



Amity International School Amsterdam

# Academic Integrity Policy 2021-2022

Date	Action	Action performed by
APR-2020	Policy Created	Academic Integrity Policy Working Group
SEP-2020	Review Policy	Head of School with Parents and Students
NOV-2020	Review updates feedback IB	Head of School
MAY-2021	MYP Review	Academic Integrity Committee
NOV - 2021	DP Review	Head of School/IBDP Coordinator

## Table of Contents

<b>1. School Guiding Statements.....</b>	<b>4</b>
1.1 Our Mission .....	4
1.2 Our Vision.....	4
<b>2. Academic Integrity - definition .....</b>	<b>5</b>
<b>3. Rationale.....</b>	<b>6</b>
3.1. Academic Integrity connections to the IB Learner Profile.....	6
<b>4. Primary Years Programme.....</b>	<b>7</b>
<b>5. Middle Years Programme (MYP) .....</b>	<b>8</b>
<b>6. Diploma Programme (DP).....</b>	<b>9</b>
6.1 Plagiarism.....	9
6.2 Examination Conduct.....	10
<b>7. Responsibilities of key stakeholders .....</b>	<b>11</b>
7.1 School responsibility .....	11
7.2 Teacher responsibilities and ways to support students .....	11
7.3 Student responsibilities and ways to avoid committing plagiarism .....	13
7.4 Academic Integrity Team responsibility.....	14
7.5. Parent/guardian responsibility .....	14
<b>8. Malpractice protocols and Investigations.....</b>	<b>15</b>
8.1 School Maladministration.....	16
<b>9. PY-MY School Scope and sequence .....</b>	<b>17</b>
<b>10. Evaluation cycle .....</b>	<b>19</b>
<b>11. Sources.....</b>	<b>20</b>
<b>Appendix 1: Harvard Referencing Protocols.....</b>	<b>21</b>
<b>Appendix 2: Consent form .....</b>	<b>22</b>

# 1. School Guiding Statements

## 1.1 Our Mission

It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.

Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

## 1.2 Our Vision

Empowering each individual to thrive and make a positive difference.

## 2. Academic Integrity - definition

‘Academic integrity is a guiding principle in education and the 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.’ International Baccalaureate Organization (2019, p.3)

### 3. Rationale

The purpose of the Academic Integrity policy is to enable all stakeholders within our community to become aware of, and understand how, academic integrity complements learning within our school programmes. As stated by the IB, we need academic integrity to maintain fairness, to maintain trust and credibility, and to develop respect for others, (IB Academic Integrity Guide, 2015:5).

The creation of such a policy and its implementation within the day-to-day activities of our education underpin our joint commitment to undertake research and celebrate knowledge honestly and respectfully.

This document is intended for students, staff and parents to gain a better understanding of academic integrity. It has been created with close reference to documentation created by the International Baccalaureate.

#### 3.1. Academic Integrity connections to the IB Learner Profile

<b>Inquirers</b>	<b>Thinkers</b>
At Amity Amsterdam, we want to nurture our students' curiosity, providing opportunities for them to develop skills for inquiry and research. Students must know how to learn independently and with others, and to learn with enthusiasm to sustain their love of learning throughout life.	We want Amity Amsterdam's students to use critical and creative thinking skills to analyse and take responsible actions on complex problems. All students should exercise initiative in making reasoned, ethical decisions.

<b>Principled</b>	<b>Communicators</b>
We expect all students at Amity Amsterdam to act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We expect students to take responsibility for their actions and their consequences.	We want Amity Amsterdam's students to express ourselves confidently and creatively in more than one language and in many ways. Students learn to collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## 4. Primary Years Programme

In the PYP, we teach the concept of academic integrity through the lens of the IB Learner Profile, focusing on helping students become principled and knowledgeable inquirers. We help students recognise and understand the value of original work, as well as the importance of using and communicating information responsibly. We directly teach students the skills to be academically honest through the Approaches to Learning (ATL), specifically the Research and Communication Skills. Students are supported in understanding their individual responsibility to be principled learners throughout their experience in the PYP. This approach results in students who are well prepared for sharing and taking action on their personal inquiry during the PYP Exhibition.

## 5. Middle Years Programme (MYP)

In the MYP and DP, academic integrity is made relevant to all subject areas. It is modelled by teaching staff so that students are equipped with the abilities to understand and produce information in an ethical manner. Sound judgement and technical abilities are developed incrementally alongside ATL skills in order to prepare students for the Diploma Programme.

In their application of Academic Integrity, students are to follow the attributes of the IB Learner Profile, refer to specific guidance on the school's webpage and the appendix below regarding referencing. Minor infractions are considered as opportunities to learn and should act as a catalyst for the teachers to adjust their teaching to students' learning needs.

Staff ensure that academic integrity is embedded within the delivery of the MYP programme, as well as within dedicated library lessons. Teachers and student leadership work alongside the Academic Integrity Team in collaboration to encourage and promote appropriate application of the policy.

## 6. Diploma Programme (DP)

As stated by the IB: “Academic honesty in the Diploma Programme (DP) is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.” (Diploma Programme: From Principles into Practice, 2015:32)

Teachers must, therefore, ensure that students are reminded of the need to acknowledge all sources used in work submitted for assessment. Students are expected to cite in the text where he or she has used an external source, and any failure to acknowledge a source will be investigated internally, or by the IB for submitted work, and may be deemed in breach of regulations that may result in a penalty imposed by the IB final award committee, (Diploma Programme: From Principles into Practice, 2015:33)

Teachers will provide the appropriate level of student support but must ensure that the student’s work is their own. For instance, supervisors may read and comment on one draft only of the Extended Essay, but *not* edit the draft. Furthermore, teachers should take advantage of the opportunities for self-reflection that coursework such as Internal Assessments, the Extended Essay and CAS experiences provide, to make plagiarism of other’s work less attractive.

As stated by the IB: “All coursework—including work submitted for assessment—is to be authentic, based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects,” (*Language A: Language and Literature Guide*, p14). The conventions for citing and acknowledging original authorship are included in Appendix A.

### 6.1 Plagiarism

The IB defines plagiarism “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” (General regulations: Diploma Programme). The IB and Amity recognize that there are many reasons why students plagiarize – from a lack of confidence in their abilities to a lack of care or fear of consequences. We expect that our students will be principled in their approach to their coursework and examinations, as reflected in the IB Learner Profile, but also come to understand how knowledge is constructed and to demonstrate honest behaviour by giving appropriate credit.

To deter and decrease cases of plagiarism, students must upload assessed coursework and other summative assessments to our plagiarism detection software,

Turnitin. This checking tool serves to authenticate the originality of students' work and encourages students to meet internal deadlines. Upon submission of coursework to the IB, students will also sign a consent form and the teacher will acknowledge the authenticity of the candidate's work.

## 6.2 Examination Conduct

The school, led by the IB Diploma Coordinator, is responsible for ensuring the appropriate conduct of external examinations, including the provision of a suitable room in which examinations are conducted according to the instructions given in the IB (2021) Conduct of Examinations Booklet. Procedures for seating arrangements, invigilation and instructions for conduct before, during and after examinations will be carefully followed.

The IB Coordinator and/or invigilator has the right to expel from the examination room any candidate whose behaviour is deliberately interfering with the proper conduct of the examinations. However, unless disrupting the examination, a candidate should not be expelled from the examination room solely on the basis of observed or suspected misconduct, but rather discreetly cautioned. To avoid disturbing other candidates, the matter may be raised at the end of the examination.

The following actions are examples of misconduct relating to the written examinations:

- stealing examination papers
- failing to obey the instructions of the coordinator/invigilator
- communicating with another candidate
- helping or receiving help from another candidate • impersonating another candidate • possession of unauthorized material
- consulting material outside the examination room during a period of absence
- behaving in a way that may disrupt the examination or distract other candidates • submitting work for assessment that is not authentic
- removing or attempting to remove from the examination room examination material, such as answer booklets or examination papers • leaving the examination room without permission • continuing to answer an examination paper when told to stop by an invigilator or the coordinator
- discussing the content of any examination paper with any person outside their immediate cohort within 24 hours after an examination ending
- attempting to either gain or solicit information about the content of an examination within 24 hours of the examination ending.

## 7. Responsibilities of key stakeholders

### 7.1 School responsibility

Amity International School ensures that the concept of academic integrity spans across the entire school and is embedded throughout the written, taught and assessed curriculum. Through creating a safe and respectful environment, the school encourages dialogue about academic integrity across all areas of school life. As such, it is expected that all members of the school community assume responsibility for academic integrity.

The school commits to the following:

- Informing all members of the school community about Academic Integrity.
- Providing access to related policy documents for all members of the school community.
- Allotting sufficient time for professional development to support Academic Integrity on an annual basis.
- Ensuring parents/guardians are suitably informed and supported so that they can guide their children in an appropriate manner with regards to Academic Integrity.
- Maintaining and supporting a dedicated team responsible for the implementation of academic integrity.

### 7.2 Teacher responsibilities and ways to support students

Teachers have an integral responsibility to ensure that Academic Integrity is understood and embedded within the curriculum.

Teachers must ensure instruction and a high level of understanding for students and parents alike for the purpose and process of Academic Integrity. Once student understanding is assessed, a Parent and Student Contract will be sent home, which will be signed by both the Parent(s) and the Student acknowledging their understanding of the expectations surrounding Academic Integrity. It is the teacher's responsibility to ensure that both students have a complete understanding of the following (as laid out by the IB programmes):

- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
- Consider incentives for tasks that meet the requirements in regards to referencing and not just penalties for failing to do this.

- Devote teaching time for students to practice Harvard referencing or bibliography format.
- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where students can be shown the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Avoid general topics for tasks and make them as interesting as possible.
- Role model: giving others credit for their work every day in your teaching
- Ensure that students have a full understanding of the expectations and guidelines of all subjects.
- Ensure that students understand what constitutes academic misconduct and its possible consequences.
- Plan a manageable workload so students can allocate time effectively to produce work according to the IB's expectations.
- Give supportive and timely feedback and ensure students are provided with the appropriate opportunities for editing and revisions, consistent with guidelines in IB documentation.
- Avoid providing excessive assistance to students during the course production process, such as providing multiple edits to the work in contradiction to subject guide instructions.
- Ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB. Students should sign subject-specific consent forms to confirm the authenticity of the work submitted for external assessment.
- Avoid student collusion by cross-referencing work across multiple groups of students when preparing to submit final pieces of work for assessment.
- Respond to student academic misconduct and support the school and IB's investigations.
- Respond to school maladministration and support the school and IB's investigations.

### 7.3 Student responsibilities and ways to avoid committing plagiarism

By signing the contract below students demonstrate their understanding of their responsibilities. They will follow, at their age-appropriate level, the directives of their teachers and in all academic and social spheres act with integrity in regard to the source of work and/or thoughts made by another person. They will do this by following the responsibilities laid out by the IB:

- have a full understanding of their schools and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- Design time schedules or plans to manage tasks sensibly
- Maintain organized notes and sources consulted during the production of work
- Seek guidance and support from teachers when doubts arise about referencing
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the Harvard style of referencing (see Appendix 1).
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, 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. While we encourage student collaboration, we also expect students to think for themselves and take responsibility for their learning.
- show a responsible use of the internet and associated social media platforms, as indicated in the school's Acceptable User Policy.

#### **7.4 Academic Integrity Team responsibility**

The Academic Integrity Team comprises of the Primary and Senior School Librarians, the PYP and MYP Coordinators, a Secondary Teacher, with wider members of the school community, including parents and students, joining the working group for the purpose of on-going policy review. The Academic Integrity Team:

- Act as a point of contact for enquiries relating to Academic Integrity within the school
- Ensure regular evaluation of practices
- Communicate principles of Academic Integrity to parents and legal guardians
- Monitor and lead activities related to Academic Integrity
- Liaise with the IB in the event of serious breaches of conduct

#### **7.5. Parent/guardian responsibility**

Parents/guardians should understand and commit to supporting their children regarding academic integrity. A sound understanding of the principles of Academic Integrity underpin students' ability to participate fully in the IB programme.

It is recognized that Parents/Guardians need not be fully cognisant of the day-to-day educational activities within school but should encourage their children to foster their own independence and autonomy as learners. However, parents can support students by:

- Assisting their children with managing workload and balancing this with extra curricula or other familial responsibilities
- Encouraging and promoting respect for the work of others
- Giving guidance, but not creating the work that is submitted
- Understand cheating or malpractice with relation to academic integrity

## 8. Malpractice protocols and Investigations

The IB defines academic misconduct as 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. International Baccalaureate Organization (2019, p.23)

Our approach is intended to support learning and growth rather than focus on punitive measures. Nevertheless, there are consequences attached to intentional breaches of our agreements and this is outlined below.

It is recognised that failure to understand what constitutes academic integrity is part of the learning process. Creating and maintaining a safe environment is likely to result in a better understanding of academic integrity amongst students.

In the Primary School severe incidents of academic misconduct are used as an opportunity for discussion and reflection on being a principled learner.

In the Senior School, while acts of academic dishonesty may provide opportunities to discuss and reflect on the significance of school values and principled learning, severe incidents of academic misconduct will be addressed with reference to formal procedures.

The following examples of student infringements would be considered as academic misconduct:

- Plagiarism: copying external sources, or representing the ideas or work of another person as the candidate's own.
- Peer plagiarism: copying work from another student.
- Collusion: supporting the malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- Copying the work of another student: therefore misrepresenting that the student has mastered a task or skill through deception.
- Possessing unauthorized material in the examination room.
- Exhibiting misconduct or disruptive behaviour during an examination.
- Facilitating the exchange of live content during the examination completion time
- Duplication of work, for example, for different assessment components.
- Fabricating data, for example, by inventing information.
- Impersonating another student.
- Altering official school documents or assessed work.
- Submission of externally commissioned work
- Inclusion of inappropriate, offensive or obscene materials
- Failing to report an incident of academic misconduct

The school seeks to internally replicate the IB Penalty matrices that detail infringement for external written and oral coursework and examinations as detailed by International Baccalaureate (2019) *Academic Integrity*, Appendix 2. Therefore, where an act of academic misconduct is identified, an investigation will be initiated by the teacher in the first instance.

Investigations into academic misconduct, if required, will be fair and transparent and carried out in an impartial and unbiased manner, focusing exclusively on the evidence used for the allegation. Those responsible for the investigation will ensure anonymity of information and will work discreetly to provide a through and fair process for those under investigation, including providing an opportunity for written statements.

Where there is enough evidence found to justify an investigation, the MYP or DP Coordinator and/or the Head of School will be informed regarding the case, and statements will be collected from all parties involved. Once evidence has been collected the panel will examine the evidence and determine a proportionate response.

Depending upon the type of infringement, the MYP/DP Coordinator and/or Head of School may determine one of the following penalties:

Level 1	Level 2	Level 3	Level 4
Warning letter to the student, with copy to parents	Zero marks for task, criterion or component	No grade for subject(s) concerned	No grade for "parallel" subjects

### 8.1 School Maladministration

In the event of school maladministration, the Academic Integrity Team shall liaise directly with the IB and follow any guidance that may be provided, or respond.

Should school maladministration be reported to the IB by external stakeholders such as examiners or school visitors, or are identified by the IB through samples of work, or moderation of responses to examination papers, or after an inspection, the school will respond to any notification for an investigation and will provide a detailed report to the IB, as detailed in the International Baccalaureate (2019) *Academic Integrity* guide.

## 9. PY-MY School Scope and sequence

	Early Years	Primary Years 1-3	Primary Years 4 and 5	Middle Years 1 - 3	Middle Years 4- 5
<b>Guidance</b>	Who is the author, what is the title?	Who is the author, what is the title, what is the material?	Who is the author, what is the title, what is the material? Where did the information come from?	Who is the author, what is the title, what is the material? Where did the information come from?	Who is the author, what is the title, what is the material? Where did the information come from?
<b>Citation</b>			Knowledge of different systems. Use of MLA or Harvard as a standard	Awareness of reference options. Some inconsistencies acceptable.	Accurate, correct, consistent use of Harvard citation.
<b>Suggested tools</b>			Introduction to Destiny Discover citations/Easybib	Introduction to Zotero/ noodeltools/ Easybib/ EBSCO	Knowledge of and consistent use of Zotero/ Noodeltools/ Easybib/ EBSCO
<b>IB Learner Profile</b>	Principled Thinkers Communicators, Inquirers	Principled Thinkers Communicators, Inquirers	Principled Thinkers Communicators Inquirers	Principled Thinkers Communicators Inquirers	Principled Thinkers Communicators Inquirers
<b>ATL skills</b>		Research Self-Management Communication Thinking	Research Self-Management Communication Thinking	Research Self-Management Communication Thinking	Research Self-Management Communication Thinking
<b>Role of Teacher/ Supervisor/ Librarian</b>			Introduction to concept of academic integrity. Instruction in creating simple bibliographies.	Introduction and instruction to reference options and expectations in different contexts. Accountability in the process of citing and student understanding of the need to cite.	Continue to instruct new and relevant methods of citation and ensure that students cite appropriately and accordingly.

Above is a concise guide for academic integrity and can be used as a quick reference guide for the development of learners with academic integrity across the whole school.

Further guidance with specifics related to the Harvard referencing system and wider support for developing academic integrity are included within the Library Scope and Sequence and are addressed during dedicated library lessons through the MYP.

## 10. Evaluation cycle

The Academic Integrity team will review and amend the policy annually in September. The team will meet each term.

## 11. Sources

International Baccalaureate Organization. (2014) *Effective citing and referencing*. Cardiff: International Baccalaureate Organization.

International Baccalaureate Organization. (2015) *Diploma Programme: From Principles into Practice*.

International Baccalaureate Organization. (2019) *Academic Integrity*. Geneva

International Baccalaureate Organization. (2019) *Diploma Programme Language A: Language and Literature Guide*

International Baccalaureate Organization. (2021) *Conduct of Examinations Booklet*

## Appendix 1: Harvard Referencing Protocols

Notes:

1. Only include works in References list that are cited in your text;
2. For two authors, name both (e.g. Smith & Jones)
3. Use ampersands in multiple references (e.g. Smith, A, Brown, B & Jones, C) but in the text put first author name followed by et al (e.g. Smith et al)
4. Do not use bold, underlining in references;
5. Provide translations for non-English titles in references.

- Journal article

Smith, J.R. (2020) 'Choosing your style for references'. *Journal of Guidelines*, 4(1), 24-9.

- Book

Smith, J.R. (2010) *Reference style guidelines*. London: SAGE.

Smith, J.R. & Brown, A.P. (2012) *References for all: choosing an appropriate style*. London: SAGE.

- Chapter in book

Smith, J.R. (2014) 'The importance of style'. In Brown, R (ed) *Guidelines for referencing*. Pp. 55-8. London: SAGE.

- Editor of a book

Smith, J.R. (ed) (2015) *The essentials of practice*. London, SAGE.

- Thesis/Dissertation (unpublished)

Smith, J.R. (2017) 'Reference style guidelines'. Unpublished doctoral thesis. University College London.

- Research/ governmental/ NGO report

Smith, J.R., Brown, A.P., Jones, J. & Campbell, A. (2018) 'Making a difference: referencing in successful schools' (Research Report RR29). London: DFE

- Paper presented at a symposium/ conference etc.

Smith, J.R. (2019) 'A citation for every reference'. Paper presented at the annual meeting of the Reference Guidelines Association, Edinburgh, 29 January 2019.

- On-line

Smith, J.R. (2008) 'Choosing a suitable layout for your quotations: guidance on referencing'. On-line <http://www.sagepub.com> [accessed 29 January 2019].

## Appendix 2: Consent form

I hereby confirm I have read, understood and agree to this policy, and understand the consequences issued.

Student name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_