

IB Middle Years Programme Academic Integrity Policy

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MYP Office

Beijing Royal Experimental School's Mission Statement

The vision of Beijing Royal Experimental School is to cultivate global citizens who have both an international perspective and a great appreciation and love of Chinese culture.

The school strives to best utilize international resources to involve all students and staff in the MYP learning community. We encourage teachers and students to explore global issues so that they will become lifelong learners who are eager to inquire and also eager to take active action.

Teaching and learning enable students to build diverse subject knowledge and higher levels of understanding. Learners innovatively apply knowledge in practice and experience diverse cultures, thereby bringing the society closer to individuals, and the world closer to the school. It is believed and expected that empowered students will have the opportunity and capacity to serve their community, and further contribute to the creation of a better and more peaceful world.

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I. Introduction

Academic integrity is a guiding principle in education and an option for acting in a responsible manner. It underpins ethical decision-making and behavior that ensures legitimate, truthful and honest academic work, and is an even more important part of the goals for the development of International Baccalaureate (IB) learners. All students enrolled at Beijing Royal Experimental School (RES) are expected to act with honesty and integrity when asking questions, inquiring and taking action.

At RES, we place a high value on honesty from daily participation to any work submitted for assessment. The school expects and supports the teaching and learning of academic honesty. All members of the community need to support the principles of academic integrity, create and maintain a culture of academic integrity, and understand the seriousness of academic misconduct and its consequences.

II. Principles

The school community is expected to maintain fairness, observe and adhere to ethical and honest practices, and foster and develop self-esteem and respect for others by supporting learners.

Students must submit individual authentic assignments. Authentic assignments are works based on the individual student and his/her original thinking.

Therefore, all assignments or summative assessments by students, regardless of format, must come from the student's own words and ideas. Use information technology and social media responsibly, and when quoting others, whether it is a direct quote, paraphrase, or summary statement, students should cite their sources.

when necessary the student must

- Identify sources, including copies of maps, photographs, illustrations, data, graphics, computer software, and audio/video, CDs, DVDs, e-mail, and any other media forms such as digital or electronic.
- Online materials, labeled with a URL link and date.
- Paraphrasing the views of others with an indication of the source.

- Translations used are indicated.
- Display of works such as music, film, dance, theater arts or visual arts only if copyrighted.

At RES, we will not ban the use of AI software. However, students need to be aware that the school 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.

III. Academic malpractice

Students at RES should demonstrate academic integrity and avoid any form of academic malpractice, which refers to any behavior that results in, or may result in, the candidate or any other candidate(s) gaining an unfair advantage in one or more assessment components or assessment process. Three forms of malpractice are stressed: plagiarism, collusion and duplication.

- Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own with no acknowledgement. Plagiarism is the most common form of student academic misconduct.
- Collusion is defined as supporting other candidate(s) to conduct malpractice, as in allowing one's work to be copied or submitted for assessment.
- Duplication of work is the presentation of the same work for different assessment components and/or diploma requirements. Using one's own published work without citation is also considered unacceptable.

Students may engage in acts considered as academic misconduct at different times in the assessment cycle which may affect the completion of coursework or the examinations themselves.

IV. Roles & Responsibilities

1. The school leadership team

Academic integrity must be part of the teaching and learning process and an aspiration of the entire school community. Maintaining such a fostering environment where academic integrity is understood and adhered to is a key accountability of the school leadership team. It should inspire all members of the community to uphold the values of respect and trust where everybody assumes an equal responsibility to uphold this principle.

- Embedding the policy into the school structure, creating and maintaining a culture of academic integrity;
- Ensure that all teachers and students have the same level of understanding of academic integrity;
- Communicating the principles of academic integrity to parents and legal guardians.

2. MYP Coordinator

The Programme coordinators are responsible for maintaining an overall supervision of all activities related to the teaching and learning process at the school. As pedagogical leaders, they must maintain an excellent communication with the team of teachers, with the students and their parents or legal guardians. The coordinators must also manage the necessary resources with the school leadership team to ensure that the teachers receive the training specified by the IB and that the other resources required for teaching. The Program Coordinator must support all tasks listed in the responsibilities in the "School Leadership Team" section, including:

- Define for the school what constitutes academic honesty, an authentic piece of work and intellectual property.
- Promote academic practices and a school culture that actively encourage academic integrity.
- Make sure all staff and students and parents are informed of the school's

academic policy.

- Provide chances for teachers and students to study and develop acknowledgement awareness and citation skills.
- Distinguish what constitutes a violation of school policy (particularly plagiarism, collusion and duplication).
- Set specific procedures for the consequences of being found guilty of academic misconducts.
- Supports teachers fully in the prevention, detection and investigation of malpractice once it occurs.

3. IB Librarians

The school librarian can cooperate with teachers to ensure that the curriculum is supported and plays an important role in promoting academic integrity, developing learning literacy and providing resources. The librarian cooperates with the coordinator to implement the academic integrity policy throughout the school, publicize the policy of academic integrity to students, and teach students search skills and citation formats, forms include:

- Offer workshops on academic integrity, particularly with technical skills such as citing or referencing;
- Provide ongoing professional development opportunities for staff to better teach citation and prevent malpractice;
- Help teachers locate evidence if misconducts may occur.

4. Teaching and non-teaching staff

Teachers are the main agents of academic integrity , support the gradual development of students, for example, the technical skills to correctly reference a piece of work, how to produce genuine and authentic work or how to conduct research in a responsible and ethical manner. By creating a supportive environment, teachers can ensure that their students are properly prepared to complete their education and meet the assessment requirements of the IB. In this way, students will understand and accept the reasons why it is important to have such a stance, which in turn will allow them to be advocates of a culture of integrity.

- Work with the MYP coordinator and librarians to teach academic integrity policy and skills to students.
- Provide instructions and assistance to students to ensure that they fully understand the expectations, guidelines and what constitutes academic misconduct and its possible consequences in all subjects.
- Planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- Giving feedback based on subject guides
- Ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- Developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- Responding to student academic misconduct and supporting the school's and IB's investigations

5. Students

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. 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 are expected to act honestly, responsibly and ethically.

- Study the school's academic policy.
- Know the consequences and penalties of being academically dishonest at RES.
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities. Do not engage in any form of academic misconduct at any time including plagiarism, collusion, duplication of work, and other forms of cheating.
- Learn and apply the required citation and referencing skills. show a responsible use of the internet and associated social media platforms. give credit to used

sources 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
- Work collaboratively only in appropriate and permitted circumstances. abstain from giving undue assistance to peers in the completion of their work
- Comply with all deadlines.
- Will sign a school-made integrity agreement when admitted.
- Obey the rules stated in the RES “Junior High Department Student Handbook”.

6. Parents or/and legal guardians

Parents and legal guardians play a crucial role in the education process which includes reinforcing the values and importance of academic integrity. Although they are not directly involved in daily tasks at school, parents and legal guardians are able to collaborate with the administrative and teaching team in the activities carried out by the school to promote academic integrity while encouraging their children to observe the rules and complete all work according to the expectations.

- Understand and cooperate with the school about the policies that the school upholds.
- Encourage students to seek advice from other peers and teachers when having difficulty with issues concerning academic integrity.
- Encourage students to apply the rules and skills.
- Do their work as required.

V. Teaching academic integrity skills

The student's academic misconduct may not be committed with a clear intention to gain an unfair advantage, but can also be a result of poor knowledge of the relevant subject guidelines. Students need to develop specific skills in order to apply the rules and understand why it is important to do so.

The school librarians will be responsible for teaching the skills to both teachers and students regarding to academic integrity. The subject groups leaders will arrange further seminars on during their group collaboration time whenever necessary. The librarians will teach the skills in the classroom based on the expectations as elaborated below.

Expectations of academic integrity for different grades:

1. Grade 6 (Year 1)

- Understand the importance of academic integrity;
- Understand the concepts of academic misconduct such as cheating, academic misconduct, and plagiarism;
- Have the ability to indicate when using another person's ideas by making it obvious.

2. Grade 7 (Year 2)

- Have the ability to judge whether a particular behavior is against the academic integrity policy;
- Knowledge of credible resource sources provided by the school;
- Have the ability to use quotations and paraphrases in their work to eliminate intentional plagiarism.

3. Grade 8 (Year 3)

- Have the ability to conduct searches using correct search terms;
- Clearly recognizes the need to evaluate resources, including web resources;
- Have the ability to cite sources correctly to avoid unintentional plagiarism..

4. Grade 9 (Year 4)

- Have the ability to use the search function to locate required resources in different systems;
- Have the ability to assess the credibility, relevance, currency and accuracy of sources;
- Have the ability to provide a bibliography or list of works cited using standard citation formats

VI. Offenses and penalties

1. Students should recognize that they are ultimately responsible for their own work and should feel free to consult with the instructor whenever they encounter problems with citing references, and that any violation of the standards of academic honesty will have consequences
2. If a portion of the assignment or formative assessment involving academic misconduct has been submitted, it will not be accepted. If there is time for the student to redo the assignment, the student will be allowed to resubmit it. If the student does not have time to redo the assignment, the student will not receive a grade for the assessment.
3. If a summative assessment involving academic misconduct has been submitted, it will not be accepted. If there is time for the student to redo the assignment, the student will be allowed to resubmit. If the student does not have time to redo it, the assessment will not be graded. This situation will also be communicated to parents in a timely manner.
4. Students who engage in any academic misconduct during midterm, final, and other level tests will be dealt with in accordance with the RES “Junior High Department Student Conduct Management Program” and parents will be informed promptly.
5. Report any violation of the Academic Integrity Policy to the Academic and Moral Education Administration as soon as the student is found to be in violation of the policy.

VII. Reference format

At RES the APA referencing system is applied.

References

1. BRS IBDP Academic Honesty Policy. (2018). In *Beijing Royal School*. Retrieved from <http://cdn.bjroyalschool.com/img/IBDP%20Academic%20Honesty%20Policy%2020180112.pdf>
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Note: This policy is annually reviewed and shared with the school learning community.