



Academic Integrity Policy

Guiding Statement for the Academic Integrity Policy

To foster and instil Academic Integrity into students by developing resourceful and self-reliant research habits within the holistic teaching of the international curriculum, as well as to nurture responsibility in their academic works. Students are encouraged to engage in critical and reflective thinking in both independent and collaborative settings, as well as practise regular referencing of sources, be it physical or digital.

Key School Definitions

Student Development

To encourage the holistic development of our students in Christian character, leadership, service and personal skills based on the IB Learner Profile and school IGNITE values.

Learning and Academic Achievement

To promote a genuine love of learning and encourage creative, critical and reflective thinking for every student to attain the best academic achievement within each student's capabilities.

International Education

To ignite an international minded community who have a sense of identity, compassion, skills to learn, diverse experiences and can address global issues affecting our communities at a local and international level.

ACS (International) Academic Integrity Philosophy

"To nurture the academic, social, physical, cultural and spiritual growth of future leaders through creating a strong, vibrant, international community in which young men and women would feel valued and learn understanding, mutual respect, co-operation, friendship and compassion" –

School Mission Statement 1

As both a Christian and an IB World School, ACS (International) subscribes to the highest standards of ethical, transparent and honest practice in its academic programme from Year 1 through to Year 6.

Academic Integrity and ethical practices is a the top priority for ACS (International). Teachers and leaders should not compromise these values in the pursuit of academic outcomes for students.

An international curriculum requires students to develop international understanding and responsible citizenship. At the same time, the academic programmes demand that students develop skills in independent and collaborative learning.

Final examination courses (IGCSE and IB) include elements such as Internal Assessment (IA) or Coursework (C/W) which depend on the student working independently. Homework and project work set by the school demand the same level of independent research.

<i>Prepared By</i>	<i>Approved By</i>	<i>Review and Revised</i>	<i>Reviewed by</i>	<i>Next Review</i>
SLT	SLT	T2 2023	SLT	T2 2024

Definition of Key Terms based on IBO Academic Integrity Policy

(Oct,2019)

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.

School Maladministration is defined as an action that infringes school rules and regulations, and potentially threatens the integrity of school examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student Academic Misconduct is a 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.

Academic misconduct also includes:

Collusion - allowing your work to be copied by someone else.

Duplication - submitting the same work for different assessments.

Any other activity which gives you an unfair advantage, such as improper conduct in examinations or faking your research record/ data (**Falsification of Data**)

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of school examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

Roles and Responsibilities

The school community of students, staff and parents are expected to comply with the following criteria for Academic Integrity:

Students

Students will exercise Academic Integrity in all aspects of their work.

- Always acknowledge the work of others
- Acknowledge all material taken from other sources
- Reference each source used, this includes content generate by an AI Tool, see "Using AI Tools" section for more detail.
- Any text
- Observe all rules and expectations in class tests, school and public examinations

They will not:

- Claim as their own the work of others
- Give their work to others to be passed off as their own
- Seek outside help (e.g. parents, family, friends, tutors) in the completion of IAs and C/W or any supporting work that is allowed to be taken in and submitted for formal assessment
- Undertake any form of malpractice in class tests or school examinations
- Solicit teachers' help beyond the stated guidelines (School, CAIE and IBO)

Using AI Tools

Students should be informed of the following rules when using an AI Tool:

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also **contain the prompt** given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools for example, images.

Teaching and Non-teaching Staff

Teachers and non-teaching staff will afford their students with full academic support and encourage them to work to their full potential by means of all reasonable, transparent and honest academic strategies. They will model Academic Integrity at all times.

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student's own, it must not be submitted to an exam board.

Good practice for teachers to minimise or detect academic malpractice is to:

- See the student develop the work over a period of time — coursework is not designed to be completed in a single evening. This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- Ensure that the student can explain their work sufficiently—to give confidence that it has been created by them.
- Check that there is evidence that the student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- Be suspicious of a piece of work if it was completed in a very short space of time or seems not to reflect the student's ability or 'voice'.
- Confirm that the quality of the final piece of work is in line with what they would expect the student to be able to produce.

The school expects teachers to:

- Observe all rules and expectations in class tests and school examinations
- Ensure their students understand the school policies on Academic Integrity and Ethical Practice
- Ensure their students have access to and understand the IBO document *Academic Integrity Policy*
- Be vigilant in the supervision of students' work
- Check all work that is submitted to examination boards such as IB and CIE, is checked through TurnItIn prior to submission and acted on appropriately, see next section.
- Take appropriate action in cases of academic malpractice
- Respect school, IBO and CAIE academic policies

They will not:

- Facilitate or ignore others engaging in practices of academic malpractice
- Exceed given coursework guidelines regarding the level of support to be offered to a student
- Support the student or their parents in academically dishonest action or behaviour
- Encourage the student to engage in academic malpractice
- Facilitate the student's engagement in academic malpractice

Draft Checking

Teachers have the responsibility to check for plagiarism throughout all stages of the student creating their work. Upon receipt of the final submission the checking for academic integrity, including the correct use of references, should be performed. This checking and any corrective actions issued are not considered to be another round of drafting by examination boards. Teachers can, and should, check students' work and provide feedback if there are issues related to referencing or suspected plagiarism. If these issues are not satisfactorily addressed, the work should not be submitted to the examination board.

TurnItIn Checking

Work should be submitted to exam boards must be checked through TurnItIn.

TurnItIn uses a Similarity Index which provides the teacher with a percentage of work which can be found elsewhere in its databases. This includes academic sources, online articles and work previously submitted to TurnItIn.

Prior to submitted work to exam boards, teachers should check the following on the TurnItIn submission:

Look at pieces of text that have been highlighted by TurnItIn. If the student has referenced these correctly i.e. in quotation marks, or with an inline reference by the text this is likely to be ok. The following are examples of what may be considered as plagiarism:

- Large sections of text that are a direct copy.
- Large sections of text that are close to a direct copy but have had a few words changed or added. This is considered "word spinning" which is plagiarism.
- Sections of text which have a referenced elsewhere in the paper, but are not strongly linked to that reference and so can be misunderstood to be read as the writer's words.

TurnItIn does have a percentage indicator that is sometimes used to make a judgment about if a piece of work is under a threshold for similar content. This is **not a reliable way** to check for plagiarism. A piece of work which has a low percentage of plagiarism i.e. 5% of the work is a direct copy of someone else's with no appropriate referencing, is still plagiarism. Therefore teachers **must not use the Similarity Index number as the only check**, they have to check the entire report.

Support for Teachers

Submitting work which is later identified as being plagiarised **can have significant implications** for the student, the submitting teacher and the school.

Sometimes plagiarism is clear, but at other times it is not clear and requires a judgment call. In cases where you are unsure if work is plagiarised or not, teachers need seek the advice of senior leaders such as the relevant Divisional VP involved in the decision. It is always better to err on the side of caution and get a second opinion rather than make a judgement call decision on your own.

Disciplinary Action

Disciplinary action may be taken against a teacher who:

- Knowingly submits work that has been plagiarised.
- Submits work without the appropriate checks or without following the steps for checking as outlined in this policy, which is later found to be plagiarised.

Parents and Legal Guardians

Parents and Legal Guardians will support their child/ward and the School in developing and maintaining the highest standards in Academic Integrity.

They will:

- Support the School in reinforcing the principles of Academic Integrity
- Take appropriate action if their child/ward is discovered to be engaged in academic dishonesty
- Support the student in developing good and appropriate study and research habits

They will not:

- Offer the student their own or others' help in the completion of IAs and C/W or any supporting work that is allowed to be taken in and submitted for the examination
- Support the student in academically dishonest action or behavior
- Encourage the student to engage in academic malpractice
- Facilitate the student's engagement in academic malpractice
- Solicit teachers' help beyond the stated guidelines (School, CAIE and IBO)

The School will investigate all allegations of academic dishonesty, and take immediate and effective action where academic malpractice is proven. In all cases involving IGCSE and IBDP, a proven allegation may lead to a report being made to CAIE or IBO respectively.

The aims of such investigations and actions are to teach and enforce correct behaviours; pre-empt and prevent the student losing their Diploma or other qualification; and protect the good name of the school.

Internal actions and consequences for proven cases of academic malpractice will follow the school's formal "Handling Academic Malpractice" procedures.

References

International Baccalaureate Organisation. Academic Integrity Policy, March 2023, https://resources.ibo.org/data/academic-integrity-policy_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf? Accessed 17 March, 2023.

"Preventing Plagiarism — Guidance for Teachers" <https://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/>. Accessed 28 Jan 2021.