



Academic Integrity Policy

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Executive Summary



Integrity is a school-wide endeavour, built upon the Learner Profile and the ATLs in action



Student-teacher partnerships form the foundation of learning. Open communication and trust are key.



It is critical that GEMS WAA and the IBO safeguard the credibility of assessments and diplomas.



AI is merely another tool that students can be taught to use ethically.



Violations, even if unintended, carry consequences and invite sanctions, both from GEMS WAA and external entities

Prepared by:	Approved by:	Approval Date	Next Review
D. Kline	SLT	December 2023	December 2025



1.1 Rationale

GEMS World Academy - Abu Dhabi (GEMS WAA) is committed to academic integrity as a fundamental principle of learning and a necessary foundation. Trust and transparency must be embedded into the school culture as a hallmark of good practice in all aspects of students and staff. We make a concerted effort to maintain high standards of integrity, both to protect the value of the educational process in which we are engaged and to maintain the credibility of our learning community.

Integrity must be embedded in the classroom culture as a hallmark of *authentic education*, as students are taught good practice in all aspects of their work. The principle of academic honesty should be viewed positively by students and become a natural part of their academic study.

1.2 Aims

This policy has been designed in accordance with the IB Integrity of Assessments guidelines, with the following aims:

- To lay out the expectations for Academic Integrity across the school community, ensuring that practices are transparent, fair, and consistent
- To provide guidelines as to what constitutes good practice, misconduct, and appropriate actions in response to transgressions.
- To clarify the school's position regarding digital assistants with academic integrity in mind

1.3 Philosophy

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.

Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an "ethical culture" of any educational institution, be that a primary school or a university. It is an obligation which must be embraced and fostered by the entire school community, so students can continue into higher education and the workplace in strict adherence to this principle.

Fostering an academic integrity culture, and a personal positive attitude towards it, requires the design of a school strategy that combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes.

Academic Integrity refers to:

- responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

The key educational reasons to take a strong line on academic integrity are:

- To maintain fairness
- To maintain trust and credibility
- To develop respect for others

Assessments can only be trusted and recognized by organisations if they are a true and genuine reflection of the personal level of achievement of a student and are carried out legitimately, under equal and comparable conditions. This requires a "level playing field" where educational institutions create and foster academic integrity as an irrevocable principle. Acts of student academic misconduct and school maladministration misrepresent student's achievements, but also disadvantage students and schools that are completing the assessment process with integrity.



Academic Integrity is reflected through the Learner Profile Attributes, which is taught throughout the entirety of GEMS WAA. The concept of Academic Integrity is reinforced with age-appropriate practices throughout the entire school, from the primary years through the secondary years.

- **Inquirers** - Learners are encouraged to develop their curiosity by respecting and honouring the work of others in their research experiences.
- **Knowledgeable** - Learners acquire knowledge and understanding across different sources when exploring concepts, ideas, and issues; these sources will then be cited.
- **Thinkers** - Learners use critical and creative thinking skills to analyse and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions such as understanding the difference between collaboration and copying the work of others.
- **Communicators** - Learners will be able to express their knowledge clearly in their own words and give credit to the sources used.
- **Principled** - Learners will show integrity and honesty by acknowledging ideas and work of others. They will take responsibility for their own learning and actions.
- **Open-minded** - Learners are open minded to ideas expressed in works of others and are willing to consider information shared by others.
- **Caring** - Learners will show that they care about other people's published ideas and work by acknowledging them.
- **Risk-takers** – Learners approach uncertainty with forethought and determination. They take risks and use their own words to express ideas, thoughts, and feelings. It takes courage to take the high road of integrity at the risk of failure
- **Balanced** - Learners should balance their workload to be present and able to meet the competing demands on their time and attention. Stress from imbalanced priorities is an obstacle to academic integrity.
- **Reflective** - Learners will give thoughtful consideration when choosing and presenting information. They will reflect on their importance of doing one's own work.

IB learner profile's attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them.

However, it is not enough to frame academic integrity as merely an issue of “morals” or “values.” The Learner Profile attributes go a long way, but the academic literature on cheating and plagiarism points to navigating skillsets and mindsets properly.

According to *Cheating Academic Integrity*, factors that have shown relationship to engaging in academic misconduct include

- time management
- stress and pressure
- skill gaps
- extrinsic motivation
- cultural differences
- students feeling disconnected and discouraged

(Rettinger, pp133-135)

In addition to the Learner Profile attributes, the Approaches to Learning (ATLs) empower students with the needed skills to be able to *act* on the values related to Academic Integrity.

Thinking Skills:

- Critical Thinking: Academic honesty requires students to critically evaluate information and sources. They should question and analyse ideas, avoiding uncritical acceptance of information.
- Creativity: Originality is a key aspect of academic integrity. Encouraging students to express their ideas in unique ways promotes creativity while respecting academic standards.

Communication Skills:

- Information Literacy: Students need to communicate information accurately, and being literate in information helps in avoiding unintentional plagiarism or misrepresentation.
- Media Literacy: Understanding and responsibly using various media forms contribute to honest communication in the academic context.

Self-Management Skills:

- Organisation: Properly managing time and resources helps students avoid the last-minute rush, reducing the temptation to engage in dishonest practices due to time constraints.
- Ethical Decision-Making: Self-management involves making ethical decisions, and academic honesty is a fundamental ethical principle. Students need to manage their impulses and choose integrity over dishonesty.

Research Skills:

- Information Literacy: Research skills include the ability to locate, evaluate, and use information ethically. Proper citation and acknowledgment of sources are essential elements of research skills tied to academic honesty.
- Media Literacy: Understanding various media in research helps students discern credible sources, promoting academic integrity in their work, as well as recognising that others have ownership of their own ideas, graphics, and audio-visual media.

Social Skills:

- Collaboration: Working collaboratively while respecting individual contributions fosters an environment where academic honesty is valued. Collaborative efforts should uphold ethical standards, including not giving or getting non-permitted peer support.
- Communication: Clearly communicating ideas and attributing contributions to the right sources are crucial for maintaining academic honesty in group projects and discussions. This includes fewer formal reflections on what helped the process of creation, as well as more formal skills such as creating a proper Bibliography page.

Through the Learner Profile attributes and the ATLs, students at GEMS WAA make sure they show off their own strengths in their work. They listen carefully to other people's ideas and choose when it is appropriate to use them, making sure proper credit is given. At GEMS WAA, academic honesty is respecting each other's intellectual property. Here, we practice original thinking!



3.1 The school leadership team

It is the responsibility of the school leadership team to ensure that:

- academic integrity is part of the teaching and learning process
- teachers, support staff, students, parents, and legal guardians have a common understanding of academic integrity, academic misconduct, and school malpractice
- students, teachers, and school administrators are held accountable when involved in academic misconduct or malpractice, including notifying and supporting the IB in any investigation when appropriate
- the Academic Integrity Policy is reviewed every second year

3.2 Subject leads

It is the responsibility of the Subject leads to ensure that:

- teachers, parents, and legal guardians have access to the school's academic integrity policy and the programme relevant IB regulations
- decisive action is taken when an incident of academic misconduct or malpractice occurs
- all school and IB policies are applied fairly and consistently
- all instructions as detailed in "*The conduct of IB Middle Years Programme on-screen examinations*" and "*The conduct of IB Diploma Programme examinations*" informing about the conduct of examinations are followed and ensure that invigilators and students understand the rules
- all students have a clear understanding of the expectations in terms of the conduct of the written or on-screen examinations.

3.3 Teaching Staff

Teachers are expected to foster academic integrity by:

- building and maintaining learning partnerships with their students
- crafting clear utility and relevance into classwork tasks and projects, and communicating this to pupils
- clarifying expectations for individual tasks, helping students understand what levels of assistance they can expect to give or receive from their peers
- emphasize the process of learning over the products of learning, such as by utilizing low stakes assessments with feedback or by separating a project into its component deadlines, offering feedback and encouragement at the different stages of development
- incorporate dynamic learning experiences as often as possible that involve applying knowledge rather than reciting knowledge; examples could include project-based learning, service learning, or research experiences
- ensuring that students have a full understanding of the expectations and guidelines of all subjects, including what constitutes academic misconduct and its possible consequences
- adhering to subject guidelines, rules, and regulations, particularly regarding the level of teacher support that is deemed acceptable
- maintaining clear and consistent standards, requiring fully paraphrased work, in-text citations, and complete bibliographies according to year-level standards
- checking student work for authenticity prior to final submission, particularly with respect to IB Assessments (e.g. Internal Assessment, Extended Essay, and Personal Project),
- notifying the subjects leads and school leadership team when academic misconduct is suspected

For further support, see [Research-Based Teaching Practices towards Academic Integrity](#) Appendix

3.4 Librarian

It is the responsibility of the librarian to work with:

- teachers to develop research activities that discourage plagiarism
- explicitly teaching the skills associated with academic integrity
- students to explain and reinforce proper note-taking techniques

3.5 Parents

Parents (or legal guardians) play an important role in promoting academic integrity. Parents should:

- emphasize the process of learning over the products of learning during discussions
- support their children in planning a manageable workload so they can allocate time effectively
- support their children's understanding of IB policies, procedures, and subject guidelines
- report any potential cases of student misconduct or school maladministration to the school's leadership
- abstain from giving or obtaining assistance (including from tutors) in the completion of assessed work.

3.6 Students

All community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, students are expected to be able to distinguish between what is right and wrong. In the context of academic integrity, one of the most important attributes is to be "principled" and all students are expected to act honestly, responsibly, and ethically. Students are not just recipients of content but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement. It is expected that all students understand and accept the principle of academic integrity and face the challenges associated with it. (IB *Academic Integrity* p15)

FS students should:

- recognise ownership over their own work
- begin to recognise ownership of products that others produce
- begin to understand that what they create or provide can be used or misused by others

Lower Primary Years students should:

- complete all tasks and assessments in an honest manner and to the best of their abilities
- understand that they should not copy other people's work and claim it as their own
- acknowledge whether they had help with their work (e.g., from a parent, sibling, tutor)
- not give or receive non-permitted peer support, such as on individually assessed tasks
- acknowledge when they use products created by someone else, and start to indicate the source using an age-appropriate citations

Upper Primary Years students should:

- demonstrate a beginning knowledge of *academic integrity* and why it is important
- complete all tasks and assessments in an honest manner and to the best of their abilities
- understand their responsibility for producing authentic, genuine individual and group work
- not give or receive non-permitted peer support, such as on individually assessed tasks, and that this is called *collusion*.
- understand that they should not copy other people's work and claim it as their own, and that this is called *plagiarism*
- begin to identify the legal obligations regarding the ownership and use of products and apply some referencing conventions

Lower Secondary students should:

- clearly understand academic integrity and recognise plagiarism and collusion
- complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities
- understand that they are responsible for clear communication with their teacher and transparent referencing
- use an age-appropriate Modern Language Association (MLA) citation format when citing all sources and creating a complete bibliography
- understand that while generative AI tools can be used to support work, they cannot claim work completed by a generative AI tool as their own. Any use of AI tools will be cited appropriately and transparently.
- conduct themselves responsibly when producing authentic and genuine work, both for individual and group work
- respond to acts of academic misconduct or school malpractice and reporting them to their teachers and/or subject leads
- not give or receive non-permitted assistance in the completion or editing of work
- adhere to ethical and honest practice during examinations
- use the internet and associated media platforms responsibly

Upper Secondary students should:

- have a full understanding of the Academic Integrity Policy and key terms
- complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities
- understand that generative AI tools can be used to support work, while not claiming work completed by a generative AI tool as their own
- not use generative AI tools on any assessment that is explicitly looking for unaided understanding of a topic. If they are unsure whether they can use a generative AI tool in their work, they will discuss it with the teacher first and if necessary, the subject lead
- cite AI tools both in-text and in the works cited lists for all assignments where explicitly permitted to use a generative AI tool.
- meet interim and final deadlines for a piece of work to allow the teacher to make checks of authentic authorship
- correctly attribute sources, acknowledging the work and ideas of others
- produce a complete bibliography and in-text citations according to the MLA format for assessment in written and oral materials and/or artistic products
- respond to acts of academic misconduct or school malpractice and reporting them to their teachers and/or subject leads
- not give or receive 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
- adhere to ethical and honest practice during exams
- use the internet and associated media platforms responsibly



Technology changes will always happen, and those technological shifts often redefine the learning experience. In alignment with the IB, GEMS WAA does not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically. AI tools are not a threat to the underlying principles of the IB, but they are a game changer in terms of the skills we should teach.

4.1 Teaching students about academic integrity and AI

The best solution to ensuring academic integrity is to work with the student body in equal partnership. While conceptual and ethical knowledge should come first, students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions, and artificial intelligence (AI) tools.

Students must recognise that work generated by such tools, even partially, cannot be deemed their own. Just like quotes or material from external sources, any AI-generated text, image, or graph in their work should be transparently credited in the body and referenced in the bibliography. Failure to do so constitutes misrepresentation—a form of academic misconduct.

4.2 Academic Practice and Recommendations regarding AI

Some recommendations are as follows.

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas to shape their arguments.
- Students benefit from having a model of a good essay to look at when drafting their own work.
- There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

Students should be informed of the following rules.

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.



While we hold high expectations for our students to make ethical choices, students must also understand that there are consequences for unethical behaviour. Instances of misconduct will be handled seriously and met with appropriate sanctions in line with existing school policies regarding behaviour.

5.1 Addressing Misconduct in Primary

GEMS WAA is committed to fostering an academic integrity culture by promoting good practices and addressing misconduct through teachers modelling honesty and guiding learners through ongoing reflection. Sanctions for students lacking Academic Integrity are tailored to their developmental stage, providing valuable learning opportunities. This may involve teacher-student meetings, formal counselling, temporary suspension of certain privileges, and parental engagement through notification and meetings.

5.2 Addressing Misconduct in Secondary

Cases of academic misconduct are approached individually, considering factors such as the student's background, language proficiency, awareness level, incident severity, and intent. Our response ensures fairness, equity, timely resolution, and a focus on continued learning. Parents are contacted, and there may be a meeting with school. Students involved attend a 'refresher' session on Academic Integrity with the relevant coordinator or designated staff. Incidents are documented in school records. The following outline serves as a guide, subject to change at the discretion of the Principal:

- First time - If a student is caught plagiarising for the first time, they must redo the assignment or complete an equivalent task. Parents are notified, and a record is kept.
- Second time - A parent meeting is scheduled for a second plagiarism offense. The assignment receives a failing grade, and records are updated accordingly.
- Third time - A comprehensive interview process involves the student, parents, coordinator, and Senior Leadership to create an action plan supporting the learner and school needs.

It is important to note that the consequences for plagiarism escalate in severity as the student moves through the school. All Diploma Level work which is deemed to be plagiarised even as a first offense, (either by the school or the IB itself) is at severe risk of disqualification, potentially harming any University Admission application and/or certification by IB.

5.3 Misconduct with External Assessments

External sanctions refer to measures imposed by an external entity, like the IB, specifically concerning all pivotal pieces of work, often the 'final version' (e.g., Internal Assessments, English A HL Essay, TOK Essay, CAS, EE, Final Examinations) contributing to the IB Diploma or the school's final accreditation. In these instances, adherence to the policies and guidelines set by external entities is paramount.

The complete list of consequences can be viewed on Appendix 2 (pp 32-37) of the IBO's Academic Integrity policy: <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

6.1 Commitment to Compliance

At GEMS WAA, we highly value meaningful assessment data and the school's credibility. When collaborating with external entities, it's crucial that all actions align with regulations set by external bodies (e.g., IB organization, ADEK, JCQ, Examination Boards and GL Assessment). Any action violating these requirements has the potential to compromise examination integrity.

6.2 Malpractice Prevention

To safeguard academic integrity, the school employs two key proactive measures: setting clear expectations and providing logistical support. Oversight and preparations for invigilation are managed by a designated staff member (typically, the Data Manager or a leadership team member). External requirements are promptly communicated, emphasizing acceptable assistance levels, and expected conditions of the testing environment. Relevant materials, such as exam instructions and IB subject guides, are readily available to staff, covering the entire process—from pre-exam procedures to invigilation to the secure handling of test materials post-assessment.

6.3 Malpractice Investigation

Investigations, overseen by the Senior Leadership Team, aim to establish comprehensive facts within ten working days. It is crucial not to assume truth solely based on an allegation's existence. Interviews with the implicated staff and witnesses will be conducted. If work is found not to be the candidate's own, the school may be unable to issue a result. The implicated staff will be notified in writing, informed of supporting evidence, potential consequences, and offered the chance to respond. Serious malpractice information may be shared as necessary. If work submitted for moderation/verification or marking is found to not be the candidate's own, the school may be unable to issue a result for that candidate.

Each investigation at GEMS WAA is an opportunity for growth. Learning from these processes, we continually refine and enhance our integrity system. This commitment ensures we adapt, evolve, and maintain the highest academic integrity standards, fostering a dynamic educational environment.

















6.4 Staff Malpractice Sanctions

If staff malpractice is confirmed, the school may impose sanctions in line with GEMS policies:

1. Written warning for repeated offenses.
2. Training or mentoring for future involvement in assessments.
3. Special conditions on future assessment, including possible suspension from invigilating.
4. Dismissal for gross professional misconduct.

Appendix 1: Types of Academic Misconduct

Outlined below are the most common types of academic misconduct.

 <p>Accessing unauthorized material Leaving unauthorized material in a restroom that may be visited during an examination</p>	 <p>Disclose content Disclosing and/or discussing the examination content outside the school community within 24 hours after the examination</p>
 <p>Bribery Offering a bribe for an academic advantage</p>	 <p>Fabrication Unauthorized creating or altering of data</p>
 <p>Collaborating Collaborating on a lab, project, or other assignment and submitting identical matter other than data collection (which can be done collaboratively)</p>	 <p>Enabling academic dishonesty Enabling academic dishonesty in another student including withholding information about the same</p>
 <p>Copying text Copying with or without translation, without appropriate referencing</p>	 <p>Exchanging information Exchanging, or supporting the exchange of information between students during an examination</p>
 <p>Collusion Supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another student</p>	 <p>Plagiarism Representing, intentionally or unintentionally, the ideas, words, or work of another person without proper, clear, and explicit acknowledgment</p>
 <p>Falsification Falsifying information such as activity records on CAS records</p>	 <p>Duplication of work Presenting the same work for different assessment components and/or diploma requirements</p>
 <p>Ghostwriting Someone else writes or plans student work (also called "contract cheating," this includes passing off the work of AI software as one's own)</p>	 <p>Unauthorized tools Using tools or devices such as a calculator when not permitted or using a tool/device that is not authorized by the IB</p>
 <p>Mark manipulation Tampering with or manipulating marks after paper distribution</p>	 <p>Unauthorized material Taking unauthorized material into the examination hall</p>
 <p>Impersonation Impersonation of another student</p>	 <p>Stealing Stealing test and examination papers</p>
 <p>Misrepresentation Offering inaccurate information when confronted about academic dishonesty</p>	 <p>Violate instructions Failing to comply with instructions of the examination-in-charge/invigilator</p>

(Source: Toddle, [Academic Integrity Guide for Students](#))

Appendix 2: Guide for Citing Sources

What do we cite?

A “citation” is an indicator to tell the reader that specific material in a work has been borrowed and originates from another source. It also gives the reader the information necessary to locate the original source. Any material taken from any source and in any format should ideally be cited. Here are different types of sources that require a citation; however, this list is not exhaustive:

Textual		Visual	Audio/Visual
Journal	Article	Photograph	Video
Letter	Brochure	Artwork	Song
Newspaper	Statistics	Sculpture	Broadcast
Magazine	Manuscript	Graphic	Lectures
Website	Equation	Map	Interview
Encyclopaedia	Book	Logo	Podcast

Why do we cite?

Giving credit to the original author by citing sources is the only way to use other people’s work without plagiarizing. But there are several other reasons to cite sources:

- Citations are beneficial to anyone who wants to learn more about your ideas and where they came from.
- Citing sources shows the amount of research done.
- Not all sources are good or right – your ideas may often be more accurate or interesting than those of your sources. Proper citation will keep you from taking the rap for someone else’s bad ideas!
- Citing sources strengthens your work by lending outside support to ideas.

When do we cite?

According to the [Effective citing and referencing](#), “when we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.” If there is uncertainty about whether a citation is needed, it is best to consult with the “To cite or not to cite” table below.

What is it?	Citation needed?	Elaboration
Quotations: Word for word copied original text	Yes	Use quotation marks for shorter quotes and indent longer quotes.
Paraphrasing: Re-writing material in your own words	Yes	Avoid quotation marks around paraphrased content unless using an exact phrase or unique term from the original source.
Visuals and audios: Images, illustrations, graphs, music, voice notes, computer codes, etc.	Yes	Acknowledge any ideas gained in whichever format possible.
Ideas: Other people’s ideas or concepts	Yes	Acknowledge any ideas gained from others.
Common, factual knowledge: Information that can be found in a variety of sources	No	If uncertain about the commonality of a piece of information, acknowledge the source.
Your own original ideas and work	No	Anything you create does not have to be cited.

How do we cite?

The citation in the text can be done by:

- An introductory phrase
- An in-text citation at the end of the sentence
- A superscript or bracketed number that leads to a similarly numbered footnote, endnote, or reference.

““ Citing evidence by an introductory phrase

One may integrate evidence using an introductory phrase. Below are some examples of signal phrases or tag lines to use.

- As noted on page 79,
- When the author states, “...”
- An example of this occurs when the main character says, “...”
- As stated in the text,
- The author illustrates this point when she states,
- Toward the end of the story, Abby says, “...”
- As John Steward points out,
- In the words of ...

““ Citing evidence by an in-text citation

One may integrate evidence using in-text citations. Here are different types of in-text citations:

Author

In-text citations are done by parenthetical citation providing:

- the last name of the author
- page number(s) from which the quotation or paraphrase is taken, if applicable.

Example: (Danubi, P. 204)

Author–date

In-text citations are done by parenthetical citation providing:

- the last name of the author
- the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

Example: (Danubi, 2020, P. 30)

““ Citing evidence by superscript or bracketed number

Alternatively, one may integrate evidence using superscripts or bracketed numbers.

- Superscript note numbers that come after the referenced passage and after the final punctuation mark, if used
- Example: Many of the peasants were in truly desperate straits.¹²
- Corresponding footnotes placed at the bottom of the reference page containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

(Source: Toddle, [Academic Integrity Made Easy](#))

Appendix 3: Research-Based Teaching Practices towards Academic Integrity

Teaching better is the best way to promote integrity and disincentivize academic misconduct, and the mainstream of scholars and practitioners agree that this should be the central focus. The best teaching practices effectively remove many of the barriers to academic integrity.

1. Prioritize Mastery: Design instruction to encourage students to master academic content, making cheating less likely. Allowing students multiple attempts at assignments without severe penalties promotes a mastery-focused classroom.

2. Avoid Performance Comparisons: Avoid displaying students' test scores for public comparison, as this fosters a performance-oriented environment. Students may be motivated to cheat to avoid embarrassment. Moreover, seeing their poor scores publicized makes student self-efficacy suffer, making future cheating even more likely out of a sense of desperation and helplessness.

3. Balance Extrinsic Outcomes: Avoid exclusively focusing on extrinsic outcomes in testing and assessments. Teachers should avoid always talking about "the test." If possible, use a variety of assessment strategies, so that the outcome of any one assignment is not seen as being extremely high stakes. Moreover, encourage students to reflect on content that they have mastered, and the skills that they have gained, rather than only focusing on grades and test scores. Help students reflect on their progress and development rather than solely on test scores.

4. Build Student Confidence with New Material: Foster student confidence in learning new material by setting short-term goals. Instructors can provide feedback on achieving these goals, breaking down longer assignments into manageable components. Success in short-term goals enhances self-efficacy and reduces the likelihood of cheating. In contrast, when students are focused on the end-goal (e.g. doing well on a high-stakes final exam), they often will feel anxious and less confident, making them more likely to cheat.

5. Emphasize Controllable Factors: When providing about what was not done well on a particular assignment, help students recognise the things they have control over. For example, if a student is given feedback showing that a problem was solved incorrectly because of a wrong strategy, then the student can learn from this mistake and will be more likely to be able to solve similar problems correctly in the future. In contrast, if students are not provided with feedback, students may attribute their incorrect solutions to a lack of ability ("I must be really bad at this"), and such beliefs may lead students to cheat in the future.

6. Offer Choices for Autonomy: Allowing learners to have greater choice in assignment-prompts they are given, or the topics discussed in class, allows them to engage with knowledge they relate to at a deeper level. This encourages intrinsically guided motivation for tasks, potentially reducing the incidence of dishonesty.

7. Collaborate on Integrity Expectations: Engage with students to co-create classroom expectations for academic integrity. While clear guidelines and policies are essential, academic integrity flourishes when it is integrated with the sense of community among the pupils.

8. Foster Supportive Relationships: Establish supportive teacher-student relationships based on mutual respect. A supportive environment discourages cheating by emphasizing the damage it does to these relationships. Students who feel cared for are more likely to seek help instead of resorting to cheating.

9. Highlight Learning Value: Point out the relevance, importance, and usefulness of learning tasks. Encourage students to understand the connections between the content they are learning and their personal interests and goals. When students recognize that content is important, useful, or interesting, they are likely to hold higher value for it. Design enjoyable assessment tasks, provide low-stakes assessments, and offer opportunities to revise, reducing social and emotional costs.

Source: Cheating Academic Dishonesty, pp 88-92, 137-139, 188



References

The selections from the following sources were adapted in part during the creation of this policy.

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Further Disclosures

The icons used in this document were accessed within the "Icons" of Microsoft Word's stock images.

The appendix "Types of Misconduct" is a direct use of Toddle's "Types of Malpractice" section of [Academic Integrity Made Easy](#). This includes the exact icons used.

The appendix "Guide for Citing Sources" also pulls the text from Toddle's [Academic Integrity Made Easy](#). No icons were used, but the formatting heavily reflects the artistic choices of the original document.

The overall look of this policy document was heavily influenced by Toddle's [Sample AI School Policy](https://learn.toddleapp.com/blog-post/future-of-ai-in-education/) (<https://learn.toddleapp.com/blog-post/future-of-ai-in-education/>)

Sections of this document were often submitted to OpenAI with prompts such as "Enhance for readability" or "Edit this paragraph for better cohesion" or "Shorten this text while keeping the main ideas." More times than not, the generated response was changed if not discarded.

The following schools policies were consulted as a reference but were not adapted into this policy.

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