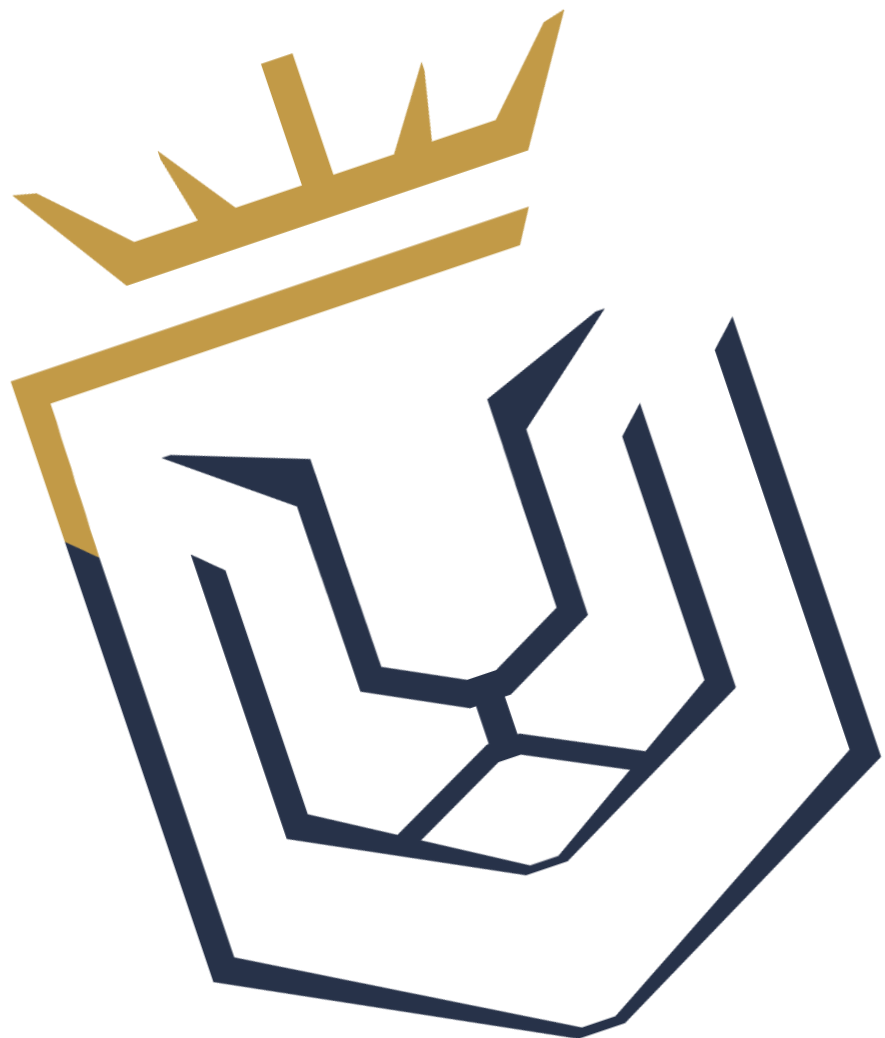




Academic Integrity Policy

Date: 2024

Review: 2025





INTRODUCTION

Nobel Algarve British International School Almancil aligns its assessment practices with the philosophy and standards and practices of the National Curriculum for England and the International Baccalaureate. Policies at our School are developed in collaboration with teachers, students and parents to ensure that our policies reflect the needs and values of our community. Our policies are intended to embrace our mission to *to prepare each student to become a global citizen who can shape the world*. Our core values nurture a community that promotes us to:

- **Be excellent:** We do challenging work and achieve incredible things. Excellence is one of our core values.
- **Be supportive:** We support each other as we grow. Globeducate values a culture of discipline, teamwork, respect, perseverance and determination.
- **Be a pioneer:** We innovate and push for boundless creativity, through proactivity, responsibility and passion.
- **Be global:** We know no bounds to shape the world. We embrace different cultures through diversity and inclusion.

CONTEXT

Nobel Algarve Almancil is a Nursery through Year 13 day school with an enrollment of 425. The Primary School offers classes from Nursery through Year 6, and the Secondary School caters for students in Years 7 through 13. The English National Curriculum is in place for the Primary School, a specialised middle school programme for years 7 through 9, the IGCSE in Years 10 and 11, and the Diploma Programme for Years 12 and 13¹.

WHAT IS ACADEMIC INTEGRITY AT OUR SCHOOL?

The National Curriculum for England, the International General Certificate Secondary Education IGCSE, and the International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They are encouraged to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic integrity are: making knowledge, understanding and thinking transparent. An essential aspect of this is an understanding of the technical aspects of academic integrity, of citing and referencing.

Academic integrity is an essential principle of Nobel Algarve Almancil academic programmes. As stated in the IB Learner Profile, all members of the Nobel Algarve Almancil community strive to be "principled," acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities".

Principles of academic integrity are introduced to primary students through the values of the National Curriculum for England. If research is taking place students are guided to put research

¹ Nobel Algarve British International School, Almancil is a Candidate School for the IB Diploma Programme (*), pursuing authorization as an IB World School. IB World Schools share a common philosophy; a commitment to high-quality, challenging, international education, that we believe is important for our students. Our school also has received recognition to conduct International GCSE and GCSE exams with Pearson.

(*) Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org





into their own words. If students engage in academic misconduct, it will be considered as a learning experience and the students will be able to reflect on this process and repeat the work.

In the Middle and High School, students use the Modern Languages Association of America MLA referencing format across all of its programmes from the IGCSE to the DP programme. Students in the Middle and High School learn about appropriate referencing in Information literacy sessions embedded in the curriculum.

WHAT IS ACADEMIC MISCONDUCT?

Academic misconduct is behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or behaviour that disadvantages other students) in one or more assessment components.

Categories of “academic misconduct” at Nobel Algarve Almancil:

- A. Plagiarism and Cheating
- B. Unauthorised Aid or Collusion
- C. Misconduct
- D. Flagrancy

a. Plagiarism and Cheating

Students pledge to submit coursework that results only from their own efforts or that is properly acknowledged. Students pledge to attribute borrowed data, arguments, or language to their authors or creators in clear acknowledgements, following whichever form of citation is specified.

Violations include, but are not limited to:

- Making use of unauthorised assistance, materials, or study aids
- Making use of the work, ideas or creations of others and doing one of the following: in the case of direct quotations, submitting such work as one’s own without using quotation marks and citing references; or, in the case of paraphrases, submitting such work without references in the form of in-text citations, footnotes, or endnotes
- Taking work developed in another class for credit and submitting that work in a second class without the instructor’s explicit permission

b. Unauthorised Aid

Students pledge to submit their own work, except in cases where collaboration or assistance is specifically authorised by the teacher. When examinations or assignments demand that a student work from memory or only with specifically allowed notes or readings, students pledge not to seek any form of unauthorised aid, such as prohibited online sources, disallowed notes or resources, or assistance from other students who have previously completed the same or a similar assignment.

Examples of violations include, but are not limited to:

- Accessing online information during an exam, when such access is not permitted
- Using a “cheat sheet” or other unauthorised memory aid, when its use is not permitted
- Referring to a book, article, database, or other source on a closed-book examination





- Submitting any part of the work of another person, including one who was enrolled in a previous iteration of the class.
- Creation of an alternative communication channel during online sessions
- Facilitating others to work dishonestly, as in any of the examples above

c. Misconduct

Taking unauthorised material into an examination room, disruptive behaviour and communicating with others during an examination.

d. Flagrancy

Falsifying Information: Students pledge never to falsify their work or to deceive instructors or peers about their work. Examples of violations include, but are not limited to:

- Fabricating or altering data, or making up sources;
- Lying in order to gain extensions or inappropriately favourable work circumstances;
- Lying to investigators or hearing panels, throughout the duration of the investigation or otherwise impeding or obstructing an investigation or hearing.
- Theft of property (for example, tests or answer sheets; notes, tests, or papers of other students; or the answer keys of an instructor);
- Downloading or copying materials from online resources or student collections of past exams or paper.

CLARIFYING THE DISTINCTION BETWEEN LEGITIMATE COLLABORATION & UNACCEPTABLE COLLUSION

Students in all of the programmes engage in collaborative work. Teachers will encourage all students to follow the academic integrity policy. Homeroom teachers at the start of the year will clearly frame the difference between collaboration and collusion and this will be reinforced throughout the year by subject teachers. 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 (IB, 2014). In collaborative or group work situations, students will collectively mindmap ideas and assign relevant roles within the group according to the assignment in order to prevent collusion. Students must present work in their own words and acknowledge the work of others by using the MLA format according to the school's Academic Integrity Policy.

GOOD PRACTICE—RECOMMENDATIONS FOR STUDENTS

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the Works Cited using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is better not to use it.

Because the school 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 under testing conditions. For these reasons, a student's intent cannot be taken into account if the school investigates an alleged breach.

THE ROLE OF THE PARENT

- Encourage the child to plan each assignment.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that parents understand the requirements of what is expected of students.
- Encourage the child to ask their teacher(s) for advice if they are having difficulty with their work.

ACKNOWLEDGING THE WORK OF OTHERS

- Make clear which words, ideas, images and works are not your own (including maps, charts, images, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- Sources must be correctly cited both in-text and fully referenced in the Works Cited section.

CONSEQUENCES OF INFRINGEMENT

Teachers are encouraged to approach first time offences as a good learning opportunity. Subsequent events, depending on the severity of the violation and the purpose of the work, the student will be subject to the following consequences:

When a violation of academic integrity is suspected, the teacher(s) and the relevant Section Heads:

- 1)** Investigate the claim through interviewing the concerned parties
- 2)** Meet the student(s) suspected of violating academic integrity
- 3)** Recommend necessary consequences

If the investigation reveals that a violation has occurred, the teacher makes a recommendation to the Head of Department or Head of Section depending on the age of the student.

The consequences may include:

In the first offence students will be awarded zero marks until the work is repeated and may include an in-house suspension depending on the severity of the case.

- A warning to clarify Nobel Algarve Almancil culture of academic integrity, and a letter home to parents informing them of the infringement.





- Temporary suspension may be decided by the Head of Section in consultation with the Head of School if a student repeats the offense a second time.
- If a student is found in breach of this policy and guilty of academic misconduct a third time, the student may well be expelled from the school.
- Violation in IBDP and IGCSE coursework may result in the loss of the Diploma status in accordance with IB and IGCSE regulations.

