

Foundation

QACI supports and promotes the principles of properly conducted academic research and respect for integrity in all forms of assessment. As an International Baccalaureate World School, QACI acknowledges the International Baccalaureate's advocacy of ethical behaviour as an essential part of the IB Diploma Program when conducting academic research and submitting authentic work. We value the concept of intellectual property and the requirement to hold students accountable for the ethical use of the ideas and words of others.

Purpose

QACI's culture of honesty and integrity is integral to our purpose of developing 'ethical future path makers' and is underpinned by QACI's Pillars: Passion, Pride, Positivity, Persistence, Preparedness, Principled and Peace; aligned to the IB's viewpoint about academic honesty as:

International Baccalaureate Programmes encourage students to inquire and think critically and creatively, and to present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent.

Principles

Elements of Academic Integrity: An authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all submissions, whether written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. Candidates must acknowledge:

- All ideas and work of other persons
- Rendition of another person's words presented in a new style and integrated grammatically into the writing
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual.
- Verbatim (word for word) quotes
- Works of art including music, film, dance, theatre arts, and visual arts.

Conventions for citing and acknowledging original authorship

QACI aligns with the IB's position and does not mandate a specific referencing style. Students may use the referencing style of their choice, or the style recommended by their teacher. Further information on effective citing and referencing can be found in the [*QUT Cite/Write Referencing Guide*](#).

What is academic misconduct? The IB describes academic misconduct as *deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.*

Categories of academic misconduct in the IB:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for examples allowing one's work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorised material into an examination room, disruptive behaviour and communicating with others during the examination.

Communication about the content of an examination 24 hours before or after an examination with others outside their school community is also considered a breach to IB regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Teachers and IB DP Coordinators must not engage in the following actions:

- The unauthorised rescheduling of an examination
- Failing to keep exam papers secure prior to an examination
- Providing undue assistance in the production of any work that contributes to the assessment requirements of the IB Diploma
- Leaving candidates unsupervised during an examination
- Allowing additional time in examinations without administration or IB approval
- Releasing an IB examination paper, or disclosing information about the paper, within 24 hours after the examination.

Roles and Responsibilities

Deputy Principal / IB DP Coordinator

- Understands what constitutes academic integrity and an authentic piece of work
- Knows the consequences of being found guilty of malpractice
- Establishes a school culture that actively encourages academic integrity
- Supports the IBO fully in the prevention, detection and investigation of malpractice
- Understands additional responsibilities in the event of a candidate being investigated for malpractice.

Teachers

- Provide instruction and scaffolding necessary for students to use ethical research practices including opportunities for feedback via the drafting process
- Provide students with consistent advice on good academic practice whenever necessary
- Support QACI's Academic Integrity Policy and comply with the QACI standard for acknowledging sources
- Confirm, to the best of their knowledge, that all students' work submitted for assessment is the authentic work of the student
- Provide students clear guidelines on academic writing and referencing styles required in each subject
- Provide clear information on assessment requirements in each Unit Outline, especially concerning aspects involving individual and/or collective assessment
- Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment.

Students

- Have ultimate responsibility for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged using appropriate referencing system available in the set referencing text
- Are responsible for complying with the *QACI Assessment Policy* regarding meeting deadlines and absences
- Should seek clarity from teachers during the submission process and regarding any aspect of Academic Integrity guidelines.

Parents

- Ensure oversight of the Academic Integrity of their young person's academic work through awareness of this policy.
- Familiarise themselves with the five fundamentals of academic integrity which are honesty, trust, fairness, respect and responsibility.
- Policy and the development of good academic research practices.

QACI Processes and Procedures:

- The Academic Integrity Policy has been developed in accordance with the IB Diploma Programme general regulations
- The Academic Integrity Policy is published on the QACI website
- All faculties implement and monitor the policy and associated referencing protocols
- Students will upload the *Declaration of Originality* with each assessment submission
- Teachers will provide further advice and guidance to students on implementation of the Academic Integrity.

QACI maintains that through proactive teaching and learning and consistent and persistent practices any behaviour which may lead to academic misconduct will be identified early and rectified before an incident occurs.

Investigation of Intentional Academic Misconduct

The HOD will investigate any suspected malpractice through the following process:

1. If malpractice is suspected the teacher will notify the HOD with supporting documentation. The teacher will not make an open allegation to the student and any suspicion of malpractice will be kept confidential to the process.
2. The HOD will determine whether malpractice has taken place based on information gathered through the investigation. The investigation will include interviewing the student and allowing the student to provide explanation. The HOD will liaise with the Deputy Principal / IB DP Coordinator.
3. If evidence of malpractice is confirmed, The Deputy Principal / IB Coordinator will inform the student and parents of the misconduct and the consequences.
4. Copies of all records of investigation, correspondence and the assessment item will be kept on file.

Consequences of Academic Misconduct

A. Summative externally assessed submissions

If any part or whole of the student's work is suspected of not being authentic, that work must not be submitted to the IB. One of the following courses of action may be followed:

1. If academic misconduct is identified prior to the formal submission date to QACI but prior to IB submission, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an F will be recorded.
2. If academic misconduct is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an F will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. This may seriously impact on the student's eligibility for the Diploma under IB rules.
3. If teachers detect malpractice after work has been formally submitted and accepted for assessment to the IB, the HOD and Deputy Principal / IB DP Coordinator must be informed. The IB Diploma or Course results may be withdrawn or voided from a candidate at any time if academic misconduct is subsequently established.

B. QACI formative submissions

Following investigation of an allegation of academic misconduct it is established that a student has committed academic misconduct, then the following consequences will be applied:

Intentional academic misconduct

1. If academic misconduct is identified prior to the formal submission date, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date.
2. If academic misconduct is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an F will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. The end of term/semester report will reflect the student has failed to fulfil the course requirements for the period.
3. The student will be required to resubmit the assignment which will be marked for diagnostic purposes and in order for the student to complete IB course fulfilment requirements.

Unintentional academic misconduct

The item will be assessed for feedback purposes for continuity of learning for the student. The result will not contribute to the formal assessment and reporting process. Student will be formally guided on Academic Integrity fundamentals.