Europa School UK
Thame Lane
Culham, Abingdon
Oxfordshire
OX14 3DZ
Tel: +44 (0)1235 524060
E-mail: reception@europaschool.uk
Website: http://europaschooluk.org

Academic Integrity Policy at EUROPA SCHOOL UK

Version and Date		Action/Notes
V1	29.03/2019	Applies to Whole School; Approved by FGB 2019
V2	August 2023	Change name to Academic Integrity
Review Date June 2025		

Europa School UK is an International Baccalaureate (IB) World School for its MYP and IB Diploma programmes.

The IB policy should be read in conjunction with the IB academic Integrity policy which applied to all IB world schools.

Academic integrity policy (ibo.org)

Europa School UK values personal integrity in ensuring fair representation of one's abilities and skills. Academic Integrity is the heart of student achievement and authentic performance. Lapses in judgement or deliberate choices to misrepresent one's abilities or skills constitutes academic misconduct and will result in the implementation of procedures for Academic Integrity infraction by Europa School UK

Academic integrity (AI) can be defined as "compliance with ethical and professional principles, standards, practices, and a consistent system of values that serves as guidance for making decisions and taking actions in education, research and scholarship" (Tauginienė et al. 2018, p. 8).

Ethos

Europa School UK believes that all students are responsible for the authenticity of their own work. This principle must be upheld and modelled by all the members of the Europa Learning community—students, teachers, administrators, staff, and parents. We accept ownership of

our original written, visual, or audio compositions and explicitly note when the work of another has been included in ours.

Overview

At Europa school students must take sole responsibility for any and all of their academic work; they alone are accountable for its originality. Students should:

- Ensure that all sources are acknowledged in their work using the Harvard referencing style agreed by the school.
- Make sure that information they have used is acknowledged in the body of the text and is fully listed in the bibliography.
- Use quotation marks or indentation to show all the text that is someone else's exact words and to indicate the author of the text used.
- Reference the source of a direct quotation or paraphrasing of the words or ideas of another; if the origin of a source is unknown it is better not to use it.

There are many forms of academic misconduct. Academic misconduct is behaviour that results in that student gaining an unfair advantage over another student or receiving credit for work that is not, in part or entirely, their own work. In addition, there are certain behaviours that can be regarded as dishonest practice in the areas of academic negligence, academic infringement, or collaboration:

- **Academic Negligence** is an act of plagiarism ranging from students not recording their sources to not citing the origin of the material in their work.
- **Academic Infringement** is the failure to note the source of information within the body of their work (i.e., with quotation marks) despite acknowledging the source in the cited page. Although this is not plagiarism, *per se*, no mark or grade may be given to the work.
- **Collaboration** is defined as working together on a common/shared task with the aim to share information. Students, however, are still responsible to produce their own work and not to allow their work to be copied or submitted by another student.

 It is the work that the student submits, and only that work, which is under review.

Definitions of Academic Misconduct or Malpractice

Plagiarism— is the representation of the ideas, words, or work of another person as the student's own. Students must also be aware that translating a passage of text and using the translation in their own work without acknowledging its source is also plagiarism.
Collusion—is supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
Duplication of Work—is the presentation of the same work by a student for different assessments.
Misconduct—is a breach in protocol or conduct during an examination or assessment. Examples of misconduct include students who possess unauthorised material, demonstrate disruptive behaviour, copy another's work, or communicate with another.
Disclosure of Information—is the exchange of any information to another student whether a student gives or receives such information.

The use of AI Tools in students development and writing of assignments

The use of AI tools in education has increased significantly over the last two or so years especially with the release of CHATGPT. Artificial Intelligence refers to systems that appear to have "intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals" (European Commission, 2018, p. 4).

AI-based tools can be used to transform, produce or generate any kind of content, such as text, images, art, music, or programming code.
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Authorised and reported usage of AI tools is usually acceptable. However, in an educational context, unreported and/or unauthorised usage of AI tools to produce work for academic assignments may be considered a form of academic misconduct One of the problems of AI generated content is that it can be difficult to distinguish from content that is generated by humans. However, over time a student's writing style and level of vocabulary usage and grammar in handwritten examinations can usually be used to establish if their writing is indeed authentic.

All persons, sources, and tools that influence the ideas or generate the content should be properly acknowledged. Consequently, when an AI tool is used, it should be acknowledged.

The International Baccalaureate's (IB) statement on academic integrity and use of AI states that

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. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

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Using software to improve language and grammar

IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

• The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted.

• The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore, students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subject other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.

• The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the Access and inclusion policy for more details.

 • The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed

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Procedures for Academic Integrity Infractions

Subject Teachers often require drafts of work to be completed. They may allow students the option of correcting any irregularities in their work before submitting their final copy or in any official submission. Subject Teachers may also require students to submit work electronically to turnitin.com.
If a teacher (student, parent, or administrator) suspects that a student is in violation of academic integrity policy (or if turnitin.com reveals any degree of plagiarism) following submission of an assessment:

1. The Subject Teacher must make every attempt to document the source of the infraction.
2. The Subject Teacher must talk to the student to discuss the infraction.

If following a thorough investigation, it is clear than an infraction has occurred.

1. The student will receive a zero grade on the assignment.
2. The student's parent(s) or guardian(s) will be notified.
3. A Subject Teacher will notify the IB Coordinator responsible for that year group to which the students belongs of any breach of academic .
4. The IB coordinator, and when appropriate the Head of Secondary, will meet with the student to determine the consequences/sanctions. Consequences can range from a zero grade on the assignment to a detention or parental meeting. In extreme cases and/or multiple incidents, exclusion or expulsion may be necessary.
5. The Principal will record the incident, notify the parents, and notify the appropriate assessment authority.

Roles and Responsibilities

Students:
- are responsible for ensuring that all work submitted for assessment is their own
- are responsible for fully and correctly acknowledging the work and ideas of others
- may be required to review your work following feedback from a Subject Teacher. Failing or refusing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within school and/or to submit your work.
- are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship
- understand that a Subject Teacher has the right to refuse to 'sign off' your work if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or to the satisfaction of the Secondary Leadership Team.

Subject Teachers:
- are best placed to identify work which may not be the authentic work of the student
- are expected to read and check candidates' work for authenticity before submission. This refers to all assessments.
- are strongly encouraged to use Turnitin to check major assignments.
- must address any issues of authenticity arising from concerns about plagiarism and/or collusion before the submission of work for assessment. This must be decided within the school, initially by the Subject Teacher, and then in discussion with Secondary Leadership Team.

Secondary Leadership Team:
- is responsible for training students, teachers and parents regarding the high standards around academic Integrity and giving practical advice to ensure that the school is compliant.
- leads any investigation in the school regarding cases of academic dishonesty liaising with students, teachers and parents.

Parents and Guardians
- should encourage their child to make sure that they plan their set assignments so that they can meet deadlines with ease.
- should ensure that their child understands that they must do their own work, but support by showing them how to research and plan their work.
- should attend school meetings to gain a better understanding of the requirements.
- should encourage him or her to ask a teacher for advice.
- should develop a culture of effective library and online research at home.

The role of the Librarian

The Librarian is a useful resource for all students and teachers. She is an expert in the area of academic Integrity and can provide guidance about referencing methods in all assignments.