

ADVANCED FOR EDUCATION



BRITISH ACADEMY OF TUNIS

DP ACADEMIC INTEGRITY POLICY

2023/2024



Achieving Excellence Together



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Bibliography

*BAT: British Academy of Tunis

BAT Mission

British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who are aware and tolerant of a cross-cultural environment as future global citizens. We value intellectual curiosity and independent, critical and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

BAT Vision

Our vision at BAT is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. The school's vision also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

BAT Values

British Academy of Tunis (BAT) believes effective teaching and learning both occur in a safe and structured educational environment. BAT practices a holistic approach to education where students, teachers, and families are unified in the educational best interests of all students. BAT's model for success incorporates the right for each student to become a reflective, well-informed, and open-minded inquirer with solid principles. Our values involve attributes representing a wide range of human capacities and responsibilities surpassing intellectual development and academic success. All students and teachers at the British Academy are treated with respect regardless of age, race, gender, religion, or nationality. We are a community, and we achieve excellence together.

BAT principles

A – **ability** nurtured, flourishes

C – **curiosity** fostered, grows

H – **INTEGRITY** is the best practice, and our policy builds on it

I – **integrity**, lead by example

E – **excellence** takes unending work

V – **veracity** is the foundation of education

E – **encouragement** is provided by all of us together

1- Philosophy

*Academic integrity is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection, and where research is based on being principled and respecting the academic integrity honor code.

The academic integrity policy is designed as a statement of philosophy and beliefs, and as a source of information for our community on Academic integrity throughout the International Baccalaureate Continuum at British Academy of Tunis (BAT). We believe that academic integrity is fundamental to communicating accurately and facilitating the learner's knowledge acquisition, conceptual understanding, and mastery of skills, through a process in which the students themselves, teachers and parents of our school community are fully engaged.

2- BAT Policy Manual

What is academic integrity?

Academic INTEGRITY is “*a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment [1]*”. Academic INTEGRITY results in respect for one another's intellectual property and the completion of “authentic” pieces of work which are “*based on [the individual's own] original ideas with the ideas and work of others fully acknowledged [2]*”

3- Academic integrity in the DP Programme (Diploma Programme: From principles into practice, August 2015)

At BAT, academic integrity is the result of students having integrity and ownership of their own work. We consistently encourage and model embracing the International Baccalaureate Learner Profile Attributes, including being “Principled”.

We encourage our students to express themselves confidently and authentically.

When researching, students are taught essential media literacy skills along with responsibly citing sources and avoiding plagiarism. At BAT, we believe that those who demonstrate academic integrity are principled. The work we present is a result of our own knowledge. We appropriately cite the work others have done by quoting or paraphrasing appropriately.

We refer to the IB for *Effective citing and referencing*:

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>

Also, as a tool to implement academic integrity, the MLA referencing system is used, and a Google

plagiarism detection platform is also used to check authenticity of student work.

4- Teacher Responsibilities

As DP educators, our role consists in raising student awareness of academic integrity and directly guiding students through an exploration of the ethical issues related to academic integrity, including the appropriate use of technology, to which students are trained in their technology classes.

On another hand, academic integrity is particularly essential in the area of assessment. Teachers encourage honest, creative, critical DP learning by creating inquiry-based assessment tasks.

Teachers must:

- “set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted. “
- “Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.”

(Academic honesty – principles to practice, Dr. Celina Garza – IB Academic honesty manager, IB Assessment Centre – Cardiff, Regional conference, Rome, 2014)

5- Student Responsibilities

Students are always expected to demonstrate moral principles and ethical standards, when engaging in any school activity, be it academic or extracurricular. Our goal is for all students to work independently, with integrity and fairness, as they strive to achieve their personal best.

6- School Responsibilities

Ultimately our school’s responsibility is orienting teachers and staff about academic integrity principles and procedures, and handling infractions involving Academic integrity.

It is mainly to support students in making better decisions in the future, and helping them understand and internalize the importance of Academic integrity, so that their positive choices become intrinsically driven. Any infractions would ultimately be dealt with in line with the BAT policy.

7- Parent Responsibilities

Parents are requested to go through the integrity school policy that is published on the school’s platform, and placed for them in the library at their disposal at all times.

8- Academic violation Cases

Plagiarism- “the representation of the ideas and work of another person as the candidate’s own” (IBO,

2014)

Plagiarism equally applies to work other than text. It is important that students understand how to appropriately use another author's work in their assignments to avoid both intentional and unintentional instances of plagiarism.

Examples:

- Any representation of others' work as your own
- Non-original work that is not cited and appropriately referenced in submissions.
- Copying information from a book or a website.
- Misuse of quotation marks, paraphrasing, and in-text citations make authorship unclear.
- Failure to identify the source of elements of non-verbal work (i.e. painting, dance, photo, proof, musical composition, etc.) that you've derived your work from.
- Using online language translators unless explicitly allowed.

For more details and examples about "what to cite, when to cite, how to cite" and answers to frequently asked questions, please check IB *Effective citing and referencing*:

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>

9- Policy and Procedures for Violations

Becoming academically honest is a learning journey that, like all others, can involve students making mistakes along the way. It is therefore important that the processes in place are primarily formative rather than punitive.

Academic integrity orientation is provided to all the staff by the leadership team.

It is implemented by all the staff to the students across the grades, in an age-appropriate manner.

Because it can be difficult to prove intent, any suspicion of academic violation and subsequent handling of the matter will be based on the concrete evidence available.

While the issue is internal, the school has the flexibility to choose how strictly to deal with the matter, from teacher-student meetings and reflections, and work not accepted and scheduled again, and formal meeting with the family to reflect on academic integrity and discuss the IB and the school's code of ethics.

However, when it comes to external examination systems, including the DP, stricter procedures apply in all cases of suspected academic integrity misconduct: the Coordinator logs the incident after information of the head of school and fair investigation, and the school will adhere to the "IB Matrix of penalties applied for each type of academic misconduct"(Academic Integrity, 2019 - Diploma programme)

10- Monitoring and sanctions

Teachers carry responsibility both for guiding students in the knowledge of the academically integrity and honesty practices, and for monitoring the work they give it to ensure it complies with IBDP regulations. To assist students and teachers in understanding the importance of developing and ensuring academic integrity as regards all aspects of the Diploma Programme, internal and external sanctions are in place in order to respond consistently should issues related to academic misconduct arise.

Internal Sanctions

Internal sanctions are those used by BAT, referring to coursework not yet uploaded, and to assignments and classwork which does not count towards the award of the final IB Diploma. When deciding on sanctions the school will always take a holistic view of the situation of the student and the gravity of the offence. The sanctions below form the basis of our approach in cases of serious student misconduct:

1st Offense: The student is called in for a talk with the coordinator, receives a written warning and is reminded of this policy. Parents of students below 18 and students above 18 who gives permission for this are notified by the school. With the written warning letter, the student will have one day suspension from school. The misconduct is noted in school records and the relevant teachers are notified.

2nd Offense: The student is called in for a talk with the coordinator, receives a second written warning, and parents are notified, and the student receives disciplinary consequences depending on the gravity of the offence and the context of it (It goes from 2 days to one week suspension from school). This second misconduct offense is noted in school records and the relevant teachers are notified. The student is clearly informed at the meeting and in the written warning that in the case of a third offence, the consequence is likely to be final expulsion.

3rd Offense: If a student is found guilty of a 3rd serious case of academic misconduct, he or she will get a chance to argue their case to the IB coordinator and the Head of School. If there are no mitigating circumstances the consequence could go from being withdrawn from sitting exams in the subject in question, and as such unable to finish the full DP, or, with a warning of typically two weeks, be expelled from the school to a final expulsion from school. This decision will be communicated in writing to student and parents.

External Sanctions

External sanctions are those assigned by the IB, or by the school in compliance with IB regulations, and relate specifically to the perception that academic misconduct has taken place in work which counts towards the award of the final Diploma, i.e. coursework (IAs, EE, TOK assessment, oral exams, and more) and final exams. As mentioned above, should such misconduct be suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in after internal deadlines, with little or no time before the final IB submission date, misconduct investigation and sanctions will take place as detailed in the section below.

11- Integrated approach to address academic misconduct: measures (Academic honesty – principles to practice, Dr. Celina Garza – IB Academic honesty manager, IB Assessment Centre – Cardiff, p.21)

- “Build a supportive learning environment that allows students to receive information BUT also offer guidance to develop academic writing and study skills.
- Ensure that teaching strategies put emphasis on authentic tasks.
- Develop, implement and monitor academic honesty policies.

12- Alignment, development and review of BAT Academic Integrity Policy

The BAT Mission and Philosophy statements were used in the development of the Academic Integrity Policy.

It has been developed by the Academic Integrity policy committee*, which comprises a cross-section of staff members*.

Feedback was sought from the entire teaching faculty at a whole school workshop.

This policy has been developed by the Academic integrity policy committee, reviewed by all staff and approved by the board of governors.

In a process of transparency, a copy of this policy is accessible in the school library and has also been communicated to all parents via our website.

The policy will be collaboratively reviewed and edited at the beginning of each academic year.

Academic Integrity Policy Committee: Adopted January 2023

Ms Sanaa Khelif Ms Jouda Daoud Ms Dordaf Kouki Ms Mayssa

“The principle of academic honesty should be viewed positively by students and become a natural part of their academic study. This is not a study skill that is confined to the completion of the IB Diploma Programme; it should remain with IB students throughout higher education and beyond.”

(Academic honesty – principles to practice, Dr. Celina Garza – IB Academic honesty manager, IB Assessment Centre – Cardiff)

References

For further details regarding Academic misconduct and malpractice, please refer to the IB academic integrity policy:

Taken from the section titled *Making academic honesty a school priority: Developing implementing and reviewing an academic honesty policy* in the IB publication *Academic honesty in the IB educational context* available [here](#).

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>

<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf>

Statement from the IB about ChatGPT and artificial intelligence in assessment and education

<https://www.ibo.org/news/news-about-the-ib/statement-from-the-ib-about-chatgpt-and-artificial-intelligence-in-assessment-and-education/>