

Academic Integrity and Plagiarism Policy

Policy Development and Management

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Rationale

The purpose of this policy is to set out the College's commitment to Academic Integrity, with particular reference to:

- a) the importance of acknowledgement practice;
- b) responding to plagiarism and other forms of academic misconduct in a consistent and equitable manner; and
- c) the roles and responsibilities of staff and students in upholding the values of Academic Integrity.

Definitions

Academic Integrity

Demonstrating the values of honesty, trust, fairness, respect and responsibility in all academic endeavours, including preparing and presenting work for assessment as part of coursework.

Acknowledgement Practice

The practice of acknowledging the ideas, designs, words or works of other people in one's own work.

Citation

Directly quoting or paraphrasing and giving credit to another person's text, work or idea.

Cheating

Cheating is a deliberate attempt to deceive in order to gain advantage in an assessed piece of work, including coursework, assessments and examinations.

Collusion

Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work. This should not be confused with academic collaboration.

Copying

Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.

Inappropriate citation

Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.

Inappropriate paraphrasing

Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Plagiarism

The act of using the ideas, words or images of another person and presenting them as one's own. Those ideas, words and images might be from sources such as the internet, a book, a photocopied handout or a recording of a speech.

Policy Statement

In all assessed work students should take care to ensure the work presented is their own and fully acknowledges the work and opinions of others. It is also the responsibility of students to ensure that they do not undertake any form of cheating or other form of unfair advantage. In light of this, plagiarism is treated as a serious academic offence which carries a range of consequences.

Scope

This policy and procedure applies to all internal assessments, including internal examinations. Where awarding bodies such as the Victorian Curriculum and Assessment Authority (VCAA) have their own published procedures these will take precedent over the College's policy.

Group Work

Group work is valuable because of the opportunities it provides for students to develop skills in collaboration and communication. As an assessment task it has the potential to pose difficulties in relation to appropriate acknowledgement practice and identification of authorship of individual members of the group. These difficulties can be minimised by academic staff by ensuring that the assessment task is well designed with the roles of individual students effectively identified and the assessment criteria clearly communicated to students in the subject outline.

Northside Christian College Minimum Standards

Years 7 and 8

All assessment tasks that utilise research require a reference list. Students are also required to complete a Statement of Authorship when submitting an assessment task.

Years 9 to 12

In addition to a reference list, all assessment tasks utilising research should move towards accurate and complete citations. Students are also required to sign a Statement of Authorship.

VCAA set out clear guidelines regarding the submission of work. It is the responsibility of each student to follow these guidelines.

VCAA prescribe rules which students must observe when preparing work for assessment. These rules apply also to School-assessed Coursework (SACs) and School-assessed Tasks (SATs).

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A students must acknowledge all resources used, including:
 - text, websites and source material;
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas of material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context;
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgement;
 - actual corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
 5. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
 6. Students who knowingly assist other students in a Breach of Rules may be penalised.

Student Guidelines on Avoiding Plagiarism:

1. If working individually, do not allow your work to be copied by anyone else.
2. If you see another student's work, do not attempt to submit that work as your own.
3. Do not work with someone else if you are supposed to hand in your own independent work.
4. When you collect information, keep a record of where that information came from so you can correctly reference it.
5. Use multiple sources where possible. Instead of relying on one source of information for your assignment, find and read a number of sources.

6. Try to come up with your own ideas on the subject matter. Do not copy and paste into your assignment. Instead, put the ideas into your own words (this is paraphrasing), summarise the ideas or quote directly. When quoting, paraphrasing or summarising, plagiarism will be avoided by properly referencing your sources of information or ideas.
7. 'Common knowledge' is information which is widely known, cannot be contested and can generally be found in numerous sources. Such information does not have to be cited. Examples include 'Sydney is the capital city of New South Wales' and 'Shakespeare's character of Macbeth is a Scottish noble who kills his ruling monarch, King Duncan.'
8. You must also include a reference list. This will include more information about your sources than you used in your citations and will assist a reader to find the sources you have used.
9. Properly referencing an assignment takes time. You need to factor this time into your study plan.
10. Refer to the style guide on the College website when constructing reference lists.

Detecting Plagiarism

Northside Christian College reserves the right to submit any assessable task to a screening process to check for plagiarism. Students may also be asked to verify written work via interview and/or a test. This could be completed either orally or written.

Educating Students

Our teaching staff have a responsibility to educate students on cheating and plagiarism. This includes defining what cheating and plagiarism are and informing students of the potential consequences when cheating and plagiarism occur.

Students in Years 3 and 4 will be introduced to the concept of cheating and plagiarism through classroom teachers. Students will review these concepts in Years 5 and 6 to fully understand the consequences of such acts.

In order for students to understand the difference between cheating and plagiarism, the College will introduce "common" definitions and "examples" of both. These definitions and examples are consistent with the language that exists in this policy document.

Secondary School students will be introduced to referencing and Statement of Authorship document. Referencing and the Statement of Authorship will be referred to consistently when introducing assessment pieces.

Consequences

If a teacher has evidence that a student has plagiarised work they should undertake the following.

Year 4s to 6

Primary School teachers will determine consequences at their discretion and as

appropriate for grade level, although repeated offenses at any grade level will result in disciplinary action.

Years 7 to 10

Students may be asked to resubmit part or all of the task after discussion with the teacher. Marks may be deducted. All reports of plagiarism need to be reported to the Director of Learning. This could lead to involvement of the Principal and parents. Students will receive a zero for tasks until a task has been resubmitted with the plagiarised sections addressed.

A letter is sent home to parents to inform them of the incident of plagiarism. See Appendix A.

Years 11 and 12

The College has the power to impose any of the following penalties for plagiarism, or for a substantive breach of the rules (which applies to the student who has breached as well as any student who has knowingly assisted the student to breach):

- A written reprimand
- A score of zero may be awarded and the student will be required to sit a redemption task to achieve a 'Satisfactory' for that piece of work.
- Request that work be resubmitted for an S only and no points towards Study score
- Refusal to accept a part of the work submitted and give a score on the remainder
- Refusal to accept the whole piece and give a zero.
- The above consequences may be used singularly or in combination

Staff are encouraged to work in close partnership with the VCE Learning Coordinator with any plagiarism matters.

A letter is sent home to parents to inform them of the incident of plagiarism. See Appendix B and C.

Secondary School: Non-Submission of Work

When a Year 7 – 10 student fails to submit an assessable piece of work on the due date, they will lose 5% per day, for a maximum of four days. After four days, teachers will complete the template letter (see Appendix E) advising parents that work has not been submitted. This letter will provide details of the final submission date of the assessment task and indicate that the maximum score that can now be achieved is 50%. Students who do not meet the second deadline risk receiving a score of zero for that particular task. The teacher should attempt to assess any evidence of learning, for example, drafts, incomplete work and anecdotal evidence.

Secondary School: Unsatisfactory Student Results

Teachers will send a letter home (See Appendix F) when a student does not meet minimum requirements for a particular task. Students who do not complete assessment tasks to a satisfactory standard may be asked to re-submit the assessment task in order to achieve a pass grade (50%). Grades will only be

adjusted to reflect a pass grade when a student is in Years 7 – 10. Students in VCE who fail to demonstrate satisfactory completion of a task or outcome, will be allowed to complete a redemption task, as outlined in the VCE Student Policy Handbook and VCE Staff Policy Handbook. In VCE, the original grade is not adjusted.

Primary School: Unsatisfactory Results and Non-Submission of Work

If a Primary School student is having difficulty meeting the work requirements for their particular year level, the home group teacher or specialist teacher should be in contact with the parent / guardian to inform them of any poor results or incomplete work. Communication can take place by phone or email (if appropriate). Correspondence should take place prior to the publishing of interim and end of semester reports.

Scaling of Results

For the purposes of this policy document, ‘scaling’ is used to mean the adjustment of a group of marks of an entire class. The term is not used to cover the adjustment of marks for individuals. Furthermore, the term is not used for the variation of marking schemes for students on an ILP.

Scaling may involve all of the marks for the subject or just the marks for a particular component of the assessment, for example, the final examination in Years 10 and 11.

Scaling cannot be used to adjust the marks of individual students. Assessment procedures for students with learning difficulties must be documented in an ILP.

Scaling may be used when the marks of a group are affected (positively or adversely) by the assessment regime of the subject in an unplanned way. However, scaling should always be used with caution. Scaling should only take place in consultation with the appropriate Director of Learning.

Some examples of aberrations or unexpected outcomes, which may point to an underlying problem justifying scaling, are:

- a. the average mark for the cohort is considerably higher or lower than the performance demonstrated by the cohort in other assessments for that subject (or other subjects) or compared to cohorts in previous years;
- b. marks are highly concentrated in a narrow band around the median;
- c. the shape of the distribution of marks is unusual (e.g. highly skewed or bimodal);
- d. a single assessment or examination question proves to be problematic.

Although it is sometimes assumed that a desirable outcome in any subject is for a uni-modal, bell-shaped distribution of marks, there is no universally correct shape. The nature and/or mixture of students doing a subject may validly result in a bi-modal or moderately (or even highly) skewed distribution.

Examinations and Assessment Tasks are prepared with care by the College’s teaching staff; however, minor differences in task difficulty may still remain. As a result, raw scores (that is, the sum of the points earned on each assessment) have

limited meaning when reporting performance. Those raw scores do not reflect equivalent levels of underlying knowledge or ability. A scaled score therefore ensures that the result accurately reflects an individual's performance.

Scaling is not an appropriate method to compensate for serious breakdowns in the learning and teaching process. Other strategies need to be used to address such situations.

Appeals Against College Decisions

Regarding Breaches of Northside Christian College VCE Rules

Northside Christian College Grievance Policy makes provision for students to request a meeting of the Appeals Committee with regards to a decision made by the College regarding assessment, discipline, attendance, subjects, course requirements / outcomes or victimisation.

The Appeals Committee will consist of three members, it will always include the VCE Learning Coordinator and the relevant subject teacher, other members may include; the Principal or the VCE Learning Coordinator.

A student wishing to request the Appeals Committee to investigate a matter must make a written request to the VCE Learning Coordinator within 14 days of the grievance. The student lodging the appeal may have a support person present, but this person is not present to act on the student's behalf.

The student will be notified of the time and location of the Appeal in writing at least 24 hours before the meeting. Any decision made by the Appeals Committee will be conveyed to the student in writing within three working days of the Appeal meeting.

Responsibilities

The Principal has overall responsibility for the implementation of this policy.

Evaluation

This policy will be reviewed as part of the College's three-year review cycle.

Related Policies

VCE Student Policy Handbook

VCE Staff Policy Handbook

Behaviour Management Policy

References

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Appendix A – Sample Letter for Plagiarism (Year 7 – 10)

<insert date>

<insert parent name>

<street address>

<town> <state> <post code>

RE: PLAGIARISM: LETTER OF NOTIFICATION

Dear (parents)

This letter is to inform you that plagiarism has been found in (student's) (name of work) for (subject), submitted on (date of submission).

As a result (student) will receive a zero for this piece of work. However, in order to satisfactorily pass the subject, they have been afforded an opportunity to resubmit. This must resubmitted by (date).

An interview has/will be/been held between (parties involved and student), where the incident was discussed and the consequences were explained. The student understands that they must resubmit the work by the above deadline in order to satisfactorily meet the outcomes of the course.

Should you have any questions in relation to this matter, please do not hesitate to contact myself or the Principal.

Yours sincerely

**<Insert Name>
Subject Teacher**

**<Insert Name>
Deputy Principal**

cc: Principal

Appendix B – Sample Letter for VCE Plagiarism (Assessment Task)

<insert date>

<insert parent name(s)>

<street address>

<town> <state> <post code>

RE: PLAGIARISM: LETTER OF NOTIFICATION

Dear (name of parent),

This letter is to inform you that plagiarism has been found in (title of piece of work) submitted for assessment on (date) in (name of unit). The details of the plagiarism are outlined below:

As a result you are hereby notified that you will receive a zero for this piece of work. However, in line with VCAA rules and regulations, you will be afforded an opportunity to achieve a satisfactory outcome for this unit of work.

A meeting to discuss this matter in person will be organised in due course. During this meeting the facts of the incident will be outlined to you and you will receive a formal letter, signed by the Principal, stating the outcome and informing you that you will have 14 days to appeal the decision.

Should you wish to discuss this further, please contact either myself or the Principal

Yours sincerely,

<Insert Name>
Subject Teacher

<Insert Name>
Deputy Principal

cc: Principal

Appendix C – Sample Letter for VCE Plagiarism

<insert date>

<insert parent name>

<street address>

<town> <state> <post code>

RE: PLAGIARISM: LETTER OF NOTIFICATION

Dear (parents),

This letter is to inform you that plagiarism has been found in (student's) (name of work) for (subject), submitted on (date of submission).

As a result (student) will receive a zero for this piece of work. However, in order to satisfactorily pass the subject, they have been afforded an opportunity to resubmit. This must resubmitted by (date).

An interview has/will be/been held between your son/daughter and the Deputy Principal and Subject Teacher, where the incident was discussed and the consequences were explained. The student understands that they must resubmit the work by the above deadline in order to satisfactorily meet the outcomes of the course.

In all assessed work students should take care to ensure the work presented is their own and fully acknowledges the work and opinions of others. It is also the responsibility of students to ensure that they do not undertake any form of cheating or other form of unfair advantage. In light of this, plagiarism is treated as a serious academic offence, which carries a range of consequences.

Should you have any questions in relation to this matter, please do not hesitate to contact the Deputy Principal or myself.

Yours sincerely,

<Insert Name>
Subject Teacher

<Insert Name>
Deputy Principal

cc: VCE Learning Coordinator

Appendix D – Statement of Authorship Form

STATEMENT OF AUTHORSHIP FORM

“I / We certify that the attached material is my / our original work. No other person’s work has been used without due acknowledgement. Except where I / We have clearly stated that I / We have used some of this material elsewhere, it has not been presented by me / us for examination in any other course or subject at this or any other institution. I / We understand that the work submitted may be reproduced and / or communicated for the purpose of detecting plagiarism.”

Full Student Name	
Subject	
Document	
Student Signature	
Date	

Appendix E – Non-Submission of Work

<insert date>

<insert parent name(s)>

<street address>

<town> <state> <post code>

RE: NON-SUBMISSION OF WORK

Dear <parent names>,

At Northside Christian College, we seek to promote a positive culture of learning and encourage all students to strive towards achieving their best in all subjects. In order to experience success, students need to develop effective time management skills that allow them to meet deadlines.

To date, your <son/daughter> has not submitted the following assessment task:

Student Name:

Subject:

Subject Teacher:

Title of Assessment Task:

Original Submission Date:

<Insert student name> is being afforded the opportunity to submit this task by <Insert Date> in order to achieve a satisfactory result (50%) for this task.

<Insert Student Name> is encouraged to speak to his / her Home Group or Class Teacher if they require additional assistance in managing their time. <Insert Student Name> is also encouraged to seek assistance with his/her work, when required.

Please feel free to contact the subject teacher or Director of Learning if you have any concerns or enquiries about your <son/daughter> and their progress.

Yours Sincerely,

<Teacher Name>
Class Teacher

<Insert name>
Director of Learning

Appendix F – Unsatisfactory Result in an Assessment Task

<insert date>

<insert parent name(s)>

<street address>

<town> <state> <post code>

RE: UNSATISFACTORY RESULT IN AN ASSESSMENT TASK

Dear <Insert Parent / Guardian Name>,

At Northside Christian College, we seek to promote a positive culture of learning and encourage all students to strive towards achieving their best in all their subjects. At times, students may not perform as expected in particular assessment tasks, for a number of reasons. We believe that it is important that students are given an opportunity to demonstrate their knowledge in this assessment task and learn from any areas of misunderstanding.

Your <son/daughter> has unsatisfactorily completed the following assessment task.

Student Name:

Subject:

Subject Teacher:

Title of Assessment Task:

Result:

<Insert student name> is being afforded the opportunity to re-submit this task in order to achieve a satisfactory result (50%) for this task. <Insert Student Name> is asked to re-submit this work by <Insert Appropriate Date>.

<Insert Student Name> is encouraged to seek assistance in his/her work from the subject teacher.

Please feel free to contact the subject teacher or Director of Learning if you have any concerns or enquiries about your <son/daughter> and their progress.

Yours sincerely,

<Insert Subject Teacher Name>
Subject Teacher

<insert name>
Director of Learning