

„UNIVERSA VIA“ INTERNATIONAL SCHOOL

THE ACADEMIC INTEGRITY POLICY



Date of the recent review: May 2023

“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 Policy, 2019, P 9.

This policy aims to:

- help define academic integrity and malpractice in the context of the IB Primary Years Programme and our National Secondary Education Programme;
- establish the roles and responsibilities of the school itself, teachers, students and parents in promoting academic integrity in a positive way, as well as preventing and detecting malpractice;
- outline the consequences of academic misconduct;
- offer advice about citation and referencing;
- establish that each student must sign a declaration, stating that all work submitted for the PYP exhibition, will be their own authentic work.

DEFINITION OF ACADEMIC MALPRACTICED

Malpractice is defined as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

Malpractice includes:

Plagiarism: this is defined as knowingly submitting the ideas or work of another person as the student's own.

Collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.

Roles and responsibilities

THE SCHOOL

The school's responsibilities in respect to academic integrity include the following:

- Ensuring that students adhere to the basic principles of academic integrity.
- Ensuring that parents and learners understand what actions are understood as 'the academic disintegrity'.
- Providing clear expectations and consequences on what will happen if the submitted assessments or tasks are not the learner's own work.
- Ensuring that incidents of disintegrity are dealt with in accordance to the procedures and consequences along with the assessment practices of the IB.

THE LIBRARIAN

The librarian's responsibilities in respect to academic integrity include the following:

- Developing an understanding of what academic integrity is in line with the vision of the school;
- Addressing the difference between reliable and unreliable sources, and provide with examples of reliable sources;
- Teaching how to cite various types of digital and print sources;
- Teaching how to take notes to avoid plagiarism;
- Organising a workshop for Grade 4 on academic integrity before embarking on Exhibition projects;

THE TEACHERS

As teachers, your responsibilities in respect to academic integrity include the following:

- Emphasising the concept of academic integrity within all educational processes (teaching, learning, assessment).
- Encouraging students to accept their strengths and weaknesses and encourage them to do the best they can.
- Teaching students how to cite references, create bibliographies, paraphrase, take notes and write content from their own perspective rather than paste the content.
- Providing specific guidelines, task clarification and encourage students to develop their own ideas through problem solving, analysis and reflection.
- Designing assessment criteria that value and reward the work required, rather than only the final result.
- Explaining the terminology such as plagiarism, collusion and duplication.
- Act as good role models and show academic integrity in their own work.

- Supporting students in developing the skills and attitudes required for completing tasks in an academically honest manner.
- Dealing with incidents of academic disintegrity in an appropriate manner.

THE STUDENTS

As students, your responsibilities in respect to academic integrity include the following:

- Ensuring that all work submitted is authentically your own work.
- Ensuring that I understand when I need to work independently/ collaboratively.
- Ensuring that all ideas and data are not copied and not exact wording without citing the source.
- Undertaking research honestly and crediting others for their work.
- Knowing what defines misconduct including plagiarism, collusion and duplication.
- Using information technology and library resources responsibly.

THE PARENTS

The parents' responsibilities in respect to academic integrity include the following:

- Encouraging their children to accept their strengths and weaknesses and encourage them to do the best they can.
- Ensuring the work that is submitted is their child's own work.
- Developing an understanding of academic integrity.
- Assisting their children with accessing resources for personal inquiries including people, places, media and information.
- Speaking to their children about the importance of academic integrity.

PREVENTING ACADEMIC DISINTEGRITY

Good quality academic work demonstrates courage, integrity, trust, fairness, respect and responsibility. Using various practices, students are acknowledged with the five fundamental practices related to academic integrity: integrity, trust, fairness, respect, and responsibility

In order to prevent academic disintegrity, our students will be provided with the concepts of acting with academic integrity including, paraphrase and summarize, how to and when to reference.

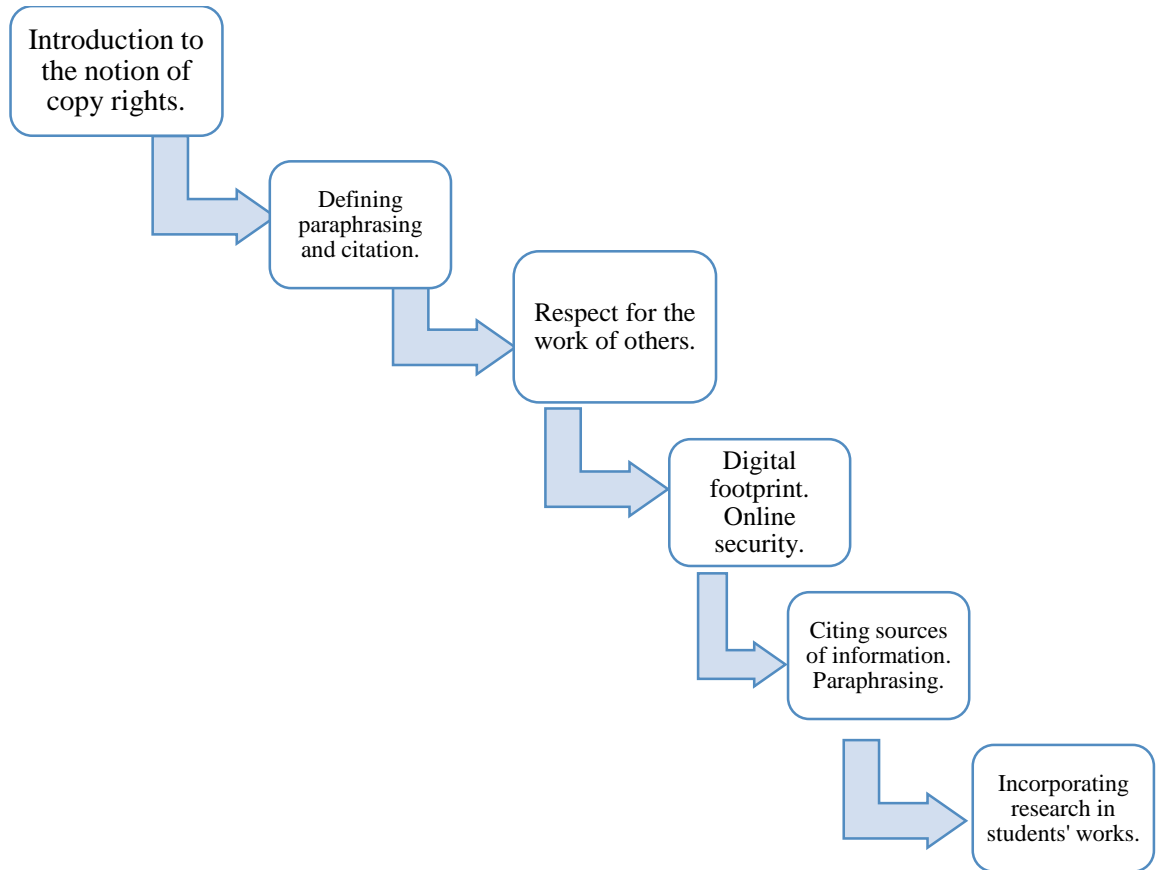
Students in 4th grade (last years of the PYP) will be taught to cite their work and acknowledge sources when completing research projects and preparing for the PYP Exhibition.

GENERAL PRACTICES

- Teaching and utilizing the vocabulary of integrity. Teachers pre-determine a set of words that align with their classroom's or school's academic integrity policy, then utilize them regularly. Lessons on "integrity," "responsibility," and "values" are integrated in the extra curriculum activities (Social - emotional education programme). Classroom expectations are conveyed with these words when discussing academic integrity with students and parents. Parents are also encouraged to have conversations at home with their children about the importance of citations and original work.
- Cultivating an environment of kindness and respect. We acknowledge students who demonstrate kindness, respect and thoughtfulness. Also, we use positive approaches when educating our students about acceptable/ unacceptable behaviours.
- Students will be guided in collaborative techniques when working in groups allowing all members to contribute equally and equitably. The collaborative techniques include setting the rules of language and collaboration; establishing measurable goals and expectations; recognising and rewarding collaborative behaviour; asking for feedback; evaluating each group on its own merit.
- Students will be provided with information and examples that help them understand the difference between collaboration on assignments and cheating, and identify plagiarism.
- Our teaching staff make connection between the IB Learner Profile and academic integrity including the resources they use within the classroom.

Teaching academic integrity

Expectations for A teacher Flowchart



Recommendations for students (Good practice)

- Start your research early. Keep in mind taking notes and organise your sources;
- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography 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 advised not to use it (Appendix 1);
- Use quotation marks around the text to denote that the words aren't your own (Appendix 1);
- Proofread and check your notes and sources to make sure that anything coming from an outside source is acknowledged.
- Ask a librarian or a homeroom teacher for help.

PROCEDURES & CONSEQUENCES FOR ACADEMIC MISCONDUCT

There is no academic consequence until 4th grade (final years of the PYP) where students will sign a contract for their PYP exhibition.

Consequences for deliberate plagiarism in 4th and higher grades:

1st incident	<ul style="list-style-type: none">•Students have an opportunity to correct the errors;•The student - teacher reflection session;•Classroom teacher will be informed.
2nd incident	<ul style="list-style-type: none">•IB PYP coordinator and classroom teacher will be informed;•A reflection session with the PYP coordinator and the classroom teacher;•Parents will be informed;•Students signs a formal letter of commitment about the future conducts.
3rd incident	<ul style="list-style-type: none">•Parents invited to school;•Formal meeting with PYP coordinator, classroom teacher and deputy principal;•If the offence is repeated, suspension from school for a time to be decided by principal;

Consequences for Collusion/Misconduct during assessments

1st incident

- Students get zero on the assessment and have to redo the task during consultations;
- The student - teacher reflection with the student;
- Classroom teacher will be informed;
- Parents will be informed via ejournal.

2nd incident

- A reflection on behaviour to be completed, guided by the classroom teacher;
- PYP coordinator will be informed;
- Students sign a formal letter of commitment about the future conducts.

3rd incident

- Parents invited to school;
- Formal meeting with PYP coordinator, classroom teacher and deputy principal;
- If the offence is repeated, suspension from school for a time to be decided by principal;

How do I cite quotations?

Direct Quotations

Author known – “In speech marks” (Waugh, 2003, p.23)

No author known – “In speech marks” (Oxford School Dictionary, 2005, p.57)

When the author’s name is only mentioned in the text – J.Waugh (2014) analysed the conception of....

Summary Quotations

One author - it was the opinion of Waugh (2003)....,

More than one author – Name all authors first time you cite the work – *J.Waugh, A.Blunt and F.Cork (2003) pointed out...* Next time, name only the first author and add “et al” - *Larson et al. (2019) pointed out middle school students reported significant less time ...*

No author known – as it is mentioned in the document...(Document, 2018).

Bibliography

Single Author - Author’s last name, the first letter of first name. Date of publishing. *Title (Italicized)*.
Place of publication: Publisher.

Example: Carson, B. (1990). *A very good book*. New York: Harper Collins.

Two authors – Carson, B., Carson, C. (1990). *A very good book*. New York: Harper Collins.

Theree and more authors – Carson, B., Carson, C., Carson,C., et al,. (1990). *A very good book*. New York: Harper Collins.

Web Document

Moorde, G.T., Sivakumaran, S. (2002). *Scales for Description*.*[watched 15 November 2022]*.
<http://www.shakespeare.org/news.htm>

Commitee:

The Pedagogical Leadership Team