



QUEENSLAND
ACADEMIES
Creative Industries Campus



Academic Integrity Policy

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

1. Scope

This policy applies to and should be read by:

- QACI students in Year 11 and 12 going through assessment and submitting work to the International Baccalaureate Organisation (IB)
- QACI students in Year 10
- QACI Staff including Principal, Deputy Principals, Heads of Department, Teaching Staff and all IB Administrators
- All staff members responsible for the teaching and preparation of work submitted to the IB for assessment
- All staff responsible for the design of curriculum content, and the creation and delivery of IB examinations
- All staff responsible for the delivery of IB examinations
- Parents and caregivers of QACI IB students going through assessment
- Parents and caregivers of QACI Year 10 students.

2. Rationale

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

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.

The aim of this policy is to promote good academic practice and a school culture that actively encourages academic integrity.

“We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.”

– IB Learner Profile.

3. Roles and Responsibilities

Deputy Principal / Heads of Department / IB DP Coordinator

- Ensure that all school and IB policies are applied fairly and consistently
- Ensure compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- Ensure that teachers, students and parents and legal guardians have a copy of, read and understand the school's academic integrity policy and the programme-relevant IB regulations
- Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- Supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy
- Establish a school culture that actively encourages academic integrity

Teachers

- Ensure that students have a full understanding of the expectations and guidelines of all subjects
- Ensure that students understand what constitutes academic misconduct and its possible consequences
- Plan a manageable workload so students can allocate time effectively to produce work according to IB expectations
- Provide students with adequate time in class to develop the assessment item over a period of time enabling the teacher to become familiar with the work produced by individual students. IB coursework is not designed to be completed in a single evening
- Give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- Ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- Keep electronic copies of students' past work for three years in case a plagiarism check is required
- Respond to student academic misconduct and support the school's and IB's investigations
- Respond to school maladministration and support the school's and IB's investigations.
- Provide instruction and scaffolding necessary for students to use ethical research practices including opportunities for feedback via the drafting process

Students

- Have a full understanding of the International Baccalaureate (IB) Academic Integrity Policy and the school's Academic Integrity Policy and Assessment Policy.
- Respond to acts of student academic misconduct and report them to their teachers and/or heads of departments
- Respond to acts of school maladministration and report them to their teachers and/or heads of departments
- Complete all assignments, tasks, projects, examinations and quizzes in an honest manner and to the best of their abilities and in an honest manner complying with the authentication strategies outlined on the assessment task sheet
- Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- Abstain from giving undue assistance to peers in the completion of their work
- Recognise that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms
- 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
- Should seek clarity from teachers during submission process and regarding any aspect of Academic Integrity guidelines
- Respond to acts of student academic misconduct and report them to their teachers and/or heads of department.

Parents and Caregivers

- Ensure oversight of the Academic Integrity of their young person's academic work through awareness of this policy, the Assessment Policy, and the IB's Academic Integrity Policy
- Understand school internal policies and procedures that safeguard the authenticity of their young person's work
- Support young person in planning a manageable workload so they can allocate time effectively
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences
- Report any potential cases of student misconduct or school maladministration to the school's IB Coordinator
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their young person
- Abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their young person's work.

4. Key Terms

Student academic misconduct

The IB defines student 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. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Balance of probabilities approach

"Balance of probability" means that the decision-maker(s) with appropriate subject-matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

5. 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) quote;
- Works of art including music, film, dance, theatre arts, and visual arts;
- Use of artificial intelligence tools.

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.

6. Academic Misconduct and Maladministration

6.1 Examples of academic misconduct include but are not limited to:

Plagiarism: 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.

Unintentional plagiarism: Careless paraphrasing and citing or source material such that improper or misleading credit is given

Collusion: supporting academic misconduct by another student, for example allowing 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: the presentation of the same work for different assessment components and/or Diploma Programme requirements.

6.2 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.

7. Plagiarism

Plagiarism is the most common form of student academic misconduct identified by or reported to the IB.

At QACI, we support our students to avoid plagiarism by promoting the following practices:

- Making sure that students are able to locate the school's academic integrity and honesty policy.
- Putting the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explaining that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
- Devoting teaching time for students to practise their chosen referencing or bibliography format.
- Building assessment schedules to request drafts of the final tasks or essays and not just waiting for the final piece to be submitted.
- Planning for activities to show students the different forms that plagiarism can take.
- Explaining that questionable or unreferenced content of the task will be cross-referenced using the internet and Turnitin.
- Role modelling by giving others credit for their work every day in our teaching.

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Students can avoid committing plagiarism by:

- Reading and understand their school's academic integrity and honesty policy.
- Designing time schedules or plans to manage tasks sensibly.
- Maintaining organised notes and sources consulted during the production of work.
- Seeking guidance and support from their teachers or tutors when doubts arise about referencing.
- Citing sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- Giving credit for copied, adapted, paraphrased and translated materials from others.
- Making sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

8. The IB and AI Tools

The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. However, students need to be aware that the IB does not regard any work produced—even only in part—by AI tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows.

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

Students should be aware of the following IB rules:

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.
- The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

9. Turnitin

All assessments submitted will be checked through Turnitin. Turnitin is an internet-based similarity detection service that offers a range of tools to help educators uphold academic integrity. It is important to note that students can only see the overall similarity report however this does not show students the percentage of work generated by artificial intelligence. This is available for teachers to view and will form a routine part of assessment submission.

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10. 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
- Teachers will provide further advice and guidance to students on implementation of the Academic Integrity
- External mentor form to be completed and submitted
- QACI utilises Turnitin through Managebac for all submissions.

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 Head of Department and/or Deputy Principal will investigate any suspected malpractice through the following process:

1. If misconduct is identified or reported, the teacher will notify the Head of Department (HOD) with supporting documentation/evidence. The teacher will not make an open allegation to the student and any suspicion of misconduct will be kept confidential to the process.
2. The HoD will determine whether misconduct 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 and/or IB Coordinator.
3. If evidence of misconduct is confirmed, the Head of Department 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 and recorded on OneSchool.

See flowchart (Appendix 1) for more details.

Consequences of Academic Misconduct

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

The IB does not discriminate between intentional and unintentional academic misconduct. Penalty Matrices will be applied for all summative assessment submissions where academic misconduct has been identified, as described below in Section B Summative externally assessed submissions.

A. Formative submissions

1. If academic misconduct is identified at the drafting phase, the student is given 24 hours to edit and resubmit. Verbal feedback only is provided and students should note that their final submission will be scrutinised. Parents will be notified and recorded as Contact on OneSchool.
2. If academic misconduct is detected at the final submission stage at the due date and confirmed following investigation, the student is given 24 hours to edit and resubmit. If the misconduct was also identified at draft, the incident is referred to the Year Level Deputy Principal.
3. For Year 11 and Year 12 students, a 0 grade is awarded, for Year 10 students, an N will be awarded, and the teacher will provide feedback on the ideas only. The Deputy Principal will contact parent/carer to notify of the incident and the outcome and record as Incident on OneSchool.

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B. Summative 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.

1. If academic misconduct is identified prior to IB submission, then the student is given 24 hours to edit and resubmit. If misconduct was also identified at the draft, the incident will be referred to the Year Level Deputy Principal. The parent/carer will be contacted to notify them of the incident.
2. If the student fails to resubmit by the formal date, the student will be withdrawn from class and provided supervision by the Deputy Principal to edit and resubmit.
3. If teachers detect misconduct after work has been formally submitted and accepted for assessment to the IB, the HOD, Deputy Principal and IB DP Coordinator must be informed. The IB Diploma results may be withdrawn or voided from a candidate at any time if academic misconduct is subsequently established.

(See flowchart Appendix 1 and 2 for more details)

C. Incidents related to examinations

The IB publishes clear rules for examination room behaviour to minimise the opportunity for academic misconduct. All students must have a clear understanding of the IB's expectations in terms of the conduct of the written or on-screen examinations. Therefore, students must adhere to ethical and honest practices.

Students must not take any unauthorised materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorised materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated.

If a student is found to be in breach of regulations in an IB exam, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student's examination script should be submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.

Appropriate consequences will be applied using the IB Penalty Matrices depending on the severity of the misconduct.

See flowchart (Appendix 3) for more details

The IB Penalty Matrices can be found in the IB Academic Integrity Policy under Section 2.2.

Additional Publications

[QACI Assessment Policy](#)

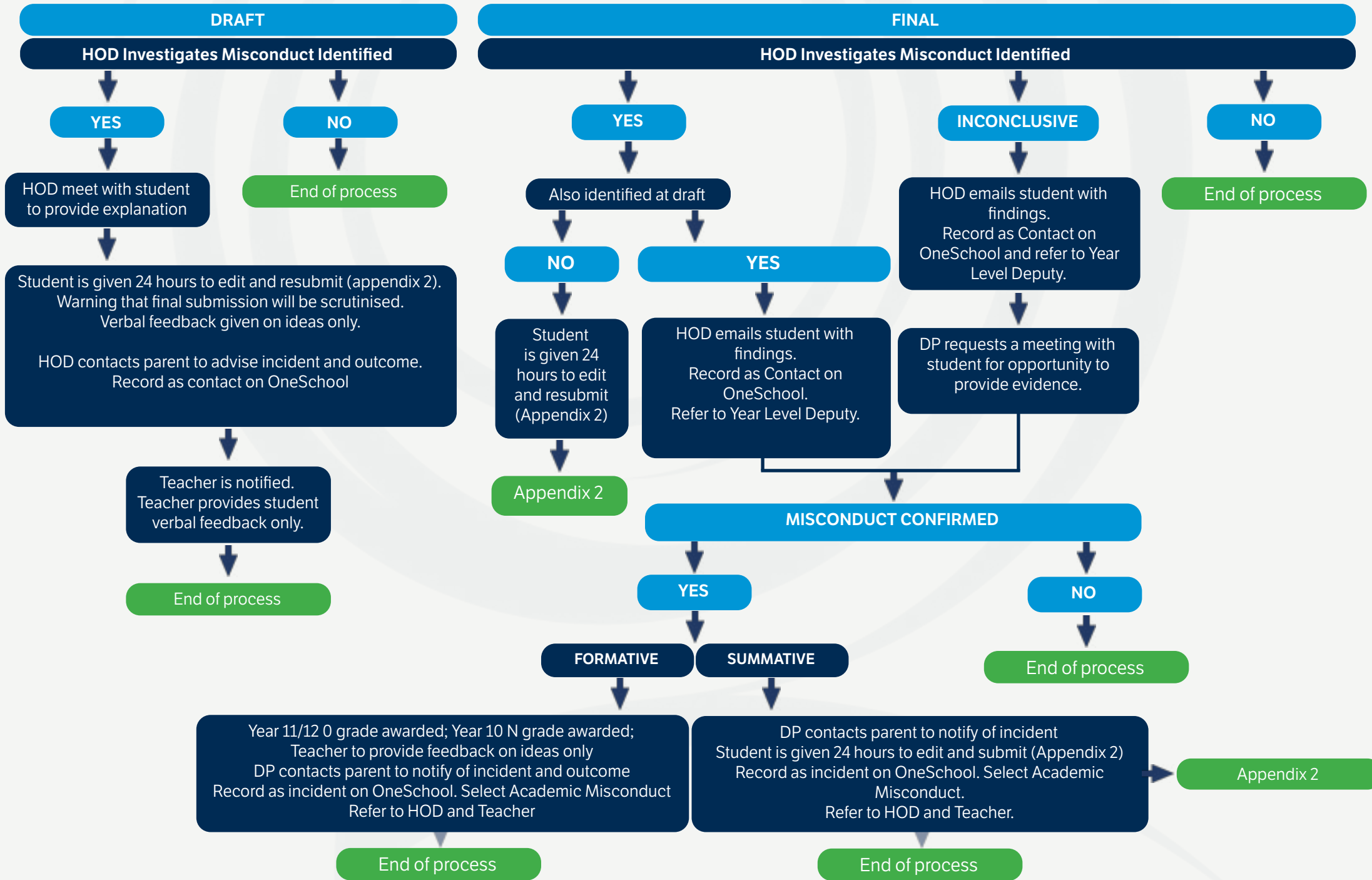
[Language Policy](#)

[IB Academic Integrity Policy](#)

[IB Standards and Practices](#)

ACADEMIC MISCONDUCT ALL ASSESSMENT EXCLUDING EXAMINATIONS

Appendix (1)



ACADEMIC MISCONDUCT 24 HOUR RESUBMIT OFFER

Appendix (2)



ACADEMIC MISCONDUCT DURING EXAMINATIONS

Appendix (3)

