



INTERNATIONAL SCHOOL SUVA
World Class Citizens ~ Lifelong Learners

Academic Integrity Policy

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Rationale

The Mission Statement of International School Suva states that

'ISS is committed to rigorous and high academic standards and instillation of ideals of life-long learning and responsible global citizens. We strive to ensure that every student leaves ISS with an international understanding, an ability to think critically, act with compassion, care about themselves and others and display the attributes of Schoolwide Learner Outcomes.'

Underlying the Academic Integrity Policy at ISS are the Student Outcomes which are underpinned by the IB Learner Profile. The Learner Profile states that students are principled, meaning “acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere” (MYP: From Principles into Practice P.38). ISS promotes the attributes of the learner profile which serve as traits integral to our Academic Integrity Policy. Students are expected to be:

Inquirers – those who acquire the skills necessary to conduct inquiry and research;

Knowledgeable – those who explore concepts, ideas and issues;

Principled – those who act with integrity and honesty, and take responsibility for their own actions;

Open-minded – those who are accustomed to seeking and evaluating a range of points of view; and

Courageous – those who are brave and articulate in defending their beliefs.

Rigorous academic standards by necessity demand academic integrity from students and staff. The purpose of this policy is to teach students to act with academic integrity in all senses of the words. Plagiarism is certainly the most common form of malpractice and is the focus of this document. However, malpractice should be taken to mean any behaviors that result in, or may

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result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- **Plagiarism:** This is where the student represents ideas or work of another person as their own.
- **Collusion:** This is supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another student.
- **Duplication of work:** This is where the student may use the same work for two different assessment components such as across different subjects.
- **Any other behaviour that gains an unfair advantage** for a candidate or that affects the results of another candidate.

Examples of malpractice can include but are not limited to:

- Copying the work of others
- Failing to acknowledge sources
- Disregarding a Code of Conduct for examinations or the Conditions Relevant to Assessment
- Doing assessment work for another student (internal and external assessment)
- Sitting an examination for another student
- Falsifying records such as journal records (including CAS), or data gathering exercises
- Using sources without appropriate acknowledgement
- Disclosing information to another student about the contents of an examination
- Stealing examination papers / materials

Identifying Misconduct

The two key ways of detecting Academic misconduct at ISS is through:

1. **Constant monitoring and vigilance by teachers.** This includes, but is not limited to, rigorous invigilation during exams for the unauthorized use of both paper and electronics aids during examinations, awareness of difference in quality of students

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work if they are handing in written assessment and detection of possible plagiarism by Plagiarism Detection Software (Turnitin).

In the case that misconduct is identified, physical evidence and personal observations are important in any future adjudication process.

2. **Plagiarism Detection Software:** Turnitin software, located in the school Library, is to be used for plagiarism checking. Staff and students will be trained in its use through regular workshops run by a trained Librarian. This will be done by using anonymous examples from the work past students have handed in to read and understand the data the software provides.

To counteract malpractice, students will be taught appropriate measures that help promote Academic Integrity, including appropriate research skills and referencing. The source for the ISS referencing system will be the ISS Style Guide. A copy of the ISS referencing system will be kept in the library for access by all staff and students.

Students will be informed that any breach of Academic Integrity will be identified as a serious breach of discipline.

Students will be issued with (dependant on the course of study undertaken)

1. [The Style Guide \(Years 6-12\)](#)
2. ACT students Year 11 and 12 - 'What's Plagiarism? How you can avoid it.'¹
3. IB DP students Year 11 and 12 will read Academic Integrity in the Diploma Program, student guide.
4. Conditions Relevant to Assessment (Examination documentation as per course guides for IBDP, ACT)
5. A student guide to the AST.

Responsibilities

For students to work effectively to build social skills, research skills, communication, thinking and self management skills, academic integrity is required at all levels.

All students should therefore:

- Acknowledge help from others e.g. parents, older brothers and sisters, other students

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- Acknowledge information and ideas appropriately taken from all sources using the ISS referencing system
- Hand in work that is genuinely their own
- Encourage other students to do their own work
- Not submit the same work for different assessment items
- Not engage in any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

All teachers should set clear expectations by:

- Give instruction and practise exercises on how to paraphrase source material and to gather information effectively
- Explain correct ways of acknowledging ideas and information derived from all sources
- inform students on what constitutes cheating, using relevant examples
- Encourage students to complete drafts whilst taking into account the rules concerning numbers of drafts for some assessment items
- Report and record **all** malpractice as per the consequences below
- Demonstrate good practice in their own relevant examples
- Ensure they are up to date with current best practice and policy regarding Academic Integrity and be role models.
- Examples of school referencing expectations can be found in [The Style Guide \(Years 6-12\)](#)

The librarian should:

- Assist students to become familiar with research techniques and teach the fundamentals of academic integrity
- Provide guidance and be a resource for students and teachers in terms of the conventions that help promote academic integrity

The school should:

- Provide adequate opportunities for students to understand what constitutes malpractice or Academic dishonesty
- Ensure that fairness and consistency in approach is maintained in all cases and provide

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support to students in an appropriate manner

- Encourage reflective practice for both students and teachers
- Provide professional development for teachers on academic integrity
- Share the Academic Integrity policy with parents and encourage sessions that help to raise awareness
- Run examinations according to the specific guide for the program concerned with the highest integrity, and train invigilators appropriately to ensure best practice prevails
- Avail students of any documentation regarding conditions relevant to examinations and procedures
- Publish consequences for malpractice

Consequences of Malpractice Years 6-12

First incident

One or more of the following penalties are to be imposed subject to the degree of the infringement: (a) to (f) (*note this is directly taken from BSSS 2016, procedures*)

Subsequent breach(es) of discipline

One of the following penalties to be imposed subject to the breach(es) degree of the infringement and previous of discipline: (b) to (g)

Penalties to be applied

With the exception of (d) any one or more of the following actions could be taken for a breach of discipline in relation to assessment. Penalty (d) will only apply in the case of those students enrolled in the ACT programme.(BSSS, 2016):

- a. reprimand, except in cases where benefit would have been derived from such breaches
- b. the making of alternative arrangements for the assessment (e.g. through a reassessment)
- c. the assessment marked without the material subject to the breach being considered
- d. imposition of a mark penalty appropriate to the extent of the breach
- e. cancellation of the result in the particular component of the assessment concerned
- f. cancellation of the total assessment result in the unit/course concerned
- g. cancellation of all results for the year in assessments conducted.

These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

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Note:

1. Students and parents should be informed in writing once misconduct is confirmed and informed of consequences
2. Students will be given the right of appeal within 7 days of the written notice. The Principal can consider the appeal and any decision made is final.
3. Copies of records of the investigation should be kept on student files.
4. Heads of School and Principal are involved in decisions regarding major instances of breach of Academic integrity, for example, instances where the student may be recommended for suspension or expulsion.
5. Malpractice during examinations or for externally marked or moderated material will be reported to external agencies according to guidelines set for a particular program.

Guidelines for attributing plagiarism as major / minor

The extent of the malpractice should be a consideration here. Not referencing a quote correctly could be a minor incident whereas copying another's work for an entire piece would be major.

Intention is also an important consideration. Malpractice with an intention to deceive should always be considered a major incident.

Decisions as to whether to classify an incident as major or minor should be taken in consultation with all relevant parties, but the final decision rests with the Curriculum Coordinator and Head of School.

A student should have the right to appeal a decision made regarding the consequences of malpractice.

Example of procedure:

| Categories | Penalties | Procedures |
|---|---|---|
| 1. First minor incident of malpractice | <ul style="list-style-type: none"> ● Reprimand and warning in writing ● Item to be marked without plagiarized material being taken into account. This could result in a reduction of marks appropriate to the extent of the plagiarism | <ul style="list-style-type: none"> ● Malpractice report form filled in ● Curriculum Coordinator informed |
| 2. First major incident of malpractice | One of the following penalties to be imposed: <ul style="list-style-type: none"> ● Marks reduced by an amount appropriate to the extent of the plagiarism ● Cancellation of any score, mark or grade for the assessment item concerned (item treated as if it were not submitted) | <ul style="list-style-type: none"> ● Malpractice form filled in ● Pastoral team, Counsellor and Curriculum Coordinator informed ● Relevant Head of School informed ● Parents informed by HOS in writing ● Demerit letter may be issued |
| 3. Repeated Offence of either category | One of the following penalties to be imposed: <ul style="list-style-type: none"> ● Cancellation of any score, mark or grade for the assessment item concerned (item treated as if it were not submitted) | <ul style="list-style-type: none"> ● Malpractice form filled in. ● Pastoral team, Counsellor and Curriculum Coordinator informed ● Head of High School and Principal informed |

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| 1 or 2 | <ul style="list-style-type: none"> ● Cancellation of all assessment results for the unit concerned ● Cancellation of all assessment results for the course concerned ● Cancellation of all assessment results for the year | <ul style="list-style-type: none"> ● Consequence decided ● Parents informed by HOS in writing ● In year 11 /12 prior to cancellation of a course or certificate, school must consult with BSSS or IBO as appropriate ● Examination offences are dealt with as per examining body regulations. |
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Academic Integrity in the PYP

The Learner Profile and the attitudes are the basis for the development of academic integrity in our students.

- Students take responsibility for their own work.
- Students work individually when instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people’s work.
- Students reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.
- Students use information technology and library resources responsibly.

Citing and Referencing Guide

| Year Level | Referencing (how do students reference any material used) | Explicit Teaching (what do you teach the students about referencing material used) |
|------------|--|--|
| Year 2 | Students copy links into project work | Discuss what a source is and share how to copy links as a reference |
| Year 3 | Students copy links into projects as well as book titles and author's names. | Referencing is taught in the current library program and we also cover plagiarism and academic integrity in the classroom when we teach students about research. |
| Year 4 | Students list any sources used for research | Media ethics taught within the library program Lessons taught through |

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| | | research units |
| Year 5 | Students list any sources used for research using the Harvard referencing style Students learn how to use Mybib | Media ethics taught within the library program Lessons taught through research units |

Academic dishonesty - PYP

Academic dishonesty may be defined as passing off other people's work or ideas as one's own, this requires constant correction and advice from the teacher. There is no academic consequence until year 5 where students are expected to reference material correctly for their PYP final exhibition.

Consequences for deliberate plagiarism in Year 5

- a. First incident
 - Students have the opportunity to correct the error
 - The teacher will lead a reflection session with the student
- b. Second incident
 - Students have the opportunity to correct the error
 - IB coordinator to be informed and lead a reflection session
 - Parents to be informed
- c. Third incident
 - IB coordinator to be informed and lead a reflection session
 - Parents to be invited to meet with the student and Head of Primary

References

1. BSSS ACT, 2016. *What's Plagiarism? How can you avoid it?* BSSS, Canberra.
http://www.bsss.act.edu.au/__data/assets/pdf_file/0003/313905/Plagiarism_-_students_2016.pdf

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2. IBO, 2014. *Academic Honesty in the IB Educational Context*. IBO UK.
3. IBO, 2014. *Program Standards and Practices*. IBO, UK.
4. The ISS Style Guide
5. Academic Honesty in the Diploma Program. A student Guide (G:\IB Diploma\2020\Academic Honesty Presentation, ISS)
6. Conditions Relevant to Examinations for each program (IBO, BSSS)
7. Examination Procedures and Practice for each program (IBO, BSSS)
8. BSSS, 2019. A Student Guide to sitting the AST. BSSS, Canberra