Academic Integrity Policy

Name	Academic Integrity Policy
Policy Number	BISP-Acad-09-v2
Next Review Date	28 February 2025
Last Review	21 March 2024
Adoption Date	1 February 2022
Comment	Under review by IB Coordinator
File Link	https://docs.google.com/document/d/1E6h2j4ZWD9MdRVxzRtNq3H5s16solnml0rCI9KP1T54/edit?usp=drivesdk

Academic Integrity Policy (BISP)

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1. Rationale

Academic integrity is a fundamental component of a student's education and character development, laying the foundations for independent learning, confidence in one's own abilities, respect and self-esteem.

Academic integrity encompasses the expectation that teachers, students, and all members of the community will uphold the values of honesty, trust, fairness, respect, and responsibility in their academic endeavours.

Breaching academic integrity is known as 'academic misconduct' or 'academic dishonesty'.

Integrity is one of the three BISP core values:

BISP expects students to be honest in all their academic work and believes that all members of our community should ensure that academic integrity is valued and upheld. The following policy has been put in place to ensure that high standards of academic honesty and personal integrity are maintained, in line with Cambridge and IBO expectations and policies.

2. Responsibilities

The following responsibilities have been adapted from IBO guidance (Academic Integrity Policy, March 2023).

a. Students

At BISP we believe students should accept their responsibilities to uphold academic integrity, including as advised by the IBO. Students should:
- have an understanding of our academic integrity policy
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators

- 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 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.

b. Teachers

BISP teachers are responsible for:
- ensuring that students have an appropriate understanding of the expectations and guidelines of all subjects and examination boards
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to school and examination boards (including IBO, Cambridge, Pearson) expectations
- developing 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
- using appropriate technology tools to prevent and identify academic misconduct
- responding to student academic misconduct restoratively, and supporting the school's and examination board investigations (including IBO, Cambridge, Pearson).

c. Parents

Parents are encouraged to:
- 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
- to be aware of examination board expectations with regards to academic integrity and the potential consequences if these are not adhered to
- 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 which is not in line with school/examination board expectations.

3. Content

a. Definition

The school uses the IBO definition of academic misconduct. **The IBO 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"** (March 2023).

Academic misconduct is unacceptable in any manifestation at BISP.

b. Types of Academic Misconduct

Academic misconduct takes many forms, including but not confined to:

i. Plagiarism

The IBO defines plagiarism **"as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment"** (March 2023). This includes: borrowing words, ideas, translated materials or data from an original source and blending this original material with one's own without acknowledging the source.

Work is defined as not only written material but also any oral, numerical, audio, visual or other material. Work is also defined not only as work submitted for assessment but all work a student does.

ii. Collusion

Collusion is regarded as a form of plagiarism, making it an unacceptable academic practice that should always be avoided. It refers to working too closely with one or more individuals to help solve and/or answer an assessed task or question, resulting in a joint answer or solution (intentionally or not) aimed at gaining an unfair advantage over other students.

Planning with another to commit any act of academic malpractice or supporting academic malpractice by another candidate is also considered to be collusion. This includes allowing one's work to be copied or submitted by another so that they can claim the work as their own, or conversely using someone else's paper/assignment or portions of a paper/assignment and presenting it as the student's own work.

iii. Test or Exam Misconduct

Test or Exam Misconduct is behaviour in a test or exam situation that results in, or may result in, a student gaining an unfair advantage in a test or an examination. This can include such events as taking unauthorized material or device into an examination room, disruptive

behaviour, communicating with others during the assessment, continuing work on an examination or assignment after the allocated time has elapsed and failing to comply with the instructions of the invigilator or staff member of the school responsible for the conduct of any examination.

iv. **Assessment Awareness and/or Communication that provides a student with an unfair advantage**

Gaining the details of a closed assessment prior to it being undertaken or communicating the details of a closed assessment to another student prior to their undertaking of the assessment.

Communicating 24 hours before or after the examination with others outside the school community is also considered a breach of IBO regulations.

v. **Duplication of Work**

This is the presentation of the same work by a student for different assessments.

vi. **Falsifying Work**

Falsifying work is the fabrication of work that is not true - for example: falsifying a CAS record, getting equal credit on group assignments when equal work was not done, or making up or changing data for a research project to support conclusions.

vii. **Inappropriate, or excessive assistance**

This is where a student submits work for assessment which contains significant sections that are not their own unassisted work; or where assistance has not been correctly acknowledged and cited. Examples of assistance that are likely to be unacceptable include where significant parts of the work are not written in the student's own words or where assistance has been used that has not been appropriately cited.

c. Student Education and Support

All students and parents are informed of the school's views on the importance of academic honesty and therefore recognise that academic dishonesty is in contradiction to the school's mission and values.

It is our duty to educate students of all ages as to the importance of academic honesty, and the consequences of dishonesty in this context. Our educational processes include:

● Primary/Year 7: An explanation of what is considered academic dishonesty; how this is against our school values; and the consequences of contravening our expectations - facilitated by the Heads of Schools.

- Years 7-13: Regular reinforcement by teachers as to what is, and what is not, considered to be academic dishonesty e.g. when it is acceptable to copy and paste text to enhance note taking, but not appropriate to use the same text as their own words during assessments.
- Year 5 - 13 Students will be shown appropriate ways to use AI and how to cite that use appropriately in their work. It will also be explained how the use of AI can constitute academic dishonesty if used inappropriately.
- Teachers inform students of the consequences of contravening expectations.

Students are progressively given research opportunities across the curriculum, preparing them for the high level of research skills required in the IB Diploma. These include:

- All Secondary students are taught how to reference correctly, using the MLA system of referencing. Simply stated, MLA referencing is as follows: Writer/Title/Place of Publication/Date/Pages
- Years 7-9: Where information or ideas have been included from other published sources, the sources are listed at the end of the presentation/assignment. Any direct quotations are indicated as such with quotation marks. By the end of Year 9 these should be arranged in alphabetical order.
- Years 10-13: Where information or ideas have been included from other published sources, the sources are thoroughly and systematically acknowledged using the MLA system and footnotes.

d. Artificial Intelligence and Technology

Technology is constantly developing and that includes advances in the field of artificial intelligence. Teachers and students should embrace the use of technology in the learning process, as this can enhance the student's learning experience and outcomes. However, it is important that academic integrity is maintained and students should use technology to improve their learning and understanding, rather than replace it.

We encourage students to self-regulate their use of AI and technology by considering the following:

MODELLING - How am I positively modelling good use of AI for others?

EXPECTATIONS - Is my use of AI in line with my teacher's expectations?

AUTHENTIC - Does my use of AI represent what I genuinely think?

SUPPORT - Does my use of AI support rather than replace my learning?

UNDERSTAND - Do I use AI appropriately, and with honesty and integrity?

RESPECT - Does my use of AI respect the process of learning?

ETHICS - As a principled learner, is my use of AI ethical?

Specifically, students should:

- Include citations for all use of AI made in an assessed piece of work.
- Not use AI and technology to generate anything that they present (for assessment) as their own work.
- Not use AI and technology in any way that could be construed as academic misconduct or gives them an unfair advantage.

e. Misconduct

There are appropriate graduated sanctions to deal with cases of academic dishonesty restoratively, and in line with our values and pastoral system (see below)

Misconduct within coursework, classwork or homework is regarded as academic dishonesty and therefore treated seriously. In addition to school sanctions, students need to be aware that malpractice within coursework may also result in examination boards (IBO, Cambridge and Pearson) disallowing students in one or all subjects. At the IB level, this would lead to a failed Diploma.

In the event that an assignment, whether classwork, homework or coursework is found to contain information taken from an external source such as the internet, published texts, parents or tutors, and not referenced by the student, the following consequences guide intervention.

Actions and Consequences – graduated intervention

Over the course of the academic year the following should be reasonably and restoratively applied:

Example Actions (not a definitive list)	Discretionary consequences (one or more from ….)	Who
● Exemplary behaviour and attitude demonstrating school values (particularly integrity). ● Exemplary use of higher order research skills. ● Exemplary use of MLA. ● Exemplary exam practice.	● Praise ● Contact with parents ● Commendations ● Department Rewards/Recognition ● Positive referral to senior staff ● Acknowledgement in assembly ● Recognition at celebration events	All staff

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Example Actions (not a definitive list)	Discretionary consequences (one or more from ….)	Who
● First instance of intentional academic dishonesty.	The action chosen is proportionate to the context, and aims to prevent further academic dishonesty eg. ● Reprimand ● Warning ● Significant Action (eg set Reflection Time) ● Re-do the work with appropriate supervision. ● Not credit the work. ● Downgrade the work ● Downgrade the re-submitted work by 10%. ● Parental contact ● 'Restorative' discussion/mediation. **Teachers must record incident and outcomes on CPOMS/iSAMS**	Teacher
● Intentional academic dishonesty (2nd offence)	● Additional Reflection Time (up to 2hr) ● Isolation within the Department or sent to HOF to re-do the work. ● Not credit the work. ● Downgrade the work ● Downgrade the re-submitted work by 10%. ● Parental meeting. ● Formal restorative conference. **Heads of Faculty/SLT must record incident and outcomes on CPOMS/iSAMS**	HOFs & SLT
● Further academic dishonesty	● Formal Reprimand and Record ● Internal Exclusion ● Not credit the work. ● Downgrade the work ● Downgrade the re-submitted work by 10%. ● Parental meeting **SLT must record incident and outcomes on CPOMS/iSAMS**	SLT
● Academic dishonesty in formal exams or coursework submissions	● Inform Exam Board for further consequences. ● Parental meeting	

Example Actions (not a definitive list)	Discretionary consequences (one or more from ….)	Who
Please Note: Examination Board Sanctions – Coursework submitted to the IGCSE/IB examination Boards will be subject to the relevant Board's scrutiny. If the Board discovers evidence of malpractice, students will face the Board's sanctions. This can lead to failed subjects or in the case of the IB, a failed Diploma. Other possible consequences – In addition to the above, any student studying the IB who has faced serious disciplinary action due to plagiarism, should be aware that the school will be obliged to report this information to any universities that request it.		

f. Advice on how to prevent & investigate possible academic dishonesty

Heads of Faculty, IB and IGCSE coordinators will be able to provide detailed suggestions for detecting possible malpractice in their subject areas. The Head of Faculty and/or the relevant Head of School should be consulted anytime academic dishonesty is detected or suspected in any significant piece of work.

The Secondary School Librarian also provides staff with advice and training on appropriate referencing methods (normally MLA) and methods for detecting plagiarism.

Staff are encouraged to instruct students to work on Google Documents that are shared with them. This enables the teacher to see how the document develops, by monitoring in real time, by using "Version history" or by using extensions such as draft back.

With longer tasks, comparison between work completed early in the task and that completed later in the task can help if plagiarism is suspected. Another approach is to ask the student to talk about the work they have produced and explain it.

The school will also have a variety of tools available to assist in the detection or investigation of plagiarism. Examples of tools that may be helpful include Google Originality reports, Turnitin, and activity logs for Google Drive.

Students will be required to confirm the authenticity of any work they submit to examination boards, who will conduct further authenticity checks. There are serious consequences if they detect any malpractice.

4. Policy Links

The following safeguarding policies are linked to Academic Honesty:

- Assessment and Reporting Policy;
- Teaching and Learning Policy;
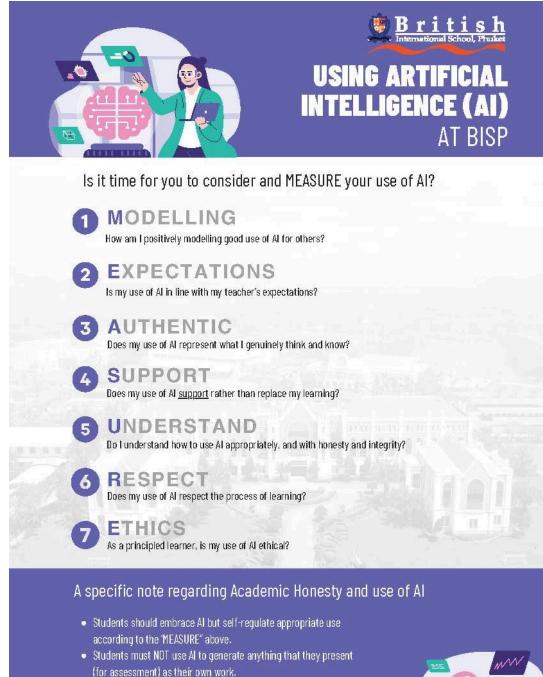- Behaviour Management Policy

Appendices

Appendix 1:   References

IBO - Academic Integrity Policy (2019 and Updated in March 2023)

Appendix 2: Using Artificial Intelligence (AI) at BISP

📄 Using Artificial Intelligence (AI) at BISP.pdf

USING ARTIFICIAL INTELLIGENCE (AI) AT BISP

Is it time for you to consider and MEASURE your use of AI?

1 MODELLING
How am I positively modelling good use of AI for others?

2 EXPECTATIONS
Is my use of AI in line with my teacher's expectations?

3 AUTHENTIC
Does my use of AI represent what I genuinely think and know?

4 SUPPORT
Does my use of AI support rather than replace my learning?

5 UNDERSTAND
Do I understand how to use AI appropriately, and with honesty and integrity?

6 RESPECT
Does my use of AI respect the process of learning?

7 ETHICS
As a principled learner, is my use of AI ethical?

A specific note regarding Academic Honesty and use of AI

- Students should embrace AI but self-regulate appropriate use according to the 'MEASURE' above.
- Students must NOT use AI to generate anything that they present (for assessment) as their own work.
- Students must NOT use AI in any way that could be construed as academic misconduct or gives them an unfair advantage.
- Students must include citations for all use of AI made in an assessed piece of work.