



PLEDGE HARBOR INTERNATIONAL SCHOOL

ACADEMIC INTEGRITY POLICY

YEAR: 22-23

MEMBERS OF THE COMMITTEE:

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PHIS MISSION STATEMENT

‘The mission of PHIS is to challenge and enable students to reach their individual potential in mind, body and spirit while building responsible global citizens’.

AIM

- 1) To encourage the importance of academic integrity throughout the school
- 2) Enhance the awareness of various aspects of Academic Integrity.
- 3) To recognize and acknowledge the contributions of others in your work.

UNDERLYING PRINCIPLES

Plagiarism, collusion or malpractice violates the rights of the author whose work is used without acknowledgement and gives the student who plagiarizes an unfair advantage over other students.

Pledge Harbor International School follows defined learner profiles for our students. As such, honesty is a core value of the school and our Academic Integrity Policy has been established in accordance with IB publications. A PHIS learner will develop knowledge by habitually creating work through legal practices. Additionally, the PHIS learner who complies with this policy will develop a respect for research and appreciate how research enriches knowledge.

The International Baccalaureate has certain clear guidelines and expectations on academic integrity. PHIS aspires to develop “principled” students, where students attempt to “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.” (IB Learner Profile)

ACADEMIC INTEGRITY

The definition of integrity is ‘adherence to moral and ethical principles; soundness of moral character; honest’.

(Source: dictionary.com)

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.

(Source: Academic Integrity, published by IBO in Oct 2020

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integritypolicy-english.pdf>)



WHAT IS ACADEMIC MISCONDUCT?

There are a number of common ways in which academic misconduct occurs and these are outlined below.

- Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs. All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person in any work (written, oral and/or artistic) they may submit for assessment by using a standard style of referencing.
- Collusion - Candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single (or very similar) version of a report is presented by a number of candidates as their own individual work.

Other forms of academic misconduct

There are a number of other forms of academic misconduct, these include:

- duplicating work to meet the requirements of more than one assessment component falsification or inventing fictitious data for an assignment
- taking unauthorized material into an examination room
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examinations
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- theft of examination papers
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.

(Source: Diploma Programme Assessment Procedures 2020,
https://resources.ibo.org/dp/works/dp_11162-56752?root=1.6.2.8.7&lang=en)



USE OF AI IN WRITING ASSIGNMENTS

AI (artificial intelligence) resources such as ChatGPT can be useful in a number of ways. Because it can also be abused, however, students are required to acknowledge use of AI in any work they submit in class. Text directly copied from AI sites must be treated as any other direct quote and properly cited. Other uses of AI must be clearly described at the end of the assignment.

Any unauthorized use of ChatGPT (or other AI tools) on assessments is considered to be a breach of academic honesty.

HOW TO AVOID MALPRACTICES

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation, or a similar method).
- Use a style of referencing that is appropriate for the subject.
- Do not rely solely on AI tools to complete assignments. It is important to understand the material and complete assignments on your own, using AI tools as a supplement rather than a replacement for your own work.
- Do not use AI tools to plagiarize. Using AI to generate or modify content to evade plagiarism detection is unethical and violates academic integrity.
- Do not assume that AI responses are always correct. It has been noted that AI can generate fake results.

APPROACHES TO PREVENT PLAGIARISM AND PROMOTE ACADEMIC INTEGRITY IN THIS

This will be the responsibility of all teachers, staff, management, and students. The concepts and definitions will be shared and discussed with students before inculcating the skills required to promote academic integrity. The librarian will also guide the students regularly on academic integrity policy. This will be reinforced in each year thereafter (at the beginning of the year or whenever required). This will also be shared with all parents from PYP 5 onwards during the Parent Orientation.

- In class PYP 3 and 4, the concept of plagiarism will be discussed clearly. They will learn to acknowledge the name of the source material and its author.
- In PYP 5, the students will learn to acknowledge the name of the source material and its author, year of publication, and the pages of the sources that they use for projects and



reports.

- In MYP 1, the students will learn to write a proper bibliography citing books, magazines and websites including the date of accession. The difference between websites and search engines will be discussed clearly by providing concrete examples.
- In MYP 2, the students will continue to properly reference source material including books, websites and magazines for projects and book reviews. They will also learn the difference between direct and indirect quotations and how to cite them correctly.
- In MYP 3, the students will learn to paraphrase and start using quotation marks. They should be familiar with the proper referencing system in acknowledging the different sources. This will be reinforced throughout the year and acknowledged in the report cards.
- In MYP 4, the students will appreciate the art of using quotations and writing a proper bibliography.
- A workshop will be conducted by the Librarian to all new students. This will expose them to the Modern Language Association [MLA] style of citation.
- The detailed referencing and citation lessons will take place prior to the Personal Project/Extended Essay introduction during the first year of the course.
- The concept of plagiarism will be constantly reinforced by all teachers in all forms of assignments or projects.
- The PHIS members will always acknowledge the contributions of other people in any displayed work inside the school premises.
- Downloading or buying pirated software, films, books, CDs or DVDs is strictly prohibited in the PHIS community.
- The HOS / Principal / Director Curriculum/ IB Coordinators (PYP/MYP/DP) / teachers will closely monitor the dissemination and implementation of the policy.
- The school handbook will clearly specify the academic integrity policy that will be handed to all parents
 - a. during admission,
 - b. orientation at the beginning of the academic year.
- All internal assignments will undergo a plagiarism check by registering the assignment under “turnitin.com” or “plagiarism.com” in the Academic Coordinator’s office. The school will subscribe to this site every academic year.
- The school’s access to “turnitin.com” will be limited to the IB coordinators and HOS only.

ROLE OF THE STUDENTS

When completing schoolwork, students must also adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation.

When students understand the role that they have in the process of their own learning, they can



also understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort.

Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work • show a responsible use of the internet and associated social media platforms.

(Source: Academic Integrity, published by IBO in Oct 2020

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>)

EXAMPLE OF A MYP/DP SCENARIO

Activity	PowerPoint Presentation
MYP/DP assessment task	Business Management
Scenario	<p>A MYP/DP student is planning to present his findings and recommendations from an online research. This student used various sources for his research, i.e., websites, newspaper, videos and business publications</p> <p>After the presentation, the teacher found that the student didn't mention any source that he used for his research. Then the teacher suggests to the student different ways through which he can acknowledge the sources.</p>



ROLE OF THE TEACHERS

Teachers are the main agents of academic integrity in the classroom and their role is as important as that of the programme coordinators. They must therefore have the same level of understanding of the expectations of the school's academic integrity policy and IB expectations. Teachers should be aware that their conduct sets an important example to students. Actions which exhibit infringements to the Academic integrity policy, such as plagiarism, may lead students to believe that rules are irrelevant with severe consequences for their assessment.

It is advisable that shortcomings on the part of students are not punished immediately. It is preferable to generate a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice. Given that students have the opportunity to simultaneously learn and practice, they will be better equipped to grasp the significance of academic integrity.

Assessment tools such as tests, projects, assignments, essays, reports and quizzes, can also be used as instruments to reinforce the topic of academic integrity as they provide an opportunity to give feedback and also allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization.

To support students' engagement with the school strategy on academic integrity, teachers can consider, in a mutually agreed manner, classroom strategies on teaching-learning activities that focus on prevention and mitigation of academic misconduct incidents while also ensuring a standardized understanding of regulations and expectations across the teaching body.

Teachers must carry out activities that increase the acceptance of students and offer the ethical vision that every educational system must possess. In this way, students will understand and accept the reasons why it is important to have such a stance, which in turn will allow them to be advocates of a culture of integrity

Focusing on processes for managing academic integrity incidents, IB teachers must support their school and programme coordinators and are also responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labeled and saved to avoid any error when submitting assessment to the IB



- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion

ROLE OF THE COORDINATORS/ SCHOOL ADMINISTRATORS

As a pedagogical leader, the coordinator must ensure that the subject guides and all rules and regulations are strictly followed and that the IB regulations are applied consistently and fairly. In collaboration with teachers, the coordinator must take responsibility for ensuring that class schedules and calendars are appropriate, allowing students to realistically meet the demands of the programme and course of studies.

Focusing on processes for managing academic integrity incidents, programme coordinators are also responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school’s academic integrity policy and the programme relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

(Source: Academic Integrity, published by IBO in Oct 2020

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>)

DISCIPLINARY ACTION IN ORDER TO PROMOTE ACADEMIC INTEGRITY

Offense	Actions
The first offense	<ol style="list-style-type: none"> 1. Students will be warned about his/her misconduct 2. Students will receive no marks for that assignment 3. Subject teacher will inform the Coordinator 4. The student will undergo proper counseling with the Subject teacher.

Second offense	<ol style="list-style-type: none"> 1. Students will receive no marks for that assignment 2. Student will be under suspension 3. Coordinator will inform the parents 4. Warning of an expulsion in presence of the parent
The third offense	Recommended for dismissal from school.
If any disagreement arises then the decision of the School Principal and HOS will be accepted as final.	

PENALTIES FROM IB IN CASE OF STUDENT ACADEMIC MISCONDUCT

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper based and on-screen.

Investigation of student academic misconduct cases

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session.

Students suspected of academic misconduct must be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; however, the school will be requested to confirm in writing that the student declined the opportunity to present a statement.

Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB's Assessment Division at the IB Global Centre,



Cardiff. Their decision is subject to approval by the Final Award Committee. If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Final Award Committee.

If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident.

If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student's results have been issued. This could be identified, for example, through the enquiry upon results process. If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.

Student sanctions

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB assessed components. The IB may investigate issues which could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

Using the matrix of penalties

The table of penalties detailed in the appendices sets out the level of penalty—1, 2, 3a or 3b—that will be applied for each type of academic misconduct. For example, if a student plagiarizes less than 50 words from an external source—row 1—they will receive a level 2—zero marks—penalty. If they plagiarize more than 51 words then a level 3—no grade—penalty will be applied.

Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- retake in six months, depending on subject availability
- retake in 12 months
- no retake allowed, but award of grades in subjects not affected by the incident.

Additional sanctions

In addition to the described penalties in the matrix, the IB may impose the following



sanctions for repeated, multiple and/or very serious offenses happening during one or multiple examination sessions, or across programmes.

1. Change in registration category

There is no opportunity for Middle Years Programme (MYP) students to change registration category, and that in these instances the IB will not award the MYP certificate even if the student otherwise meets the requirements.

For Diploma Programme (DP) students this would mean a change to the “course” category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.

2. Permanent disqualification from current and/or different programmes

MYP students—no grade awarded in any subject; no retake session allowed and barred from enrolling in the DP or Career-related Programme (CP).

DP students—no grade awarded in any subject and no retake session allowed.

CP students—no grade awarded in any subject and no retake session allowed

(Source: Academic Integrity, published by IBO in Oct 2020

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>)