Academic Integrity Policy - MYP and DP

What is Academic Integrity?

Academic Integrity refers to the "choice to act in a responsible way whereby others can have trust in us as individuals" (International Baccalaureate Organization, 2019). Academic integrity is embedded in the Learner Profile. By adhering to the IB Learner Profile, students are choosing to act with academic integrity in their learning. This can be demonstrated through attributes such as:

Principled

Our students act with integrity and honesty. They have a strong sense of justice and take responsibility for their actions and consequences.

Risk-takers

Our students approach their learning with forethought and determination, working both collaboratively and independently to explore new ideas and knowledge. They are resourceful and resilient when faced with challenges

Caring

Our students show empathy and respect for others.

Thinkers

Our students use critical thinking and creative skills to analyse and take responsible action on complex problems.

Inquirers

Our students develop skills for inquiry and research, and know how to learn both independently and collaboratively.

All students are expected to demonstrate academic integrity in the completion and submission of all work. To achieve this, students need to know what is acceptable practice and they are educated on this by their advisor, subject teachers and the librarians. Expressing one's understanding in one's own words, having the courage to develop original ideas, the honesty in recognising contributors and sources, and the responsibility to the academic and global community in maintaining trust and fairness is an important part of a student's journey as an IB learner.

If a student has any questions about academic integrity, they should speak to their teacher, their advisor, the Head of Faculty, or the librarian.

Southbank expects its students to:

- Fully understand your school's policies and the policies of the IB.
- Complete all work in an honest manner to the best of your ability.
- Give credit to any sources of information used to complete your work by referencing.
- Information that is perceived to be common knowledge does not need to be cited, however, if there is any doubt about whether something is common knowledge, it should be cited.
- Do not receive (un-permitted) assistance from friends, family, tutors, businesses or websites, including but not limited to AI (such as ChatGPT).
- Do not give (un-permitted) assistance to friends unless the task allows collaboration.
- Demonstrate responsible use of technology when completing tasks.

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Academic integrity is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. As students move up through the MYP they are taught to present their work in an age appropriate manner and they develop the skills they will need for the Diploma and beyond.

At Southbank, teachers play a crucial role in promoting academic integrity by setting a positive example and reinforcing the principles in their daily lessons. **The following are the expectations for teachers:**

- Emphasizing the rules and regulations of the school and IB regarding academic integrity.
- Providing students with the necessary skills for academic writing, referencing, research and citation.
- Identifying and addressing areas of improvement and reporting instances of misconduct.
- Delivering consistent instructions and messages about academic integrity.
- Designing a reasonable workload to prevent students from resorting to misconduct.
- Properly labeling and saving student work to avoid submission errors to the IB.
- Monitoring work from different groups to prevent collusion.
- Being a role model of academic integrity.
- Encouraging students to produce independent work.
- Providing appropriate feedback as per subject guides.
- Assessing academic integrity and facilitating skill transfer.
- Using Turnitin to check for similarity.
- Maintaining high standards of academic integrity in their subject.
- Collaborating with other teachers to promptly identify and address misconduct.
- Providing support and guidance to students who have committed academic misconduct.
- Ensuring EAL students receive necessary assistance to produce original work.
- Coordinating with other teachers to avoid deadlines that may lead to misconduct.
- Allow students to practice citing and referencing in their day-to-day homework (IBO, 2019).

To ensure the students' understanding of academic integrity, parents are encouraged to engage with the school's policy, understand the concept of plagiarism, support their children in independent work and planning a manageable workload, and encourage their children to seek help when unsure how to act with academic integrity. These efforts will strengthen the Southbank community's commitment to maintaining high standards of academic honesty and ethical behaviour. **Parents are encouraged to:**

- Encourage their children to understand the importance of referencing and citing sources of information.
- Familiarize themselves with tools like Turnitin and how they can be used to monitor work for instances of academic misconduct.
- Create an environment at home that prioritizes and values honesty and ethical behavior.
- Discuss the consequences of academic misconduct and how it can impact their children's future academic and professional careers.
- Encourage open communication with teachers, allowing for a partnership in promoting academic integrity.
- Foster a growth mindset in their children, encouraging them to learn from mistakes and strive for continuous improvement.

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- Stay informed about the school's expectations and policies regarding academic integrity and help ensure their children are following them (IBO, 2019).

What is Academic Misconduct?

When a student does not act with academic integrity, they are at risk of 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" (International Baccalaureate, 2019). This includes but is not limited to:

Collusion: Collusion is where students work together on an assessment task that should be completed individually. This includes submitting work that has or will be submitted by another student.

Plagiarism: Plagiarism is when a student uses the ideas, words or work of another, in whole or in part, without acknowledgement. This also includes paraphrasing (changing the order of words or phrases) the ideas and words of others without acknowledgement.

Duplication: Duplication refers to the submission of a student's own work for multiple assessment tasks.

Third-party cheating: Third-party cheating is when someone else does an assessment on the student's behalf. This could include but is not limited to:
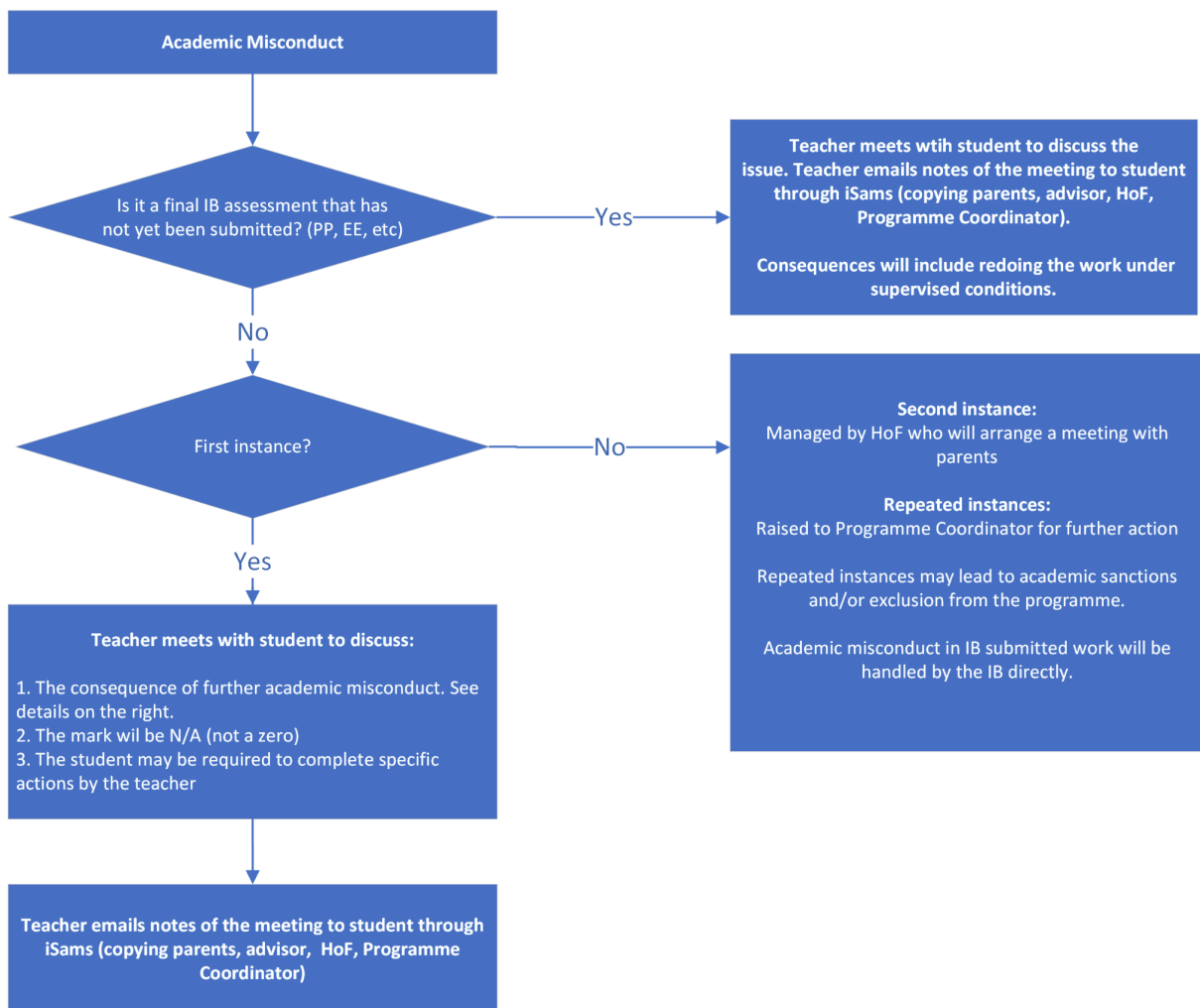- Other individuals (for example, a tutor, friend, family member) or a company completing an assessment on the student's behalf;
- Use of Artificial Intelligence (AI) or other 'chatbots' including but not limited to ChatGPT to complete part of an assessment (unless the assessment explicitly states that the tool may be used). See guidance on the use of Artificial Intelligence below.

Examination Misconduct: Taking unauthorised materials into an examination or assessment, disrupting others or communicating with other students.

Guidance on the ethical use of Artificial Intelligence (AI) at Southbank

To address the unique challenges posed by the use of Artificial Intelligence (AI) in education, we maintain a dynamic AI Guidelines document (student version, teacher version) separate from our school policy. This approach allows us to swiftly adapt to the evolving AI landscape, ensuring that our academic community is equipped with up-to-date guidance. These guidelines encompass a range of topics, including links to educational tools, citation protocols, risks of AI, and best practices for responsible and ethical AI utilisation.

What are the consequences for Academic Misconduct in the MYP and DP?

Please note: this guidance usually applies to Grades 9-12. Consequences for dealing with issues of academic misconduct in Grades 6-8 should be developmentally appropriate and determined at faculty level.

Further clarification on first instance:
- The teacher should consult with their Head of Faculty immediately for advice and action the teacher should take. It is the teacher's responsibility to lead this. The process should acknowledge the potential for growth rather than condemnation for a mistake made.
- For final IB assessments, the matter should be immediately discussed with the relevant Programme Coordinator.