

The International Academy - Amman

Policy Name:	Academic Integrity Policy, Policy 6.903, Policy 7.503.3
Effective from:	1 January 2021
Last Updated:	20 August 2021

I. PURPOSE

As defined in the IB Academic Integrity publication, 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 must be embedded within the “ethical culture” of the school community and practiced by everyone – students, staff and parents. This ensures that students continue adhering to this principle in all aspects of their lives.

The International Baccalaureate’s (IB) ‘Learner Profile’ stresses the need for students to be principled, to act with integrity and honesty and to take responsibility for actions and accepting consequences of such actions.

It is important for the school community to understand the importance of academic integrity. The reasons for this include, though not limited to, maintaining fairness; maintaining trust and credibility; and developing respect to others.

At IAA, students’ work is expected to be completely the result of their own efforts. It is the duty of IAA to foster a sense of independent study in students. In practice, this means that students should strive to maintain academic integrity of their work. For Secondary students, this translates as ‘zero tolerance’ of plagiarism and academic dishonesty. For Primary students, it means that students need to be counseled about the necessity of honesty in work.

Definitions

School maladministration

The IB defines school maladministration as “an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.” (Academic Integrity)

Student Academic Misconduct

The IAA uses the IB definition of student academic misconduct: “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 IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.” (Academic Integrity)

Academic misconduct can take these forms with regards to academic integrity:

Plagiarism

Plagiarism is deliberately knowingly taking ideas or written documents from someone else and presenting them as one’s own.

Where a student has poorly referenced work, should the quality of referencing not meet the required standards of IAA (and therefore the IB), the work will be classed as plagiarised.

The extensive use of other people’s work when referenced correctly is not plagiarism; however, a student may be asked to re-submit work if the ideas of the student are not meaningfully represented.

Collusion

Collusion occurs when two or more students agree to present work that is not their own individual work with aim to gain better marks and to deceive the teacher into thinking it is their own individual work.

Contract Cheating: This is the submitting of work commissioned edited by, or obtained from a third party: This list includes, but is not restricted to: friends, family members, or other students in the same or different school, college or university; private tutors; essay writing or copy-editing services; pre-written essay banks; file sharing sites

Duplication of Work

Work is duplicated when a student uses a piece of work twice (or more) for submission of IB authorized course requirements. A common example of duplication is the use of the data as a basis for both an Internal Assessment and the Extended Essay.

Unfair Advantage

Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate constitutes ‘unfair advantage’. Example includes taking unauthorized material into an exam.

Fabrication

Fabrication is inventing information, falsifying research/projects, and/or using other products with the intent to deceive. The following offenses, including but not limited to those below, are considered examples of fabrication:

1. Creating a false reason to receive special consideration for an assessment or assignment.
2. Citing information not taken from the source indicated.
3. Submitting a paper, lab report, or other academic exercise containing falsified data or evidence.

II. POLICY

Scope and sequence for teaching of academic integrity

The expectations for each grade are outlined below.

Grades 4-5 and below

In these grades, students are expected to focus on using 'their own words'. They will also learn rudimentary skills for citing pictures, websites and the author/title of works they have used. All teachers are expected to acquaint students with the reasons for academic integrity. This may be covered through designated library skills and/or within specific subject areas.

Grade 6-7

For Grades 6 and 7 students the requirements are stricter, and teachers are expected to be less lenient in accepting errors. All teachers continue to reinforce the reasons for academic integrity, and the majority of skills are introduced through units of work, often in conjunction with the library staff.

Whilst the focus on work is still for students to use their own words as much as possible, direct quotes and paraphrasing skills are introduced and developed. The building of an MLA "works cited" list is also expected.

Students are introduced and encouraged to use school databases such as Britannica and Gale. These databases contain citation tools that generate the full reference for the source. Students are also introduced to reliable online citation tools.

Students are expected to use the school-adopted software (e.g. Turnitin.com) starting in Grade 6 as a plagiarism preventative tool. Academic misconduct will be subject to the full consequences starting in Grade 6.

Grade 8 -12

Classes will continue to revise and strengthen academic integrity skills. This may include non-submission of IB MYP/DP work for moderation/or and grading.

Students are warned about collusion and cheating every year and in all grades. All students in Grades 9 to 12 will sign (and parents will countersign) the “IAA Academic Integrity Code of Conduct Declaration”. A copy of this document is also available on the school’s e-learning platform (Moodle) that can be accessed by the school community.

Delivery of the IAA Academic Integrity Programme

Information on academic integrity will be delivered to students in a grade appropriate manner. This may include: developing a grade appropriate structured programme to be taught discretely by classroom teachers and/or librarians through an Information Literacy Programme and/or PSHE (Personal, Social and Health Education).

	Primary	Grades 6/7	Grade 8	Grades 9-12
Author/title	Introduce	Revise	Revise	Revise
Pictures	Introduce	Revise	Revise	Revise
Works Cited (MLA)		Introduce	Revise	Revise
Websites	Introduce	Revise	Revise	Revise
Direct quotes (in-text referencing)		Introduce	Revise	Revise
Paraphrasing (in-text referencing)		Introduce	Revise	Revise

Responsibilities of all stakeholders towards Academic Integrity at IAA

Student Responsibilities

The student must have a full understanding of this policy. The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. To do that, every student at IAA must be familiar with the accepted procedures in acknowledging the work of another writer/author/organization.

Quoting from the IB Academic Integrity guide, students are expected to:

- respond to acts of student academic misconduct and school maladministration and report them to their teachers and/or programme coordinators
- complete all assessments in an honest manner and to the best of their abilities
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, paraphrasing online tools, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and social media platforms.(International Baccalaureate, 2019)

Below are general guidelines for citing material:

- Sources include printed and electronic media, such as books, textbooks, magazines, interviews, social media platforms, emails, websites and images.
- All ideas that are used must be referenced in written and oral materials and/or artistic products.
- Reference in the text all material quoted or paraphrased from any source. This includes sentences, paragraphs, graphs, charts, images or any other information.
- As a rule, common knowledge or knowledge assumed to be known by everyone or nearly everyone does not need to be cited; however, when in doubt, students should err on the side of caution and cite sources.
- Taking responsibility for all work; neither good intentions nor ‘too many’ sources cited are acceptable excuses.

Teacher Responsibilities

ALL teachers at IAA share the responsibility of reinforcing best practices and teaching proper research skills.

IAA teachers are expected to ensure academic integrity in these ways:

- Support and act on the School’s Academic Integrity Policy
- Respond to student academic misconduct and school maladministration and support the investigations of the school and the IB
- Clearly communicate to students the Academic Integrity Policy, explaining what constitutes academic misconduct along with its consequences
- Provide instruction and support in research and study skills, and be available to offer advice and guidance to students
- Give specific requirements as well as written examples of proper citation of a variety of sources in their discipline area(s)
- Structure assignments to encourage the development of students’ own ideas through problem solving, comparison, precise hypothesis, analysis etc..
- Provide feedback but ensure students are not provided with multiple rounds of editing
- Provide a formative assessment structure for investigative reports that includes planning and the evaluation of sources, and reflects the need for candidates’ work to be authentic. The formative assessment structure might include: a carefully developed thesis, the evaluation of sources, planning for an investigation, personal critique or analysis, evidence of higher thinking in a proposal of alternative solutions to the issue under discussion, in-class research assignments.

- Work within the school and IB expectations when planning assessments in order to avoid placing unnecessary pressure on students that find it difficult to manage workloads
- Guard against what might be described as “academic negligence”. In other words, teachers must warn candidates about the consequences of being careless when recording sources, or displaying a cavalier disregard for the origin of material within their work.
- Observe the same procedures as students and actively use the MLA bibliographic convention when providing students with reference material. All teachers should epitomize good academic practice and act as role models for students.
- To collaborate with the teacher librarians accessing their expertise regarding searching for valid resources using the available databases and citing and referencing of sources.
- Use plagiarism detection resources such as Turnitin.com to ensure students are submitting authentic work.
- Ensuring that students’ work is submitted to Turnitin.com as it is then added to its database. This contributes towards prevention of collusion.

Parent and Legal Guardian Responsibilities

Review the principles of academic integrity with their children and encourage them to practice honesty in all matters and at all times. In addition, parents may support their students in these ways:

- Attend school presentations on Academic Integrity
- Provide an appropriate routine for study and relaxation at home and provide a suitable working environment in the home
- Support their children by ensuring a balance in activities (that focus on quality not quantity) so that work can be tackled in a managed way in order that time pressures do not impact on a students’ decision making re Academic Integrity
- Ensure a balance in support that is given to children (either voluntary help or paid for tutoring), so that the work is always in the words of the child and there is not an overreliance on outside support
- Actively discuss work that is being done by children by asking them to discuss it in their own words
- Upon suspicious that a student is contravening the Academic Integrity Policy, parents should be pro-active and seek clarification/help from IAA in order to prevent malpractice
- Support children who could benefit from extra support by having them attend school support clubs or to use the Library facilities after school.

School Administration Responsibilities (including IB MYP and DP Coordinators)

The school’s leadership has the responsibility for establishing processes and procedures that supports and a school culture that actively encourages academic integrity. IAA coordinators and administrators are expected to:

- Know the regulations and instructions as provided by the IB that govern the conduct of each examination session.

- Inform staff, parents and students through various media what constitutes academic misconduct and how it can be prevented.
- Ensure that teachers have an understanding of the Academic Integrity policy
- Ensure that parents have access to the Academic Integrity policy via the school's e-learning platforms
- Ensure that the Academic Integrity policy is applied fairly and consistently
- Ensure that Grades 9 to 12 students sign the IAA Academic Integrity Code of Conduct Declaration
- Securely store confidential IB material by following requirements as stated in *Secure storage of confidential IB examinations material booklet 2022*.
- Adhere to the IB Code of Conduct for DP and MYP examinations – refer to *The conduct of IB Middle Years Programme on-screen examinations* and *DP Conduct of examinations booklet 2022*
- Support the IB fully in the prevention, detection and investigation of student academic misconduct and school maladministration.
- Undertake any additional responsibilities required by the IB should a candidate or staff member be investigated for malpractice.

Sanctions for Academic Dishonesty

In the Secondary School, there is 'zero tolerance' of academic misconduct. This includes plagiarism, collusion, contract cheating, duplication of work and/or receiving an unfair advantage. Apart from students not having their work graded, they may also not be entered for any external exams and will be subject to Discipline Committee process and procedures.

In the Primary School, the principal will handle each case on an individual basis with consideration of the child's age. Parents will be informed and/or requested to come for an interview.

Procedures (Secondary only)

If students are found to be copying the work of others or deliberately submitting work without references, the following will take place:

- I. Teacher confirms with Head of Department that it is a case of plagiarism/cheating/collusion.
- II. The student is then given a score of 1 for all criteria assessed in that assessment. The Grade Leader is informed.
- III. The name of the student is passed to the appropriate member of the Senior Management Team who will contact parents to explain what has happened and who will record the incident on the school's disciplinary records. The student will also be required to attend a session on MLA citation with the Library Staff.
- IV. Should parents appeal, then a Review Panel of teachers will be called to consider the case. If a student appears to be guilty of academic misconduct, then he/she will be penalized accordingly. Students must know and expect that if a teacher suspects misconduct, then their work may not be sent for external moderation and/or marking.

- V. Students who have colluded by allowing their work to be copied by another will be initially counselled by the teacher. In addition, parents will be informed and the incident will be noted in the school's disciplinary record. After the second occurrence, the Head of Department and the appropriate member of the school's management team must be informed. Contact will be made with parents and consequences as outlined in part ii) above will be applied.
- VI. For cheating offences, there is 'zero tolerance' in the Secondary School. Students will get zero for each offence. If cheating occurs more than once, the student will be referred to the Discipline Committee which makes recommendations based on Ministry of Education rules and regulations.
- VII. Students who have used too much of other people's work but cited correctly will redo the work. The percentage of work allowed depends upon the students' grade level.

Review

This policy will be reviewed in 2023

KEY DOCUMENTATION SUPPORTING IMPLEMENTATION

Assessment Policy
Atlas – PSHE units on Academic Integrity
IAA Academic Integrity Code of Conduct Declaration
IAA Guide to Referencing – MLA 8th Ed
IAA Student-Parent Handbook and Staff Handbook – Code of Conduct
During Assessments
Teaching and Learning Policy

III. APPLICABILITY

This policy and its content apply to IAA students and their parents. It also applies to every staff member that is employed in a teaching and learning capacity, and includes teachers, TA's, Programme Coordinators and Senior Leaders within the school.

IV. LIMITATIONS / APPROVALS / ETC.

Limitations

This policy is a review of the previous policy to include new approaches to academic integrity. This policy will be subject to revision every 2 years and update accordingly as new information about effective practices to promote academic integrity become available.

Approvals

All assessment updates and changes are recommended by the Deputy Director of Curriculum and Instruction. The final decisions are subject to the approval of the Director.

V. References:

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