

Academic Integrity Policy



CRAIGHOUSE
SCHOOL

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Academic Integrity Policy

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Part 1: Rationale

The Craighouse School Educational Project states that:

“Craighouse School pupils have a very important role in their learning process, and their responsibility increases as they reach higher levels of independence and autonomy.

We aspire not only for our pupils to be actively involved in their own learning and development, but also to become agents in the creation of a better world” (2017).

Therefore, our school promotes the development of the International Baccalaureate Organisation’s learner profile qualities (IBO, 2019) so that our pupils play a leading role in their educational process.

Our educational programmes promote inquiry as well as critical and creative thinking, so that our pupils can develop the thinking skills that will enable them to identify and approach complex problems, and make well-argued and ethical decisions.

In this sense, we believe that it is fundamental that we provide the necessary learning experiences for our students to understand and incorporate ethical decisions to their lives, which will allow them to appreciate academic integrity as a core aspect in their system of values.

As stated in the International Baccalaureate’s Academic Integrity Policy, “During the 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 (IBO, 2019).

However, we live in a time marked by an excess of information and opinion, which is why it is vital to support pupils so that they can communicate with confidence and credibility regarding what they learn, and so that the way in which they have built their ideas and used the ideas of others becomes evident.

Academic integrity is one of the ways in which the Craighouse School core values of honesty, respect and responsibility, present in our Educational Project, are put into practice. For that purpose, the development of academic integrity and a full understanding and assimilation of this concept on the part of our pupils determines the existence of an ethical culture where all members of the community are involved and reflects the five principles on which academic integrity is based: honesty, trust, fairness, respect and responsibility (IBO, 2022).

Part 2: Key definitions

Academic integrity: “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” (IBO, 2019).

Academic misconduct: “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 happens before, during or after the completion of the assessment or examination, paper-based or on-screen” (IBO, 2019).

Plagiarism: the representation, (intentionally or unwittingly), of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism (IBO 2014).

Collusion: supporting academic misconduct by another student, (for example allowing one’s work to be copied) or submitted for assessment by another (IBO 2014).

Part 3: The school and academic integrity

We create and model an environment that promotes academic integrity, encouraging pupils with words and actions to understand the importance of responsible behaviour, inspiring other people’s trust and making ethical decisions.

This means that as a community we commit ourselves to:

- Ensuring that our pupils understand the meaning of academic integrity, in an age-appropriate manner. This includes citing the sources of information that they consult and the help that they receive from other people during the course of their work. In group projects, they will have to learn to describe their participation and acknowledge that of their peers.
- Creating an environment that promotes academic integrity with clear processes so that pupils can receive support in cases of doubts or problems related to academic integrity.

In this context, we expect our staff to commit to the following **responsibilities:**

Senior Leadership Team responsibilities:

- Be role models in academic integrity.
- Ensure the incorporation of the Academic Integrity Policy as a fundamental element of our Educational Project.
- Create and maintain a culture of academic integrity through an application strategy in all sections of the school.
- Ensure that all teachers, non-teaching staff, pupils and parents understand academic integrity and commit to the creation of a favourable environment for its development.
- Guarantee that pupils face up to their responsibility when they are involved in cases of academic misconduct.
- Guarantee that teachers and senior management react responsibly when they are involved in mismanagement incidents.

- Inform the IB in cases of non-compliance or mismanagement on the part of the institution, and cooperate with investigations or processes related to possible academic misconduct on the part of pupils or the school.

Team responsible for academic integrity (Academic Council) responsibilities:

- Be role models in academic integrity.
- Guarantee that all teaching and non-teaching staff in each section know, understand and apply the Academic Integrity Policy.
- Coordinate awareness campaigns for each section and schedule activities for the development of the necessary skills for academic integrity with pupils, teaching and non-teaching staff, and parents.
- Provide guidance and support to teachers regarding the procedure in cases of academic misconduct.
- Inform the school's leadership team in cases of suspicion of academic misconduct or misadministration on the part of a member of staff.
- Cooperate with and supervise, as per our academic integrity protocols and IB policies, investigations in cases of suspicion of academic misconduct or misadministration on the part of the school.

Teaching and teaching assistant staff responsibilities

- Be role models in academic integrity; for example, by citing sources when creating classroom material.
- Ensure that pupils understand the expectations for their subject.
- Ensure that pupils understand the meaning of academic misconduct and its possible consequences.
- Provide a learning environment where it is safe to make mistakes and it is possible learn from them.
- Explicitly teach the concept of intellectual property by means of examples with books, music, works of art, etc.
- Plan a well-balanced and manageable assessment programme that allows students to realistically organise their time and fulfil expectations.
- Communicate expectations regarding academic integrity for work to be handed in.
- Have visual aids in the classroom referring to expectations about academic integrity.
- Provide timely feedback each time intellectual work is done in their subject.
- Not edit student work that will be submitted for summative assessment.
- Not provide detailed, specific advice on how to improve work that will be submitted for summative assessment.
- Ensure they have adequate evidence to authenticate student work.
- Immediately inform of possible cases of academic misconduct on the part of pupils or mismanagement on the part of the school.
- Cooperate, as per our Academic Integrity Protocols and IB policies, with investigations in cases of suspicion of academic misconduct or misadministration on the part of the school.

Part 4: Pupils and academic integrity

We expect all pupils to develop the attributes of the IB learner profile so that they have solid principles and act appropriately in accordance with their age, with integrity and responsibility; make ethical decisions and be responsible for their own actions in order to cooperate in the creation of a better, more peaceful world.

We expect our pupils to commit to the following responsibilities:

- Understand the meaning of academic integrity and make decisions in accordance with this principle.
- Complete works and tests with material of their own authorship that accounts for their own learning.
- Cite the sources of information that they consult and the help that they receive from other people during the course of their work.
- Fully understand school and IB policies.
- Avoid receiving inappropriate help when writing or editing their work, either from friends, relatives, other pupils, private tutors, academic writing or copy-editing services, academic text banks, or file-sharing websites.
- Avoid helping classmates inappropriately to complete their work.
- Making excessive use of the internet, in accordance with our Digital Citizenship Policy.

Part 5: Parents and academic integrity

We expect parents to create and model at home an environment that promotes academic integrity, encouraging pupils with words and actions to understand the importance of responsible behaviour, inspiring other people's trust and making ethical decisions.

In this context, we expect parents to commit to the following responsibilities:

- Understand the school's Academic Integrity Policy and its application protocols.
- Take part in activities planned by the school to make this policy known, together with strategies for the creation of an academic integrity culture.
- Help their children to understand the meaning of academic integrity and ethical decisions.
- Be role models in academic integrity at home, avoiding unsuitable behaviours such as editing their work; providing inappropriate help; doing their homework for them; copying from sources without adequate acknowledgement; illegally downloading films, music or books; etc.
- Establishing a good level of communication with the school in order to understand the requirements and expectations in their children's learning process.

Part 6: The rights of the student if suspected of a breach of academic integrity

As stated in the rationale, a culture of academic integrity is based on honesty, trust, fairness, respect and responsibility (IBO, 2022). Therefore, in case of accusation or suspicion of academic misconduct on the part of a pupil, she/he will be given an opportunity to explain and to give his/her perspective. If the student so wishes, a peer, parent or teacher can be present during the discussion.

Part 7: Consequences of academic misconduct

No work that is the result of academic misconduct may be used for summative assessment since it does not evidence the student's knowledge and understanding. Therefore, it will not be accepted as learning evidence and will have to be done again.

The consequences of academic misconduct are described in the protocol of each section and in the School Life Guide.

Note:

This is only a referential document and the valid, official, and legal version in the country is the one written in Spanish.

Appendix 1: References

- Craighouse School. (n.d.). Educational Project (2017). Craighouse School.
- Craighouse School. (n.d.). School Life Guide (2023). Craighouse School.
- International Baccalaureate Organisation. (April, 2022). **Programme Standards and Practices**. IBO.
- International Baccalaureate Organisation. (October, 2023). **Academic Integrity Policy**. IBO.
- International Baccalaureate Organisation. (November, 2016). **Academic Integrity in the IB Educational Context**. IBO.

Appendix 2 APA guidelines 2022

Citation and reference style guide in accordance with American Psychological Association (APA norms) 7th edition
https://docs.google.com/document/d/1iqQ-JdyF_2jUxGC_3E_G_qp6S7-2H7XbzWsVoLv0eWQ/edit?usp=sharing