Academic Integrity Policy

1. Rationale

Integrity is a guiding principle in education and underpins a society in which individuals can trust one another. It is fundamental to the concept of citizenship. St. Julian's Shaper Profile demonstrates a commitment to creating a more just society. Our goal of academic integrity is to make knowledge, understanding, and thinking transparent.

'Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can 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.' (IBO, 2020)

The aims of this document are:
- To define good academic practice
- To define academic misconduct and how it will be addressed
- To set out a framework for preventing academic misconduct by acknowledging sources effectively.

2. Definitions

Authenticity - a piece of work that is based on the student's individual and original ideas where they correctly attribute sources, acknowledging the work and ideas of others.

Academic misconduct - deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of examinations and assessments that can happen before, during, or after the completion of the assessment, or the writing time of an examination.

Plagiarism - 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 as well as work produced by third parties such as tutors, parents or other agents.

Collusion - supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Duplication of work - the presentation of the same work for different components. Misconduct during an examination - for example taking unauthorised material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate.

Unethical behaviour - for example the inclusion of inappropriate material in any assessment materials or breach of ethical guidelines when conducting research. Other behaviour - any action that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media. (IBO, 2016)

3. School Responsibilities

At every age, St. Julian's School fosters an ethos of academic integrity. This is embedded in daily practice through our Ten Learning Essentials and The Shaper Profile which includes the importance of responsibility and citizenship.

The school will aim to ensure that:
- Teachers, students and parents/guardians have an understanding of expectations regarding academic integrity through workshops and meetings at the start of each academic year
- Teachers, students and parents/guardians understand what constitutes academic misconduct and school maladministration
- The timetable allows time to inform new teachers /remind teachers of the policy and to discuss how it applies to their subject or key stage
- Students, teachers and school leaders are held accountable when involved in academic misconduct or maladministration.

4. Teacher Responsibilities

- Teachers will provide students with opportunity to practise referencing in their subjects. It is important that students are given the opportunity to practise how to research and reference in an academically honest manner.
- To ensure consistency and fairness, teachers initiating a discussion about suspected misconduct with a student will avoid using judgmental language, allowing for the fact that the mistake may be unintentional.
- Teachers must ensure that all written coursework assignments which are to be submitted to external bodies for assessment (for example internal assessments for the IB Diploma Programme) are checked by plagiarism software. The results of this check are available to students. This applies to both first drafts and final versions. This software can also be used to check the authenticity of other classwork and homework assignments.

- For coursework that will be submitted to external bodies, "Teachers should be careful not to intervene excessively in the support provided to their students. It is acceptable to guide them on how to structure an essay (the usual: introduction, body and conclusion). However, providing a rigid step by step outline of what to write where and when, becomes a template, particularly if the work submitted by the cohort is almost identical in the structure and flow of ideas." Academic integrity for IAs, IBO, 2020

5. Student Responsibilities

- Students are responsible for ensuring they produce work in an academically honest way. This applies to all work including that which is submitted for assessment to external bodies such as the IBO or Pearson and Cambridge.
- In written assignments, students must ensure that information, ideas and sources used are acknowledged in the body of the text and are fully listed in the bibliography using the recommended form of citation (see appendix). This may also apply to some oral tasks.
- Students should cite sources, at point of use, so that readers can find them. It is very important that they carefully plan assignments, allowing adequate time for completion, taking good notes, recording dates, sources etc.
- Students should develop the skills to evaluate sources of information and aim to create content rather than imitate content.
- Students should always consult their teacher or the Librarian if in any doubt about what and how to cite correctly.
- The general mantra for students is 'If in doubt, cite!'
- Students are also expected to know and follow the rules of acceptable behaviour in the exam room and around the time of the examination.
- Students will recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone.

6. Parent Responsibilities

If a student is having extra help or guidance outside of school (for example, though not limited to, private tutors, friends, family members), parents should ensure that this help does not constitute academic misconduct. (IBO, 2019)

7. Procedures in the event of 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 initially be treated on a case-by-case basis by the teachers themselves, or by a senior leader or panel if serious enough, this should be recorded on iSAMS by using a Flag or issuing a Learning Notification. This will help ensure consistency, and may also highlight general trends or challenges which may warrant further intervention.

If suspected of a breach of academic honesty, as per the Behaviour Policy, students will be given the opportunity to explain how they produced the work. The meeting between the student and teacher may also include the Head of Department, tutor or Head of Year. Students can request the presence of their tutor or another teacher. In such a meeting the severity of the situation will be explained, the particular misconduct discussed and strategies offered for how this can be avoided in the future. In some situations the meeting may involve the appropriate Deputy Principal and/or the Secondary Principal.

Each incident will be treated on a case-by-case basis and viewed in conjunction with the Behaviour Policy. Consequences and actions can be one or more of the following:

- The work may need to be redone. This may need to be done under supervision in school. The new work will be checked and whether feedback will be given on the work will be determined on a case-by-case basis.
- The parents of the student may be called to a meeting to explain the situation, sanctions given and the consequences.
- The work (or the plagiarised section of the work) may receive a mark of zero.
- The work may not be submitted to external bodies such as the IBO.
- External bodies such as IBO may be informed of the breach. If they investigate an alleged breach of rules a student's intent cannot be taken into account; they can only evaluate the evidence.
- The student might be internally suspended, externally suspended or possibly permanently excluded.

8. Appendix

8.1 Recommended form of citation

The school will default to APA (American Psychological Association) referencing in all subjects to support consistency in approach and make referencing simpler for students. This will help to reduce barriers to referencing being carried out correctly. The APA system provides:

- Simple in text citation
- Is very similar to Havard style, which is the most common in UK universities
- Is available as a tool in Google Docs to simplify the process of referencing for students

8.2 Effective citing and referencing

This [guide](#) provides useful examples and definitions, as well as a documentation checklist. Please note that this IB publication is intended for guidance only.

8.3 Artificial Intelligence (AI) software and Academic Integrity

The use of AI software is not banned as this is an ineffective way to deal with innovation. However, the use of AI tools should be in line with our academic integrity policy. Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. In this sense transparency is the key, and we expect

students to give full credit to any source/material that they have used when writing and creating their own work.

8.4 How do students reference AI?

In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography.

If students are using ChatGPT responses as a primary source (e.g., studying the abilities of AI language models), students should cite it for this purpose, just as they would any piece of evidence.

If students use ChatGPT to help them in their research or writing process (e.g., using it to develop research questions or create an outline), they should cite it.

When citing, the prompt used to generate AI feedback should be given and the owner of the AI credited for the response. For example (McAdoo, 2023):

When prompted with "Is the left brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).

Reference

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

   https://chat.openai.com/chat

Students should not cite ChatGPT as a source of factual information (e.g., asking it to define a term and then quoting its definition). ChatGPT is not always trustworthy and is not considered a credible source for use in academic writing.

8.5 Works Cited

IBO. *Academic Integrity*. Updated 2020. *Academic integrity* - International

Baccalaureate Organization(UK) Ltd,

https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-

integrity-policy-english.pdf. Accessed February 2022.

IBO. *General regulations: Diploma Programme*. 2016. *General regulations: Diploma*

Programme, https://www.ibo.org/globalassets/publications/become-an-ib-

school/general-regulations-diploma-programme-en.pdf.

IBO. *General Regulations: Diploma Programme*. *International Baccalaureate*

Organization, https://fdocuments.in/document/general-regulations-diploma-

programme.html.

McAdoo, T. (2023, April 7). *How to cite ChatGPT*. APA Style. Retrieved January 30, 2024,

from https://apastyle.apa.org/blog/how-to-cite-chatgpt

8.6 Other resources

Academic honesty in the IB educational Context International
Baccalaureate Organization (UK) Ltd, 2014, updated 2016.

https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-
en.pdf

Posters:

 Are you completing your IB assignments honestly? IBO, 2012.

https://p10cdn4static.sharpschool.com/UserFiles/Servers/Server_19402919/File/IB%20A
cademics/Policies/Academic_honesty_flyer.pdf

Ten tips for acting with integrity IBO 2022.

https://www.ibo.org/globalassets/digital-toolkit/pdfs/academic-integrity-poster-
en.pdf

Date reviewed:

Next review:

Signed: Signed:
Head of School   Chair of Board