

The Leigh UTC

Academic Integrity Policy

Purpose

As part of the International Baccalaureate Programmes, and other routes of study, students develop skills relevant to all areas of the curriculum, including “learning how to learn”. Therefore all students at the UTC are required to understand the meaning and significance of academic integrity, particularly authenticity and intellectual property. The Leigh UTC recognises that it is vital for all students to understand their responsibility in submitting work that is entirely their own, to build integrity and the positive character attributes that contribute to the IB Learner Profile.

This policy is written to ensure that the procedures at The Leigh UTC are clear and outline what constitutes good practice, misconduct, and the actions to be taken in cases of transgression. The policy includes a variety of offences that would be considered misconduct in terms of academic integrity.

The IB Learner Profile is embedded throughout The Leigh UTC and Inspiration Academy and is integral to daily life. It is the cornerstone of this policy. Further guidance comes from the IBO publication ‘Academic Integrity’, 2019. In developing the Academy’s academic integrity policy we encourage our students to be:

- **Inquirers** – who acquire the skills necessary to conduct inquiry and research
- **Knowledgeable** – who explore concepts, ideas and issues
- **Principled** – who act with integrity and honesty, take responsibility for their own actions
- **Open-minded** – who are accustomed to seeking and evaluating a range of points of view
- **Risk takers** – who are brave and articulate in defending their beliefs

These qualities, when applied to learning and student work, will establish skills and behaviour, which support good practices to be found in the classroom, used for Independent Learning and continued to examination level. The good practices are expected to be introduced, modelled and used throughout the academy. These practices will also be clearly articulated in units of work and curriculum maps for the IBCP and the IBMYP.

Responsibilities

The IBCP, MYP coordinators and Director of Post 16 will:

- Inform candidates and parent/guardians about The Leigh UTC Academic Integrity Policy, and ensure that they understand and sign this when joining the course.

- Ensure that students are taught about academic honesty within Personal and Professional Studies and Reflective Project sessions across the two years so that they understand what is meant by academic honesty and the consequence of malpractice.
- As part of the sessions mentioned above, students will be taught how to reference appropriately.
- Report all suspected malpractice to the Principal and the IB information desk once exams have been written or an internal or external assessment submitted with a signed cover sheet.
- Inform the candidate and parent/carers (if a student is not legal age) if the candidate is under investigation by IB for possible malpractice.
- Keep records of all procedures that are taken in cases of transgression to ensure fairness and consistency, even though each case will be dealt with as it occurs.

The subject teachers will:

- Model academic integrity and support the learner profile during their daily lessons.
- Teach students how to use work that is not their own to support their own and how to reference this properly.
- Ensure that all candidates are aware of what constitutes good practice.
- Ensure that students take the Academic Integrity Policy into account before they begin each assignment, making them aware of any consequences of malpractice.
- Provide clear guidelines for learning tasks.
- Promote the benefits of properly conducted research and ensure they understand what is meant by 'intellectual property'.
- Ensure that learning tasks that require thinking skills, and are not able to be completed by simply copying or falsifying information.
- Allow students the opportunity to make mistakes and learn from their mistakes, in safety.
- Support students in making decisions about appropriate practice.
- Teach the use of Artificial Intelligence appropriately and ethically in their own subject specific areas.
- To the best of their knowledge, confirm that all work submitted by the student is authentic and original. Where possible, students will submit work using detection software assigned by the UTC.

The candidate will:

- Be principled and act with both honesty and integrity.
- Enjoy the freedom and bear the responsibility of studying a course that emphasises independence and self-reliance.
- Investigate and evaluate the suitability of a variety of resources and incorporate and reference them in their work. This includes but is not limited to the following: books, internet, DVDs, emails, journals, online databases, charts, graphs, images and data.
- Submit work that is authentic, for example ensuring that data used is accurate.
- Not 'share' documents with each other unless the slides are going to be submitted as a joint project in its entirety and the teacher has instructed this.
- Ensure that all final work submitted is produced independently and written in their own words, particularly when collaborative learning has taken place.
- Take responsibility for their actions and seek help from the subject teacher, Librarian or IB Coordinator when needed.

- Learn how to use Artificial Intelligence appropriately and ethically in a way that will enhance their usage of AI to gain more information to develop their thinking and knowledge
- Sign a cover sheet for each externally assessed component and all internally assessed components to confirm that their work is authentic.
- Follow the rules of acceptable behaviour in and around the exam room around the time of examination.
- Be encouraged to communicate and collaborate with their teachers, providing opportunities for them to discuss their AI-generated work with their teachers and receive feedback on its accuracy, appropriateness, and ethical considerations.

Examples of good practice for students:

- Make sure all information you have used is credited in the body of the text and fully listed in the bibliography using the referencing style agreed by The Leigh UTC.
- Cite your sources so that readers can find them.

The parent will:

- understand the definitions of academic integrity outlined by this policy, including the consequences of misconduct.
- speak to students about the integrity of their work and support them in making decisions regarding referencing and research.

Definitions of Misconduct:

“The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.” (IBO, 2019)

Plagiarism – occurs when the candidate represents ideas or work that is not their own. This can be avoided by students:

- crediting all sources used, even if they are paraphrased or summarised;
- clearly distinguishing between your work and the source used (ie using quotation marks or a similar method)
- use the style of referencing appropriate for your subject.

Collusion – occurs when students support malpractice by another candidate, i.e. allowing your work to be copied or submitted for assessment by another candidate.

Duplication of work – occurs when the same work is presented for different assessment components and/or diploma requirements. For example, if a student submits the same or a very similar piece of work as an internal assessment in a subject area for an extended essay, this would be viewed as malpractice.

Fabrication of data – Occurs when a candidate does not use authentic data but instead produces false data to be used in an assignment.

Misconduct during an examination - Occurs when a candidate takes unauthorised material into an exam, exchanges information in any way with another student, or uses an unauthorised calculator.

Disclosing information to another candidate, or **receiving information** from another candidate, about the content of an exam paper within 24 hours after the examination is also deemed as misconduct.

Investigating Misconduct:

The staff of The Leigh UTC believe in preventing misconduct through education and teacher modelling. In the unfortunate event that academic dishonesty does occur, staff and administrators will refer to the school 'Assessment, Recording and Reporting Policy'.

If a student is suspected of cheating or plagiarising, the teacher will inform the appropriate Director of Learning and the Exams Officer and meet with the student to determine the nature and the extent of the incident and the student's understanding of the situation and intent.

Consequences:

- Will be progressive in nature and may include redoing part or all of the assignment or assessment.
- Students may be asked to complete an alternative assignment or assessment.
- May limit student access to recognitions, such as school awards and scholarships.

The Exams Officer and/or teachers will communicate information to parents and/or guardians about the infraction and the consequences.

In the case that the misconduct occurs on an assessment piece specific to the IB Career-related Programme after the candidate has signed the cover sheet, the coordinator will report to the IB information desk for investigation.

At this point the IBO will initiate an investigation following the steps stated in Section 7: The procedure for an investigation (IBO Diploma Programme Academic Honesty). IBO's final award committee will review each case regarding suspected malpractice and then decide to either uphold or dismiss the allegation.

Breach of IB regulations will have serious consequences.

REFERENCING:

The Leigh UTC and Inspiration Academy will use the **Harvard Referencing** system. Students and staff will take part in workshops that will demonstrate how the Harvard referencing system will be used. This will then be re-enforced through effective teaching and learning within lessons and pastoral programmes.

From Citethisforme.com

Harvard is a style of referencing, primarily used by university students, to cite information sources. Two types of citations are included:

1. In-text citations are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation.

Depending on the source type, some Harvard Reference in-text citations may look something like this: "After that I lived like a young rajah in all the capitals of Europe..." (Fitzgerald, 2004).

2. Reference Lists are located at the end of the work and display full citations for sources used in the assignment.

Reference lists are created to allow readers to locate original sources themselves. Each citation in a reference list includes various pieces of information including the:

1. Name of the author(s)
2. Year published
3. Title
4. City published
5. Publisher
6. Pages used Generally,

Harvard Reference List citations follow this format:

Last name, First Initial. (Year published). Title. City: Publisher, Page(s).

Examples:

Dahl, R. (2004). Charlie and the chocolate factory. 6th ed. New York: Knopf.

Fitzgerald, F. (2004). The Great Gatsby. New York: Scribner.

Citations are listed in alphabetical order by the author's last name. If there are multiple sources by the same author, then citations are listed in order by the date of publication.

More information and examples are available on from Anglia Ruskin University's Referencing Guidance website: <https://libweb.anglia.ac.uk/referencing/harvard.htm>

Further Information

For complete documentation including investigation procedures, offences and their penalties please refer to, 'IBO Diploma Programme Academic Honesty' (September 2007).

This policy will be reviewed at the end of each academic year.

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