SCORIS INTERNATIONAL SCHOOL-UGANDA

ACADEMIC INTEGRITY POLICY

PHILOSOPHY

At Scoris International School-Uganda (SISU), we believe in nurturing the unique potential of each student through a child-centered, inclusive environment that promotes curiosity, innovation, and moral integrity. Our goal is to develop inquisitive, knowledgeable, and caring individuals who embrace diversity, act ethically, and strive for personal and academic growth

SCHOOL MISSION

To deliver world class education that promotes academic excellence and cultivates a community of dynamic, confident, curious, and reflective learners with a global mind.

SCHOOL VISION

To be a distinguished international school recognized globally for empowering students to develop strong global minds.

SCHOOL CORE VALUES.

1. Integrity

2. Compassion.

3. Open mindedness.

4. Innovativeness.

5. Equity.

6. Reflectiveness.

Rationale

The Academic Integrity Policy at Scoris International School-Uganda (SISU) is founded on the principles that ensure all teachers, students, and stakeholders conduct themselves in accordance with the expectations of the International Baccalaureate (IB) regarding academic integrity.

As integrity is embedded in the attributes of the IB Learner Profile, SISU is committed to fostering a culture of respect, responsibility, and fairness in teaching and learning. This policy outlines the learner's expectations, responsibilities and procedures followed in ensuring strict adherence to the core values of integrity in the implementation of the IBDP at SISU.

Section B: Learner Attributes

The following are some of the attributes learners at SISU will strive to attain.

i. **Thinkers:** At SISU, we promote the use of creative and critical thinking skills. This enables our students to take responsible actions, analyses and evaluate situations, and make ethical and reasoned decisions.

ii. **Inquirers: As** a school, we nurture curiosity and encourage independent learning through research, exploration, and consultation.

iii. **Principled: Integrity** and fairness are the foundation of our policy and operation. As a school, we are responsible and accountable for our actions.

Section C: Approach to Academic Integrity

1.   SISU cherishes an approach that places emphasis on 'education' over punishment. The aim of this approach is to encourage students to:

i. Exhibit respect for the work of others.

ii. Distinguish between original work and the work of others and cherish the value of acknowledging sources of information

iii. Support accurate interpretation of research and follow-up references.

iv. Earn proper credit for their efforts.

v. Establish credibility and authority for their ideas and accentuate originality of thought.

2. SISU expects all stakeholders; students, teachers, parents, and the wider community to adhere strictly to this policy. Breaches of academic integrity will result in sanctions as outlined in this Policy Document.

Section D: Procedural Framework for the Promotion of Academic Integrity and Prevention of Academic Misconduct

1. All students, staff and parents/guardians are introduced to this policy through sensitization sessions conducted by the IB Diploma Coordinator.

2. All students, staff and parents/guardians show commitment to adherence to the Academic Integrity Policy by appending signatures to copies of the policy. The signed copies are filed and kept at schools

3. All staff will model good academic practice, training students on acceptable citation practice and encouraging them to acknowledge sources in all work, including class presentations and discussions.

4. Students shall be explicitly taught citation and referencing skills during Extended Essay, TOK, other coursework preparation, and in specific subject groups.

Section E: Use of Artificial Intelligence (AI) in Academic Work

1. The school is aware of the role of Artificial Intelligence (AI), in academic research and learning. The school may utilize AI checker software and AI detectors to ensure compliance with academic integrity.

2. While the use of AI tools is permissible, students must adhere to the following guidelines:

    i. Students are responsible for understanding the ethical use of AI tools and must ensure that their work reflects their own understanding and effort.

    ii. Any ideas, text, or work generated by AI tools must be clearly acknowledged and properly cited in accordance with academic integrity standards.

    iii. Misuse of AI tools undermines academic integrity, constitutes academic misconduct and shall result in disciplinary action.

3. **Permissible Use:** Students may use AI tools to assist in brainstorming, or generating ideas, provided that the final submission is the student's own work and all AI contributions are appropriately acknowledged.

4. **Impermissible Use**: Submitting AI-generated work whether text, ideas, or data as one's own original work without acknowledgment is strictly prohibited and will be treated as plagiarism and a form of academic misconduct.

Section F: Stakeholder Roles and Responsibilities

1. **Students.**

   i. All students are expected to read, understand, internalize and adhere to the Academic Integrity Policy at all times.

   ii. Students are encouraged to report cases of academic misconduct; including but not limited to plagiarism, solicited unacceptable assistance in completion of work, or falsification of results and/or findings.

   iii. Students are obliged to avoid copying or smuggling unacceptable materials into the areas designated for examinations, or collusion in committing any form of academic conduct, or inappropriate help.

   iv. It is the responsibility of the student to accurately cite the sources consulted in all academic assignments submitted for assessment or examination.

   v. Students are obliged to follow exam regulations as provided from time to time and are discouraged from ever removing any exam materials from the examination room.

2. **Staff**

   i. All teachers, their assistants and academic support staff are expected to read, understand, internalize and adhere to the Academic Integrity Policy at all times.

   ii. Teachers are expected to clearly and regularly communicate expectations to the students and specify when collaboration is permitted.

   iii. Review student work for integrity and use plagiarism and AI detectors where applicable.

   iv. Promptly report suspected breaches of Academic Integrity to the school administration.

   v. Model academic Integrity by exhibiting acceptable practice including referencing all materials used.

3. **The IBDP Coordinator**

i. It is the responsibility of the IBDP Coordinator to ensure that the policy is accessible to all stakeholders.

ii. The coordinator shall facilitate ongoing reflection and dialogue about integrity.

iii. Maintain records of violations.

iv. Apply fair and consistent sanctions whenever breaches occur.

v. The coordinator shall, in conjunction with the respective subject teachers, TOK/EE coordinators, and the librarian, train students in research, referencing, and citation skills.

vi. During orientation and throughout the academic year, the IB coordinator shall have the responsibility to engage parents on the internalization of the Policy and their support in the adherence to it.

vii. The IB DP Coordinator shall encourage well-planned deadlines for the accomplishment of tasks to avoid rushed and /or dishonest work.

4. **Head of School**

The Head of School (herein referred to as Principal) has the ultimate responsibility of cultivating a school-wide culture of academic integrity, fairness and accountability across the entire school community including; students, staff, and parents aligned with IB standards. As the Head of School, the Principal shall:

i. Ensure that integrity policies are not only in place but actively embedded within the school's ethos and everyday practices.

ii. Ensure that the Academic Integrity Policy is comprehensive, clearly communicated, and effectively implemented at all levels. This includes supporting the development of clear procedures for managing misconduct.

iii. Demonstrate commitment to academic integrity through exemplary practice.

iv. Oversee initiatives to enhance understanding of academic integrity, including workshops, seminars, and student orientations.

v. Ensure that disciplinary procedures for breach of academic integrity are fair, consistent, and in line with IB guidelines.

vi. Allocate adequate resources to support the enforcement of integrity policies including training and technological tools (such as academic dishonesty detection software).

vii. Promote programs that educate students about ethical research practices, proper citation, and the responsible use of AI.

viii. Maintain open channels with parents, students, staff, and the IB to communicate the school's commitments and standards regarding academic integrity.

5. Parents/Guardians

i. Parents and guardians are encouraged to familiarize themselves with the school policy and are obligated to pledge support towards adherence to the policy by their children or wards.

ii. Parents and guardians are encouraged to reinforce the importance of Academic Integrity at home by encouraging students to work independently and complete their own work.

iii. Parents and guardians are expected to support the school in the enforcement of disciplinary measures when breaches occur.

Section G: Academic Misconduct

Definitions of Academic Misconduct

To uphold the highest standards of academic integrity in accordance with IB Diploma Programme (DP) requirements, definitions of misconduct in this policy are provided as follows:

Academic Misconduct: Academic Misconduct shall refer to any intentional or involuntary act by a student or staff, either individually or in league with others committed with intent to gain undue advantage in an assessment.

Examples of Academic Misconduct include, but are not limited to:

a) **Duplication of Work:** This refers to any submission of work, data, or materials that are considered to be identical or with substantial similarity across multiple assessment components . Examples include reusing the same laboratory data for both a Science Internal Assessment (IA) and an Extended Essay, or submitting identical written work for different subjects or components.

b) **Falsification of Data**: This involves student deliberate manipulation, forgery, adjustment, omission or change of information, facts, results, or observations in an academic investigation (including AIs, or the Extended Essay) with the intent of obtaining or portrayal of a desired outcome or proving a claim . This includes, but is not limited to:

i. Alteration of raw data to improve results or align with hypothesis or research questions.

ii. Omission or concealment of data that contradicts expected outcomes.

iii. Creation or modification data sets or experimental results to suit a desired conclusion.

iv. Forgery of information or data entirely where none exists.

v. Falsification seriously compromises the authenticity of student work and the integrity of academic research and constitute a critical violation of IB ethical standards.

c) **Cheating,** which herein refers to any dishonest act of gaining access to, or submitting any material or information meant for academic credit**.** The forms of cheating may include - *inter alia*.

i. Using unauthorized materials during a test or examination (such as notes, textbooks, extracts, excerpts, work stored on electronic gadgets such as calculators, mobile phones or Tabs).

ii. Copying from another student's work during assessments or laboratory activities.

iii. Impersonation which may include another person sitting an exam or completing an assignment on one's behalf.

iv. Presenting another person's ideas, words, or work as one's own without proper acknowledgement, herein referred to as **plagiarism:** This includes the use of text, images, graphs, illustrations, statistical data, or other intellectual property without citation in footnotes, endnotes, or bibliography.

v. Supporting academic dishonesty through **collusion.** This involves a student or any other person allowing one's work to be copied or submitted by another or completing work on behalf of another student.

vi. Submission of work derived from previously assessed assignments or reports.

vii. Unauthorized possession or circulation of internal examination papers prior to the scheduled time.

viii. Disruptive behavior during internal examinations or other assessments.

ix. Disclosure of IB Final examination content within 24 hours of sitting a paper.

Duplication of work, falsification and cheating undermine the principles of originality and individual effort and constitute serious breaches of academic integrity.

Section H: Procedures of handling Academic misconduct and the attendant Sanctions:

1. All members of the school community including students, staff, and parents are responsible for familiarizing themselves with this policy and for promptly reporting suspected violations to the IB Coordinator.

2. Reported cases of suspected Academic misconduct shall be investigated and adjudicated by the Academic Committee, presided over by the IB coordinator, which will determine appropriate sanctions consistent with IB guidelines.

3. Sanctions for academic misconduct in internal assessment may include forfeiture of marks for the affected task, requiring the student to redo the assessment under strict supervision, or in cases of serious misconduct suspension or expulsion.

4. Consequences for the following specific scenarios will be handled as follows.

i. At first time offence, A student found guilty of academic misconduct mentioned in Section **G: 1 (c) (ii, iv, v, vi and vii)** above, shall forfeit the mark attached to the task. The evidence will be kept in the student's personal file, and the parents/guardians will be notified.

ii. At first offence, a student found guilty of academic misconduct mentioned in G: **1(c: ii)** above, shall forfeit the mark attached to the task, but will be required to redo the task, under strict supervision. The evidence will be kept in the student's personal file, and the parents/guardians will be notified.

iii. At second offense, a student found guilty of academic misconduct mentioned in Section **G: 1 (c) (ii, iv, v, vi, vii and viii)** above, shall forfeit the mark attached to the task, and serve a **One-Week** suspension. A meeting will be held with the student, parent(s)/guardian(s), administration, and a counsellor. The student must submit a written pledge to reform. Missed assessments during suspension may not be ordinarily rescheduled.

iv. At second time offence, a student found guilty of academic misconduct shall be mentioned in Section **G: 1 (iv, v, vii and viii)** be indefinitely suspended pending possible expulsion.

v. A student found guilty of academic misconduct mentioned in Section G: **1 (c) iii, and vii)** above shall be expelled from School.

5. External Assessment violations

i. In the event that there is an unresolved doubt regarding the integrity of any student's assessment work, the school shall not upload or submit the said work to the IB, which shall result in a "No Grade" for that component

ii. Upon establishment of proof that a final external assessment or an examination component has been compromised, the school shall notify the IB for further action.

6.   Serious violations involving staff may result in formal warnings or be handled in line with the provisions stipulated in the Staff code of conduct.

Section I: Investigation methodology and Appeals

1. All cases of suspected of breach of academic integrity shall be judiciously investigated using a variety of approaches including but not limited to:

    i.   use of plagiarism detection software.

    ii. Use of evidence from witnesses.

    iii. Viva Voce sessions in which the Academic Committee shall task the students to prove authenticity of their work or non-involvement in any other form of academic misconduct.

    iv. Written statements from the student and or the accuser.

2. Any student suspected of involvement in academic misconduct or any other breach of academic integrity shall have the right to a fair hearing by the Academic Committee.

3. A student found guilty of involvement in academic misconduct or any other breach of academic integrity shall have the right to appeal (in writing) against the decision taken by the Academic Committee. The appeal shall be addressed to the Head of School (Principal)

Section J: Policy Reviews

1. This policy will be reviewed every **TWO** years by the entire pedagogical team being led by the IB Coordinator, the Head of School, and approved by the Board of Governors.

Section K: Reference documents

1.	All stakeholders shall be encouraged to seek more information regarding Academic

Honesty /Integrity, citation and referencing from the following sources, among others.

The IB learner profile: international baccalaureate organization, 2021.
International Baccalaureate. Academic honesty in the DP
https://ibo.org/research/assessment-research/research-studies/academic-honesty-in-the-diploma-programme
International Baccalaureate. Academic integrity policy
https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf
Academic integrity. https://www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/responsibilities-of-students-and-ib-world-schools/academic-integrity/
American Psychological Association, sponsoring body. Publication Manual of the American Psychological Association: The Official Guide to APA Style. Seventh edition. Washington, D.C: American Psychological Association, 2020. Print.

MLA handbook. Ninth edition. New York, New York: The Modern Language Association of America, 2021.
Nagabhushanam Chintha S Nagaraju (2023) "Review of Academic Honesty: Principles and Practice "International Journal of Library and Information Studies Vol.13 (1) Aug-Sep 2023 ISSN: 2231-4911
SCORIS International School Uganda. Academic Honesty/ Integrity Policy