

# DBS Academic Integrity Policy

## A. Introduction

The Diocesan Boys' School (DBS) seeks to develop, promote and ensure academic integrity and personal integrity among students, teachers and other members of the community. This is embedded in both the School's Vision: "to equip our students with the sound knowledge, worthy qualities, dynamic social and technical skills they need to become contributors to society and leaders with integrity in a diverse and ever-changing world"; and the School's Mission where students are expected to "achieve self-respect and self-esteem so that each student can be a man of integrity, discipline, devotion, industriousness, courage and gratitude".

DBS places a high emphasis in promoting and supporting good learning practices, and as an IB school, seeks to promote all the qualities of the IB Learner Profile. In agreement with this and guidance from the IB publication *Academic Integrity (October 2019 updated March 23)*, an Academic Integrity Policy has been developed.

The Academic Integrity System developed for the DBS IB Section is intended to enable students to be honest in all practices. It is not established as a tool to detect malpractice but rather seeks to prevent and discourage it.

For the purpose of developing DBS IB's own Academic Integrity Policy, the IB's definition for Academic Integrity as '*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*' (3) has been adopted. In developing the DBS IB Academic Integrity Policy, members of the community are encouraged to be:

1. Thinkers, who make reasoned, ethical decisions.
2. Principled, who act with integrity and take responsibility for their own actions and the consequences that accompany them.
3. Open-minded, who are accustomed to seek and evaluate a range of points of view.
4. Reflective, who give thoughtful consideration to their own learning and experience.

## B. Terminology

In developing an Academic Integrity System, DBS IB seeks to promote a culture of honesty within the school community. All members of the school community are responsible for promoting and maintaining academic integrity as well as knowing and understanding the policy. A list of definitions is included for the purpose of this Policy.

### **Academic integrity**

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 misconduct**

The IB defines 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.'* (3) Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

### **Intellectual property**

Forms of intellectual and creative expression, usually the result of human ingenuity that must be respected and are protected by law.

### **Authenticity**

The quality of producing a piece of work that is based on a student's individual and original ideas and work of others fully acknowledged.

### **Malpractice**

A behavior that results in, or may result in, a student or any other student gaining an unfair advantage in any academic activity, or that affects the results of any other student. Malpractice includes, but is not limited to, plagiarism, collusion and duplication of work.

### **Plagiarism**

The representation of the ideas or work of another person as the student's own.

### **Collusion**

Supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment for another.

### **Duplication of work**

The presentation of the same work for different assessment components /subjects.

### **Paraphrasing**

The rendition of another person's words represented in a new style and integrated grammatically into the writing.

### **Collaboration**

Working together on a common aim with shared information, which is an open and cooperative behavior that does not result in "allowing one's work to be copied or submitted for assessment by another" including outside tutors.

## C. Development, Maintenance and Promotion of Academic Integrity at DBS IB.

### 1. General Overview

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

**To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.

**To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

**To develop respect for others.** Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice, it is expected that information is appropriately acknowledged.

It is the student's responsibility to understand the Academic Integrity Policy established by the DBS IB and lack of knowledge of the conditions of this policy cannot constitute an allegation for academic dishonesty. However, it is in the School's best interest to provide the tools and promote the skills that will encourage academic integrity at all times. DBS IB actively promotes an academic integrity system within each subject area as well as offering a time frame for specifically developing the qualities, values and skills that will allow good practice amongst students.

At Bridging Programme level, this is highlighted through the *IB Skills Course* although academic integrity is promoted in all subjects. In G11 and G12 students are regularly reminded about citing sources in all subjects as well as reminded about the rules and regulations of sitting all internal and external examinations.

#### i. IB Skills

"Academic Integrity" is not just a value, it is also a skill—one that can be developed, practised, and mastered. The IB Skills course is taken by all Grade 10 Bridging Programme students and is especially designed to help students learn how to produce, identify and promote authentic pieces of work. Students learn academic writing and research skills, conventions for citing and referencing a range of text types, and methods for evaluating the validity and suitability of primary and secondary sources. A specific module of the course has been developed to allow students to understand and observe examples of malpractice—including collusion, plagiarism and misrepresentation of others' works, as well as the consequences of these infringements. Underpinning the course is the inquiry-based approach and framework of the IB Diploma's "Theory of Knowledge" (TOK) course, which encourages students to reflect on their own development as knowers and their ways of knowing. By the end of the

course, students will be able to demonstrate academic integrity practices that will be applicable not only in their IB Diploma programme, but also in their future studies at university and as lifelong learners.

## 2. Others

In addition to this skills-based preparation course, all subject areas have developed subject-related projects that allow students to develop subject-specific skills that promote good academic practice. For more information on all of these courses, please refer to individual subjects' course outlines.

## 3. Advisors

Each student is assigned an advisor—a teacher who will promote the student's development of desirable qualities as a life-long learner. The advisor *is not* a tutor, but may offer advice to students in an attempt to promote academic integrity and good practice. The advisor has frequent communication with the student's parents, and thus serves as a link to promote and report on good practice from the student, both in the school environment as well as at home.

The DBS IB team believes that if empowered with the appropriate tools and given the suitable spaces for the development of skills, students will inherently develop the qualities embedded in the IB Learner Profile.

## D. Rules and Regulations to Ensure Academic Integrity and Good Practice at all times

### 1. General Overview

It is the responsibility of students to maintain academic integrity at all times. Students may, where the circumstances allow it, request assistance from their teachers, parents and advisors to ensure good practice is being carried out. Under no circumstances does ignorance of the conditions established constitute an allegation for malpractice.

The following are general guidelines for the promotion of academic integrity and good practice at both Bridging Programme and IB levels.

**Further guidance for the promotion of academic integrity can be found in subject specific guidelines from the IBO website.**

### 2. Submission of individual piece of work

An individual piece of work submitted for assessment will always be an authentic piece of work; i.e it is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Under such conditions a student submitting an individual piece of work will:

- a. Use the student's own language, expressions and ideas.
- b. Document ALL source material in a formal and appropriate manner.
- c. Use direct quotations adequately.
- d. Make appropriate use of and acknowledge paraphrasing.

- e. Acknowledge explicitly and appropriately any help provided by another person. The student should understand that any form of legitimate collaboration for an individual piece of work must be limited and justified.
- f. Provide a complete and comprehensive list of all references used, including books, CDs, web pages, images, statistics and AI tools.
- g. Make sure collaborative work does not result in collusion. Work that may have been produced by the sharing of information in an open and cooperative behavior to result in a common aim, does not result in work that can be partially or entirely copied by another.
- h. Never provide soft or hard copies of their individual work to another student.
- i. Never purchase or submit work produced by someone else.
- j. Never copy another student's work, either partially or totally.
- k. Never fabricate data.
- l. Never duplicate work, i.e submit the same/similar piece of work for two subjects.

### 3. Exam sessions

The regulations for exam sessions at the DBS follow similar guidelines as those proposed by the IBO. All Teacher-in-Charge invigilators of all exams are made aware of the rules and regulations before each examination session. For all exam sessions students must:

- a. Arrive on time. Good practice implies all students must be presented with exams under the same conditions.
- b. Be present for the examination session. Allowing someone else to impersonate the examinee or impersonating someone else is a serious case of malpractice.
- c. Remain in silence. Any form of communication during examinations is deemed as malpractice. Exchanging information or in any way supporting the passing of information to another student about the content of an examination, is considered malpractice.
- d. Take only authorized material into examination rooms. This includes, but is not limited to, authorized calculators, dictionaries and notes.
- e. Comply with the instructions of the invigilator or person responsible for the conduct of the examination.
- f. Leave all examination material behind. Stealing examination material before, during or after the exam is considered malpractice.
- g. Leave the examination room only when instructed to do so and following the exam supervisor's instructions.
- h. The previous list is not exhaustive and students must use their common sense and reasoned ethical decisions to assess any situation which may lead into malpractice. When in doubt, a student is encouraged to seek advice so as to support good practice. Students are reminded that at the subject teacher's discretion, work may be submitted for on-line checking of plagiarism and collusion.

For examination sessions, students are provided with an examination calendar along with the *Conduct of Examinations* (see Assessment Policy) of that year several weeks in advance.

Students should clarify any doubts regarding rules and regulations for the examination session *prior* to the scheduled time of examination.

## **E. Provisions for academic misconduct**

Breaches of the *Rules and regulations to ensure academic integrity and good practice at all times* constitute a serious misdemeanor and are not treated lightly at DBS. The following guidelines have been established to ensure equality in the treatment of any and all cases of academic misconduct.

Breaches of academic integrity have been divided into three levels. These levels have been established according to the importance of the assignment and premeditation of the student.

**If the subject teacher cannot authenticate a piece of work, then it will be considered a "breach of academic integrity" and the appropriate action will be taken.**

### **1. LEVEL 1**

In the first instance, work resulting from academic misconduct will receive a zero (0) as a grade. If the teacher considers it appropriate however, feedback may be offered to the student. The zero will constitute the percentage equivalent of the assignment, thus, if a piece of work worth 12% of the term grade is found to be academically dishonest, this 12% will be awarded a grade of 0. The student's advisor will be notified of the event. Parents will be notified. Additionally, a confidential record will be made to log in the incident. Actions comprised in Level 1 include (but are not limited to):

- a. Collusion, e.g. copying homework, a report, an essay or any piece of non-collaborative work. Both the student copying and the student who allows for copying to occur are breaching academic integrity.
- b. Looking at another's test or quiz / allowing another student to look on a test or quiz
- c. Exchanging information or receiving information in any way during a test or quiz
- d. Copying material from a textbook, internet, AI tool, video, etc. and presenting it as the student's own i.e. not paraphrasing properly and/or plagiarizing work.
- e. Taking unauthorized material into an examination room. This includes calculators, notes, and dictionaries.
- f. Disruption or misconduct during an examination session.

### **2. LEVEL 2**

The second occurrence of a *Level 1* action, will be considered a *Level 2* action. However, certain actions can also immediately be considered *Level 2* (see list below). A Level 2 action of academic misconduct will result in the student receiving a zero for the related subject. A confidential record will be made to log in the incident. The student's parents or legal guardians will attend a meeting to receive an explanation and to become involved. The subject teacher, advisor and IB Coordinator will be present at the meeting. The Discipline Committee Representative may be asked to attend (this is subject to the nature of the infringement). Both parents and students will be made aware that if a third infringement of

academic integrity occurs, the student will not be allowed to continue in the examinable course.

Actions immediately comprised in Level 2 (without having to occur twice) include (but are not limited to):

- a. Using between 40 and 50 consecutive words (copied verbatim or paraphrased, or containing additional or substituted words) with or without full in-text citation of the source.
- b. Knowingly presenting another student's work as the student's own.
- c. Facilitating plagiarism by taking no steps to prevent their work being copied or shared to a forum where it is likely to be shared.
- d. Knowingly presenting the same piece of work for two assignments or two different subjects.
- e. Submitting work heavily edited by a third party, for example a paid tutor or AI tool, thus grossly misrepresenting their abilities. Please also see the Gen AI Usage Policy.
- f. Buying, or by any means obtaining work and presenting it as the student's own. If a student sells, or by any means produces work for another student to present, this student too is seriously breaching academic integrity.
- g. Taking or stealing any part of a test to use or give to others.
- h. Impersonating another student for any piece of assessed or non-assessed work.

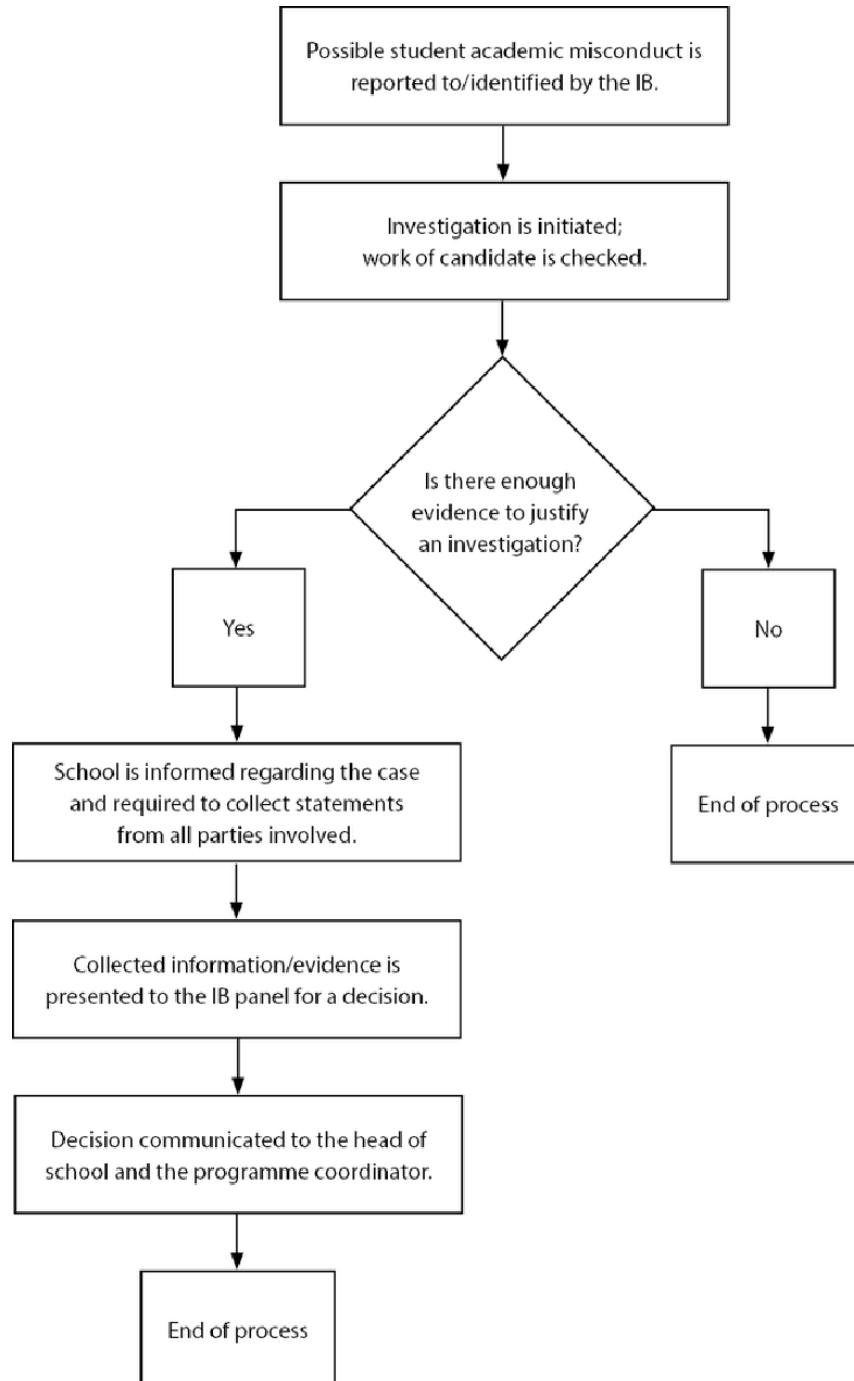
### **3. LEVEL 3**

A third breach in academic integrity is considered a serious misdemeanor. A student found responsible for three infringements on academic integrity will not be allowed to continue on the examinable course and is liable to expulsion. The case will be taken to the Headmaster.

### **4. ACADEMIC INTEGRITY AND THE IB**

Parents and students should at all times be aware that for any cases of reported academic misconduct, the IBO undertakes serious investigation. A teacher supervising examinable work for the IB, (for example, the extended essay, an internal assessment) may refuse to authenticate the work if the teacher suspects academic misconduct from the student. An examiner or coordinator may report academic misconduct during an examination session.

The following are examples of the breaches in academic integrity that will be directly reported to the IBO. In any circumstance, the IBO will undertake serious investigation. Cases of suspected academic misconduct are presented to the final award committee and dealt with on a case by case manner. If an IB candidate is found guilty of academic misconduct, penalties will be imposed in order to ensure that the candidate does not gain an unfair advantage, maintain the integrity of the examination session by excluding those candidates who have abused the system and deter other candidates from taking the same action. The following is the IBO Investigation flowchart when dealing with student academic misconduct:





Penalties imposed by the IBO are in accordance with the offense. The IBO randomly selects work submitted to assess the possibility of malpractice.

In agreement with this statement, for any cases of suspected academic misconduct, the IBO in liaison with the school, will conduct the relevant investigation. Students are entitled to be informed of this process and the result of it. For any piece of externally assessed components, (other than exams), the work is submitted on-line and at this stage the student checks a box indicating the work produced is their own original version and the supervising teacher also checks a box acknowledging this to be true to the best of their understanding. A teacher may refuse to submit the work if academic misconduct is suspected, and this is then brought to the attention of the IBO for further action.

For instances of academic malpractice referred to the IBO, the following are required:

- A statement from the teacher of the candidate for the subject concerned (or supervisor in the case of an extended essay).

This statement contains information about the guidelines given to students on how to acknowledge sources, avoid collusion within the particular subject, as well as background about the nature and extent of supervision given to the student and the procedure followed for verification of the originality of a candidate's work.

- A statement from the DP Coordinator

This statement informs on the general guidance given to all DP students on how to acknowledge sources and avoid collusion. Any special circumstances must also be noted by the DP Coordinator. The DP Coordinator is asked to produce an opinion regarding the allegation, and in circumstances where malpractice is suspected during an exam session, DP coordinators are required to submit a seating plan. Rough notes or other pieces of work from the candidate suspected of malpractice may be asked for.

- A statement from the candidate

The content of the statement is left at the discretion of the candidate. The candidate should have enough time to prepare his statement.

A summary of an interview with the candidate regarding the allegation is not a mandatory step but may be included for reference at the IB Coordinator's discretion. A relative or friend may be present at the Coordinator's discretion, but any written statement should solely be produced by the candidate in question. The candidate has the right to see all evidence, reports and statements corresponding to his case.

At all times and to preserve confidentiality, a student will be referred to by his candidate number, rather than by name. The IBO may reserve the right to publish or submit results for any and all DP candidates if a suspected case of malpractice is being investigated. Investigations may also occur after results have been awarded.

A case of suspected malpractice is presented to the final award committee. The committee decides with full discretion and with regards to the evidence presented, whether to dismiss

the allegation, uphold it, or ask for further investigations to be made. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

If no consensus is reached about a case, the decision will be that of the majority. Each case of suspected malpractice will be judged on its own merit, taking into account all the evidence and information that is available about the case. Each case of malpractice is treated individually and regardless of other allegations of malpractice in the same examination session.

In an examination session, a candidate holding unauthorized material is deemed guilty of malpractice, regardless of allegations of intentions of using or not the unauthorized material. If a candidate is found guilty of malpractice during an examination session, no grade is awarded for the subject for which the offense took place.

If a candidate is found guilty of malpractice for an assessed component for a subject, marks will not be based on the remaining components for the subject and no grade is awarded for the subject for which the offense took place. For the case of Diploma Candidate students, these result in the Diploma not being awarded. The student may re-register as a Diploma candidate no less than one year after the session in which malpractice was established.

If a candidate is found guilty of malpractice for the third time, the candidate will not be allowed to re-register again. The IBO reserves the right to assess the authenticity of the work submitted for assessment even after a certificate or diploma has been issued. If malpractice is established after the diploma or certificate has been issued, it may be withdrawn from the candidate causing the offense.

## Reference

IB Academic Integrity Policy October 2019 updated March 2023  
<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>

Guidelines. - AI Generative Tools - Guides at the Education University of Hong Kong  
<https://libguides.eduhk.hk/ai-generative-tools/guidelines> (September 2023)

Last updated: 29 September, 2023