

Fahan School Policy

Academic Integrity

Background

The Tasmanian Qualifications Authority (TQA) requires that a documented procedure must be retained by a provider and available for scrutiny by the TQA upon request.

This standard is set under Section 33 of the TQA Act, which gives the Authority the power to set or adopt standards for provision or assessment of accredited senior secondary courses and to require that course providers comply with these standards.

For the Authority's decision on this standard see Item 2.1 of the December 2010 meeting at: <http://www.tqa.tas.gov.au/4375>

The Standard

Where TQA level 3 courses have an assessment component that includes folio or other project work, the provider is responsible for:

- ensuring the authenticity and academic integrity of work submitted for assessment - whether internal or external

and

- having procedures that allow the provider to assure the TQA that it can with confidence accept that, except where otherwise acknowledged, work submitted for external assessment is the work of the student submitting it and that all sources have been properly acknowledged. (TQA 2011:Implementing the authenticity and academic integrity standard)
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The Scope

This standard relates to provider's responsibilities for the authenticity and academic integrity of folio or other project work submitted for assessment for TQA level 3 courses

Objective

To ensure that there are documented and effective practices in place at Fahan so that we can :

- i) educate our students so that their learning is characterised by honesty and integrity
 - ii) provide the Authority with grounds for the level of confidence required in the authenticity and academic integrity of folios or other project work used in the assessment of student achievement for awards in TQA level 3 courses.
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Definitions

(TQA 2011 :Implementing the authenticity and academic integrity standard)

Assessment is judging evidence of a student's attainment of knowledge and skills against standards.

Internal assessment is assessment of student achievement by a senior secondary provider (school/college).

External assessment is assessment of student achievement by the TQA.

Authenticity - that the work purported to be that of a student is actually the work of that student and no other person. Any material assistance or other substantial contribution from another person must be identified. This requires teachers to:

- help students to do their personal best while ensuring that this help means that the work reflects the student's rather than the teacher's knowledge and skills in the area
- develop sufficient knowledge of each of their student's work, knowledge and skills that they have a sound basis for assurances that a folio or other project work satisfies the requirements for authenticity.

Academic integrity - see the definitions, descriptions and guidelines in the TQA's Academic Integrity: A Guide (including authenticity, plagiarism & referencing).

Student declaration - this is a document signed by the student, countersigned by a teacher on behalf of the provider and attached to a folio or other project work submitted to the TQA for external assessment. The work is not accepted for assessment without this declaration. In signing the declaration, the student is promising that the work, except where explicitly acknowledged, is the student's own work. In signing the declaration, the teacher on behalf of the provider is promising that the work was submitted by the required date, that the provider's documented processes for authenticity and academic integrity have been followed and that there are good grounds for the Authority to have confidence in the authenticity and academic integrity of the work.

Responsibilities

The Principal of Fahan School is responsible for ensuring there is an effective and documented procedure that is implemented and reviewed.

Processes and Practices

Junior School

Kindergarten – Year 6

In the Junior School the authenticity and academic integrity of work is ensured through the provision of a variety of teaching and learning opportunities from K to Year 6. This incorporates both explicit teaching in classroom and library lessons as well as the many varied and implicit teaching opportunities which arise across all subject areas. Examples of effective

practice which ensure academic integrity and authenticity are outlined below.

In Kindergarten:

- students discuss the meaning of the words "author" and "illustrator" and acknowledge them before sharing stories.
- students are encouraged to acknowledge the ideas of others that have inspired their work. For example, "I liked the way Jane did her building so now I'm making one just like it!"

In Prep to Year 2:

- students are introduced to authorship by identifying author and illustrator;
- students become familiar with publisher, place of publication and date, the publisher's logo, the copyright sign. For example a book recently published, a very old book, a book from another country, a book published locally (such as the Prep readers)
- sources are acknowledged when we use a quote as part of the display. For example: " He was small and surely must be a piece of somebody else. He thought." Taken from the story Pezzettino by Leo Lionni.

In Years 3 and 4:

- students are required to note the title and author of books they have used for research in alphabetical order;
- students are required to record URLs of websites and the dates they were accessed;
- students are encouraged to read information and use only what they understand and to put it into their own words.

In Years 5 and 6:

- students consolidate referencing skills by referencing a selection of information resources, both print and digital;
- students learn how to evaluate and acknowledge qualitative digital resources using online programs;
- students learn to use printed reference materials such as newspapers, encyclopedias, dictionaries, thesauri and atlases;
- students learn that a breach of copyright is an offence and that all use of sources must be appropriately acknowledged;
- students must acknowledge the use of resources including books, newspapers magazines, audio-visual materials and websites using the Reference Guide outlined in the Student Diary. (p. XIV) <http://www.tandf.co.uk/journals/pdf/MLAStyleGuide.pdf>
- students also learn about copyright as it applies to photocopying and printing/copying print and digital materials. Students are guided by the information as contained in the following link: <http://www.smartcopying.edu.au/scw/go/pid/1>
- students are required to attach an assignment cover sheet to major assessment items stating that the work they are submitting is their own work and contains no unacknowledged material.

The copyright guide and the Referencing Guide is available on the Fahan School web-site.

Year 7 Term 1 Information Literacy Sessions (and Year 8s in 2012)

This course covers the following topics:

Introduction to the library:

- Locating fiction and non-fiction texts
- Familiarisation with the Dewey decimal system
- Using the self-check terminal and search function

Locating Information Online:

- Using effective search strategies
- Evaluating websites and web-based information
- Website evaluation criteria

Referencing of sources:

- **Ethical use of information**
- **Using a variety of sources**
- **Formatting a reference list**

In Years 7 and 8:

- Students understand that the research process involves:
 1. Defining the topic
 2. Formulating focus questions
 3. Sourcing information
 4. Reading and comprehending information
 5. Taking notes in point form or in the form of a 'mind map'
 6. Categorising and organizing notes
 7. Using those notes to write a response to set questions
- Students are required to use their referencing skills to acknowledge the ideas of others, including published and unpublished authors
- Students are required to provide a correctly formatted reference list with all major assessment pieces
- Students learn to access, evaluate and make appropriate use of digital reference materials, such as websites, electronic databases and online programs

- Students are taught about the ethical use of information including their rights as creators and their responsibilities as users of information
- Students are encouraged to use a variety of information sources, including print (such as newspapers, encyclopedias, dictionaries etc) and digital (such as web based information)
- Students are shown how to reference a range of materials, including books, websites, newspapers, journals, and audiovisual resources
- Students are regularly reminded about copyright issues and are introduced to creative commons
- Students are reminded to consult the reference guide contained in their School Diary

In Years 9 and 10:

- Students are continuing to consolidate and build on their knowledge of copyright, referencing and ethical use of information
- Students are expected to be able to independently and accurately complete a reference list for each of their major assessment pieces
- Students have access to, and are encouraged to make use of, Turnitin software program to assist them in the validation and authentication of their work.
- Students are educated about the ethical use of information and the ramifications of both deliberate and inadvertent plagiarism
- Students are shown how to cite, paraphrase and directly quote the ideas of others within their own work
- Students discuss using digital media safely, responsibly, and respectfully

TQA essential processes in the procedure	Years 7-10
How and when students learn about the requirements for authenticity and academic integrity and submission by due dates	<p>See details above.</p> <p>Student diaries will contain information on academic integrity.</p> <p>Due Dates for major Assignments will be printed in hard copy on the assignment sheet and recorded by the student in the official school diary</p>
Procedure for students to submit work on time and to have this submission formally acknowledged	<p>Students will receive formal acknowledgement of any major assessment tasks by a teacher signature on the Assignment Cover Sheet</p> <p>Student will be informed of the process and manner in which to submit the work at the commencement of each academic year.</p>
How teachers will develop sufficient knowledge of each of their student's work, knowledge and skills that they have a sound basis for assurances that a folio or other project work satisfies the requirements for authenticity	<p>Where possible, students will complete work for some assessments in class under close supervision.</p> <p>Group and practical work will be undertaken under teacher supervision.</p> <p>Some major assignments will be submitted via <i>Turn It In</i> software.</p>
Additional assessment techniques (such as oral assessment or comparisons with work done under supervised test conditions) that will be used in situations where there is a question about authenticity	<p>As required teachers will hold informal interviews discussing aspects of the work submitted in the project in order to authenticate the work submitted. The student must be able to discuss the content of their work orally without reading from the project. They may also be required to write a short paragraph to clarify their understanding of the project material.</p>
How the provider will handle the situation when a teacher who was responsible for a student's work is no longer available.	<p>The relevant Co-ordinator, in close cooperation with the Director of Studies, will manage this process through the relevant use of records of assessments and portfolios in Years 7 and 8.</p>

TQA essential processes in the procedure	Years 11-12
How and when students learn about the requirements for authenticity and academic integrity and submission by due dates	<p>Submission of due dates will available on the intranet whenever this information becomes available from TQA.</p> <p>All Year 11 students to complete the modules from All My Own Work http://amow.boardofstudies.nsw.edu.au/index.html as part of the Year 11 Tutor program before March 31 each year. This will enhance the programme followed in Years 7-10 and educate any new students to the School.</p> <p>Year 11 and 12 tutors to work with the students with the TQA document <i>Academic Integrity: A Guide</i> before the end of Term 1 each year</p>
Procedure for students to submit work on time and to have this submission formally acknowledged	<p>Students will be informed of the process and manner in which to submit the work at the commencement of each academic year.</p> <p>Each major assignment must be accompanied by a Fahan School Assignment Cover Page (copy attached to this policy)</p>
How teachers will develop sufficient knowledge of each of their student's work, knowledge and skills that they have a sound basis for assurances that a folio or other project work satisfies the requirements for authenticity	<p>Where possible, students will complete work for the folios in class under close supervision. Teachers will meet with a teacher a minimum of 3 times during the research phase to check and correct drafts and referencing. Teachers must keep records in note form of these meetings.</p> <p>Teachers are required to read through the final draft after it has been submitted via <i>Turn It In</i> software.</p> <p>Problems? Advice, education , corrections re-draft</p> <p>No Problems? Print final copy</p>
Additional assessment techniques (such as oral assessment or comparisons with work done under supervised test conditions) that will be used in situations where there is a question about authenticity	<p>As required teachers will hold informal interviews discussing aspects of the work submitted in the folio in order to authenticate the work submitted.</p> <p>At least 3 pieces of each student's work done in test conditions should be kept on file.</p> <p>Students may be required to review <i>All my Own Work</i> http://amow.boardofstudies.nsw.edu.au/index.html and complete certain modules of this program.</p> <p>Folio resubmitted</p>

<p>How the provider will handle the situation when a teacher who was responsible for a student's work is no longer available.</p>	<p>The relevant Co-ordinator, in close cooperation with the Director of Studies, will manage this process through the relevant use of records of assessments and student work samples which must be kept on the school property. Subject Co-ordinators should be informed of the location of these documents.</p>
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FAHAN SCHOOL



Review Process

If a subject teacher refuses to endorse a student's work (for example – refusal to sign a student declaration for a folio of work to be sent to the TQA because of doubts about authenticity) the student has a right of review.

The Review Process is as follows:

All students are to be advised of the right of review at the beginning of each academic year. **This is the responsibility of the class tutor.**

The student is to advise the subject teacher they are applying for a review. **This is the responsibility of the student.**

The student makes an appointment for a review with the Director of Studies who is also the TCE Co-ordinator at Fahan School. **This is the responsibility of the student.**

The Review panel will consist of the Principal, the Director of Studies, a teacher from the same teaching area as the subject being reviewed and the student's tutor. The student and the subject teacher may be asked for further clarification of the student work and the reasons for it not being endorsed by the subject teacher. The Principal will make the final decision in accordance with the advice and recommendations of the panel. **The formation of this panel is the responsibility of the Director of Studies.**

The Director of Studies or the Principal will inform the student and her/his parents of the final decision within two school weeks of the date of the request for the review

Records of the review must be kept for seven years in accordance with requirements set by or under legislation such as the State Archives Act. . Records of the review process will include:

- Records of relevant meetings
- records of student requests for reviews and the actions of those reviews
- continuous improvements made to practices.

Monitoring of the Process

The Director of Studies will be responsible for ensuring that monitoring of the effectiveness of the processes occurs.

The following measures will be adopted, by the teachers concerned, so that academic integrity is upheld at the School.

The Director Of Studies will:

- Reinforce key messages about academic integrity in staff meetings at the beginning of each year.
- Provide examples on what malpractice is, and what action the school will take if any form of malpractice occurs.
- Ensure that students complete a TQA Academic Integrity Declaration form.

Teachers will:

- Help students with learning how to document and record legitimate assistance. This includes correct referencing, correct acknowledgement of sources and assistance with projects and practical works in accordance with TQA requirements.
- Provide appropriate feedback for school assessment work during the development of projects and practical works, so that they can confidently help students without inadvertently contributing to malpractice.
- Ensure that all students understand malpractice and its consequences.
- Ensure that students in Years 11 and 12 have read and understood the TQA's [Academic Integrity: A Guide \(including authenticity, plagiarism & referencing\)](#) and have signed a form stating this. This form must be countersigned by a parent and/or guardian. These are for internal use only and are not to be returned to the TQA. The TQA will provide official declaration forms to schools with the folio folders and labels.
- Ensure that students learn about Plagiarism and authenticity of their own work will be reiterated at Fahan by reading the document issued by the NSW Board of Studies entitled "All My Own Work". (<http://amow.boardofstudies.nsw.edu.au>).
- Ensure that students sign a declaration saying that they have read the TQA *Rules and Procedures* booklet.
http://www.tqa.tas.gov.au/4DCGI/_WWW_doc/006289/RND01/Plagiarism_Dec_Form.doc
- Make students aware of due dates, keep an up-to-date diary of all their assessments, activities and commitments, and allocate their time effectively
- Encourage students to start tasks early so that they can seek clarification if needed, break tasks into a series of smaller steps and set deadlines for the completion of each step.
- Encourage students to save all drafts and support materials; note sources as they are used so the bibliography does not become a major task at the end; and emphasise that they need to frequently save and back up all computer work. Technology failure is generally not an acceptable excuse for submitting work late.
- Allocate class time to plan the initial draft of the task as well as complete, wherever practical, relevant sections of the folio in class time.
- Consider multiple submission dates to monitor a student's progress.

Consequences

Any piece of work in any level of the School which has been identified as plagiarised work cannot be accepted without correction. This ruling must be adhered to from K-12.

The teacher must explain clearly to the student why the work has been marked as containing plagiarism and the student should be given a chance to resubmit the piece of work as a learning task. Whether the re-submitted work is counted towards an assessment will depend of the individual circumstances.

In the Senior Years (Years 11 and 12) the student must be made aware that the failure to meet the guidelines of academic integrity as outlined in the TQA document *Academic Integrity: A Guide* could result in:

- receiving a Z for an assessment task
- having an TCE course withheld
- Being deemed ineligible to sit the final examination in a subject or subjects
- withholding the student's School reference.



Assignment Cover Sheet

Name:

Class:

Subject:

Teacher's Name :

Assignment Title :

Assignment Due Date :

I declare that I have read the statement below and confirm that the work attached is all my own work and contains no unacknowledged material.

Signed Date .../.../.....

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated.' (Board of Studies, *HSC Assessments and Submitted Works, Advice to Students*, 2006)

For Example:

- Using another person's ideas, images or words without acknowledgment , showing the source clearly and explicitly.
- Copying another student's work, or presenting someone else's work as your own.

Teacher's Signature

Date Received / /