

ACADEMIC HONESTY POLICY (2023-24)

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Introduction

The following policy was developed using policies from other international schools and primarily [The IBO's "Academic Integrity" document \(IBO, 2019 – updated March 2023\)](#).

At ICS Milan honesty and integrity are shared values that we wish to nurture in our students regardless of their age or educational stage. The purpose of this document is therefore to help students, parents and educators understand what academic honesty and integrity entails.

Section 1: Rationale

ICS Milan encourages its students to become confident, independent learners with a positive attitude towards research, the creation of their own work and a respect for the work of others. We want our students to be “principled”, act with integrity and honesty and understand that academic work is the property of its author.

Academic honesty represents a set of values that promote personal integrity in all aspects of teaching, learning and assessment. It is shaped by a variety of factors including, peer pressure, parental expectation, competition for universities, role modelling and taught skills. All staff are responsible for instilling and modelling good practice so that our students may evolve and develop into responsible and respectful learners.

The development of student awareness of academic honesty from early educational phases will prepare our students for the work they will engage in their MYP, IGCSE and IBDP studies. The values and skills our students gain will prepare them for study in further and higher education.

Students must understand that academic honesty relates not only to coursework/controlled assessment but also to all work they produce during their time at ICS Milan. Examinations, although taken under controlled conditions, are also subject to the principles of academic honesty.

Section 2: What Constitutes a Breach of Academic Honesty/Integrity?

Academic honesty is acting with integrity in all schoolwork by making sure all work is the student's own and not copied from either friends, books or the internet.

2.1 Forms of Malpractice

Definition of "malpractice": gaining an unfair advantage in any class, homework assignment or examination. Examples of this could be unauthorised help from friends, parents, siblings, tutors. Using within examinations electronic aids (mobile phones, tablets, electronic dictionaries, smart watches and the like) or any other items prohibited under the rules of the examining authority.

The International Baccalaureate Organisation defines categories of "academic misconduct" as follows:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. This includes paraphrasing material or an original idea without properly acknowledging the source (information taken from books, journals, magazines, television, the internet etc.). The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Example: *Making use of a good idea from a source without naming the original author and referring the reader to the source.*

Appropriate attitude: crediting sources - ideas, information, and images created by others are explicitly cited using a standard convention that allows the audience to easily locate the original sources.

- **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. Collusion occurs when a student presents work, done collaboratively with a team, as his/her own without acknowledging the contribution of the other students regardless of whether this is done intentionally or not.

Example: *Letting a friend copy homework to be submitted in their own name.*

Appropriate attitude: collaboration - when appropriate to a given task, students work together as a team, discussing and clarifying their ideas, assisting each other to understand material etc. Legitimate collaboration refers to students working together with a shared aim and supporting each other in this endeavour. In this situation, it is implicit that all members of the group will contribute to the activity. In such a case, each student involved should play a distinct part so that it can be clearly seen how her or his contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another.

- **Misconduct** during an examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Example: *Accessing the internet during an exam, copying fellow students' work etc.*

- **Communication about the content of an examination** 24 hours before or after the examination with others outside their school community is also considered a breach to IB and Cambridge regulations.

- **Duplication of work** is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

In addition to the above, the **falsification of documents and/or signatures** will be treated as academic dishonesty.

Section 3: Teaching & Learning of Academic Integrity

3.1 Different Stages, Slightly Different Approaches

3.1.1 Middle School (Years 7-9)

The term, 'Academic Integrity', and the different types of academic misconduct are discussed via library and PSHE lessons during the first term of each year, with the focus on being honest. During the year, each subject runs an activity to reinforce the principles of Academic Integrity, particularly regarding plagiarism and collusion.

Activities may be research or group tasks where an emphasis is put on how students identify and acknowledge the ideas that are not their own.

3.1.2 Upper Secondary (Years 10 & 11)

The term, 'Academic Integrity', and the different types of academic misconduct are reinforced via library and PSHE lessons during the first term of each year. Following this, each subject class runs an activity to reinforce the principles of Academic Integrity, particularly regarding plagiarism and collusion, and these practices should be continued throughout the year. Activities may be research or group tasks where an emphasis is put on how students identify and acknowledge the ideas that are not their own. In-text citations should be used as per the Harvard conventions.

3.1.3 IBDP (Years 12 & 13)

The principles of Academic Integrity and the expectations of students are discussed during Year 12 and Y13 regularly. Early in the course, students are taught the Harvard referencing system with the understanding that formal acknowledgement of sources is a requirement in all work, in all subjects. Currently, "Turnitin" software is also introduced to students. From the beginning of Year 12 subject teachers are expected to make Academic Integrity a consideration in every activity and assignment. Every subject teacher is responsible for ensuring students understand how to cite-reference before assignments are set.

It is important for students to understand that, when it comes to the formal submission of work in The IBDP, intent will not be considered by the IBO. It is key that students in The IBDP are well versed and practiced in the conventions of academic referencing and formal assessment conduct. The IBO takes the following stance with regards to intent:

"The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination. For these reasons, **a student's intent cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme.** Be aware that a breach of IB regulations will have serious consequences."

(Academic Integrity in the Diploma Programme, October 2019, IBO)

3.2 Roles & Responsibilities

3.2.1 Staff

Teachers, support staff and the librarian are responsible for encouraging students from entry to the school in the Primary Years to accept responsibility for their own work and acknowledge that practices such as "cut/copy and paste" constitute copying and as such must be discouraged.

Teachers, support staff and the librarian have a collective responsibility to ensure that as our students progress through school, they become conversant with the concept of academic honesty and of the various forms that cheating can take. Sessions on plagiarism associated with controlled assessment and/or essay briefing as well as sessions on citation and referencing will be provided during lessons or enrichment activities.

All staff involved in teaching and learning are required to monitor and ensure the rigorous application of specific standards and requirements set out by the examining bodies in relation to coursework, controlled assessment, extended essays and projects that students undertake as part of their MYP, IGCSE, or IBDP studies.

Teachers should be particularly vigilant about the following:

- Ensure that adequate opportunity is provided to students at each educational stage to be taught about and practice the

effective use of research skills and/or source citation.

- Understand and support the concept of Academic Honesty, act in a manner that is consistent with the ICS Milan Academic Honesty Policy and corresponding year guidelines. **In the IBDP, it is essential that each member of staff involved in the supervision of extended essays or internal assessment familiarise themselves with what they are/ are not allowed to do to support their students (templating, over-editing etc.).**
- Provide appropriate instruction to students regarding academic practices that result in ethically responsible work.
- Provide clear guidance to students on subject-specific academic writing and use of the most recent subject-specific style guide.
- Provide clear guidelines for group and collaborative work, so that students avoid collusion, ensuring fair assessment.
- Confirm that all work accepted for assessment is the authentic work of that student.
- Report all incidents of Academic Misconduct to the relevant Head of Subject, Head of Phase and the Principal of Secondary. The relevant Head of Phase, the Examination Officer, the Executive Principal and the Principal of Secondary will have responsibility for the implementation of regulations and practices during the examination sessions.
- Make effective use of tools to check for originality, such as reviewing originality reports from a plagiarism detector such as Turnitin.com. ICS Milan uses such a system integrated into Toddle to support this. Students' coursework, controlled assessment, projects, or essays produced specifically as part of MYP, IGCSE or IBDP courses will be checked using these monitoring systems so that the school may be reassured as to the integrity of the work produced.

3.2.2 Students

Students must:

- Ensure that all submitted work is their own work.
- All externally evaluated MYP, IGCSE or IBDP assignments, internal projects or assessed work that has required research and/or the use of reference material will be completed using the Harvard referencing system. This in turn means including:
 - References, Works Cited, or Bibliography page as required per the Harvard System and formatting guidelines with any assignment that draws on sources.
 - In-text citations using the most current Harvard conventions.
- Respect the concept of intellectual property for non-textual sources.
- Conduct themselves appropriately within a testing environment.

3.2.3 Parents & Guardians

We ask that parents/guardians:

- Encourage their children to plan each assignment.
- Provide support with the scheduling of student work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that they understand the academic honesty/integrity requirements of their child's current educational stage, and particularly those of the IBO if their child(ren) is/are in the IBDP programme.
- Encourage students to ask their teacher for advice if they are having difficulty with their work.

Section 4: Sanctions & Consequences

4.1 Middle School & Upper Secondary

In the Middle School and Upper Secondary, and when concerning informal, non-examined work, cases of academic malpractice should be treated as evidence that the principles of academic integrity have not yet been fully understood by the student and as such should be used as opportunities for learning. Cases such as poor referencing may be dealt with entirely by the subject teacher with no need to record the incident of contact home.

Cases where it is suspected that there may have been dishonest intent, or where there is a repeat offense, should also be dealt with by the subject teacher, but the incident and response should be shared with the student's form tutor, the HoD and the Head of Phase, and an email should be sent home by the subject teacher to reflect the serious nature of the incident. The incident should also be logged in iSAMS using the rewards and merits function. The Head of Phase will monitor the reporting of all such incidents and will intervene if a trend is identified.

In Upper Secondary and where academic misconduct is suspected in work presented for final assessment (for example a final copy of IGCSE coursework etc.) the case will be reviewed together by the Principal of Secondary and Head of Phase. If it is believed that the student has deliberately been dishonest then the student will face disciplinary action as documented below:

Table 1: Key Consequences of academic misconduct – Middle School & Upper Secondary

Offense Nature/Stage	Incidence frequency	Person(s) responsible	Action(s)
<p><u>Stage 1: Informal</u> Identification of academic misconduct in a class-based assignment.</p>	First incidence	Class teacher/HoPhase	<ol style="list-style-type: none"> 1. Class teacher reports the incident to the tutor, HoD and HoPhase. 2. Class teacher logs the incident in iSAMS as a L2. 3. Speak to the student and reinforce expectations. 4. Provide an opportunity for the student to rectify their mistake.
<p><u>Stage 2: Informal</u> Identification of academic misconduct in a class-based assignment.</p>	Multiple subjects or a repeat offense	Class teacher/HoPhase	<ol style="list-style-type: none"> 1. Class teacher reports the incident to the tutor, HoD and HoPhase. 2. Class teacher logs the incident in iSAMS as an L3. 3. Email home to parents. 4. Score of zero in related assignment/work. 5. Competition of 'academic misconduct assignment'.
<p><u>Stage 3: Formal & Internal</u> Any of the following relating to a formally assessed task that contributes to a report grade or examined course:</p> <ul style="list-style-type: none"> ● Forging or altering documents ● Cheating on a test ● Having someone write a test for you ● Plagiarism ● Same work submitted twice ● Submitting a purchased essay 	Single subject and first time	HoPhase	<ol style="list-style-type: none"> 1. Class teacher reports the incident to the tutor, HoD and HoPhase. 2. Class teacher logs the incident in iSAMS as L3. 3. Meeting held with the student, their parents and Head of Phase 4. Score of zero in related assignment/work. If an assessment piece forms part of an externally examined course and it is viable to do so, a replacement assessment/resubmission opportunity should be provided. 5. Formal written warning is issued to the student and their parents.
<p><u>Stage 4: Formal & Internal</u> Any of the following relating to a formally assessed task that contributes to a report grade or examined course:</p> <ul style="list-style-type: none"> ● Forging or altering documents ● Cheating on a test ● Having someone write a test for you ● Plagiarism ● Same work submitted twice ● Submitting a purchased essay 	Either multiple subjects or a repeat offense	HoPhase/PoSec	<ol style="list-style-type: none"> 1. Class teacher reports the incident to the tutor, HoD and HoPhase. 2. Class teacher logs the incident in iSAMS as an L3. 3. Meeting held with the student, their parents and HoPhase/PoSec. 4. Score of zero in related assignment/work. Formal written warning is issued to the student and their parents. 5. Investigation of other subjects initiated. 6. Review of evidence undertaken by the HoPhase/PoSec with the possible outcome being suspension or the removal of the student from the examined course(s). 7. Depending on the outcome of the review, a replacement assessment/resubmission opportunity may be provided.
<p><u>Stage 5: External</u> Any situation where a student is found to have broken examination board rules with regards to assessment and the assessment is submitted to said exam board.</p>	All incidents	Exams Officer and Head of Centre	<p>Appropriate exam board protocols will be followed and the required documentation submitted.</p> <p>The outcome will be decided by the relevant exam board.</p>

Note: The above table is not exhaustive. The ICS Milan administration reserves the right to adapt and modify actions and consequences on a case-by-case basis.

4.2 The IBDP

4.2.1 - Category Based Approach to Misconduct in The IBDP

The emphasis of ICS Milan policy is on prevention, and on students learning the appropriate skills of correctly referencing work. However, in some cases, this approach does not work and leads to further action being taken. Academic misconduct in The IBDP will therefore be placed in two categories, and will be addressed accordingly:

- **Academic Misconduct BEFORE final submission:** Where students fall foul of academic misconduct or fail to adhere to the school's expectations around academic integrity involving assessed pieces of work BEFORE final submission, then ICS Milan will address the issue using Stages 1-4 in the table above. This is in-keeping with the "Incidents related to coursework" section on page 23 of [The IBO's "Academic Integrity" document \(IBO, 2019 – updated March 2023\)](#) which states that the incident must be resolved using the school's own academic integrity document (this document).
- **Academic Misconduct AT final submission/examination:** Where academic misconduct is identified in work that constitutes part of the formal assessment cycle and this has been submitted for final assessment, The IBO will be informed by the IBDP Coordinator and their formal investigation and penalty system applied.

4.2.2 IBO Investigations into Student Misconduct

When academic misconduct is identified by, or reported to, the IBO they will implement an investigation process. Where there is enough evidence to justify an investigation the IBO will inform the school and we will be required to collect statements from all parties involved. These statements will then be submitted to the IBO and reviewed by a panel for a final decision. This process is external and beyond the control of ICS Milan.

In making their decision the IBO uses a penalty system that includes four levels: L1, L2, L3a & L3b. These penalties are tiered based on the severity of the infringement.

- Level 1 infringement: a warning letter to the student
- Level 2 infringement: a Zero mark for the component (coursework or examination)
- Level 3a infringement: no grade for the subject
- Level 3b infringement: no grade for "parallel" subjects (i.e. other or all subjects of the IBDP)

Students, Parents and Teachers should refer to pages 31 onwards of [The IBO's "Academic Integrity" document \(IBO, 2019 – updated March 2023\)](#) for a detailed appendix of infringements and related penalties. We recommend that everyone does this as the penalties can be severe.

NOTE - once an IBO investigation is triggered the outcome is at the mercy of the IB Panel to which the final decision is allocated. ICS Milan has zero influence on the outcome.

Section 5: Artificial Intelligence (AI)

ICS Milan follows the IBOs guidance on the use of AI as an emerging 'tool'. The following therefore applies to the use of AI by students at ICS Milan:

- ICS Milan does not ban the use of AI, but students should follow the specific guidance of their teachers when undertaking a particular assignment where they plan to use it.
- When researching a topic and AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.
- Students need to know how to get the best out of AI tools – the school will help educate students as to what this looks like.
- Misuse of AI and AI generated content will be treated as academic misconduct. We take the same stance as the IBO in this regard:

"... students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct." ([The IBO's "Academic Integrity" document \(IBO, 2019 – updated March 2023\)](#), p54)