

Academic Integrity Policy

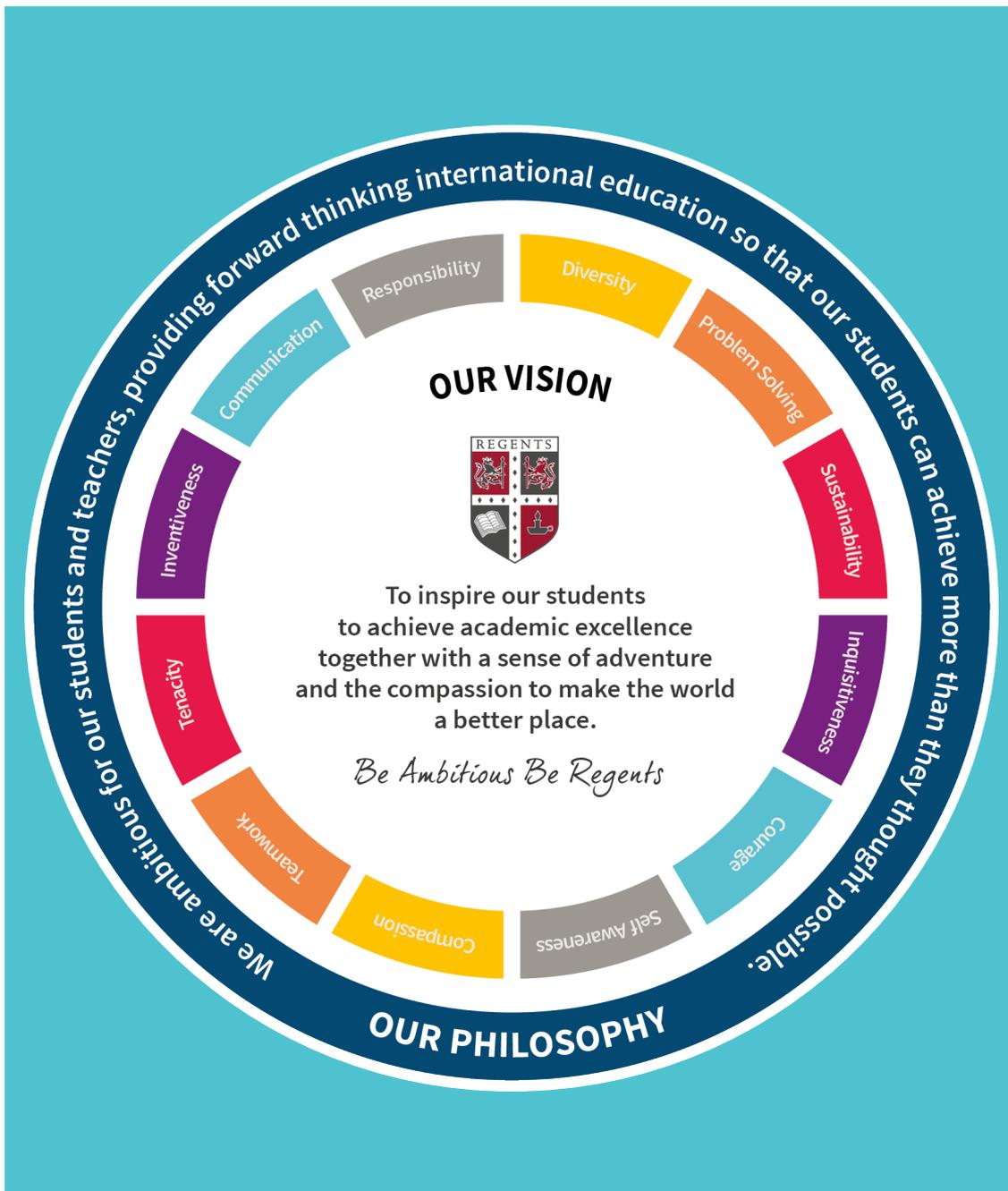
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Policy Holder:	Amos Turner-Wardell
Approval By:	Senior Leadership Team (SLT)



The IB Learner Profile

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit and to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Regents International School Pattaya Mission and Vision:



Vision and Philosophy

Our philosophy: We are ambitious for our students and teachers, providing forward thinking international education so that our students can achieve more than they thought possible.

Our Vision: To inspire our students to achieve academic excellence together with a sense of adventure and the compassion to make the world a better place.

Be Ambitious Be Regents: This statement underpins our philosophy and objectives, bringing together the Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service), our Be Ambitious framework and the International Baccalaureate philosophy of making the world a better place.

Regents International School Pattaya, guided by the philosophy of the IB, places great value on personal integrity and academic honesty amongst all members of its school community: students, teaching staff, administrators and parents. We are guided by our own vision and philosophy which expects students to act with responsibility, compassion and self awareness as they work to achieve more than they thought possible and The IB Learner Profile, most notably:

Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
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This policy is in line with the IB Standards and Practices, specifically:

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| Culture 3.1: | The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03- 0100) |
| Culture 3.2: | The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200) |
| Culture 3.3: | The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300) |

This policy is most relevant for students in their final years at the school, particularly those on the IB Diploma programme or preparing for IGCSE examinations. However, it is intended for all students in the Secondary school and refers to all assignments ranging from basic pieces of homework to IGCSE Coursework or extended formal assessments required by the IB, regardless of whether the work is completed within school or at home.

The aim of this policy is to:

- Create a school culture which actively promotes academic integrity and a culture of respect and responsibility
- Ensure that all students understand the rules relating to the conduct of examinations
- Ensure that students understand the difference between collaboration and collusion
- Ensure that all students recognise the importance of acknowledging the work, words and ideas of others and their responsibility in ensuring that all of their work is academically honest
- Encourage students to seek help and clarification from their teachers when completing assessed work to avoid any forms of malpractice
- Ensure that all students understand what constitutes malpractice and appreciate that plagiarism is an academic offence with serious consequences
- To explain what the consequences of academic malpractice are and the sanctions enforced by Regents International School and the IB organization

Why is Academic Integrity Important?

On their Academic Integrity website, the International Baccalaureate provide the following reasoning for the importance of Academic Integrity: “During the learning journey, students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future. By supporting learners, a culture of self-respect and respect for others can be nurtured and developed.

The key educational reasons to take such a strong line on academic integrity are:

To maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student’s achievement. [...]

To maintain trust and credibility. Trust in academic qualifications is fundamental. [...]

To develop respect for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others.[...]”

What is Academic Integrity?

- Proper conduct in examinations
- Acknowledgement of the ownership of work, ideas and words of another person

What Constitutes malpractice?

Malpractice is anything which results in, or could relate in, giving a candidate an unfair advantage over others e.g.

- **Plagiarism:** passing off the work, words or ideas of another person as your own. This could be in the form of graphics, music, writing or images. Plagiarised work is work which fails to acknowledge the sources it uses or upon which it is based
- **Collusion:** submitting work which has been copied from or done with another student or allowing another student to copy your work. There are times when you will be actively encouraged to work collaboratively and share ideas with other students, even produce work together. However, work which is to be submitted for assessment must be yours only, even when it relies on common investigation or research data
- **Misconduct:** this generally refers to behaviour during an exam including taking unauthorized material into an examination room, disruptive behaviour and/or communicating with others during the examination
- **Duplication of work:** Presenting the same piece of work for different components within the Diploma e.g. you cannot use the same work for your Extended Essay and your IA
- **Cheating in an examination:** copying from or communicating with another student or taking unauthorized material such as notes into the examinations room

Other examples may include:

- Getting help from a parent, tutor, former student or online tutor for assessed work
- Making up data, research results or falsifying information e.g. CAS records
- Taking electronic devices into an examination room e.g. mobile phone
- Failing to comply with exam regulations e.g. disruptive or distracting behaviour
- Using online translators or a native speaker to help produce work in a foreign language
- Learning markschemes in order to perform better in 'mock' examinations
- Copying and pasting excerpts from online sources
- Copying and pasting passages from Google Translate
- Using images (e.g. for presentations) from the internet without referencing them correctly
- Programming information in Scientific Calculators
- Copying the work of another candidate

Why do students cheat?

- Time pressure/poor time management: taking work from other/the internet saves time
- Expectations/pressure from parents/teachers/themselves
- Lack of understanding of the expectations of an assignment: when something is difficult it is easier to use what exists already
- Lack of confidence in language/writing ability: the idea that 'this says it better than I could'
- Lack of moral awareness/understanding that plagiarism is a form of cheating (nobody is hurt)
- They have done it or seen others do it in the past and got away with it, maybe it is a cultural norm for some
- Students do not see the value of thinking through work themselves or of making mistakes being a part of the learning process
- Lack of understanding of how to research, use sources and cite correctly

Rights and Responsibilities

Regents students are responsible for:

- Submitting for assessment that is their own – ideas and words
- Ensuring that work meets the expectations of academic integrity
- Fully acknowledging the work, ideas and words of others within their work – this includes citing within the body of their work and within a bibliography at the end, all sources referred to in producing the work. This applies, regardless of whether they have used books, websites, photographs, audio-visual material, maps, graphs etc.
- Understanding the difference between and the role of both quotations and paraphrases. Using quotation marks when they have quoted someone's words verbatim; when they paraphrase, making sure that they still acknowledge the source
- Adhering to all of the internal school deadlines as set out in the Assessment Calendar. See the Regents International School Pattaya Assessment Policy and Deadline Policy.

The school is responsible for providing the following support:

- Year 12 students will be introduced to the idea of Academic Honesty during the Induction Process and this will be referred to numerous times throughout the programme, with one Growing Minds session given over to this and going through the policy and further sessions prior to the Year 12 and 13 mock examinations, IA submission and the final examinations
- Students will be clearly informed and then reminded at each of these stages of the procedures for investigating malpractice and the consequences thereof

- A section of our Growing Minds Curriculum is dedicated to the teaching of research skills, correct referencing prior to starting and during the Extended Essay process, including exercises which practice all of the above
- Subject teachers will revisit referencing conventions at relevant points in the curriculum, in line with current ATTL practice.
- All students will be presented with the Notices to Candidates and Conduct of Examinations in advance of the examinations and the Diploma Coordinator will go through all parts of these documents to ensure that students have a clear understanding of exam etiquette and expectations
- The Librarian, IBDP Coordinator and Head of Year 12 and 13 can provide support and assistance in terms of research, correct referencing and all forms of academic honesty
- Staff training will be given to teachers regarding research skills and Harvard referencing conventions to ensure consistency of delivery and guidance
- The Growing Minds Curriculum will be reviewed to incorporate Effective Research skills and correct Referencing of an age-appropriate level at different stages of the programme

The Leadership Team and the DP Coordinator are responsible:

- To model good practice by citing correctly when providing/displaying work for reference and acknowledging the source of materials ‘created’ for teachers and students
- To ensure that staff members understand the expectations of Academic Integrity and implement them with consistency and fairness
- To provide relevant professional development and resources to support teachers
- To ensure that students and parents receive copies of the Academic Integrity Policy and other relevant document
- To supervise all activities related to the investigation of possible misconduct
- To report relevant suspected instances of academic misconduct or school maladministration to the IB

The teachers are responsible:

- To model good practice by citing correctly when providing/displaying work for reference and acknowledging the source of materials ‘created’ for students
- To be clear to what extent collaboration is acceptable in assigned tasks
- To be clear about the amount of support and feedback students are entitled to within a task
- To be consistent and fair in the amount and quality of feedback/guidance that is given to students in order for them to complete a task and to ensure that this is within the guidelines set by the IB/examination board. This should be consistent within a class and between classes in a department
- To familiarise themselves with Harvard referencing conventions in order to be able to advise/support students with this aspect of their work
- To familiarise themselves with Harvard referencing conventions in order to be able to teach this as a discrete skill within the curriculum

- To familiarise themselves with the workings of Unicheck to which the school subscribes as a means for checking major assignments
- To read and check students' work carefully for authenticity and correct referencing prior to submission
- To be vigilant for any obvious changes in the style of writing or quality of work submitted by a student
- To report any suspicions of plagiarism to the Head of Faculty and/or Diploma Coordinator and, above all, not to upload any piece of work for submission if there are concerns about its authenticity

Parents are responsible:

- To offer support to students by taking an interest in their work and ensuring they are on track to meet the internal deadlines issued by the school
- To offer support to students by reading and discussing with them the contents of the Academic Honesty Policy

Investigating and recording cases of Malpractice

There are three types of investigation:

1. An internal investigation which is the result of malpractice relating to homework, classwork, or in-class tests
2. An internal investigation which is the result of internally/externally assessed pieces of IGCSE or IB work
3. An external investigation which is the result of malpractice relating to internally assessed coursework, externally assessed assignments or the final written examinations and is conducted by IB or one of the IGCSE examination boards.

Type 1 investigation:

- **1st Offence:** The student is required to redo a test or re-submit a piece of work and reminded of the school's academic policy. The Head of Faculty is notified and the Head of Year so that a record can be kept.
- **2nd Offence:** There are disciplinary consequences for the student and he/she is made to redo a test or re-submit a piece of work. Parents are notified by the Head of Year and this is recorded.
- **3rd Offence:** The student and parent(s) are called in to school for a meeting with the IBDP Coordinator, Head of Year and/or Head of Secondary. In addition to disciplinary consequences resubmission of the work or re-sitting of a test, this may be added to the student's school record, to be disclosed to universities or future schools/colleges as

required. Students and parents are warned that any further incident could result in the student being withdrawn from the examinations and repeating the year.

Type 2 investigation:

If a teacher suspects academic dishonesty within the first draft of a piece of work, the above sanction will apply; however, if this happens at a later stage, i.e. when the final version is being submitted, the teacher will notify the Head of Department and relevant Head of Year.

Plagiarism checking software will be used to establish the extent of plagiarism, if relevant. Parents will be called in for a meeting with the IBDP Coordinator and Head of Secondary. They will have an opportunity to provide evidence that the work is their own by bringing notes, drafts etc. and make their case. The subject teacher's judgement regarding the authenticity of the work is final since they need to be able to sign a declaration that this is the authentic work of the student. The student will be given an opportunity to repeat the piece of work if there is sufficient time before the deadline. If not, then, the work will not be submitted to the IB which could cause an 'N' grade for the subject and the loss of the Diploma. The student may be required to redo the work under controlled conditions.

Depending on the nature and extent of academic malpractice and whether there is any history of similar behaviour, further sanctions could be implemented.

Type 3 investigation:

If an invigilator suspects malpractice in an examination, they must immediately inform the Coordinator. The examination must continue with as little disruption as possible and the coordinator should investigate immediately upon conclusion of the exam. Statements should be taken from the invigilator and the candidate and any evidence collected. If the incident involves more than one student, then they should be kept separate during the investigation. The Head of School and the student's/students' parents should be informed. The Coordinator will communicate the whole process of investigation to the examination board/IBCA and they will make the final decision based on the evidence presented. The student (s) will be allowed to sit all other examinations in the session.

In the case where an examiner suspects malpractice and informs IBCA, the Head of Exams Administration will contact the IB Diploma Coordinator to alert them to this. The Coordinator must then carry out a full investigation regarding the student(s) concerned. If this falls within the examination period, then the Coordinator can decide to delay the investigation until after the candidate's final examination. The school will need to provide:

- A written statement from the candidate
- A written statement from the subject teacher/EE supervisor
- A written statement from the Coordinator
- A written summary of the interview with the candidate concerning the allegation

The Head of School must be informed along with the student's/students' parents. Students should be informed that they are entitled to have a parent, relative or friend present at the interview.

Students and parents will be reminded of the relevant part of the General Regulations the possible outcomes of such an investigation.

Possible Outcomes:

- If plagiarism is minimal, then zero marks could be awarded to this component but an overall grade still awarded
- Misconduct in an examination will result in no grade being awarded for the subject concerned and consequently no diploma
- Plagiarism of part or all of a piece of work will result in no grade being awarded for the subject concerned and consequently no diploma
- If a Candidate falsifies a CAS record, no Diploma can be awarded for 12 months following the examination session
- A candidate will usually be able to re-sit a component or re-submit work in the following examination session to gain a grade in the subject and consequently the full Diploma. However, in serious cases, it may be that a candidate will not be allowed to re-register for an examination session
- Candidates are allowed to appeal – please see Diploma Programme Assessment Procedures document

Review of Policy

This policy was reviewed and updated in January 2022.

References and Further Reading

IB Education: Academic Integrity
Academic Honesty in an IB Educational Context
Standards and Practices
Conduct of Examinations
Diploma Programme Assessment Procedures
Regents International School Pattaya Deadlines Policy
Regents International School Pattaya Assessment Policy
Regents International School Pattaya Language Policy