

Academic Integrity Policy

ROTTERDAM INTERNATIONAL SECONDARY SCHOOL

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All member of teaching staff should read this policy before starting to teach. For this effect, at the beginning of each academic year this document will be shared, and time allocated for staff to read. This will apply to any teaching staff joining us during an academic year.

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Mission, Vision and Core Values

Our Academic Integrity Policy is part of our school-wide approach to align our mission for “every student to enjoy their youth” with our vision: “educating for self-awareness, curiosity and integrity in a changing world” and embed it within our central business: that of teaching and learning.

This policy is furthermore supported by our core values of respect, responsibility, relationships, and courage. They are our key principles and guiding ideals when working for and with our students. Our culture of learning is united by a common belief in the importance of an inclusive, culturally diverse, child-centred, inquiry-driven, and principled education that not only prepares young people for university and life beyond but that ensures young people enjoy their childhood. Our vision aligns with the International Baccalaureate (IBO)’s mission to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our school aims to provide strong leadership and the right learning environment for students in support of both these missions in terms of understanding academic integrity as part of our teaching and learning.

By fostering academic integrity, the school also supports the IB Learner Profile Plus (RISS version of this document) that we utilise in the school, as the profile describes the type of learners the IB hopes to develop. By focusing on academic integrity, the following aspects of the learner profile become significant to the process:

- **Inquirers** – to encourage natural curiosity and become skilled in inquiry and research and show independence in learning. Students enjoy and are engaged in their own learning and this process will be sustained throughout their lives.
 - Students: “I ask questions and learn to help my learning.”
- **Knowledgeable** – to explore ideas and issues that have local and global significance. Students acquire in-depth knowledge and understanding across a broad and balanced range of disciplines, making connections or deeper understanding.
 - Students: “I try to learn many things.”
- **Thinkers** - to exercise initiatives in thinking critically and creatively to recognize and approach complex problems. Students learn to make reasoned, ethical decisions because of their learning and thinking.
 - Students: “I try to connect the things I know.”
- **Principled** - to act with integrity and integrity, with a strong sense of fairness and respect for the dignity of the individual, groups, and communities. Students take responsibility for their actions.
 - Students: “I try to do what is right.”

- **Caring** - to show empathy, compassion and respect towards the needs and feelings and work of others. Students have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
 - Students: “I help others and I am open and honest in my dealing with others.”

The IBO defines academic integrity in their Programmes (DP/CP) as “a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity and work of others, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.” (2015, p.33) Developing and maintaining the required knowledge and skills required by students to perform curricular and extracurricular work with academic integrity, is a key priority of RISS. Each member of the staff co-creates a favourable environment for the holistic development of the students' approach to learning, to explore ideas and make visible their own thinking in line with academically honest values, as described by the attributes of the IB learner profile plus.

In every academic programme stage of RISS, students need to be supported to develop strategies and skills to find and navigate information from sources (both online and text-based), to evaluate the resources and to incorporate and reference them correctly in order to produce authentic work. Technological innovation and student's access to information has changed traditional ideas and approaches to learning and understanding what constitutes knowledge. In this context, “academic integrity is seen as a larger set of values and skills that promote personal integrity and good practice in teaching and learning, including assessment.” (IBO, 2016)

This policy provides information to teachers, students and parents on the processes involved in maintaining academic integrity throughout the school, describing the role of the school, students, and parents in maintaining and fostering academic integrity. The policy defines what authentic work is, academic malpractice and the consequences of academic malpractice. Furthermore, the policy describes possible approaches to prevent any breach of regulations, but also describes procedures for carrying out an investigation when confronted by a case of suspected malpractice.

It is the belief of RISS that the school plays an integral role in fostering academic integrity, both within the classroom and within the whole institution.

Authentic Work in the 21st Century

All students and teachers at RISS should be aware of what constitutes authentic work and what is meant by malpractice/academic dishonesty. This should be addressed during tutor time and in all classes, especially in the exam years. Plagiarised work submitted for any assessment will lead to an automatic failure for the student.

Authentic work:

- Work that is based on the candidate's individual and original ideas.
- Work and ideas are fully acknowledged.
- Ideas, though paraphrased are acknowledged as being paraphrased.
- Assignments, written or oral, must use the candidate's own language and expression.
- Authentic work respects other people's time and effort in support of producing a document.
- Sources used, - AI generated or proofread must be fully and appropriately acknowledged.
- Work is submitted on time, according to the teacher's requirements written by the student who submits the work
- No extra support from parents/family members/friends/online sources have been incorporated into any work, outside the teachers' knowledge or requirements.
- Using AI platforms to write work without proper citing can be seen as work that is not authentic

Definition of Malpractice/Academic Misconduct

Malpractice/Academic Misconduct

Malpractice is defined as “behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. The IBO further defines academic misconduct as “behaviour that may be either deliberate or inadvertent. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.” (IBO, 2014, 12)

Forms of Malpractice/Academic Misconduct:

- **Plagiarism**: the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. The ideas may be derived from a variety of sources, from electronic to oral forms of communication
- **AI Platform generated work**: Submitting work as authentic, which has been generated by an artificial intelligence platform without proper citation, is considered academic malpractice.
- **Collusion**: supporting academic misconduct by another candidate, for example, as in allowing one’s work to be copied or submitted for assessment by another.
- **Duplication of work**: the presentation of the same work for different assessment components and/or Diploma Programme core requirements. This can sometimes be called “double dipping”.
- **Leakage**: this means that the total or partial content of an exam has been obtained, disclosed, or shared prior to the examination.
- **Impersonation**: An individual who is not registered as a candidate takes the place of one that is registered.
- **Smuggling of foreign materials**: This is the introduction of unauthorised materials notebooks, crib notes, charts, and answers into the examination hall. The material is normally hidden pants, shoes, hems, or underwear or written on parts of the body or materials taken into the exam room.
- **External Assistance**: Individuals who are not examination candidates giving unauthorised assistance to candidates. This can be done by an individual, using electronic devices or oral/visual aids.
- **Copying**: Reproduction of another candidate’s work with or without their permission
- **Intimidation**: to physically or psychologically threaten a member of staff or other student(s) to provide extra help to student(s).
- **Makers Malpractice**: Deliberate changes of marks designed to inflate or deflate a candidate’s original mark.
- **Falsification**: inventing fictitious data for an assignment

- **Other Behaviour that allows any student to gain unfair advantage:** for example, disrupting or distracting other candidates during an exam, stealing examination material, providing all or partial answers to exams prior to its delivery. This also includes failure to respond to exam protocol, such as to stop writing after the allotted time has passed or causing unrest in the exam room and distracting other candidates.
- **Specifically for the Exam Years:** Falsifying a CAS record and receiving or passing of information from candidates about the content of an examination paper within 24 hours after a written examination.
- **Essay Writing Services:** using an essay writing service (either a ghost written or purchased essay) or offering assistance in writing an essay or other examination materials. This includes undue parental help
- **Absenteeism:** skipping a class, under the pretence of illness in order not to take an assessment or turn in work

Prevention of Malpractice/Academic Misconduct

At RISS, the student holds the ultimate responsibility for ensuring that all submitted work to be assessed fulfils the academic integrity requirements for authentic work as defined in the previous section of this policy. Students should not aim at gaining unfair advantage, in whatever way.

The following guidelines will be used in the prevention of malpractice in our school:

- Students will be given academic integrity briefings to keep them aware of the need to submit authentic work.
- Students will be trained on the skills for citing and referencing and this will be reinforced both during tutoring and in all academic classes.
- Students should review their own work to check that the ideas or work of others are correctly acknowledged using an acceptable and consistent citation method.
- The subject teacher or supervisor will build in waypoints, to check a student's work for any obvious ideas or work of others that might have been copied and not fully acknowledged.
- The teacher/supervisor should be vigilant of sudden unexplained changes in work, ideas or writing style of work and investigate such unexpected changes further
- The subject teacher/supervisor may ask examples of previous work or ask to see drafts or planning notes.
- The subject teacher or supervisor may quiz a student on the content of the work at any point of time to determine the authenticity of the work.
- Students will be asked to keep progress notes, attend conferences or to hand in drafts of work to teachers, and are never expected to submit a completed final draft without waypoint checks.
- Students – especially in the IB should be familiar with the IBO document *Effective Citing and Referencing (2014)* and use the checklist to ensure they fully and correctly acknowledge work.
- All subject teachers or supervisors will be required to follow the guidelines outlined above to detect plagiarism in any student's work.
- For formative assessment, students may be asked to complete all work on platforms like Google Docs, allowing the document history to be visible for progress observation.
- Students may be required to produce work at school under supervision to ensure authenticity.
- Students should plan enough time to fully complete academic writing tasks, so that academic dishonesty is not the result of time constraints.

- Turnitin, a plagiarism checker utilised by RISS, has developed new AI detection features.
- To assist in detecting plagiarised content in a student's work, RISS uses Turnitin, an anti-plagiarism software, to determine similarities between a student's draft work and the work of others. Turnitin, however, is a tool, and may not catch all plagiarised work. RISS will not hesitate to request for appropriate to documentation to protect the integrity of any formal submission by students
- A variety of open online sources can be utilised as a tool for identifying work suspected of being written by artificial intelligence.
- When teachers have questions regarding authenticity, they can also conduct a viva voce examination: request to see notes, sources, and engage in a discussion with the students for clarification. Teachers can then compare the writing style, sentence structure, and grammatical correctness to the student's typical writing voice.
- All work submitted for external assessment, will be submitted via Turnitin, a plagiarism detection programme.
- Students may be allowed by the subject teacher to use Turnitin to self-check for inadvertent plagiarism. Other academic institutions or exam centres may have more or different sophisticated plagiarism checkers.
- Students submitting work as part of the IB CP will be required to submit a documentation of authenticity with each assignment.

Penalties for Malpractice/Academic Misconduct

Students must adhere to the guidelines set out by the school and the examination boards. A breach of academic integrity in either the Diploma Programme or Career-Related Programme could result in discontinuation of the programme. The IB is emphatic that a diploma will not be awarded to students who are involved in academic dishonesty. Candidates are responsible if they submit work which is not authentic, whether intentional or unintentional.

If a student is guilty of malpractice in the normal course of the year's academic activities, a "1" is awarded, the teacher will invite the student to a conference to discuss the incident, the tutor and parents will be informed, and remedial steps will be taken to ensure the student understands the infraction and can learn from the experience. The malpractice incident will be logged on Magister.

Exam Years: if discovered before submission

If any work to be sent into the external assessment agency (IBO/ CIE/ Pearson) is found to be plagiarised, it is the school's prerogative, according to internal policy, to either allow the student to redo the assignment completely, or the school may choose to not submit the assignment, which will result in a non- submission for the student, and failure to obtain the diploma.

Exam Years: if not discovered before submission.

If the teacher identifies the work as authentic, the candidate signs a confirmation of authenticity, and the work is submitted to the external organisation. If the work is found to be plagiarised, the candidate will not be eligible to receive their diploma. The candidate must then abide by the decision of the IBO or CIE. The school is not liable if a candidate submits inauthentic work and it is not discovered by the school.

Other academic misconduct in relation to internal school-based systems

If a student engages in any malpractice or academic misconduct during the course of the year, no credit will be given for the work/ subject affected. A "1" (unmarked) will be placed on Magister, a logbook entry will be made, and the Head of Section will contact both the tutor, student and parent to discuss the incident. Other consequences might follow, depending on the circumstances and the school's disciplinary process.

Other academic misconduct in relation to external exams

If any malpractice occurs or is suspected during the external examination period, the school is obliged to report it to the external organisation (IBO or CIE).

Investigation of malpractice/academic integrity procedure

If malpractice is suspected, the teacher/invigilator will report it to the Head of Section, who will form a small committee and examine the work or evidence.

- The Head of Section will interview the student and teacher/supervisor, keep notes of the meeting, and may ask the teacher/ supervisor and students to keep detailed notes, or write a reflection of the events.
- If malpractice for internal processes is confirmed, the internal penalties in school will be applied.
- If malpractice for external assessment has been confirmed, the IB DP or IB CP Lead will report the case to the IBO/Pearson. (Please see *Diploma Assessment Procedures 2019*, p 38 – 42, of which the following is a summary)
- The IBO will conduct an initial investigation and may require the school to prepare further documents. Once the IBO is involved, they might decide:
 - Whether to dismiss the allegation, uphold it, or ask for further evidence or statements to be made.
 - The academic integrity sub-committee of the final award committee considers the evidence, and the outcome is decided.
 - If an allegation of a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way.
 - The penalty might be that no grade is awarded in the subject(s) or sections concerned. All other results will still be issued. Depending on the circumstances of malpractice, either a certificate of the other subject results will be awarded, or the whole diploma might still be rewarded. Malpractice is not indicated on the certificate.
 - The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
 - If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination sessions.
 - When the IB starts an investigation into academic misconduct, the coordinator is informed by email. The IB requires the coordinator to immediately inform the School Principal of the investigation.
 - Decisions of the final award committee may be appealed if there are acceptable grounds for the appeal. For further information about the process, acceptable grounds and any subsequent appeal, please refer to the Diploma assessment Procedures (2019).

Responsibility of the School

RISS will consistently teach the skills of research and citation methods for referencing to equip students with the necessary skills for academic writing.

- The school will brief all students (especially IB students) regarding Academic Integrity and ensure students have access to relevant information, and understand what constitutes academic misconduct, and what the possible repercussions might be.
- The school will make accessible the *Academic Integrity Policy* and the IBO's [Effective Citing and Referencing](#) (2014) both in school and on the school website
- Teachers should set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.
- The IB Lead will submit the student's work for final assessment to the IBO only after all steps for detecting plagiarism and authentication of student's work have been followed.
- Subject teachers and academic staff must be role-models of academic integrity, and make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Any member of staff who fails to ensure adherence to best practice regarding academic integrity, will undergo disciplinary procedures by the school leadership team
- Assignments, when possible, should be designed in such a way that they do not lend themselves to academic misconduct.
- RISS will build a supportive learning environment that allows students to receive information BUT also offer guidance to develop academic writing and study skills.
- Subject teachers should be able to interpret a similarity report as produced by Turnitin and assist students in interpreting and addressing any possible issues.
- Incidences of suspected academic dishonesty and misconduct will be reported, investigated, and dealt with consistently through the correct channels.
- All breaches of academic misconduct, whether caused by misunderstanding or deliberate, will be treated as serious, as they undermine the accreditation of learning. (Carrol, 2012, 6).

Responsibility of Students

The student holds the ultimate responsibility for ensuring that all submitted work to be assessed, or handed either internally or externally fulfils the academic integrity requirements for authentic work

- Students must acknowledge and support integrity as a core principle of the school's vision and mission.
- Students must act with integrity and in a responsible and ethical manner.
- Students are accountable for their actions and work handed in as their own original work.
- Students understand that plagiarism, whether advertent or inadvertent will constitute academic misconduct.
- Students must bear the consequences set by the school or external organisation if they submit work that is not their own, or engage in academic malpractice, of whatever nature.
- Students must approach teachers for clarification and support if there is anything regarding academic integrity they do not understand.
- Students should be familiar with the document *Effective Citing and Referencing* (2014).
- Students should practise consistent note taking skills and make clear research notes.
- Students should use quotation marks or indentation to show all text that is someone else's exact words and should reference direct quotes.
- Students should cite their sources so that readers can find them; if they cannot state the origin of the source, this source cannot be used. Students should also give credit for copied, adapted, and paraphrased material. If an idea is paraphrased, the source must still be cited. DP students are required to sign the academic integrity declaration form and submit it to the IB Lead to indicate their understanding of the requirements.
- Students should be aware that AI-generated text must be cited and carefully evaluated for accuracy and reliability. It is the user's responsibility to ensure that the information they are using is reliable and accurate.
- Students must submit work for assessment according to deadlines set by the school in order to allow time to check for originality by using Turnitin. This is to protect students and create the possibility to address any potential issues.
- For external assessment, DP students are required to authenticate their work either by signing a declaration of authenticity if the IB Lead uploads the work, or to upload it onto the IB dashboard and authenticate it themselves.

Responsibility of Parents

- Parents should understand what the requirements of the specific academic programme are, (FC, IGCSE and IBDP/CP) and ensure they read and understand the *Academic Integrity Policy* in terms of the expectations of their children.
- Parents are encouraged to ask for an explanation if there is anything about the academic integrity policy they do not understand.
- Parents should encourage their children to plan and schedule their workload so that students have ample time to plan and ask for clarification from their teachers.
- Parents should understand that disproportionate external support from outside the school, whether paid or unpaid, may constitute a form of academic malpractice.
- Parents should refrain from inappropriate levels of support with student's work.
- Parents and the school should maintain open and honest channels of communication.

Penalties for Malpractice across the school, especially at Foundation and Middle Years (internal)

- If a student has plagiarised a homework assignment, then they will receive a mark of “1” for that assignment and be given a warning about the seriousness of what they have done. The parents will be formally informed.
- If a student has plagiarised internal assessment work for their IGCSE (or IBDP/CP), then their parents will be called in to discuss with the student the seriousness of the malpractice and to make it clear that it is a serious breach of our Academic Integrity Policy. This will be documented via Magister, evidence kept on file and an appropriate penalty and disciplinary action will be decided by the school.
- Students sign off on the authenticity of their work. Our school must adhere to the requirements of any of its external exam boards.
- Any member of staff involved in any of the above practices, or who fails to ensure adherence to best practice regarding academic integrity, will undergo disciplinary procedures by the school leadership team. The International Baccalaureate, Cambridge Examination, Wolfert and the Country’s legislation have strict rules and expectations on exam malpractice and academic integrity and the school will adhere fully to their regulations and guidelines. The school will report all cases of suspected malpractice to the external examining bodies.

Policy – Sources of Information

This policy has been informed by the following official documents:

- "Academic Integrity in the IB Educational Context". IBO, 2014, 2016
- "Handbook of procedures of the Diploma Programme 2017", IBO, 2016, 2017
- "Diploma Programme Assessment Procedures", IBO, 2018, 2019
- "International Baccalaureate Diploma Programme A Guide to Assessment," IBO, 2014.
- IBO's Mission statement and Philosophy.
- IB Learner profile and RISS IB Learner Profile Plus
- RISS Vision, Mission and Values
- RISS Teaching and Learning Policy
- IGCSE Cambridge Malpractice Guidelines
- BTEC International Level 3 Business Specifications 2021
- RISS Privacy Policy
- RISS Data Protection Policy

The current policy is associated with the RISS Admissions Policy, the RISS Assessment Policy, the RISS Language Policy, RISS Learning Diversity Policy, Staff Code of Conduct, Wolfert Student Charter, Council of International Schools (CIS) and The New England Association of Schools and Colleges (NEASC).

References

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