


# Academic Integrity Policy

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## International Baccalaureate's 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.

## ICS London's Mission and Vision Statements

Our innovative approach to education inspires each and every student to discover their strengths within a community of future leaders.

We aim to be a community of compassionate and inspired world citizens.

## Policy Statement and Rationale

Academic Integrity is a fundamental principle of learning and a necessary foundation at ICS. We make a concerted effort to maintain high standards of integrity, both to protect the value of the educational process in which we are engaged and to maintain the credibility of our learning community.

The aim of this policy is to:

- Lay out the expectations for Academic Integrity across the school community and consequences for if these expectations are not met.
- Define the procedures to be followed in the event of any dispute or allegation regarding **staff** malpractice or maladministration in the assessment of internally marked qualifications and also regarding examinations invigilated internally but marked externally.

- Define the procedures to be followed in the event of any dispute or allegation regarding **candidate** malpractice in the assessment of internally marked qualifications and also regarding examinations marked externally.

Students at ICS, in accordance with the IB Learner Profile, will be '*Principled*'. This means they will act with integrity and are ultimately responsible for the authenticity of their work and acknowledgement of their sources. ICS is committed to academic Integrity and this policy has been designed in accordance with both the IB Integrity of Assessments guidelines and those outlined by ASDAN to ensure that all students, parents and teachers in all school programmes are aware of what Academic Integrity entails.

## Scope and Access

The following guidance and policies should be read in conjunction with this:

- ICS Assessment Policy
- ICS Professional Code of Conduct
- Teaching Policy
- Behaviour and Anti-Bullying Policy
- IBO Integrity of Assessments Guidelines (Diploma Programme) IBO Policy
- Responsibilities of IB World Schools for uploaded and submitted student work Policy

This policy applies to:

- All ICS teaching staff, parents and students.

This policy is available on our school website and is communicated to parents and students.

This policy is provided to all teaching staff (including volunteers) at induction alongside our ICS Professional Code of Conduct. Failure to abide by this policy will result in an intervention by the Senior Leadership Team.

## Academic Integrity Primary

In the primary school, students:

- learn how to be principled about their research in developmentally appropriate ways.
- learn about different types of information sources.
- learn about reliable sources of information and the importance of Academic Integrity in various types of research.
- begin to understand how to cite sources and reference their work.
- learn about plagiarism and ways to avoid it, in Upper Primary.
- learn the importance of submitting work that is original with all sources referenced, in Upper Primary.
- The PYP Exhibition in Year 6 is a culminating process and event at which students demonstrate the required aspects of academic integrity before transitioning to secondary school.

Students who do not demonstrate Academic Integrity use the opportunity as reflection for improving future practice. These reflections are regarded as opportunities for learning.

## Secondary

Educating students about the purpose and importance of Academic Integrity is central to our approach. Research and referencing skills are taught as part of the Approaches to Learning (ATL) component of the IB Programmes. This is integrated across the curriculum with subject teachers providing opportunities to apply correct acknowledgement of sources and referencing. The drafting process gives further opportunity for clarification.

Although the following list is not exhaustive, lack of Academic Integrity can, in general, take several forms:

- **Plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- **Copying:** taking work of another student, with or without his or her knowledge and submitting it as one's own.
- **Exam cheating:** communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- **Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- **Falsifying data:** creating or altering data which have not been collected in an appropriate way.
- **Collusion:** helping another student to be academically dishonest.
- **Copyright Violation:** Photocopying more than 1 chapter or 5% of a book or written source for the purposes of study. Students must

check the copyright requirements for other types of sources with their teachers.

ICS uses the MLA (<http://www.mla.org/>) format for works cited. Each student will be given a handbook on how to cite sources used in their research assignments.

ICS uses Turnitin software via Managebac to check submitted assessments against internet sources. The level of similarity between submitted work and internet sources will be considered when grading and considering the originality of work.

Secondary Guidance on Plagiarism for staff and students can be found in Appendix 1.

Secondary Incident / Sanctions Matrix can be found in Appendix 2.

## **Responsibilities of Staff, Students and Parents**

**All ICS secondary school staff, students and parents** will make sure that they are aware of the contents of this document and what Academic Integrity means. They should also make themselves aware of the consequences of a lack of Academic Integrity. In the Primary school, Academic Integrity issues will be embedded into the curriculum.

### **Students** should

- recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standards of Academic Integrity will be theirs alone.
- speak to teachers regularly about their work and show drafts of it at various stages in the production process.
- ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources
- where necessary, sign an Authentication Form to confirm the authenticity of their work before it is submitted to the IB.

### **Parents** are:

- encouraged to speak to their children about the need to be honest and why it is important to be so in terms of academic progress.

### **Teachers** will:

- explain what this policy means to students in the specific terms of the work that they are asking students to produce.
- will speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative.
- will model good practice.

- will support students in the completion of their work to a professionally appropriate level. Over-support undermines the educational process.
- include explicit instruction on IB requirements of candidates during examination preparation. This will include teaching about malpractice and the consequences thereof. During exam sessions visual reminders are also utilised.
- where necessary, teachers will sign an Authentication Form to confirm the authenticity of student work before submitting it to the IB.

**Coordinators** will

- ensure that Academic Integrity is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible.
- facilitate staff training in the conduct of internal assessments and in the invigilation of examinations.
- ensure that internal assessment and exam procedures are thoroughly followed in accordance with IB requirements.
- investigate any suspected breaches of the standards in an open and fair way, in accordance with the IB requirements. (See Appendix 3)

**The School Principal**, in consultation with the relevant coordinator,

- will decide each case on its merits, with reference to this policy and IB expectations and will communicate his or her decision clearly to all of those concerned with reasons for any findings.

## **Consequences of Student Academic Misconduct**

### **Primary**

Sanctions for students who do not demonstrate Academic Integrity are developmentally appropriate, in line with student experience and regarded as opportunities for learning.

### **Secondary**

In case of any academic dishonesty, the subject teacher informs the form tutor who has a record of previous incidents. The issue is logged on iSAMS.

#### **First offence:**

- Meeting with the Head of Faculty, incident recorded on iSAMS.
- The student's parents are contacted.
- Submitted work is graded, minus the plagiarised content. Work is to be rewritten and resubmitted (without a fresh grade).
- Student to demonstrate understanding of Academic Integrity expectations through written reflection, a copy of which will be kept on file.

- MYP/DP Coordinator informed.

**Second Offence (any subject):**

- First offence procedures are followed plus MYP/DP Coordinator meets with the student and their parents.
- Consequences could include detention or internal suspension at the discretion of the MYP/DP Coordinator.

**Third Offence (any subject):**

- First offence procedures are followed plus the student and their parents meet with the School Principal.
- A record of academic dishonesty is placed in a student's file and school report.
- Consequences could include detention or internal suspension at the discretion of the principal.

**Exam/Coursework Cheating**

In the case of internal exams, including Diploma/MYP Mock Exams, the HoF will meet with the student and their parents. A grade will not be awarded for the exam in question and may affect predicted grades. MYP/DP Coordinator informed.

In the case of cheating in an external IB exam or coursework, IB protocol will be followed by Coordinators. This could result in the student not receiving the MYP Certificate or IB Diploma. See Appendix 4.

**Staff Malpractice and Maladministration****Investigation Procedure**

Investigations into allegations will be coordinated by the Secondary Principal, who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- informed in writing of the allegation made against him or her
- informed what evidence there is to support the allegation

- informed of the possible consequences, should malpractice or maladministration be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the NCTL.

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

### **Staff Malpractice Sanctions**

Where a member of staff is found guilty of malpractice or maladministration, the School may impose the following sanctions:

- 1) Written warning:  
Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied.
- 2) Training:  
Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training.
- 3) Special conditions:  
Impose special conditions on the future involvement in assessments by the member of staff.
- 4) Suspension:  
Bar the member of staff in all involvement in the administration of assessments for a set period of time.
- 5) Dismissal:  
Should the degree of malpractice be deemed gross professional misconduct; the member of staff could face dismissal from his/her post.

### **Appeals**

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the School's Appeals Policy.

## Appendix 1: Secondary Guidance on Plagiarism

**Plagiarism** is the use of someone else's ideas, words or other original material without clearly acknowledging the source of that information.

With regards to **plagiarism**, students should remember that:

- using the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavour, and integrating these words and ideas with one's own in accepted ways is an important academic skill
- all ideas and work of other persons, regardless of their source, must be acknowledged
- E-mail messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals
- the sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged if they are not the candidate's own work
- passages that are quoted verbatim must be enclosed within quotation marks and references provided
- turning in someone else's work as your own is plagiarism

Why is plagiarism wrong?

- Plagiarism is **stealing** another person's words, ideas or other material.
- Plagiarism is **lying** that the words/ideas/material you used are your own.
- Plagiarism is **cheating** yourself out of an opportunity to learn.

Preventing Plagiarism Checklist

- Consult with your teacher
- Plan your assignment
- Make a draft
- Take good notes throughout the research process which record your sources of information systematically
- Make it clear who said what
- When in doubt, cite sources
- Know how to paraphrase correctly
- Evaluate your sources of information



## Appendix 2: Referencing Guides - Example

### ICS Easy Referencing Guide MYP4 & 5 & DP

#### Why reference?

- Give credit to those whose words and ideas you are using
- Avoid plagiarism.
- Show off your ideas
- To show how you learned
- Keep note of your references right from the beginning of your research.

There are several different referencing 'styles' but here  
**at ICS we use the MLA style.**

#### There are two parts to referencing

1. An in text reference. Here you note the name of the author and the page number of the quotes. Put this information in brackets.

'Picasso is arguably the most important artist of the 20<sup>th</sup> Century' (Spence 31). The wide range of his output suggests that .....

2. A 'Works Cited' page at the end of the piece of work.

#### Works Cited

Kanz, Roland. *Portraits*. Cologne: Taschen, 2008.

Pablo Picasso. 2009. 04 12 2012 <<http://www.pablopicasso.org/>>.

Spence, David. *Picasso*. Tunbridge Wells: Tick Tock, 2005.

### **You should cite your sources**

- Whenever you use quotations.
- Whenever you paraphrase.
- Whenever you use an original idea that has been expressed by someone else.
- Whenever you refer specifically to someone else's work.
- Whenever someone else's work has been critical in developing your own ideas.

Need Extra help?

Come and see the librarian!

### **How to reference the MLA way using Microsoft Word.**

- Select 'References'
- Change 'Style' to MLA
- Select 'Insert Citation'
- Select 'Add New Source'
- Fill in the template, click 'OK'
- Citation '(Taylor)' will appear in your writing.
- For books click on citation / edit citation / add page number
- For further citations select 'Add New Source' or select existing source
- At the end of the document select 'Bibliography', select 'Works Cited' and your Works Cited list will be generated.

### **Manually**

#### A Book

Author last name, first name. *Title of book*. City of publication: Name of publisher abbreviated, year of publication. Medium (such as 'print').

Eg: Vonnegut, Kurt. *Cat's Cradle*. London. Penguin, 2008. Print.

#### A Website

Name of author (if known). *Title of site*. Institution, organisation or person in charge of the website. , date of last update. Date that you visited (accessed) the website. <URL (web address)>.

Eg: Fretwell, Peter. *Royal Geographical Society*. Royal Geographical Society, 14<sup>th</sup> August 2008,  
17 Sept. 2009. [www.rgs.org/GeographyToday+Features](http://www.rgs.org/GeographyToday+Features).

### A Personal Interview

Name of the person interviewed (last name, first name). Personal interview. Date of interview.

Eg: Akufo, Dautey. Personal interview. 11 Aug. 2010.

## **Academic Integrity Policy Summary**

### **What is Academic Dishonesty?**

- **Plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
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- **Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- **Falsifying data:** creating or altering data which have not been collected in an appropriate way.
- **Collusion:** helping another student to be academically dishonest.

### **How to Avoid Plagiarism**

To prevent plagiarism, we recommend this checklist:

- A. Consult with your teacher
- B. Plan your assignment
- C. Take good notes
- D. Make it clear who said what
- E. Know how to paraphrase correctly
- F. Evaluate your sources of information
- G. Cite all sources

**ICS uses the MLA format for works cited. Each student will be given a handbook on how to cite sources used in their research assignments. If in doubt ask your teacher or librarian.**

### **Consequences**

In case of any academic dishonesty, the subject teacher informs the form tutor who has a record of previous incidents. The issue is logged on iSAMS.

**First offence:**

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In the case of cheating in an external IB exam or coursework, IB protocol will be followed by Coordinators. This could result in the student not receiving the MYP Certificate or IB Diploma.

## Appendix 3: IB Incident / Sanctions Matrix

### Completion of coursework

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
Providing undue assistance to candidates <sup>1</sup> such as over-editing or templating or manipulating finished pieces of work for improvement.	<ul style="list-style-type: none"> <li>Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits</li> <li>Formal warning letter and action plan to address incident</li> <li>Audit or monitor the internal assessment completion process</li> <li>Quality assurance checks in the entire cohort's work for the component(s) concerned</li> <li>Bring forward the evaluation visit</li> <li>Recommend relevant IB training</li> <li>Include school in session monitoring<sup>2</sup> for two consecutive sessions</li> </ul>
Allowing the submission of work produced by third parties such as teachers, tutors, parents, and peers.	
Awarding mark—zero (0)—for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having a high proportion of plagiarism cases—more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	

### Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	<ul style="list-style-type: none"> <li>Record the incident on IB systems, to be part of follow-up actions, such as</li> </ul>

Failing to provide appropriate invigilation for an examination.	<p>unannounced examination visits and evaluation visits</p> <ul style="list-style-type: none"> <li>● Request immediate corrective action</li> <li>● Formal warning letter and action plan to address incident</li> <li>● Immediate inspection visit</li> <li>● Mandate relevant IB training</li> <li>● Include school in session monitoring for three consecutive sessions</li> </ul>
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	
Not complying with authorized inclusive assessment arrangements.	
Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security. <sup>3</sup>	
Leaving candidates unsupervised during an examination or unaccompanied during toilet breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting	

MYP candidate response files to the IB within three days without an acceptable reason.

## Undermining the integrity of assessments

<b>Infringements relating to school leadership undermining the integrity of IB assessments</b>	<b>Actions or sanctions—multiple actions may be taken</b>
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage.	<ul style="list-style-type: none"> <li>Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits</li> <li>Immediate inspection visit</li> <li>Controlled dispatch of IB examination papers<sup>4</sup></li> <li>Deployment of independent invigilators<sup>5</sup></li> <li>Relocation of candidates to another venue<sup>6</sup></li> <li>Annulment of grades for the candidates concerned or the entire cohort</li> <li>Authorization withdrawal</li> <li>Include school in session monitoring for five consecutive sessions</li> </ul>
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of student misconduct or school or teacher maladministration.	
Failing to support an investigation into student misconduct or school or teacher maladministration.	
Failing to report an examination security breach or alleged breach.	

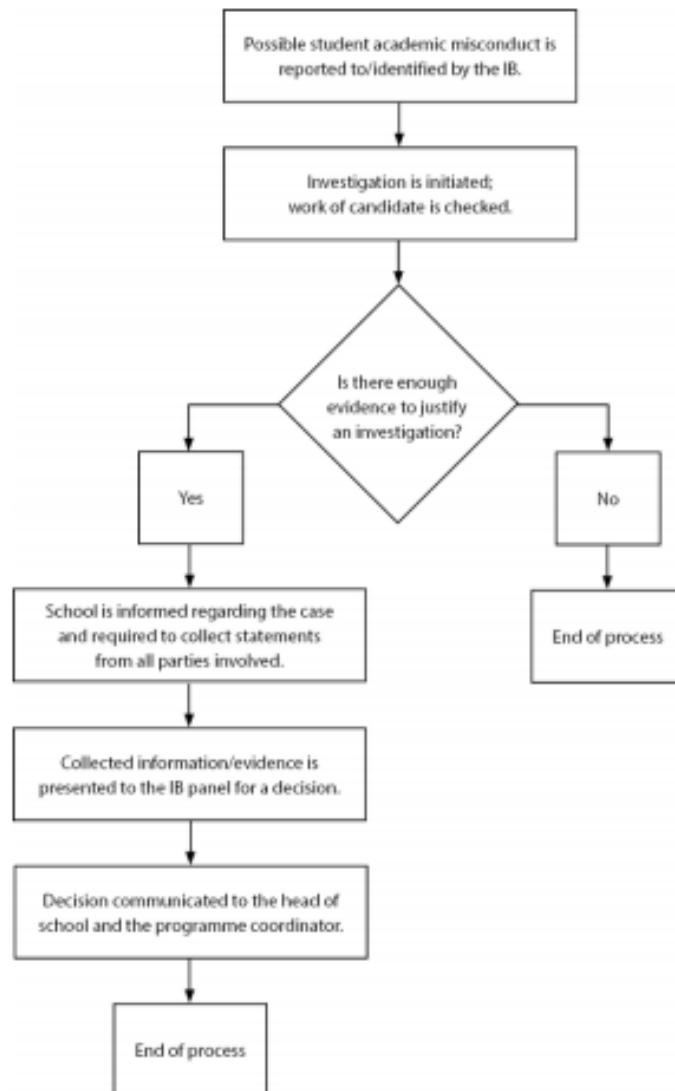
## Explanatory notes

- Undue assistance covers scenarios such as:
  - Templating—subject teachers, or other third parties, prepare a template to ensure that all candidates follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. While this could be construed by the teacher as an effective approach to the management of student workload, the creativity and originality of the task is restricted.
  - Over-editing—subject teachers, or other third parties, provide students with multiple rounds of editing that go against the instructions described in the relevant subject guides. Teachers are only expected to provide comments in the margins of a piece of work, but not to extend their support to become a full editing exercise.

2. Session monitoring covers actions such as:
  - o quality assurance checks of all available pieces of work in IB systems for plagiarism
  - o quality assurance checks of all available pieces of work in IB systems for overlap in content
  - o check of response patterns to examination papers, including multiple choice questions.
3. Failure to maintain examination security, including on-screen, oral and written exams, includes examples such as:
  - o non-secure storage of examination materials
  - o not opening examination papers in front of the candidates
  - o obtaining examination questions and papers illicitly
  - o logging in to see the content of an on-screen exam before the scheduled time
  - o sharing extracts and guiding questions or photographs or prompts for individual oral exams and commentaries
  - o discussing or sharing information within a 24-hour period after the examination ending
  - o sharing examination papers with subject teachers within a 24-hour period after the examination ending.
4. “Controlled dispatch of IB examination papers” means that the IB will decide where and when to send the papers and whether they will be sent to a third party which will oversee the delivery of all examinations, at the school’s expense.
5. “Deployment of independent invigilators” means that the IB will appoint independent invigilators to oversee the conduct of all examinations, at the school’s expense. If deemed appropriate, the IB will send the examination papers electronically.
6. If a school is not complying with the requirements for delivering the examinations securely, the IB may request that any candidates registered at that school complete their exams at an alternative venue, as determined by the IB, and at the school’s expense.



## Appendix 4 - Student Academic Misconduct (Investigation flowchart)



## References

Academic Integrity. IBO, 2019. [Weblink](#)

Academic honesty in the IB educational context. IBO, 2014. [Weblink](#)

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[https://resources.ibo.org/dp/works/dp\\_11162-413817?root=1.6.2.18.5&lang=en](https://resources.ibo.org/dp/works/dp_11162-413817?root=1.6.2.18.5&lang=en)