



# **BSSS Ethical Research Principles and Guidelines**

***(Adapted from the *National Statement on Ethical Conduct in Human Research* and the *Australian Code for the Responsible Conduct of Research*)***

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## 1. BACKGROUND

Senior secondary students conduct research and investigations to answer questions, clarify their understanding of their world and to develop skills as researchers. This includes analytical and creative investigations in all courses.

There are many benefits for student learning in providing opportunities for students to undertake independent research, creative inquiry, and investigation tasks. Teachers are encouraged to incorporate such tasks into their programs of learning and to allow students access to Independent Study Units.

Research involving humans that is done well has benefits for students. Yet, such research has the potential to cause harm to participants. It carries risks. As investigations at the senior secondary level rarely uncover new knowledge of service to society, non-negligible risks cannot be justified. As such, only investigations involving negligible risks<sup>1</sup> to participants and researcher are acceptable. Research that engages with people on topics that can carry risks of harm that are more than negligible are not permitted in courses of study authorised by the BSSS.

The BSSS Ethical Research Principles and Guidelines were developed in particular to support students and teachers who undertake human research. That is, inquiry tasks and self-directed projects which involve other people as the subjects of their research. These principles and guidelines will assist teachers and students to develop ethical questions and methodologies and mitigate risks to the wellbeing and safety of students and participants.

Students have an obligation as researchers to ensure that they take active steps to prevent harm. These obligations are consistent with the [National Statement on Ethical Conduct in Human Research](#) and the [Australian Code for the Responsible Conduct of Research 2018](#), which all researchers engaged in human research follow in Australia. Familiarity with these requirements will prepare students for further study. Failure to meet these obligations will be considered breaches of academic integrity under ACT BSSS Policies and Procedures.

Those obligations are incorporated into the principles and guidelines below.

## 2. PRINCIPLES

The principles (P1–P8) that are the hallmarks of responsible research conduct are:

### **P1 Honesty in the development, undertaking and reporting of research**

- Present information truthfully and accurately in proposing, conducting, and reporting research.

### **P2 Rigour in the development, undertaking and reporting of research**

- Conduct research using attention to detail and a well-researched and well-justified methodology, avoiding, or acknowledging biases.

### **P3 Transparency in declaring interests and reporting research methodology, data, and findings**

- Communicate research methodology, data, and findings openly, responsibly, and accurately to the reader.

### **P4 Fairness in the treatment of others**

- Treat fellow student researchers, sources of information, and others involved in the research fairly and with respect.
- Appropriately reference and cite the work of others.

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<sup>1</sup> “The expression ‘negligible risk research’ describes research in which there is no foreseeable risk of harm or discomfort; and any foreseeable risk is no more than inconvenience.” *National Statement on Ethical Conduct in Human Research 2007 (updated 2018)*, p. 13.

**P5 Respect for research participants, the wider community, animals, and the environment**

- Treat all human participants with care and respect and consider the needs of participants.
- Follow school policies in the use of animals in research and ensure that respect underpins all research with animals.
- Minimise adverse effects of the research on the environment.

**P6 Recognition of the right of First Nations Australians to be engaged in research that affects or is of particular significance to them**

- Recognise, value, and respect the diversity, heritage, knowledge, cultural property, and connection to country of First Nations Australians, and on Ngunnawal Country that of Ngunnawal people, as well as the diversity of all First Nations people residing here.
- Students are encouraged to engage with First Nations Australians who are experts in their field and community leaders to inform themselves about and understand topics.
- Any research that involves engagement with First Nations Australians as participants requires consultation with First Nations Australian community leaders and members, informed consent by participants, and final outcomes shared with participants, with the opportunity for participants to review and reflect.
- Recognise and interrogate own cultural assumptions, and the biases of source material and data, to frame questions and to ensure a consideration of issues using First Nations Australians epistemologies and perspectives.

**P7 Accountability for the development, undertaking and reporting of research**

- Comply with relevant legislation, policies, and guidelines.

**P8 Promotion of responsible research practices**

- Promote a research culture and environment that supports the responsible conduct of research.

### **3. GUIDE TO TEACHER AND RESEARCHER RESPONSIBILITY IN IMPLEMENTING THE PRINCIPLES**

#### **Summary of Guidelines for Students**

- **Be guided by your teachers and disciplinary methodology.**
- **Be honest and sincere in setting and answering questions.**
- **Be transparent with participants.**
- **Be respectful of the privacy of participants.**
- **Be respectful of the culture, traditions and beliefs of participants and cultures studied.**
- **Be aware of the capacity of research to hurt, offend and humiliate participants.**

**(See infographic for students)**

#### **3.1 Guide to Implementing P1, P2 and P3**

Students should work with their teacher to ensure they develop questions that engage honestly and fairly in what they want to know.

Students should plan human research to ensure that there is no predetermined outcome and ensure it is underpinned by varied source material with a range of well-founded perspectives and theories.

Students should choose a methodology for selecting interview participants or survey respondents that minimises the bias of findings towards certain groups or outcomes.

Students should keep accurate notes to ensure they can report research honestly.

Data from research should be represented in ways that clearly and accurately communicate the perspectives of others and factual findings to the audience for the research. Ensure graphs give an accurate and honest representation and do not mislead the reader. Ensure the quotation chosen fairly represents the view of the source and does not misrepresent them.

Students should draw conclusions that encompasses all of their data and findings and not obscure data that challenges their biases, hypothesis, or assumptions. Conclusions should be made in response to all data and should change if contrary data emerges.

### 3.2 Guide to Implementing P4, P5

Research material collected by students can include data or information, such as unpublished knowledge, ideas, words, sound recordings, images, and videos of participants. Any unpublished material relating to or provided by other people, such as classmates, friends, or family, can only be used with the informed consent of the participant, and evidence of consent must be provided, and data drawn from participants should be cited. If the participant is under the age of 18, parental consent must also be provided. Informed consent involves the participant understanding the purpose and goal of the work in which they appear.

If the participant declines to consent to exhibiting or publishing work that is consistent with the proposal, then that work should not be presented to others, but it still might be assessed and viewed by the teacher and internal moderating teacher. It should not be presented for review on Moderation Day. Participants have the right to withdraw consent without any reason.

However, if the nature of the final product deviates substantially from the project proposal to which the participant consented, then the researcher/student has been unethical as they failed to live up to their promises. Consequently, the work can be rejected, in part or in whole, for assessment using the rules under Academic Integrity in the *BSSS Policy and Procedures Manual*. This pertains to both analytical and creative work.

Another aspect of ethical research is that students have an ethical responsibility to engage with the cultural material and knowledge of other cultures with the intention to understand, represent fairly without stereotype, and give voice to experiences with the people of the culture. Engaging as a sympathetic observer of the cultures of traditionally disempowered groups is in many ways an ethical duty. The abstract study, analysis or appreciation of cultural products or knowledge is not appropriation and learning about marginalised or disempowered cultures is an ethical duty in itself.

Students must consider the capacity of their work to cause offence if they employ the cultural heritage of groups other than their own in research that culminates in critical or creative art works. Using the cultural material of others incorrectly, inaccurately, insensitively or without cultural authority or empathy can cause profound offence. Such research can harm members of that culture, including a loss of opportunity to gain or profit from their own heritage, or offence and humiliation. The aphorism “Nothing about me without me” is useful to illuminate this principle. Having conversations with people with cultural authority is the starting point.

There are a range of considerations for investigations that involve direct interactions with living people, such as biographical works, oral history, surveys, and experimental studies. There are areas of study that secondary students should not attempt to research with human participants, as due to their inexperience or lack of knowledge they may harm their participants or themselves. For example, some topics may trigger past trauma in the research participant. Due attention should be paid to the ethics of study or experimentation in the disciplines by teachers and schools. The following should guide research:

- a) Students must get approval from their teacher for any self-developed topic or research question that requires engagement with human participants. That approval should be in writing such as an email or signed form (See the model BSSS form).
- b) Teachers will ensure that formative work conducted in class is also of negligible risk to students, risks are considered and mitigated, and that ethical research is modelled to students.

- c) Only negligible risk questioning (that is, where there is negligible risk to the participants) involving impersonal matters are appropriate topics for experimentation or quantitative /qualitative analysis in assessments for the Senior Secondary Certificate. More consequential matters may be investigated through an experimental/research design (i.e., not carried out), a literature review, or an assessment of published studies.
- d) Students must consider the risks to themselves, their school, and their participants in planning a research study or experiment. A risk assessment should be conducted to justify the decision that the study is of negligible risk and safe (See attached Model Risk Assessment Matrix in Appendix 1).
- e) A best practice approach is for teachers to provide a list of ethical experiments/studies that involve negligible risk for replication by students. Students will still follow the recommended steps for research, such as permission notes, risk assessments etc.
- f) A researcher's top priority must always be the safety, feelings and dignity of people involved in the study. Researchers must be respectful of each participant's personhood and ensure that they do not inflict, or repeat, trauma, psychological or physical injury on the participant. Be aware that asking personal questions could be traumatising and injurious.
- g) When conducting oral history or biographical research, students should ask their teacher for help, or conduct research into writing good questions. Biographical methodology is a rich area of academic study. Students should access that advice from research. Generally, students should respect the right of their participant to tell their own story by planning questions and prompts carefully to minimise the effect of questions on the information received. For example, students should not ask leading questions, or not try to shape responses with their questions.

Students may ask follow-up questions to access more detail, but also respect that the participants may not want to discuss some issues in greater detail. Researchers should be aware of the impact their own preconceptions, beliefs or experiences may have on interactions with their participant in questions, analysing and forming arguments and conclusions, and consider that as a feature of their argument.

- h) In qualitative data collection, questions are an important tool. Students should consider whether they wish to use a structured interview (where the questions are closed and read out exactly as worded) or semi-structured in which conversation is more natural and free flowing. Students should work with their teacher to plan questions that are appropriate to the purpose of their study.

Reviewing published studies can be useful to guide question development. In both structured and semi-structured interviews, students should advise the participant that they may choose not to answer any question.

Semi-structured interviews may require students to ask follow-up questions. It is recommended that the researcher consider possible follow up questions prior to the interview that could be included in the proposal that was submitted to the teacher. However, it is not uncommon that more spontaneous follow up questions in the interview are necessary to access further detail. If this occurs, students should try to ask questions in a way that limits the effect on the information likely to be provided in response. Also, students should be aware that the participant may not want to provide any more detail than they have already given.

- i) In quantitative and qualitative studies, determining how to select participants is a critical part of the methodology and must be explicitly explained in the proposal and in the submitted report. Students should select participants fairly and in a manner that does not distort results or predetermine conclusions. Students should actively seek guidance into how to fairly select participants. Students should consider the method of participant selection in their argumentation and conclusions.

- j) People involved in a study must be fully informed of the goals and intentions of the study in writing.
- k) Human participants must give written consent for their involvement. People under 18 must have parental consent for participation (Schools may use the model form provided by the BSSS). Teacher guided formative work in class does not require permission notes of people under 18 as this is regarded as teaching, not as undertaking research.
- l) Researchers can use the information gathered in research only for the stated purpose to which participants consented. It should not be used for other purposes.
- m) Data gathered in a study should be considered personal information and must be stored securely and every reasonable effort made to maintain privacy. It is recommended that all data should be kept in school data drives. Data should be destroyed after unit scores are awarded and the appeals period has passed. A plan for managing data should be a part of the risk assessment. Techniques for protecting participant privacy include containing personal data about participants in password protected files and file folders. Another technique is to always use a code or substitute name in gathering, analysing, and reporting data about a person. Preparatory sketches of live human models would best be done on paper detachable from the Process Journal so that in the event that permission to exhibit is refused, pages can be removed and the process journal still utilised for interviews etc.
- n) If a quantitative method is used, in which participants are deidentified and represented only by data points, participants do not need to be provided with the final product, though that would be courteous.
- o) If identified or identifiable in the research product, such as analytical or creative, students must show the participant how they have been represented in the final work. The participant has the right to decline to be involved and remove their data at any point. Alternatively, at that point they may require the responses to be edited to be more accurate and the student should do so, even if that requires rethinking their argument or conclusions.

An identifiable participant might also decline to give permission for exhibition or circulation of the work, then it should not be exhibited or circulated/published. However, the work may still be marked by the teacher and internal moderator. It should not be submitted to systemic Moderation Day.

If the participant declines permission for exhibition/circulation because the final work is not consistent with the promises of the student to the participant, then the student has been unethical. The teacher will consider both sides of the argument and the teacher may impose academic integrity penalties, such as marking only the ethical components of the work, or a notional zero. Students who knowingly refuse to comply and do not inform the teacher of the withdrawal of consent risk the imposition of serious academic penalties. Existing appeals processes apply. Informed consent forms must be provided at the submission of the work for assessment.

- p) A copy of the final product should be gifted to the participant if they are identifiable, e.g., a biography.

There are strict guidelines in schools and school systems around use of [animals in research](#). Students must adhere to those guidelines.

When conducting research and experiments students should consider sustainability. This includes whether equipment is reusable or recyclable and how to clean equipment without harmful chemicals entering our waterways. How to dispose of chemicals and other substances safely and without harm to the environment must also be considered.

### 3.3 Guide to Implementing P6

Students predominantly are studying on Ngannawal country, so they need to understand this local context, culture, and connection to country first when engaging with First Nations Australian content, but also consider the diversity of First Nations Australians living in our local community.

Students have a duty to seek out First Nations Australians' perspectives on topics that engage with First Nations people and represent those views in their research and creative work with respect and referencing. For example, in researching Emily Kngwarreye, students should make every effort to quote the artist, other First Nations Australian artists and First Nations Australian critics among the perspectives on her art that they consider. In another example, if conducting a literature review on the Aboriginal Deaths in Custody Royal Commission in Legal Studies, students should quote the views of First Nations Australian criminologists and legal scholars, as well as other perspectives, and also consider First Nations Australian protocols around naming the deceased in the research product.

First Nations Australian knowledge belongs to them and should be treated respectfully, and with due attention to protocols around its use and dissemination. Some knowledge for First Nations Australians is permitted only for certain people to use and circulate. Knowledge in the public domain may be available for use. If students access such knowledge during research, they have an ethical duty to actively seek an understanding of protocols around its use and follow them.

Teachers and students should recognise that developing and using intercultural skills may well require learning about and how to use those skills. Students should not be expected to have such skills already. Students should be guided to recognise and interrogate their own cultural assumptions when framing questions, establishing a research methodology and forming arguments.

The National Statement on Ethical Conduct in Human Research (p.84) lists certain types of research that always require full Human Research Ethics Committee approval, including all research on Aboriginal and Torres Strait Islander participants, and so these types of research should not be undertaken by school students, with a single exception. These guidelines do not prevent First Nations students from conducting research into their own family, community, and culture. Research with Australian First Nations family members or community members already known to the student is not precluded, but students should carefully consider the feelings and vulnerabilities of their family members and whether research might harm them. Students should make it clear that participation is voluntary and that they are free to say no. First Nations students developing their own investigation focused on First Nations Australian communities or individuals, should work with their teacher on how to approach First Nations Australian community leaders for interview or consultation respectfully.

For students who are not First Nations, they should not undertake research on or related to First Nations Australian topics involving their own engagement or interaction with human participants, but rather study such topics using published texts and data.

A distinction should be drawn between teacher-guided engagement with First Nations Australian community members, Elders, and experts in particular fields who present to the class, and students engaged in self-directed projects engaging with First Nations Australians. In the first case, teachers should engage thoughtfully and respectfully using appropriate cultural protocols appropriate to the individual, context and specific needs of the people involved including their students. Teachers must find out what is required. As with any outside provider, teachers should recognise that community leaders, elders and disciplinary experts should be offered payment for their time.

### **3.4 Guide to Implementing P7**

Students must actively seek an understanding of their obligations in complying with legislative requirements such as copyright and privacy.

### **3.5 Guide to Implementing P8**

Students should be open about their ethical approach to research. Students should provide advice and guidance to others on ethical research approaches when it is sought.

Students should speak out against unethical approaches when they observe them, or suspect they are occurring.



## 4. GUIDE TO THE INSTITUTION'S RESPONSIBILITY (R) IN IMPLEMENTING PRINCIPLES AND GUIDELINES

This is incorporated into the *Board of Senior Secondary Studies Policy and Procedures Manual* under numbers 4.3.12 *Academic Integrity* to 4.2.12.5 *Penalties: Advice to Colleges*.

Schools must ensure that the procedures, such as a risk assessment, are undertaken with due attention and care by the students, reviewed seriously and thoughtfully by the teacher, and records retained by the school.

- R1 Establish and maintain good governance and management practices for responsible research conduct.
- R2 Identify and comply with relevant laws, regulations, guidelines, and policies related to the conduct of research.
- R3 Develop and maintain the currency and ready availability of a suite of policies and procedures which ensure that institutional practices are consistent with the principles and responsibilities of the Code.
- R4 Provide ongoing training and education that promotes and supports responsible research conduct for all researchers and those in other relevant roles.
- R5 Ensure teachers have an understanding of the *Ethical Research Principles and Guidelines* and their obligations, and skills to assess risk through attending BSSS training.
- R9 Facilitate the prevention and detection of potential breaches of the *Ethical Research Principles and Guidelines*.
- R10 Provide mechanisms to receive concerns or complaints about potential breaches of the *Ethical Research Principles and Guidelines*. Investigate and resolve potential breaches of the *Ethical Research Principles and Guidelines* fairly and in a timely manner using as stated in the *BSSS Policy and Procedure Manual* processes.

## 5. APPENDIX ONE – RISK ASSESSEMENT AND MODEL FORMS

Alternate digital formats might be developed, rather than paper forms, provided the approval process is transparent, responsive, and timely and that records might be retained and produced if necessary.

Risk Assessment	Consequences of Exposure to Risk					
		Negligible	Low	Medium	High	Extreme
Likelihood of Expose to Risk	Rare	<i>e.g. Literature review</i>				
	Unlikely	<i>e.g. Interview with expert</i>				
	Possible					
	Likely					
	Almost Certain					
Data Management Plan	<i>e.g. None required for literature review. e.g. Survey results kept in password protected folders on school drive.</i>					
Record of Consultation with teacher/school	Teacher Signature: _____ Teacher name and Date: _____					
Residual Risk Level	Explanation of Choice					
Negligible	<i>e.g. Interview with expert risks will be mitigated by:</i> <ul style="list-style-type: none"> <li>- Questions being discussed with teacher and questions sent to interviewee ahead of time.</li> <li>- All efforts being punctual and professional.</li> <li>- Consideration being given to possibility of distressing information being provided to participants.</li> </ul>					
Low	Research involving risk beyond the negligible is not permitted. Actions and controls must remain in the negligible risk band.  Negligible Risk is defined as: <i>Research in which there is no foreseeable risk of harm or discomfort, and any foreseeable risk is no more than inconvenience.</i>					
Medium						
High						
Extreme						

**Research Proposal Approval Form**

Students must gain the approval of the teacher for their research project proposal. This approval must be submitted with the task for assessment. Any amendments must also be agreed to by the teacher.

I \_\_\_\_\_ propose the following research project:

(name)

Date:

School:

Class:

<p><u>Question</u></p> <p><u>Method, including participant selection</u></p> <p><u>Data Management</u></p> <p><u>Whether research participants will be identifiable in final product</u></p> <p><u>Use of final product</u></p>
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I \_\_\_\_\_, teacher, approve the above project.

(Print full name)

\_\_\_\_\_ Signature

Date: \_\_\_\_\_

<p>Agreed Amendments</p>
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I \_\_\_\_\_, teacher, approve the above project amendments.

(Print full name)

\_\_\_\_\_ Signature

Date: \_\_\_\_\_

**Informed Consent Form for a person under 18 for a Creative Inquiry Project**

A Creative Inquiry Project is a research project that culminates in a creative work of Art. In this case, the inquiry involves human participants who will be identifiable in the final creative product.

Title of Project: \_\_\_\_\_

Contact Details of School: \_\_\_\_\_

This project has been approved by \_\_\_\_\_ Signature: \_\_\_\_\_

Description of Creative Inquiry Project:

<p><i>(write description here including the following)</i></p> <p><i>Inquiry topic? Proposed aesthetic? Hypothesis? Artistic influences? Research Methodology?</i></p> <p><i>Proposed form of artwork?</i></p>
--

Description of data management and privacy procedures:

<p><i>(write description here)</i></p> <p><i>Password protected files? Date of data deletion?</i></p>
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I hereby consent to my child \_\_\_\_\_ 's (image/performance) being used in the creative inquiry project described above.

I reserve the right to withdraw my permission for any participation at any time. I understand that I will be shown the work prior to exhibition and can approve or withdraw permission through the signed permission form below. I understand that work I do not approve for publication/exhibition will still be used for assessment by the school.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Contact Details: \_\_\_\_\_

I have examined the artwork (Title:      Date:      ) resulting from the Creative Inquiry Project described above and that is intended for exhibition. Tick the appropriate choice below.

I **AGREE** it is consistent with the research proposal provided, and **CONSENT** to its exhibition.

I **DO NOT AGREE** it is consistent with the description provided and **DO NOT CONSENT** to its public exhibition.

It is consistent with the research proposal, but **DO NOT CONSENT** to its exhibition for other reasons.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Contact Details: \_\_\_\_\_

### Informed Consent Release for an Adult for a Creative Inquiry Project

A Creative Inquiry Project is a research project that culminates in a creative work of Art. In this case, the inquiry involves human participants who will be recognisable in the final creative product.

Title of Project: \_\_\_\_\_

Contact Details of School: \_\_\_\_\_

This project has been approved by \_\_\_\_\_ Signature: \_\_\_\_\_

Description of Creative Inquiry Project:

<p><i>(write description here, including the following)</i></p> <p><i>Inquiry topic? Proposed aesthetic? Hypothesis? Artistic influences? Research Methodology</i></p> <p><i>Proposed form of artwork?</i></p>
--

Description of data management and privacy procedures:

<p><i>(write description here)</i></p> <p><i>Deidentified participants? Password protected files? Date of data deletion?</i></p>
--

I hereby consent to my (image/performance/location) being used in the creative inquiry project described above.

I reserve the right to withdraw my permission for public exhibition or access but will allow the use of the work for assessment purposes. I understand that I will be shown the work prior to exhibition and have the opportunity to withdraw permission through the signed permission form below.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Contact Details: \_\_\_\_\_

I have examined the artwork (Title:    Date:    ) resulting from the Creative Inquiry project that is intended for exhibition. Tick the appropriate choice below.

I **AGREE** it is consistent with the description provided, and consent to its public exhibition.

I **DO NOT AGREE** it is consistent with the description provided and **DO NOT CONSENT** to its public exhibition

It is consistent with the agreement but **DO NOT CONSENT** to its exhibition for other reasons.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Contact Details: \_\_\_\_\_

### Research Participation Informed Consent Form for a person under 18

This is a research project involving human participants.

Title of Research Project: \_\_\_\_\_

Contact Details of School: \_\_\_\_\_

This project has been approved by \_\_\_\_\_ Signature: \_\_\_\_\_

Description of research project and participant role:

<p><i>(write description here)</i></p> <p><i>Hypothesis? Participant role? Replication or original design methodology?</i></p> <p><i>Qualitative or Quantitative?</i></p>
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Description of data management and privacy procedures:

<p><i>(write description here)</i></p> <p><i>Deidentified participants? Password protected files? Date of data deletion?</i></p>
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I hereby consent for my child \_\_\_\_\_ to be involved in the research project as a participant according to the circumstances outlined above. I recognise that I can withdraw my student's contribution at any time.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Contact Details: \_\_\_\_\_

I have examined the research (Title:     Date:     ) resulting from project.

Tick the appropriate choice below.

I **AGREE** it is consistent with the description provided, and **CONSENT** to the use of my contribution.

I **DO NOT AGREE** it is consistent with the description provided and **DO NOT CONSENT** to the use of my contribution.

It is consistent with the agreement but **DO NOT CONSENT** to its use for other reasons.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Contact Details: \_\_\_\_\_

### Research Participation Informed Consent Form for an Adult

This is a research project involving human participants.

Title of Research Project: \_\_\_\_\_

Contact Details of School: \_\_\_\_\_

This project has been approved by \_\_\_\_\_ Signature: \_\_\_\_\_

Description of research project goals and participant role:

<p><i>(write description here)</i></p> <p><i>Hypothesis? Participant role? Replication or original design methodology?</i></p> <p><i>Qualitative or Quantitative?</i></p>
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Description of data management and privacy procedures:

<p><i>(write description here)</i></p> <p><i>Deidentified participants? Password protected files? Date of data deletion?</i></p>
--

I \_\_\_\_\_ hereby consent for to be involved in the research project as a participant according to the circumstances outline above. I recognise that I can withdraw my contribution at any time.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Contact Details: \_\_\_\_\_

I have examined the research (Title:    Date:    ) resulting from project.

Tick the appropriate choice below.

I **AGREE** it is consistent with the description provided, and **CONSENT** to the use of my contribution.

I **DO NOT AGREE** it is consistent with the description provided and **DO NOT CONSENT** to the use of my contribution.

It is consistent with the agreement but **DO NOT CONSENT** to its use for other reasons.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Contact Details: \_\_\_\_\_

## 6. POLICY AND PROCEDURE MANUAL – ACADEMIC INTEGRITY

### 4.3.12 Academic Integrity

The Board is committed to a system of school-based assessment and views seriously any breach of the rules or instructions governing that assessment.

Any cheating, plagiarism, dishonesty, alteration of results, improper or unethical research practices in relation to any school-based assessment in any subject accredited or registered by the Board shall constitute a breach of discipline. This includes any tampering with the assessment data on computer files by a student.

In designing assessment tasks, teachers should ensure that the tasks lend themselves to uphold academic integrity.

In supporting students in undertaking tasks, teachers must ensure students follow the *BSSS Ethical Research Principles and Guidelines* as a key element of Academic Integrity (See Appendix 9). Ethical research in BSSS Senior Secondary classes is research that is honest, genuine and protects the participant and the researcher from more than negligible risk of harm.

#### 4.3.12.1 Plagiarism

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

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

- submitting all or part of another person's work with/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 documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph, or animation, altered or unaltered, without proper acknowledgement of the source.

#### 4.3.12.2 Student information

Schools are responsible for informing students about what constitutes plagiarism and the appropriate ways of acknowledging sources. Positive advice should also be offered about how students can avoid plagiarism. Advice on plagiarism should be provided to students well before their first assessment item is due. In addition, schools are also responsible for ensuring students are informed about ethical research and the procedures associated.

Schools must also inform students that any incident of plagiarism or unethical research will be treated as a serious breach of discipline in assessment and the penalties that may be imposed.

BSSS brochures on plagiarism are available from

[http://www.bsss.act.edu.au/information\\_for\\_students/whats\\_plagiarism\\_how\\_to\\_avoid\\_it](http://www.bsss.act.edu.au/information_for_students/whats_plagiarism_how_to_avoid_it) to provide advice to students.



#### **4.3.12.3 Verification**

Schools are required to institute a system whereby work submitted includes a statement from the student on each assessment item done outside class time to the effect that the work presented is their own and has been conducted ethically.

Where a school uses text matching software, provided that:

- a) the software makes it a condition for submission of work that the student confirm that the work is their own, OR
- b) the report generated by the software explicitly includes a statement from the student that the work is their own, then a report from the software is acceptable as a statement from the student.

For research involving human participants, schools will ensure that work submitted includes the appropriate teacher permission, risk assessment and consent forms required for human-based research tasks.

#### **4.3.12.4 Breaches of Discipline in Relation to Assessment**

Schools need to ensure that they have appropriate procedures for dealing with breaches of discipline in relation to school-based assessments. Details of the school's procedures must be published by the school and drawn to the attention of students and parents.

School procedures are to incorporate the following steps:

- Any suspected breach of discipline in relation to assessment is to be investigated initially by the teacher
- If there is evidence of a breach of discipline, 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
- If a breach of discipline is shown to have occurred, then the teacher in conjunction with the head of faculty should determine the penalty taking into account the principles and the penalty schedule outlined in the following section on Penalties
- Schools should ensure that there is a common understanding across the school of the different categories of academic misconduct and the penalties to be applied
- The student must be advised in writing within five working days (except in Semester 2 of Year 12, where it is two working days) of any penalty imposed and informed that he/she has the right to appeal the decision to a school Appeal Committee
- The principles of natural justice must be applied at all stages in the process  
The Executive Director of the BSSS must also be consulted, in advance, if the recommended penalty is the cancellation of all completed assessment in a course
- Schools are to keep a file of all significant breaches of discipline in relation to school-based assessments and provide the Executive Director of the BSSS with those details when a student appeals to the Board.

#### 4.3.12.5 Penalties: Advice to Schools

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 school assessment concerned
- f. cancellation of the total school 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 schools. These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

<b>Categories</b>	<b>Penalties</b>
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1. First incident of breach of discipline

One or more of the following penalties to be imposed subject to the degree of the infringement:  
Penalties (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:  
Penalties (b) to (g)

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