



## ACADEMIC INTEGRITY POLICY

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### 1. PURPOSE

The purpose of this Policy and related Procedures is to provide guidance for the maintenance of academic integrity at St Andrew's Anglican College (the College).

### 2. SCOPE

This policy is concerned with honest behaviour as it relates to formative and/or summative assessable academic work, and thus is relevant to students, staff, parents and others in relation to the preparation of assignments and conduct for undertaking exams as well as any other assessment tasks. As such, this document works in conjunction with other key details regarding College expectations for example as identified in the College's assessment policy, staff handbook and student diary.

### 3. EXTERNAL REFERENCES

QCAA (previously QSA): "*Strategies for authenticating student work for assessment and learning*"

### 4. DEFINITIONS

**Academic Misconduct** means the actions of those who fail to act in accordance with the principles of academic integrity.

**Intentional** means deliberate or planned such that academic advantage of grading, time management or other benefit is received by the student and/or others, *OR* committed despite explicit training in the reasons and mechanisms to avoid such an offence, *OR* a repeat offence.

**Student** means all persons enrolled at St Andrew's Anglican College in the current year.

### 5. RATIONALE

In stating its desire to develop graduates who possess integrity and a sense of personal responsibility and accountability, the College values academic integrity to ensure that the academic achievements of its students are earned honestly and are trusted and valued by the student body, the broader College community and the educational community beyond the College. As stated in the College's Assessment Policy, a breach of integrity through academic misconduct "is academically dishonest and will be treated very seriously".

### 6. ACADEMIC MISCONDUCT

- A breach of academic integrity **must** be proven before any course of action or consequences are decided. A fair and reasonable process based on evidence will always be followed so that reasonable justice is applied.

Academic misconduct involves any one (or combination) of five sets of behaviours:

#### 6.1 Plagiarism

The use of another's words, ideas, data, or product without appropriate acknowledgment. Plagiarism includes actions such as copying another's work, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

For the purposes of this policy, “*the work of another*” includes written and non-written items such as:

- **conceptual content** including ideas, thoughts, opinions and/or inventions such that the student submitting the work cannot demonstrate their own development of their work’s/product’s conceptual content. *This definition does not include demonstrable inspiration from, nor appropriate academic use of, fundamental ideas, thoughts, opinions and/or inventions from referenced sources.*
- **expression** including phrases, sentences, paragraphs or whole text such that the student’s expression has been copied without referencing of the original source/s; in some instances, referencing may still not deem the submitted work acceptable for academic submission and/or assessment e.g. referencing bulk copied text
- **visual and aural content** including illustrations, maps, cartoons, statistics, photographs, charts, graphs, tables, music, computer code, recordings, mathematical workings etc without referencing of the original source/s

For the purposes of this policy, “*another*” includes:

- an author, professional or other whose work has been published in a newspaper, book, magazine, journal, encyclopaedia, CD ROM, etc.;
- an author, professional or other whose work has been published on the World Wide Web or other on-line electronic resource;
- a student (past or present) of the College or from any other educational institution;
- a teacher;
- a paper-writing “service” whether on-line or in-person, and whether for a payment fee or free;
- any friend, relative or other person

As learners, students are expected to research and build on the work of others while maintaining academic integrity through meeting the requirement to acknowledge the use of anyone else’s work.

The College recognises that some acts of plagiarism may arise from genuine ignorance or lack of skill in using academic conventions for referencing. This is considered unintentional plagiarism. Staff should take into account that many students, including some from other cultures, will not be familiar with the conventions for referencing which are expected. Students in turn are expected upon being taught about the means and importance of avoiding plagiarism, and/or being addressed for any instance of plagiarism, to ensure they are not addressed for plagiarism. For further details, refer to:

- [Appendix A: “Key Principles of Prevention and Response”](#)
- [Appendix B: “Breaches of Academic Integrity”](#)

## 6.2 Cheating:

An act of deceit by which a student attempts to misrepresent academic skills or knowledge such as:

- the use, or attempted use, of unauthorized materials, information, or study aids
- unauthorized copying from or collaboration with another

## 6.3 Fabrication:

Intentional misrepresentation or invention of any information such as:

- falsifying research
- inventing or exaggerating data

- listing incorrect or fictitious references

#### **6.4 Collusion:**

Assisting another to behave dishonestly and/or to commit an act of academic misconduct. Collusion addresses behaviours such as:

- paying, bribing or in any way encouraging/asking someone to acquire an exam or assignment paper outside of official timeframes for that assessment task
- taking a test or doing an assignment for someone else
- allowing someone else to behave dishonestly for one's own academic benefit

#### **6.5 Violation:**

Any intentional violation of College policies and/or academic security such as:

- tampering with grades
- misrepresenting one's identity
- inappropriately taking part in obtaining or distributing any assessment instrument, or any information about an assessment instrument

### **7. RIGHTS AND RESPONSIBILITIES OF STUDENTS AND STAFF**

In accordance with the College's Behaviour Management policy, the Academic Integrity policy is underpinned by the following framework of rights and accompanying responsibilities.

#### **7.1 Students have the right to:**

- be treated respectfully and fairly;
- learn in a well-resourced, structured and supportive environment;
- be taught the knowledge and skills to avoid unintentional plagiarism;
- gain credit for their own ideas, thinking and work;
- have high expectations of teachers;
- report breaches of academic integrity.

#### **7.2 Students have the responsibility to:**

- encourage and support an atmosphere of academic integrity;
- seek to understand and adopt the knowledge and skills needed to avoid unintentional plagiarism;
- do their own work and make all reasonable efforts to prevent breaches of academic integrity;
- set an example for other students by refraining from acts of cheating, plagiarism, or other breaches of the academic integrity;
- act to prevent and limit breaches of academic integrity;
- refrain from aiding or abetting other students in any attempts to violate this Academic Integrity policy.

#### **7.3 Teachers have the right to:**

- be treated respectfully and fairly;
- work in a well-resourced, structured and supported environment;
- gain credit for their own ideas, thinking and work;
- have high expectations of students;

- act to prevent, limit and address breaches of academic integrity.

#### 7.4 Teachers have the responsibility to:

- encourage and support an atmosphere of intellectual academic honesty;
- understand that students may initially possess a genuine ignorance or lack of skill in using academic conventions for referencing;
- design their courses to include procedures for teaching the principles and practices that enable academic honesty;
- encourage adherence to the principles of academic integrity;
- assist students in developing appropriate methods of source attribution and make clear any procedures required for special cases such as use of texts or notes during examinations, take-home work, collaborative work;
- make clear the consequences of dishonest behaviour and academic misconduct;
- serve as models of academic integrity;
- make all reasonable efforts to prevent the occurrence of academic dishonesty and misconduct through:
  - appropriate design and administration of assignments and examinations
  - careful safeguarding of course material and examinations
  - regular reassessment of task and academic integrity evaluation procedures
- take appropriate action when instances of academic misconduct and/or other dishonest behaviours are suspected.

#### 7.5 The Principal

This policy and its related procedures are enacted at the discretion of the Principal.

### 8. CONSEQUENCES

- 8.1.** Each situation of a breach of this policy is treated on its merits taking into account the age of the student, the frequency of the misconduct and any factors that may have influenced the action.
- 8.2.** The Head of Teaching and Learning has oversight of each case and will make decisions about the appropriate consequences of each situation based on the information at hand.

### 9. RELATED DOCUMENTS

- Academic Integrity Letter to Parents – see Appendix D

DOCUMENT CONTROL	
Title	Academic Integrity Policy
Author	David Elley
Policy Owner	Adele Guy
Review Frequency	Every 3 years
Last Reviewed	31/03/2016
Due for Review	31/03/2019
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## APPENDIX A

### Key Principles of Prevention and Response

**Students** may sometimes have identifiable reasons for making poor decisions in relation to the principles of and expectations for academic integrity; as such, not all cases of academic misconduct will be malicious or even known to the student as constituting academic misconduct, for example in cases involving students with:

- learning difficulties
- challenging home, personal and/or social situations
- unreasonable expectations on themselves regarding levels of achievement

Whilst these factors are not excuses for academic misconduct, and the College will not condone such behaviour, the circumstances surrounding a student's behaviour will influence the College's course of action.

The aim at all times is for the College to enable students to grow in responsibility, be accountable for their decisions and to learn the necessary skills to avoid academic misconduct. The College will endeavour to achieve these outcomes through appropriate consequences, support and encouragement. As such, confidentiality is also to be maintained through informing only those staff required to be directly involved in addressing a case of academic misconduct.

Refer to [Appendix C: student policy summary](#).

**Teaching staff** have the responsibility to:

- establish and maintain professional standing with and expectations upon students to ensure academic integrity
- develop in students the knowledge, skills and dispositions towards appropriate methods of source attribution; *this includes utilising the Secondary Teacher Librarian for direct instruction about academic referencing systems*
- prevent and minimize opportunities for academic misconduct
- design and implement tasks in which students' work can be authenticated
- rebuild relationships upon instances of academic misconduct so that students can learn and adhere to the importance of academic integrity
- use the language of positive correction when dealing with academic misconduct
- ensure appropriate consequences for academic misconduct are implemented as per the details in this document

**Heads of Faculty and classroom teachers** should ensure familiarity and adherence to the principles and strategies outlined in the QCAA's (previously QSA) "*Strategies for authenticating student work for assessment and learning*" as available here...

[http://www.qsa.qld.edu.au/downloads/publications/paper\\_qsa\\_auth\\_student\\_work.pdf](http://www.qsa.qld.edu.au/downloads/publications/paper_qsa_auth_student_work.pdf)

In Years 11 and 12, when there are two or more classes in the one subject and these classes are timetabled on different lines and hence delivered at different times, unseen examinations **must** be conducted for all classes at the same time. This can be implemented either through scheduling in official exam blocks or by making special arrangements to swap lesson times with other subjects.

**The Head of Teaching & Learning** is responsible for the maintenance of the Academic Integrity Register which will record all confirmed instances (first offence and additional offences) of student breaches of academic integrity through misconduct or other dishonest behaviour.

## APPENDIX B

### Breaches of Academic Integrity

#### *Procedures and actions when dealing with academic misconduct*

In all instances of academic misconduct, a fair and reasonable process based on evidence will always be followed so that reasonable justice is applied. The College's response is to include:

a) Teacher:

- Collaborating with the Head of Faculty to investigate the situation, then implement appropriate and required actions
- Follow-up with the student to ensure they have developed the necessary strategies to ensure academic integrity is maintained in all future work
- Monitoring of future work

b) Head of Faculty:

- Parents contacted by phone call and letter to inform them of the breach of academic integrity. Details to be provided must include: *refer to **APPENDIX D: HOF letter to parents***
  - a description of the student's behaviour
  - confirmation of how this behaviour breaches academic integrity through constituting academic misconduct
  - consequences for this instance of academic misconduct
  - confirmation that consequences for this offence are not indicated on school reports (*except indirectly through any impact on reported grades*) or other formal documents issued by the College; academic misconduct is addressed as an internal College matter
  - likely consequences for any future breaches of academic integrity
- Update student file (TASS notes) with copies of all notes from parent and/or student interviews and conversations, as well as a copy of the official letter to parents
- In the absence of the Head of Faculty, the Director of Studies should assume this responsibility in consultation with the Head of Secondary.

c) Counselling by other staff as relevant to the student's circumstances, such as:

- *Director of Studies:/ Head of Secondary*
  - the nature and importance of academic integrity
  - addressing learning support needs (if any)
- *Head of House:*
  - connections with broader issues at pastoral level
- *Secondary Teacher Librarian:*
  - as relevant to assistance in learning about systems to avoid plagiarism

d) Head of Teaching & Learning:

- Update the Academic Integrity Register
  - First offence: *consequences implemented by HoF*
  - Second offence: *after-school detention or one-day internal suspension*
  - Third or subsequent offence: *two-day internal suspension or other as suited to the situation*
- Lead/Assist in cases warranting more serious intervention such as:
  - Year 11 and 12 students
  - repeat offenders
  - serious, malicious breaches

- Determine any impact upon eligibility for academic awards and advise others (Heads of Sub-School, Music, Sport et al) regarding potential impact for privileges such as leadership roles.

## 1. Plagiarism

In dealing with plagiarism, the overall purpose for all students is educative i.e. to help students learn about the nature of, problems from and means of avoiding plagiarism. This is particularly relevant to students in younger grades and also for those who are new to the College in Junior Secondary (Years 7 to 10).

As identified in the College's Assessment Policy, classroom teachers (Years 6 to 12) are to ensure they use various means of prevention and identification of plagiarism, for example the on-line Turnitin program for the submission of draft and final copies of summative assessment tasks in all subjects (unless exempted due to the nature of a task; wherever possible, written components are to be submitted for plagiarism checks).

### 1.1 Primary School

As suitable to the age and academic readiness of students in these years of schooling, class teachers are to build the foundations of academic integrity including in relation to plagiarism. Individual instances of concern identified by the teacher regarding a student's level and/or type of plagiarism is to be addressed in consultation with the Primary Teaching & Learning Leader.

For students in Year 6, appropriate components of the procedures and consequences outlined for Secondary students should be also considered and implemented as suited to the circumstances of that student's plagiarism.

### 1.2 Secondary School

When a student is suspected or found to have plagiarised, the teacher is to ascertain and provide all relevant details to the Head of Faculty to help confirm the extent to which the student's behaviour constitutes intentional or unintentional plagiarism, and thus the necessary course of action.

The Head of Faculty will check the Academic Integrity Register to confirm if the student is already listed for previous instances of plagiarism or other academic misconduct.

A student can only have their academic misconduct of plagiarism judged as unintentional **once** at our College. All future instances will be automatically deemed as intentional due to the College's response (including student counselling and training) following their first recorded offence.

All identified instances of plagiarism, whether intentional or unintentional, are to be recorded on the academic integrity register.

#### 1.2.1 First offence

- HoF needs to identify if the student's actions constitute unintentional or intentional plagiarism.
- In Years 7 to 10, if deemed unintentional then the HoF can consider various consequences:
  - o offering the opportunity to submit a reworked version of the task
  - o marking the task based on existing material identified as the student's own work
  - o identifying the task as "not assessed" with an NA grade for reporting purposes
 The student **must** be referred to the Director of Studies or Head of Secondary for counselling about the nature of plagiarism and systems to avoid doing so again.
- In Years 11 and 12, if deemed unintentional, the HoF needs to consult with the Director of Studies and HoTL to ensure that principles for the integrity of senior assessment, grading and reporting are applied, most likely through the task being assessed as per the actions for "*Second and other offences*". The option for selective updating may be applied if deemed suitable at a later point in that student's progress through that subject's course.

- In all year levels, if deemed intentional then the work must be addressed as per “*Second and other offences*” in relation to grading of the task as well as other consequences deemed suitable for the student’s actions.

### 1.2.2 Second and other offences

- Any such breach of academic integrity through plagiarism will be deemed intentional.
- In all year levels, If the submitted work is 100% plagiarised, the student will be required to complete a replacement task under supervised conditions monitored by the Director of Studies
- In all year levels, for tasks with less than 100% plagiarism, the HoF will liaise with the teacher to assess the work against the required criteria but with no credit for the components of the task that were plagiarised *e.g. one paragraph in a 1000 word Science assignment is plagiarised = assessment against all criteria as if that one paragraph did not exist*
- Other consequences as applied by the HoTL (refer to details above) in consultation with the Director of Studies and Head of Secondary.

## 2. Cheating, Fabrication, Collusion, Violation

When suspected of any of the above types of academic misconduct, the situation must be investigated thoroughly to ascertain all necessary facts including:

- circumstances leading up to, during and following the alleged breach
- identity of all persons involved
- exact behaviour of student(s) and other(s) involved
- impact (real and potential) of the behaviour

This may take a number of days and involve interviews with a number of students and other persons.

A breach of academic integrity **must** be proven before any course of action or consequences are decided.

However, the parents of the student(s) involved must be informed that the situation is being investigated and that pastoral support from the Head of House will be put in place throughout and following the investigation.

Upon conclusion of the investigation, the HoF with the HoTL will determine the appropriate consequences to be applied to all persons involved in the situation.

In particular, careful consideration must be given prior to allowing a student in breach of academic integrity the opportunity to resit an exam or resubmit drafted work, or have a task identified as NA or “No grade awarded” due to the potential for this to provide further benefit to the student’s progress in that subject (especially in Years 11 and 12).

Consequences similar to/the same as those for intentional plagiarism should be considered as a starting point i.e. grades are only awarded against criteria for material that is identified as the student’s own work and which has not been further affected by the dishonest actions of the student or others.

Beyond consequences for assessing and reporting of academic grades, other consequences as appropriate to the situation are to be applied to those involved in the breach of academic integrity, for example as applied by the HoTL (refer to details above), in consultation with the Director of Studies and Head of Secondary.



# St Andrew's Anglican College

## APPENDIX C

### ACADEMIC INTEGRITY: Student policy summary

Academic integrity is concerned with honest behaviour as it relates to students, staff, parents and others in relation to the preparation of assignments and undertaking exams.

The College values academic integrity to ensure that the academic achievements of its students are earned honestly and are trusted and valued by the student body, the broader College community and the educational community beyond the College. As stated in the College's Assessment Policy, a breach of integrity through academic misconduct "is academically dishonest and will be treated very seriously".

#### 10. ACADEMIC MISCONDUCT

A breach of academic integrity **must** be proven before any course of action or consequences are decided. If deemed to be intentional, this means that the student's actions were:

- deliberate or planned such that academic advantage of grading, time management or other benefit is received by the student and/or others, *OR*
- committed despite explicit training in the reasons and mechanisms to avoid such an offence, *OR*
- are a repeat offence

Academic misconduct involves any one (or combination) of five sets of behaviours:

##### 1.1 Plagiarism

The use of another person's work; this includes written and non-written items such as:

- **conceptual content** including ideas, thoughts, opinions and/or inventions such that the student submitting the work cannot demonstrate their own development of their work's/product's conceptual content. *This definition does not include demonstrable inspiration from, nor appropriate academic use of, fundamental ideas, thoughts, opinions and/or inventions from referenced sources.*
- **expression** including phrases, sentences, paragraphs or whole text such that the student's expression has been copied without referencing of the original source/s; in some instances, referencing may still not deem the submitted work acceptable for academic submission and/or assessment e.g. referencing bulk copied text
- **visual content** including illustrations, maps, cartoons, statistics, photographs, charts, graphs, tables, music, computer code, mathematical workings etc without referencing of the original source/s

...and "another person" includes:

- an author, professional or other whose work has been published in a newspaper, book, magazine, journal, encyclopaedia, CD ROM, etc.;
- an author, professional or other whose work has been published on the World Wide Web or other on-line electronic resource;
- a student (past or present) of the College or from any other educational institution;
- a teacher;
- a paper-writing "service" whether on-line or in-person, and whether for a payment fee or free;
- any friend, relative or other person

As learners, students are expected to research and build on the work of others while maintaining academic integrity through meeting the requirement to acknowledge the use of anyone else's work.

The College recognises that some acts of plagiarism may arise from genuine ignorance or lack of skill in using academic conventions for referencing. This is considered **unintentional** plagiarism.

### **1.2 Cheating:**

An act of deceit by which a student attempts to misrepresent academic skills or knowledge such as:

- the use, or attempted use, of unauthorized materials, information, or study aids
- unauthorized copying from or collaboration with another

### **1.3 Fabrication:**

Intentional misrepresentation or invention of any information such as:

- falsifying research
- inventing or exaggerating data
- listing incorrect or fictitious references

### **1.4 Collusion:**

Assisting another to behave dishonestly and/or to commit an act of academic misconduct. Collusion addresses behaviours such as:

- paying, bribing or in any way encouraging/asking someone to acquire an exam or assignment paper outside of official timeframes for that assessment task
- taking a test or doing an assignment for someone else
- allowing someone else to behave dishonestly for one's own academic benefit

### **1.5 Violation:**

Any intentional violation of College policies and/or academic security such as:

- tampering with grades
- misrepresenting one's identity
- inappropriately taking part in obtaining or distributing any assessment instrument, or any information about an assessment instrument

## **11. RIGHTS AND RESPONSIBILITIES OF STUDENTS**

### **2.1 Students have the right to:**

- be treated respectfully and fairly;
- learn in a well-resourced, structured and supportive environment;
- be taught the knowledge and skills to avoid unintentional plagiarism;
- gain credit for their own ideas, thinking and work;
- have high expectations of teachers;
- report breaches of academic integrity.

### **2.2 Students have the responsibility to:**

- encourage and support an atmosphere of academic integrity;
- seek to understand and adopt the knowledge and skills needed to avoid unintentional plagiarism;
- do their own work and make all reasonable efforts to prevent breaches of academic integrity;
- set an example for other students by refraining from acts of cheating, plagiarism, or other breaches of the academic integrity;
- act to prevent and limit breaches of academic integrity;
- refrain from aiding or abetting other students in any attempts to violate this policy;
- behaviours are suspected.

## **12. BREACHES OF ACADEMIC INTEGRITY**

The College will not condone academic integrity. Any such behaviour will be addressed through appropriate consequences including (but not limited to) impact upon task grading, detentions and suspension. The aim at all times is for the College to enable students to grow in responsibility, be accountable for their decisions and to learn the necessary skills to avoid academic misconduct.

**APPENDIX D:**  
**HOF letter to parents**  
*[Ensure this goes out on official College letterhead]*

HOF is to complete by entering details as highlighted in *red* font below...

*Date*

Dear *parent name/s*

This letter is to confirm for you details regarding a recent incident involving *student name* and *his/her* work on *name of assessment item*. After investigation with a fair and reasonable process based on evidence, *name's* task has contravened the College's Academic Integrity Policy thus constituting academic misconduct as follows:

- *Identify the type of infringement e.g. plagiarism, cheating, violation etc*
- *Brief factual description of student's behaviour*
- *Confirmation (if required) of how this behaviour constitutes the identified breach of academic integrity*

As a result of this behaviour, the necessary consequences which *have been/will be* enacted are as follows:

- *Identify consequence/s e.g. adjusted grade, spoken to by XYZ, other*

Details of this matter will remain confidential amongst those staff directly involved in addressing this situation, unless *name* chooses to discuss it with others. Also this infringement of academic integrity and the consequences listed above will not appear on official school academic reports except incidentally e.g. if a reportable grade is adjusted.

However, this infringement will be listed on the College's "Academic Register" for future reference should any further breach of academic integrity be identified. Any such future breach will lead to further and potentially more serious consequences than in this current instance.

We hope that *name* takes the opportunities provided to learn from this situation and ensure that no further instances of academic misconduct occur.

Please contact me or the Director of Studies (David Elley: [delley@saac.qld.edu.au](mailto:delley@saac.qld.edu.au)) /Head of Secondary (Mr Brad Bowen.....)if you have any questions regarding this issue. Thank you for your support in this matter.

Yours sincerely

*HOF Name*

**Head of Faculty: *faculty name***

*HOF email address*