



## 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 all academic work (that of students, staff, student assignments, conduct in exams etc.) As such, it is seen as working in conjunction with the policies of the College's staff handbook and student's diary.

### 3. EXTERNAL REFERENCES

No References

### 4. DEFINITIONS

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

**Employee** means all persons employed by the College on a full time, part time, casual, permanent and contract basis.

**Student** means all persons enrolled at St Andrews 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, SAAC values academic integrity that ensures 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. Please note the following extract from the College's Assessment Policy:

1.10 Academic Integrity: Plagiarism is using other people's ideas and words without clearly acknowledging the source of that information. It includes using somebody else's work from the Internet, textbook, magazine article, or similar; or copying another student's answers for a homework task (with or without their permission), cheating, stealing someone else's work or copying another student's work during a timed assessment. This is academically dishonest and will be treated very seriously by the College. If a case of plagiarism is suspected, teachers are to allow the student/s to complete the task and then refer the task and student/s with a written report to Deputy Head of Secondary or the Deputy Principal as soon as possible after the alleged breach has occurred. Further information is available from the Deputy Principal.

### 6. ACADEMIC MISCONDUCT

Academic misconduct includes 5 sets of behaviours:

#### 6.1 Plagiarism:

The use of another's words, ideas, data, or product without appropriate acknowledgment, 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 definition the work of another includes written and non-written items such as:

- ideas, phrases, sentences, paragraphs and whole papers;
- illustrations, maps, cartoons, statistics, photographs, charts, graphs, tables, field study or lab results, music, computer code, mathematics etc.
- thoughts, opinions, inventions;

For the purposes of this definition another includes:

- an author, professional or otherwise, whose work has been published in a newspaper, book, magazine, journal, encyclopaedia, CD ROM, etc.;
- an author, professional or otherwise, whose work has been published on the World Wide Web or other on-line electronic resource;
- another student at your school or anywhere else;
- a teacher;
- a paper-writing "service" which offers to sell written papers for a fee;
- Any friend or relative.

As learners, we are expected to research and build on the work of others, but maintaining academic integrity requires us 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.

## **6.2 Cheating:**

The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; unauthorized copying or collaboration.

## **6.3 Fabrication:**

Intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

## **6.4 Collusion:**

Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.

## **6.5 Violation:**

Any intentional violation of College policies, such as tampering with grades, misrepresenting one's identity, or 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, this 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;
- act to prevent and limit 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;
- 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 and limit breaches of academic integrity.

### **7.4 Teachers have the responsibility to:**

- encourage and support an atmosphere of intellectual academic honesty;
- understand that students may possess a genuine ignorance or lack of skill in using academic conventions for referencing;
- adopt procedures for teaching the principles and practices that enable academic honesty in the design of their courses;
- 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, or collaborative work;
- make clear the consequences of dishonest work;
- serve as models of academic integrity;
- make all reasonable efforts to prevent the occurrence of academic dishonesty through appropriate design and administration of assignments and examinations, careful safeguarding of course material and examinations, and regular reassessment of evaluation procedures; and
- take appropriate action when instances of academic dishonesty are suspected.

**DOCUMENT CONTROL**

|                       |                           |
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| Policy Owner          | Paul Sjogren              |
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## STRATEGIES AND PROCEDURES

### 1. Principles and Prevention

Teaching staff have the responsibility to use the preferred practices of;

- establishing, maintaining and rebuilding relationships
- encouraging academic integrity
- preventing and minimizing opportunities for academic misconduct
- using the language of positive correction
- setting and implementing appropriate consequences.

They also have the responsibility to develop in students the knowledge, skills and dispositions towards appropriate methods of source attribution. They also have a responsibility to design and implement tasks in which students' work can be authenticated.

In all cases, the teachers and Heads of Faculty should operate under the principles and strategies outlined in the QSA paper Strategies for authenticating student for assessment and learning available at: [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)

### 2. Action to be taken when academic integrity is breached

Breaches in academic integrity are considered serious. Initially the teacher (or supervisor), Head of Faculty and Deputy Principal will meet to determine whether the incidence constitutes intentional or unintentional academic misconduct.

- If unintentional, the Head of Faculty will call the parents of the student, explain the situation, and place a note on the student's file outlining the situation. The assessment piece is NOT MARKED and the words "unintentional academic misconduct" are written on the front cover. Other assessment evidence is used to determine student Level of Achievement for formal reporting. This may include any part of the assessment piece that is deemed to not be affected by academic misconduct. An alternative assessment piece/opportunity does not have to be offered to the student(s) although there are situations where it may suit a teacher to do this. It should be noted that a student can only ever have their academic misconduct judged unintentional once at our College.
- If the academic misconduct is considered intentional, consequences are managed in accordance with Level 4 onwards on the "Levels of Intervention" listing in the student diary (After School detention). The assessment piece is NOT MARKED and the words "Not marked due to academic misconduct" are written on the front cover. An alternative assessment piece/opportunity does not have to be offered to the student(s) although there are situations where it may suit a teacher to do this. The Deputy Principal will produce a written letter which will be issued to the parents outlining the incident and the College's response, and a copy is kept on student file. The staff who teach the student are formally notified that this incident has occurred.
- If a student has 2 cases of intentional academic misconduct they will move immediately to the last step "Levels of Intervention" listing in the student diary.
- A breach of the Academic Integrity policy may lead to the transgressor removed from eligibility for receiving academic awards. This depends on the severity of the transgression and is subject to the discretion of the Principal.
- In each case above, a summary of the details of the situation are placed in the student notes section of the College's student database. A master record is also kept by the Deputy Principal.

