



BCA Academic Integrity Policy

Statement of Intent

BCA Mission

The British College of Andorra provides opportunities for all our students to achieve academic, artistic and sporting excellence, lasting physical, spiritual and mental health and to be inspired to accomplish personal and professional success.

BCA Values

We especially value the following in guiding the learning experience and promoting wellbeing at The British College of Andorra:

- *Communication Skills*
- *Inquisitiveness*
- *Appreciation of Diversity*
- *Ability to Solve Problems*
- *Sense of Responsibility*
- *Commitment to Sustainability*
- *Tenacity*
- *Courage*
- *Self-awareness*
- *Team-working skills*
- *Inventiveness*
- *Compassion*

(Inspired by the BCA Values v.1 (2018-2021), results of the BCA Community Survey 2022, the IB Learner Profile, and the Round Square Discovery Framework)

BCA's mission places a focus on success and wellbeing, yet that success would be undeserved and that wellbeing superficial if they were not underpinned by a robust set of ethical values. These are fundamental in every aspect of our lives: studying, working, or in our social relationships. As a school, we acknowledge the responsibility we carry to foster honesty of

thought and integrity of action in our students, and this can start with their approach to their studies at school.

The IB Learner Profile, which aligns closely with our own values, sets forth ten attributes which chart the successful trajectory of *'internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world'* (IBO, 2013). Each attribute can be seen as integral not only to the successful completion of the IB Diploma Programme but also to a successful, fulfilling, and conscientious adult life. One attribute, being *Principled*, is especially relevant to this policy, and BCA commits to embedding this, along with every other attribute, into our school's culture, from early years to sixth form, so that our students act with integrity of their own accord rather than because of the threat of punishment or getting caught. (IB PSP 0301-06-0500)

Aside from the broader ethical advantages of having integrity in the world, there are also more pragmatic reasons why it is fundamental for students to exhibit integrity in their academic work. Assessment is how we measure student achievement, and the results of assessment have broader implications for students' progress through school, onto higher education, and into the workplace (cf. BCA Assessment Policy); needless to say that if the authenticity of a student's assessed work is called into question, that work as a measure of a student's genuine abilities and capabilities similarly loses cogency. Finally, the school recognises that unless we uphold the highest standards of academic integrity when offering external examinations, such as IGCSE and the IB Diploma, the trust these organisations have placed in us to administer their assessment will break down, and we shall erode the very prestige and robustness of these examinations which attracted the school to offer them in the first instance.

Aim of Policy

The aim of this policy is to set out what constitutes academic integrity; the roles and responsibilities of each stakeholder, as well as the ways that it may affect each group in practice; guidelines for avoiding academic malpractice; mandated practices which ensure that the utmost standards of academic integrity are maintained; and finally the consequences of committing academic malpractice. The Policy addresses IB PSP 0301-03.

Application of Policy

The practical guidelines and rules contained in this policy are aimed at all members of the school community to varying degrees. Principally, however, in the day-to-day implementation of the policy, it will be most useful for students as they complete work, assessed and unassessed, and teachers, who will largely be in charge of scrutinising the integrity of the students' work. It is recognised that teachers and teaching assistants must also act with academic integrity in all aspects of their professional work (e.g production of and use of teaching resources), but

guidance on this falls outside the remit of this policy - guidance should be sought from the line manager/school leadership on this topic, where there is doubt or concern. Parents will of course play an important role and should also read the policy to familiarise themselves with the different kinds of academic misconduct.

This policy applies to the British College of Andorra at all stages of the school starting from the academic year 2022-23: primary, secondary, and the sixth form (from Sept 2023). It is to be applied in all areas of academic work at the school without exception. While extenuating circumstances may arise which lead to an easing of possible punishment or sanction, the submission of an assessed piece of work whose academic integrity is under any doubt whatever will never be accepted, either internally or externally.

A possible exception to the aforementioned is where a student has a tutor or some other form of help outside of school, and permission has been granted by the school to work with the tutor on *unassessed* school work. This comes with the proviso that the student is entirely transparent about the extra help and with the understanding that work can never contribute towards a student's attainment.

Process (IB PSP 0301-06-0200)

The process of creating this policy began with a meeting with the BCA Secondary Student Council. The meeting comprised a presentation which introduced the concept and definitions of academic integrity, followed by an informal discussion on what the implications are for our students. Finally, the Council gave their thoughts on how it can be avoided and what the appropriate consequences should be.

This meeting was followed by a secondary assembly in which the same concepts were explained and thoughts from students were invited. The assembly was followed up by a PSHE lesson in which different example scenarios were explored and discussed.

With these ideas, in discussion with the Principal and the IB coordinator of BCA's sister school (BCG), the policy was drafted by the IBDP Coordinator (BCA), shared with the school community (separate sessions with students and teaching staff) and reviewed based on their input.

Publication Information

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- Approved by/Sign off: Principal

Definitions

- **Intellectual property:** work pertaining to an individual resulting from a creative process which includes not only written work but pictures and illustrations, trademarks, music, maps, computer programs, photographs, etc.
- **Work submitted for assessment:** any artefact produced by a student and used for formative or summative assessment by the teacher or teaching assistant. In addition to written assignments, this includes a wide variety of project tasks e.g. video and audio recordings, art and design projects, model-making, posters etc

Types of Academic Misconduct:

- **Cheating:** where a student uses or attempts to use unauthorised materials or information in any academic exercise
- **Collusion:** where a student supports or facilitates academic malpractice by another student, for example by allowing work to be copied or submitted for assessment
- **Duplication of work:** where a student presents the same work for different assessment components and/or diploma requirements, including the resubmission of work in one language translated into another
- **Fabrication:** where a student falsifies data, information, or citations in any academic work
- **Over-assistance:** where a student receives help from a tutor, parent, teacher or other student above and beyond the explanation of a task or the demonstration of the skills needed to complete a task
- **Plagiarism:** where a student represents the ideas or work of another person as their own
- **Sabotage:** where a student interferes, modifies or destroys the work or intellectual property of another student

Policy Statement

1. Responsibilities

This policy will now outline the specific responsibilities which each stakeholder holds with regard to academic integrity.

1.1 Student Responsibilities

Whole School

- Students are responsible for ensuring that all work submitted for assessment is authentically theirs.
- Students should not accept assistance in the completion or editing of work from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- Students are responsible for fully and correctly acknowledging the work and ideas of others.
- Students are expected to review their own work before submission for assessment to identify any passages, computer programmes, data, photographs or other material which require acknowledgement.
- Students are responsible, if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised.

IB Assessment (IB PSP 0201-01-0232)

- Students are responsible for attending all workshops and applying the recommendations and rules that are explained regarding referencing and academic honesty.
- Students must submit all work using the school's anti plagiarism software. Failure to do this could result in an accusation of plagiarism, or a refusal to accept work for submission.
- Students are expected to comply with all internal school deadlines. This is for their own benefit and may allow time for revising work, including acknowledgment of sources.
- Once a student has signed off the official IB cover sheet, indicating that an internally assessed piece of work is authentically his/hers, there is no opportunity to re-submit.
- Students should be aware that a teacher cannot sign the cover sheet if they suspect academic misconduct, and if ownership of work has not been proven to their satisfaction or the satisfaction of the DP Coordinator. The IB will accept the teacher's decision in this case.
- As stated in the BCA Admissions Policy, students will sign the BCA DP and regulation and requirement form acknowledging the requirements and expectations of the Diploma Programme, including academic honesty.

1.2 Teacher Responsibilities

Whole School

- To be vigilant about obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student.
- All teachers advise and remind students throughout their studies to act honestly and to accurately acknowledge the ideas and work of others.
- Teachers are expected to set an example of academic integrity to students.

- For EYFS, primary and KS3, teachers should ensure that they periodically educate their students about the importance of academic integrity. Consequences may be less severe: the goal should be for the students to learn from their mistake and hopefully not to make it again.
- For KS4, greater stress should be placed on the subject of academic integrity, and consequences may be more serious, in line with the school's behaviour policy.

IB Assessment (IB PSP 0201-01-0232)

- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal and external DP assessments.
- Teachers are strongly encouraged to use the school's anti plagiarism software to check major assignments. This software must be used for final versions of the Extended Essay, the TOK essay, and where possible, all final IAs.
- Any issues of plagiarism and/or collusion before the submission of work for assessment must be resolved within the school, initially by the subject teacher, and then in discussion with the IB DP Coordinator. This process is explained below.

1.3 School Responsibilities

Whole School

- Through its 'Academic Integrity Policy', workshops, meetings, communications, displays and the sharing of the IB document 'Academic Integrity' (2019) BCA makes it clear to students, staff, parents and guardians what constitutes academic integrity and an authentic piece of work.
- The school clearly informs students, parents and guardians on how malpractice will be investigated, and the consequences of any infringement.
- The school commits to upholding the integrity of official examinations (IGCSE & IB) by ensuring the safe storage of examination papers and adhering to rules and guidelines regulating the examination process as, for example, outlined in the IB Academic Integrity Policy (2019). (IB PSP 0201-01-0231)
- Recognising that plagiarism is the most common form of academic misconduct, BCA commits to providing ongoing training to staff and students on academic honesty, referencing (see guidance on citations, published as a separate document) and the use of anti plagiarism software.
- All Handbooks relating to academic honesty and examination conduct will be freely available for the school community.

IB Assessment (IB PSP 0201-01-0232)

- The school organises workshops for students during Diploma Programme induction days to explain what constitutes malpractice, particularly plagiarism and collusion.
- Students will be taught how to reference and cite correctly using the Harvard system through regular workshops led by the EE coordinator and librarian.

- The school will provide invigilators and candidates with the 'Conduct of Examinations Handbook' prior to Diploma Examinations. Full training will be given to invigilators including information on relevant accommodations and access arrangements from the SEN department. Examination conduct will be discussed fully with students in an IB Diploma Programme Assembly prior to each exam session, and regulations made available to parents and guardians.
- The DP Coordinator, the EE Coordinator, extended essay supervisors and subject teachers will provide clear and consistent guidance on academic writing and acknowledging sources.
- If plagiarism is detected by a teacher or coordinator after a candidate's work has been accepted or submitted for assessment, BCA will inform the International Baccalaureate's Curriculum and Assessment office (IBCA).
- With considerations of good practice from IBO, BCA will run random checks on students' work in a suitable anti plagiarism software programme for evaluation purposes and all major assessments will be checked.

1.4 Parent Responsibilities

Whole School

- Parents are expected to familiarise themselves with the different forms that academic misconduct takes, and to take all reasonable steps to prevent their sons/daughters from committing academic misconduct.
- As stated in the BCA Admissions Policy, parents will sign the BCA DP and regulation and requirement form acknowledging the requirements and expectations of the Diploma Programme, including academic integrity.
- If doubts or concerns arise regarding academic integrity, parents will establish a good level of communication with the school and encourage their son or daughter to ask the subject teacher.
- Parents will let their child do their own work and must not correct or guide it. The teacher will be able to provide guidance on how a parent may support their child and engage with their learning.

IB Assessment

- Parents are expected to attend DP meetings and workshops whenever possible and read all DP communications from the school.
- Parents will encourage their son or daughter to use the DP Assessment calendar to plan each assignment so that they can meet deadlines comfortably and help with scheduling of work at home.
- If doubts or concerns arise regarding academic integrity, parents will establish a good level of communication with the school and encourage their son or daughter to ask the subject teacher, EE or DP Coordinator for advice.

1.5 Diploma Programme Coordinator's (DPCO) Responsibilities

The DPCO:

- understands what constitutes academic honesty and an authentic piece of work.
- knows the consequences of being found guilty of misconduct.
- establishes a school culture that actively encourages academic honesty.
- supports the IBO fully in the prevention, detection and investigation of misconduct.
- understands additional responsibilities in the event of a candidate being investigated for misconduct.
- makes students aware of their responsibilities regarding academic integrity.
- explains the academic integrity policy to parents at workshops.
- gives students the 'Academic Honesty in the Diploma Programme Student Guide'. Refers to this document throughout the school.
- shows, and consistently reminds the teachers to use the internal 'DP Authenticity of Work Form' which students sign when submitting work.

2. Procedures

2.1 Key Stage 2 to Key Stage 4

The teacher will treat cases of academic misconduct according to the severity of the case, whether the student is a repeat offender, and the key stage. Teachers will investigate the case and determine whether academic misconduct has been committed, and the student will be given an opportunity to reflect on why they were wrong to commit the act of misconduct.

Depending on the factors outlined above, one or more of the additional actions may apply:

- the behaviour policy is applied
- the section head is informed
- the work is redone (usually requiring a modified task or question, rather than a repeat of the original one)
- a record of the misconduct is held on the student's file on ISAMs.
- parents are informed
- in the case of IGCSE coursework, the IGCSE coordinator will follow the guidance from the examination board.

2.2 KS5 (IBDP)

At IB, the expectations for academic integrity are much higher. As outlined in the responsibilities above, the school will do everything to support students in maintaining academic integrity. This includes providing an internal assessment deadlines calendar and workshops to educate them on issues of academic integrity. In turn, students will be expected to uphold the highest standards of academic integrity, and the following guidelines will apply to any piece of non-assessed work.

- 1st Offence: the student will receive a mark of 0 for the piece of work. Parents will be informed, the student will be given an opportunity to reflect, with the class teacher, on why they were wrong to commit the act of misconduct, and the work will be done again. A record of the misconduct will be held on the student's file on ISAMs.
- 2nd Offence: As for the 1st offence, but parents will be asked to meet with the DP Coordinator and their son or daughter. A record of the misconduct will be held on the student's file.
- 3rd Offence: As for the second offence, but parents will be asked to meet with the Principal with their son or daughter. A record of the misconduct will be held on the student's file.

For IB assessed pieces, including internal, external and examined assessment, the following procedure will be followed, and the appropriate consequence will be assigned according to the IB as outlined in *Appendices A and B*.

- The teacher will submit the allegation with any supporting evidence to the DP Coordinator, and together they will determine whether academic misconduct has taken place. Until academic misconduct has been proven, the case will be kept confidential.
- The student should be given every opportunity to explain and prove the authenticity of the work, and until academic misconduct is demonstrated, no direct accusation should be made.
- If academic misconduct cannot be proven, but doubt over the authenticity remains, the school still has the right not to submit the work to the IB, and while no sanction can be issued, the school will ask the student to redo the work, either entirely or in part.
- If academic misconduct is shown to have occurred, the school will issue a formal letter to the student and parents explaining the situation and the consequence that will apply. This will follow the penalty matrix provided by the IB (Appendices A & B) to determine the consequences.
- An appeal by the student may be submitted within 7 days of the letter. The principal will consider the appeal. The principal's decision will be final and this will be communicated to the student and parents.

This policy has been developed in alignment with the school's Guiding Statements, and with the standards and practices of the taught programmes of the IB.

References

In order to ensure alignment with BCA's sister school, The British College of Gavà, this policy borrows, liberally and with permission, from their academic integrity policy.

The British College of Gavà. (2020) *IB Academic Honesty Policy (v1.2)*. Available at <https://www.britishcollegegava.com/sites/default/files/2021-04/BCG%20Academic%20Honesty%20Policy.pdf> (Accessed 14 April 2022).

International Baccalaureate Organization. (2019) *Academic Integrity*. Available at <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf> (Accessed 14 April 2022).

International Baccalaureate Organization. (2014) *Academic honesty in the IB educational context*. Available at <https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf> (Accessed 14 April 2022).

International Baccalaureate Organization. (2013) *IB learner profile*. Available at <https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf> (Accessed 14 April 2022).

Appendix A

IB Penalty Matrix for Written and Oral Coursework and Examinations (IBO, 2019)

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
Plagiarism <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.
Peer plagiarism <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.
Peer plagiarism <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.
Collusion <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.
Submitting work commissioned, edited by, or obtained from a third party—see note 4	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
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
Duplication of work	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.
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

Appendix B

IB Penalty Matrix for Conduct during an Examination (IBO, 2019)

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
Possessing unauthorized material in the examination room—see note 8	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable.
Exhibiting misconduct or disruptive behaviour during an examination—see note 9	Not applicable.	Non-compliance with the invigilator’s instructions during one component.	Repeated non-compliance with the invigilator’s instructions during one examination or non-compliance during two or more examinations. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of</i>	Not applicable.
			<i>different subject papers.</i>	
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time—or attempting to	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others. <i>Penalties will be applied to all candidates participating in the incident.</i>	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable.	Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable.

<p>Impersonating an IB candidate— both impersonator and person allowing impersonation</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>For both candidates allowing or conducting an impersonation.</p>	<p>For the candidate conducting the impersonation.</p> <p><i>If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for.</i></p> <p><i>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i></p>
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Appendix C

Academic Integrity Agreement

I understand that:

1. I am solely responsible for the work that I submit.
2. Using somebody else's ideas without acknowledgement is plagiarism and strictly forbidden.
3. If I let someone else copy my work, both parties bear responsibility. This is called collusion and is also strictly forbidden.
4. Self-Plagiarism also exists: I will not re-submit work or reuse old work without acknowledgement. Nor will I translate already submitted work into another language in order to resubmit it.
5. I have read and understand the BCA Referencing Guide and will follow it when producing work. My work will be adequately and correctly referenced using the APA/Harvard system.
6. I understand that any help I receive, from friends, family or anyone else, must not go beyond identifying general weaknesses in the work. Under no circumstances should specific suggestions or corrections be made.
7. All examination board rules and regulations (Pearson and IB) must be followed without question. This includes observing appropriate conduct in the examination room and not bringing in unauthorised materials into any exam.
8. Any breach of these rules will be sanctioned appropriately according to the BCA Academic Integrity Policy, Secondary Behaviour Policy, and the respective Pearson (KS4) and IB (KS5) guidelines.

I have read and understood this academic integrity agreement and will follow the rules stated above.

Student Name (Print) _____ Year Group

Signature _____

Date:

I have read and understood this academic integrity agreement and will support my child in following the rules stated above.

Parent Name (Print) _____

Signature _____

Date:
