Academic Honesty Policy

The practice of academic honesty is fundamental to the educational experience that the British International School of Tbilisi (BIST) provides. We are committed to ensuring that all AS/A Level, IGCSE, Key Stage 3 and primary-aged students are principled learners who are fully aware of what the term 'academic honesty' means and the consequences to them if they produce work that is contrary to it.

What is Academic Honesty?

Academic honesty is a set of values and skills that promotes personal integrity and good practice in learning and assessment. In line with these values, BIST requires its learners to:

- Produce authentic work that fully acknowledges any thoughts, words, ideas or other aspects that are not their own.
- Follow examination board guidelines regarding conduct during public examinations and in the production of any coursework for those subjects.
- Agree to abide by this academic honesty policy and ensure that they do not engage in any of the forms of academic dishonesty outlined in it.

Forms of Academic Dishonesty and Malpractice

In order for learners to be principled, they must act with integrity at all times and avoid engaging in the forms of academic dishonesty outlined below. Each of these involves malpractice on the part of the student. Malpractice itself is defined as behaviour that results in, or may result in, a student or any other student gaining an unfair advantage.

1. **Plagiarism** is the representation of the ideas or work of another person as your own. All use of thoughts, words and ideas that are not the student's own must be referenced.
2. **Use of AI** to produce work that is then submitted as your own.
   a. **Generative AI** - Generative AI is a term used to describe AI tools and platforms, such as ChatGPT or JenniAI, which generate content that students may pass off as their own. The use of GenerativeAI is prohibited, except where used by staff for instructional purposes.
   b. **Assistive AI** - Assistive AI refers to tools and platforms that use a complex mix of artificial intelligence, natural language processing, and machine learning to help transform student work. Examples of assistive AI include Google Translate and Grammarly. Where these sites certainly have their uses, it is up to the discretion of the class teacher whether they can be used in class, or for work submitted as homework. The use of Assistive AI tools in examined work, such as IGCSE/A Level coursework or any internal assessments is strictly prohibited.
3. **Copying** involves one or more students replicating another student's work with or without their knowledge and submitting it as their own.
4. **Collusion** involves aiding another student to be academically dishonest by supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
5. **Duplication of work** is defined as the presentation of the same piece of work for different assessment components.
6. **Cheating** involves bringing unauthorised material into an examination room or similar assessment situation, using such material during the exam or communicating with other learners during the examination.

Responsibilities of Teachers, Parents and Students

All BIST staff should ensure that they have read this policy and fully understand its contents. Parents are advised to discuss academic honesty with their children. Private tutors employed by parents to support their children's learning outside of school must also respect the principles of academic dishonesty outlined

above. Failure to do so may affect their tutee's attainment grades. Students should be aware that they are ultimately responsible for the content of work they submit. They should also be aware of the consequences of academic dishonesty or malpractice. These are outlined below. Teachers should use the information contained in the policy on an ongoing basis throughout their teaching work and ensure that they refer to it wherever it is relevant to the task being completed. Senior members of staff should ensure that all teaching staff fully understand what academic honesty is. Time should be devoted to it during professional development sessions.

Procedure for Investigating Instances of Academic Dishonesty
If a member of staff is concerned that a student may have acted in an academically dishonest way, he/she should inform the relevant Head of Faculty. The Faculty leader will work with the member of teaching staff to investigate the teacher's concerns. The student will be given an opportunity to reply to any allegations of academic dishonesty. If it is proved that a student is guilty of academic dishonesty, the consequences outlined below should be used.

Consequences of Academic Dishonesty
In non-examination year groups and non-assessment scenarios, consequences will be reviewed in line with the Positive Behaviour Policy. Teachers are advised to turn instances of malpractice into 'learning moments' and in doing so reinforce the contents of this document. Serious or persistent incidents of academic dishonesty should be discussed with parents. At both IGCSE and AS/A Level official guidelines produced by the examination board will also be adhered to. Cambridge provides clear procedures to be followed in instances of academic dishonesty in relation to both coursework and examinations and the consequences to the student of such conduct. Sanctions are issued at the discretion of the examination board and include warnings, deduction of marks and potential disqualification. Sanctions can include no marks being awarded for that component of the subject, no grade awarded for the entire subject, a ban on sitting future examinations or the withdrawal of their qualifications if academic dishonesty is established post hoc.