

## Our Guiding Statements

### Our Vision:

Providing world-class education

### Our Mission:

To empower students with a holistic, rigorous and international education for success in an ever-changing world.

### Our Philosophy:

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

### Core Values:

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility |

### Our Motto:

Towards Excellence

## Introduction

As an IB World School offering the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and the Career-related Programme (CP) we take pride in our students' ability to challenge some of the most academically rigorous programmes in existence.

While we all come from different cultural backgrounds and value systems, it is our responsibility to create a learning environment that will preserve our core values. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be *'principled'* and all students participating in IB programmes are expected to act honestly, responsibly and ethically.

### What is 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 Integrity (October 2019)*

### What is academic honesty?

In an ever-changing world and multicultural environment such as that at Raffles World Academy (RWA), it is important that we define clearly the term 'academic honesty' and explain the importance of having an Academic Integrity and Honesty Policy in our school.

According to the IB:

*"Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills".*

*IB Diploma Programme Academic Honesty Policy (July 2011)*

For our students, this means:

- When you say you did the work yourself, you actually did it *yourself*. You did not copy from another student, get a family member or the internet to do it for you.
- When you work in pairs or in a group to share ideas on a common project, otherwise known as **collaboration**, you do your best to avoid others doing the work and copying that work. This is **collusion** and should be avoided at all costs.
- When you take an idea or even some information from another person's work, be it from a book, the internet or any outside source, you must quote that source openly and accurately.

### The RWA Honour Code

At RWA we expect our IB Diploma, IB Courses, IBCP and BTEC students to take responsibility for their learning and strive to have them experience the satisfaction of genuine academic achievement.

We ask our students to make the following pledge:

1. I promise to be *knowledgeable*, original and informed in my work.
2. I promise to be *an inquirer* to research with enthusiasm, to acknowledge the ideas of others and take the time to reference my work.
3. I promise to be *a communicator*, working collaboratively with other students, sharing ideas and information for a common goal; however, I promise to avoid *collusion*, either copying from another or allowing my work to be copied.
4. I promise to be *principled*, to sit an honest exam by not taking unauthorized material into the exam room. I pledge never to accept an exam paper or answers from another person or the internet.
5. I promise to be *reflective*, to do the right thing and inform my teachers of any malpractice I am aware of.
6. I promise to be *caring* and say "no" to anyone who tries to copy my work or use my answers during an exam so neither the other person's integrity or mine is compromised.
7. I promise to be truthful and honest at all times.

### Our Expectations

Each **STUDENT** will maintain and support academic integrity at RWA by:

- completing all assigned activities and assessments with honour, avoiding cheating, lying and stealing or any other behaviour that may be considered dishonest
- taking full responsibility for their learning and actions
- being principled, working with integrity and honesty and with a strong sense of fairness, justice and respect for their dignity
- making reasoned ethical decisions and applying thinking skills critically and creatively to solve problems
- understanding the School's Academic Integrity and Honesty Policy and any guidelines that may be set by teachers when working on assignments
- signing the IBDP/IBCP Examinations Honour Code at the start of Grade 12

Each **TEACHER** will maintain and support academic integrity at RWA by:

- drawing attention to the Academic Integrity and Honesty Policy whenever applicable in subject lessons
- explaining or clarifying any questions on the Policy that students may have

- making available to students and parents clear and specific guidelines for working on subject assignments
- explaining the use of permissible study aids such as the use of dictionaries, tutors, etc. in coursework
- checking for plagiarism in students' work
- reporting to an appropriate member of staff any violations of the RWA Honour Code and following through on any consequences suggested by a Head of Department, Coordinator or Senior Management
- keeping a record of RWA Honour Code offences
- maintaining absolute integrity in the testing and examinations process
- demonstrating in all their activities, the principles outlined in the Honour Code

Each **ADMINISTRATOR** (Head of Department, Coordinator or Senior Management) will maintain and support academic integrity at RWA by:

- making available to all teachers, students, and parents a copy of the RWA Honour Code
- scheduling Academic Honesty information sessions to develop our students' understanding of academic integrity
- encouraging regular review of the Academic Integrity and Policy and supervising modifications, if necessary
- administering fair and consistent consequences on breach of the Code
- keeping records of RWA Honour Code offences
- maintaining absolute integrity in examination administration
- demonstrating in all their activities, the principles outlined in the Honour Code

Each **PARENT/GUARDIAN** will maintain and support academic integrity at RWA by:

- reading the content and understanding the significance of the School's Academic Integrity and Honesty Policy
- monitoring and supervising, when necessary, the progress of coursework or homework assignments a student may be working on
- monitoring the homework diary, if applicable, and following up on communication from teachers
- trusting and supporting the consequences that may follow a breach of the expectations outlined in the Policy

### What is Academic Dishonesty?

At RWA we have a zero-tolerance policy towards academic dishonesty. Academic dishonesty is an action of deceit towards RWA and towards oneself. To be true to the values that our institution dictates, we expect our students to have the integrity and the discipline to do what is right for their own learning and to promote healthy learning at our school.

Academic dishonesty and malpractice consist of any deliberate attempt to falsify, fabricate, or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in school. Most, although not all, such attempts fall into one or more of the following three categories:

#### 1. Plagiarism

Deliberately presenting work, words, ideas, performances or any other tasks, in whole or in part from a source external to the student, as though they are the student's own efforts and endeavours. Examples of plagiarism include, but are not limited to the following:

- a. Presenting any work completed in whole or in part by any individual or group other than the student, as though the work is the student's own, in any academic exercise.
- b. Buying, selling, bartering, colluding or in any other fashion obtaining or distributing material to be used inappropriately as part of any academic exercise.
- c. Failing to acknowledge and reference, where necessary, the true source of information included in a paper, written or oral assignment, assessment or examination, or any other academic exercise. At RWA, we use the Harvard Referencing System in all MYP, DP, CP and other coursework and assignments.
- d. At RWA, we use the Turnitin software to check for the plagiarism index. Students are allowed a maximum of 9% similarity index for submission of coursework for school purposes and for submission to the IB. Any work higher than 9% is reviewed by the teacher/supervisor to ensure all work is appropriately sourced.

## 2. Cheating

Distributing or receiving answers, data, or any other information by any means other than those expressly permitted by the school, exam board or subject teacher as part of any academic exercise. Examples of cheating include, but are not limited to the following:

- a. Copying answers, data, or other information (or allowing others to do so) during an examination, quiz, assessment, homework, or any other exercise in which the student is not expressly permitted to work jointly with others.
- b. Assuming another individual's identity or allowing another person to do so on a student's behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing.
- c. Using any electronic or non-electronic device, tool, or other form of study aid during an examination, assessment, quiz or test, or any other academic exercise **without** the specific permission of a teacher or course coordinator.
- d. Students who are caught in the act of academic misconduct on assessments, school-based examinations or external IBMYP and IBDP examinations are subject to consequences set out in the IB policies. There is zero tolerance for cheating in examinations. Students may be disqualified from the single subject or from the examination series as decided by the Senior Leadership Team. For external examinations, the programme coordinators will submit the relevant forms to the IB for review.

## 3. Collusion

Collusion is a form of plagiarism that can occur because of inappropriate collaboration during group work. It involves working with someone with the deliberate intention to mislead. This could involve working with someone else to produce work, which is presented as your own when, in fact, it was the result of secretly working with someone else.

Sometimes it is difficult to know whether you are colluding or not during group work. One way to avoid collusion is to make sure that each member of the group takes their own personal notes of what is happening during the group work sessions. Students are explained the extent to which collaboration ends. There are clear expectations for the individual contributions for collaborative assessments.

## 4. Other Forms of Academic Misconduct

Falsifying or fabricating data, records, or any information relevant to the student's participation in any class, course or academic exercise, or tampering with such information as collected or distributed by the school, subject department or examination board. Examples of academic dishonesty include, but are not limited to the following:

- a. Falsifying, or attempting to falsify, attendance records, grades or comments of any kind, or any information or document intended to excuse the student from participation in any academic exercise.
- b. Inventing, fabricating, or falsifying data as part of the completion of any academic exercise.
- c. Knowingly furnishing false information (or facilitating the furnishing of false information) to others in a way that impacts on student achievement, integrity, or fair opportunity in an assignment, assessment or examination.
- d. For external examinations we use the Emirates ID to check for identity.

### IMPORTANT NOTE

The above list of offences is not intended to be fully exhaustive of all potential instances of academic dishonesty. Heads of School, Heads of Departments, Administrators and Teachers may identify and treat as malpractice any individual cases of academic dishonesty not outlined above.

### Consequences of Malpractice

In the event that a student at RWA is found to have failed in following any of the guidelines of this document, one or more of the following procedures may be applied:

- A meeting will be held with the relevant teachers, administrators and parents/guardians of the student.
- The relevant Head of Grade and Academic Coordinator will determine the severity of the offence and implement an appropriate response. At all times, information on consequences will be communicated to parents.
- Students found to have committed plagiarism will be put on academic probation for a defined period. Progress of the student in concern will be monitored and feedback provided to parents.
- Students found to have gained credit through dishonest academic behaviour will have consequences applied to them according to the severity of the offence. Offences of a more serious nature, such as theft or examination malpractice may result in a range of consequences, from disqualification from the exam to expulsion.
- International Baccalaureate regulations will apply to all students being entered for assessments, including coursework. No coursework will be submitted for a student with a plagiarism percentage of 10% or higher.

### Investigation of student academic misconduct cases

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned. The IBDP/CP Coordinator will immediately inform any individual being investigated in writing of the allegation and possible outcomes. Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB's Assessment Division at the IB Global Centre, Cardiff. Their decision is subject to approval by the Final Award Committee. If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Final Award Committee. If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices.

Infringements	Level 1 penalty <b>Warning letter to the student</b>	Level 2 penalty <b>Zero marks for component</b>	Level 3a penalty <b>No grade for subject(s) concerned—see note 1</b>	Level 3b penalty <b>No grade for “parallel” subjects—see note 2</b>
<b>Plagiarism</b> <i>Copying external sources.</i>	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given—see note 3.	Not applicable.
<b>Peer plagiarism</b> <i>Copying work from another student.</i>	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable.
<b>Peer plagiarism</b> <i>Student lending or facilitating their work.</i>	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
<b>Collusion</b> <i>Coursework only and when working collaboratively.</i>	Work of students show close similarity.	Work of students has similarities—less than 30%—and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.
<b>Submitting work commissioned, edited by, or obtained from a third party—see note 4</b>	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	For a student in the same or another IB World School providing the service.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
<b>Duplication of work</b>	Not applicable.	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable.
<b>Falsification of data</b>	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

**Process for developing academic honesty in continuous assessments:**

**Step 1:** Students have an assembly at the start of the academic year to understand academic integrity and honesty and how to do referencing and citing using Harvard Referencing. Following that they sign an agreement with the school to uphold academic integrity and honesty



**Step 2:** Subject teachers show students how to use Harvard Referencing as part of the MYP. This is also supplemented by sessions conducted by the school librarian. Students also see their teachers using referencing in their PowerPoints and other resources.



**Step 3:** When a student is found engaging in academic malpractice for the first time, their parents are informed and the students meet with the subject teachers to understand how to reference correctly. The student is allowed to submit another piece of work and no marks are deducted.



**Step 4:** When the same student is found engaging in academic malpractice for the second time, they receive no marks for their assessment and they meet with the programme coordinators along with the parents. The student does not have an opportunity to submit another piece of work this time around.



**Step 5:** When the same student is found engaging in academic malpractice for the third time, the student is disqualified from all assessments and it is recorded on the report card. Parents are called in and the senior leadership team provides the final warning.

### Process for developing academic honesty in examinations (internal and external):

**Step 1:** Students have an assembly at the start of the academic year to understand academic integrity and honesty and how to do referencing and citing using Harvard Referencing. Following that they sign an agreement with the school to uphold academic integrity and honesty



**Step 2:** Students receive an examination timetable with a reminder for examination expectations. Two posters from the IB are shared with them: 'Notice to candidates poster' and 'Items not permitted poster'. The timetables are posted on Teams and Managebac with reminder of the academic integrity and honesty agreement signed by students with school.



**Step 3:** The examination hall has both posters posted on the walls and outside the hall to remind students of expectations. Before the start of every examination, students are reminded of academic honesty and the agreements they have signed with the school. Students are reminded to submit unauthorised materials.



**Step 4:** When a student is found engaging in academic misconduct by an invigilator, the student is reminded of examiner expectation and an incident report is completed by the invigilator. The parent is notified that the student was found engaging in academic misconduct and they receive a zero for the examination. The parents may appeal to the senior leadership at this stage. There is a meeting of the parent and the senior leadership team to review the evidence and a final decision is made.



**Step 5:** When the same student is found engaging in academic malpractice again, the student is disqualified from all examinations and it is recorded on the report card. Parents are called in and the senior leadership team provides the final warning.

### The Policy Review Process

Old Policy examined against current context by all school staff in a PD. Brainstorming and group discussions with staff led by programme coordinator in a level 1 review



Policy shared with stakeholders - students. Policy recommendations invited from student council in a level 2 review.



Policy shared with stakeholders - parent focus group. Policy recommendations invited from the PARWA (parent body) in a level 2 review.



Policy modified with recommendations from stakeholders and then discussed in middle leaders meeting in a level 3 review. Modified policy also discussed with senior leaders meeting in a level 4 review.



Final policy drafted with recommendations from all stakeholders and send to Board of Governors for signatures.



## Use of AI in Academic Work

AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation and grammar. Where communication is assessed, we will need to think carefully what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

AI tools do not represent a crisis in education or assessment. However, in a world where everyone can use software to write newspaper articles, business reports and/or emails to friends, it is a game changer in terms of the skills students need. Instead of being able to produce complete essays, reports, and so on, students need to know how to get the best out of AI tools. For example, to edit text to personalize it, and most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators. Using artificial intelligence (AI) tools, such as ChatGPT or other AI-based software, for academic work is a new and evolving concern in education. While AI can be helpful in aiding research, drafting, and learning, the misuse of these tools without proper acknowledgment is considered academic misconduct.

However, students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, **it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—is a form of academic misconduct.**

Examples of inappropriate use of AI include, but are not limited to, the following:

- a. Submitting AI-generated content as your own without proper citation, passing off work that was not entirely your own efforts and endeavour as personal academic work.

**Allowing** AI to complete assignments or assessments that are intended to demonstrate your own understanding, knowledge, and skills. The use of AI must be transparent and permitted by the teacher or subject coordinator.

- b. Using AI tools during quizzes, assessments, or tests without the explicit permission of the teacher or exam board. AI tools, just like unauthorised electronic devices, are not allowed unless explicitly permitted.
- c. Manipulating AI to produce answers or content that misrepresents the student's actual level of knowledge or understanding, similar to traditional forms of cheating or plagiarism.

Students who are found to have used AI tools inappropriately in their coursework, assignments, or examinations will be subject to the same consequences outlined in the IB academic honesty policies. Depending on the severity of the infraction, this could result in disqualification from a specific subject or an entire examination series. For external examinations, programme coordinators will follow IB policies and report the issue to the relevant authorities for review.

## How should teachers guide their students when using AI tools?

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.

### References:

IBO, 2014. Academic honesty in the IB educational context. 1st ed. Cardiff, United Kingdom: IBO.  
IBO, 2019. Academic Integrity. 1st ed. Cardiff, United Kingdom: IBO.  
IBO, 2020. Diploma Programme Assessment procedures 2021. 1st ed. Cardiff, United Kingdom: IBO.  
IBO, 2015. Diploma Programme: From principles into practice. 1st ed. Cardiff, United Kingdom: IBO.  
IBO, 2014. Effective Citing and Referencing. 1st ed. Cardiff, United Kingdom: IBO.

### Policy Review status

The academic integrity and honesty policy was last updated on 30 August 2022. The new review cycle commenced on 28 August 2023. The policy review is currently being reviewed for new additions on Chat GPT and other AI related developments.

## ACKNOWLEDGEMENT FORM FOR ACADEMIC INTEGRITY AND HONESTY POLICY

I, the undersigned, have a full understanding of RWA's and the IB's academic integrity and honesty policies.

In order to manage academic integrity, I will support my school and I understand I must:

- ✓ complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of my abilities.
- ✓ give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products.
- ✓ abstain from receiving 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
- ✓ abstain from giving undue assistance to peers in the completion of their work
- ✓ show a responsible use of the internet and associated social media platforms.
- ✓ respond to acts of student academic misconduct and report them to my teachers and/or IBDP/CP Coordinators.
- ✓ respond to acts of school maladministration and report them to my teachers and/or IBDP/CP Coordinators.

In order to avoid committing plagiarism I will ensure the following:

- ✓ Read and understand their school's academic integrity and honesty policy.
- ✓ Design time schedules or plans to manage tasks sensibly.
- ✓ Maintain organized notes and sources consulted during the production of work.
- ✓ Seek guidance and support from my teachers or tutors when doubts arise about referencing.
- ✓ Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- ✓ Give credit for copied, adapted, paraphrased and translated materials from others.
- ✓ Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the Harvard referencing style.

Name of student:



Form:

Signature of student:

Date: