



QUEENSLAND  
ACADEMIES  
Health Sciences Campus

# Academic Integrity Policy



## QUEENSLAND ACADEMIES HEALTH SCIENCES ACADEMIC INTEGRITY POLICY

### IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

### Rationale:

The QLD Academy for Health Sciences supports and promotes the principles of properly conducted academic research and the respect for integrity in all forms of assessment. As an International Baccalaureate World School, the Academy acknowledges the International Baccalaureate Organisation's advocacy of ethical behaviour as an essential part of the IB Diploma Program in conducting academic research and submission of authentic work. We value the concept of intellectual property and the need to hold students accountable for the ethical use of the ideas and words of others.

This policy reflects the characteristics of the IB Learner Profile attribute "Principled":

*"We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences."*

### Purpose:

The creation of an Academy culture of honesty and integrity is integral to our purpose of developing 'ethical future path makers' and is underpinned by the Academy character ideals of honesty, trustworthiness, respect and responsibility. The presentation of authentic work is essential to good scholarship and practice. This policy explains the Academy's expectations for honest academic practice on the part of students. It sets out the responsibilities of Academy staff in developing and promoting academic honesty, and penalising plagiarism and other forms of dishonesty.

This policy aligns with that of the IBO's viewpoint about academic honesty.

*"Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work."*

IB Academic Integrity Policy, 2023 p.9

In accordance with this, the Academy will ensure that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

## Principles:

### Elements of Academic Honesty

An authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, whether written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Candidates must acknowledge:

- All ideas and work of other persons.
- Rendition of another person's words presented in a new style and integrated grammatically into the writing.
- CD ROM, email messages, Web sites.
- Electronic media.
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual.
- Verbatim (word for word) quotes.
- Works of art including music, film, dance, theatre arts, visual arts.

## Definitions

### Malpractice

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Program and examinations. In particular candidates must avoid any form of malpractice. *The IBO defines malpractice as 'behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.'* Malpractice most commonly involves collusion or plagiarism.

### Examples of malpractice include but are not confined to:

- **Plagiarism:** this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.  
**Unintentional plagiarism:** Careless paraphrasing and citing of source material such that improper or misleading credit is given.
- **Collusion:** Supporting malpractice by another student – allowing work to be copied, or submitted for assessment by someone else.
- **Duplication of work:** Presenting the same work for different assessment components in the IB.
- **Other Misconduct:** Any other behaviour that gains an unfair advantage e.g. cheating in an exam, falsifying a CAS record, fabrication of data.

Additionally Teachers and the Coordinator must not engage in the following actions:

- The unauthorised rescheduling of an examination.
- Failing to keep exam papers secure prior to an examination.
- Providing undue assistance in the production of any work that contributes to the assessment requirements of the IB Diploma.
- Leaving candidates unsupervised during an examination.
- Allowing additional time in examinations without IBO approval.
- Releasing an examination paper, or disclosing information about the paper, within 24 hours after the examination.

Further elaboration is provided regarding collaboration and collusion to provide clarity regarding commonly confused concepts:

### Collaboration

Collaboration includes working in groups to achieve a shared goal and is a common form of assessment in which all members of the group are expected to participate equally. Group work may

be face to face, in discussion boards, blogs and wikis for example. The protocols of acknowledging sources still apply.

Permissible collaboration includes the following:

- Discussion with other students regarding issues raised by the assessment item.
- Discussion with other students regarding means by which to address the issues raised by the assessment item.
- Collaborate in the location of, and sharing, sources of information relevant to the item of assessment.

Impermissible collaboration includes the following:

- Collaborate with other students or persons in the writing of all or part of the student's submissions for the assessment item.
- Collaborate with other students or persons in the writing of all or part of any other student's submissions for the assessment item.
- Provide a copy of his or her work in respect of that item of assessment to another student.

### **Collusion**

- Is a form of plagiarism that can occur as a result of inappropriate collaboration during group work.
- Occurs when two or more people work secretly for the purpose of deliberately misleading others.
- It involves working with someone with the deliberate intention to mislead. This could involve working with someone else to produce work which is presented as your own when, in fact, it was the result of secretly working with someone else.
- Can be avoided by taking own personal notes of what is happening during group work sessions.
- It is collusion if a student allows another to copy an assignment even if that student changes the words to make it look like his own before submission.

### **Conventions for citing and acknowledging original authorship**

- The Queensland Academy for Health Sciences has adopted the Harvard author-date system for acknowledging sources as the Academy standard. This is based on recommendations of the School Library Association of Queensland.
- Where subject areas have specific guidelines for acknowledging sources in addition to those outlined in the Academy text, '*A guide to referencing and bibliographies*', (King, 2006) these guidelines must be clearly outlined and published to students. For example, Art may have particular requirements for paintings, pictures and drawings.
- All students and teachers will be issued with a copy of guidelines for acknowledging sources.

### **The use of AI tools**

- Any work produced (even only in part) by AI tools is not regarded to be the student's own work.
- It must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software.
- This also includes the use of tools to support grammar. Such tools must not be used when grammar is being assessed such as in language acquisition.
- The software must be credited in the body of the text and appropriately referenced in the bibliography.
- If this is not done, the student would be misrepresenting content which is a form of academic misconduct.
- Assessments will be submitted for similarity checks through Turnitin Similarity. This includes AI detection. This AI detection will provide an AI % through Turnitin along with insights into how much of a student's submission is authentic, human writing versus AI-generated from ChatGPT or other tools. Robust reporting identifies AI-written text and complements Turnitin's similarity checking workflow. It is integrated into our MyQA system and will automatically run due work submissions through the above process.
- During the writing or creative process of any piece of work, teachers are expected to use the same processes they would use whenever they suspect that the work submitted is not the student's own and is not identifiable by plagiarism detection software.

- For further suggested practices see the document: IB Academic integrity policy 2023 Appendix 6: Guidance on the use of artificial intelligence tools.

### Roles and Responsibilities:

#### **HoD IB / IB Programme Coordinator**

- Ensure that all school and IB policies are applied fairly and consistently.
- Ensure compliance with secure storage of confidential IB material policy and the conduct of IB examinations.
- Ensure that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations.
- Reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB.
- Supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

#### **Teachers**

- Ensure that students have a full understanding of the expectations and guidelines of all subjects
- Ensure that students understand what constitutes academic misconduct and its possible consequences.
- Plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations.
- Give feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides.
- Ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB.
- Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion.
- Respond to student academic misconduct and supporting the school's and IB's investigations responding to school maladministration and supporting the school's and IB's investigations.
- Provide instruction and scaffolding necessary for students to use ethical research practices including opportunities for feedback via the drafting process.
- Provide students with consistent advice on good academic practice whenever necessary and comply with the Academy Standard for acknowledging sources.
- Provide students clear guidelines on academic writing and referencing styles required in each subject.
- Confirm, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of the student.
- Provide clear information on assessment requirements in each Unit Outline, especially concerning aspects involving individual and/or collective assessment.
- Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment.

#### **Students**

- Have a full understanding of the IB's and the school's Academic Integrity and Assessment policies.
- Are responsible for complying with the Assessment Policy regarding meeting deadlines and requirements and procedures for absences for assessment dates.
- Should seek clarity from teachers and the Teacher Librarian during assignment process and regarding any aspect of Academic Integrity Policy guidelines.
- Have ultimate responsibility for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged using a standard referencing system.
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.
- Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products.

- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- Abstain from giving undue assistance to peers in the completion of their work
- Show a responsible use of the internet and associated social media platforms.
- Respond to acts of student academic misconduct and report them to their teachers and/or the Programme Coordinator.
- Respond to acts of school maladministration and report them to their teachers and/or the programme coordinator.

### **Parents and legal guardians**

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- Support their children's understanding of IB policies, procedures and subject guidelines.
- Understand school internal policies and procedures that safeguard the authenticity of their children's work
- Support their children in planning a manageable workload so they can allocate time effectively.
- Understand what constitutes student academic misconduct and its consequences.
- Understand what constitutes school maladministration and its consequences.
- Report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB.
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Abstain from giving or obtaining assistance in the completion of work to their children.

### **Academy Processes and Procedures**

- The QAHS Integrity Policy has been developed in accordance with the QAHS Assessment Policy and the IB Diploma Program general regulations.
- All students and teachers have access to and receive explanation of the policy.
- All teachers receive training on implementation and monitoring of the policy.
- Students receive guidance on what requires referencing and how to do this on MyQA (Library resources)
- Students either sign the authenticity statement attached to each assessment submission or select the authenticity acknowledgement for MyQA submissions.
- Teachers are expected to be sufficiently familiar with the work of students they teach or supervise in order to authenticate the work.
- Teachers provide further advice and guidance to students on implementation of the Academic Honesty Policy and the development of good academic research practices.
- The Academy utilises [www.turnitin.com](http://www.turnitin.com) or Plagiscan as educational resources.

*The Academy believes that through proactive teaching and learning and consistent and persistent practices that any behaviour which may lead to malpractice will be identified early and rectified before an incident occurs.*

### **Investigation of Intentional Malpractice:**

The HoD IB / DP Coordinator will investigate any suspected malpractice. The situation must be resolved within the Academy.

1. The teacher will notify the IB Coordinator with supporting documentation if malpractice is suspected. The teacher will not make an open allegation to the student and any suspicion of malpractice will be kept confidential to the process.
2. The HoD IB / DP Coordinator with the Deputy Principal will determine whether malpractice has taken place based on information gathered through the investigation. The investigation

will include interviewing the student and allowing the student to provide explanation. A written statement will be required.

3. The Deputy Principal with the HoD IB will inform the parents of the process irrespective of the outcome.
4. If evidence of malpractice is confirmed, the student and parents will be notified in writing and informed of the consequences. Appeal provisions will accompany this correspondence.
5. An appeal must be submitted within 7 school days of the date of the letter. The Principal will consider the appeal. The Principal's decision will be final and will be communicated to the student and parents in writing.
6. Copies of all records of investigation, correspondence and the assessment item will be kept on the student's subject file.

### **Consequences of Malpractice:**

#### **A. Summative externally assessed coursework**

If any part or whole of the student's work is suspected of not being authentic, that work must not be submitted to the IBO. One of the following courses of action may be followed:

1. If malpractice is identified prior to the formal submission date to the Academy but prior to IB submission, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an F will be recorded.
2. If malpractice is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an F will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. For the Extended Essay or the ToK Essay, a status of non-submitted is entered. This may seriously impact on the student's eligibility for the Diploma under IB rules.
3. If teachers detect malpractice after work has been formally submitted and accepted for assessment to the IB, the IBCA must be informed. The IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established.

#### **B. Academy formative assessment**

Following investigation of an allegation of malpractice, if on the balance of probabilities a student has committed malpractice then the following consequences will be applied:

1. If malpractice is identified prior to the formal submission date, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, a 0 will be recorded.
2. If malpractice is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, a penalty will be applied depending on the severity of the infringement (See IB Penalty Matrixes, IB Integrity (2019), for guidance). For a higher infringement, 0 will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. The end of term/semester report may reflect the student has failed to fulfil the course requirements for the period.
3. If the assessment is a requirement for the completion of the IB course, the student will be required to resubmit it. The work will be marked for diagnostic purposes and in order for the student to complete the IB course.

#### **C. Incidents related to examinations**

All examinations at QAHS must follow all instructions as detailed in "The conduct of IB Diploma Programme examinations" (Diploma Programme Assessment procedures) informing about the conduct of examinations and ensure that invigilators and students understand the rules.

All students must have a clear understanding of the IB's expectations in terms of the conduct of the written examinations. Therefore, students must adhere to ethical and honest practices.

Students must not take any unauthorized materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorized materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated.

If a student is found to be in breach of regulations in an IB exam, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student's examination script should be submitted for assessment as usual.

**Policy review:**

This policy will be reviewed as part of the school's review cycle or earlier as required.

**Policy Updated: March 2021**

**Policy Updated: Feb 2024**

**Associated documents and policies**

[Academic integrity \(2019\) IBO, Cardiff, UK.](#)

[Academic integrity for internal assessments \(IBO 2020\)](#)

[Academic integrity in practice: Extended essay Psychology \(IBO 2021\)](#)

[Assessment principles and practices—Quality assessments in a digital age \(IBO 2023\)](#)

[Diploma Programme: From principles to practice \(IBO 2015\)](#)

[IB Programme standards and practices \(IBO 2020\)](#)

QAHS Assessment Policy