Academic integrity course for students completing senior studies

Information for teachers

This factsheet outlines ways teachers can use the Queensland Curriculum and Assessment Authority (QCAA) *Academic integrity course for students.* The course is available for teachers on the QCAA Portal and for students on the Student Portal.

The course helps students understand the ethical ways to approach assessment in the senior phase of learning to validly contribute to certification and qualifications. The course contains advice on how students can maintain academic integrity and produce their best work. While the course is not a requirement for Queensland Certificate of Education (QCE) eligibility and does not contribute credit towards a QCE, it is important for students to be aware of their responsibilities related to academic integrity.

The student course is available to teachers in the Learning Hub application in the QCAA Portal. Both courses explore academic integrity, academic misconduct, and the importance of approaching academic responsibilities in an honest, moral and ethical way. The student course highlights skills students need to develop and submit their own work. The teacher course provides information to teachers about their role in supporting students and implementing academic integrity policies.

The *QCE and QCIA policy and procedures handbook v4.0* also provides information about expectations for academic integrity and the development of school assessment policies (see section 8 available on the QCAA website).

Course overview

The four-part academic integrity course may be completed in one to four sessions. Students must score 100% in the quiz at the end of each section to move on to the next part of the course. It is self-paced and takes approximately 45–60 minutes to complete.

The course covers:

- what academic integrity is and why it is important

- what academic misconduct is and how to avoid it

- effective academic practices — focusing on teaching students how to submit work that is their own

- how students can use editing and drafting practices to improve their work.

How can schools implement the course?

This course is suitable for all senior students who are working towards a Queensland Certificate of Education (QCE). It may also be useful to students in other year levels. The QCAA does not keep a record of completion, but schools are able to access that information in the Student Management application on the QCAA Portal.

The course can be implemented in various ways.

For example, schools may:

- provide students with opportunities to complete the course individually at the beginning of the academic year, with reviews as needed

- set the course as a homework activity

- provide opportunities in class for teachers to deliver the course in one or more lessons

- use the course content to create a similar course specific to the school or class context, using relevant scenarios and elements from school policies

- have students revisit the course and course content independently or embedded in teaching and learning at various intervals during senior schooling.

Teachers can support students to understand academic integrity and academic misconduct and embed the teaching of effective academic skills in subject lessons.

Note: regardless of how your school chooses to implement the course, you should make clear links to related school policies — such as the school's academic integrity policy and assessment policy — during and after course delivery.

The following two examples show how schools might implement the course.

Example 1

Sample High School uses a teacher-led approach to implementing the academic integrity course. Teachers have worked together to develop lesson plans that provide further context-specific examples and activities, dividing the course into three separate sessions:

- session 1 — Academic integrity and why it is important. Academic misconduct — what it is, why some students engage in it and consequences

- session 2 — Strategies to develop effective academic practices

- session 3 — Editing and drafting — how to use editing and drafting practices to improve work.

In adapting the delivery of the course for their students, the teachers have created context- and subject-specific examples to help students understand the course terminology and concepts.

Note: the students will need to complete the course online and complete the compulsory quizzes to receive the certificate indicating course completion.

Example 2

Students complete the course at their own pace at the end of Year 10. A whole-of-school approach is developed to embed further teaching and learning activities to ensure students understand the concepts and values of academic misconduct and that all teachers implement the policies consistently. They review the section on 'Why some students engage in academic misconduct' and consider whether their students may need support.

As part of the school's implementation processes, a Legal Studies teacher incorporates a range of academic integrity activities into their teaching to help students while they research and draft their responses to an Investigation — inquiry report task.

The teacher:

- draws the students' attention to the school's academic integrity policy

- includes discussion at the beginning of the unit about time management and understanding the task and what is expected of them (see section titled 'Strategies to develop effective academic practices')

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- reminds the students about the school's preferred referencing system

- models appropriate acknowledgment and referencing when presenting classroom materials and discusses their use with students

- revisits the 'Academic misconduct' section and reminds students of key elements, including

  - how academic misconduct can occur and how it can be avoided by understanding

    - the difference between collaboration and collusion (see 'What is academic misconduct' section) when discussing classwork compared to assessment requirements

    - what type of feedback they can expect on a draft and how to respond

    - how to make sure they complete their own work when completing research and assignment work in their own time

  - the consequences of academic misconduct such as school policies regarding breaches during internal assessments

- draws the students' attention to the authentication strategies identified in the assessment instrument including:

  - observation of work being completed in class

  - checkpoints and what should be completed

  - draft due dates

- revisits the 'Editing and drafting' section and discusses the types of feedback the students are likely to receive on their drafts and how to edit their work.

More information

If you would like more information about academic integrity and assessment in the QCE system, please visit the QCAA website.

For more information about academic integrity, please refer to the *QCE and QCIA policy and procedures handbook 4.0* on the QCAA website.

Alternatively, email qau@qcaa.qld.edu.au.