

ACADEMIC INTEGRITY POLICY

1. GUIDING STATEMENTS

Guided by the ideals of the United Nations, and as an IB World School, Exupery International School provides a caring and challenging learning environment which fosters international mindedness and multilingualism. We inspire our students to become creative, resilient, and responsible citizens, who will thrive and be happy within our ever-changing technological world.

2. BACKGROUND

We live at a time when it has become rather easy to communicate to large numbers of people misinformation and false narratives. We are also constantly flooded by large amounts of information and opinions (Academic Honesty in an IB Educational Context, 2014, P.1). Thus, as an IB World School, we must help our students to develop as thoughtful, reflective, ethical and critical thinkers. As per our Guiding statements, we also seek to help students and staff to develop as creative writers, storytellers and inventors.

3. VALUES, OBJECTIVES AND REQUIRMENTS

a. Values and Objectives

As a school that values creativity, innovation, and invention we will strive to inspire, engender and celebrate these most human of endeavours.

We also value reflection and critical thinking. Thus, we must check the validity and reliability of the sources used to support knowledge claims so we can assess and determine for ourselves whether to accept or reject the claims presented.

As an IB school we are committed to advancing the attributes within the Learner Profile, and thus we will expect that our students and staff to be principled learners who value and display integrity and honesty in school and beyond.

Finally, as educators we recognise that we have a duty to our students, the examination boards, and students worldwide, to ensure that assessments and grades are a valid and reliable measure of student achievement.

b. Ensuring for Academic Integrity:

With the above in mind, the staff and students of EIS are required to:

- i. Acknowledge and give credit for the creativity and other intellectual property of others whenever such ideas are used within our own work. By doing so we recognise that such credit can help to inspire others to continue to create and innovate. At the same time, our sense of honesty and integrity demands that we should not receive undue credit for work that is not our own.
- ii. Provide standard citations for ideas, quotations, data, photographs, and other intellectual property so that readers or listeners of our claims can check for themselves the reliability and validity of our sources and make informed conclusions.
- iii. State such citations in a standard format and include further details of our sources in a 'works cited page or bibliography.
- iv. Check the voracity of knowledge claims whether this be in text, in research presented to us, conclusions in a subject, or general statements.
- v. Carefully present ideas and quotations from others in ways that retain their original meaning.
- vi. Accept that as ethical learners we must not present fictitious material as fact.
- vii. Adhere to ethical practices in examinations.

In addition, the staff of EIS are required to:

- i. Teach students how to correctly reference their work and ensure they understand the details included within this document.
- ii. Assess students' work according to the assessment policy.
- iii. Observe copyright laws including those related to pictures, videos, texts in a performance, or music.
- iv. Ensure all examinations are conducted according to the requirements of the examination board.
- v. Keep papers and grades secure within school premises as required by the examination board(s).

In addition, students of EIS are required to:

- I. Complete all assessments as per the deadlines given.
- II. Give credit to others if working in a group.
- III. Observe copyright laws including those related to pictures, videos, texts in a performance, or music.

- IV. Authenticate that all work submitted for formal assessment with any examination board has been a product entirely of their own efforts (with the aid of a teacher or other supervisor if this be required or permitted by the Board), by submitting drafts of the work and the output from TURNITIN.com, and by providing additional citations as needed.
- V. Declare with their signature that all coursework or internal assessments are of their own undertaking.
- VI. Not copy or otherwise include in any assessment, material or details which is not their own nor permit any other student to copy their own work.
- VII. Submit someone else's work as their own when working independently or within a group.

In addition, the Head of School or designate is required to:

- I. Share with all staff details of this policy and have them sign acknowledging they understand their roles.
- II. Ensure that the examinations officer has the required secure storage area for assessment material.
- III. Ensure that the examinations officer and/or the admissions officer has provided a copy of this policy for the signature of each student.

C. Sanctions: Malpractice by students

Failure to comply with the requirements above would be considered Academic Integrity Malpractice. Any student who acts in a manner which would give them an unfair advantage or negatively affect the achievement of another student would also be deemed as Academic Malpractice. This would include the following and for a more complete list see Section 5.(b) and (c) of this document)

- Fabricating research data for iGCSE coursework, IB Internal Assessments (IAs) and the Extended Essay (EE);
- Falsifying CAS records;
- Missing an internal deadline for assessed work, such as IGCSE coursework or Internal Assessment deadlines (Shatin College, 2016).
- Acting in breach of examination regulations.

4. CITATIONS

- a. Primary School:

Starting in Grade 5 simple citation methods will be introduced to acknowledge these quotations and intellectual ideas.¹ Summative assessments or other research that has missing references and citations will be considered a rough draft and revision will be expected. Rubrics for research will include requirements for referencing appropriate to each age and year level.

b. Middle School:

Students from Grade 7 will be required to make use of MLA style citations for all assessments and presentations.²

5. CONSEQUENCES

a. Primary School

In the PYP, the failure to adhere to the above requirements for the citing of references is treated as a learning opportunity. Teachers should understand and accept that we will have students who because of language issues or learning difficulties may neither understand nor be able to adhere to the above requirements.

In situations where the student has simply copied material or failed to provide a citation the work should simply be considered as a 'draft'. The teacher will work with the student to explain why it is important to provide such citations and teach or reteach the skills needed to either write the details in the student's own words or to state the text as a quotation.

"Self-evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic honesty" (Skagerak International School, 2017).

If a student, with proficient language skills, wilfully and deliberately continues malpractice, a meeting may be called between the teacher, parents and student. If this practice continues then a meeting will be scheduled between the Head of Primary and the parents (Skagerak International School, 2017).

b. Middle School

Grades 6, 7, 8

As with Primary School students, we accept that middle school students, particularly those with learning or language issues, will need further help to develop approaches consistent with the above expectations. If an incident of malpractice occurs the student will be given the

¹ For Examples of Primary Citations please see [Möller, Erik."Research." Wikimedia Commons. 26 May 2005](#)

² For Secondary Students please see for example [Purdue University website](#)

opportunity to redraft the work. If the behaviour continues then the teacher should hold a meeting with the parents and student to explain the requirements.

In cases of a repeated or clearly deliberate act of academic dishonesty, or after one warning related to the cheating on a test, the work will be awarded a level '0' for the relevant assessment criterion (Skagerak International School, 2017). Alternative action taken may be that the student is required to undertake another form of assessment. The teacher will explain the steps he/she has taken already and refer the matter to the Head of Middle School for further action.

Grades 9, 10

Academic Integrity becomes now a much more serious matter, as failure to adhere to the requirements of an examination board can have serious consequences.

Event 1: Internal Assessment of school

- Parents are informed and may be asked to meet with relevant staff (teacher, Head of Secondary or Deputy Head) about the issue.
- The staff members will consider the language skills of the student and if there are any learning needs in terms of potential sanctions.
- A record of the incident will be placed in the student's file.
- The student will likely receive a '0' for the relevant assessment, or may be required to submit a new piece of work, or similar assignment.
- For any further incident, the student's acceptance into the Secondary School would be in jeopardy.

Declarations

Declarations of authenticity need to be explained clearly and signed by the student, and can only be signed by the staff member if work is completed under supervision rules. No coursework can be authenticated if different to the planned outline and support. Students need to understand the requirements of the school in upholding authenticity. The school must ensure that the authentication from a candidate is for the work submitted for assessment. Signed declarations of authenticity from each candidate for every item of coursework submitted must be properly made, recorded and stored. No replacement work will be accepted once coursework marks have been submitted to the examination awarding body.

Exam Regulations

Exam regulations and board actions in the case of dishonesty will be shared with all candidates, with explicit mention of the prohibited use of unauthorized electronic devices in examinations. This includes wearable technology, clothing or accessories incorporating computer and other advanced electronic technologies. Examples include, but are not confined to, smart watches and smart glasses (when used as a computer and/or communication device).

Event 2: IGCSE Coursework or Examination³

- Parents are informed and may be asked to meet with relevant staff (teacher, Head of Secondary or Deputy Head) about the issue.
- A record of the incident will be placed in the student's file.
- The respective examination board will be informed.
- Where appropriate, the respective examination board may request a full written report from the school and will follow their own procedures which could result in (i) a deduction of marks or no marks for a component, (ii) disqualification of the candidate from the subject, or (iii) ban a candidate from entering CIE examinations for up to five years (Cambridge, 2020) . See Cambridge Handbook 2020 (International) Section 5.6.7 for further details.
- The student should be made aware that Transcripts and university references will not be able to guarantee the student's academic integrity.

c. Secondary School (Grades 11 and 12)

Any academic misconduct in the years leading up to the senior school will affect the student's chance of acceptance into the Secondary School. Decisions will be made on an individual basis. As part of this decision and discussion, we will take the learning needs and language skills of the student into account.

CIE A Levels

As with IGCSE coursework or examinations, malpractice in examinations or related to coursework is a very serious issue. Students must adhere to the requirements of the examinations as indicated in the information document for students (Cambridge, 2019).

According to the Cambridge Handbook 2020 (International) Section 5.6.1, the following are examples of malpractice by candidates). This is not a complete list:

- bringing unauthorised materials into the exam room.
- disruptive behaviour in the exam room (including using offensive language)
- copying from another candidate
- collusion: secret cooperation or deceitful agreement in order to deceive others
- plagiarism: not giving sources and/or submitting another person's work as if it is their own
- looking for, getting, receiving, exchanging or passing on confidential exam material in any way
- not following an invigilator's instructions
- not following supervision rules designed to keep the exams secure
- stealing another person's work
- deliberately destroying another person's work

³ For further details in terms of the actions by CIE, see [Cambridge Handbook \(2020\)](#), Section 5.

- including threatening, offensive or obscene material in scripts or coursework
- impersonation: pretending to be someone else, or arranging for another person to take their place in an exam
- altering, falsifying or misrepresenting any results information, including certificates
- behaving in a way that undermines the integrity of the exam. (Cambridge, 2020, Section 5.0)

According to the Cambridge Handbook 2020 (International) Section 5.6.7 the following are the possible outcomes in a case of malpractice (this is not a complete list):

- take no further action
- give a warning to candidate(s)
- deduct marks or award no marks for a component
- disqualify candidates from the subject (in serious cases this may extend to all subjects taken in the series)
- ban a candidate from entering our exams for up to five years

IB Diploma

For those students taking part in the IBDP, regardless if this is courses or the full diploma, they must adhere to the guidelines set out by the school and the International Baccalaureate. In particular, IBDP students should be aware:

- A breach of academic Integrity in Diploma Programme could result in discontinuation of the programme. The IB is very clear that IB Diploma's will not be awarded to students who are involved in academic Integrity issues.
- If infringement has been found and confirmed (unintentional plagiarism) then no marks will be awarded for the part in question and the student will be eligible for a grade. (para 27/28 p 7 General regulations: DP)
- Malpractice can lead to the withdrawal of the IB diploma.

The International Baccalaureate (2014) states:

- The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. (3.5 p IBO Academic Honesty)
- Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was unintentional or deliberate. The same principle applies to collusion. (6.1p9 IBO Academic Honesty)

Once the IB organization is involved then the following steps are taken:

- 30.2 Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence

- 30.3 Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.
- 30.4 If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed, and a grade will be awarded in the normal way.
- 30.5 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
- 30.6 If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.

All individuals involved in the DP programme (teachers, management, parents, students) will be given this policy and it is a requirement of all individuals to have a full understanding of its contents. The Head of Secondary/DP Coordinator/Librarian will provide training to teachers, parents, management and students. Along with this, DP teachers must refer to this policy when assessing students work and provide task-specific training to students on this policy.

DP Assessments: Internal and External Assessments

There are various forms of assessment in the DP, these will be outlined in the Assessment Policy and within the Student DP Handbook. However, with all assessments, academic honesty is paramount. 'Turnitin' for DP 'Turnitin' will be purchased sometime in the next academic year (2020-21).

Concrete Examples of How Academic Integrity Works in the DP Programme

All examples were taken directly from IB Continuum: Academic honesty in the IB educational context, page 18, August 2014, International Baccalaureate Organization, United Kingdom.

Example 1 Extended Essay:

A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites. The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.

Example 2 Internal Assessment:

A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group. The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.

Example 3 ToK Presentation:

A DP student is planning his TOK presentation. In researching the presentation, he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice. The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.

6. COMMUNICATION OF THIS POLICY

- Head of Secondary and Head of Primary will be responsible for providing copies of this policy to the school community through staff meetings, parent meetings, school newsletters and website.
- All students in the Middle School and Secondary will be asked to confirm in writing that they have read this policy
- A linked version of this policy is to be included in relevant parent handbooks and a copy of this policy is provided at point of admission

7. FINAL PROVISIONS

This document comes into force from the moment of signing and replace the “Exupery International Academic Honesty Policy” No. ____-nts (from March 2018).

School Director

Dmitrijs Vinogradovs

BIBLIOGRAPHY

Cambridge Assessment International Education (2019), 'Malpractice and Maladministration', <https://help.cambridgeinternational.org/hc/en-gb/articles/115004302425-What-is-malpractice-and-maladministration-and-how-do-I-report-a-suspected-case> (Accessed 3 December 2019)

Cambridge Assessment International Education (2019), 'Cambridge Handbook (2020): Regulations and guidance for administering of examinations', <https://www.cambridgeinternational.org/Images/561646-cambridge-handbook-2020-international-version.pdf> (Accessed 3 December 2019)Reg

Cambridge Assessment International Education (2019), "'Information for Candidates' <https://www.cambridgeinternational.org/Images/86457-information-for-candidates.pdf> (Accessed 3 December 2019)

IBO (2014), 'Academic Honesty in an IB Educational Context', IBO <https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf> (Accessed 3 December 2019)

IBO (2019), 'Academic integrity', IBO

Utrecht International School (2016) "Academic Honesty Policy' <https://www.isutrecht.nl/wp-content/uploads/2018/03/ISUtrecht-Academic-Honesty-Policy.pdf> (Accessed 3 December 2019)

Shatin College (2016), 'Academic Honesty Policy' <https://drive.google.com/file/d/0B5QoYa9W7wWdWG9KTjZYOUYydWc/view> (Accessed 3 December 2019)

Skagerak International School (2017), 'Academic Honesty Policy' https://www.skagerak.org/uploaded/Policies/SIS_Academic_Honesty_policy_FINAL_2017.pdf (Accessed 3 December 2019)

The Magellan International School (2016), 'Academic Honesty Policy' <http://www.magellanschool.org/wp-content/uploads/2016/07/ACADEMIC-HONESTY-POLICY-PYP-and-MYP.pdf> (Accessed 3 December 2019)

Scope and Sequence for Referencing

Grade 6-9

Library Induction Lessons to include session on plagiarism, referencing, and researching skills in identifying types (and credibility) of sources.

Lessons include sessions on plagiarism, referencing, and researching skills in identifying types (and credibility) of sources, and activities centred on plagiarism, personal integrity, relationships, and ethical behaviour occur during tutor time and PSHE. In addition:

- Academic integrity and referencing explicit in rubrics for faculty projects
- Collaborative honesty in group work and presentations
- Referencing sources of inspiration in creative work
- The importance of reporting data collected accurately and the nature of bias in sampling

Grade 10

- An assembly on academic integrity delivered during the first half-term, with a focus on IGCSE coursework and other assessments.
- Library sessions on MLA referencing, and source identification.
- Students are issued with a copy this policy document.

Grade 11

- Academic Integrity is reinforced when students are issued with examination information.
- A statement on academic integrity is included in their examination information booklet.

Grade 11 and 12

- This policy document to be included as an appendix to the IBDP Handbook.
- Library sessions on MLA referencing, research skills, and source type. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats.
- Reinforcement of transparency in using the work of others delivered through the tutor programme.
- Workshops to be delivered at appropriate points in the year:
 - ❖ academic research skills & tools
 - ❖ academic writing
 - ❖ using the library and online resources
 - ❖ compiling a bibliography

Academic Integrity Agreement: Student, Guardian and Head of School

1. I have read EIS's Academic Integrity Policy, fully understand the ethical guidelines as set out in this policy , understand that the points below are only a short summary of this policy, and agree to abide by the EIS Academic Integrity Policy in its entirety.
2. I understand and accept the value our school places on creativity and intellectual property as stated in the school's Guiding Statements.
3. I understand and accept that all school members will therefore acknowledge the intellectual property of others as a way of promoting creativity, and to ensure that we are able to check sources of information.
4. I acknowledge the positive manner in which EIS's Academic Integrity Policy is intended to support and enhance my learning at our school.
5. I will recognise and celebrate the intellectual ideas of others in my work. I understand that to not do so is academic malpractice.
6. I have read the student examination requirements of the International Baccalaureate and Cambridge Examinations.
7. I will not share my assignments with other students for them to gain an unfair advantage.
8. I will not discuss test questions and answers with students who have not yet taken the test in order to gain an unfair advantage. I understand that this is considered collusion and is also academic misconduct.
9. During a test, I will abide by ethical regulations to ensure that no unfair advantage is sought. I will not use outside information or texts. I understand that this is academic malpractice.
10. I will write ideas and opinions from others in my own words. I know that plagiarism is using such words or ideas of authors in my work without giving necessary credit. I understand that this is academic malpractice
11. I know that paraphrased text must include citations. I also understand that sections of text copied word for word must be referenced clearly and accurately. I understand that copying or making minor alterations to others' work without recognising their intellectual contribution is also academic malpractice.
12. I understand that if I am found to be guilty of academic malpractice, I will receive a zero for that assignment and risk being removed from the academic programme.

13. I understand that if I am found to be guilty of academic malpractice by the IBO, or CIE, on any of my externally marked or moderated work, I will be subject to the examination board decision and as a consequence I may not earn the Full Diploma and/or other certification is at risk.
14. I will endeavour to uphold all the ethical and honourable aspects of EIS's Academic Integrity Policy in order to play a successful part in our internationally-minded school community.

Name of Student (Print)

Name of Guardian

Head of School

Signature Student

Signature of Guardian

Date of Signatures