



## ACADEMIC INTEGRITY – SENIOR YEARS

**Policy Manager:** *Principal/Deputy Principal*

**Attention:** *Staff, Students, Parents and Carers*

**Previous Review Date(s):** *2019*

**Next Review Date:** *2021*

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### PREAMBLE

This policy has been developed to inform students, parents, carers and teachers of the key principles associated with academic integrity at St Mary's Catholic College. The aim is to maximise the opportunity for students to demonstrate what they know and can do. The process is designed to ensure fairness to all students carrying out assessment tasks, and to ensure all students receive the necessary advice and care they require. This policy has been developed in accordance with Queensland Curriculum Assessment Authority (QCAA) guidelines to ensure accountability of assessment and processes are transparent and clearly communicated to stakeholders.

### BACKGROUND PRINCIPLES

It is mandatory at St Mary's Catholic College that students complete and submit sufficient assessment items to be eligible for credit of any semester unit for each subject being studied and that this work demonstrates the principles of academic integrity (as determined by the Head of Department/Deputy Principal). Completion of assessment items (both formative and summative) means that students complete all the work as set out in the syllabus document, study plan or training package for a subject. All work submitted by students must indicate every attempt has been made to satisfy the specific assessment criteria/ISMG/competency and thereby meet course requirements by the notified due date. Every assessment task must reflect the principles of academic integrity.

## ACADEMIC INTEGRITY

Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way (Queensland Certificate of Education and Queensland Certificate of Individual Achievement Policy and Procedures Handbook). At St Mary's Catholic College, we are committed to promoting the understanding and practice of academic integrity.

## ACADEMIC MISCONDUCT

Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community.

**Academic misconduct includes:**

*(a) Cheating in examinations*

Cheating in examinations involves any action or attempted action on the part of a student by which the student may seek to gain an unfair advantage in the examination. Cheating in examinations includes:

- bringing unauthorised material into the examination;
- having access during the examination to unauthorised notes or other study aids, whether on paper, another object, a device, or on the student's body or clothing;
- any unauthorised communication by any means with others during the examination;
- copying or reading another student's work during the examination

*(b) Plagiarism*

Plagiarism involves representing as one's own work the language, ideas or expressions of another person/s. Plagiarism includes:

- direct copying, summarising, or paraphrasing another person/s work without appropriate acknowledgement;
- using, adapting or developing an idea or hypothesis from the work of others without appropriate acknowledgement;
- copying or adapting non-text based material created by others, such as diagrams, designs, musical score, audio-visual materials, art work, plans, code or photographs without appropriate acknowledgement;
- using another person/s experimental results without appropriate acknowledgment.
- Excessive use of referenced material that is not in the student's own words.

*(c) Self-Plagiarism*

Self-plagiarism involves the re-use by a student of their own work.

Students should seek express consent from the Head of Department prior to re-using their own work in an assessment submission, noting that this is usually permitted only in situations where all of the following conditions are met:

- the work has not previously resulted in the student receiving credit towards the completion of an award at St Mary's Catholic College or any other institution;

- the work is not currently being assessed for the student to receive credit towards the completion of an award at St Mary's Catholic College or any other institution;
- the work was the product of the student's own endeavours and did not involve group work or collaboration with others.

#### *(d) Contract Cheating*

Contract cheating involves a student engaging a third party to complete assessment work on their behalf and then representing the work as their own. It is generally characterised by extensive use of the supplied material, with limited additional input from the student. Contract cheating includes:

- commissioning assessable work or materials from a person, company, site or similar;
- producing assessable work or materials for submission by another person;
- having another person take an examination, test, online assessment, or other assessment type on one's own behalf;
- taking an examination, test, online assessment or other assessment type on behalf of another person.

#### *(e) Collusion*

Collusion involves unauthorised collaboration on assessment items with any other person/s. Collusion includes:

- working with others to produce an assessment item where such collaboration is not specifically authorised in the assessment requirements;
- sharing completed answers to assessment items, where it is reasonable to expect that the material will be submitted for assessment by others;
- sharing detailed examples of work related to assessment items, where it is reasonable to expect that the material will be submitted for assessment by others.

#### *(f) Other Forms*

Other forms of academic misconduct include:

- misrepresentation, falsification, fabrication, or misstatement of data or information used in an assessment task;
- making false declarations regarding the originality or ownership of, or the student's engagement with, an assessment task.

## **AUTHENTICATION OF STUDENT RESPONSE**

Judgments about student achievement are based on evidence of the demonstration of student knowledge and skills.

Each assessable task will clearly describe processes for authenticating the authorship of student responses, monitoring student text production, identifying and minimising opportunities for academic misconduct and authenticating the contribution of students to responses where there is access to human resources outside class.

#### *a) Content matching and authenticity tools*

To assist in identifying potential academic misconduct, students may be required to use content matching or authenticity software as part of the preparation or submission of assessment tasks.

## *b) Authentication of learning*

If a teacher/HOD/Deputy Principal has reasonable concerns that a student's actions could be dealt with as a case of academic misconduct, the teacher/HOD may require the student to authenticate their learning. The authentication process must provide the student with an opportunity to demonstrate their competence or knowledge in the subject matter of the assessment item in question, in a manner that is appropriate to the nature of the assessment item.

This might include (but is not limited to) the teacher/HOD/Deputy Principal:

- requesting the student to show evidence of resource materials used in the production of the assessment, such as notes, drafts (including electronic versions), sketches, concept drawings and reading materials;
- conducting a viva (oral examination) in which the student's task-related learning is tested;
- requiring the student to undertake a practical exercise under supervision.

The following conditions apply to the authentication of learning process:

- The authentication process should be conducted as soon as possible after the teacher/HOD/Deputy Principal has identified that they have reasonable concerns that the student's actions could be dealt with as a case of academic misconduct.
- The student will be notified, specifying the requirement to authenticate their learning, the method for doing so, and the required timeframe in which the authentication is to occur.
- The teacher/HOD/Deputy Principal will conduct the authentication process and document the outcome, indicating whether the student has successfully authenticated their learning with respect to the subject matter of the relevant assessment item.
- If the student does not participate in the authentication of learning process, they may be deemed to have not authenticated their learning.

## **PENALTIES AND RESPONSES**

Responses that cannot be authenticated as the student's own work cannot be used to make a judgement. When the teacher/HOD/Deputy Principal establishes that the authorship of the work cannot be authenticated, (via the approaches described in 'Authentication of Student Responses') and it has been deemed that academic misconduct has occurred the teacher/HOD/Deputy Principal may apply a suitable penalty:

Note: The College can apply more than one response/penalty as appropriate.

The following provides a list of responses/penalties that could be implemented due to academic misconduct.

1. Warning/reprimand for poor scholarship.
2. Academic counselling/educational correction, for example completing an online module regarding academic integrity.
3. Work marked in accordance to percentage deemed own work.
4. Work not assessed and a zero awarded for the work (potential impact on QCE status).

When applying the penalty, the following could be considered:

1. Is this a first or repeat offence?
2. Was the misconduct significant?
3. Was the misconduct deliberate with clear intention of cheating?
4. Was the misconduct carefully and deliberately planned?
5. Was the action intended to give the student a significant advantage?

Students, parents and carers should be aware that academic misconduct in summative internal and external assessment may mean that students do not receive an overall subject result for a course of study. A Not Rated (NR) for an IA or EA piece deems the student unable to be credited for the entire subject. This may jeopardise a student's eligibility for a Queensland Certificate of Education (QCE) and may affect their Australian Tertiary Admission Rank (ATAR) calculation.

## REFERENCES AND RESOURCES

QUEENSLAND CURRICULUM ASSESSMENT AUTHORITY (QCAA)

<https://www.qcaa.qld.edu.au/portal/schoolportal/server/new-snr-assessment/qce-qcia-handbook/3-academic-integrity/3-4-academic-misconduct>

QUEENSLAND UNIVERSITY of TECHNOLOGY (QUT)

[http://www.mopp.qut.edu.au/C/C\\_05\\_03.jsp](http://www.mopp.qut.edu.au/C/C_05_03.jsp)

LA TROBE UNIVERSITY

<https://www.latrobe.edu.au/students/admin/academic-integrity>

St Andrew's Catholic College – Academic Integrity Policy

St Margaret's Academic Policy – Senior School

St Mary's Catholic College – School Assessment Procedures.

## APPENDIX

### 1: QUEENSLAND CURRICULUM ASSESSMENT AUTHORITY (QCAA)

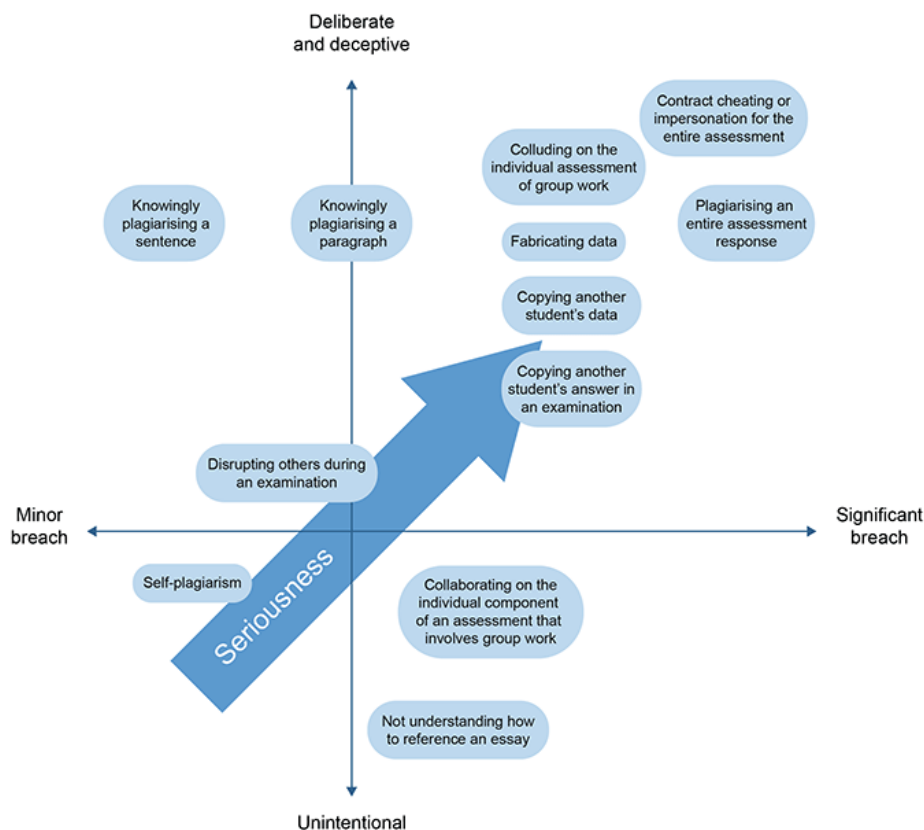
#### Types of academic misconduct and examples of behaviours

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"><li>• beginning to write during perusal time or continuing to write after the instruction to stop work is given</li><li>• using unauthorised equipment or materials</li><li>• having any notation written on the body, clothing or any object brought into an assessment room</li><li>• communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student</li></ul>
<b>Collusion</b>	<ul style="list-style-type: none"><li>• when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work)</li></ul>

	<ul style="list-style-type: none"> <li>• assisting another student to commit an act of academic misconduct</li> </ul>
<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"> <li>• asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response</li> <li>• paying for someone or a service to complete a response to an assessment</li> </ul>
<b>Copying work</b>	<ul style="list-style-type: none"> <li>• deliberately or knowingly making it possible for another student to copy responses</li> <li>• looking at another student's work</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>• giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li> <li>• making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>• inventing or exaggerating data</li> <li>• listing incorrect or fictitious references</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>• allowing another person to complete a response to an assessment in place of the student</li> </ul>
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>• distracting and disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>• completely or partially copying or altering another person's work without attribution (another person's work may include text, audio-visual material, figures, tables, images or information)</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>• duplicating work or part of work already submitted as a response to an assessment</li> </ul>

## 2: QUEENSLAND CURRICULUM ASSESSMENT AUTHORITY – ACADEMIC MISCONDUCT CONTINUUM

Continuum of academic misconduct



## 3: QUEENSLAND CURRICULUM ASSESSMENT AUTHORITY - ESTABLISHING AUTHORSHIP

Stage of assessment	Possible strategies for authorship of student work
During development of an assessment instrument	<ul style="list-style-type: none"> <li>Set an assessment task that requires each student to produce a unique response.</li> <li>Ensure that the scope and scale of the assessment task allows it to be completed within the time available.</li> <li>Vary assessment tasks each year so students are unable to use other students' responses from previous years.</li> <li>Set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.</li> <li>Require students to submit a declaration of authenticity.</li> </ul>
During students' development of a response	<ul style="list-style-type: none"> <li>Ensure that students receive sufficient time to complete the assessment task.</li> <li>Monitor, collect or observe progressive samples of each student's work at various stages. This process should be documented using an authentication record.</li> <li>Interview or consult with each student during the development of the response to ensure that it is based on the student's own work.</li> </ul>

Stage of assessment	Possible strategies for authorship of student work
	<ul style="list-style-type: none"> <li>• Provide feedback that follows the guidelines for drafting and providing feedback on draft student responses.</li> </ul>
<b>After students' development of a response</b>	<ul style="list-style-type: none"> <li>• Directly compare the responses of students who have worked together in groups.</li> <li>• Analyse final student responses using plagiarism-detection software, if available.</li> <li>• Interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses.</li> <li>• Use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.</li> </ul>

**Responsibilities of teachers, students and parents/carers for establishing authorship.**

Responsibilities for establishing authorship of responses
<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work</li> <li>• collect evidence of the authenticity of student responses</li> <li>• ensure assessment decisions are fair and equitable for all students</li> <li>• implement strategies to ensure authentication of student work.</li> </ul>
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• provide evidence of the authenticity of their responses. Strategies may include students <ul style="list-style-type: none"> <li>▪ signing a declaration to state that they have not shared any part of the planning or final response with any other student</li> <li>▪ documenting the development of the response in a journal or logbook</li> <li>▪ submitting the final response using plagiarism-detection software, if available</li> <li>▪ submitting a declaration of authenticity</li> <li>▪ attaching a record of completion for a school-based academic integrity program</li> <li>▪ participating in interviews during and after the development of the final response</li> </ul> </li> <li>• complete an approved course about academic integrity.</li> </ul>
<p><b>Parents/carers:</b></p> <ul style="list-style-type: none"> <li>• support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.</li> </ul>