

## Academic Integrity Policy

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### 03. PURPOSE

- Provide students, faculty, and staff with guidelines about what behaviors violate academic integrity expectations.
- Provide students, faculty, and staff with guidelines about the process for addressing academic integrity problems.
- Support the enactment of educational values through behaviors such as the avoidance of cheating, plagiarism, and contract cheating, as well as the maintenance of academic standards; honesty and rigor in research and academic publishing.
- Serve as an educational tool, defining academic integrity, violations of academic integrity, outlining sanctions for violations and administration of academic integrity policy.
- Foster a learning environment which is based on honesty, respect, fairness, responsibility, accountability, and excellence in the production of legitimate, authentic and honest scholarly work.

## 04. SCOPE

This policy is to be adopted by all schools. The one exception to this is schools that are required to develop their own academic integrity policy by their inspecting bodies (notably the IB), although even for such schools it is intended as a useful framework, all components from which must be embedded within the school's own academic integrity policy.

Areas highlighted in blue should be completed by schools based on institutional circumstances, i.e. names, times, locations, curriculum etc.

Areas highlighted in green are specific for IB schools, which are obliged to develop their own academic integrity policies.

## 05. POLICY INTRODUCTION

At King's School the Crown we believe that promoting good academic practice and a school culture that actively encourages academic integrity is the responsibility of the whole school community.

"Academic integrity must be part of the teaching and learning process and an aspiration of the entire school community. It should inspire all members of the community to uphold the values of respect and trust where everybody assumes an equal responsibility to uphold this principle." (IBO Academic Integrity 2019)

Being academically honest in the information age essentially means having the ethical understanding and the necessary skills to make transparent our knowledge, thinking and understanding.

More specifically academic integrity refers to:

- Proper conduct in relation to the conduct of examinations or other assessment.
- The full acknowledgement of the original authorship and ownership of creative material.
- The production of authentic pieces of work.
- The protection of all forms of intellectual property – which includes all formats of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.
- A total rejection of academic dishonesty.

We believe academic integrity should be discussed and the technical skills to develop good academic practice should be taught and developed at appropriate levels throughout a student's education. We also believe that violations of academic integrity do not align with our shared values and should have consequences, appropriate to the age and stage of education of the student, with the intention that the student shall learn from his/her mistakes and refrain from dishonest behaviour in the future.

## 06. STAKEHOLDER ROLES AND RESPONSIBILITIES

All stakeholders have a part to play in promoting and maintaining academic integrity.

## 06.01 The student

The student is expected to adhere to the principles of academic integrity in completing all school-related tests, quizzes, reports, homework, assignments, projects, activities, and other academic work, both in and out of class. No form of student work is exempt from this policy.

Students should recognize expectations and responsibilities regarding producing authentic work; recognise that they are personally responsible for academic integrity and be able to recognize what behaviours constitute academic misconduct (e.g. plagiarism, copying another's work, using unpermitted notes or unpermitted collaboration, and so on). As appropriate to stage of education and task, students should follow given guidelines regarding collaboration (see section 4 below) and correct referencing.

## 06.02 The teacher

The teacher is always expected to model academic integrity and good practice; to teach, as appropriate to student level, the necessary paraphrasing and referencing skills; to encourage integrity and to clearly communicate to students that academic dishonesty will not be condoned. Specifically, the teacher has a responsibility to:

- clearly define the appropriate level of student collaboration for each assignment and/or assessment.
- set clear guidelines for assignments and provide guidance to students how to cite and reference the sources they have consulted.
- discuss the benefits of submitting assignments that are clearly referenced.
- devote time to the teaching and practice of these paraphrasing and referencing skills.
- as far as possible, design assignments that do not lend themselves to academic misconduct.
- be a role model, ensuring all shared materials (handouts, presentations, etc.) are correctly referenced.
- confirm to the best of his or her knowledge, that work accepted or submitted for assessment is the authentic work of the student.
- where appropriate, set assignments for senior students that incorporate the use of web-based software, as a teaching and learning tool and/or as an aid to detect possible plagiarism.
- teach awareness of misconduct and ensuing procedures.
- initiate appropriate consequences when any student is found to have exhibited academic dishonesty.

## 06.03 The academic leadership team

The school has a responsibility to develop and implement this academic integrity policy to include procedures that are consistent with IB expectations and that support the IB programmes. Specifically, the school has a responsibility for:

- providing teaching & learning that promote the understanding and practice of academic integrity.
- providing a safe environment for learning the skills of academically honest behaviour.
- providing relevant professional development for teachers.
- promoting parent awareness of the academic integrity policy.

- ensuring students understand what constitutes academic integrity, an authentic piece of work and intellectual property.
- ensuring students receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources.
- ensuring students understand what constitutes academic misconduct (particularly plagiarism, collusion, and misconduct during an examination).
- ensuring students know the consequences of being found guilty of misconduct.
- maintaining fairness and consistency in all incidents of academic misconduct, while still having due regard to the circumstances of each incident.

#### 06.04 The parent/guardian

The parent/guardian is expected to be aware of the provisions of and to support the school's academic integrity policy and to encourage the student to practise integrity in all matters. The parent/guardian is an essential partner in developing the appropriate core character traits; therefore parent/guardian contact, and involvement is a requirement when dealing with all serious incidents of academic dishonesty.

Parents or guardians can support students by:

- encouraging them to plan each assignment.
- supporting them with the scheduling of their work, as they may have many assignments to complete concurrently.
- letting them do their own work but showing them how to research and plan their work.
- establishing a good level of communication with the school, so that they understand the requirements of the programme and what is expected of the student.
- encouraging the student to ask for advice if he/she is having difficulty with his/her work.

### 07. TYPES OF MISCONDUCT

“The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.” (IB Academic integrity policy, 2019)

Academic misconduct can take many forms:

#### 07.01 Cheating

Cheating is using dishonest means to obtain credit for academic work. The following offences, including but not limited to those below, are considered examples of cheating:

- Utilising communication/electronic devices to send or obtain unauthorised information in exams. (For example, cell phones, smart watches, EarPods)
- Taking any assessment in the place of another student or allowing someone else to take an assessment in one's place.

- Attempting to disrupt or to distract another student during an assessment, talking during an assessment, or violating any other specific directions given by a teacher.
- Taking unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) into an examination. Tampering with teacher materials and/or student records.

## 07.02 Plagiarism

“Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.” (IBO 2014a)

The following offences, including but not limited to those below, are considered examples of plagiarism:

- Misuse of published material or material acquired from Internet sources, Artificial Intelligence sites for example Chat GTP and/or the work of another student.
- Paraphrasing or copying any source without giving proper credit to the author/creator.
- Failure to acknowledge sources which a piece of work has used or upon which it is based.
- Presenting for assessment a piece of work that is not based on one’s own research, own writing, or own work.

## 07.03 Fabrication

Fabrication is inventing information, falsifying research/products, and/or using other products with the intent to deceive. The following offences, including but not limited to those below, are considered. Examples of fabrication:

- Creating a false reason to receive special consideration for an assessment or assignment.
- Citing information not taken from the source indicated.
- Submitting an assignment, lab report, or other academic exercise containing falsified data or evidence.

## 07.04 Collusion

“Collusion is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.” (IBO 2014a)

Providing notes, documents, answers, aids, or helping another student on any assessment (i.e. test, quiz, exam, etc.) or assignment, unless specifically permitted by the teacher, could also be construed as examples of collusion.

## 07.05 Duplication of work

“Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.” (IBO 2014a) For example, a student cannot submit the same or a very similar piece of work for an internal

assessment and also for an extended essay, however it is acceptable to study different aspects of the same topic for different assessments.

## 08. DISTINCTION BETWEEN VALID COLLABORATION AND UNACCEPTABLE COLLUSION

There are occasions when collaboration with other students is permitted or even actively encouraged, for example, students may be required to work as part of a group to conduct an experiment or to collect data together in fieldwork, however the resulting final work should be produced independently despite the fact that it may be based on the same or similar data as other students in the group. When students are asked to collaborate on a group project, they should clearly identify the areas that they have contribute to.

“This means that the abstract, introduction, content, and conclusion/summary of a piece of work must be written in each student’s own words and cannot therefore be the same as another student’s. For example, if two or more candidates have the same introduction to an assignment, the teacher will interpret this as collusion (or plagiarism), and not collaboration. It is essential that both teachers and students are aware of the distinction between collaboration and collusion. (Adapted from IBO 2011: 4)

## 09. CITING AND REFERENCING

We show our work is authentic and academically honest by citing and referencing our research/contributory sources. The following definitions quoted from the 2014 IBO publication ‘Effective Citing and Referencing’ apply particularly to written work, however contributing sources should be acknowledged appropriately in all our work.

### **Documentation**

“Documentation is the stylized process of indicating sources in the text (citation) and giving full details (references) to enable another reader to locate the sources.”

### **Style Guide**

“A style guide is a published manual that gives guidance on citation and references to help ensure that our documentation is expressed consistently, and that we include all the elements needed for our sources to be identified.” Style guides in common use in the academic world include:

- MLA (Modern Language Association)
- APA (American Psychological Association)
- Harvard
- Chicago/Turabian

There are local variations between style guides so writers should be sure to follow a single style guide consistently.

### **Citation**

“A citation is an indication (signal) in the text that this (material) is not ours; we have “borrowed” it (as a direct quote, paraphrase or summary) from someone or somewhere else. The citation in the text can be:

- in the form of an introductory phrase



- at the end of the statement
- indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote

Every citation should be given a full reference that enables the reader to locate the exact source used.”

### **Reference**

“A reference gives full details of the source cited in the work; the parts or elements of the reference should be noted in a consistent order. Use of a recognized style guide will help ensure consistency and will also ensure that all required elements are included.

Every reference should be given a citation in the text. If we have looked at a source but not mentioned or cited it in the text, then we do not include it as a reference.”

### **Bibliography/references/works cited**

“Most style guides require a list of references at the end of the work. This is usually a list, in alphabetical order, of the authors (last name first), whose words and works have been cited in the work. The title of this section varies from one style guide to another. Each entry in the list of references includes the full information (or as much of it as can be found), expressed in a consistent fashion, which will allow an interested reader to track down exactly where you found the material you have used and cited.”

### **Paraphrase**

“In writing an essay, we often use our own words to put over someone else’s thoughts and ideas. While there are some words that we cannot change (especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas. When we paraphrase, we need to make it very clear where the original author’s ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original author.”

### **Summary**

“A summary is a much shortened summing up of someone else’s work. We might summarize a chapter or academic paper, or perhaps even a book, in two or three sentences. Again, although we are using our own words, we must still cite the original source used. Summaries are often used in a review of the literature—when we sum up what other writers have said or done in investigating a topic or theme.”

### **Quotation**

“When we use someone else’s exact words, we quote that original author, and we show this is a quotation by using quotation marks. Longer quotations may be indicated by the use of an indented paragraph (without quotation marks). As well as indicating the words quoted, we must also acknowledge the author by using an in-text citation, the citation in turn linking to a full reference. Quotations should normally be used sparingly and carefully; essays on literary subjects or from historical documents might include more quotations than other essays.”

Further guidance from ‘Effective Citing and Referencing’ (IBO 2022 and IBO 2014) as follows:

#### [09.01 Introduction to effective citing and referencing](#)

“The ways in which contributing sources and influences are appropriately acknowledged may vary according to format and audience. For example, the presentation of sources will differ in

a newspaper article, a piece of fiction, an artwork or musical performance and a piece of academic writing. The important thing is that sources and influences are honestly and fully acknowledged. In academic writing and any work presented for assessment, it is essential to acknowledge sources appropriately and in a consistent style.” (IBO 2022)

“Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest, and we can be helpful to our audience(s) -for assessment purposes, this is an expectation.

In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography /works cited/list of references at the end of the paper is not enough. In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, “As Gandhi put it ...” or “According to ...”. We can show a direct quotation by saying “Quote ... Unquote” or by signalling with “rabbit’s ears” or “air quotes”. In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people’s work in the final credits of a film. Programme notes, indicating influences and direct sources, can accompany a piece of music.

## 09.02 Why cite?

When we cite we:

- Show respect for the work of others.
- help a reader to distinguish our work from the work of others who have contributed to our work.
- give the reader the opportunity to check the validity of our use of other people’s work.
- give the reader the opportunity to follow up our references, out of interest.
- show and receive proper credit for our research process.
- demonstrate that we can use reliable sources and critically assess them to support our work.
- establish the credibility and authority of our knowledge and ideas.
- demonstrate that we can draw our own conclusions.
- share the blame (if we get it wrong).” (IBO 2014d: 2)

## 09.03 What to cite

“As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary.” (IBO 2014d: 3)

The term “materials” means written, visual, audio, oral or electronic products (whether accessed physically or digitally) and may include the following: text, graphics, maps, visual or performance art, music, lectures, interviews, conversations, broadcasts.

“Basic and common knowledge within a field or subject does not need to be acknowledged. However, if we are in doubt whether the source material is common knowledge or not, we should cite!” (IBO 2014d:3)

#### 09.04 How to cite

“When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.” (IBO 2014d: 5) We must make it clear to the reader “just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.” (IBO 2014d: 5)

Each citation in the text must link to a full reference that will enable the reader to trace the exact material used; however when/if there are several citations from the same source the full reference is only listed once.

“The three main types of in-text citation are as follows:

##### **1. Author**

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- page number(s) from which the quotation or paraphrase is taken, if applicable.

##### **2. Author–date**

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

##### **3. Numbered footnote In-text citation is done by:**

- superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken.

The IB does not specify the use of any one specific referencing style; however King’s School the Crown requires Chicago Style, which can be used with either the Chicago Author-Date System of citation or Chicago Note-Bibliography System. ‘Effective Citing and Referencing’ (IBO 2022) provides examples in all three styles of how to cite printed sources, non-printed electronic sources, online video clips, images and social media; however, the example which has been copied below (IBO 2014d: 7) shows only the author-date method in use with an online source.

#### **Examples**

##### **Original source material:**

Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.

Reference: Royce, J. 1995. Reading Matters: Words, words, words... <http://read2live.info/read2.htm>. Accessed 30 November 2013.

## Chat GTP

### Original source material:

When given a follow-up prompt of “What is a more accurate representation?” the ChatGPT-generated text indicated that “different brain regions work together to support various cognitive processes” and “the functional specialization of different regions can change in response to experience and environmental factors” (OpenAI, 2023; see Appendix A for the full transcript).

### Reference

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model].

<https://chat.openai.com/chat>

### Quotation:

Royce, suggesting that ability to read “is a vital survival skill”, added, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.” (1995)

### Paraphrase:

As Royce (1995) has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. Almost 20 years later, this remains as true as ever.

## 09.05 How to compile a reference list / bibliography

There are various online tools that can help you with creating in-text citations and references, including the free tool that comes as part of MS Word and Word for Macs.

As previously mentioned, the IB does not endorse any particular style of referencing; however, as the school requires the teaching and use of Chicago style (where the system depends on the subject teacher), the following brief guidelines and examples all relate to Chicago referencing. For fuller information about Chicago style and advice about referencing more complicated sources, you should consult any of the following:

- Chicago-Style Citation Quick Guide
- Chicago Manual of Style Formulas
- The librarian

## 09.06 Some Basic Rules

- Reference list should come at the end of your work, on a new page.
- Label it “References”, centred at the top of the page. (do NOT bold, underline or use quotation marks for the title)
- All text should be double-spaced.
- Second and subsequent lines of each source should be indented.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work.
- List should be in alphabetical order by the surname of the first author (or title if author unknown) of each work, regardless of format of each source – they all go in the one list. Each source is listed only once, regardless of how many times it has been cited in the essay or assignment.

Example Chicago Author-Date Reference List (adapted from Chicago Author-Date: Sample Citations)

NOTE. Types of items (in bold italics) are written here for guidance only; this information should NOT appear in actual reference list.

### **Reference examples**

#### ***Book***

Grazer, Brian, and Charles Fishman. 2015. *A Curious Mind: The Secret to a Bigger Life*. New York: Simon & Schuster. Smith, Zadie. 2016. *Swing Time*. New York: Penguin Press.

#### ***Chapter or other part of an edited book***

Thoreau, Henry David. 2016. "Walking." In *The Making of the American Essay*, edited by John D'Agata, 167–95. Minneapolis: Graywolf Press.

#### ***Translated book***

Lahiri, Jhumpa. 2016. In *Other Words*. Translated by Ann Goldstein. New York: Alfred A. Knopf.

#### ***E-book***

Austen, Jane. 2007. *Pride and Prejudice*. New York: Penguin Classics. Kindle.

#### ***Journal article***

Satterfield, Susan. 2016. "Livy and the Pax Deum." *Classical Philology* 111, no. 2 (April): 165–76.

#### ***News or magazine article***

Manjoo, Farhad. 2017. "Snap Makes a Bet on the Cultural Supremacy of the Camera." *New York Times*, March 8, 2017.

#### ***Book review***

Kakutani, Michiko. 2016. "Friendship Takes a Path That Diverges." Review of *Swing Time*, by Zadie Smith. *New York Times*, November 7, 2016.

#### ***Interview***

Stamper, Kory. 2017. "From 'F-Bomb' to 'Photobomb,' How the Dictionary Keeps Up with English." Interview by Terry Gross. *Fresh Air*, NPR, April 19, 2017. Audio, 35:25.

<http://www.npr.org/2017/04/19/524618639/from-f-bomb-to-photobomb-how-the-dictionary-keeps-up-with-english>.

#### ***Thesis or dissertation***

Rutz, Cynthia Lillian. 2013. "King Lear and Its Folktale Analogues." PhD diss., University of Chicago.

#### ***Website content***

Bouman, Katie. 2016. "How to Take a Picture of a Black Hole." Filmed November 2016 at TEDxBeaconStreet, Brookline, MA. Video, 12:51.

[https://www.ted.com/talks/katie\\_bouman\\_what\\_does\\_a\\_black\\_hole\\_look\\_like](https://www.ted.com/talks/katie_bouman_what_does_a_black_hole_look_like).

Google. 2017. "Privacy Policy." Privacy & Terms. Last modified April 17, 2017.

<https://www.google.com/policies/privacy/>.

Yale University. n.d. "About Yale: Yale Facts." Accessed May 1, 2017.

<https://www.yale.edu/about-yale/yale-facts>.

### **Social media content**

Chicago Manual of Style. 2015. "Is the world ready for singular they? We thought so back in 1993."

Facebook, April 17, 2015.

<https://www.facebook.com/ChicagoManual/posts/10152906193679151>.

Souza, Pete (@petesouza). 2016. "President Obama bids farewell to President Xi of China at the conclusion of the Nuclear Security Summit." Instagram photo, April 1, 2016.

<https://www.instagram.com/p/BDrmfXTtNCt/>.

## 10. ACADEMIC INTEGRITY ACROSS THE SCHOOL

"Academic integrity is an important dimension in the authentic construction of meaning and learning in all IB programmes. However, since learning occurs along a developmental continuum, academic integrity will involve different specific practices in and across the different programmes." (IBO 2014c: 7)

"Students may sometimes be tempted to plagiarize work because they are unable to cope with the task that has been set for them. They may recognize content that is relevant but may not be able to paraphrase or summarize, for example. To promote the development of conceptual understanding in students, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes." (IBO 2014c: 25)

### 10.1 Academic Integrity in Primary School

#### **PYP**

The IB Learner Profile and the PYP attitudes (appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance) should be used "when providing examples and models of academic integrity for students that support approaches to learning, classroom and homework practices, group work and other activities. These practices should be clearly communicated to all members of the school community and modelled at a level appropriate for the age of the student." (IBO 2014c: 8)

Clear guidelines should be given for individual and for group work, including age-appropriate expectations and practice regarding acknowledging sources and the responsible use of information technology and media resources. (IBO 2014c: p. 8)

"All teachers should regularly engage with students during learning activities to provide opportunities for student/teacher interactions that are collaborative as well as evaluative." (IBO, 2014c, p. 8)

"Teachers can encourage this engagement by establishing clear and engaging learning objectives and assessment practices while also providing time for individual evaluations of progress to avoid social comparisons or performance differences." (IBO 2014c: p. 8)

In the Primary school we teach academic integrity by:

- Consistently and continuously supporting student's understanding of the IB Learner profile, putting it into action through the school values, modelling and using the language and thus promoting educational integrity as the child moves through school. This vocabulary is used by all staff and the introduction to the individual attributes generally happens during PSPE.
- Supporting understanding of the IB Learner profile for the youngest students through the Golden Rules, this is then built on with increasingly sophisticated language.
- Encouraging a growth mindset in children from an early age, using the vocabulary of "perseverance" and "resilience". This language is also used with parents to guide how they support their children's learning.
- Teaching the authoring process through communication skills, with the development of planning, drafting, and improving before producing final work as children's independent writing skills develop.
- Teaching approaches to "test conditions" from the introduction of spelling tests and building on this as they move through into regular cycle tests.
- Teaching and practising processes that enable children to research and then write in their own words, such as note taking and summarising.
- Reinforcing the importance of ethical use of media, through the focus on Research skills.
- Introducing the concept of bibliographies to collect links to websites and record book names.
- Introducing the concept of a citation within a bibliography and practising using websites such as [citethisforme.com](http://citethisforme.com) and [citation machine.com](http://citation machine.com).
- Encouraging students to feel proud of work, whether it is art, music, writing, maths, that is completely their own creation, and therefore developing intrinsic motivation. Students are encouraged to generate ideas through thinking routines when focusing on thinking skills.
- Supporting students to reflect on their own work through the development and use of rubrics and checklists as part of assessment.
- Supporting the use of rubrics and peer assessment in addition to building respectful ways of working through Social Skills.
- Addressing issues of "cheating" in tests in line with the Global Behaviour Policy and into account what is age appropriate and the circumstances. This may be used as a learning opportunity for a group.

## 10.2 Academic Integrity Secondary School

Teachers can help ensure students' academic integrity by:

- ensuring that candidates understand what constitutes academic integrity, an authentic piece of work and intellectual property; understand what constitutes academic misconduct (particularly plagiarism, collusion and misconduct during an examination) and have been warned of the consequences if found guilty of academic misconduct.
- stressing research skills, focusing particularly on resource evaluation and search strategies.
- teaching academic writing skills, particularly correct citation and referencing and the reasons why this adds value to a student's work.
- insisting on an acknowledgement of sources for all assignments.
- positive reinforcement of these skills by modelling them and by including them specifically in assessment criteria.

- authenticating the writing process using drafts, peer review and interactive supervision.
- “Dealing with inappropriate use: Schools should not have rules on what percentage of unoriginal work is or is not acceptable, perhaps based on use of text-matching software.
- never ignoring incidents of academic misconduct.

## **MYP**

“The early- and mid-adolescence years are crucial to self-development, especially in the information age. MYP students need to develop strategies to create and consume information in the context of building more adult-like personal and social identities. In early- and mid-adolescence, many students also experience increasing personal, family and peer pressure to achieve and perform. In this context, academic integrity must be seen as a larger set of values and skills that promote personal integrity and good practice in teaching and learning, including assessment.” (IBO 2014c: 12)

Agreement between teachers, both within and across subject groups, is required regarding:

- the promotion of academic integrity through teaching about it, and about academic misconduct and its consequences.
- expectations at each stage of MYP regarding acknowledgment of sources.
- specific teaching and use of citation and referencing skills.
- positive reinforcement of these skills by modelling them and by including them specifically in assessment criteria.
- the use of a web based software when appropriate for MYP 4 & 5 assignments.
- never ignoring incidents of academic misconduct.

“In some MYP subject groups (as well as MYP projects), students are introduced to the importance of the process journal as a tool that promotes academic integrity. Both the personal project and the community project require students and supervisors to note their meeting dates and the main points discussed, and to declare the academic integrity of their work. MYP teachers are responsible for guiding and supporting students in the development of academic integrity in ways that prepare them for further study.” (IBO 2014c: 12)

## **DP**

“As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance.” (IBO 2014c: 16)

As academic integrity becomes much more the responsibility solely of the DP student, so “teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.” (IBO 2014c: 16)ç

The academic integrity policy must be shared with candidates before they begin the Diploma Programme and be followed by reminders throughout the two years of the programme. DP teachers can help ensure students’ academic integrity by:

- ensuring that candidates understand what constitutes academic integrity, an authentic piece of work and intellectual property; understand what constitutes academic misconduct (particularly plagiarism, collusion and misconduct during an examination) and have been warned of the consequences if found guilty of academic misconduct. (IBO 2011: 7)



- stressing research skills, focusing particularly on resource evaluation and search strategies.
- teaching academic writing skills, particularly correct citation and referencing and the reasons why this adds value to a student's work.
- insisting on an acknowledgement of sources for all assignments.
- authenticating the writing process using drafts, peer review and interactive supervision.
- agreeing topics and titles for students' extended essays that encourage synthesis and evaluative authorship. (Carroll 2012)
- "Dealing with inappropriate use: Schools should not have rules on what percentage of unoriginal work is or is not acceptable, perhaps based on use of text-matching software, nor should they defer to generic IB requirements for integrity; Local judgments are needed on a learner's submission as to whether any or all aspects of the definition of plagiarism are relevant to any example of unattributed use." (Carroll 2012) Penalties, if appropriate, should match the degree of severity of any breach of academic integrity.

Carroll (2012) advises that DP students can strengthen their academic integrity by:

- making the effort to learn academic writing, research, and citation/referencing skills.
- seeking clarification when unsure, including in situations where they may be using the work of other IB students inappropriately, leading to collusion.
- seeking guidance on referencing if unsure. Using software to keep track of and record sources often helps.
- using time-management and self-management strategies to avoid procrastination (often a contributory factor in cases of plagiarism).

## 11. PROCEDURES FOR DEALING WITH ACADEMIC MISCONDUCT

"To ensure consistency and fairness when mistakes are made, it is important that the school keeps central records of each situation and the consequences; while each incident may be treated on a case-by-case basis by the teachers themselves, or by a senior administrator or panel if serious enough, central records will help ensure consistency, and may also highlight general trends or problems with particular students." (IBO 2014c: 6)

Academic misconduct involving dishonest behaviour during assessments, tests or other school activities should always be dealt with in the first instance by the teacher in charge at that time. Subject teachers, who have become familiar with the style and content of students' work, are generally in the best position to detect likely plagiarism or collusion. They have a duty to follow this up with the student(s) concerned, and if it is found to be academic misconduct deal with it appropriately. In some circumstances, particularly with younger students and/or where the student(s) does not recognize this as academic misconduct, it may be appropriate to use this as an opportunity for (further) teaching; however if the teacher knows that the student(s) have been given the appropriate guidance about acknowledging their sources, then it must be considered as a violation of academic integrity and dealt with accordingly. (See Global Behaviour Policy)

If suspected content is thought to come from an online source, the work in question can be uploaded to web-based software that checks for online matches.

Teachers and students should familiarise themselves with the online software and understand Originality Reports in particular.

- Browsing the Originality Report
- Similarity  $\neq$  Misconduct: The similarity percentage is not a percentage of misconduct (=plagiarism, collusion, duplication) but simply a count of all the material in the piece of work, which is similar to other pieces of work already submitted to the database. Hence it cannot tell you whether there is misconduct or not or whether it has been voluntary or inadvertent.
- Study the Originality Report: You need to go through all those extracts highlighted by the web based software as similar to other pieces of work and confirm whether they are referenced or not. If similar extracts are not referenced then you have a case of misconduct.
- Misconduct regardless of intent and extent:
  - Intent: One would suffer the same consequences of misconduct even if they accidentally forgot to reference something.
  - Extent: Even if there is 1% similarity without a reference, it is misconduct. Even if there is 99% similarity with full references, it is not misconduct.
- No guarantees. Web based software database does not check your work against all available sources all over the internet and AI and consequently it cannot guarantee that it spots all similarities or potential instances of misconduct.
- Multiple submissions and exclusion of similar results. Students can and should submit the same work to a web based software every time they change it, without worrying that it will come up with high similarity percentages as a result of comparing the most recent version to other versions submitted previously. There is a way to exclude the similarities to your own previous work from the match breakdown.

Academic misconduct related to work submitted to the IB for assessment or suspected misconduct during an IB exam, invokes a whole set of different procedures and consequences, as detailed in the relevant IB general regulations.

## 12. CONSEQUENCES OF ACADEMIC MISCONDUCT

Individual violations of academic integrity are significant, and schools should refer to the Global Behaviour Policy for guidance of sanctions. Multiple violations could result in expulsion.

### 12.1 Appeals process

The onus shall be on the appealing party to demonstrate why the school's decision should be overruled. Appeals shall be made to the head of teaching and learning whose decision in this matter shall be final.

## 13. REFERENCES

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## 14. ROLES AND RESPONSIBILITIES

The Head of School together with the school's academic leadership team and librarian are responsible for implementing this policy, ensuring that all staff are aware of it and are appropriately trained in its application, and are to inform the Regional CEO of any challenge regarding its implementation.

The Inspired IT and Education Teams will advise on the eventual adoption of a group wide originality/similarity/AI-produced detection software.

## 15. REVISION HISTORY

- Version 01 – Published 22<sup>nd</sup> May 2024