



International School

Academic Integrity Policy

Secondary School

Reviewed: December 2020

School Mission:

Park Lane International School aims to provide a challenging academic programme and supportive learning environment to cultivate in our learners a reflective, open-minded and inquiring approach to both their education and the wider school community. We believe that every young person is entitled to lead a happy, safe and productive life and we encourage principled, caring and empathetic practices to achieve this.

We realise that in today's ever-evolving world, the future that our young people are working towards is entirely unpredictable. We understand that when our students reach adulthood, they are likely to be engaged in occupations and tasks that do not currently exist; utilising technology which has yet to be invented. Moreover, if they are to compete, thrive and survive in the decades to come, they will need to become fully attuned to global issues and develop their intercultural awareness.

Park Lane International School recognises the importance of academic and personal honesty and strives to develop these traits among its community. **Our goal is to create and sustain an environment where students are expected to be respectful, collaborative, honest and trustworthy.** Honesty is the cornerstone of all academic work. It is important that students can conduct rigorous research, however, it is essential that students are able to understand the meaning and significance of what they have written. This is one reason why academic integrity is so important.

Scope of the Academic Integrity Policy

In line with IB Philosophy and the Learner Profile, Park Lane International School expects **all secondary students and staff** to meet the standards of the Learner Profile within their work.

Learners should be:

- **Principled** - they should “act with integrity and honesty, with a strong sense of justice, and with respect for the rights of others.” (IB 2013 Learner Profile) Park Lane Learners take responsibility for their own actions and should ensure that they avoid any academic malpractice.
- **Inquirers** – They should be “curious and develop independent skills for inquiry and research” (IB 2013 Learner Profile).
- **Thinkers** who are able to use critical skills to analyse information while making ethical decisions regarding their own learning.
- **Risk takers** who choose from a variety of sources yet boldly communicate their own perspectives.

Aim of the Academic Integrity Policy

The aim of this policy is to ensure Park Lane's procedures for academic integrity are transparent, fair and consistent. The policy describes the rights and responsibilities of the School community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions.

(Adapted from: Academic honesty in the IB educational context, 2014)

By adhering to the principles of academic integrity, Park Lane honours both its own mission statement and the IB Learner profile. Most importantly, we create a culture of academic honesty, which helps us succeed in meeting our mission statement and support the IB Learner Profile - in particular to be principled, communicative inquirers.

The policy is published within the Student Planner in the form of an age appropriate poster (Appendix 1) and in full in the Staff Handbook and on the School website. It is fostered by individual departments and through the work of the Learning Centre. It is also part of the School's PSHEE programme. Academic honesty is modelled by members of staff at Park Lane International School.

What is Academic Integrity?

Academic integrity pervades all teaching and learning activities. It involves all members of the School community. Academic honesty includes but is not limited to:

- Producing original work which represents your own effort;
- Correctly acknowledging sources when producing work using Harvard style citation in Key Stages 3 & 4. (Subject Leaders are able to choose the most appropriate citation style for their subject in Key Stage 5. See Appendix 2);
- Protecting intellectual property across all mediums e.g. copyright;
- Following rules during internal and external examinations.

Students and parents will be required to sign an Academic Integrity Code of Conduct (Appendix 3) to ensure that they are aware of, and in agreement with all aspects of Park Lane International School's Academic Integrity Policy.

Expected Standards by Age

Year 6

Pupils in Year 6 will be formally introduced to the concept of Academic Honesty during Learning Centre lessons. This will support the research skills which are being developed by the Year 6 programme. Wherever possible students will be encouraged to use databases and gateways to the world wide web that are reputable and which facilitate easy citation, such as Britannica. Students are expected to use Harvard- style references only.

A simplified version of "Write it Cite it" and the "Academic Misconduct" poster will be created to display in the Year 6 rooms.

Key Stage 3 and 4

KS3 students will follow the Academic Honesty Policy, but they are expected to use **Harvard-style referencing** only.

It is the role of the Learning Centre Leader to support both students and teachers in their application of these principles of academic honesty. In addition, the Learning Centre Leaders should provide guidance to all students on the use of anti-plagiarism software, such as *Citethisforme*.

Key Stage 5

KS5 students will follow the entire policy with more stringent standards expected and a wider variety of referencing methods being introduced in some subject areas.

Six practical steps to avoid plagiarism:

It is primarily the student's responsibility to ensure that they are academically honest. In order to do so they should:

1. Keep a record of materials used throughout an assignment or task and include these within a bibliography/ reference list using a reference management system such as *Citethisforme*;
2. Record each source using the Harvard referencing method (or the referencing method advised by your teacher if you are in Key Stage 5). Ask your teacher or the Learning Centre Leader for help if necessary;
3. Once you have read through the document or material, take very brief notes then close the document and rewrite this in your own words;
4. All work and also the ideas of others must be recorded in the bibliography/reference list - this includes students in your group if the project is a collaboration;
5. Ensure data and other non-verbal communications e.g. pictures are referenced;
6. If quoting verbatim - word for word - use quotation marks to show this. Use Harvard style in-text citation (or other at KS5 as advised by your teacher) and add an entry to the bibliography;
7. Review work before submission and use *a plagiarism checker* before final submission.

What is Academic Misconduct?

Academic misconduct occurs when there is a breach of academic integrity i.e. it is a behaviour when the rules of academic honesty are not followed. **Importantly, this may be either intentionally or unintentionally.**

Academic misconduct can result in one candidate gaining an unfair advantage over other candidates.

Examples of misconduct include but are not limited to:

- Plagiarism. This is the practice of taking someone else's work or ideas and intentionally or unintentionally passing them off as one's own;
- Lack of referencing or failure to reference sources of data, for example: text, graphs, images, cartoons, social network content, charts, maps, emails, letters, postcards, text messages, apps, quotes, data code, pictures, sounds, music, dance or moving images. Importantly, this extends to sources which have been paraphrased or summarized;
- Fabricating - making-up or falsifying, data of any form, for example, in a survey;
- Duplicating your own work to meet the requirements of more than one assignment;
- Getting others, for example, parents, carers, relatives or friends to produce work for you;
- Paying others for example, websites, to produce work for you and submitting this as your own;
- Not acknowledging the work or efforts of others, particularly when working as a group;
- Helping others to behave in a way which leads to or has the potential to lead to academic misconduct and failing to report this to an appropriate teacher.

Collusion with Others

There is a clear distinction between collusion and collaboration, especially when working as part of a group. Collusion during group work counts as academic misconduct.

Collusion occurs when individually submitted work has not been produced independently.

Working collaboratively in groups is a key part of the IB Learner Profile. While collaboration is encouraged and at times necessary, all pieces of work submitted that stem from group work must be written in a student's own words and must not be the same as another student's. Students must correctly acknowledge the words or ideas of others where collaboration has occurred.

Academic Integrity and Examinations

During examinations, academic misconduct extends to:

- Seeking to obtain answers to an exam before sitting an exam;
- Impersonating another candidate during an exam or coursework;
- Taking unauthorised material into an exam room;
- Communicating with other candidates, either verbally or physically during an external exam or assessment;
- Disruptive behaviour during an exam or failing to follow the instructions of an exam invigilator;
- Copying the work of other candidates during an exam;
- Bringing unauthorised devices in the exam room, such as Smart watches, mobile phones, any device enabling e-communication or internet connection. Using a non-authorised calculator during an exam;
- Concealing assistive material either upon your person or within an electronic calculator during an exam;
- Communicating the contents of an exam paper with others who have not already taken the same exam within 24 hours of leaving the examination room. (See Appendix 4: Specifically relating to External Examinations and Coursework)

Procedure for cases of Academic Misconduct

Teachers are responsible for being vigilant in recognising obvious irregularities in a student's writing, as they are in the best position to identify work which may not authentically reflect the student's efforts and ability.

Identified incidents of academic misconduct should always be recorded on the [Incidents of Academic Misconduct](#) spreadsheet and any evidence shared in the [Evidence of Academic Misconduct](#) Shared Drive Folder.

(Shared Drive > Admin > Academic Integrity).

The table below shows the steps to be taken if an incident of academic misconduct is identified:

<p><i>First Incident of suspected academic misconduct:</i></p> <ul style="list-style-type: none">● Report to and share evidence with the Pastoral Coordinator who will meet with the student to discuss the issue; <p><i>If academic misconduct is admitted or proven:</i></p> <ul style="list-style-type: none">● Letter home from Subject Leader, cc'd to the tutor and the Pastoral Coordinator and kept on file;● The student must re-submit the work;● Report effort grade is appropriately lowered;● The student, class teacher and tutor meet to focus on the consequences of any repeated misconduct.
<p><i>Second incident of suspected academic misconduct:</i></p> <ul style="list-style-type: none">● As above;● The parent joins the meeting and implications for further academic dishonesty are clarified;● The resubmitted work will not be graded.
<p><i>Third incident of suspected academic misconduct:</i></p> <ul style="list-style-type: none">● As above;● Head of Secondary, Director of Studies/IB Coordinator and appropriate Pastoral Coordinator meet with the student and parents to discuss possible short term exclusion.
<p><i>Further incidents of suspected academic misconduct:</i></p> <ul style="list-style-type: none">● Key Stage 3 and 4 pupils should be aware that repeated incidents of academic misconduct during these years will be taken into consideration when applying to study for the IBDP and it may result in them not being accepted onto the course;● The consequence of academic misconduct in KS5 may lead to the student being withdrawn from the programme, resulting in the loss of the diploma;● At KS5, in less serious cases and where time permits, the student may be allowed the chance to re-submit work;● In serious cases at IB level, the IB Coordinator will investigate and report their findings to the IBO who will make a final decision. If a student wishes to dispute the IB decision they must appeal in writing to the Principal within 5 working days of the School receiving the IB decision.● Academic misconduct as stated above may be reported to the IG/IB exam board if appropriate, which may result in permanent exclusion from Park Lane International School;

Teacher Modelling of Academic Honesty

As teachers we recognise that modelling acceptable behaviour is an important part of the learning and teaching process. Consequently, teachers are encouraged to cite work they are sharing with students especially if it is a piece of work they will use again, either in future years or with a different year group. Wall displays should also include references where appropriate.

Who is responsible for Academic Integrity?

As per Park Lane's mission statement and the ethos of the IB Learner Profile all the School's stakeholders have a role to play in ensuring standards of academic honesty are maintained. More specifically certain groups have more specific responsibilities as detailed below:

- **Student responsibilities**

- Students are expected to maintain academic honesty throughout their studies at Park Lane International School;
- They should act with integrity during both internal and external assessment activities;
- Above all, students are responsible for their actions.

As part of this Academic Integrity Policy, **all Park Lane International School secondary students** agree to ensure:

- All work produced is their own;
- The words and ideas of others are referenced using Harvard style referencing (or at KS5 the style directed by your teacher);
- They understand the difference between collusion and collaboration;
- That academic integrity extends to all work produced during their time at Park Lane International School, including individually produced class work, group work, homework, tests and exams (both internal and external), coursework, **all work carried out while on hybrid/distance learning**;
- To seek help from teachers and/or the Learning Centre Leader if you are ever unsure about academic integrity;
- If you think you may have been academically dishonest, or you suspect someone else of having been academically dishonest, it is your responsibility to report this to your Form Tutor or Pastoral Coordinator.

In addition, all **IB students** will agree:

- That the minimum information given as a reference includes: name of author, date of publication, title of source and page numbers as applicable;
- To comply with subject specific regulations relating to coursework, particularly deadlines;
- That academic honesty extends to all work produced throughout the IB course;
- To comply with external examination rules and regulations as well as invigilator instructions;
- To use software such as Turnitin before submitting final assignments. Failure to do this will imply a breach of school rules and the refusal of the School to submit your work;

IB students should also be aware:

- Once they have signed a Diploma Programme (DP) cover sheet to declare coursework as their own there may be no possibility to re-submit other work if their original work is found to be plagiarised or there is another form of academic misconduct in their original work;
- Teachers may refuse to sign a coursework cover sheet - and thus not submit work when they believe there has been academic misconduct;

- The IB randomly sample a selection of work and use extensive tests to validate that a candidate's work is their own and that academic honesty has been maintained;
- **It is the student's responsibility to prove that work is their own.** They must prove that they have maintained the standards of academic honesty as set out in this policy and implied by the IB Learner Profile, particularly to be principled learners.
- If a student wishes to report an accusation of academic misconduct or self-declare academic misconduct they should inform subject staff or contact the IB Coordinator to provide a statement of facts. They may wish to consider doing so anonymously, for example, by way of a written note.

- Parent/Guardian responsibilities

- Parents and carers are made aware of the Academic Integrity Policy via Secondary Updates, on the school website and at Key Stage 5, in the initial IB Diploma documentation, during introductory meetings and when signing the IB Diploma contract;
- If parents or carers have concerns regarding academic integrity they should contact the Director of Studies (Key Stage 3 and 4) or the IB Coordinator (Key Stage 5);
- Parents are responsible for supporting the School in upholding the principles of academic integrity where a case has been identified.

- Teacher and Subject Leader responsibilities

Teachers at all stages should:

- Ensure that age appropriate expectations for academic integrity are discussed, clarified and upheld within their subject;
- If an incident of academic misconduct takes place, the correct reporting procedures are adhered to, including saving evidence;
- Model and reiterate academic integrity whenever possible during lessons, on their resources and on wall displays;
- Ensure that any work set which involves research should be appropriately referenced and that this is reflected in the mark scheme or rubric.

At IB level:

- Teachers are responsible for discussing and clarifying academic integrity in relation to their subject during introductory lessons with students;
- They are familiar with subject specific regulations and, where applicable, will offer further explanatory guidance, for example explaining the difference between collaboration and collusion;
- They will also train students to properly reference work and reinforce using a suitable citation system, or the School's preferred Harvard method (See Appendix 1) and preferred Czech style;
- Teachers will reiterate throughout courses the importance of academic Integrity;
- They will be alert to academic integrity at all times and regularly scrutinize candidates' work;
- At IB DP, all work submitted electronically by students via ManageBac will be automatically checked through Turnitin;

- All written Internal Assessment work which is to be submitted to IBO in Y13 must be checked for plagiarism through Turnitin. This extends to using Turnitin randomly to detect offences;
- Teachers will draw students' attention to academic honesty statements before students sign and submit any covering forms for their work;
- Teachers are trained in exam regulations and assist with exam invigilation; During invigilation they should remain vigilant to possible breaches of exam rules, academic misconduct and will report concerns to the Exams Officer who will then inform the IB Coordinator.

- Director of Studies

- Oversees all aspects of academic honesty.
- At IB level works closely with and is guided by the IB Coordinator;
- The Director of Studies is responsible for ensuring teachers, students and parents are aware of academic honesty and the School's policy;
- This is shared with them and referenced regularly throughout the School year;
- Ensures academic honesty is taught in the School's PSHEE programme;
- Ensures It is reinforced during lessons and exam briefings;
- Ensures students are made aware of the Harvard system (Appendix 1) for academic citation and the preferred Czech style during Learning Centre lessons;
- Ensures all suspicions, accusations and instances of academic misconduct at KS3 and 4 are addressed appropriately.

- Exams Officer

- Yearly exam briefings are held with examination year students to remind them of the importance of academic honesty;
- Exam regulations for both CIE and IB are shared and discussed with students and posters are displayed as regulated;
- Invigilators are trained on a rolling cycle to ensure that they can identify academic misconduct and malpractice.

- IB Coordinator responsibilities

- The IB Coordinator has day-to-day responsibility for all aspects of academic integrity relating to the IB;
- At IB Level, academic honesty is discussed during enrollment meetings with students and families;
- Ensures academic integrity is reinforced during IB sessions;
- Ensures students are aware of and understand how to use referencing systems. These include but are not limited to training on the Harvard system (Appendix 1) of academic citation and the preferred Czech style, introducing the extended essay and pre-exam briefings to students;
- Maintains the School's subscription to Turnitin, its connection to ManageBac, staff and student accounts as well as associated training.
- Ensures all suspicions, accusations and instances of academic misconduct at IB are addressed appropriately. Accusations of misconduct may arise from within the School or externally by those involved in examining. At IB level, the IB Coordinator will follow the procedures outlined in the Diploma Programme Assessment Procedures, (2020);

- Promptly inform those proven to have carried out academic misconduct of outcomes. If those involved feel they have been treated unfairly they may make a written appeal to the Principal within 5 working days of being informed of any outcomes;
- In all confirmed cases of academic misconduct a note will be kept on the student's file;
- Parents will also be invited into school to discuss the matter with the Deputy Head of Secondary/Head of Secondary, possibly during a disciplinary panel, nowhere appropriate.

- Extended Essay Coordinator

- The Extended Essay Coordinator will provide support to students engaged in writing the Extended Essay including the use of *Turnitin*;
- They will also provide support to the IB Coordinator for all day-to-day responsibility for all aspects of academic honesty relating to the IB.

- The Learning Centre Leader

- The School's Learning Centre Leader should be well versed in matters of academic honesty and is responsible for developing research and citation skills in Year 6, KS3 and KS4;
- Coordinates with the Subject Leaders of Humanities, English and Science to ensure that each year group does at least one piece of cited research a term on a rotating basis;
- Sets additional research work depending on the monthly cross curricular themes.

Policy Review

This policy is reviewed regularly in light of the School's experiences and also updated to reflect changes in technology and to the CIE and IB Diploma Programme. This review process will include all stakeholders, such as teachers and students.

Conclusion

All stakeholders at Park Lane International School must be made aware of the principled approach and culture of academic integrity which pervades learning at the school. Academic integrity is essential as expressed by the IB Learner Profile which discusses principled learners. It is also an integral component of the Park Lane Mission Statement and the School's culture, and prepares our students for their future experiences at university and beyond.

Bibliography and Appendices

Appendix 1

Write It - Cite It!

Why Cite?

- To acknowledge the work of others showing that you are honest and **principled**
- To demonstrate that you **care** about and respect the original author's efforts
- To show that you have read widely on the subject and that you are a **knowledgeable inquirer**
- To demonstrate an understanding of the information gained through research - using critical **thinking** to analyse it
- To demonstrate your ability to **communicate** clearly
- **Risk takers** who choose from a variety of sources yet boldly communicate their own perspectives.
- To allow the reader to locate the material you have consulted to check your facts and verify your results



It's the Right thing to do!

What to Cite?

Text, Pictures, Photographs, Charts, Statistical Data, Maps - basically anything you use!

How to Cite Harvard Style

1. Quoting directly from a text - The in-text citation must have a page number e.g. (Pinker, 2002, p.123).
2. If the quote uses more than one page - you must cite all the pages e.g. (Pinker, 2002, pp.123-125).
3. Paraphrasing someone else's ideas - There must be an in text citation with no page number e.g. (Pinker, 2002).
4. When paraphrasing someone else's ideas the in-text citation can also be written as follows: According to Pinker (2002), the....
5. All in-text citations must be referenced in **full** in the References list (or Bibliography) according to this format:
Author, Year, Book title, Place, Publisher.
e.g. Pinker, S. 2002. *The Blank Slate*. London: Penguin Books.
5. If there is more than one author, there should be a comma separating the authors. E.g Seifert, K. L., Hoffnung, R.J. and Hoffnung, M. 2000. *Lifespan development*. 2nd ed. Boston: Houghton Mifflin.
6. How to cite from a Journal - Author. Year. Article Title. Journal Title volume(issue), pages.
7. How to Cite from a web document - Author or Editor (if available). Year (if available). Title [Online]. Place: Publisher (if available). Available at: web address of document [Accessed: day Month year].

Use a Citation Management site such as "cite this for me" to help you. (www.citethisforme.com)

What if you don't Cite?

Your work will not be your best work!

For further details please refer to the Academic Honesty Policy.

References:

Anon, (2017). [online] Available at: <https://ilrb.cf.ac.uk/citingreferences/tutorial> 15/03/2017 [Accessed 14 Mar. 2017].

Appendix 2 - Examples of style referencing, Harvard style

Source Type	In text citation example	Bibliography example
Book	Quotation: (Surname of author, Year: p.no.)	Surname, Initial.,(Year), Title of the Book in Italics, Place Publication: Publisher

	<p>Example: (Chazan & Laing, 1982:13)</p> <p>Paraphrase: (Surname of author, Year)</p> <p>Example: (Chazan & Laing, 1982)</p>	<p>Example: Chazan, M. & A. F. Laing, (1982) Children with Special Needs, Milton Keynes: Open University Press</p>
Chapter in an Edited Book	<p>Quotation: (Surname of author of chapter, Year: p.no.)</p> <p>Example: (Avaan, 1989:13)</p> <p>Paraphrase: (Surname of author of article, Year)</p> <p>Example: (Avaan, 1989)</p>	<p>Surname, Initial., (Year) 'Title of Chapter in Inverted Commas', in Surname of editor, Initial., (ed.) Title of Book in Italics, Place of Publication: Publisher</p> <p>Example: Avaan, P., (1989) 'The Role of the Library', in Atkinson, D., (ed.) The Children's Bookroom: Reading and the Use of Books, Stoke-on-Trent: Trentham Books</p>
Secondary Referencing	<p>Quotation: (Surname of original author, cited in Surname of author, Year: p.no.) Example: (Lennon, 1971, cited in Sullivan, 1995:72)</p> <p>Paraphrase: (Surname of original author, cited in Surname of author, Year) Example: (Lennon, 1971, cited in Sullivan, 1995)</p>	<p>Surname, Initial.,(Year), Title of the Book in Italics, Place of Publication: Publisher</p> <p>Example: Sullivan, H. W., (1995) The Beatles with Lacan: Rock & Roll as Requiem for the Modern Age, New York: Peter Lang</p> <p>HINT: In your bibliography you should only cite the book that you have actually read, according to the rules for that type of source.</p>
Journal Article	<p>Quotation: (Surname of author of article, Year: p.no.)</p> <p>Example: (Frostag & Pijl, 2007:13)</p> <p>Paraphrase: (Surname of author of article, Year)</p> <p>Example: (Frostag & Pijl, 2007)</p>	<p>Surname, Initial., (Year), 'Title of the Article in inverted commas', in Title of Journal in Italics, Volume, (Part no), Page numbers of article</p> <p>Example: Frostag, P. & S. J. Pijl, (2007) 'Does being friendly help in making friends? The relationship between social position and social skills of pupils with special needs in mainstream education', European Journal of Special Needs Education, 20 (1) 15 - 30</p>
Website	<p>Quotation: (Surname of author of website OR Corporate author, Year: p.no.) Example: (NSPCC, 2009:13)</p> <p>Paraphrase: (Surname of author of article, Year)</p> <p>Example: (NSPCC, 2009)</p> <p>HINT: Corporate author is the organisation that has created the source</p> <p>HINT: most websites will not have page numbers unless pdfs</p>	<p>Surname, Initial., OR Corporate author, (Year site created/upYear) Title of Webpage in Italics, Available at: full web address, (accessed: dd/mm/yy)</p> <p>Example: NSPCC, (2009) NSPCC response to 21st Century Schools: A World Class Education for Every Child, Available at: http://www.nspcc.org.uk/Inform/policyandpublicaffairs/Consultations/2009/21stCenturySchools_wdf64_379.pdf, (accessed: 15/06/09)</p>
Audio/Visual Source	<p>Quotation: (Title of A/V Source, Year) Example: (Dirty Harry, 1971)</p> <p>Paraphrase: (Title of A/V Source, Year) Example: (Dirty Harry, 1971)</p>	<p>Title of A/V Source, (Year) Directed by Director's Surname, Director's Initial., [Film] Place of Production: Distributor</p> <p>Example: Dirty Harry (1971) Directed by Siegel, D., [Film] London: BFI</p>

Appendix 3 - Academic Integrity Code of Conduct

Students are responsible for ensuring that their work meets the requirements of the

Academic Integrity Policy. If you do not know how to properly cite or reference you should speak to your teacher or the Learning Centre Leader for help.

Key Stage 3 and 4 Students are expected to:

- maintain academic honesty throughout their studies at Park Lane International School;
- ensure that academic integrity extends to all work produced during their time at Park Lane International School, including individually produced class work, group work, homework, tests and exams (both internal and external), coursework and **all work carried out while on hybrid/distance learning**;
- act with integrity during both internal and external assessment activities;
- be responsible for their actions;
- ensure that all the work they produce is their own;
- reference the words and ideas of others using Harvard style referencing (or at KS5 the style directed by their teacher);
- ensure they understand the difference between collusion and collaboration and speak to their teacher or the Learning Centre Leader if they are unsure;
- seek help from teachers and/or the Learning Centre Leader if they are ever unsure about academic integrity;
- if they think they may have been academically dishonest, or suspect someone else of having been academically dishonest, they will report this to their Form Tutor or Pastoral Coordinator.

Key Stage 3 and 4 students must ensure they understand that:

- repeated incidents of academic misconduct during Years 7 - 11 years will be taken into consideration when applying to study for the IBDP and may result in a student not being accepted onto the course;
- academic misconduct may be reported to the Cambridge IGCSE exam board if appropriate, which may result in permanent exclusion from Park Lane International School.

Key Stage 5 Students are expected to

- maintain academic honesty throughout their studies at Park Lane International School;
- ensure that academic integrity extends to all work produced during their time at Park Lane International School, including individually produced class work, group work, homework, tests and exams (both internal and external), coursework and **all work carried out while on hybrid/distance learning**;
- act with integrity during both internal and external assessment activities;
- be responsible for their actions;
- ensure that all the work they produce is their own;
- reference the words and ideas of others using Harvard style referencing (or at KS5 the style directed by their teacher);
- ensure they understand the difference between collusion and collaboration and speak to their teacher or the Learning Centre Leader if they are unsure;
- seek help from teachers and/or the Learning Centre Leader if they are ever unsure about academic integrity;
- if they think they may have been academically dishonest, or suspect someone else of having been academically dishonest, they will report this to their Form Tutor or Pastoral Coordinator.

AND:

- ensure that the minimum information given as a reference includes: name of author, date of publication, title of source and page numbers as applicable;
- comply with subject specific regulations relating to coursework, particularly deadlines;
- ensure that academic honesty extends to all work produced throughout the IB course;
- comply with external examination rules and regulations as well as invigilator instructions;
- use software such as Turnitin before submitting final assignments. Failure to do this will imply a breach of school rules and the refusal of the School to submit your work.

Key Stage 5 Students must ensure they understand that:

- the consequence of academic misconduct in KS5 may lead to them being withdrawn from the programme, resulting in the loss of the diploma;
- Academic misconduct may result in permanent exclusion from Park Lane International School;
- in less serious cases and where time permits, they may be allowed the chance to re-submit work, but this is at the discretion of the IB Coordinator and teacher concerned;
- in serious cases at IB level, the IB Coordinator will investigate and report their findings to the IBO who will make a final decision. If the student concerned wishes to dispute the IB decision they must appeal in writing to the Principal within 5 working days of the School receiving the IB decision.

Appendix 4

Academic honesty and Key Stage 4 qualifications

At Key Stage 4, Park Lane follows the Cambridge International Examinations (CIE), International GCSE qualification.

COURSEWORK

As part of CIE qualifications, academic honesty extends to include the requirement that all coursework must be authenticated as the candidate's own, unaided and original work. Examples of coursework include speaking coursework, speaking and listening coursework, projects, folios of essays, field work, art and craft items, design studies, practical work, assignments, and experiments undertaken and assessed during the course.

Before coursework can be submitted to CIE, teachers must be convinced that the work is not plagiarised and correctly states all sources. CIE define plagiarism as, "failing to acknowledge sources properly and/or submitting another person's work as if it were their own" (*Cambridge Handbook, 2017, p.102*). Unless teachers are satisfied that the principles of academic honesty have been followed they are not allowed to submit coursework marks to CIE.

In cases where misconduct (which includes plagiarism) or any other malpractice is suspected in relation to coursework, Park Lane will follow the regulations prescribed in section 5.6 of the Cambridge Handbook.

If misconduct is discovered before the final entries deadline, Park Lane will endeavour to resolve the matter internally and may exercise discretion as to whether or not to enter the candidate concerned. If entered, the candidate(s), will not be given credit for any work submitted which is not the candidate's own.

EXTERNAL EXAMINATIONS

During external Key Stage 4 examinations, Park Lane will follow the guidelines laid out in the CIE Cambridge Handbook (2017). This defines as malpractice any action by a candidate that breaks CIE regulations and potentially threatens the integrity of their exams. CIE state that malpractice includes breaches of academic honesty, specifically:

- Copying from another candidate (including the misuse of ICT to do so)
- Collusion
- Plagiarism: failing to acknowledge sources properly and/or submitting another person's work as if it were their own
- Theft of another's work

In following CIE guidelines in Section 5.6 of the Cambridge Handbook (2017) to report malpractice, or suspected malpractice, Park Lane will inform the candidate, carry out an investigation to report all facts to CIE. The School will then communicate CIE decisions and outcomes to the candidate as quickly as possible. If a candidate wishes to dispute the CIE decision they must appeal in writing to the Principal within 5 working days of the School receiving the CIE decision.

MALPRACTICE IDENTIFIED BY CIE

If CIE identify suspected malpractice they will refer the matter to Park Lane for investigation, unless circumstances indicate that this is not appropriate. In some

cases, CIE may send their own representative to Park Lane to investigate matters. All investigations will follow the guidance set out in the *Cambridge Handbook (2017)*.

Following an investigation, CIE will communicate outcomes to the Principal and may impose sanctions and penalties against candidates found to have broken the regulations. If a student wishes to dispute the CIE decision they must appeal in writing to the Principal within 5 working days of the School receiving the CIE decision.

IBDP EXTERNAL EXAMINATIONS AND COURSEWORK

In cases when academic misconduct occurs prior to coursework being submitted to the IB then internal school procedures will be applied. In other cases, the School must follow the guidelines as laid out in the Diploma Programme Assessment Procedures, (2020), section A.4 (Academic Honesty). This states (among other) the following four circumstances which most commonly give rise to an investigation of academic misconduct:

1. A coordinator reports that academic misconduct may have taken place during an examination.
2. An examiner or moderator reports possible misconduct during the marking process.
3. An IB quality assurance sample of assessment material randomly submitted to plagiarism detection software indicates possible misconduct.
4. A comparison of specific assessment components using an IB bespoke software program shows similarities between candidate work (in the same or across IB World Schools).

Source: IBO Diploma Programme Assessment Procedures, (2020)

Rights of those suspected of academic misconduct

The mere allegation or suspicion of academic misconduct does not mean it has occurred. The accusations or suspicions may be false, malicious or ill founded.

Anyone suspected of academic misconduct will have the chance to meet with the IB Coordinator and, if they wish to have a peer, teacher or family member present. They will **always** have the chance to explain themselves and will be issued with all pertinent regulations. All evidence, facts and statements whenever possible will be shared with the candidate and they will have the right to continue with their studies and exams until the matter has been resolved by the IB.

Investigations into academic misconduct

In each case of alleged misconduct, the IB coordinator will conduct an investigation into the allegation of academic misconduct and the School Principal will be informed. This will take place as soon as possible but, when possible, may be delayed until after the candidates final exam.

The investigation will take statements from the student and include an outline transcript of the interview between the student and IB coordinator where evidence is shared; a statement from the subject teacher and a statement from the IB coordinator and/or Principal. The IB coordinator will communicate the investigation findings to to the IB. In these circumstances the decision of the IB is final. This may, however, be

appealed by the candidate within three months of the decision being communicated to the School.

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