

Academic Integrity Policy

Rationale

DIPS community believes that students' reliable, fair, and recognized outcomes must be rewarded. This is the responsibility of the whole community. Results cannot be fair if some students have had an unreasonable advantage over others. Therefore, this policy has been created to ensure a common understanding of integrity principle. We also believe that transparency is the essence of this policy which outlines this document outlines the responsibilities and expectations of different stakeholders across DIPS. This policy also documents how the school manages incidents of student academic misconduct cases, ensuring confidence is maintained among students, parents, schools and other stakeholders in the value and credibility of grades. Therefore, this policy document explains the following:

- the academic integrity principle that will be observed by the school and expected of all its stakeholders
- the expectations and responsibilities of the different groups of stakeholders in upholding the school's principle of academic integrity
- the terminology used by DIPS regarding academic integrity, student academic misconduct and school maladministration
- how the school deals with student academic misconduct
 - good practice in embodying teaching and learning in a culture of academic integrity
- the broad definitions of terms to allow conversations about academic integrity at school level

Definition

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 is part of an "ethical culture" of our school. It is an obligation that must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle. Expectations are clearly communicated and modelled at an age-appropriate level so that all students understand:

- their responsibility for producing authentic and genuine individual and group work
 - how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
 - how to observe and adhere to ethical and honest practice during examinations.

Why do we need academic integrity?

During their 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 the following:

1. **To maintain fairness.** School 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. Any act that undermines this fairness by students engaging in academic misconduct will create a disadvantage for those who have complied with the rules
2. **To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the school as an awarding body accountable for the validity of the assessment process.
3. **To develop respect for others.** Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

Creating and maintaining a culture of academic integrity

Expectations:

An education system can be considered effective if its recipients learn and develop the skills needed to face life beyond the classroom. In order to serve the needs of universities and employers, that learning must be subject to assessment. Assessments can only be trusted and recognized by organizations if they are a true and genuine reflection of the personal level of achievement of a student and are carried out legitimately, under equal and comparable conditions. If the assessment process is distorted by dishonest acts, the validity of the entire learning process is threatened. Regardless of whether an act of student academic misconduct is intentional or accidental, the damage caused by these incidents creates real barriers to the teaching and learning process, resulting in students not achieving their desired outcome. Further, a feeling of distrust and discontent can develop among members of the school community. Subsequently, the reputation of the school can suffer negatively, as well as affecting the validity of the obtained grades or qualifications awarded to students.

Embedding the policy into the school structure

An effective academic integrity policy is a school-wide endeavour, offering a commitment to maintain an ethical culture; not just a list of rules and penalties or simply an administrative. The school community must embed academic integrity at the heart of its strategy and appreciate the value it will bring to students for their learning and future endeavours. Approaching academic integrity as a standalone issue will mean less chance of it being adopted by the school community. It is important to implement an awareness campaign and

schedule activities to reinforce the required skills, reaching not only students, but also their parents or legal guardians.

Issuing guidance for teachers

The school's leadership team must ensure that all teachers have the same level of understanding of academic integrity as a first step in ensuring their engagement and commitment. Differences in understanding could lead to inconsistencies in the teaching strategies and unwanted repercussions for the students. It is therefore important to conduct an evaluation when a new teacher joins the school and offer them sufficient training opportunities. This is an area that should be promoted as an integral part of the professional development of all teachers. Previous resolved cases of academic misconduct, if available, should be communicated and used as examples when developing teacher training. Teachers should be given guidance and support on when to take the necessary actions if confronted by a case of academic misconduct, otherwise the school's goal of promoting an academic integrity culture can be negatively impacted. For the whole system to work, it is essential that teachers see those responsible for academic integrity at leadership level as reliable members of staff with a clear vision, strategy and direction; able to take decisions that are fair, transparent and consistent.

Communicating the principles of academic integrity to parents and legal guardians

A lack of knowledge and understanding of what constitutes academic misconduct can be a common factor in reported cases. To prevent this and clearly establish the expectations of all school community members, it is necessary to create and maintain open communication channels with parents and legal guardians. The school administration must provide timely information about:

- what constitutes good academic practice and ethical behaviour
- resources the school has available to support students' learning and understanding in this area
- definitions of different types of student academic misconduct
- the investigation protocols that the school will observe when an incident of student academic misconduct is identified
- the sanctions or actions that the school will apply if it is confirmed that an infringement to the regulations occurred or the expectations of the school or the IB are not met.

Procedures for dealing with policy breaches by students

Cases of possible student academic misconduct are reported to examiners, programme coordinators, teachers or HOSs are identified through samples of work or review of responses to examination papers. Cases identified by the school Incidents related to coursework When a school identifies issues with a final piece of work before submission, the

situation must be resolved as per the school's academic integrity policy, provided it specifies if resubmissions are permitted. The school will not submit work with a mark of zero in the relevant component. If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an "F" on internal assessment mark entry system, such as the extended essay, or theory of knowledge essay, and consequently the student would not be eligible for a final grade in the subject concerned. When academic misconduct is identified after the work has been submitted, the teacher or administrator in charge must inform the administrator as soon as possible.

Incidents related to examinations

DIPS must follow all instructions for the conduct of examinations as detailed in the examination rules and regulations. All students must have a clear understanding of the exam expectations in terms of the conduct. Therefore, students must adhere to ethical and honest practices. Students must not take any unauthorized materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorized materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the people in charge. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student's examination script should be submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.

Teaching students about academic integrity

Teachers are expected to reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them. To initiate a conversation about this topic, teachers could consider the links between:

- acting with academic integrity
- arts, legitimately emulating a particular person's style and acting with academic integrity
- the scientific principle of testing another's hypothesis and acting with academic integrity.

The key message is that students need to be taught about academic integrity, and discussions about the ethical use of AI are a great classroom exercise.