ALASCA
AMSTERDAM LIBERAL ARTS & SCIENCES ACADEMY

Academic Integrity Policy

School policy on Academic Integrity

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CROSS REFERENCES to: Assessment Policy, School Support Profile (Inclusion & SEN policy)

REFERENCES: see Ch 10

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1. Introduction

At ALASCA, henceforth referred to as ALASCA, we encourage our students to research and to think critically and creatively. The students are asked to shape their ideas by discussing them with peers, by presenting their thoughts using images, displays or performances (real-life or virtual), as well as in multiple forms of writing. An enormous amount of information and opinions reaches everyone through (especially the digital) media. This can be both overwhelming and confusing with regard to the validity and origins of the information. Besides specific ideas and products may seem possibly valid and common knowledge to our students and staff members, but are in fact intellectual property of someone. ALASCA addresses this concern by installing a **culture** of transparency, authenticity and fairness resulting in Academic Integrity within the school community.

We recognize the following four goals to achieve Academic Integrity within our school community:

1. **to be able to find your way in the variety of (digital) sources of information.**

2. **to recognise the validity of information when doing inquiries.**

Working towards the above mentioned two goals, students develop media literacy as well as a keenness for an academic approach of integrity.

3. **to take responsibility for generating genuine individual and collaborative work and communicate confidently what has been learned.**

Using ideas from different sources is a process to construct a personal understanding of a statement of inquiry. This demands the students to learn at a higher cognitive level. As they learn to be transparent and explicit on how they have formed their ideas, what views they have followed, and which they have rejected, students become trustworthy. This requires practical referencing skills and knowledge and an attitude of honesty towards intellectual ownership. Transparently and correctly acknowledging the contributions of others in their personal learning process makes students reliable individuals.

4. **to observe and adhere to fair and honest assessment and examination practice.**

In assessing the learning process and progress of our students there are regular occasions of assessment serving a formative or a formal, summative purpose such as examinations. Academic integrity implies that the whole school community ensures a fair assessment of the learning, preventing any circumstance that would unfairly affect a student. (IBO, 2014a; IBO 2019b).

2.   Purpose of this Policy

The school is greatly committed to ensuring Academic Integrity amongst students, parents, teachers, and the school leadership. This policy document is written to provide a transparent reflection of how we view Academic Integrity as a culture being developed and maintained in the school community. It aims to define Academic Integrity and describes the expectations and responsibilities of the different stakeholders in our school community to install such a culture of Academic Integrity. The policy provides examples of good practice, describes behaviours considered academic misconduct and school maladministration and it outlines the procedures to follow when academic integrity is violated. This concerns a whole school policy and it must be clear that the standards of academic integrity meet higher expectations over the years. Due to this, breaches of academic integrity involving assessment products for examinations (DP, vwo or havo) have graver consequences.

The policy complies with the aims of the Academic Integrity policies as stated by IBO (2014a):
1.   "To guide students in acknowledging, through citations and referencing, the intellectual property of others.
2.   To develop an understanding that we must not take credit for the work which is done by others.
3.   To ensure that students do not gain an unfair advantage by being academically dishonest.
4.   To demonstrate our understanding of the learner profile attributes of being principled, balanced and inquirers."

The additional aim for ALASCA-students is:
5.   To properly prepare students for spending years studying at university, where academic integrity is held in the highest regard and is strictly enforced.

The policy is implemented "to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies" (IBO, 2015) and be published on the school's website as part of the school guide. Each year, at the beginning of the term, teachers focus the attention of their students on the Academic Integrity by reading the policy.

3.   What is Academic Integrity?

3.1   The value of original and authentic work

Academic Integrity reflects a set of values that promote personal integrity and good practice in learning, inquiry and assessment. These values enhance originality by identifying valid resources, to acknowledge intellectual ownership of ideas and a responsible attitude to be considered as trustworthy individuals. This not only creates a sense of personal accomplishment, it also enables fairness to the assessments that are made of the learning process, products and performances.

Within the school community the value of Academic Integrity forms a culture. Thus academic integrity is present and fostered at every level of consciousness, ranging from underlying principles, values and norms, to traditions, routines and rules. Everyone new to the school will be initiated into this culture in the explicit ways of formal learning in a module and, more implicitly, by experiencing models of good practice from the community of teachers, parents and leaders. Each member of the school community needs to develop a conscious awareness of what constitutes unacceptable behaviour to define the scope of academic integrity (see Ch 3.2). A culture of integrity at the school thus understands and avoids maladministration and installs student awareness of academic misconduct (see Ch 3.3).

Academic integrity follows from the school's Learner Profile (school guide; IBO, 2013) and is part of the Approaches to Learning. By fostering Academic Integrity the school community aims to model and develop the following learner profile attributes of students (all from IBO, 2013):

> **Inquirers:** "nurture curiosity and develop the skills needed to pursue their questions as they conduct inquiry and research."
> **Principled**: "act with integrity and honesty, with "a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere". They take responsibility for their own actions.
> **Open-minded** "appreciate [...] the values and traditions of others; seeking and evaluating a range of points of view".
> **Risk takers:** are brave and articulate in defending their beliefs; "explore new ideas and innovative strategies".

The school strives to create balanced, principled learners through a focus on cultural awareness, communication, and holistic (interdisciplinary) learning. Hence, students will often be working in collaboration with their peers in addition to using sources from experts all over the world to develop their understanding. Consequently students require to develop an academically honest attitude towards their own work and show respect for others' work.

An authentic piece of work is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a student for assessment should wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged[1].

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[1] References must also include acknowledgement of the source of an idea that is not the student's own. For example, a student could provide a footnote or endnote in the following manner: "The basis of this idea was originally expressed by a fellow student during a theory of knowledge seminar." (Johnson p46)

3.2   When is Academic Integrity breached?

When the originality or academic integrity of learning products becomes debatable we speak of **malpractice** and **misconduct**. Misconduct potentially results in the student or any other gaining an unfair advantage in one or more assessment components "whether deliberate or inadvertent" (Garza, C., 2014). Any unfair advantage affects the validity of assessments, ultimately affecting the value of qualifications for further education. This involves the whole school community of students, teachers, leadership and also parents. Accordingly in the years leading towards examinations everyone is expected to be fully informed, trained and experienced with the standards of Academic Integrity, understanding behaviours that can be considered as misconduct, even if it is unintentional, and apply themselves to avoid these. The school community strives the students to be honest about their learning products by appreciating both their personal part as their sources of inspiration and information.

Academic misconduct may be defined as passing off other people's work or ideas as one's own. It includes many behaviours including plagiarism, collusion and misconduct during assessment tasks. Most cases of plagiarism and collusion are not deliberate, but caused by negligence or ignorance of the rules and procedures to credit or refer others (Anyanwu 2004; MacGregor, Williamson 2005; Devlin & Gray 2007, as cited in Caroll, 2012). A simple way of checking the occurrence of dishonesty is to submit essays, reports and written projects through a plagiarism checker, such as Google Assignments. Using that information in combination with the student's research journal, a teacher can establish to what extent the content of a written product is original or not.

Unintentional plagiarism requires constant correction and advice from the teacher. There is no academic consequence. When noticed the teacher provides formative feedback and uses this cue for awareness raising activities.

Intentional misconduct needs to be taken seriously at all times and should lead to fitting penalties as can be read in the ch 6.7.

Academic Integrity can also be breached when, contrary to instructions provided by subject guides, school assessment programme or examination protocols, students are given an unfair advantage by the school. When that occurs it is considered **school maladministration**.
An example of maladministration can occur when a teacher gives students excessive assistance during coursework production process, such as by providing a template or framework to ensure the students can complete the task correctly. This can happen possibly involuntarily and with the best of intentions, yet this degree of support could affect the very nature of the assessment task, and hamper with the integrity of the assessment. Incidents of multiple editing of coursework by the teacher, unauthorised time extensions and lack of (trained) invigilators during examination sessions all may provide unfair advantages and therefore should be considered as school maladministration. When such incidents occur the exam board should report this to the school inspection and/or IB.

3.3   Recognizing Forms of Academic Misconduct

The school considers Academic Misconduct in the assessment programmes to be anything that provides a student an unfair advantage or that affects the results of another student (Caroll, 2012; IBO, 2016). It can occur deliberately or inadvertently. Below eight categories of misconduct are listed to inform the school community and create an awareness of norms derived from Academic Integrity. Taking a positive approach by supporting the development of academically honest behaviour and installing a culture of Academic Integrity, requires a broad understanding of which actions are

deemed as unacceptable. Explicit knowledge of these norms help to explicit Academic Integrity. The most common (deliberate or unintentional) breaches of academic integrity are defined as follows[2]:

1. **Plagiarism**— the representation, intentionally or unwittingly, of the ideas, words or work of another person as your own, without proper, clear and explicit acknowledgment. For example copying text or images from a book or website without appropriate attribution or without following citation conventions; the use of translated material, unless indicated and acknowledged is also considered to be plagiarism (Gallard, 2008 as cited in McGee 2012; IBO, 2014a; IBO, nd).

2. **Collusion** - occurs when the unattributed source is one or more fellow learners. For example: helping someone else to cheat, by allowing your own work to be copied without any acknowledgement (Caroll, 2012).

3. **Duplication -** presenting the same work for different assessment components or examination requirements. (IBO n.d)

4. **Misbehaviour** - behaviour before, during or after assessment activities in ways that may not be overtly misconduct but are against what is generally considered to be acceptable behaviour (Gallant 2008). This could be the refusal to follow directions at examinations, such as taking test materials from a classroom or using prohibited electronic devices (see IBO, 2014a). It could also be disruptive behaviour possibly distracting other students, or communicating with other students during the examination (IBO, n.d.).

The next four specific behaviours are considered deliberate academic misconduct without exception:

5. **Deception -** breaking an agreement about what can be used to complete course assignments without collusion or permission (Mcgee, 2013). For example by copying from other students without their permission, or getting assistance without permission possibly from someone not in the class e.g. a parent (Rowe, 2004; Dietz-Uhler, 2011, both cited in McGee, 2012).

6. **Fabrication**—making up data, results, information, or numbers, and recording and reporting them as authentic (Gallant 2008).

7. **Falsification**— altering research, data, or results to accurately portray information in reports (research, financial, or other) or academic assignments (Gallant 2008).

8. **Misrepresentation**—falsely representing oneself, efforts, or abilities (Gallant 2008), such as by making an assignment for another student under his or her name.

Clearly Academic Integrity involves the effort of the whole school community of students, parents, teaching staff and leadership. In this sense violation of Academic integrity affects the integrity of our school.

From research on academic honesty it appears that most cases of plagiarism and collusion are unintentional (Anyanwu 2004; MacGregor, Williamson 2005; Devlin, Gray 2007 all cited in Jude Caroll 2012). Students often misunderstand what rules mean and how they should act to comply with them (Lathrop, Foss 2005; Pittam et al 2009 cited in Jude Caroll, 2012). Using the odd words, phrases or cut-and-paste fragments of another, may seem harmless yet avoid the desired contemplation on and synthesis of ideas. Indeed proper paraphrasing requires full understanding, skilled expression and full intellectual effort. As often said: knowledge workers stand on the shoulders of others. Yet learning to master this complex task to acknowledge and respect the others' contribution requires practice and a study of examples. Hence the school considers it important to provide interventions in order to develop a culture of academic integrity from the first to the final exam years.

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[2] The school's exam regulations provide a summary of misconduct in written examinations (IBO, 2016); details which will be clarified to the students in the course of the year leading towards final examination.

4. Examples of academic integrity in practice

Academic Integrity comes into play in various school products and performances. To understand some of this scope some scenarios taken from the IB publication *Academic Integrity in the IB context* (2014a) show examples of academic integrity in practice in the diploma programme[3].

Academic Integrity in the school programme: Diploma Programme		
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills	
activity	Culminating project	Group work
DP assessment task	English A Extended essay	Psychology Internal assessment
Scenario	A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites. The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.	A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is not appropriate but wants to be popular with the group. The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.

Table taken from *Academic Honesty in the IB context,* IBO 2014a

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[3] When the policy is reviewed we will be able to replace these with examples from our own school practice, including examples from the years 1 to 4 and the pre-university exam years. For now it illustrates academic integrity

Academic Integrity in the school programme: Diploma Programme			
Approaches to teaching and learning	Self-management, social, communication, thinking and research skills		
activity	Oral presentation	Creative work	Independent work
DP assessment task	TOK presentation	Visual arts Studio work	Design Technology Internal assessment
Scenario	A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice. The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.	A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered "copying". She asks her visual arts teacher for advice. The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, "After ... ", so that it is very clearly attributed.	A DP student is completing her Design Technology internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions, as she feels it would make her analysis and solution stronger, and help her achieve a better mark. As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a cover sheet confirming the authenticity of the work. The student realizes that fabricating her client's responses could have far-reaching consequences as a case of academic misconduct.

Table taken from *Academic Honesty in the IB context,* IBO 2014a

5. Academic Integrity within the School Community: expectations and responsibilities

Fostering a culture of Academic Integrity is an effort and responsibility of *every member* of the school community. Therefore everybody has a role in this. This chapter explains the expectations and responsibilities within the whole school community to create and maintain this culture.

5.1 The Head of school

The head of school acts as the touchstone of academic integrity and is responsible for:
- Ensuring that the Academic Integrity policy is created, completed and communicated clearly to the wider school community i.e. the teachers, the students and their parents or legal guardians.
- Establishing the school's academic integrity policies, by making sure that other school policies, i.e. the Assessment Policy and the School Support Profile (Inclusion & SEN policy), are in line with the Academic Integrity Policy.
- Promoting good practice and a school culture of academic integrity.
- Issuing guidance for, and professional development of teachers to be knowledgeable about what constitutes the Academic Integrity and to be consistent in their actions when confronted with academic misconduct.
- Delegating responsibility to various members of the school staff and for establishing a school culture where students and teachers are all aware of both the importance of academic integrity and the serious consequences of academic misconduct.
- Timely communicating the principles of academic integrity to parents and legal guardians, and preventing any misunderstanding regarding what constitutes academic misconduct or school maladministration.
- Ensuring that students are held accountable when involved in academic misconduct incidents.
- Ensuring that teachers and school administrators are held accountable when involved in a maladministration incident.
- Supporting the IB in any investigation into possible student academic misconduct, following the guidance provided by IB or the School inspection.
- Supporting the IB in any investigation into possible school maladministration, following the guidance provided by IB.

5.2 The Mentor Teams and Examination board

The three mentor teams of the lower years and the examination board (the DP coordinator, Career Counsellor, *examination chairperson*[4] and 2 (or 3) teachers) of the senior/exam years, all play a crucial role in creating and maintaining the culture of Academic Integrity. These teams are responsible for all members of staff (i.e. teachers, teaching assistants, trainees, the special needs educator, librarian and lab assistants) to have an up-to-date understanding of the academic Integrity policy. These teams are expected to:
- prepare and lead activities within the year levels to foster the culture of academic honesty in a constructive manner by providing up to date information and guidance.
- ensure that all the academic integrity policies are applied fairly and consistently (see ch 6.7).
- ensure that confidential materials of the IBDPand the Dutch National examinations are stored securely in compliance with IB requirements and national standards (examination board chair).

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[4] In Dutch: referred to as "*de examensecretaris van de examencommissie*".

- Immediately notify the IB or the National Inspection of any breach of the procedures for the secure storage of examination materials or of the conduct of the exams, in accordance with the procedures described in the relevant documents of the school, IB, and the government.[5]
- ensure that teachers, students, and parents and legal guardians have a copy, read and understand the Academic Integrity policy and the relevant regulations.
- supervise all the activities relating to the investigation of cases of student academic misconduct and school maladministration, according to the school, Inspection, and/or IB policy.

5.3   The School staff

All teaching and non-teaching staff members are expected to model academic integrity as a team acting as good role models to their students. They are expected to have the same level of understanding of the school's academic integrity policy and to be supportive of the culture of academic integrity. Aimed at supporting the student's learning and developing, effectively all members of staff need to find a balance between giving assistance and allowing autonomy.

Teachers must be aware of the amount of support they can give to students, in accordance with the restrictions and expectations of the various programmes regarding students to work autonomously producing original work. Frequently the students must be reminded of the importance of academic integrity as a condition to enable real knowledge construction and of the methods to maintain this. Teachers are thus expected to involve learners in actively considering how the ideas of others contribute to their own understanding. The teachers are not acting as mere watch dogs guarding against misconduct; it is the student's duty to respect our policy of academic integrity.

Basically teachers must be certain that any work submitted to them is indeed the students' own autonomous work. If there is any doubt, the teacher will first discuss this with the student(s). In case they are confronted with a breach of academic integrity, teachers should be sensitive to the fact that more could be in play than making an offense: not only lack of training, understanding or practice but also conditions such as time pressure and stress could be in play. Various other circumstances such as the easy access of information and ample support, unduly pressure to be successful, the trivialization of misconduct incidents, absence of repercussions, inconsistent instructions and so on, may explain the incident and call for pedagogical support of the student instead of immediate punishment.

The members of staff furthermore must be aware of and enact the administrative procedures that are required to secure the integrity of the students' work. Essentially teachers and students both should be able to learn from the mistakes made, developing a common sense of academic integrity by appreciating its immanent merits rather than out of penalty avoidance.

The team of teachers is thus expected to take responsibility by....
- Keeping themselves updated and informed about referencing styles and methods of promoting academic integrity;
- Supporting and carrying through the school's *Academic Integrity Policy*;
- Actively promoting a culture of academic integrity, and simultaneously ensuring that students understand what constitutes academic misconduct and its possible consequences;
- Teaching the students throughout their modules...
  - o   how to plan their work and allocate time effectively;
  - o   how to recognize and select reliable sources of information;
  - o   how to recognize and avoid plagiarism;

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[5] the *exam regulations of the Esprit Schools Foundation, Diploma Programme Assessment Procedures (IBO, 2019a)*, and *Final Examination Act vwo-havo-mavo-vbo, and the secondary education act.*

- o   how to give credit/reference to a variety of resources;
- o   how to act when witnessing a breach of the integrity;
- o   who to refer to if they have doubts concerning academic integrity;
● Planning a manageable workload for students to avoid stress;
● Clarifying the expectations in relation to assignments: how outcomes will be evaluated, the due dates and the implications of submitting work after the due date;
● Adapting assignments to suit individual abilities, circumstances and learning styles giving all students a fair chance to show their learning *(see the [School Support Profile (Inclusion & SEN policy)](#)*;
● Providing formative feedback at regular intervals on the progress so the students can create a better self concept and reduce unduly pressures.
● Ensuring that students are not provided with multiple rounds of editing (which would be contrary to instructions of the various assessment programmes) by giving appropriate feedback effectively.
● Being vigilant towards misconduct, particularly towards *plagiarism, collusion, cutting and pasting from the Internet* and *deception*;
● Ensure that all student work is appropriately labelled, saved and securely stored to avoid any errors when submitting formal assessments;
● Responding to student academic misconduct and supporting the school's and IB's investigations;
● Responding to school maladministration and supporting the school's and IB's investigation;

5.4   The Parents and Legal Guardians

Parents and legal guardians play an important role in promoting academic integrity. They are often better able to establish the authenticity of their own children's work done at home, yet they need to have an awareness of what academic integrity constitutes as well as academic misconduct. Lacking this knowledge, parental support may unwittingly breach the academic integrity: support may give students an unfair advantage, for example by writing or over-editing the students' work. Parents who are aware and supportive of academic integrity, may also be better able to provide conditions for their children to work independently. Thus, as part of the school community, parents and legal guardians are expected and encouraged to:

- Read the Academic Integrity Policy and discuss it with their children;
- Understand the school's internal policies and procedures that secure the authenticity of their children's work;
- Understand what constitutes student academic misconduct and school maladministration and their consequences;
- Discuss academic integrity constructively with teachers and school officials and contribute to the school discourse about academic integrity and how to promote it.
- Serve as role models for the children in their care to support the culture of Academic Integrity and model academic integrity;
- Support their children in planning a manageable workload so they can allocate time effectively;
- Report potential cases of student misconduct or school maladministration to the Head of school and/or the school inspection/IB;
- Submit only genuine and authentic evidence to support a request for "inclusive access arrangements" or "adverse circumstances considerations" for their children (*see the [School Support Profile / Inclusion & SEN policy)](#)*;
- Refrain from providing any support in the completion of work of their children.

The Academic Integrity policy must be clearly communicated to parents: in the admission process to the school as well in the periodic newsletters. The parent committee should also play an important role in spreading and reinforcing the Academic Integrity among parents and legal guardians.

5.5   The Students

Already at a young age, students are often expected to be able to distinguish
between what is right and what is wrong. In the context of Academic Integrity, one of the most
important attributes is to be "principled" and all students are expected to act honestly, responsibly,
and ethically. The students are expected to understand and accept the principle of academic integrity
and deal with the demands this places on them. In return, the students can expect the entire school
community to support them in understanding the importance of academic integrity and the crucial
role it plays in all education, science and society. Furthermore, the school supports students to learn
how to act when they come across or suspect a breach of integrity.
In all learning activities, the school aims that students develop an understanding of their personal
role in the process of their own learning. Subsequently, by developing such 'metacognition', the
school encourages students to act responsibly to produce and submit genuine and authentic work to
ensure the fair assessment of their actual learning achievement. From the start, students will receive
policies and rules in an (age) appropriate format to understand the school's position on Academic
Integrity. Students must appreciate that academic integrity is an essential principle of education and
knowledge construction and is not merely about avoiding misconduct or avoiding getting caught.

Students must be aware that the requirement to acknowledge sources extends beyond text taken
from the Internet, CD-ROMs, books, magazines and journals. The concepts of intellectual property
and academic integrity include, for example, the use of footnotes or endnotes to acknowledge the
source of an idea, if that idea emerged as a result of discussions with, or listening to, a fellow student,
teacher or any other person. The school has chosen to use the APA convention for citing and
bibliography: http://www.bibme.org/citation-guide/apa.

To respect and maintain academic integrity students are expected to:
- take responsibility for their own work.
- use data for an assignment, which they have actually gathered themselves.
- be truthful and forthright in their records of e.g. service learning and CAS[6].
- work individually unless otherwise instructed.
- only submit work of their own making and do not copy other people's work.
- reference sources according to agreed-upon (age-appropriate) bibliographic formats.
- use information technology and library resources responsibly.
- are expected to know that the purpose of evaluation or assessment, is to show what *they* know, understand, and can do and therefore it must be visible that it is *their own* work that is evaluated or assessed.
- Students will always appropriately give credit to any outside research used to inform their product;
- recognize the difference between individual work and collaborative/group work.

When working together in a collaborative activity, …
- students are expected to recognize and encourage contributions of others in the group;
- each group member takes responsibility for his or her roles/tasks and makes sure that the other group members understand the task and their responsibilities;
- the product should visibly reflect each member's contribution, when a group product is required;
- each student's work should be explicitly acknowledged;
- each student is capable of reflecting on his or her participation and the participation of the other members of the group;
- students are able to reflect on the group's processing and communication;

With regards to processes to manage academic integrity incidents, students are expected to:

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[6] CAS: The core programme of Creativity, Action and Service of the Diploma Programme.

- Have a full understanding of their school's policies;
- Give appropriate credit to any person whose work has informed or inspired their own work;
- Respond to acts of student academic misconduct or school maladministration and report them to their teachers or programme coordinator;
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities;
- Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products;
- Refrain from receiving unallowed help 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;
- Refrain from giving undue help to peers in the completion of their work;
- Show a responsible use of the internet and associated social media platforms.

6. Ensuring Academic Integrity in the community

A number of school approaches are used to foster a learning culture that ensures a solid understanding of, and respect for the Academic Integrity at the school (recommendations taken from McGee, 2013). A team of teachers has been formed to develop a learning pathway from year 1 to 6 to develop the Academic Integrity within the whole school community.

6.1   Clarifying the Academic Integrity Expectations

- Right from the start, students learn how to select, use and refer to library and internet sources throughout the curriculum (see *Effective citing and referencing*, IBO 2014b, and *The Academic Honesty Guidebook, Achterberg, 2018*):
  - In the first term of year 1 all students follow an **Information skills module** to learn how to acknowledge authorship and intellectual property to attain academic integrity (APA, see also appendix 1). These information skills are then reinforced by all teachers as part of the Approaches To Teaching and Approaches to Learning during their specific modules.
  - In year 3, during the **module of research methodologies**, further information skills are introduced, learned and practiced in context of research.
  - In year 4: as the **assessment programmes**[7] for havo and vwo examinations start, the students again become informed about the need of academic integrity as well as the consequences of misconduct by reading the academic integrity policy.
  - At the beginning of year 5, during the preparatory week, the academic integrity is again discussed with the students in the context of the **Extended Essay (Profiel werkstuk)** , yet now in the light of official, external assessment of their work, revising tools and understanding consequences of misconduct. For new students a workshop is offered to become initiated to the culture of academic integrity.
- At the beginning of the school year, all students read the (summarised) **academic integrity policy** and are asked explicitly to commit themselves in upholding the integrity.
- In years 3 and 5, the **academic honesty pamphlet** is used to reopen the discussion on academic Integrity, to distinguish forms of misconduct and to encourage honesty (see: *Academic honesty in the IB educational context* (IBO .n.d).
- The teachers of the language modules lead **classroom discussions** in which they define academic integrity and misconduct linked to all fields of arts and science in the appropriate way to that year's learning activities and skills.
- Every time research is undertaken by teachers and students, teachers collaborate with other facilitating members of staff to reiterate **citing and bibliography expectations**.

6.2   Valuing originality and academic integrity

Fostering a culture of respect for original and authentic work within the school community:
- During class, wherever relevant, **the origin of ideas** is discussed as well as how to make this origin transparent and clearly visible to others.
- **Formative feedback** is provided on the Academic Integrity within products, (inquiry) processes and performances. The visibility / clarity of Academic Integrity has been made part of the rubrics.
- All lesson materials, presentations and documents model how sources are explicitly acknowledged, i.e. by modelling **the proper use of references**.
- **Evaluating the originality and academic integrity** found in the students' submitted work e.g. using Google's plagiarism checker the importance of this aspect is reinforced.

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[7] In Dutch: Programma van Toetsing en Afsluiting (PTA).

- All incidents when integrity is breached by ignorance, are used to learn and teach each other ways to avoid repetition and thus **learn from mistakes**.

6.3   Constructing valid assessments and delivery with foresight

- Assessments are made into **a student's learning experience**. Overly difficult or overly easy tests tend to encourage cheating. Assessment activities are therefore constructed to have a difficulty/challenge matching the achievement level that has been chosen by the student i.e. foundation, advanced, expert, or excellence.
- To **know the assessment takers:** teachers regularly speak with their students gauging the student's true level of knowledge. Unexpectedly good or poor performance on an assessment task are then more easily detected, providing cues for discussions.
- The **teachers invigilate** formally and seriously to ensure that students take assessments in accordance with our academic integrity policy. This enables students to recognize and respect the value of academic integrity that the school treasures.
- **Assessment security** is ensured: the records of achievement and feedback is stored in a password protected environment, i.e. Google Classroom and Magister. Teachers respect the online safety precautions concerning password security and a backup of the assessment record is stored separately to prevent unauthorized manipulation.

6.4   Utilizing Pedagogical Strategies

Setting the tone for ethical behaviour will pave the way for students to complete course requirements and be actively responsible for their performance (McGee 2013):
- **Teachers involve students** not only in the (re)development of the academic integrity policy but also in providing examples of violation of the policy to ensure that there is no question about what constitutes misbehaviour as has been suggested by Sielo & Sileo (2008, cited in McGee 2013). This involvement not only engages and empowers the students within the bi-annual policy review cycle, it also helps to educate them.
- Students **keep a journal** to document each source of information encountered during their research or learning process.
- **Continuous feedback on progress and ability** will help to improve academic integrity. Authors as Mc Gee (2013) confirm the school's experience that when students breach academic integrity, this mostly occurs when they have run out of time or when they feel too much stress to perform. The teachers are aware of this concern keeping track of such pressures and coaching students on progress and ability.
- Cases of misconduct always receive a fitting response to prevent a notion of "being able to get away with dishonesty" of developing among the students (see ch 6.7).

6.5   Tools and approaches suggested for the future

As the schools develops, additional tools and approaches are envisaged as being used in the future:
- Teachers encourage students to **work with a portfolio**, journal or laboratory notebook to document and acknowledge the sources and development of ideas. Moderation and sharing of such process documentations can foster a culture of acknowledgement.
- As part of the professional development, **teachers are trained how to select, use and refer to sources** (from the library and internet), to foster academic honesty and detect breaches of academic integrity.

6.6   Academic Integrity in the assessment programmes

Coursework is part of the formal assessment programmes[8] of all subjects of the IBDP, pre-university education and Senior General Secondary Education. Ensuring the integrity in the production of the course work is a high priority: violation of integrity will have severe repercussions for the students involved (see 6.7), yet it also reflects the school's academic culture.
The following precautions are made:

- At all times, students are advised to acknowledge the ideas and work of others, as honestly and accurately as possible, even when the source cannot be stated with absolute accuracy.
- Students are expected to review their own work before submission for assessment to identify any passages, data, graphs, photographs, computer programs etc. that still require acknowledgment.
- As a safeguard to their benefit, students are expected to comply with all school deadlines, as this allows time for revising work that is of doubtful authorship before the submission of the final version.
- The teachers support students in the preparation of their work for assessment and help to ensure that all students' work complies with the requirements of the course, yet their support should not exceed the limits set for each subject.
- When assessing regular work produced in class or at home, and also draft versions of coursework later to be submitted for assessment, teachers should give feedback on each student's use and acknowledgment of sources as appropriate.
- Even though teachers are in a position to judge whether a student's work is authentic, routinely all final work and major drafts submitted for formal assessment will be routinely checked for authenticity through Google Assignments.

Teachers may detect misconduct while marking a draft, running a check, interviewing the student, noting unusual material during assessments, hearing rumors and innuendo, comparing assignments, etc. If a teacher or the coordinator has reason to believe that part or the whole of a student's draft work submitted for review and prior to final submission might be considered to be in violation of the principles of academic integrity and constitutes a case of misconduct, they must draw the student's attention to this risk and her/his duty to respect the policy and requirements of academic integrity. Any suspicion of academic misconduct that arises thereafter must be reported to the educational authority of the examination programme[9] and acted upon (see ch 6.7). Once a student has submitted the *final* version of his/her work to a teacher it cannot be retracted.

The penalties imposed on a student found guilty of misconduct are implemented in order to:

- Ensure that the student does not gain an unfair advantage;
- Maintain the integrity of the examination session by excluding those students who have abused the system;
- Deter other students from taking the same action;

6.7 Consequences of Academic misconduct

Every student is responsible for ensuring that the final version of any work is authentic, with the work or ideas of others fully and correctly acknowledged. Students themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was perhaps unintentional. The same principle applies to collusion and other forms of

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[8] The assessment programmes refer to the specific assessment programme that composes the "school exam", but also to the coursework required for the formal assessment of the subjects of the IB Diploma Programme.
[9] This is the education inspection in case of the vwo or havo examinations or the IB in case of the internal assessment and exams of the Diploma Programme.

academic dishonesty.   A breach of Academic Integrity, even unintentional, has severe repercussions.
For the IB candidates: see the *General Regulations: Diploma Programme* articles 20, 21, and 22 (IBO, 2016b).

Upon discovery of plagiarism, collusion, misbehaviour or duplication in submitted work, this (part of the) work will not be used for assessment and the incident will not pass unnoticed. In the junior years, the teacher discovering the misconduct, will discuss the incident with the student and inform the student's mentor, who will then discuss this in the mentor team. In the senior years (year 4 to 6) the teacher directly informs the examination board.

6.7.1 Formative measures when misconduct is detected in the junior years.

Depending on the re-occurrence of the misconduct specific formative measures will be taken:**First incident**
- The mentor will give the student a guidance session on what academic integrity is and how it can be put into practice.
- The student will need to adjust the part of the work that contained the academic misconduct; this will be used for summative assessment of the module.
- Parents will be informed.

Second incident
- Parents will be invited into school for a meeting.
- The student will be given a substituting task or test covering the same objectives and assessment criteria.
- The student signs a formal letter of commitment about future conduct.

Third incident
- The student will be suspended from school for a time to be decided by the Head of school.
- The student will need to fully repeat the module, in a form and time to be decided by the mentor team or examination board.
- At this point the mentor team / examination board will decide, together with the Head of school, whether the student is eligible to continue at the school.

6.7.2 Consequences of misconduct in the senior (exam) years 4 to 6

In the senior years students are expected to have acquired more awareness of academic integrity and the importance of authenticity of any submitted work is even greater being a part of their assessment programme i.e. final examination. Academic misconduct has severe consequences and places the student at risk of being excluded from the exams for that subject. Thus a more severe protocol of incremental measures is applied to the assessment of diploma programmes for havo/vwo and IB. In case misconduct is detected or suspected in work submitted for summative (external) assessment in the IB Diploma Programme, the International Baccalaureate Organisation will be notified.

Upon detection, the teacher discusses the found misconduct with the student for confirmation of the misconduct found. The teacher informs the examination board, who then informs the parents or legal guardians about the occurrence. The student, the parents/legal guardians are given the opportunity to contest the teacher's finding. A meeting is then arranged with the examination board, including the DP coordinator, to discuss the incident and its consequences.

The following measures can be decided upon by the examination board:
- The student is placed on behavioural probation which may include:
  - a one or more days suspension from school.
  - the requirement to review the school's policy on academic integrity and sign in agreement.
- Within limited time (eg. 72 hours) an authentic piece of work to be submitted to the teacher for assessment.
- The submitted work will be assessed and graded using the set criteria for the task, yet the plagiarized/colluded sections of work will not be taken into consideration.
- No grade will be awarded for the particular subject. If no grade is issued for a subject that contributes to a candidate's diploma, no diploma will be awarded to the candidate in that academic year.

A **Board of Appeal** will be available, composed of the Head of school and the Deputy Head. In case of "some reasonable doubt" the parent can request this meeting. Every meeting must contain both the parent and the appealing student.

If the parents or legal guardians do not agree with the outcome of the appeal, they can address their appeal to the Esprit board of directors who will then create an independent committee to evaluate the appeal[10]. This is the arbitrage.

6.7.3 Misconduct detected after work has been submitted to the IB.

If, despite the authenticity checks and precautions, academic misconduct is detected or suspected in a candidate's work already submitted to the IB, the DP coordinator will inform the IB as soon as possible. The following actions formal penalties and consequences as described in the *General regulations: Diploma Programme* (IBO, 2016b), will be applied by the IB and its Final Award Committee:

1. When academic misconduct is suspected by the school, an examiner or the IB, **the school will be required to conduct an investigation and provide the IB with statements and relevant documentation concerning the case**. No grade will be awarded to the candidate in the IB subject(s) concerned, if the school fails to support the investigation into possible academic misconduct.
2. If the IB notifies that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, **it is permissible at the discretion of the Head of school for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred**. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. **If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.**
3. **A candidate suspected of academic misconduct will be asked by the school's DP coordinator to present a written statement that addresses the suspicion of academic misconduct**. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.
4. **The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee of the IB**, comprising IB staff, school representatives, and chief/deputy chief examiners[11].

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[10] See the *exam regulations of the Esprit Schools Foundation,*

[11] Any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

5. Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee of the IB. After reviewing all statements and evidence collected during the investigation, **the subcommittee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made.** If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

6. **If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned, proportionate with the severity of the misconduct**.

7. **If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate**. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will still be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

8. **If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session**.

9. **If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued.** If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

7. Introducing (new) teachers to the Academic Integrity policy

The Academic Integrity policy is shared with all the staff members at the beginning of the year (first week), when time is taken to refresh the active knowledge of the school's policies. All teachers are asked to

1. Read and understand the Academic Integrity Policy;
2. Consult the subject guidelines on instructions and limitations on teacher support;
3. Consult "Effective citing and referencing" published by the IBO (2014b);
4. Use APA as the referencing standard at the school (http://www.bibme.org/apa);
5. Receive training in effective academic integrity to use sources of teaching materials;
6. familiarise themselves with the use of Google Classroom plagiarism checking software.

After having read and studied the materials there is a (new) staff meeting to discuss questions raised and establish a consensus on the policy. During that meeting a plan is made for the when and how to integrate activities for developing Academic Integrity in the school community.

The final activity for new teachers is to experience the available lesson materials to practice citing and referencing (Achterbergh,M., Lustenhouwer,S., 2018). This will bring them up to date on how students are trained in academic integrity skills each year in the different year levels.

8. Links to other school policies

The Academic Integrity policy is closely linked to the *Assessment Policy* as academic integrity is intentionally addressed during formative evaluation and summative assessments. This policy also ties into the school's vision on learning as academic integrity is required for the students to construct their own knowledge when trying to answer an inquiry statement.

In particular the *the core elements* (Theory of Knowledge, CAS/service learning and Extended Essay) benefit from the academic integrity policy. The Theory of Knowledge (TOK) as a place where this topic will often be discussed as well as the need for Academic Integrity when developing TOK presentations and essays. Throughout *Creativity, Activity and Service (CAS)* the making of a CAS portfolio to document and reflect on CAS projects and experiences also will greatly require academic integrity skills. Finally, the *Extended Essay* depends to a great extent on the students having developed good academic integrity skills.

9. Policy review

This Academic Integrity policy, first drafted in 2019/20, will remain a policy in development. As the nature or sources and media availability develops and changes in unforeseeable ways, so will the need to review and re-establish the school's culture of Academic Integrity remain to exist. After the initial implementation of the policy, the first review will be planned at the end of that school year to evaluate the effectiveness of the policy. The revised policy then can be implemented in the next school year.

From then onwards the policy will be reviewed in a two year review cycle by the school community: teachers, students and parent committee. A two year review cycle will enable the school community to redesign, implement and gain experience with more developed ways to foster the general awareness and ownership of information. Involving parents and students in the review will strengthen the culture of Academic Integrity.

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Appendix 1: Academic Integrity lesson materials

An *information and resource team* has been formed to develop the vertical articulation of the lessons and modules contributing to the academic integrity culture in the whole school community.

In the first year of ALASCA all students follow a module of Information skills to introduce them to the principles of Authentic Authorship and Intellectual Property. This module is taught in Dutch and is reinforced in all modules thereafter.

In the future we may consider using the academic honesty guide (Achterbergh,M., Lustenhouwer,S., 2018) available as an interactive I-book at DENISE to review and practice the principles of academic integrity in the higher years.. With their permission this will be made to suit our school
2018_academic_honesty_guidebook.pdf

Appendix 2: Student Summary of Academic Integrity Policy

The summary will be made following the school acceptance of the revised policy in February 2021.

Appendix 3: Academic Integrity Poster