

# ACADEMIC INTEGRITY POLICY

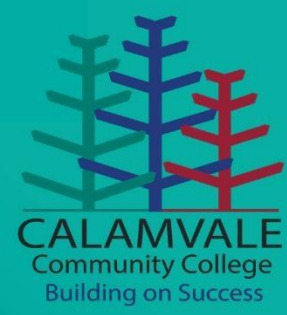
Thinkers Reflective Risk-Takers Knowledgeable

Caring Open-minded

Communicators

Inquirer  
Balanced

Principled



Curious | Creative | Clever | Calamvale

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## Statement of purpose for the policy

Calamvale Community College (CCC) embraces the IB (International Baccalaureate) mission and philosophy by “developing inquiring, knowledgeable and caring young people who are motivated to succeed and fostering students who will build a better world through intercultural understanding and respect” (IBO.org, 2015).

Furthermore, through promotion of the IB Learner Profile, CCC facilitates the development of students who are “principled,” a learner profile attribute where learners strive to “act with integrity and honesty” as they question, inquire and act (IBO.org, 2013).

This academic integrity policy ensures that the College’s procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions (IBO.org, 2017).

At CCC, it is a foundational belief, that all stakeholders have a role to play in the understanding and promotion of academic integrity in all its forms.

### Academic integrity at CCC refers to:

- Undertaking research honestly and producing authentic pieces of work
- Always respecting intellectual property by acknowledging all ideas and work of others. Source materials may include along with written texts, visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts and maps.
- Showing proper conduct (refer to CCC Student Code of Conduct) during examinations.

## Student Responsibilities

Students must take responsibility and integrity for their learning.

- Do their own work and to demonstrate honestly what they have learned
- Understand what is required of them
- Fulfil the school’s requirements for their studies
- Be fair and honest in all aspects of their work
- Respect the rights and integrity of their peers and teachers
- Ensure all work submitted is their own work
- Fully and correctly acknowledge all sources, including intellectual property
- Make proper use of the APA citation style (developing in PYP)
- Respect internal deadlines (refer to Assessment Policy)

## Teacher Responsibilities

At CCC, teachers are expected to:

- Talk to students on how to maintain academic integrity and avoid malpractice, by providing instruction and scaffolding on how to correctly cite sources, conducting a research paper, examination code of conduct and other relevant assessment tools
- Be vigilant for changes in writing style
- Be role models of academic honesty and integrity in all aspects

- Confirm that to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate (EE, TOK papers, Internal Assessment, PYP assessment)
- Investigate any similarity report that is above 20% on Turnitin (DP only)
- Provide clear guidelines on group work, especially concerning division of tasks amongst group members

## School and Coordinator Responsibilities

- Establishes a school culture that actively encourages academic integrity
- Understands what constitutes academic integrity and authentic pieces of work
- Knows the investigation process and consequences of being found guilty of malpractice (DP only)
- Fully supports the IBO in the prevention, detection and investigation of malpractice (DP only)
- Provide teachers with effective training opportunities
- Share with legal guardians the aim of the Academic Integrity Policy
- Provide ongoing education in academic honesty

## Parent Responsibilities

Parents play an integral role in supporting and helping their children achieve their full potential and acting with honesty by:

- Reading and being familiar with the Academic Integrity Policy and all IBO documents relating to the IB Diploma rules and regulations (DP only)
- Supporting teachers and administrators in talking to their children about the importance of academic integrity
- Cooperating with the school in the case that their child is found to be guilty of malpractice, either intentionally, or my inappropriate documentation of sources (DP only)

## Measures taken to provide education and support

- All students and teachers will receive a copy and explanation of the policy at the beginning of the course
- Teachers will receive training on implementation and monitoring of the policy
- Explicit instruction will be embedded into course outlines for each subject
- Students will have access to a *Student Handbook* which will reference academic integrity procedures
- Academic Integrity Policy will be published on College's website

## IB Learner Profile

The IB Learner Profile identifies key characteristics of ideal IB learners as represented by: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-

takers, balanced and reflective. These ten characteristics are interdependent; without any one of these, a student cannot achieve the success we wish to see. By promoting the qualities of an IB learner, the Junior School seeks to foster academic honesty and integrity by encouraging students to be:

- **Inquirers**- acquire the skills necessary to conduct research and inquiry
- **Knowledgeable**- explore ideas, concepts, perspectives and issues
- **Principled**- act with integrity and honesty and take responsibility for their own actions
- **Open-minded**- are accustomed to seeking and evaluating a range of points of view
- **Risk-takers**- approach challenges and explore them independently
- **Communicators**-use a variety of primary/secondary sources of information to communicate understanding

## Primary Years Programme in the Junior School

In the Junior School, students in Prep to Year 2 are exposed to the concept of academic integrity. There is, however, naturally increasing emphasis in Year 3 and 4 and more specific application in Year 5 and 6, with particular focus during the Exhibition process. The teachers and librarian in the Junior School are key to support both staff and students from the exposure phase in Lower Junior classrooms through to the application of Academic Integrity expectations in Year 5 & 6.

Year Level	Academic Integrity Expectations (Minimum)	Strategies/Ideas/Ways to Teach Academic integrity
Prep- Year 1	<ul style="list-style-type: none"> <li>• Acknowledge where the reference or the source of information was collected from.</li> <li>• Acknowledge the title of the book and who wrote it when reading to students. This includes all forms of literature, e.g., books, websites, movies, audio texts.</li> <li>• Reference and/or recording the ideas of others (students/teachers).</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge the 'source' when appropriate.</li> <li>• Encourage students to produce their own work when working independently.</li> <li>• Write names on work samples.</li> <li>• Records students' ideas and reference child's name.</li> </ul>

Year 2- Year 3	<ul style="list-style-type: none"> <li>• Identify and name the author of books used.</li> <li>• Basic discernment between my own work and copying others/teacher.</li> <li>• Acknowledge where the information/source has come from.</li> <li>• Begin to learn to record names of books and websites (not URL just name of website).</li> <li>• Reference/record the ideas of others (students/teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Find the author, illustrator etc. Taught as a specific skill within lessons.</li> <li>• Teach the concept of 'using others words/works.'</li> <li>• Model and teach of individual work and group work.</li> <li>• Explicitly teach the beginnings of how to summarise texts ie identify and use key word/fact fragments</li> </ul>
Year 4- Year 5	<ul style="list-style-type: none"> <li>• Know and write the author and title.</li> <li>• Acknowledge where the information/source has come from.</li> <li>• Understand why they are recording websites.</li> <li>• Teach about the credibility of information sources e.g. websites (.org, .gov).</li> <li>• Exposure to appropriate referencing begins in Year 5.</li> <li>• Use bibliographies with some tasks. Listing the sources used.</li> </ul>	<ul style="list-style-type: none"> <li>• Discern legitimate website (usually will cite an author).</li> <li>• Explicitly teach how to summarise texts i.e. identify and use key word/fact fragments</li> <li>• Summarise text for research purposes i.e. paraphrase- use key words in own sentence</li> <li>• Model of recording sources.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Teach students about the credibility of information sources e.g. websites (.org, .gov).</li> <li>• Begin to learn to use the appropriate APA referencing style.</li> <li>• Create a bibliography and reference web pages and books.</li> <li>• Explicitly teach and use of 'manage sources'</li> <li>• Explicitly teach students in Year 6 how to locate reference information for information sources being used.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly teach how to summarise texts ice identify and use key word/fact fragments</li> <li>• Summarise text for research purposes i.e. paraphrase- use key words in own sentence</li> <li>• Provide students with time to practice referencing.</li> <li>• Teacher/librarian to conduct workshops for students prior to Year 6 Exhibition preparation</li> <li>• Use of 'Get Real' Strategy <ul style="list-style-type: none"> <li>R- reliable source</li> <li>E- examine content</li> <li>A- author</li> <li>L- links</li> </ul> </li> </ul>

## Middle Years Programme

### MYP Academic Integrity Student Expectations

Students in Junior Secondary are expected to demonstrate academic integrity in their MYP subjects. In years 7-9, students build on their learning about academic integrity, ensuring the skills and understandings are consistent with the specific expectations and processes for each of their subject groups.

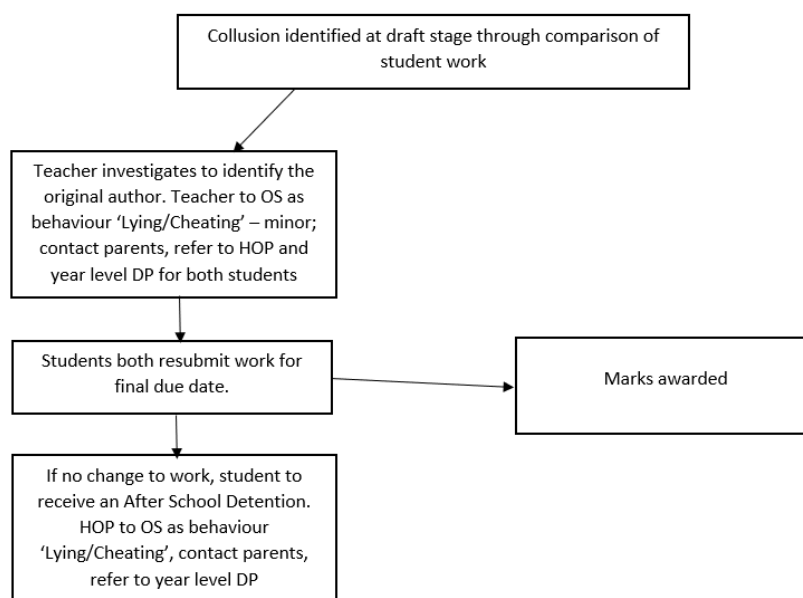
In Junior Secondary, students:

- Understand what intellectual property is and how to use it with integrity
- Learn subject-specific processes to evaluate the reliability of sources
- Use a variety of sources, including websites, videos, images and other multi-media
- Summarise/paraphrase information from sources in their own words in research notes
- Use the conventions of APA referencing for in-text citations and presenting a bibliography

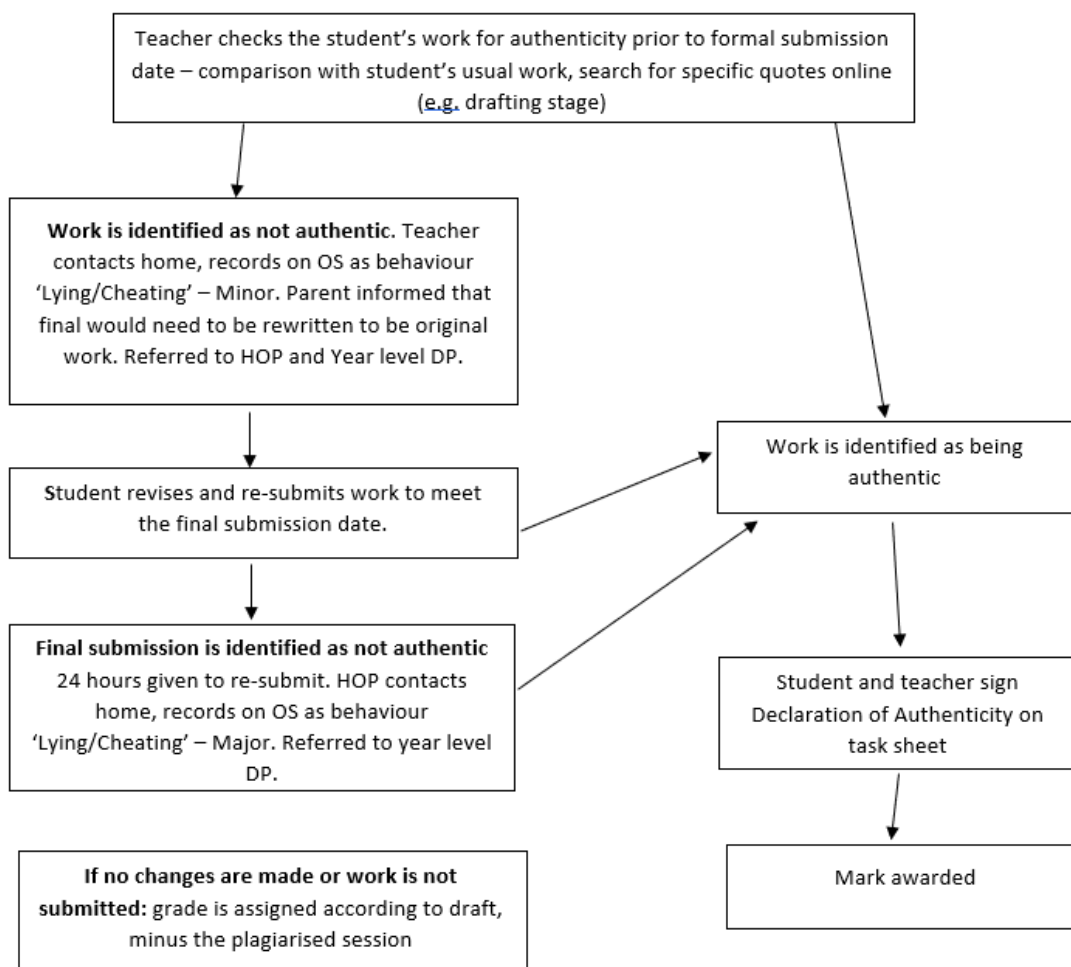
In Junior Secondary, teachers:

- Explicitly teach research and referencing skills in all subject groups
- Make explicit how they show academic integrity in all aspects of their work
- Ensure students are aware of what constitutes breaches of academic integrity in their subject group and how to avoid these.
- Follow the process of investigating any potential incidents of academic misconduct

### Consequences of Academic Misconduct for Collusion – MYP



### Consequences of Academic Misconduct for Assignments – MYP



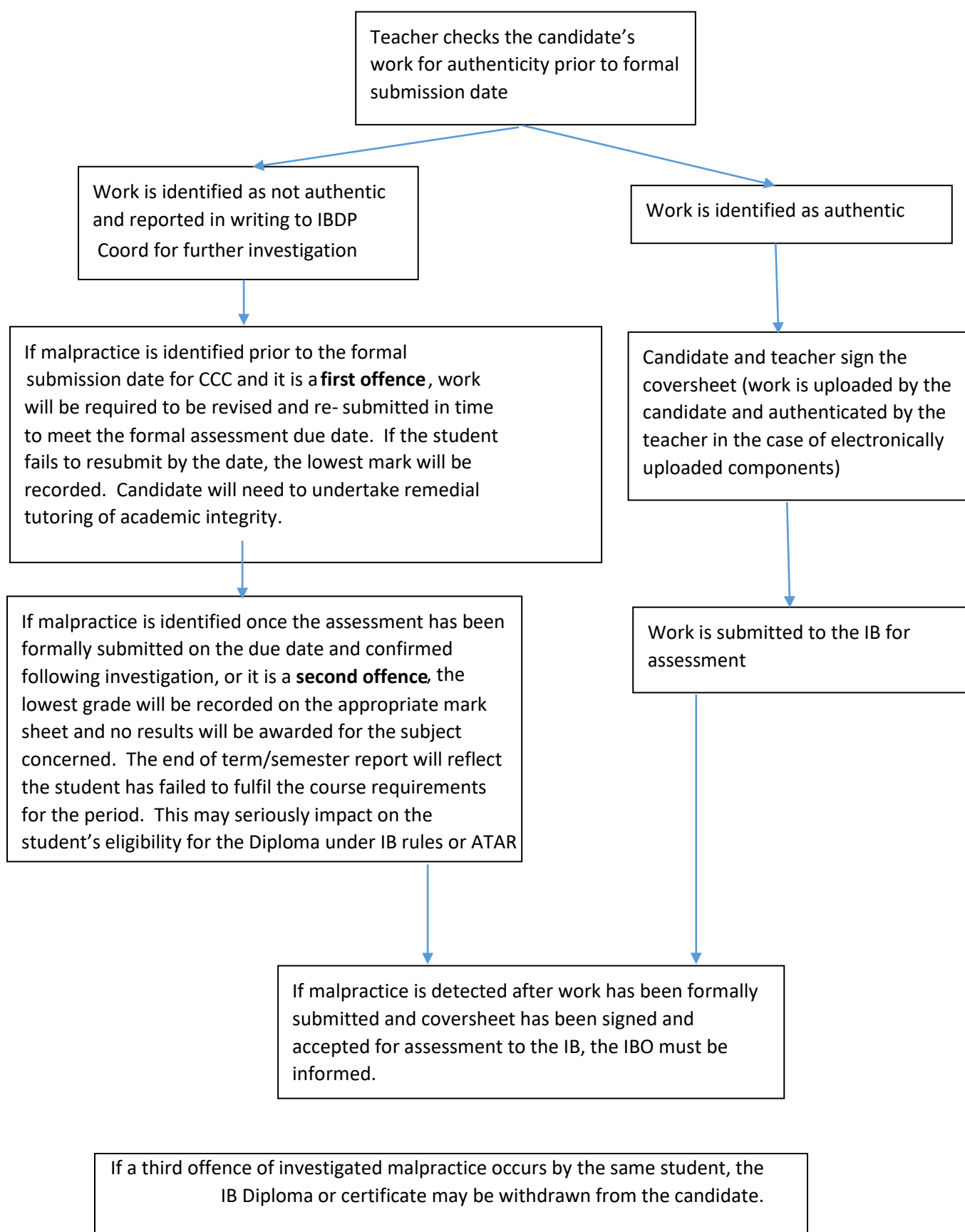


## Diploma Programme

### Investigation Procedure—reporting, recording and monitoring

1. The teacher will notify the Deputy in charge (DPC) with supporting documentation if malpractice is suspected.
2. The DPC will determine whether malpractice has taken place based on information gathered through the investigation. This investigation may include interviewing the student or witnesses and allowing the student to provide explanation.
3. The DPC will inform the parents of the process irrespective of the outcome. This will be documented on OneSchool and on the DP spreadsheet.
4. If evidence of malpractice is confirmed, the student and parents will be notified in writing and informed of the consequences (vary according to 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> offence – see Consequences of Academic Misconduct section). Appeal provisions will accompany this correspondence.
5. An appeal must be submitted within 5 school days of the date of the letter. The Head of School (DP) will consider the appeal and make a decision.
6. Copies of all records of investigation, correspondence and the assessment item will be kept in the student's subject folio.

## Consequences of Academic Misconduct



Every investigation will include notifying parents and official recording of documentation. First offences will require remedial action including online tutorials on academic integrity. Second offences will include a formal panel between teacher, parents, DPC and candidate and outline of consequences for further offences.

## The rights of the student, if suspected of a breach of academic integrity

Students are entitled to a right of appeal and investigation will include an interview with candidate(s) involved.

## Conventions for citing and acknowledging original authorship

CCC has adopted the American Psychology Association (APA) system for acknowledging sources as the standard for all students across the College. Where subject areas, such as Visual Art, have specific guidelines for acknowledging sources, these guidelines will be clearly outlined and taught.

## Review of the Policy

The policy will be reviewed across the College by the IB Coordinators in consultation with the IB teachers and Heads of Program on a three yearly cycle unless otherwise required.

## Glossary

“The IBO defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components” (Garza, 2014).

### Academic malpractice can be incurred in the following forms:

**Plagiarism:** this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement

**Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another

Collusion can often be confused with collaboration. Collaboration is defined as “working in groups to achieve a shared goal where members of the group are expected to participate equally.”

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements

**Paraphrasing:** this is defined as the restatement of someone’s work in another form. For it to be allowed, the source needs to be acknowledged.

**Fabrication of data:** this is defined as manufacturing data for an experiment and for mathematical exploration/project

**Disclosing information:** to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination (IBO, 2016)

**Intellectual Property:** “refers to the creations of the mind: inventions, literary and artistic works, symbols, names, images and designs used in commerce and includes the two categories of industrial property and copyright” (World Intellectual Property Organisation, 2013)

**Copyright:** In Australia, the Copyright Act 1968 provides a set of rights for the creators of texts, artistic works, music computer programmes, sound recordings and films regarding the reproduction and in some cases performance of their intellectual property. One exception – fair dealing allows limited amounts of a work to be copied or communicated for the purposes of research, study, criticism, review, reporting the news, parody, or satire. Smart copying: The Official Guide to Copyright Issues for Australian Schools and TAFE ([www.smartcopying.edu.au/scw/go/pid/12008](http://www.smartcopying.edu.au/scw/go/pid/12008)) can provide further clarification.

Examples of Malpractice include, but are not limited to:

- Taking unauthorised material into an examination room (such as mobile phone, written notes, non-permissible calculator)
- Leaving and/or accessing unauthorised material in a bathroom that may be visited during an examination
- Using an authorised technological device e.g., phone or smartwatch during an exam
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- Exchanging information or in any way supporting the passing on of information to another candidate regarding the content of an examination
- Impersonating another candidate
- Stealing examination papers
- Submission of the same work for different assessment components
- Allowing a peer to copy your work
- Falsifying data used in an assignment
- Falsifying records
- Failure to acknowledge sources

## Bibliography

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## Supporting Documents

CCC Assessment Policy

CCC Student Handbook

IB Learner Profile

IB Effective Citing and Referencing PDF



Thinkers  
Reflective  
Risk-Takers  
Inquirer  
Open-minded  
Knowledgeable  
Communicators  
Caring Principled  
Balanced