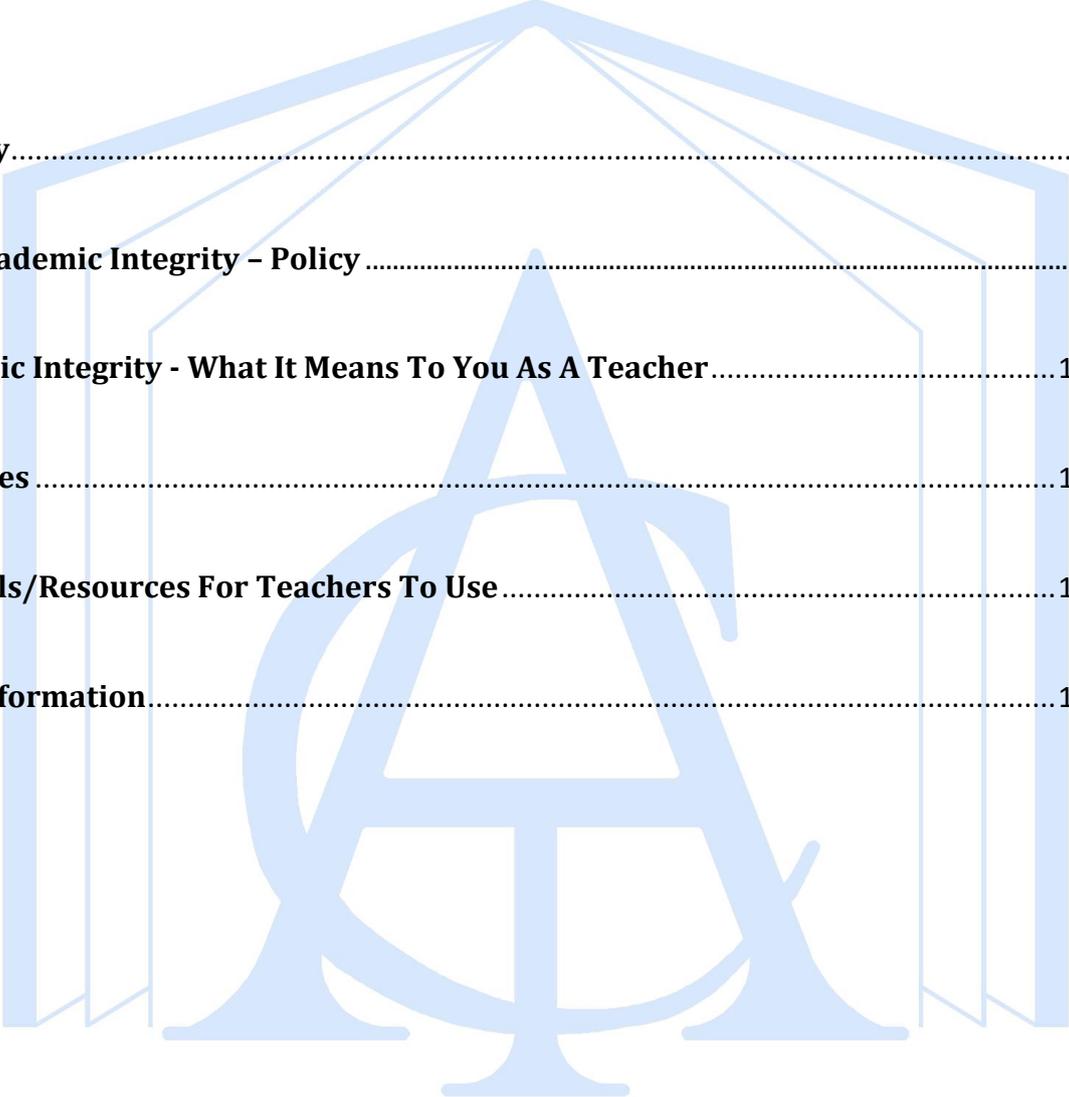


TABLE OF CONTENTS



| | |
|---|----|
| Glossary | 4 |
| BSSS Academic Integrity – Policy | 6 |
| Academic Integrity - What It Means To You As A Teacher | 10 |
| Strategies | 13 |
| Materials/Resources For Teachers To Use | 15 |
| More Information | 17 |

Your school may have its own approved referencing style. Check with your teacher librarian.

The sources used in this booklet are:

Style manual for authors, editors and printers 2002, 6th edn., rev by Snooks & Co., Milton, Qld, for the author-date (Harvard) style

The Chicago Manual of Style 15th ed. (Chicago: University of Chicago Press, 2003) for the footnote (Chicago) style.

Glossary

| | |
|-----------------------------|--|
| Academic Integrity | 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 ¹ . |
| Acknowledgement of Sources | Declaring any original work used in an assessment. |
| Cheating | Acting dishonestly or unfairly in order to gain an advantage ² . |
| Citation | A quotation from or reference to a book, paper, or author, especially in a scholarly work ³ . |
| Collusion | Secret or illegal cooperation or conspiracy in order to deceive others ⁴ . Unauthorized groupwork, unacceptable collaboration. |
| Intellectual Property | Intangible property that is the result of creativity, such as patents, copyrights, etc ⁵ . |
| Moral Rights/Ethical Rights | The right of an author or other creative artist to protect the integrity and ownership of their work ⁶ . |
| Natural Justice | Ensuring fair play: no person directly affected by a decision, shall be condemned unless given full chance to prepare and submit his or her case and rebuttal to the opposing party's arguments; (2) no decision is valid if it was influenced by any financial consideration or other interest or bias of the decision maker ⁷ . |

¹ The Australian National University Academic honesty and Plagiarism, viewed 15/11/18
<http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>

² The Lexico Dictionary, viewed 2/09/19
<https://www.lexico.com/en/definition/cheat>

³ The Lexico Dictionary, viewed 2/09/19
<https://www.lexico.com/en/definition/citation>

⁴ The Lexico Dictionary, viewed 2/09/19
<https://www.lexico.com/en/definition/collusion>

⁵ The Lexico Dictionary, viewed 2/09/19
https://www.lexico.com/en/definition/intellectual_property

⁶ The Lexico Dictionary, viewed 2/09/19
https://www.lexico.com/en/definition/moral_rights

⁷ Business Directory, viewed 25/10/19
<http://www.businessdictionary.com/definition/natural-justice.html>

| | |
|-----------------|--|
| Paraphrase | A rewording of something written or spoken ⁸ . |
| Plagiarism | The practice of taking someone else's work or ideas and passing them off as one's own ⁹ . |
| Self-Plagiarism | Re-using work from one context in another context and not acknowledging this repetition. |

⁸ The Lexico Dictionary, viewed 2/09/19
<https://www.lexico.com/en/definition/paraphrase>

⁹ The Lexico Dictionary, viewed 2/09/19
<https://www.lexico.com/en/definition/plagiarism>

BSSS Academic Integrity – Policy

Definition: Academic Integrity

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.

Work 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 advantage¹⁰.

Definition: Plagiarism – from the BSSS Policy and Procedures Manual 4.3.12

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.

Purpose

The purpose of a plagiarism policy is as follows:

- Students know the satisfaction of producing their own work
- Students acknowledge the work of others
- Students understand the ethical rights and responsibilities as authors and creators
- Students are aware of how to use information respectfully, ethically and legally when complying with intellectual academic writing practices (UTS: Library Information Literacy Framework) and all areas of the curriculum

Actively teach about academic integrity

¹⁰ The Australian National University Academic honesty and Plagiarism, viewed 15/11/18
<http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>

See also BSSS Policy and Procedures: 4.3.12 Plagiarism and Dishonesty:
http://www.bsss.act.edu.au/_data/assets/pdf_file/0010/313777/P_and_P_Manual_2018_V6_without_act.pdf

Examples of plagiarism could include, but are not limited to¹¹:

- 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 or not using italics
- Submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement
- Submitting a digital image, sound, design, artwork, artefact, product, photograph or animation, altered or unaltered, without appropriate acknowledgement.

See: smartcopying.com.au.

Principles behind the imposition of penalties:

- Any work that is found to be plagiarised will incur a penalty ranging from a written reprimand and warning, 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.

Note that in the tertiary sector, plagiarism is immediately treated as a breach of the code of conduct.

Consider cultural norms

Plagiarism and Culture¹²

The notion of plagiarism is something we learn in the Western world. In other cultures, however, there are different notions of ownership of work and academic integrity. Some cultures prioritise the collective community rather than individuals within a community. In China, memorisation of work is a form of respect. In some parts of the world, there is no formal concept of plagiarism.

International students may require explicit teaching about academic integrity.

¹¹ Examples of plagiarism adapted from: Stephen Wilhoit, College Teaching 42, Fall 1994, 161-164

¹² http://turnitin.com/en_us/resources/blog/2670-cultural-differences-in-plagiarism

Procedures for dealing with situations involving plagiarism:

- a) Any suspected case of plagiarism must be investigated at the College level
- b) 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
- c) 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
- d) 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
- e) 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
- f) Details of any case of plagiarism must be recorded and the record kept centrally at the College.

Students have the right to appeal

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* Leaflet.



[Power of Words by Antonio Litterio.jpg](#)

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 |
|--|--|
| 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) |
| 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.

Academic Integrity - 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 student can develop knowledge and understanding of their own rights as creators and authors and their responsibility to acknowledge the work of others
- 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.”¹³

Students should know their own strengths and weaknesses



¹³ Wilhoit, op. cit., 161

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
- Develop proper recording mechanisms for incidents of plagiarism
- Give advice to teachers on the following aspects, which will complement the Board Policy on Plagiarism:
 - how to support students so that they can demonstrate academic integrity (including teaching referencing skills and being aware of cultural differences)
 - 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)
 - how to discuss the issue with students, for example by giving them the opportunity to provide evidence of authorship
 - issues involved in determining appropriate penalties (according to the seriousness of the offence and whether the student has offended previously).

Give positive advice to students

Positive Actions for Teachers

Ensure all students understand the principles of academic integrity.

Be aware of why students might plagiarise: is there a gap in their understanding of referencing, note taking, or other research skills?

Ensure all students understand all aspects of both the school and BSSS plagiarism policy.

Employ strategies that will make responses to assessment tasks difficult to plagiarise (see *Strategies* below).

Try to detect plagiarism in the interests of equity for all students.

Require a declaration stating that the student understands plagiarism issues and have created and provided their own work. This might be a printed declaration form or an online declaration.

Equity is important for all students



<http://alphastockimages.com/>

Strategies

1. Setting Assignment Tasks

- Explicitly promote the satisfaction of students creating their own work
- 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 also¹⁴:
 - https://www.hes.edu.au/sites/default/files/uploaded-content/website-content/Images/Documents/2018-HEQN-Conference/bretag_harper.pdf
 - <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
 - 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.
- Always vary essay/oral/creative topics 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
- Include criteria in the marking scheme for the research and referencing components. This might include: the student's plan or outline, their notes and summaries, the draft, the bibliography/reference list. 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.

¹⁴ The internet references above were correct at the time of viewing 18/04/18

Example of annotated bibliography:

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. Collaborate with your teacher-librarian(s) to develop student research skills and strategies effectively to reduce plagiarism
- Teach students how to approach a research task in collaboration with your teacher librarian. An example framework to use: The Guided Inquiry Framework: <https://guidedinquirydesign.com/gid/>
- 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 Shrock's 5 Ws¹⁵ <http://www.schrockguide.net/uploads/3/9/2/2/392267/5ws.pdf>
- 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. Your teacher librarian can provide 'just in time' lessons as part of your program of learning in these areas as well
- 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.

¹⁵ The internet references above were correct at the time of viewing 18/04/18

• Materials/Resources For Teachers To Use

1. Student Advice Booklet: Academic Integrity: Student Guide

This booklet is available from the BSSS website:

http://www.bsss.act.edu.au/_data/assets/pdf_file/0003/313905/Academic_Integrity_Student_Guide.pdf

2. Teacher Librarians

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

3. Online Tutorials¹⁶

Online tutorials are available, for example:

- Plagiarism Quiz
<http://en.writecheck.com/plagiarism-quiz>
- Avoiding Plagiarism Tutorial and Quiz, University of Technology Sydney
<https://www.uts.edu.au/current-students/support/helps/self-help-resources/referencing-and-plagiarism/avoiding-plagiarism>

4. Useful advice on preventing and detecting plagiarism

- 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
- 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 2018, Academic honesty and plagiarism, <http://academichonesty.unimelb.edu.au>
- Australian Catholic University, 2019, Evaluate Resources https://library.acu.edu.au/start/help_yourself/essentials

¹⁶ The internet references used were correct at the time of viewing 18/04/18

- HSC All My Own Work
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

5. Useful advice on referencing can be found¹⁷

Note: Teachers/colleges should advise students as to what reference system they would like students to use. The booklet BSSS Academic Integrity: Student Guide (Advice to students) uses the Harvard Style 6th edition, but this is for example only.

- Australian National University, Academic Skills and Learning Centre, Academic Integrity
<http://www.anu.edu.au/students/learning-development/academic-integrity>
- 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
- Australian Catholic University, Library Referencing
<https://libguides.acu.edu.au/referencing>

6. Online referencing/citation generators

Some online resources (databases etc.) will have an inbuilt citation generator or provide the citation for you.

Some examples of online generators available:

- [Cite This for Me](#) (free online)
- [Harvard Generator](#) (free online)
- [Citation Machine](#) (free online)
- [SLASA Online Referencing Generator](#) (by subscription)
- Microsoft Word (under Referencing tab)

7. Software for detecting plagiarism

There are many available. Check with your school or teacher librarian.

- Information about software detection programs can be found online, for example:
<http://elearningindustry.com/top-10-free-plagiarism-detection-tools-for-teachers>
- Turnitin – requires a subscription
- The Glatt Plagiarism Screening Program – requires a subscription

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

¹⁷ The internet references used were correct at the time of viewing 18/04/18

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 from the [BSSS website](#) are:

| | |
|--|--|
| 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. |
| Academic Integrity: Student Guide | 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: Teacher Guide | 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>

Acknowledgement:

Ms Kathy Ellerman, Dr Kim Morgan, Ms Helena Zobec and the Teacher Librarians of ACT Colleges were very generous with information and advice in the production of this booklet.

Enquires may also be directed to:

ACT Board of Senior Secondary Studies

GPO Box 158

CANBERRA ACT 2601

Phone: (02) 6205 7181

Australian Capital Territory, Canberra © ACT BSSS



Follow us on:

