Academy Integrity Policy

Vision Statement

We aim to develop principled global citizens with intercultural perspectives and a passion for lifelong learning.

Mission Statement

We provide a nurturing environment to encourage

- independent and collaborative learning;
- the formation of international-mindedness;
- principled and responsible acts; and
- holistic development.

Core Values (RI^{2}CE)

- **Resilience** | We adapt in the face of challenges with new skills.
- **Integrity** | We know and act with sound ethical principles.
- **Internationalism** | We practise open-mindedness and show empathy across cultures.
- **Collaboration** | We will work with others for the common good of the community.
- **Excellence** | We passionately strive for continual improvement in the things we do and believe in.

1. Rationale

In the teaching and learning in the IB programme, academic integrity is an integral guiding principle for the ethical decision-making and behaviour in the production of a legitimate, authentic and honest scholarly work. *(Academic Integrity. October 2019, p.3)*. It is a part of being "principled", a learner profile attribute where learners strive to "act with integrity and honesty" as they question, inquire and act *(IB learner profile in review: report and recommendation. April 2013, p.21)*.

HWA International School supports students in their endeavor to maintain a high standard of academic integrity at all times. As principled learners, they will carry on the mission and vision of their alma mater.

This policy is created for all stakeholders to understand that HWA International School is an academic environment that facilitates respect and promotes honesty and integrity; thus, the school community must be committed to the adherence of this policy. And as such, this policy is made available in the school's website for reference, guidance and implementation.

2. Academic Integrity Policy

The academic integrity policy supports the mission of HWA International School in creating a safe and encouraging environment where students are nurtured into becoming "principled global citizens". In line with the IB philosophy, the attributes of the IB learner profile are cultivated in thee students and they are learning how to learn. . Academic integrity creates a culture of respect where fairness, trust and credibility are preserved.

This document sets out the framework on academic integrity for students and ensures that the procedures to implement them are fair, transparent and consistent. *(Academic Integrity. October 2019, p. 3)*. All students must understand the meaning and the relevance of all concepts related to academic integrity. Nevertheless, it is the teachers' responsibility, along with parents, to promote the development of the required skills for students to use in their daily work.

The objectives for this academic integrity policy are to:

(a) Define academic integrity and malpractices in the context of the DP.
(b) Define roles and responsibilities for the Head of School, teachers, librarians, students and parents in preventing and stopping malpractice.
(c) Provide guidelines to prevent misconduct by students.
(d) Explain consequences established by the school to students found guilty of academic misconduct.

2.1 Definitions of 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. *(Academic Integrity. October 2019, p.3*)

Academic integrity is respecting the work and the ideas of other individuals. When one makes use of, or makes reference to another's ideas or creations, appropriate credit and proper acknowledgement must be given.

2.1.1 Authenticity

An authentic piece of work refers to one that is based on the student's own ideas and which properly acknowledges others' authorship and ideas. Therefore, in all work (whether written, verbal, visual, or audio-visual) that is submitted by a student, his/her original language and expression must be used. When other sources are used or reference to the work of others is made, whether directly or by paraphrasing, sources must be documented appropriately *(MYP: From Principles to Practice, 2014, International Baccalaureate Organisation, p.77)*

2.1.2 Intellectual Property – the World Intellectual Property

Students must understand that both creative and intellectual forms of expression must be respected and are normally protected by national and international law. Thus it is important for them to understand intellectual property which is the legal rights which result from intellectual activity in the industrial, scientific, literary and artistic fields. *(WIPO, 2004)*.

"The concept of intellectual property is potentially a difficult one for students to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Students must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law." *(MYP: From Principles to Practice, 2014, International Baccalaureate Organisation, p.77)*

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3. Roles and responsibilities

Implementing this academic integrity policy is the collaborative work for all members of the school community, albeit each one has a specific role and responsibility:

3.1 Head of School and/or Programme Coordinators

(a) Establish an academic integrity policy.
(b) Provide teachers with effective training opportunities for professional development.
(c) Provide guidance and support to teachers when they take action in cases of academic misconduct.
(d) Designate team or person responsible for academic integrity support and training.

(e) Ensure everybody understands academic integrity and the consequences for those engaged in academic misconduct and school maladministration.
(f) Ensure that the policy is accessible to the school community through different media – print, emails and school website, and that a copy of the policy can be readily obtained.
(g) Communicate with parents and legal guardians the aim of academic integrity.
(h) Ensure school administration, teachers and students adhere to the school's academic integrity policy and be held accountable for infringements and maladministration.
(i) Support IB in any investigation into possible maladministration.
(j) Ensure all school and IB policies are executed fairly and consistently.
(k) Comply to secure storage of confidential IB material policy and the conduct of IB examinations
(l) Notify IB of any breach in the procedure of storage of IB exam materials.
(m) Involve teachers and librarian in the review of the academic integrity policy.

3.2 Teachers

(a) Acknowledge and support academic integrity as a core IB principle.
(b) Ensure students have full understanding of the expectations and guidelines of all subjects.
(c) Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
(d) Create a supportive environment for students to meet IB requirements.
(e) Set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted.
(f) Design assignments that do not lend themselves to academic misconduct.
(g) Discuss the benefits of submitting assignments that are correctly referenced.
(h) Devote time to teach and practice these skills – making them "second nature".
(i) Support students to become actively involved in their own learning.
(j) Use plagiarism detection software Turnitin for internal check.
(k) Guide students on how to produce genuine and authentic work.
(l) Involve parents and legal guardians in the practice of academic integrity.
(m) Respond and report immediately any suspicion of academic misconduct.
(n) Support any investigations on any breach of the policy as well as maladministration.
(o) Be involved in the review of the academic integrity policy.

3.3 Librarian

(a) Support teachers and students in identifying good practice regarding academic integrity.
(b) Collaborate with teachers to identify original work as well as identifying plagiarized material and its sources.
(c) Teach and provide consultation/tuition proper referencing and research skills to the students.
(d) Help students obtain reliable information from various sources.
(e) Assist students in the use of plagiarism detection software Turnitin.
(f) Promote the use of quality information and resources.
(g) Ensure the use of the designated method of referencing and citation style of the school.
(h) Be involved in the implementation and review of the academic integrity policy within the curriculum.

3.4 Students

(a) Ensure full understanding of the school's and IB's policies.
(b) Accept and sign academic integrity pledge. (See Appendix 3 for the Academic Integrity Pledge)
(c) Recognize behaviour of academic malpractice and its consequences.
(d) Practice academic integrity all the time. Students can do this by:
- making an effort to learn academic writing, research and citation skills;
- seeking clarification when unsure, including in situations where collusion might happen;
- using time-management and self-management skills strategies to avoid procrastination, leading to possible infringement of academic honesty due to plagiarism;
- abstaining from receiving non-permitted assistance, as well as giving undue assistance to peers.
(e) Review own work before handing in to ensure that academic integrity is not violated.
- all sources are cited in the correct referencing system adopted by HWA;

- avoid plagiarism, collusion and all other academic misconduct;
(f) Take responsibility by submitting works with attached plagiarism report.
(g) Accept and acknowledge the authenticity of his work by signing a declaration form.
(h) Respond and report any acts of student academic misconduct as well as school's maladministration.
Be responsible in using the internet and associated social media platforms.

3.5 Parents/ legal guardians

(a) Understand IB policies, procedures, subject guidelines in the completion of coursework or examination papers by their children.
(b) Understand what constitutes academic misconduct and school maladministration and the consequences.
(c) Report any potential case of misconduct or maladministration.
(d) Support their children's understanding of the IB policies, procedures and subject guidelines.
(e) Encourage students to plan each assignment and provide support with the scheduling of the students' work, as they may have many assignments to complete.
(f) Establish a good level of communication with the school so that parents / legal guardians understand the requirements of the IB Programme and what is expected of students.
(g) Abstain from obtaining or giving their children assistance in the completion of work.
Encourage their children to ask their teacher for advice if they are having difficulty with their work.

4. Academic Misconduct

Misconduct is considered as the "behaviour that results in, or may result in, the student or any other student gaining unfair advantage in one or more assessment component." (International Baccalaureate, 2011, *Academic Honesty* p.3). It includes *plagiarism*, *collusion* (which should not be confused with *collaboration*) and others like *duplication*.

4.1 Plagiarism

Plagiarism means presenting others' ideas or work as his/her own. It includes
(a) copying what someone else has written without using quotation marks and appropriate citation.
(b) using someone else's ideas and putting them in your own words (paraphrasing) without using appropriate citation.

4.2 Collusion

Collusion occurs when a student knowingly uses another person's work "as an unattributed source". It includes:
(a) copying someone's work and presenting it as his/her own.
(b) allowing someone to copy your work and present it as his/her own.

This should be distinguished from collaboration that implies "working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in allowing one's work to be copied or submitted for assessment by another." *(MYP: From Principles to Practice, 2014, International Baccalaureate Organisation, p.77)*

4.2.1 Collaboration

Working with others on a common aim should not result in a member of the group copying or submitting the work of other members for assessment.

The following should be noted:
(a) Students are encouraged to collaborate in some instances. For example, they might work together on creating a data table in sciences. The data tables will be identical, but all other required parts of the lab must be individual work.

(b) Students are expected to follow the guidelines of specific collaborative group assignments in order to accurately reflect the contributions of all members of the group to the assignment.
(c) The assessment task-specific clarifications can assist in identifying the elements that are expected to be a collaborative group effort and those, if any, that are to be individual endeavours.

For more information on the difference between collaboration and collusion, please see *MYP: From principles into practice, 2014, p.77.*

4.3 Other forms of academic misconduct

Other forms of academic misconduct can include, but not limited to:
(a) Duplication of work. This occurs when one submits the same work for different assessment components or requirements.
(b) Misconduct during examinations such as bringing unauthorized materials in the examination room, displaying disruptive behavior and communicating with others during examinations
(c) Non-compliance to the instructions of the invigilators or any staff responsible for the conduct of the examination.
(d) Disclosing information to another candidate and receiving information about the content of the examination paper within 24 hours after the examinations.
(e) Impersonating or taking exams for the other candidates
(f) Avail of essay-writing services to aid in writing essays or other assessment materials.

5. Preventing Malpractice

It is essential to consider that prevention of malpractice is primarily done through promoting good practice, which goes beyond just establishing the consequences for this behaviour. It is also important that the students will be given an opportunity to make mistakes, and learn from their mistakes, in safety.

5.1 Support given to students

Academic Integrity is a part of learning and teaching. Teachers acknowledge the need to enhance the ATL skills of the students as well as the deliberate strategies and approaches to teaching that will make the student inquire, reflect and positively act in integrity.

In order for the students to be actively responsible for their own learning, teachers provide support to students by preparing them for the demands of the tasks, conducting training, workshops and tuition, giving feedback and encouraging students to respond to feedback.

The school provides students with a guide for citing and acknowledging sources following the American Psychological Association (APA) style of citation. Students will be given opportunities to practise different research and study skills, so that they are motivated to develop their own ideas through problem resolution, comparison, hypothesis and analysis, as well as, providing opportunities for discussion, inquiry, and creativity.

The librarian will play an important role in preventing malpractice. On top of teaching citation skills, the librarian will teach the students ATL skills such as:

● communication skills
● research skills (information literacy) for evaluating sources and information
● thinking skills
(Appendix 8 details the Program Plan and Course Outline)

Plagiarism checker software, Turnitin, is utilized to guide the students of their written work and for the teachers to monitor the research skills development of the students. The librarian and teachers will be training the students to use the Turnitin software so they will take the responsibility to hand in well-written paper. The software will be linked to Managebac so that teachers can upload work for internal plagiarism checks.

Teachers, as role models in demonstrating integrity in the teaching and learning, should evaluate the views and conduct of students in the adherence as well as deficiencies in regards to academic integrity. Understanding students' reason for engaging in misconduct will enable them to develop appropriate actions. Additionally, they can put in context the value of honest scholarly work, why plagiarism is a problem and the consequences of any infringement. Teachers may devote time to referencing practice, build schedules for the students to have enough time to finalize work to be submitted, and avoid general topics for tasks and making teaching as interesting as possible.

5.2 School's response to academic malpractice

When teachers (who use Turnitin software) suspect that a student has committed academic malpractice, they must report the incident to the IB programme coordinator. The coordinator will investigate and will make a determination as to whether there is sufficient evidence to take action.

(a)   If there is sufficient evidence to take action, the coordinator will:
   (i)   Record the incident in the student's academic record.
   (ii) Report the incident to the head of school.
   (iii) Contact the parents to arrange a meeting to review the academic integrity policy.
   (iv) Set guidelines for appropriate completion of the assignment.
   (v)   Students may not be given a mark for the assignment; nor may the assignment be submitted to the IB for assessment. Revised assignments may be marked and/or submitted, assuming that all external deadlines are met.

(b) In the case of IB external examination, the school will follow the *General regulations: Diploma Programme Article 20: Candidates suspected of academic misconduct and Article 21: Investigating cases of suspected academic misconduct to support IB's investigation.*

   (i)   DP coordinator will inform the IB as soon as possible and the school will conduct an investigation and provide the IB with statements and other relevant documentation concerning the case.

   (ii) Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct.

   (iii) If a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.
   ● no grade is issued for a subject that contributes to a candidate's IB Diploma.
   ● no IB Diploma will be awarded to the candidate.
   ● disqualification from participation in any future examination session.

5.3 Consequences of academic malpractice

After the case has been established and depending on the severity of the offense, the following consequences of violation of academic integrity may include:

(a)   verbal warning for minor attempts
(b)   warning letter to the students and letter to the parents
(c)   no credit for the specific component of assessment, subject assessment or no final mark
(d)   suspension and expulsion

HWA International School will impose sanctions on any infringement committed by the students in violation of the academic integrity policy. Sanctions are provided in the matrix of penalties stipulated by IBO in the Academic Integrity guidelines. (Please see Appendix 5 for the Matrix of Penalties. Academic Integrity, October 2019, p.32-45)

5.4 Rights of the Students

The student's right to appeal a decision on the academic misconduct case will be acknowledged and will be investigated by the Academic Examination Board. After investigation and deliberation is conducted, the final decision will be irrevocable.

6. Preferred Method of Citation

There are particular rules, or conventions, about how to cite someone else's work, and those rules must be followed. Examples of acceptable conventions are: MLA, APA, and Chicago. IB does not endorse any particular style of referencing or citation method. However, HWA International School prefers the use of the American Psychological Association (APA). The full citation of the source appears in the Bibliography page. (See appendix for samples of citation)

7. References

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