

ACADEMIC INTEGRITY POLICY

(A Guide for Students, Staff and Parents)

Author: Ann Laurette – IBDP Coordinator (2017)

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MISSION STATEMENT

To Inspire, Challenge and Nurture for Excellence

Our Guiding Principles:

- To sustain our reputation for academic excellence by providing a rigorous and balanced international curriculum.
- To enable our students to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.
- To foster leadership abilities in our students within a friendly and caring community that inspires, challenges, and reflects our international ethos.
- To enable our students to develop a strong sense of belonging, respect, and social responsibility in order to create a better more peaceful world.
- To be internationally recognized for our commitment to education for international understanding and partnerships.

ACADEMIC INTEGRITY POLICY

1. Aims of the Policy

- 1.1 “Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.” (IBO Publication: Academic Integrity). The British School Jakarta (BSJ) has adopted this policy, and the accompanying procedure on academic integrity, to inform all students, parents, and staff about the expectation of honest and ethical principles and practice at all times.
- 1.2 This Policy enables the school community to understand the definition and importance of academic honesty and to be fully aware of procedures to follow in the event of possible academic dishonesty.
- 1.3 This Policy complies with the requirement for such a policy as set out by Awarding Examination Bodies and the International Baccalaureate (IB).
- 1.4 This Policy applies to students in Primary and to those taking the IB MYP, GCSE, IGCSE, IB Diploma, IB Courses and the IB Career-Related Programme.
- 1.5 This Policy encourages our students to develop the attributes of the BSJ Learner Profile and the International Primary Curriculum (IPC) personal goals.

2. Introduction to the Policy

- 2.1 The School’s policy on academic integrity is intended to demonstrate that at BSJ:
 - Students inquire and think critically and creatively
 - It is acceptable to explore and build on the work of others
 - We should construct knowledge together
 - Knowledge, understanding and thinking should be transparent*(adapted from Academic Honesty in the IB)*
- 2.2 We will ensure that academic honesty, study skills and referencing skills are taught within the curriculum throughout the school, relevant to the age and programme of study (Kindergarten to IB Diploma, IB Courses and IB Career-Related Programme).
- 2.2 We will introduce all students to the Academic Integrity Policy in the first term of each academic year in the Secondary school and will revisit it throughout the year.
- 2.3 We will ensure promotion of the Academic Integrity Policy amongst parents, students, and staff.

- 2.4 We will provide clear procedures that will be followed if suspicion of academic dishonesty is raised.
- 2.5 We will provide a clear outline of the consequences, and sanctions to be imposed, if academic dishonesty is proven.

3. Principles of Academic Integrity

Academic integrity is necessary to maintain fairness, maintain trust and credibility, to develop and demonstrate respect for others (adapted from IBO, *Academic Integrity, 2019*)

Key Definitions (from IBO, Academic Integrity, 2019)

Academic integrity

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.

Student academic misconduct

Student academic misconduct is 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.

Balance of probabilities approach

“Balance of probability” means that the decision maker(s) with appropriate subject matter expertise are satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available

Plagiarism

Plagiarism is defined “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” (General regulations: Diploma Programme). This includes the use of translated materials.

3.1 What is Academic Honesty?

- 3.1.1 Making sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style of the school.
- 3.1.2 Citing sources so that readers can find them; if the origin of the source cannot be found it is probably better not to use it.
- 3.1.3 Making sure work is personal and students write using their own “voice”.
- 3.1.4 Acknowledging help and resources used.
- 3.1.5 Allowing time to do the work properly.
- 3.1.6 Submitting work that is authentic as part of the e-Portfolios and personal/community projects.

3.2 What is Academic Dishonesty?

Academic dishonesty can be found in classwork and homework, internal assessments, tests and examinations, coursework and essays for external accreditation and external examinations.

Academic dishonesty is behaviour that results in, or may result in, a student gaining an unfair advantage over others and/or acting in an unethical manner to falsify their personal academic attainment. This may take many forms and the following are examples of unacceptable academic conduct (taken from the IBO publication, "Academic Honesty: Guidance for Schools")

- 3.2.1 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.
- 3.2.2 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.
- 3.2.3 Duplication of work is defined as the presentation of the same work for different assessment components.
- 3.2.4 Misconduct during an examination, for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate.
- 3.2.5 Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.

4. Responsibilities

Academic integrity must be part of the teaching and learning process and an aspiration of the entire school community. Maintaining such a fostering environment where academic integrity is understood and adhered to is a key accountability of the school leadership team. 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. (from IBO, Academic Integrity, 2019).

- 4.1 The School will take overall responsibility for ensuring that all members of the Community including staff, students and parents have access to, and are familiar with, the Academic Honesty Policy of BSJ.
- 4.2 All teachers and support staff must:
 - 4.2.1 Take responsibility for ensuring that Academic Honesty, Study Skills and Referencing Skills are taught to all students within their curriculum as appropriate to the Year Group and subject area.

4.2.2 Be vigilant in identifying potentially dishonest practices amongst their students and report these immediately.

4.2.3 All staff and support staff are to be role models for academic honesty.

4.3 International Baccalaureate Programmes

4.3.1 The school will ensure teaching and learning in the IB MYP, IB Diploma Programme, IB Course and IB Career-Related programme develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.

4.3.2 The school will ensure that Career-Related Programme students, Diploma students, IB Courses students and MYP students understand their responsibilities in relation to academic honesty. This understanding should include how to reference their work, cite sources, and acknowledge others' ideas and concepts.

4.3.3 Student work in the Career-Related Programme can be inspired and informed by the student's range of subjects. It is possible that data or information may be used in more than one area of a student's studies and that expertise can be transferred where students utilize the skills developed in one area of the CP in another area. However, the CP co-ordinator and relevant teachers will ensure students understand that all tasks and assessments must be distinct from, and may not be included or used in, other areas of the student's CP.

4.4 Students should:

4.4.1 Understand that academic honesty is the responsibility of each individual learner at all times. They should understand the consequences of academic dishonesty and the sanctions that may be applied.

4.4.2 Complete the Signature Page on commencement of any coursework to confirm their understanding of, and compliance with, the BSJ Academic Integrity Policy.

4.5 Parents should be familiar with the aims and guiding principles of academic honesty and actively support their children in upholding these. They should understand the consequences and sanctions that apply to academic dishonesty.

4.6 Referencing

4.6.1 There is no one standard way of acknowledging sources but the use of inverted commas, indented quotations, acknowledgement of the author, line/page number and title of source indicate that a student is using a source (adapted from JCQ Plagiarism in Examinations).

4.6.2 BSI recommends that students use the Harvard style of referencing, this requires:

1. In-text citation

The authors' last name and the year of publication is put in round brackets after a quotation or paraphrase (putting concepts or ideas of others into your own words). Page numbers in the brackets are also included for direct quotation.

2. A reference list

The reference list is included at the end of a student's work. It should be ordered alphabetically by the last name of the first author of each work. References with no author are ordered alphabetically by the first significant word of the title.

4.6.3 The information in the previous point is the minimum information required for work submitted for formative or summative assessment in MYP, IGCSE/GCSE, IB Diploma, IB Courses and IB Career-Related Programme.

4.6.4 The Harvard referencing style can be used in conjunction with a formal system of referencing such as MLA or APA. If a referencing style is selected, it must be used consistently.

5. Procedures and Sanctions

5.1 Alleged incidents of student misconduct

5.1.1 Incidents related to IB Diploma, BTEC and IGCSE coursework:

1. If the school identifies issues with a final piece of work before the deadline for submission to the relevant organisation the situation will be resolved by the school according to the resubmission procedures in this policy.
2. If academic misconduct is identified after the work has been submitted to external organisations, the programme coordinator will inform the relevant organisation as soon as possible.

5.1.2 Resubmission

If issues with academic integrity are identified prior to the external deadline in final pieces of work intended for submission to external organisations such as the IBO or GCSE examination boards, the relevant coordinator will work with the student and his or her teacher to resolve the issues so that the work can be submitted with academic integrity. This may occur in combination with the relevant sanctions indicated in this policy and the behaviour policy.

5.2 The majority of cases of Academic Dishonesty are accidental. It is important that students know and use the correct referencing skills.

5.3 The school will make use of plagiarism-checking software such as Turnitin.com to monitor students' work.

5.4 The school will record all incidents of academic dishonesty.

- 5.5 If/when academic dishonesty is suspected, a procedure appropriate to the Year Group of the student(s) concerned will be followed.
- 5.6 If academic dishonesty is proven, sanctions appropriate to the Year Group of the student(s) involved, and to the nature of the infringement, will be followed.
- 5.7 In repeat or serious cases especially when external accreditation of academic work is jeopardised, the student(s) could expect suspension from the school, and/or removal from the subject concerned which could mean the non-award of external qualifications.
- 5.8 The Rights of the Student: The student has the right to appeal an Academic Dishonesty decision. He/she also has the right to request parental attendance at any meeting with school staff.

This policy should be read in conjunction with:

Academic Integrity (IBO, 2019)

The Home School Agreement

The Behaviour Management Policy

The Academic Misconduct conditions of the various applicable boards at GCSE (Cambridge, Edexcel and AQA) and IB MYP, Diploma, Course, and Career-Related Programme.

Including:

JCQ Plagiarism in Examinations

Academic honesty in the IB educational context

IB Effective citing and referencing

General Regulations: IB Diploma

General Regulations: Career-Related Programme

Appendix 1: Examples of Academic Dishonesty for Students

This is a non-exhaustive list

General Examples (For Students):

1. You have forgotten to do your homework, so you borrow a friend's book and copy their answers.
2. You cut and paste material off the Internet to use in your own work. Even changing the words around or changing a few of them is academic dishonesty. When you write in your own words, you still must reference the idea as belonging to someone else.
3. You have a tutor who edits and rewrites parts of your work.
4. You write down exactly what your teacher said in class as part of your assessment without acknowledging it.
5. You are working in a group, but you have not actually done any of the work. You present it to the teacher as your work anyway.
6. Images/graphs are imported from Google etc. without giving recognition to the original authors. (You must add a reference for an image as you would any other source.)
7. You lend your friend your work so that they can copy from you. (This is known as collusion).
8. Your friend was absent for the test your class took yesterday and she/he has to take it today. You tell her/him some of the questions to expect.
9. You have a really important essay to do, but you do not think you can do it very well. You use an online 'Pay per essay' service to write your essay for you.

In Music:

1. You hear a piece of music and decide that you like the melody. You decide to use it in your composition and say that it was your own idea.
2. You take your melodic idea to your instrument teacher and ask for help in developing a chord sequence. The teacher writes down a chord sequence and shows you how to play it. You use this note for note in your final composition.

In Languages:

1. You have to write a story in the language you are learning for homework. You find a story in English, run it through Google Translate, and submit it as your work.
2. You have to undertake an oral exam where you use note cards to help you speak. You decide to write out your oral and learn it by heart then repeat it in class.

In Science:

1. Two students work together collecting data from an investigation. However, they both present their data in exactly the same way using the same tables and notation. This is not independent work and is academically dishonest.

2. A student misses an investigation and uses another student's data to "catch up". If this is then used as part of coursework it is academically dishonest and the work would be deemed as plagiarized.
3. A student asks an outside agency/workshop to collect data for them. This is allowable, provided the student gives clear information outlining the instructions that were given to collect the data. This can happen if a student has access through contacts to a large research laboratory and knows some technicians.

In Mathematics:

1. In writing a statistic-based exploration the student either makes up the data used (i.e. he/she does not go through the process of collecting data but says that they did) or fabricates the results of the experiment.
2. Two or more students ask the advice of a tutor for their exploration. The tutor gives the students all the same advice and provides them with copies of the exact same sources. The students then produce an exploration which will appear plagiarized as the content of the explorations may be identical.
3. Storing formulae/information on graphical calculators to use during tests/exams.
4. A student pastes graphs/tables/diagrams in a document without citing the source.

In English:

1. You have to write an essay on Language in a play and you know a relative did that very same essay two years ago with a different teacher. You ask him/her for his/her old essay and submit it as your own.
2. You have been asked to deliver a presentation on the novel you are reading. You find one already done on Slideshare or Prezi and present that.
3. You have to write an original story. You choose a film you love and retell the story of the film in your writing.
4. Your teacher asks you to write a poem. You wrote a good one for an assessment last year so you find that and submit it this year too. (This is duplication of work.)

In Dance:

1. You copy moves off YouTube in your dance composition.

In Art or Design:

1. You take an image off the Internet and paint it without acknowledging your source of inspiration.
2. Your friend tells you all about the great idea he/she has for a new box design for their project. You think it is such a great idea you decide to make it too.

Appendix 2: Procedures and Sanctions

Extract from the BSJ Behaviour Management Policy: Academic Dishonesty

In the event of academic dishonesty in an Internally Assessed piece of work, the following procedures apply, as appropriate:

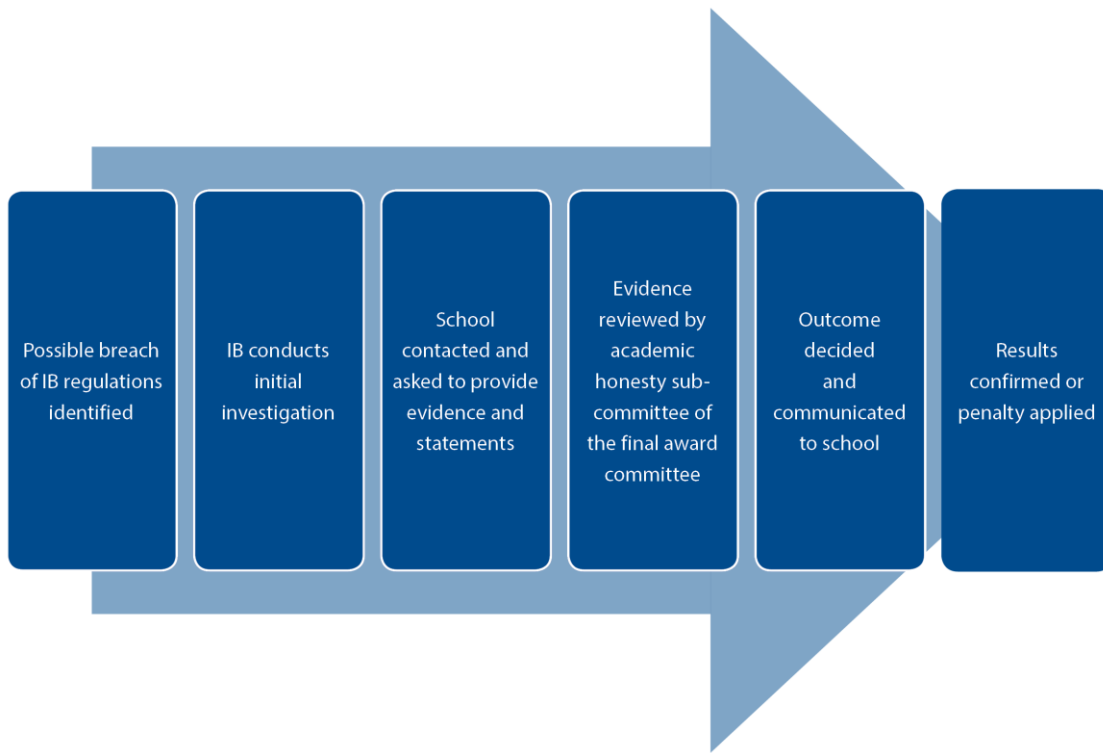
1. Recorded by the member of staff. Fully documented. The reason for behaviour explored.
2. Parents informed by email by Year or Faculty Leader (as appropriate).
3. Formal meeting between student, teacher making referral and Year or Faculty Leader (as appropriate).
4. Student to be supported and monitored (as appropriate).
5. Completion of work under supervision at break, lunchtime or after school as needed. Faculty Level, Tutor Level, Class Teacher Level (as appropriate).
6. Loss of privileges, for example, after school activities, responsibility positions, teams, trips for a period of time.

In the event of academic dishonesty in an Externally Assessed piece of work or in an Examination, the following procedures apply as appropriate:

1. Immediate referral to the appropriate member of the ELT.
2. Fully documented and reason for behaviour explored.
3. Parents informed by the appropriate member of the ELT. Meeting with parents and support implemented as necessary e.g. involvement of school counsellor/Individual Needs Coordinator.
4. Behaviour contract created with fixed term review and completion if appropriate.
5. Internal suspension.
6. Completion of work in controlled environment.
7. Examination awarding authority (IBO or Cambridge/Edexcel) informed if necessary.

IB Diploma, Courses and Career-Related Programmes

1. If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP or CP coordinator must inform the IB as soon as possible. (From article 19 of the CP General Regulations and 20 of the DP General Regulations).
2. Articles 20,21 and 22 of the General Regulations: IB Diploma should be consulted when a suspected case of academic misconduct is suspected in IB Diploma or IB Course.
3. Articles 19,20 and 21 of the General Regulations: CP Programme should be consulted when a suspected case of academic misconduct is suspected the IB Career-Related Programme.
4. For IB Diploma, Courses and Career-Related Programme Candidates, the diagram below from the General Regulations (IBO) explains the procedure in a possible Academic Honesty case:



Appendix 4: Tips on Staying Academically Honest

1. When writing notes, always write them in your own words, whether you are listening to a teacher, reading a textbook, or watching a YouTube video.
2. Make sure that you give yourself enough time for planning, taking notes and writing your assignment. The more stressed or anxious you are about completing your assignment, the more tempted you will be to copy and paste from other people.
3. Never copy words directly without using quotation marks and a reference.
4. Even if you are putting another person's thoughts into your own words (paraphrasing), you still need to reference the original author's ideas.
5. Use multiple sources when carrying out research and keep careful records of where you got your information. You will need it for your references later. The Dickens Library has an online programme called Noodletools that will help you do this. Ask them for help in setting up an account.
6. Never cut and paste anything, including images, from Google. Know how to use Creative Commons to search for public use images.
7. Always properly cite your sources in footnotes and a bibliography. Use this guide to help you.
8. Never do the work of someone else for them or tell them what was in a test.
9. Always contribute as much as you can in group works, so you do not end up taking the ideas of the other group members. Collaboration is when you all work together to share ideas and you come up with a group idea. Collusion is when one person does all of the works and the whole group claim it is their project.
10. If you are unsure about what you should be citing or a quote you have included, ask your teacher or the librarian when they have a quiet moment. They will be able to give you good advice.

An explicit explanation for Primary students can be found at

<http://kidshealth.org/kid/feeling/school/plagiarism.html>

Appendix 5: Signature Page for IGCSE and IB Students



I _____ confirm that I have read the Academic Integrity Policy of the British School Jakarta (BSJ).

I understand the definitions of Academic Dishonesty and what I should do to stay academically honest.

I understand that I would risk my IB/GCSE/IGCSE or BTEC qualification by submitting work which has been plagiarised and I will ensure that all work I submit is my own. I will acknowledge the ideas, words and images or others using an approved referencing system.

I understand that working with others requires me to play an equal part in the collaborative process and I will not share the work of others if I have not contributed to it.

I understand that BSJ will not tolerate academic dishonesty and that it is my responsibility to seek help if I am unsure about referencing or any other aspect relating to Academic Honesty.

Signed _____

Date: ____ / ____ / ____