



**St Francis de Sales**  
COLLEGE

## **7-12 ACADEMIC INTEGRITY PROCEDURES**

	<b>7-12 Academic Integrity Procedures</b>
Next Review	2025
Responsible Officer	Principal through the Deputy Principal - Learning

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## PURPOSE

The *7-12 Academic Integrity Procedures* is a living document that is used by the St Francis de Sales College community to promote successful academic practice and a College culture that actively encourages academic integrity.

This procedure embraces and reinforces the principles and attributes expressed as Heart Values, with a particular focus on Integrity, Justice and Respect.

## ACADEMIC INTEGRITY RIGHTS, ROLES and RESPONSIBILITIES

Integrity is one of St Francis de Sales' Heart Values. Through this core value we recognise the importance of ethical scholarship and academic integrity and how these concepts will enhance student opportunities for lifelong learning, academic success, future pathways and employment.

Acting with integrity:

- means acting morally and ethically
- builds trust and demonstrates respect
- requires the demonstration of academic responsibilities that adhere to College procedures and guidelines
- emphasises the importance of honestly representing your learning and valuing the completion of your own authentic work.

**St Francis de Sales College will:**

- Ensure the *Academic Integrity Procedures* are effectively communicated and implemented through the community
- Encourage all Learning Areas to effectively plan and schedule assessments
- Provide professional formation opportunities to ensure all teachers have a clear understanding of academic integrity principles
- Ensure students and caregivers understand what constitutes academic misconduct and the consequences of such behaviours

**Teachers will:**

- Model academic integrity by including references of sources used in teaching materials
- Devote time to equip students with strategies and resources to enforce responsible actions including:
  - Knowing how to conduct research
  - Knowing how to acknowledge sources using accepted referencing and citing standards
  - Encouraging student to use a variety of primary and secondary resources
  - Clarifying and reinforcing assessment conditions including time allocation (due dates) and use of authorised materials
  - Developing time management strategies to assist in meeting deadlines
  - Breaking long term tasks into smaller sections
  - Promoting the value of submitting drafts for authentication and formative feedback
  - Clarifying the difference between collaboration and collusion
  - Clarify the processes for seeking extensions
  - Clarify the processes for student absence on due dates (including scheduled tests)
  - Regularly check individual student progress to ensure ongoing task completion, and identify and proactively intervene with students who are behind in their task(s)
- Design tasks that do not lend themselves to academic misconduct

- Design tasks that integrate student reflection, analysis, critical and creative thinking and problem solving, rather than content, information or fact gathering
- Regularly develop new tests, assignments and projects and vary assessments from year to year, and when appropriate
- Set clear expectations for assessments including guidelines for appropriate citations, deadlines and consequences for breachers
- Consider seating arrangements to maximise academic integrity
- Ensure feedback and drafting focuses on asking questions and offering general advice and does not make changes to student work that influences or calls into question the authorship or ownership of the piece of work
- Advise students of potential plagiarism or poor referencing during the drafting stages of their work
- Use a variety of appropriate assessment types including, formative and summative tasks, tests, examinations, essays, fieldwork, practical work, research, oral and multimodal presentations, such that assessments are accessible for all students
- Communicate incidents of academic misconduct and consequences with students and parents and document this communication in SEQTA

#### **Students will:**

- Ensure work submitted for assessment is authentically theirs
- Identify any work that is not their own in an assessment task
- Learn and use appropriate citation methods
- Clarify the conditions of an assessment task including:
  - When a task is due
  - What materials are authorised (e.g. use of a calculator)
  - What level of collaboration is allowed
- Utilise time management skills to meet assessment deadlines
- Keep track of sources **during** research to ensure accidental plagiarism does not occur
- Submit drafts for feedback and to authenticate their work
- Request an extension if they believe they cannot meet a deadline
- Provide a parent communication (or medical certificate) for any absence on a day an assessment is due (including scheduled tests)

#### **Families will:**

- Become familiar with the *Academic Integrity Procedures* and actively discuss with their children the content and related implications
- Understand the implications of academic misconduct
- Recognise that external tutors need to be aware of the College's Academic Integrity Procedures and that they must abide by the requirements of academic integrity

## **DEFINITIONS OF ACADEMIC MISCONDUCT**

The SACE defines academic integrity as assessment based on the work students have produced without undue assistance from other people or sources. At St Francis de Sales, academic misconduct would be behaviour that deliberately or inadvertently:

- Results in, or may result in, a student gaining unfair advantage in an assessment
- Disadvantages, or may disadvantage, another student

Academic misconduct is a breach of College procedures and includes, but is not restricted to:

**Plagiarism**—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person as your own, without appropriate, clear and explicit

acknowledgment and citation.

More specific examples of Plagiarism include:

- copying and using answers from another student without citation and/or reference (direct plagiarism)
- cutting and pasting material from a website without citation and/or reference
- copying phrases from a source without using quotation marks or finding synonyms for the author's language while keeping to the same general structure and meaning of the original (paraphrasing – mosaic plagiarism)
- translating and using text from a foreign language without citation and/or reference
- using a teacher's exact words without reference and/or consent
- having a tutor edit and re-write the work
- Submitting the exact piece of work for different assessments (self-plagiarism)

**Collusion**—this is defined as supporting academic misconduct by another candidate. Examples include allowing one's work to be copied or submitted for assessment by another or telling another student what material appears on a test

- Collaboration is not collusion. Collaboration is encouraged between students where each student's contribution is equally divided and recognised. For example, where a group may collaboratively gather and analyse data, the reporting is often expected to be authentically that of each individual student

**Duplication of work**—this is defined as the presentation of the same work for different assessment components or programme requirements

**Misconduct** during an exam/test assessment. Specific examples of Misconduct include:

- Taking unauthorised material into an examination/test
- Behaviour that disrupts an examination/test or distracts other students
- Communicating with other students within an examination/test

**Unethical** behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a record, disclosure of information to and receipt of information from other students about the content of an examination paper within 24 hours after a written examination via any form of communication/media)

## DEADLINES

Adherence to deadlines is an important part of academic honesty. Failure to submit a task on time increases the likelihood of plagiarism, collusion or duplication.

Work must be submitted by the due date unless an extension has been granted by the teacher in advance.

Students who are unwell and not at school on the day of a deadline/test/examination, must proactively communicate with their teacher to establish how and when they will hand up or catch up the task.

## CITING SOURCES

Citation of sources:

- shows respect for the work of others
- gives the reader the opportunity to follow up references

- help a reader to distinguish between the work of the creator and the work of others
- gives the reader the opportunity to check the validity of creator's interpretation
- is expected in the body of the work where the external source has been used

Students are required to use appropriate referencing styles when citing sources including, but not limited to, visual, audio, graphics, interviews, podcasts and Artificial Intelligence.

## USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

Understanding what artificial intelligence (AI) technology is, its strengths and limitations is important to help ensure students have the 21st century skills needed to become discerning global citizens. Students can use this understanding to strengthen their decision-making, critical and creative thinking, and problem-solving skills when considering the use of AI and generative AI tools.

If students use generative AI tools and present the work as their own, they put their integrity at risk and may bear the consequences of such academic misconduct as plagiarism or a lack of referencing, fabrication or impersonation of another's work. Such consequences are detailed below.

Students may use Generative Artificial Intelligence to:

- Research for and inform assessment work
- Support their assessment development and writing

Student cannot use Generative Artificial Intelligence to:

- Produce text that is then handed up as their own work
- Edit their draft work, changing the syntax and structure of the text without the students' discernment
- Submit any AI generated work as their own
- Help complete an exam or test

AI sources must be cited as per any other source used to help create an assessment piece, including providing a reference to work created by generative AI when quoted or paraphrased in text and in a reference list/bibliography including the name of the AI tool, a link to access the resource and evidence of prompts entered to generate the response.

## ACCEPTABLE AND UNACCEPTABLE ASSISTANCE

Work that is **acceptable**, arising from a reasonable level of assistance includes that:

- Which uses quotes from sources, with acknowledgement of the sources, accompanied by the student's own interpretation, comment and analysis
- Which incorporates some ideas or material derived from other sources, but which has been transformed by the student into their own words to suit the assessment context, and is supported by the student's own ideas and/or arguments, with the original sources acknowledged
- Which is undertaken in groups, as appropriate to the assessment task

Work that is **unacceptable**, arising from an undue level of assistance includes that:

- Which has been copied from another person's work or another source, without acknowledgement
- Which has quoted large or multiple sections word for word from a source, with little or no

- additional interpretation, comment or analysis by the student
- Transcribes ideas or material from other sources, either acknowledged or not, with minimal or no altering of the text
- Directly incorporates corrections or changes made by a teacher or another person

## INVESTIGATION OF ACADEMIC MISCONDUCT

Initial Investigations into suspected malpractice require the following:

- Confidentiality and all documentation to be held securely (SEQTA)
- Teachers are to collate evidence of suspected malpractice (e.g. student work and Internet source, Turnitin similarity report).
- Evidence should be discussed with a senior leader (e.g. SACE Coordinator, Director of Learning, Learning Area Specialist, Deputy Principal - Learning) to evaluate seriousness of incident and possible consequences
- The teacher should raise the concern with the student and allow for the student to provide an explanation.
  - If the student explanation is **satisfactory**, then no further action is required. The incident should still be documented to support any future incidents.
  - If the explanation is **not satisfactory** a number of consequences could be identified by the teacher depending on the seriousness of the malpractice
- Appropriate and timely communication with parents / caregivers concerning the matter and any outcomes

## POSSIBLE CONSEQUENCES OF ACADEMIC MISCONDUCT

Consequences may include:

- Students required to present a *viva voce* (oral explanation) to authenticate their work
- Re-submission of the assessment task
- Attendance at the Workroom to help facilitate completion of the task
- Requirement to complete an alternate assessment task
- Loss of part or all grade allocated to the tasks or specific components involved
- Repeated misconduct of this nature may result in further consequences in line with the St Francis de Sales College Personal Responsibility Procedures

## Bibliography

SACE Guidelines for Breach of Rules

<https://www.sace.sa.edu.au/coordinating/admin/information-sheets/03>

SACE Assessment and academic integrity

<https://www.sace.sa.edu.au/teaching/assessment/assessment-and-academic-integrity>

SACE Supervision and Verification of Students' Work Policy and Procedures

<https://www.sace.sa.edu.au/documents/652891/91d6c2ae-1e6d-4d07-8c03-6abd619f1070>