



**Myanmar International School**

**Today's learners, tomorrow's leaders**

## **Guiding Statement for the Academic Integrity Policy**

To foster and instil Academic Integrity into students by developing resourceful and self-reliant research habits within the holistic teaching of the international curriculum, as well as to nurture responsibility in their academic works. Students are encouraged to engage in critical and reflective thinking in both independent and collaborative settings, as well as practise regular referencing of sources, be it physical or digital.

## **Key School Definitions**

### **Student Development**

To encourage the holistic development of our students in leadership, service and personal skills based on the school values.

### **Learning and Academic Achievement**

To promote a genuine love of learning and encourage creative, critical, and reflective thinking for every student to attain the best academic achievement within each student's capabilities.

### **International Education**

To ignite an international minded community who have a sense of identity, compassion, skills to learn, diverse experiences and can address global issues affecting our communities at a local and international level.

## **MIS Academic Integrity Philosophy**

"To nurture the academic, social, physical, cultural and spiritual growth of future leaders through creating a strong, vibrant, international community in which young men and women would feel valued and learn understanding, mutual respect, co-operation, friendship and compassion".

MIS subscribes to the highest standards of ethical, transparent and honest practice in its academic programme from Nursery through to Year 13.

An international curriculum requires students to develop international understanding and responsible citizenship. At the same time, the academic programmes demand that students develop skills in independent and collaborative learning.

Final examination courses (IGCSE and A level) include elements such as Internal Assessment or Coursework which depend on the student working independently. Homework and project work set by the school demand the same level of independent research.

## **Definition of Key Terms**

(Oct,2019)

**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.

**School Maladministration** is defined as an action that infringes school rules and regulations, and potentially threatens the integrity of school examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

**Student Academic Misconduct** is a deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of school examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

## **Roles and Responsibilities**

The school community of students, staff and parents are expected to comply with the following criteria for Academic Integrity:

### **Students**

Students will exercise Academic Integrity in all aspects of their work.

They will always acknowledge the work of others and acknowledge all material taken from other sources

Reference each source used, this includes content generate by an AI Tool.

Observe all rules and expectations in class tests, school and public examinations

### **Students will not:**

Claim as their own the work of others

Give their work to others to be passed off as their own

Seek outside help (e.g., parents, family, friends, tutors) in the completion of assessments and course works or any supporting work that is allowed to be taken in and submitted for formal assessment.

Undertake any form of malpractice in class tests or school examinations. Solicit teachers' help beyond the stated guidelines (School)

### **Using AI Tools**

Students should be informed of the following rules when using an AI Tool:

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also **contain the prompt** given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools for example, images.

### **Teaching and Non-teaching Staff**

Teachers and non-teaching staff will afford their students with full academic support and encourage them to work to their full potential by means of all reasonable, transparent and honest academic strategies. They will always model Academic Integrity.

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student's own, it must not be submitted to a Head of Department, SLT or exam board.

Good practice for teachers to minimise or detect academic malpractice is to:

- See the student develop the work over a period of time — coursework is not designed to be completed in a single evening. This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- Ensure that the student can explain their work sufficiently—to give confidence that it has been created by them.
- Check that there is evidence that the student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- Confirm that the quality of the final piece of work is in line with what they would expect the student to be able to produce.

The school expects teachers to:

- Observe all rules and expectations in class tests and school examinations.
- Ensure their students understand the school policies on Academic Integrity and Ethical Practice
- Ensure their students have access to and understand the Academic Integrity Policy
- Be vigilant in the supervision of students' work.
- Take appropriate action in cases of academic malpractice.
- Respect school and Cambridge academic policies

**They will not:**

- Facilitate or ignore others engaging in practices of academic malpractice.
- Exceed given coursework guidelines regarding the level of support to be offered to a student.
- Support the student or their parents in academically dishonest action or behaviour.
- Encourage the student to engage in academic malpractice.
- Facilitate the student's engagement in academic malpractice.

**Parents and Legal Guardians**

Parents and Legal Guardians will support their child/ward and the School in developing and maintaining the highest standards in Academic Integrity.

**They will:**

- Support the School in reinforcing the principles of Academic Integrity
- Take appropriate action if their child/ward is discovered to be engaged in academic dishonesty.
  - Support the student in developing good and appropriate study and research habits.

**They will not:**

- Offer the student their own or others' help in the completion of assessments and coursework or any supporting work that is allowed to be taken in and submitted for the examination.
- Support the student in academically dishonest action or behaviour.
- Encourage the student to engage in academic malpractice.
- Facilitate the student's engagement in academic malpractice.
- Solicit teachers' help beyond the stated guidelines (School, Cambridge)

The School will investigate all allegations of academic dishonesty, and take immediate and effective action where academic malpractice is proven. In all cases involving IGCSE and A Level, a proven allegation may lead to a report being made to Cambridge.

The aims of such investigations and actions are to teach and enforce correct behaviours; preempt and prevent the student losing their Diploma or other qualification; and protect the good name of the school.

Internal actions and consequences for proven cases of academic malpractice will follow the school's formal "Handling Academic Malpractice" procedures.

**References**

International Baccalaureate Organisation. Academic Integrity Policy, March 2023, [https://resources.ibo.org/data/academic-integrity-policy\\_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en\\_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf](https://resources.ibo.org/data/academic-integrity-policy_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf)? Accessed 17 March, 2023.

"Preventing Plagiarism — Guidance for Teachers" <https://www.cambridgeinternational.org/support-and-training-for-schools/support-for-teachers/teaching-and-assessment/plagiarism/>. Accessed 28 Jan 2021.