

## International School of Zug and Luzern Academic Integrity Policy

### *Our Mission*

We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of opportunities and challenges in a spirit of enthusiastic inquiry.

### *Our Vision*

We help every student turn learning into action, creating opportunities for students to stretch themselves further and achieve more than they believe possible.

### *Our Values*

**We respect.** We show empathy and are inclusive and thoughtful in our interactions with others. Every person is valued and valuable.

**We motivate.** We inspire each other and grow by building on everyone's individual and collective passions.

**We achieve.** We create an exceptional learning environment focused on academic achievement and holistic development.

(ISZL, 2020)

## 1 Introduction

All members of the ISZL community strive for an ethical culture with personal and professional integrity, as “we respect”. The entire community seeks to authentically construct meaning and learning in all ISZL and IB programmes. We believe that *“Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.”* (International Baccalaureate Organisation, 2019).

ISZL students understand their “responsibility for producing authentic and genuine individual and group work”, “how to correctly attribute sources, acknowledging the work and ideas of others”, “that they have a duty to responsibly use information technology and social media” and “how to observe and adhere to ethical and honest practice during examinations” (International Baccalaureate Organisation, 2019).

## 2 Applicability

This policy applies to all.

## 3 ISZL School-Wide Context School

The IB learner profile attributes are used to frame academic integrity and our Approaches to Teaching and Learning (ATTL) develop these skills throughout our programmes.

Beginning in the Early Years of Primary School, students are encouraged to understand the concept of academic integrity as part of their responsibilities as a whole. The skills and understandings required are introduced in the Primary School as learning experiences with no sanctions for academic misconduct.

Within the MYP programme a more detailed understanding of the skills required is taught. The development of these skills happens in subject specific lessons, and are supported by teacher librarians and educational technology coaches. Within the MYP programme incidents of academic misconduct are treated as learning experiences but sanctions are applied. The personal project is an important stage in the continuum as students are expected to have a clear understanding of their responsibilities by this stage. Overall an increasing level of personal student responsibility is developed in grades EY1-10. Significant incidents of academic misconduct are recorded in iSAMS as a student concern.

In grades 11 and 12 students take responsibility for applying their understanding and following the ISZL guidelines on academic integrity. The skills continue to be developed by teachers, coaches, librarians, supervisors and coordinators. Incidents of academic misconduct continue to be considered as learning opportunities but may have serious consequences if the misconduct is repeated or obviously deliberate.

At ISZL we have a community with diverse cultural and educational experiences; hence, it is important to acknowledge that there could be a variety of understandings towards the notion of academic integrity, including plagiarism. In some cultures, for example, to paraphrase an author's words can be seen as respectful, which can result in work that other cultures would consider to be plagiarised (Hayes & Introna, 2005, p.214). It is useful to understand that many students from non English speaking backgrounds can be in early stages in the development of their academic language skills and so are at particular risk of engaging in what we would consider to be academic dishonesty simply because they lack the vocabulary or grammatical range needed to correctly paraphrase others' work (Volkov, Volkov, & Tedford, 2011, p. 24) (see also the ISZL Language Policy). By understanding that some students may come to ISZL with significantly different ideas about how the work of others should be utilised or even appropriated, we can better support their process of understanding ISZL's concept of academic integrity, and in doing so, reduce both intentional and unintentional occasions of academic misconduct.

#### **4 Rights and Responsibilities of ISZL Community**

School Leadership Team will:

*(At ISZL, this includes the Senior Leadership, Assistant Principals and Programme Coordinators)*

- Provide a supportive and open culture which values and develops academic integrity through honesty, trust, fairness, respect and responsibility.
- Ensures that all ISZL and IB policies are applied fairly and consistently. - Provide structures for all stakeholders to regularly review and engage with the academic integrity policy.
- Provide opportunities for professional development by educators in best practices with respect to approaches to teaching and learning that support academic integrity. - Model academic integrity in the production of school communications. - Ensure that all members of the community are familiar with the support structures and consequences for academic misconduct and are familiar with all Programme specific regulations relevant to ISZL.
- Ensure that there is a properly managed and spaced Internal Assessment Calendar to allow

students to have manageable workloads.

## 2

- Ensure that the school complies with the IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements.
- Support teachers and students involved in a reported case of academic misconduct and report any incidences when appropriate to relevant external agencies.
- Provides access to an appeals process for stakeholders involved in an alleged case of academic misconduct.
- Supports the IB in any investigations of an infringement of academic integrity and supervises all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

Teachers will:

- Engage in behaviour which helps support the school's culture of academic integrity. - Review academic integrity with students and ensure they have the opportunity to ask questions to develop their understanding.
- Support students to develop the Learner Profile attributes and through these an understanding of integrity, honesty, trust, fairness, respect and responsibility. - Implement the appropriate range of approaches to learning for their students that support the skill development for academic integrity.
- Teach students how to use the age appropriate school referencing tools. - Model academic integrity in the production of teaching materials, acknowledging sources and following relevant copyright rules.
- Understand the age appropriate level of academic conventions in citation of sources. - Communicate expectations in line with the academic integrity policy.
- Engage in professional development that highlights best practices in ATTL and academic integrity.
- Collaborate with other educators to deliver a coherent approach to academic integrity. - Use formative assessment to support students in their understanding of academic integrity. - Ensure students understand and comply with IB guidance / external agencies, subject/programme appropriate, in the preparation of work to be submitted to the IB, ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides (see also ISZL Assessment Policy).
- Ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB.
- Ensure students are aware of the IB Ethical Guidelines for experiments and ethical work when appropriate (International Baccalaureate Organisation, 2015).
- Ensure that students understand what constitutes academic misconduct and its possible consequences.
- Communicate and guide a student when there is a possible mistake that may not demonstrate academic integrity.
- Be mindful of system drivers that may lead to a lessening of academic integrity, such as multiple concurrent deadlines, previous educational experiences, cultural and linguistic backgrounds or parental pressure.
- Plan a manageable workload so that students can allocate time effectively to produce work according to the relevant external agency's expectations.
- Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion. - Report any incidence of academic malpractice using the School Management System, and speak to the relevant Programme Coordinator.

- Cooperate in any investigations of an infringement of academic integrity.

Students will:

- Engage in behaviour which helps support the school's culture of academic integrity.

### 3

- Go through the academic integrity policy or age appropriate primers with their parents/guardians and teachers and if unsure, ask someone to explain it to them, a teacher or librarian.
- Engage in an exploration and development of the Learner Profile attributes, including the concepts of honesty, trust, fairness, respect and responsibility.
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.
  - Develop age appropriate responsibility for demonstrating academic integrity, including the appropriate level of formality in acknowledging others ideas and intellectual property (e.g. words, sounds and images), including the use of Creative Commons Licenses, according to Swiss and International Law in all written and oral materials and/or artistic products.
- Use their own language and expression (voice) in all assignments. In language acquisition this is particularly important and work should not be corrected by another person, or an automated (artificial intelligence enhanced) tool used, without the explicit instructions of the teacher.
- Ensure that they understand the teacher's expectations for a learning task and what degree of collaboration is expected.
- Understand the nature of the variety of forms of academic misconduct, including plagiarism, collusion, duplication and use of unauthorised materials and avoid these.
- Avoid receiving any 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.
- Ensure that any help provided to students, e.g. from a parent, tutor, peer coach, is acknowledged to their teacher and that students in the MYP and DP understand that both they and their teacher need to sign a confirmation of the academic authenticity of the work to be submitted to the IB and Pearson BTEC.
- Show a responsible use of the internet and associated social media platforms. - Report any suspected acts of student academic misconduct or school maladministration to their teacher and/or Programme Coordinator.
- Cooperate in any investigations of an infringement of academic integrity.

Parents and Legal Guardians will:

- Engage in behaviour which helps support the school's culture of academic integrity. - Go through the academic integrity policy or age appropriate primers with their child(ren) and if unsure, ask someone, a teacher or librarian for clarification.
- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- Understand what constitutes student academic misconduct and school maladministration and their consequences.
- Show an awareness of the need for their children to acknowledge others ideas and intellectual property when researching and sharing their learning.
- Support children by having conversations about the need to be principled and honest learners in all contexts.
- Support their children in planning a manageable workload so they can allocate time effectively.
- Encourage children to ask teachers and librarians for advice if they experience problems with completing assignments rather than providing assistance.

- Report any potential cases of student misconduct or school maladministration to the school's leadership and/or the IB.
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Abstain from giving or obtaining assistance in the completion of work to their children.

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##### Tutors of Students

- Engage in behaviour which helps support the school's culture of academic integrity. - Have an awareness of academic integrity and malpractice and its ethical underpinnings so that they can support the child or children they are tutoring.
- Ensure that work completed during a tutoring session and which is to be assessed by a class teacher, is wholly the work of the student. This particularly applies to any feedback, whether verbal or in writing, for internal assessments of the Diploma Programme.





Academic integrity	Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work
Collusion	Collusion is when a student supports academic misconduct by another student. This may be allowing work to be copied by another student or by providing an example of a finished assignment to another student.
Duplication	Duplication of work is when the same piece of work is submitted to more than one teacher without the permission of all the teachers concerned.
Intellectual Property	Intellectual property rights such as copyright, trademarks and patents exist to protect the rights and property of authors, musicians, artists, inventors and other creators. Students should be aware that material that is downloaded from the internet (including music and material) may be protected by law and that there could be strict regulations regarding its use.
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). This includes the use of translated materials.
School maladministration	The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.



Student academic misconduct	The IB defines student 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. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen. Examples of this include, but are not limited to (International Baccalaureate 2014, p.76) , falsifying or making up data, results or information, creating invalid or faked citations and references, misconduct during an examination
Unprecedented or extraordinary incidents	Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.
Balance of probabilities approach	“Balance of probability” means that the decision maker(s) with appropriate subject matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.
Conflict of interest	This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual does not need to exploit his or her position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

## 6 Actions for a Lack of Academic Integrity

### 6.1 Early Years and PYP

In situations where the teacher has doubts about the authenticity of a student's work they will talk with the student about the origin of the information, image, etc. and ask them to explain the

process that they have worked through. The teacher will explicitly point out the instances spotted

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as an opportunity for learning, as a teachable moment. The teacher and student will explore together and model what being academic integrity would look like for the situation in question. The teacher will then monitor and continue to work with the student to ensure that they understand what academic integrity is and how they can follow the guidelines to achieve this in future. They may also seek support from the Teacher Librarian and Educational Technology Coach to support the student's understanding, where appropriate.

## **6.2 Middle School Campus**

In cases where the authenticity of a student's work is in question it is expected that the student will be able to demonstrate the development of their work through drafts, rough notes, or consultative meetings with the teacher. Where acts of academic dishonesty are found, teachers will follow the procedures as outlined in the [ISZL Code of Conduct](#). Each case of academic dishonesty will be dealt with on an individual basis according to this code. ([Zug Middle School Handbook](#))

## **6.3 High School Campus**

In cases where the authenticity of a student's work is in question, the teacher will talk to the student and use this as an opportunity for learning. The incident will be recorded in the school management system, iSAMS, and the teacher will discuss the case with the relevant Programme Coordinator. Parents will be informed. The student will be asked to demonstrate the development of their work through drafts, rough notes or consultative meetings with the teacher. Supportive measures may include working with the School Librarian to better understand how to properly acknowledge others ideas and intellectual property, or the English as an Additional Language Support Teacher to better understand how to paraphrase and decode text (See also Language and Inclusion Policies). The teacher or relevant Programme Coordinator will revisit the Academic Integrity Policy with the student (and parents/guardians) and emphasise the possible consequences if the work is to be submitted to an external body such as the IB. The student will be expected to amend or re-do the work within an agreed timeline before a grade or feedback can be provided.

If the work in question is for an assessment to be submitted to an external body such as the IB the student and parents/guardians will be made aware that the teacher will be unable to acknowledge the academic authenticity of the work and thus it cannot be submitted to the IB. Not submitting a piece of coursework to the IB would result in a "N" for that subject. If time allows the opportunity to meet the IB's deadlines, then the student will be given the opportunity to re-do or amend the work, depending upon the nature of the problem. This will be carefully supervised to ensure that academic integrity is maintained. This process will be supported by the HS leadership, including

the Principal, the relevant Programme Coordinator, the subject teacher and the Librarian when

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appropriate. If work is submitted for internal assessment towards a BTEC qualification before the student has signed a declaration of authenticity then the school policy will be followed. If the work is submitted with a declaration then the incident will be reported immediately to the awarding body, Pearson BTEC. The incident will be investigated and may result in a sanction being applied.

Consequences for violations of academic integrity policies are consistent with our progressive approach to disciplinary incidents, supportive of student growth, and could include internal or external suspension which is recorded on their school record. Repeated incidents could lead to recommended exclusion from the school, all mediated by the High School Principal. ([Riverside Campus handbook](#)).

## **7 Appeals**

ISZL is committed to upholding the rights of all students (see [ISZL Code of Conduct](#)). Appeals against decisions made by the School or personnel employed by the school should follow lines of management that currently exist within the school – culminating with the Director who holds final sway in all matters relating to the daily operations of the school, including student life. Thus concerns with decisions made by classroom teachers should be appealed to Heads of Department or Assistant Principals. Concerns with decisions made by Heads of Campus or members of the School Leadership should be made directly to the school Director. Concerns regarding school policy as agreed by the Board of Trustees should be made in writing to the School Director and will be submitted directly to the Board. ([ISZL Code of Conduct](#).)

## **8 Consequences of Academic Misconduct detected by External Bodies such as the IB**

If the IB or other external body contacts the school about suspected academic misconduct then the school, through the relevant Programme Coordinator will fully cooperate with the IB or other body and help to investigate the case, liaising between all relevant parties.

**Appendix 1:****Our Learning Profile and Approaches to Teaching and Learning**

At ISZL we use the IB's Approaches to Teaching and Learning (ATTL) to frame academic integrity, developing the IB Learner Profile attributes. There are five domains to the approaches to learning, thinking skills, communication skills, social skills, self-management skills and research skills. ISZL encourages students in these domains to link to academic integrity.

**Thinking skills** develop students as **Inquirers**, “nurturing curiosity, developing skills for inquiry and research, to learn independently and with others” (International Baccalaureate Organisation, 2017), **Thinkers**, analysing and making reasoned, ethical judgements and to be **Reflective**, considering their ideas and experiences to support their learning and personal development, able to review sources and reflect on their value and reliability.

**Communication skills** develop students as **Communicators**, expressing themselves and recognising and attributing ideas to their sources in an ethical way.

**Social Skills** develop students as **Balanced** and **Caring** individuals, who can collaborate, showing empathy, compassion and respect and recognise the interdependence of the world and the need to attribute ideas to those from whom they came.

**Self-management Skills** develop students as **Knowledgeable** individuals who can organise themselves and their resources, keeping track of ideas in order to engage with issues and ideas that have a local and global significance, being **Risk-Takers** in order to explore these ideas and innovative strategies, providing an attribution for those ideas from others.

**Research Skills** reinforce and develop our **Inquiring** students, taking **Principled** action with integrity and honesty, ensuring that they take responsibility for their own actions and their consequences.

### References

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Related Policies and Documents	Assessment
Inclusion	Admissions Language
	Appeals

