

# Metropolitan School of Panama

## Academic Integrity Policy

Published: August 2023

Next Review: April 2025

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## I. Introduction

The Metropolitan School of Panama (the MET), A Nord Anglia Education School, guided by the philosophy of the International Baccalaureate Organization (IBO), places great value on the ethical qualities of personal integrity and academic honesty. This policy has been developed collaboratively by members of the MET community in an endeavor to ensure alignment in our philosophy and practices regarding academic integrity. It is reviewed yearly and is published for all stakeholders on the MET website.

### a. Our Mission

The MET is committed to each child reaching their personal level of excellence through a balanced academic program that nurtures their self-esteem and potential and engages them in the world that surrounds them.

### b. Our Vision

To set a new standard of excellence for private schools in Panama by providing a world-class academic program in an educational environment that stimulates the development of talent, the formation of moral character, and a sense of civic responsibility.

## II. Academic Integrity Philosophy and Practice

Academic integrity is expected of all members of the school community to include students, faculty, administration, and parents. Whenever possible, academic integrity must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of student work. We are guided in our expectations and practices by two of the Learner Profile attributes that describe students as:

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

**Reflective:** They consider their own learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.

**The aim of this policy is to:**

- educate the school community on the importance and benefit of academic honesty;
- promote and ensure good academic practice and a school culture that actively encourages academic honesty;
- ensure all work produced by students is their own, authentic work; all such work has the ideas and words of others fully acknowledged and properly cited;
- outline the roles of everyone in the school community in ensuring academic honesty;
- encourage students to look to their teachers, supervisors and IB Coordinator(s) for support when completing assessed work to prevent any form of malpractice;
- outline the consequences that will be imposed should students be found guilty of academic malpractice.

### III. Understanding Academic Integrity

The IB refers to **academic integrity** as a “set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills” (IBO, Academic Policy, 2023). The importance and benefit of exemplifying the values and skills associated with **academic integrity** will be presented during Academic Integrity practice exercises.

Students should understand the importance of:

- proper conduct in relation to completing assignments and examinations;
- giving full acknowledgement of the original authorship and ownership of creative material;
- the production of “**authentic**” pieces of work (text, data, art, songs, etc.);
- the protection of all forms of intellectual property – including intellectual and creative expression, patents, registered designs, trademarks, moral rights, and copyright.

#### a. Academic Misconduct

**Academic Misconduct** is any form of cheating in reference to formal academic exercises. Therefore, it involves plagiarism, collusion, duplication of work, all forms of

malpractice, and infringement. The IB stresses the importance of **academic integrity** in all work produced by students. Infractions to the academic honesty policy will not be taken lightly as they can have personal and professional consequences well beyond a student's school career.

*\*For additional definitions and **key terms** used in the Academic Integrity Policy please refer to Appendix I.*

## **b. Malpractice**

**Malpractice** refers to behavior that results in, or may result in, the student or any other student receiving an unfair advantage in one or more assessment components. **Malpractice** may include **plagiarism**, **collusion**, or **duplication of work**.

**Malpractice** also includes:

- **fabricating** data for an assignment;
- using unauthorized material in the examination room, including mobile phones, unauthorized calculators or software, or other electronic devices;
- **academic misconduct** during an examination, including any attempt to disrupt the examination or distract another student;
- copying the work of another student;
- referring to or attempting to refer to unauthorized material that is related to the examination;
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination;
- impersonating another student;
- stealing examination papers or other summative assessment papers;
- disclosing or discussing the content of an examination paper with a person inside or outside the immediate community within 24 hours after the examination.

## **c. Collusion vs. Collaboration**

**Collusion** involves working together with other students without the teacher's knowledge or consent to produce work meant to be completed individually. There are occasions when **collaboration** with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite

its being based on similar data. This means that the assignment must be completed in each candidate's own words and cannot be the same as another candidate. Working together is **collaboration**. Copying someone else's work is **collusion**. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is malpractice and will be penalized.

#### **d. Infringement**

**Infringement** is the use of words without permission, **infringing** certain exclusive rights granted to the owner of said words such as the right to reproduce, distribute, display, or perform the work. **Infringement** occurs when a student does not acknowledge the sources used in an assignment or when a student passes off someone else's words, ideas and/or products as their own.

## **IV. Academic Integrity in Practice**

### **a. Roles and Responsibilities**

All community members have a role in implementing our Academic Integrity policy's objectives.

#### **Students will:**

- completely and correctly acknowledge the work and ideas of others;
- review their own work before submission and identify any passages, computer programs, data, photographs, etc., and acknowledge accordingly;
- ensure that all work submitted for assessment is authentically their own;
- submit work using academic honesty software, such as *Turnitin*, to avoid any suspicion of plagiarism;
- prove that all pieces of work are original and have not been plagiarized if academic dishonesty is suspected;
- be aware of the consequences of academic dishonesty.

#### **Teachers will:**

- teach and discuss what academic integrity is within their classroom;
- provide examples and discuss the expectations and assessment guidelines with all students for each piece of work;

- be vigilant for obvious changes in a student's style of writing and language;
- provide extra assistance to students to prevent infractions of academic honesty;
- ensure use of the drafting process to check authenticity and individuality of submitted work;
- use academic honesty software such as *Turnitin* to check major assignments;
- present any issues of authenticity to the Section IB Coordinator to proceed further with the investigation.

**School leaders will:**

- ensure that all teachers and staff members are provided with and understand the academic integrity policy and the corresponding information;
- ensure that the academic integrity policy and disciplinary actions due to infractions are in line with the pedagogy and beliefs of the International Baccalaureate Organization;
- assist teachers and staff members with how to properly educate students about academic integrity;
- support teachers to select a proper academic honesty program to check the authenticity of students' work;
- assist teachers to investigate infractions and decide on an action;
- educate parents and guardians about the MET's academic integrity policy;
- provide professional development opportunities for technologies related to academic integrity;
- update the academic honesty policy to reflect the most current educational research and philosophies.

**Parents or guardians will:**

- read, understand, and support the MET's Academic Integrity Policy;
- have a general understanding of the expectations and assessment guidelines for their child's assignments;
- support the child's understanding of academic integrity and work to ensure it is maintained in all pieces of work;
- respect and support the need for an investigation into a piece of work;
- support the school's decision and action plan if an infraction has been made.

## **b. Support for the Prevention of Malpractice**

The primary method of avoiding plagiarism is to clearly and accurately acknowledge\* all materials, references, resources, etc., by way of in-text citations and/or a Works Cited page. To ensure comprehensive citations, the student should:

- acknowledge **all ideas and work** of other people, regardless of source, including the work of artificial intelligence such as ChatGPT;
- acknowledge electronic media, such as email messages, websites, artificial intelligence, etc. according to the prescribed guidelines;
- fully acknowledge the source of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual material, etc.;
- enclose verbatim quotations within quotation marks and reference/cite according to the prescribed guidelines;
- acknowledge the source or origin of all works of art, film, dance, music, and theatre or visual arts;
- use plagiarism detection software (e.g., Turnitin) in accordance with the school's regulations.

*\*See Appendix II for examples of proper citations.*

*\*See Appendix III for specific expectations in the PYP.*

*\*For more information specific to Academic Integrity and Artificial Intelligence - please refer to the International Baccalaureate Academic Integrity 2019 Appendix 6: Guidance on the use of artificial intelligence tools (updated March 2023).*

## **c. Procedures and Consequences**

Due to the differences in the nature of assessments, expectations across the continuum of programs have been divided as such.

### **i. PYP Procedures and Consequences**

The PYP is the time to build students' understandings of academic integrity. At all levels, students are taught how to acknowledge the work of others in an age-appropriate way. If a child engages in academic dishonesty of any kind, this is first considered a teaching and learning opportunity. A reflective conversation and/or mini lesson will be led by the teacher. Repeated offenses of academic dishonesty are very rare and will therefore be reviewed on a case-by-case basis in consultation with the PYP leadership team.

## **ii. MYP Procedures**

Summative assessments will be communicated to students and put into Managebac at least one week in advance. If a student knows they are going to be absent for an in-class summative assessment, they must notify their teacher in advance so alternative arrangements can be made. Assignments that can be done at home are still expected to be submitted on time. If a student falls ill the day of an in-class summative assessment, the parent / guardian must inform the school and subject teacher, acknowledging their child will be missing an assessment. The missed assignment will be written on the day the student returns to school.

Students will follow teachers' guidelines regarding electronic devices when a written assessment is taking place. Only materials for writing the assessment should be on the student's desk.

After an assessment has been returned to students, unsubmitted assignments can no longer be submitted for a grade.

## **iii. DP Procedures**

In general, there are two types of assessment in the DP:

- timed, written class assessments (tests / exams) that students know about ahead of time;
- internal assessments (IAs, EE, TOK essay / exhibition, Language A HL Essay) that students work on outside of class.

For missed timed, written assessments, a principled and reflective learner with academic integrity will have their parents give at least two days notice to the school and teacher. If the absence is because of illness on the day of an assessment, a doctor's note is required to be excused. The student is expected to write the assessment on their next day back in school, as organized with the teacher or program Coordinator. Non-compliance with producing a medical certificate is grounds for removal from the DP.

For suspected academic integrity issues on internal assessments, the below Procedures and Consequences will be followed.

An investigation of suspected or proven malpractice will obey the following procedures:

1. An IB member of staff identifies material that is suspected of academic dishonesty,



- presents it to the IB Section Coordinator, and provides evidence to justify the suspicion.
2. The IB Section Coordinator immediately informs the Secondary Principal that a student is being investigated.
  3. The student is informed that there are doubts about the authorship of his/her work.
  4. The IB Coordinator will inform the parent or guardian of the investigation.
  5. The student will be interviewed by the IB Coordinator. During this meeting, the student will:
    - be shown the evidence and be invited to present an explanation or defense;
    - have a right to see evidence, statements, reports, and correspondence about the case;
    - be given a copy of the Regulations and his/her attention will be drawn to the articles that concern malpractice;
    - be given sufficient time to prepare a response to the allegation.
  6. If the student agrees that the work is not his/her own, consequences will be followed as stated in the consequences section below.
  7. If the student continues to insist that the work is his/her own:
    - the Subject Teacher should be asked to provide a statement explaining why they believe that this is not the case;
    - the student, their parents, the Subject Teacher, and the IB Coordinator will hold a meeting to discuss the situation fully; a record of the meeting will be kept;
    - the student will be asked to provide evidence that the work is his/her own – i.e., corrected drafts, work of a similar style, the standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work or subject.

Plagiarism of any kind will not be tolerated. If plagiarism of another students' work or collusion is suspected, both parties are at fault and both parties will be required to re-submit the assignment (if this is the first offence).

#### **iv. MYP/DP Consequences**

Consequences may be imposed by the school for incidences of malpractice relating to homework, classwork, and/or examinations. These consequences will include:

	MYP 1 & MYP 2	MYP 3-5	DP 1 & DP 2
<b>1<sup>st</sup> Offense:</b>	Revise assignment and resubmit. Malpractice noted in school records.	Revise and complete assignment during an afterschool work session. Parents notified. Malpractice noted in school records.	Revise and complete assignment during an afterschool work session. Parent meeting with DP coordinator. Malpractice noted in school records.
<b>2<sup>nd</sup> Offense:</b>	Revise assignment during an afterschool work session. Parents notified. Malpractice noted in school records.	Revise assignment during an afterschool work session with a maximum grade of a 3. Parent meeting with MYP coordinator. Malpractice noted in school records.	Awarded a zero for the assignment. Parent meeting with Secondary Principal. Malpractice noted in school records.
<b>3<sup>rd</sup> Offense:</b>	Revise assignment during an afterschool work session with a maximum grade of a 3. Parent meeting. Malpractice noted in school records.	Awarded a zero for the assignment. Parent meeting with Secondary Principal. Malpractice noted in school records.	Awarded a zero for the assignment. Parent meeting with Head of School. Possible removal from the Diploma Programme.

#### **v. Monitoring and Sanctions for DP**

Teachers, students, and administration are encouraged to reflect on the work they are completing, presenting, and assessing. This self-reflective approach, coupled with a school ethos which values personal and academic integrity, should result in an environment where the monitoring of academic honesty is consistent, student-led and non-invasive. Teachers do, however, retain responsibility for both guiding students in the formation of academically honest practices and monitoring the work they submit to ensure it complies with International Baccalaureate Diploma Programme (IBDP) regulations.

To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Diploma Programme, internal and external sanctions are in place to respond consistently, should issues related to academic dishonesty arise. Internal sanctions are those used by The MET and refer to assignments and classwork, which do not count towards the award of the final IB Diploma. External sanctions are those applied by the IB and relate specifically to all pieces of work which count towards the final IB Diploma (i.e., internal assessments, final exams, TOK assessment, CAS, the EE). However, an overlap is to be expected between the applications of these sanctions and should therefore not be seen as acting in isolation from each other.

Students will be held to the highest standard of academic integrity regarding the final submission of required DP assessments, including the Extended Essay, Theory of Knowledge & Language essays, CAS portfolios, and all Internally Assessed components. If any of these is found to be in breach of academic integrity, the work will not be submitted to the IB, and the student will receive no grade for that assessment component. This may result in no final grade being awarded for the course. In the case of the Extended Essay and TOK essay, non-submission is a failing condition for the IB Diploma.

## **V. Conclusion**

Academic Integrity is valued highly by the MET, the IB, and universities and employers. Academic dishonesty is viewed as a serious transgression of the values that the MET seeks to impart and uphold. There can be no tolerance of deliberate academic dishonesty.

Remember – IB students are **Principled**.

## VI. Appendices

### Appendix I

<b><u>Term</u></b>	<b><u>Definition</u></b>
<b>Authentic Authorship</b>	The concept of genuine work or ideas and/or the work or ideas of others that is fully and correctly acknowledged.
<b>Academic Dishonesty</b>	Any form of deception in reference to formal academic exercises.
<b>Academic Misconduct</b>	Any prohibited or dishonest strategy to receive course credit, a higher grade, or avoid a lower grade.
<b>Academic Integrity</b>	Described by the IB as “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.”
<b>Collaboration</b>	Defined as working together, using shared information, to achieve a common goal. This is an open and cooperative behavior but does not result in allowing one’s work to be copied or submitted for assessment by another.
<b>Collusion</b>	Defined as supporting malpractice by another student, such as allowing one’s work to be copied or submitted for assessment by another.
<b>Duplication of work</b>	The presentation of the same work for different courses or parts of a course. For example, this might involve submitting the same piece of work for a science essay and the Science Internal Assessment.
<b>Fabricating</b>	To invent information, ideas, or origin of information and/or ideas, to deceive others.
<b>Infringement</b>	The action of breaking the terms of a law, agreement, etc. An offence, in this case, refers to the use of words without permission, infringing certain exclusive rights (to reproduce, distribute, display, and perform, etc.) granted to the owner of said words.

<b>Intellectual Property</b>	Results from the expression of an idea. Intellectual Property might be a brand, invention, design, song, or other intellectual creation. According to the MLA Style Guide, acknowledging Intellectual Property requires footnotes, endnotes, or in-text citations.
<b>Plagiarism</b>	Passing off another's work, writing, thoughts, visuals, graphics, music and/or ideas as your own. Plagiarized work is any work that fails to acknowledge the sources used. Plagiarism is a clear breach of academic honesty and a criminal offence.
<b>Paraphrasing</b>	Re-writing a piece of text in your own words. When paraphrasing, the sources referenced must be fully acknowledged.

## Appendix II

### Examples of Proper Citations

The standard reference style used across the MET is the Modern Language Association (MLA) and different disciplines will use their subject areas standard citation practices. For a full description of standard MLA formats, please refer to *The Hodge's Harbrace Handbook*. For further online assistance, refer to the Purdue University Online Writing Lab, found at <https://owl.english.purdue.edu/owl/>.

Below are examples of the formatting of proper MLA citations for a range of subjects and materials. It is the responsibility of each individual student to research and reference correctly based on subject and author specific details.

#### **Example 1: Books**

Lastname, Firstname. *Title of Book: Subtitle*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

**Example 2: Magazines**

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages.  
Medium of publication. Poniewozik, James. "TV Makes a Too-Close Call."  
*Time* 20 Nov. 2000: 70-71. Print.

**Example 3: Online resources**

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

*The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008.

**Example 4: A painting, sculpture, or photograph**

Artist. Name of artwork. Year created. Medium. Where it is displayed.

Goya, Francisco. *The Family of Charles IV*. 1800. Oil on canvas. Museo del Prado, Madrid.

**Appendix III:**

**PYP Expectations**

<b>Factors</b>	<b>Grades K-2</b>	<b>Grades 3-5</b>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• What source did you use?</li><li>• What is the title?</li></ul>	<ul style="list-style-type: none"><li>• What source did you use?</li><li>• What is the title?</li></ul>

	<ul style="list-style-type: none"> <li>Who created it/who does it belong to?</li> </ul>	<ul style="list-style-type: none"> <li>Who created it/who does it belong to?</li> <li>How current is it?</li> </ul>
<b>Citation Expectations</b>	<p>Students will demonstrate an awareness of ownership by explaining or showing where information comes from. For example, 'this idea belongs to...' 'I found this information here...'</p> <p>They may begin to create simple bibliographies when producing non-fiction texts.</p>	<p>Citations should include the name of source, name of creator, and publication date.</p> <p>*grade 4 include the URL of websites</p> <p>*grade 5 are introduced to MLA formatting</p>
<b>What and when to cite</b>	Where students use others' ideas for information.	Where students use others' ideas for information such as group inquiry projects, units of inquiry, essays and PYP exhibition.
<b>In text citation</b>	Not applicable	Uses in text citation for pictures, graphs, and quotes, and when making attempts to paraphrase.
<b>Book citation (print and online)</b>	<p>'Title by author'</p> <p>example: <i>Cat in the Hat</i> by Dr. Seuss</p>	<p>Title, author last name, first name, page number.</p> <p>*grade 5 will begin using MLA.</p>

## VII. Works Cited

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