the process whereby assessment tools and decisions are moderated by either a person or group external to the organisation to ensure that the assessment tools and methods are appropriate and valid and that assessment decisions are consistent with other providers assessing the same learning outcomes.
Formative assessment

is primarily used to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks. Formative assessment provides students with an opportunity to identify strengths and limitations in their knowledge and understanding and put in place measures to address these for later learning and assessment.

Kaplan

This includes: Kaplan Business School (KBS) and Kaplan Higher Education (KHE) incorporating Kaplan Online Higher Education (KOHE) and Murdoch Institute of Technology (MIT).

NOOSR


Overseas student

Refers to “a person (whether within or outside Australia) who holds a student visa to study in Australia, but does not include students of a kind prescribed in the regulations”. (ESOS Act, 2000).

Plagiarism

Plagiarism refers to:

- any use of or attempt to use the work, words or ideas of others without attribution of the author, or
- any attempt to pass off the work, words or ideas of others as the writer’s own.

In the context of assessment plagiarism occurs when a student:

- presents any phrase or extracts verbatim from any source (including Kaplan subject material), without appropriate use of quotation marks or reference to the author
- presents an assessment event as their own work when it has been produced, in whole or part with other people, for example, with other students, practitioners or work colleagues without appropriate recognition
- presents all or part of an assessment event which has previously been submitted by another student (past or present) in their assessment.

Qualification

Formal certification, issued by an approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identify individual, professional, industry or community needs.

Reasonable adjustment

Reasonable adjustment is the process of changing the assessment process to meet the needs and characteristics of the candidates being assessed and any equity requirements. The determination of ‘reasonableness’ requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency or the learning outcomes. (From the TAA04 Training and Assessment Training Package).

Recognition of Prior Learning (RPL)

The recognition or acknowledgement of an individual’s skills, knowledge and experience acquired through previous training, work or life experience, which may be used to grant status or credit in an award course, subject or unit of competency.
Special consideration
Granted to a student who through events such as illness, bereavement or personal trauma they are prevented from completing an assessment or sitting an examination; or if they believe their performance in an assessment event has been affected by the event.

Summative assessment
Is used to determine a student's level of knowledge and skill at the conclusion of a subject. It certifies the attainment of a standard, and is used as the basis for progression to the next part of a course, or to graduation.

TEQSA and Standards Framework, Provider Standards and Threshold Standards
TEQSA is the Tertiary Education Quality and Standards Agency. TEQSA will register and evaluate the performance of higher education providers against the Higher Education Standards Framework. The Standards Framework comprises five domains: Provider Standards, Qualification Standards, Teaching and Learning Standards, Information Standards and Research Standards. The Provider Standards and Qualifications Standards are collectively the Threshold Standards which all providers must meet in order to enter and remain within Australia's higher education system.

Transferred status
Applies to students who are currently enrolled in a qualification and are within the prescribed time limit to complete the course and have elected to cease one course and enrol in another course.

Transition or transitioning
Refers to a student's decision to move his/her enrolment from one course to another linked course in circumstances where the original course in which they enrolled is being retired.

Trimester based study
A study period of ten (10-11) weeks, plus an assessment period with fixed start dates, end dates and assessment dates that are the same for all students. There are three trimesters per year.

Withdrawn status
Applies to the status of students who elect to withdraw from a subject before completing the subject requirements. (see Progression Policy)

Responsible Officer
The responsible officer for the implementation and relevant training of this policy is the Vice President, Higher Education Australia.