Academic Integrity Policy

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Process Owner	Assistant Principal Teaching and Learning
Approval Authority	Education Standing Committee
Review Date	2025
Revision History	Academic Honesty and Integrity Policy (2018), Policy on Academic Integrity (2014, 2017), Academic Integrity Procedures (2018), Academic Integrity Policy (2022).
Recent Amendments 30 May 2023	Addition of CIS mission statement in guiding principles. Incorporation of Artificial Intelligence in definitions of Plagiarism. Other misconduct includes excessive assistance from parents and artificial intelligence. Artificial intelligence included in citing sources. Checkpoints added to teacher responsibility when designing tasks. Acknowledging artificial intelligence included in student responsibilities.

Purpose

The Mercedes College community acknowledges and upholds the International Baccalaureate (IB) statement that "Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment."

The *Academic Integrity Policy* is a living document that is used by the Mercedes College community to promote good academic practice and a college culture that actively encourages academic integrity.

This Policy embraces and reinforces the principles and attributes expressed as Mercy Keys, with a particular focus on integrity, justice, responsibility, and mutual respect.

The *Academic Integrity Policy* is one of 5 policies mandated by the International Baccalaureate Organisation (IBO) and reflects the development of attributes of the IB Learner Profile.

Guiding Principles

Mercedes College Mission

As a Catholic school in the Mercy tradition and inspired by the Gospels, we work in partnership with families enabling students to flourish in all aspects of their humanity and thus contribute to a better and more peaceful world.

Mercedes College Vision

To be a sustainable, internationally minded world-class school, providing a holistic educational experience for our students within a unique culture and community where we honour traditions and live the Mercy Keys.

Mercedes College Values

We live by the Mercy Keys: Compassion, Loyalty, Justice, Integrity, Responsibility, and Mutual Respect across our daily interactions and strategic decisions.

International Baccalaureate (IB) Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Council of International Schools (CIS) Mission Statement

The CIS leads a collaborative global membership community of schools and higher education institutions, exploring and developing effective practices to foster healthy, interculturally competent global citizens through high quality international education.

Definitions of Academic Misconduct

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another candidate is also regarded as academic misconduct.

Academic misconduct is a breach of these regulations 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 source without proper, clear and explicit acknowledgment (IBO). Plagiarism includes:

  - Copying and using answers from another source (inclusive of artificial intelligence) 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 program requirements.

- Misconduct during an assessment (for example, taking unauthorised material into an examination, behaviour that disrupts an assessment task or distracts other students, or communicating with other students within an assessment task).

- 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 student or that affects the results of another student (for example, gaining excessive assistance from families, using artificial intelligence to generate student work, falsifying a CAS 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 in advance.

Citing sources

Citing:

- 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 artificial intelligence, visual, audio, graphics, interviews, and podcasts.

The Carmel Bourke Library and Information Technology Centre maintains a Libguides site with resources and links based on the SLASA Referencing Generator for both in- text referencing and bibliographies.

http://mercedes.catholic.au.libguides.com/c.php?g=56034&p=359693.

Consequences of Malpractice

Initial Investigation into suspected malpractice

- All investigations into a suspected malpractice incident must remain confidential and documentation held securely.

- 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. Learning Area Leader, Head of School, Program Coordinator, Assistant Principal Teaching and 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, teachers will determine an appropriate consequence reflective of the seriousness of the malpractice.

Consequences

Consequences may include:

- Students required to present a *viva voce* to authenticate their work.

- Re-submission of the assessment task.

- Requirement to complete an alternate assessment task.

- Undertaking an assessment task in a different location.

- Loss of part or all grade allocated to the tasks or specific components involved.

- Internal suspension to complete work.

- Reporting of malpractice to the IBO or SACE Board.

Some examples of consequences are provided in Appendix A.

Academic Integrity Rights, Roles and Responsibilities

The College

The College should:

- Ensure the Academic Integrity Policy is effectively communicated and implemented through the community.

- Encourage program to plan and schedule assessments.

- Provide professional formation opportunities to verify 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

Teachers should:

- Model academic integrity by including references of sources used in teaching materials.

- Make Approaches to Learning (ATL) skills an explicit focus for teaching and learning, particularly information literacy skills.

- Understand and meet program expectations for academic integrity.

- 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.

  - 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).

- Design tasks that do not lend themselves to academic misconduct. Tasks should include regular checkpoints to validate student work.

- Set clear expectations for assessments including guidelines for appropriate citations, deadlines and consequences for breaches.

- Consider seating arrangements to maximise academic integrity.

- Communicate consequences with families (example communication templates are provided in Appendix A) and request acknowledgement and signature on any submissions involved.

- Identify whether the incident is a first occurrence or has been an ongoing issue. This will be important in determining appropriate consequences.

Students

Students should:

- Ensure work submitted for assessment is authentically theirs by using their own "voice".

- Allow themselves time to do work properly.

- Acknowledge help and resources used (including artificial intelligence).

- Identify any work that is not their own in an assessment task.

- Understand the difference between collaboration and collusion.

- 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:

  - Application for Extension forms are located in the student planners.

  - Applications must be submitted at least 24 hours before the assessment task is due.

  - Forms must be supported by a parent comment and signature.

- Provide a parent communication (or medical certificate) for any absence on a day an assessment is due (including scheduled tests).

The Family

The family should:

- Become familiar with the Academic Integrity Policy 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 Honesty Policy and that they must abide by the requirements of academic integrity.

Connections to other Policies and Requirements

Academic Integrity and Language

The Academic Integrity Policy provides clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development.

Academic Integrity and Inclusion

We believe that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organises seminars on related topics (plagiarism, copyrights, etc.). Students with identified learning difficulties receive individualised checklists to ensure that requirements for tasks are met, including aspects of academic honesty such as in-text citations, referencing work of others and paraphrasing.

Academic Integrity and Admissions

Information provided at enrolment must be authentic. Students and their families agree to uphold the values of the college, including academic integrity, during the application process.

Academic Integrity and Assessment

We strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. Teachers are encouraged to design assessments that lead students to produce original and authentic work.

Policy Review

This policy was reviewed in 2022 in consultation with the Program Coordinators following recommendations from 2017 CIS/IB evaluation.

The 2022 approved Policy was amended in 2023 to incorporate aspects of artificial intelligence which began to influence education.

The next review is proposed for 2025 following feedback from the 2024 CIS/IB Evaluation.

Bibliography and relevant Resources

International Baccalaureate Organisation

Academic Integrity Policy (2019)

Academic integrity in the IB educational context (2016)

Assessment Procedures – Diploma Programme, Middle Years Programme

Carroll, J (2012) *IB Academic Honesty in the IB* - IB Position Paper

Effective citing and referencing (2022)

Garza C. (2014) *Academic honesty – principles to practice.* IBAEME Regional Conference, Rome.

SACE Board

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

Guidelines for Breach of Rules
https://www.sace.sa.edu.au/coordinating/admin/information-sheets/03

Appendix A: Policy Elaborations

Common Examples of Malpractice and Suggested Consequences

Cases of malpractice will be addressed through a restorative conference. The following table presents suggested consequences and outcomes of a conference:

Scenario	Consequence
A student includes some sentences and concepts that are not the student's own without citing the source/s (plagiarism - academic infringement).	Re-submit the work with correct citation.
A student submits work that has mostly been copied from other sources such as the internet (plagiarism - malpractice).	Zero achievement is recorded for the assessment task. Student required to complete alternate task (undertaken at the discretion of teacher). Formal communication with families.
A student allows some or all of their work to be copied and submitted by another student (collusion).	For the student who copied: Zero achievement is recorded for the assessment task. Student required to complete alternate task (undertaken at the discretion of teacher). Formal communication with families. For the student who allowed work to be copied: Teacher interviews student to determine extent of wilful collusion. If deemed wilful, student receives same consequence as other student. Otherwise warning.
A student submits an assessment task after the due date with a valid reason but without an application for extension completed (deadline - academic infringement).	Work accepted – no loss of marks. Warning communication to students/families to clarify process.
A student submits an assessment task after the due date without a valid reason or extension (deadline - malpractice).	Work not accepted – zero marks. Opportunity provided to submit alternate task. Communication with parent/guardian.
A student fails to submit a task by the due date but has a valid reason (deadline – malpractice).	Provisional zero/partial marks. Families contacted. 2 day extension provided. Failure to submit within 2 days confirms zero/partial grade. Opportunity provided to submit alternate task.
A student fails to submit a task by the due date but does not have a valid reason (deadline – malpractice).	Provisional zero/partial marks. Families contacted. Internal suspension to complete task or alternate task.
A student is absent on the day an assessment task is due (or test set) without valid reason (malpractice).	Families contacted. If valid reason provided, then 2 day extension granted. If no valid reason, then: Provisional zero/partial marks. Opportunity provided to submit alternate tasks. May involve internal suspension to complete task.

Communication Templates

Notification of malpractice investigation

> <date>
>
> Dear <parent/guardian name>
>
> I am writing to inform you that <child's name> submission of <task> may be in breach of Mercedes College's Academic Integrity Policy.
>
> As per our Policy, this email is to inform you that an investigation is now underway and being conducted by <Learning Coordinator>. This investigation should only take a day or 2.
>
> In this instance, the breach of Policy relates to [plagiarism, collusion, deadline].

Please note that every effort will be made to provide <child's name> with an opportunity to provide an explanation in order to determine the seriousness of this incident and clarify any misunderstandings in academic integrity expectations.

If a breach is confirmed, appropriate consequences will be determined and communicated to you.

Plagiarism – Notice of Consequence

<date>

Dear <parent/guardian name>

Following from my email correspondence on <date>, the investigation into the suspected breach of the Academic Integrity Policy has now been completed.

It has been determined that <child's name> submission of <task> has evidence of plagiarism and therefore in breach of Mercedes College's Academic Integrity Policy.

<Child's name> has been asked to [re-submit the task with correct citation and acknowledgement of sources] OR [complete an alternate task with correct citation and acknowledgement of sources]

The due date for this submission is <date>.

<Child's name> has been reminded of appropriate referencing methods and provided with support material to assist in future submission.

Collusion - Notice of Consequence

<date>

Dear <parent/guardian name>

Following from my email correspondence on <date>, the investigation into the suspected breach of the Academic Integrity Policy has now been completed.

It has been determined that <child's name> submission of <task> has evidence of collusion with another student and submitting work that was not their own. <Child's name> is therefore in breach of Mercedes College's Academic Integrity Policy.

The original submission will not be graded. However, <Child's name> will be given an opportunity to [complete an alternate task under supervision] OR [re-submit the task using their own work]

The due date for this submission is <date>.

<Child's name> has been reminded of the difference between collaboration and collusion to assist in future submissions.

<date>

Dear <parent/guardian name>

Following from my email correspondence on <date>, the investigation into the suspected breach of the Academic Integrity Policy has now been completed.

It has been determined that <child's name> was involved in an inappropriate level of collaboration (collusion) with another student and therefore in breach of Mercedes College's Academic Integrity Policy.

The original submission will therefore not be graded. However, <Child's name> will be given an opportunity to complete an alternate task.

The due date for this submission is <date>.

<Child's name> has been reminded of the difference between appropriate collaboration and collusion to assist in ensuring future assessment submissions support practices of academic integrity.

Confirmation of submission following extension

<date>

Dear <parent/guardian name>

I write this email to you to confirm that <child's name> has requested an extension for a summative task in their studies in <subject name>.

I can confirm that this work has been submitted and thank you for your communication with me on this issue. I am keen to ensure that future assignment deadlines are met, and encourage you to contact me, the Area of Study Coordinator, the Year Level Coordinator or the SACE/IB Diploma/IB MYP Coordinator if you would like to discuss how time management may be improved for <child's name>.

The staff at the college have a range of option available to support students in their studies and are keen to assist your child in achieving their very best.

Thank you once again for your communication and I look forward to future deadlines in <subject name>.

Deadline not met – first communication

<date>

Dear <parent/guardian name>

I write this email to you today to regretfully inform you that <child's name> has missed a deadline for a summative task.

As part of the college's academic support for students at risk, it is my responsibility to inform you that this may have serious consequences for the final results that <child's name> may achieve in <subject name>.

I invite you to respond to this email with an acknowledgement that you are aware of this and that you acknowledge that failure to submit summative assessment will result in a score of 0 for this component of their studies.

The expectation is that the currently outstanding work will be delivered to the teacher within 2 days for assessment. Failure to meet this revised deadline will result in more formal consequences.

Deadline not met – consequences – first breach

<date>

Dear <parent/guardian name>

I write this email to you today to regretfully inform you that <child's name> has missed a deadline for a summative assessment task. Students have an opportunity to request an extension by completing the appropriate application form in their Student Planners. <Child's name> has not done this and is therefore in breach of our Academic Integrity Policy.

As this is a first breach, <child's name> has 2 days to submit the task.

The new due date is <date>.

Failure to submit the task by this date will result in the work not being graded. As part of the college's academic support for students at risk, it is my responsibility to inform you that this may have serious consequences for the final results that <child's name> may achieve in <subject name>.

I welcome an opportunity to discuss the implications on <child's name> studies, determine any alternate arrangements and to support <child's name> in managing their time effectively.

Deadline not met – second (and later) breach – request for meeting – SACE/DP/MYP

<date>

Dear <parent/guardian name>

I write this email to you today to inform you that <child's name> has failed to submit a summative piece of assessment for the second time.

As this is a second breach of our Academic Integrity Policy, the work will not be graded.

You and <child's name> are invited to meet with myself and the SACE/IB Diploma/IB MYP Coordinator to discuss the potential implications of this on your child's final results in <subject name> and any possible alternate arrangements.

Please contact me at the college with your availability for this meeting and I will arrange a suitable time and place for this discussion.

Note: These could be adapted for situations where students miss a test without a valid reason.

Appendix B: IB Standards and Practices for Academic Integrity

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)