

*since 1980*



***St. Nicholas***

# Academic Integrity

## Policy and Procedures at Alphaville

All teaching staff should read this policy before teaching.

For this effect, at the beginning of each academic year, time will be allocated for staff to read it.

This will apply to any teaching staff joining us during an academic year.

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[www.stnicholas.com.br](http://www.stnicholas.com.br)

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## Introduction

Academic integrity is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. All IB students should aim to achieve and develop the [IB learner profile](#) attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled". To this end, all students participating in IB programmes are expected to act honestly, responsibly, and ethically (*Academic Integrity*, 2023).

Academic integrity is the responsibility of the whole school community. Therefore, this policy has been created to ensure a common understanding of the school's academic integrity policy. By making the school's commitment to academic integrity transparent, this document outlines the responsibilities of the different stakeholders across the school community. It also documents how the school manages incidents of student academic misconduct, ensuring confidence is maintained among students, parents, schools, and other stakeholders.

## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (*Our Mission*, 2022).

## St Nicholas Alphaville Mission Statement

Through an inquiry-based international education, St Nicholas School develops responsible, confident, and caring citizens of an ever-changing world. By setting high academic standards and celebrating cultural diversity, we nurture individual talents and embrace a shared passion for learning.

## IB Standards and Practices

### **Standard: Culture through policy implementation**

Schools develop, implement, communicate, and review effective policies that help to create a school culture in which IB philosophy can thrive.

**Culture 3:** The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.

- Culture 3.1: The school implements and reviews an academic integrity policy that clarifies the school's philosophy and aligns with IB guidelines.
- Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.
- Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility.
- Culture 3.4: The school ensures that relevant support materials, resources, and structures related to the academic integrity policy are implemented.
- Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent.

*(Programme Standards and Practices, #11,2020)*

### **Standard: Students as lifelong learners**

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

### **Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments.**

- Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines.
- Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work.



- Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing.
- Lifelong learners 4.4: Teachers discuss the significance and importance of producing authentic and original work with students.  
(*Programme Standards and Practices*, #15,2020)

## St. Nicholas School Alphaville Philosophy

The academic integrity policy of St. Nicholas Alphaville aims to ensure that students embody the attributes of the learner profile, especially that of being principled. Part of the school's mission and vision is to develop confident and responsible students through implementing this policy across the school community. Academic integrity sets the foundation for a successful future and gives students the skills and attitude necessary to set and reach their goals. The goal of the policy is not to simply avoid misconduct but to instill values and skills within the students that will allow them to develop autonomy and ethical self-determination in work and life.

## Academic Integrity

Academic integrity can be defined as the responsible and ethical decisions individuals make with regards to their academic work and conduct (Jones, 2011). St. Nicholas School Alphaville recognises that academic integrity concerns involve all members of the school community and that principles of academic integrity are to be upheld within an overall culture of shared responsibility (Miller et al., 2011).

The foundation of academic integrity is comprised of several educational principles that can be instilled in students at an early age through the PYP, reinforced during the MYP, and solidified in the DP.

### **Primary Years Programme:**

In the PYP, students demonstrate academic honesty by developing the IB learner profile as one of the programme's major components. The responsibility of adhering to practices that promote creativity, originality of work, and acknowledging the contributions of others is a collective responsibility shared by students, teachers, and parents.



### **Middle Years Programme:**

Academic Honesty in the MYP is focused on teaching skills relevant to referencing, researching, and teamwork that are suitable for the age group and scaffolded appropriately.

Diploma Programme:

The DP curriculum requires students to adhere to academic honesty standards with precision and thoroughness. The explicit teaching of ATL skills reinforces academic integrity and instills values such as accountability, equity, reliability, and respect. Through this process, students are taught to be Independent learners who are expected to take ownership of their work. The students exemplify their understanding of academic honesty during the Personal Project, ePortfolios, DP Internal Assessments, Theory of Knowledge (TOK), and Extended Essay (EE).

The school also recognises that an essential part of an IB learner's education is the construction of knowledge with the help of transdisciplinary skills and that academic honesty plays a vital role in the process. As a result, the school strives to embed the values of academic integrity and honest, responsible behaviour in all learning experiences, assessment practices, and interactions that the students may engage in throughout their schooling. This may include, but not be limited to, promoting the values of the learner profile, education on e-safety, service learning, trips, as well as unstructured activities such as free play and personal research.

## **Academic Misconduct**

The IB defines student 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 also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during, or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school, and online. These acts may not be committed with a clear intention to gain an unfair advantage but can also be a result of poor knowledge of the relevant subject guidelines (*Academic Integrity*, #22, 2023).

Examples of academic misconduct include but are not limited to, the following:

**Plagiarism:** Incidents of plagiarism can be said to occur when someone uses words or ideas that are not their own without properly attributing them to the source whence they originated under circumstances where the expectation is to use original ideas and/or suitable forms of referencing in an attempt to complete a project or otherwise gain from the use of the information (Carroll, 2012).

Examples of plagiarism may include, but not be limited to:

- Failing to cite the source of images or other types of work
- Passing off other people's work or ideas as one's own
- Translating large segments of text from a different language and claiming ownership or failing to properly acknowledge the source material
- Using insufficient or incorrect citation methods

**Fabrication:** Fabrication is when information, data, or citations are partly or completely invented, modified, or falsified as part of an academic piece of work (Ercegovac & Richardson, 2004)

**Cheating:** Cheating can be said to be any disingenuous ways in which rules, exam procedures or standards are circumvented in order to gain an unfair advantage over others. Examples of this can be, but are not limited to:

- Behaving unethically in an exam or formal evaluation (giving to or receiving answers from other members present, bringing 'cheat sheets,' accessing information through unauthorised devices, or otherwise accessing information in a dishonest way that goes against exam or assessment procedures)
- Sitting a paper or an assessment in the name of another student
- Submitting the same piece of work in other subjects or assessments

(Jones, 2011)

**Collusion:** Not disclosing knowledge of academic dishonesty: If a student or a member of staff is aware of any incidents of academic misconduct such as any of the ones listed above but does not report the matter to the relevant member of staff or external institution, this can be considered an act of academic dishonesty in itself.

**Duplication of work:** Duplication of work is defined “as the presentation of the same work for different assessment components and/or diploma requirements.” (Academic Honesty, #20, 2011). A student can opt for the same topic in different subjects, but they must take a distinct approach to researching and developing it. The International Baccalaureate Organization (IBO) penalizes duplication of work by not awarding a grade for the subjects concerned. For instance, if a student submits identical work for an internal assessment in one of the subject groups and their extended essay, it would be deemed as duplication. However, the student can use the same topic in both papers but must approach it from diverse perspectives.

**Coursework:** When a student seeks and receives assistance from others, such as teachers, peer students, tutors, and parents or legal guardians, beyond what is recommended in the subject guidelines during the completion of a piece of work. The assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student and not the work of those who helped in the process of creating that piece of work.

**Written and on-screen examinations:** During the writing time of the examinations, students can also engage in acts of academic misconduct, which may range from the possession of banned items such as notes, mobile phones, and other IT equipment to the exhibition of disruptive behaviour.

### **Use of Artificial Intelligence**

The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity. “Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme” - [Official statement from the IBO](#)

Our policy:

- Students may use ChatGPT for inspiration, feedback, brainstorming, or to get



examples/model texts.

- If students use ChatGPT for any purpose in their work, either formative or summative, they must cite it as a source. If it is used within a text, then it must be cited within the text using APA rules of citation.
- Students may not use ChatGPT to write entire or large segments of their own textual production
- If a student is found to have committed an act of academic dishonesty, then the procedures in the behaviour/academic integrity policy (student redoes the work, only marked out of 4). External assessments will follow the procedures in the academic integrity policy.

## Roles and Responsibilities

### **The responsibilities of school leadership (including programme coordinators):**

- Ensure that the values of academic integrity and the importance of behaving in an ethical and responsible behaviour are embedded in the school's ethos and operating procedures
- Ensure that staff, students, and parents have understood the principles of the school's Academic Integrity Policy and encourage them to all work towards a shared culture of honesty and fairness.
- Ensure the school community understands what constitutes student academic misconduct, school maladministration, and the possible consequences.
- Ensure that the Academic Integrity Policy is available for all relevant stakeholders to read
- Ensure that the policy is reviewed on a regular basis and that the process is transparent and inclusive of all relevant stakeholders
- Implement and enforce consequences in cases of academic dishonesty in a principled and fair manner in accordance with the procedures described in programme-relevant documents
- Ensure that the school's structure and staff are equipped to support research and access to information
- Report any cases of academic misconduct to the appropriate external bodies where and if necessary following guidance provided by the IB.

### **The responsibilities of staff (including classroom and specialist teachers, teaching assistants, pastoral team, librarians, and tutors):**

- Model the attributes of the learner profile, particularly that of being principled, in all their work with students
- Embed the values of the school's Academic Integrity Policy in all their work with the students through the development of ATL skills both inside and outside of the classroom
- Agree on a clear set of expectations for students when it comes to research, inquiry, and referencing
- Lead by example when it comes to engaging in good practice and upholding the values of academic integrity
- Provide guidance and age-appropriate advice on how to carry out research (both online and offline) and appropriately cite sources
- Report any cases of academic dishonesty or misconduct to the programme coordinators or external bodies if necessary
- Facilitate access to research and information while encouraging independent work
- Contribute to a shared spirit of honesty and fairness
- Ensure that students understand what constitutes academic misconduct and its possible consequences
- Give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides

### **The responsibilities of the students:**

In all their work and research, students should endeavour to:

- Embody the attributes of the learner profile in all assignments, tasks, examinations and quizzes, in an honest and principled manner and to the best of their abilities.
- 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

- Acknowledge all contributing content borrowed in their work, including images and audio accurately and appropriately.
  - PYP students should follow their teacher's directions regarding appropriately citing their sources.
  - MYP and DP students must use appropriate citation methods and standards (current APA edition) when submitting both internal and external work and assignments, give credit to used sources in all written work, oral materials and/or artistic products
- Contribute to a shared spirit of honesty and fairness, and encourage others to do the same, including staff and other students
- Share their concerns if they suspect any acts of student academic misconduct or school maladministration and report them to their teachers and/or programme coordinators
- Accept responsibility for their actions, and any consequences that may ensue in the case of academic dishonesty recognize that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms

### **The responsibilities of parents:**

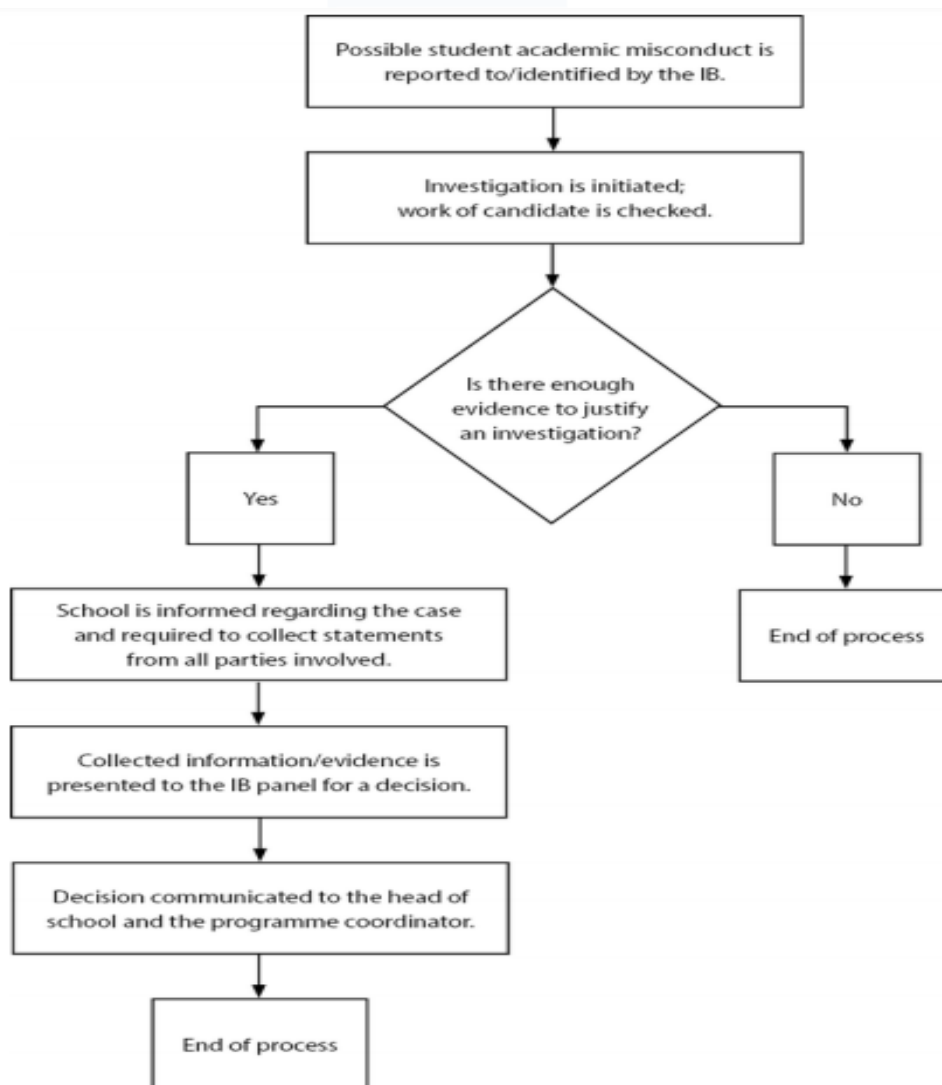
- Familiarise themselves with the school's Academic Integrity Policy and discuss its content with their children to enhance their understanding
- Encourage their children to engage in responsible behaviour, and guide them in the process of making responsible decisions when necessary
- Encourage their children to work independently, and refrain from giving or obtaining undue and/or unauthorized assistance in the completion of assignments or assessment practices.
- Accept the decisions made by the school in cases of academic dishonesty in which their children may have played a part, and encourage their children to reflect on their actions should this happen
- Contribute to a shared spirit of honesty and fairness

## **Student Academic Misconduct Procedures and Consequences**

All students must have a clear understanding of the school and IB's expectations in terms of the conduct of all internal and external examinations. Therefore, students must adhere to ethical and honest practices. Students must not take or use any unauthorized materials and

must follow School and IB guidelines. 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. Students will be notified when academic misconduct is suspected or under review. The misconduct will be investigated first by a panel of teachers and the Programme Coordinator, who will reach a preliminary decision on an appropriate consequence. The Programme Coordinator will bring the decision to the Head of School, who will approve or modify the decision reached by the panel.

See the flowchart below for more information.



Source: [IBO Academic Integrity Guidelines](#)

## Internal Assessments

Academic misconduct, as outlined above, will be given a consequence in accordance with the severity of the violation and whether this is a recurring offense. Examples of this include, but are not limited to:

Steps	First Offence	Second Offence
1	A case for academic dishonesty is identified. The relevant teacher will meet with the student to follow up and query the content of the work. This can be done through <a href="#">Triangulation of data</a> by having discussions with the student about the work you've seen the student do in class, asking the student to explain any words that stand out to you, and requesting notes or research on the topic.	A case for academic dishonesty is identified. The relevant teacher will meet with the student to follow up and query the content of the work. This can be done through <a href="#">Triangulation of data</a> by having discussions with the student about the work you've seen the student do in class, asking the student to explain any words that stand out to you, and requesting notes or research on the topic.
2	Written reflection signed by parents.	A further meeting may be held with the Section and/or Programme Coordinator as appropriate.
3	Assessment component/assignment redone in school and resubmitted with appropriate citations and referencing. The assignment will be marked over 4.	An official letter will be sent home to parents with the student's written reflection.
4	N/A	The letter will also go into the student's school file.
5	N/A	Zero marks for assessment component/assignment.

Incidents of academic misconduct do not carry over into the following academic year, **except in Grades 9 and 10 (MYP 4 and 5)**, where all incidents of academic misconduct will be addressed as second offenses and dealt with following IB guidelines.

As per the school's behaviour policy, incidents of academic misconduct will be evaluated on a case-by-case basis, all while upholding the principles of ethical, fair, and preventative treatment. Students have the right to appeal the decision following a second offense, and the outcome will be decided, following further investigation, by the Programme Coordinator and the Head of Section.

### **External Assessments**

Consequences for failing to uphold academic integrity on externally moderated assessments, such as ePortfolios, Personal Projects, IAs, written tasks, Extended Essay, and TOK essay, will be carried out in accordance with the current IBO policies and regulations, and the same applies to appeals on behalf of students.

## **Frequently Asked Questions**

### **What is the [APA 7th](#) edition?**

The APA 7th Edition Style Guide is a set of rules by the American Psychological Association that guide how to appropriately and consistently provide references for sources of information or material (Effective citing and referencing, 2014). All MYP students in Grades 8 and up should ensure they are familiar with the APA reference format before engaging in any work that requires citation and referencing.

### **Are PYP students expected to use APA 7th edition reference methods when acknowledging sources in their work?**

No. PYP students accept responsibility for their work, and must therefore attribute all borrowed content to the original source, but they should follow the advice of their teacher with regard to age-appropriate citation methods.

### **What if I do not know where the original content or information came from?**

If there is no way of ascertaining the source of information, be it an image, audio, text, or other forms of data, then the student should seek to replace it with identifiable material that can be appropriately cited.

### **What if students or parents do not know how to cite sources or use appropriate references?**

The school works together as a community to promote academic integrity, and students and parents are therefore encouraged to seek advice from teachers, coordinators, and librarians in cases of uncertainty. Further guidance on referencing can be found in the section of this document titled *Further reading*.

### **How does the school determine if an act of academic dishonesty has taken place?**

If a suspected incident of academic dishonesty is brought to the attention of the programme coordinators, the school will operate on a presumption of innocence until a full investigation has been carried out. Further information on procedures in cases of academic dishonesty can be found in the above section titled *Procedures and consequences*.

### **Can decisions on consequences following cases of academic dishonesty be appealed or challenged?**

Each case of suspected academic dishonesty that reaches the MYP coordinator will be reviewed on a case-by-case basis. Further information on this can be found in the above section, titled *Procedures and consequences*. If any suspicions are deemed serious enough to warrant the attention of the International Baccalaureate, the process will follow the general regulations for [the Middle Years Programme](#) (Handbook of Procedures for the Middle Years Programme: Assessment 2017, 2017).

## **Policy Alignment**

St Nicholas School Alphaville's Academic Honesty Policy is designed to align with the school's values and mission, as well as those of the International Baccalaureate. Other policies or guidelines that align with the school's Academic Honesty Policy are as follows:

- [The IB Learner Profile](#)
- The St Nicholas School Alphaville Assessment Policy
- The St Nicholas School Alphaville Language and Literacy Policy
- The St Nicholas School Alphaville Admissions Policy
- The St Nicholas School Alphaville Access and Inclusion Policy

## Review Policy

This policy will undergo regular and official reviews, following the school's established policy review cycle, with a frequency of once every two years. The next scheduled review is set for 2025 and will involve key stakeholders to ensure comprehensive feedback and input. The review committee will consist of the following participants:

- Senior Leadership Team: Including all programme coordinators to assess the policy's alignment with the school's overall vision and objectives.
- Representatives for the School's Teachers: To provide insights from the educators' perspective and assess the policy's practicality and effectiveness in academic integrity related matters.
- Student Representatives: To offer the student body's viewpoint, ensuring the policy remains relevant and considerate of their needs and experiences.
- Parent Representatives: To represent the parent community and provide valuable feedback on how the policy impacts students' education and well-being.

## Conclusion

The St. Nicholas School - Alphaville Academic Integrity Policy was developed in collaboration with the leadership team and the faculty. This policy was written in response to the International Baccalaureate parameters and the 0301 Standard: Culture through policy implementation (2020).

The Academic Integrity Policy will be revised throughout the implementation and development of the DP, as required by the IBO regulations. The St. Nicholas School -Alphaville community will be informed and have access to the Academic Integrity Policy, and other policies, through the following media:

- School website
- Meetings scheduled by the IB Program Coordinator and Section Head
- Teachers will continuously remind students about the policy and the implications of breaches to these regulations.



## Further Reading

[What is APA style?](#)

[Academic Integrity in the IB](#)

[The International Baccalaureate Guide to Effective Citing and Referencing](#)

[Academic Honesty in the IB educational context](#)

[Purdue University Online Writing Lab and guide to APA referencing](#)

[11 tips for teachers to foster academic honesty](#)

[Why you need to talk to students about academic integrity](#)

### Free Citation Sources

- Citation Machine - <http://citationmachine.net>
- Easy Bib - <http://www.easybib.com/>
- WorksCited4U - <http://www.workscited4u.com>
- Google docs embedded citation tool

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