



## **ACADEMIC INTEGRITY AT FRIENDS' – PROCESSES AND PRACTICES**

### **1. Overview**

These processes are carried out in conjunction with those outlined in the school documents Assessment Principles and Guidelines and Academic Honesty Policy. It is a school requirement for all TCE subjects that a course outline is prepared for the start of the academic year. That outline must contain details of all significant assessment, which includes all work that will be part of the internal and external assessment processes with due dates.

#### **1.1 External Assessment**

For external assessment, there will also be a detailed outline of the activities that must be undertaken as part of the process, including a timeline showing not just the final (due) date, but intermediate dates (for completion of proposals, working drafts etc). These are a key part of our authentication processes (see 2.4 below). A copy of the course outline with explicit reference to the assessment requirements, and in particular the authentication processes, is provided by the subject teacher to each student at the start of the course. That document also includes reference to our review process.

#### **1.2 Submission of Work**

Where work is in physical form – a printed report, CD etc – it must be presented by the end of school on the due date. That can be directly to the teacher, through the mail, in the teacher's pigeonhole at Clemes (if they have one), or given to a member of the Clemes office staff. Where the work is in electronic form, it must be sent to the subject teacher's school email by 5 pm on the due date.

#### **1.3 Record of Completion**

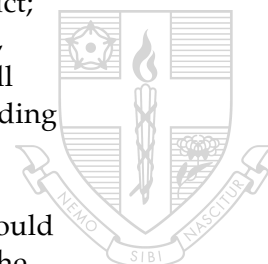
A written record of completion will be kept by the teacher. This will include all documented intermediary steps as well as the final product. Student and subject teacher will sign and date that submissions have been made, noting any issues such as late completion. (See Assessment Principles and Guidelines for procedures pertaining to the acceptance of late work. Note that there can be no extension on dates set by the TQA without completion of their procedures.)

### **2. Authentication**

Two key principles guide our process: Students should be able to:

- show a progression of work and ideas from initial plan to final product;
- discuss their work in depth to show understanding, analyse research, explain ideas and support conclusions. Subject teachers must keep a full record of all significant plans and drafts, and discussions of work including what was shown or discussed, dates, and outcomes.

In addition to these formal elements, the usual informal process is through observation and continuing interactions/discussions about the work. These would not all be documented, but would enable the teacher to build confidence that the



student was indeed engaged in developing their own ideas and work. It will complement but not replace the more formal components.

### **2.1 Progression**

In general, tasks completed for external assessment (or significant internal assessment) will be of an extended nature – that is they will be developed over time. Key to ensuring confidence that the work is the student's own will be maintaining an overview of the work as it develops, both through formal and informal processes. The formal process will normally have identified stages for submission of work, accompanied by interviews to discuss both progress and content. For a typical research and/or creative project, that might include: a plan / proposal; a first draft; a second / final draft; and then the completed work. A journal and/or notes showing how ideas developed would often accompany that work.

### **2.2 Discussion**

In some areas, observation and discussion itself is the means of making a significant assessment, both against the criteria for the course and in ensuring authenticity. In all areas, submission of drafts and final products should be accompanied by both feedback and discussion. In all cases, a record of the interaction and outcomes needs to be made and kept; this may include audio and visual content as well as written notes.

### **2.3 Check for Plagiarism**

Any final product will be subject to scrutiny for evidence of plagiarism. This will include using a check program such as Turnitin where appropriate, as well as checking for parts of the work that do not seem to fit with the student's normal approach, style or "voice".

### **2.4 Procedure for Individual Subjects**

Each subject will have a published process and timeline based on these principles. These will be developed in consultation with the Head of Faculty and Vice Principal Curriculum. Copies will be provided to the students, Head of Faculty, TCE Coordinator and Vice Principal Curriculum. Given the process outlined, we would not expect to have an issue over authentication unless the final product differed markedly from that expected through the documented record and process. In that event, or if there are concerns at some earlier stage in the process, the teacher will work with their moderation colleague to review all steps in the process. The Tutor, Head of Faculty, TCE Coordinator and Vice Principal Curriculum will be informed. Where processes, and particularly deadlines, are not adhered to by a student, after warning, the task will not be authenticated any further than the product which met the published requirements. This may for example mean that a draft is used for final assessment.

### **2.5 Concerns Over Authenticity**

If a concern is confirmed, and the matter can not be resolved immediately by discussion between the teacher and student, following consultation with moderation colleague and head of faculty, there will be a formal interview with the student, involving both the teacher and moderation colleague or head of faculty, giving the



student an opportunity to answer those concerns. The student can nominate a person to act as supporter at this or any other interview. If the student cannot do this satisfactorily, the work will not be authenticated. A written record will be kept of concerns, actions, discussions and decisions, signed by teacher, colleague/head of faculty and student. Any decision to exclude work will only be made after consultation with the TCE or IB Coordinator and Vice Principal Curriculum for Year 11 and 12, or Deputy Head High School Curriculum for Years 7 to 10. If this process does still not resolve the matter, it is referred to the appropriate Head of School for further action, following The Friends School Policy on Academic Honesty.

### **2.6 Student Requests for Review**

We follow the review process outlined in Assessment at The Friends School, applied to the authenticity of work. Students are made aware of that process through the documentation provided at the start of a course for review of all assessments. The key to the process is an examination of all material by a moderating colleague. The final decision is made by the subject teacher, after consultation with Head of Faculty, and if necessary the Vice Principal Curriculum. If a piece of work for external assessment is deemed to be unreliable, wherever possible an alternative task will be set, or other work will be substituted. That might include an earlier draft. We would aim to complete the review process within 7 days. Any product that has been deemed as unreliable would already have been checked by a moderation colleague. Any failure to meet assessment deadlines will already be documented. The decision is communicated in person to the student. A Record of Review is completed and signed by the teacher, colleague and student.

## **3. Documentation**

### **3.1 Current documents**

All documentation will be kept in a location known and accessible to the moderating colleague and Head of Faculty. In the event that the original teacher is not available, current documentation will be passed on to the teacher taking responsibility for the assessment. That may be the moderating colleague, or the teacher taking over responsibility for the student's work, or the Head of Faculty. Whoever takes over will ensure that the student is able to continue with the published process to enable completion of the work and assessment.

### **3.2 Records**

All documentation pertaining to all external assessment tasks is maintained by the school as part of our TCE records for a period of 12 months. Documentation retained will include:

- the documented procedures
- records of relevant meetings
- records of student requests for reviews and the actions of those reviews
- copies of all relevant student work.



#### 4. REVIEW

Our processes and outcomes are reviewed at the end of each academic year, in particular, we:

- check that students are aware of and implement the requirements for authenticity and academic integrity, and
- consider whether changes are needed to our processes in the light of experience.

