



# KGV School Academic Integrity Guidelines

## Vision and Culture

The KGV community values honesty above all, as reflected in our school motto "Honestas ante Honores" - Honesty before Glory. We strive to be principled and reflective in our 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."<sup>1</sup>

## Aims of these guidelines

- **To provide clarity and consistency** regarding academic integrity for all KGV stakeholders.
- **To ensure that students are guided and supported** to meet academic integrity standards.

We achieve this by:

- ensuring that all KGV staff follow consistent academic integrity procedures in school to authenticate all students' work up to, including and after the point of submission.
- ensuring that students and parents/guardians are aware of KGV's standards for all work, including internal and external assessment.
- ensuring students and parents/guardians understand the consequences of academic malpractice for all work, including internal and external assessment.
- ensuring we meet the requirements of the ESF Academic Integrity policy and policies of the awarding and authorising bodies we use, such as AQA, CIE, IBO, JCQ, and Pearson.

## Guidelines

### Student Responsibilities

Students should be aware of these Academic Integrity guidelines and have read them with their parents/guardians. These guidelines are available through LIONeL and are highlighted at the start of each year.

Students must ensure that all work submitted is authentic, and that any work or ideas not produced by themselves are fully and correctly acknowledged. This includes all class and homework assignments and all work submitted for assessment.

Students are responsible for seeking clarification from their teachers to ensure they are aware of what practices are allowed in the creation and submission of any work.

Students are recommended to, and may be directed to, keep drafts of work and rough notes to use as evidence of how a piece of work was created.

Students must not allow anyone else to edit their work.

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<sup>1</sup> International Baccalaureate Organization. (2019). Academic integrity policy (p. 3). Retrieved from <https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>



Students should understand how to use technology in a way that assists them to submit work meeting the school's standards for academic integrity. What constitutes legitimate and ethical use of technology will vary from task to task, depending on the skills or knowledge being assessed.

Students should be aware that any member of staff can check work for academic integrity at any time.

All students are bound by these Academic Integrity guidelines and must be aware of the consequences of academic malpractice outlined in [Table 1](#): Actions in the event of malpractice

## KGV School and Staff Responsibilities

KGV staff includes administrators, teachers, EAs, invigilators and support staff.

As a school, KGV must act with integrity when placing students onto courses. The school is responsible for ensuring that students are appropriately challenged and the integrity of the course is maintained. Examples of this may include cases where:

- a student's performance data clearly shows an individual does not have the prerequisite knowledge to be successful in that subject or pathway, for example, IGCSE Triple Science or IB HL Mathematics.
- a student's performance data shows an individual has already mastered the content and skills of a subject or pathway, for example, SL Chinese B.

The school must adhere to exam board regulations and guidelines and help to maintain the integrity of examinations. Staff should not provide any students with an unfair advantage.

Staff must encourage and help students to adhere to these Academic Integrity guidelines. They should ensure that students are:

- informed and reminded of academic integrity practices and what constitutes academic malpractice for a specific piece of work.
- provided with guidance on academic writing, and how to conduct research and acknowledge sources in order to act with academic integrity.
- given clear conditions to follow when completing the work. Examples include a class test with no notes or calculators, or a project that is completed in a single google doc that preserves the history of all edits.

Staff will model academic integrity in their lessons e.g. referencing sources in presentations.

Staff provide clarity for students regarding how and to what extent assistive technologies can be used in a piece of work. For example, AI tools may be acceptable to use to create an essay outline, or help with the writing style in some tasks, but not in others.

Staff must be able to judge the authenticity of student work, and must be able to sign off on the authenticity of any work submitted to external bodies. To support this and to support students in the preparation of their work, the following practices are recommended.

Where applicable to the task:

- Work is completed only under controlled conditions.



- Staff conduct interviews with the student during and after completion to judge familiarity and engagement with the development of the work.
- Work is completed in a document that keeps a full history of all edits. We recommend Google docs/slides/sheets etc with the staff member shared from the beginning so they can see the editing history. This allows staff to trace the editing history of the assignment and be able to follow the development of ideas, content and writing style. Staff can check to ensure that only the student has edited the document.
- Students are directed to keep rough work, notes, sketches etc, this may be part of a design/process journal.
- Referencing and citing are made requirements of the task, and this process is checked to ensure it has been followed so there is no ambiguity as to which parts a student is claiming as their own.
- Students and staff run work through turn-it-in.
- A submission is compared with other work produced by the student, to determine if it is consistent and in line with the teacher's expectations and knowledge of that student.

When using controlled conditions, staff should attempt to mimic the conditions that students will encounter in their external exams or submissions for that subject. This helps students get used to the requirements and avoid inadvertent malpractice in the future. [See KGV Assessment guidelines](#)

When supervising or assisting students, staff should take care to follow the conditions specified for that assessment. As a general guide, staff should never edit work for students and should support them by asking questions rather than making suggestions.

Staff have a responsibility to investigate and if necessary, report issues that may compromise academic integrity. They should follow the guidelines in the section "In the event of Academic malpractice" below.

The school should provide training opportunities to staff and parents/guardians to clarify the significance of academic integrity and our agreed practices.

The school should provide training to help staff and parents/guardians understand new technologies and their implications for academic integrity.

## Parent/Guardian Responsibilities

Parents/guardians are to read through these guidelines with their child and commit to KGV School's high standards of Academic Integrity.

Parents/guardians should ensure they understand the implications of AI and machine learning technologies and their potential for use in dishonest practices.

If providing a private tutor and/or tuition centre for their children, parents/guardians have the responsibility to ensure that all work that is to be submitted for assessment is the student's own work. Private tutors should not support students with Coursework, Internal Assessments, Extended Essays, Reflective Projects, the Year 9 Community Project etc.



Parents/guardians must work with KGV staff to act with integrity and in the best interests of the child when placing students onto courses so that they are appropriately challenged. Examples of this may include cases where:

- a student's performance data clearly shows an individual does not have the prerequisite knowledge to be successful in that subject or pathway, for example, IGCSE Triple Science or IB HL Mathematics.
- a student's performance data shows an individual has already mastered the content and skills of a subject or pathway, for example, SL Chinese B.

KGV School has adopted the APA style of citing and referencing. In order to support their child, parents/guardians can learn more here: <https://owl.english.purdue.edu/owl/section/2/10/>

## Academic malpractice

Academic malpractice is an action that bypasses the learning process or jeopardises the integrity of an assessment and could result in a false representation of a student's performance in a task. It can take several forms. Below is a non-exhaustive list of types of academic malpractice:

- **Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- **Collusion:** supporting academic malpractice by another candidate (e.g. allowing one's work to be copied or submitted for assessment by another).
- **Copying:** taking the work of another student, with or without their knowledge, and submitting it as one's own.
- **Exam conduct:** communicating with another candidate in an exam, bringing unauthorized material or devices into an exam room, regardless of intent to use such material or devices.
- **Falsifying Data:** creating or altering data that has not been collected in an appropriate way.
- **Plagiarism:** taking work, words, ideas, pictures, information, or anything produced through assistive technology or by someone else, and submitting it for assessment as one's own (i.e. without citation/acknowledgement).
- **Use of a third party:** using a tutor or assistive technology to partially or completely write assignments (or for certain types of assignments, to change the writing style). This may also extend to all Internal Assessments, Projects, Extended Essays, and even Personal Statements for university applications.
- **Time zone communication:** the act of discussing, sharing, posting or even seeking information about an exam in the 24 hours after an exam has taken place, which may give students in different time zones an unfair advantage.
- **Failure to report an incident:** an individual or group that is aware of malpractice and does not report it to the relevant staff.
- **School maladministration:** an action by the School or an individual associated with the School that infringes assessment rules and regulations, and potentially threatens the integrity of examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination. See below.



## In the event of academic malpractice

If a KGV staff member detects that academic malpractice has occurred, their actions are informed by the following procedures. The procedures may vary depending on the year level of the student, type of assessment and the severity of the incident.

See [Table 1](#) for levels of malpractice and relevant actions and outcomes.

## In the event of school maladministration

A concern relating to school maladministration can be raised by anyone in the school community and should be directed to the relevant Curriculum Coordinator. The Curriculum Coordinator will investigate the concerns in conjunction with the relevant year-level Vice Principal and act in line with relevant policies in determining any required action. If investigation by the Curriculum Coordinator and Vice Principal presents a conflict of interest, the concern should be directed to the School Principal for appropriate handling.

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Table 1: Actions in the event of malpractice

Severity of the malpractice		Description (these are illustrative and context may dictate a different level of severity)	Outcome determined by	Lionel notifications to:						Action to be taken	Example outcomes	
				Parent/ Guardian	Tutor	HoD	HoY	Teachers	VP			
<b>Level 0</b>	<b>Minor</b>	An action with little actual harm to academic integrity.	Class Teacher								The student is reminded of best practices to protect academic integrity.	The student continues with the assignment.
<b>Level 1</b>	<b>Serious</b>	During a lowstakes assessment or an isolated occurrence.	Class Teacher	✓	✓	✓					The student will be cautioned.	The student may be permitted to review and resubmit the work either independently or under supervision as appropriate.
<b>Level 2</b>	<b>Severe</b>	During a somewhat highstakes assessment or repeated occurrences.	Head of Dept	✓	✓	✓	✓	✓			The teacher refers the case to the HoD.	The student may receive no credit for the work or content that has been affected by malpractice. The student may be given the opportunity to revise or resubmit the work under supervision. The student may need to complete an additional parallel task. In future, different conditions may be put in place for the student.
<b>Level 3</b>	<b>Critical</b>	During a highstakes assessment or concerning a pattern of malpractice.	Vice Principal	✓	✓	✓	✓	✓	✓		The teacher informs the HoD who refers the case to the relevant year level Vice Principal.	The student may receive no credit for the work or content that has been affected by malpractice. The student may be withdrawn from a particular subject or series of examinations. Comments may be made on the school reference re: Academic Integrity. A case conference may be called to examine the circumstances with relevant stakeholders including parents/guardians.