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Academic Integrity

embodies the principle that students' work is genuine and original, completed only with the assistance allowed according to the rules, policies and guidelines . . . In particular, the words, ideas, scholarship and intellectual property of others used in the work must be appropriately acknowledged.

Note that "work" above includes not only written material, but in addition any oral, numerical, audio, visual or other material submitted for assessment.

Breaches of academic integrity include plagiarism, collusion, the fabrication or deliberate misrepresentation of data, and failure to adhere to the rules regarding examinations in such a way as to gain unfair academic advantage. [1]

[1] The Australian National University Code of Academic Integrity, viewed 24 November, 2016
https://policies.anu.edu.au/ppl/document/ANUP_002601

BSSS Plagiarism Policy

Definition

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as your own work.

Examples of plagiarism[2] could include, but are not limited to:

- Submitting all or part of another person's work with or without that person's knowledge.
- Submitting all or part of a paper from a source text without proper acknowledgement.
- Copying part of another person's work from a source text, supplying proper acknowledgement, but leaving out quotation marks.
- Submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement.
- Submitting a digital image, sound, design, photograph or animation, altered or unaltered, without appropriate acknowledgement.

Principles behind the imposition of penalties:

- Any work that is found to be plagiarised will incur a penalty ranging from a reprimand and warning, in writing, through to the cancellation of all assessment results for Years 11 and 12.
- Students who unintentionally plagiarise must be given appropriate counselling and guidance so that they do not repeat the offence.
- The impact on unit scores of the penalties imposed for serious and repeated instances of plagiarism will be managed in accordance with the Board of Senior Secondary Studies policies.

[2] Examples of plagiarism adapted from:
Stephen Wilhoit, College Teaching 42, Fall 1994, 161-164

Procedures for dealing with situations involving plagiarism:

1. Any suspected case of plagiarism must be investigated at the College level.
2. The principles of natural justice must be applied at all stages in the process. Any student suspected of plagiarising work must be given a fair hearing and the opportunity to provide evidence of authorship.
3. If there is evidence of plagiarism the student must be interviewed by the teacher and the head of faculty and given the opportunity to explain his/her case before a penalty is determined.
4. If plagiarism is shown to have occurred, then the teacher, in conjunction with the head of faculty, Principal or Delegate as appropriate, should determine the penalty, taking into account the principles and the penalty schedule listed.
5. The student must be advised, in writing, of the penalty and informed that s/he has the right to appeal the penalty under the Breach of Discipline procedures of the Board.
6. Details of any case of plagiarism must be recorded and the record kept centrally at the College.

Right of Appeal

Students have the right to appeal against the application and/or the outcomes of the above procedures. Refer to Board Policy on Breaches of Discipline in relation to school-based assessment and Your Rights to Appeal Brochure.

Penalties

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:
a) reprimand of the candidate, except in cases where the candidate would have derived benefit from such breaches
b) the making of alternative arrangements for the assessment (e.g. through a reassessment)
c) the assessment marked without the material subject to the breach being considered
d) imposition of a mark penalty appropriate to the extent of the breach
e) cancellation of the result in the particular component of the college assessment concerned
f) cancellation of the total college assessment result in the unit/course concerned
g) cancellation of all the candidate's results for years 11 and 12 in assessments conducted.

The following is a guide to the penalties to be imposed by colleges. These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

Categories	Penalties
1. First incident of breach of discipline	One or more of the following penalties to be imposed subject to the degree of the infringement: (a) to (f)
2. Subsequent breach(es) of discipline	One of the following penalties to be imposed subject to the degree of the infringement and previous breach(es) of discipline: (b) to (g)

Counselling of students is a key component of the process. After the first incident of a breach of discipline, advice in writing to the student must include a warning about the consequences of subsequent breaches.

What it means to you as a teacher

Students must be prepared to submit work that is a true reflection of their ability in each subject so that:

- The student can develop an appreciation of their own strengths and weaknesses, can learn effectively and honestly and grow intellectually
- The integrity of the ACT Senior Secondary Certificate, which is based on continuous assessment, can be maintained

> "…most cases of plagiarism result from honest confusion over the standards of academic discourse and proper citation. We might more successfully combat the problem by spending more time in class helping students learn how to avoid it."[3]

College Responsibilities

- Inform students about plagiarism and the appropriate ways of acknowledging sources. Positive advice should be offered about how students can avoid plagiarism.
- Inform students that any incident of plagiarism will be treated as a serious breach of discipline in assessment.
- Inform students of the penalties that may be imposed and the processes to be followed, (including the Appeal process), if an incident of plagiarism is indicated.
- Institute practices that will assist in the verification of student work that is completed outside the classroom.
- Institute a process whereby work submitted includes a statement from the student, on each assessment item completed outside class time, to the effect that work presented is his or her own.
- Ensure that all new students have advice on how to avoid plagiarism well before their first assessment item is due.

[3] Wilhoit, op. cit., 161

- Give advice to teachers on the following aspects, which will complement the Board Policy on Plagiarism:
  - a) how to support students so that they do not engage in plagiarism (including teaching referencing skills and being aware of cultural differences)
    - b) how to detect plagiarism (including the possible use of plagiarism detection software) and to determine reasonable grounds on which accusations of plagiarism might be made (remembering the principle of innocent until proven guilty)
    - c) how to discuss the issue with students, for example by giving them the opportunity to provide evidence of authorship
    - d) issues involved in determining appropriate penalties (according to the seriousness of the offence and whether the student has offended previously).
- Develop proper recording mechanisms for incidents of plagiarism.

Positive Actions for Teachers

- a) Ensure all students understand the principles of academic honesty.
  - b) Be aware of why students might plagiarise.
  - c) Ensure all students understand all aspects of both the school and BSSS plagiarism policy.
  - d) Investigate strategies that will make responses to assessment tasks difficult to plagiarise (see strategies).
  - e) Try to detect plagiarism in the interests of equity for all students.
  - f) Require a cover sheet on all student work, signed by the student, stating that the student understands plagiarism issues and has not engaged in plagiarism.

Strategies

1.   Setting assignment tasks

- Think about the skills you would like the students to demonstrate in the assignment (usually as specified in the unit goals of your course.) Be sure these are reflected in the task you set and in the instructions you give the students.
- Set original assignments that challenge students to solve a problem or argue a case. Such assignments require evaluative and analytical skills, higher order thinking and reflection. See also[4]
  a) http://www.fno.org/feb02/secondhand.html and related links
  b) http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/ which sets out the revised Bloom's Taxonomy of Educational Objectives, a list of the different types of thinking
  c) Wiggins, Grant and McTighe, Jay 2005, Understanding by design, expanded 2nd edn, Association for Supervision and Curriculum Development, Alexandria, USA.
- Base your question/s on a statement or source that students need to respond to, refute or discuss, with supporting evidence from their own extra research. This gives your question a unique slant that makes it difficult to merely regurgitate other people's ideas without analysis.
- Do not re-use the same essay / oral / creative topics year after year. Always vary them or write new ones to discourage students from re-using older siblings' or friends' work.
- Set an in-class task based on research notes (including quotations and bibliography) that students have prepared beforehand. The question itself is unknown, but students have received guidelines on which areas to research and on the general nature of the task.

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[4]The internet references below were correct at the time of viewing 24 November 2016

- Assign some marks to the process of the assignment – the student's plan or outline, their notes and summaries, the draft, the bibliography. Set due dates for these to be submitted.
- Consider self or peer assessment as part of the assessment process.
- Insist on certain minimum requirements from a variety of information sources or specify some sources that they must use. Insist that not all sources are Internet based.
- Ask for an annotated bibliography in which students need to include a descriptive or evaluative comment about each source they have used.

Example:

Fleming, Hugh (ed.) 1998, User education in academic libraries, The Library Association, London.
A series of essays on various aspects of user education, mainly at tertiary level. Topics include: defining the user, different learning styles, how to evaluate programmes.

2   Teaching the skills required by the assignment

- Discuss the assignment at length with the class – in particular what you expect them to gain from the task. Do not assume that students have already acquired the necessary skills to complete the task without guidance. You may wish to involve an information literacy specialist (eg your teacher-librarian) to develop these research skills and strategies effectively.
- Teach students how to approach a research task. Revisit the "Six steps of Information Literacy"– see [5]
- http://big6.com/pages/about/big6-skills-overview.php
- Students need in particular to be shown how to evaluate the usefulness, suitability, relevance and accuracy of material they have found. For some guidelines for evaluating websites, see[5] http://lrs.ed.uiuc.edu/students/tbarcalow/490NET/Evaluation.htm

[5]The internet references below were correct at the time of viewing 24 November 2016
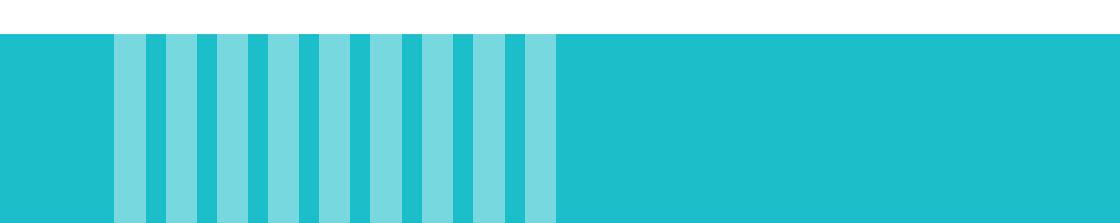
- Show students what to do with the information they locate. Demonstrate and practice in class the skills of note-taking. Stress the importance of accurate bibliographic details, including page numbers, so they can later cite and quote accurately from their notes.
- Check that students understand the mechanics of paraphrasing, citing, quoting, etc. by creating a mini-assignment where students are given a limited number of resources and are asked to demonstrate these skills as a practice exercise (formative assessment).
- Be sure students are clear as to where and how they should cite their sources.
- Educate your students about plagiarism. Show examples of correct and incorrect citing.
- When you hand back material, include a written analysis and encourage/ require students to reflect on the process they have been through, to identify skills they have learnt, areas of weakness or uncertainty, what they enjoyed or found difficult, what generic transferable skills they have acquired.

Materials/resources for teachers to use

1   Student Advice Booklet: What's plagiarism? how you can avoid it

This booklet is available from the BSSS website
http://www.bsss.act.edu.au/__data/assets/pdf_file/0003/313905/
Plagiarism_-_students_2016.pdf

2   Teacher - Librarians/Librarians

Talk to the librarian(s) in your school/college for information on resources available. Enlist their expertise to assist you in teaching information literacy skills to your classes.

3   Information on DVD

Garner, Simon (writer/associate producer) 2005, Plagiarism: What do you value?, Learning Essentials, Bendigo Vic
This is a 27-minute DVD with teachers' notes held at the National Library:
http://trove.nla.gov.au/work/26538473?selectedversion=NBD407295304

4.   Online Tutorials [6]

Online tutorials are mainly available from United States or Canadian universities, but could be used as a model to develop more relevant examples.

- 'Is it plagiarism?'
- http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054
- University of Toronto, Engineering Communication Centre 2002, Plagiarism self test,
- http://www.wcu.edu/learn/academic-success/tutoring-services/services-resources/writing-support/the-plagiarism-self-test/plagiarism-self-test/index.aspx
- York University Academic Integrity Tutorial 2005, Case studies, http://www.yorku.ca/tutorial/academic_integrity/case1.html

5   Useful advice on preventing and detecting plagiarism [6]

- Ed. Capra, S & Ryan, J 2002, Problems are the solution; keys to lifelong learning, Capra Ryan & Associates, Capalaba Qld.
- Crisp, GT 2004, 'Plagiarism and the reputation of the university: how to distribute effort between educating students on attribution and rigorous detection of cheating?', Proceedings of the Australian Universities Quality Forum 2004, AUQA Occasional Publication.

[6]The internet references below were correct at the time of viewing 24 November 2016

- Harris, Robert 2004, 'Anti-plagiarism strategies for research papers', Virtual Salt, http://www.virtualsalt.com/antiplag.htm
- McKenzie, Jamie 2002, 'Avoid secondhand thinking', From Now On, The Educational Technology Journal, Vol 11, No 5, Feb 2002, http://fno.org/feb02/secondhand.html
- UCDAVIS Student Judicial Affairs 2001, Avoiding plagiarism. http://sja.ucdavis.edu/files/Plagiarism.pdf
- University of Alberta Libraries 2005, Guide to plagiarism and cyber-plagiarism, http://www.osja.ualberta.ca/Students/UnderstandingPlagiarism.aspx
- University of Melbourne 2006, Academic honesty and plagiarism, http://academichonesty.unimelb.edu.au
- Wilhoit, Stephen 1994, 'Helping students avoid plagiarism', College Teaching 42, pp. 161-164
- Williams, Jeremy B 2005, 'Plagiarism: deterrence, detection and prevention', The handbook for economics lecturers, http://www.economicsnetwork.ac.uk/handbook/plagiarism/25.htm
- York University Academic Integrity Tutorial 2005, What is plagiarism?, http://www.yorku.ca/tutorial/academic_integrity/plagdef.html

6 Useful advice on referencing can be found [7]

Note: Teachers/colleges should advise students as to what reference system they would like students to use. The booklet, What's plagiarism? how you can avoid it: (Advice to students) uses the Harvard Style 6th edition, but this is for example only.

- Australian National University, Academic Skills and Learning Centre 2005, Referencing, https://academicskills.anu.edu.au/resources/handouts/referencing-basics

[7]The internet references below were correct at the time of viewing 24November 2016

- Department of Communication, Information Technology and the Arts 2002, Style manual for authors, editors and printers, 6th edn, rev. Snooks & Co., John Wiley & Sons, Queensland.

7   Software for referencing

Potter, TW 2004, Citation referencing system, software, Version 5, Perth. This is a package that allows students to follow prompts to ensure correct referencing in Harvard and other styles.

8   Software for detecting plagiarism

- Information about software detection programs can be found online, for example: http://elearningindustry.com/top-10-free-plagiarism-detection-tools-for-teachers
- Eve 2.5 – Not suitable for a network, but a one off site license allows individual CDs to be made for teachers to use at home. For further information see: http://www.projectbeta.org/EVE-7603.html
- Turnitin
- The Glatt Plagiarism Screening Program

Note: Strings of words can be searched on most search engines – discuss this with your librarian.

Acknowledgement:

More Information

There are staff members in your college who can explain and give advice on this brochure or any other in this series.

Other pamphlets in this series that are available online from http://www.bsss.act.edu.au are :

Publication	Explanation
What certificates could you obtain?	Explains all the different certificates you could be awarded at the end of Year 12, and what's on them.
What's the ATAR?	Explains the Australian Tertiary Admission Rank and details how it is calculated.
Your rights to appeal	Explains the processes available for having results for Year 11 and/or 12 assessment tasks, units or courses reviewed.
What's Moderation?	Explains the consensus based peer reviewed process used to moderate student work across the ACT
What's Plagiarism? How you can avoid it	A guide to what constitutes plagiarism and how you can avoid it. Citation and referencing examples are included.
Equitable Assessment and Special consideration in Assessment in Years 11 and 12	A guide to reasonable accommodation in assessment for students with special circumstances. (Student and Teacher versions)
What additional programs are available?	A guide to additional programs available for senior secondary students in the ACT.

Further information may be obtained at: http://www.bsss.act.edu.au

Enquires may also be directed to the:
ACT Board of Senior Secondary Studies
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CANBERRA ACT 2601
Phone: (02) 6205 7181
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