



# Amman Baccalaureate School

## Academic Integrity Policy

### Shared Understanding of High Quality Learning at Amman Baccalaureate School

High Quality Learning at ABS combines inquiry based, conceptual, experiential, and collaborative learning. It cultivates critical thinking, creativity, and problem solving thereby enhancing personal growth and fostering agency. It engages learners in local and global issues so that they will be rooted, compassionate citizens who will have a positive impact on the world.

### Rationale / Shared Beliefs

Amman Baccalaureate School (ABS) is committed to the academic, social, and ethical development of each member of our learning community. We believe that students need to understand the importance of academic integrity as a foundation for their learning progress and development into respectful and caring world citizens. Students are encouraged to navigate their educational journey by becoming lifelong learners who can think critically and creatively, while being able to express their knowledge, ideas, and understanding in an original, transparent, and honest manner. This is taught at every stage of learning at ABS by emphasizing academic integrity not only as an extrinsic practice (such as through accurate referencing), but as an intrinsic value and moral principle.

The ABS Academic Integrity Policy relates very closely to the School's Guiding Statements, particularly the "AL TARBIYEH" ("Quality Upbringing") acronym, which encapsulates all that the Guiding Statements stand for. It aligns most closely with the following qualities or principles within the acronym:

**Lifelong Learning:** Academic integrity enables students to make informed, ethical judgments during their school years and beyond, and to appreciate that the learning process requires individual understanding of knowledge.

**Teamwork:** Academic integrity promotes the values of fairness and equitable collaboration among peers. Academic integrity requires all stakeholders to work towards and accept assessment outcomes that are fair, accurate, and just.

**Responsibility:** All stakeholders have a responsibility to be balanced and principled learners who acknowledge the intellectual property of others and understand the significance of producing authentic and original work.

**Achievement / Youth Agency:** Academic integrity gives students a sense of achievement when submitting authentic work for evaluation that is inspired by and derived from their own unique experiences and understanding of essential knowledge.

### **Aim/Purpose:**

- To promote good academic practice and a school culture that actively encourages academic integrity as a means of lifelong learning.
- To ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- To enable students to understand what constitutes academic integrity and how to avoid academic misconduct (clearly defined below).
- To advise on what constitutes intellectual property and authentic authorship.
- To provide guidance on the distinction between valid collaboration and unacceptable collusion.
- To have reliable and fair assessment outcomes for all students without providing some students with an unfair advantage over others.
- To define and clarify the expectations associated with the submission of authentic work and conduct in examinations.
- To communicate the meaning and importance of intellectual integrity to all students, ensure accurate grade reporting, and clearly articulate the consequences for those who fail to live up to the school standards.
- To communicate the rights of the student if suspected of a breach of academic integrity.

### **Definition of 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 examinations and assessments that happens before, during, or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.” (IB Academic Policy 2023)

The categories of “academic misconduct” outlined by the IB are as follows:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- **Misconduct** during an assessment or IB examination includes taking unauthorised material into an examination room, disruptive behaviour, and communicating with others during assessment or examination.
- **Communication** about the content of an examination or assessment is also an IB regulation and can be breached by obtaining or seeking to obtain, disclosing, sharing or discussing the content of an assessment or examination paper with a person within or outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended.
- **Duplication** of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

The following examples of Academic Misconduct do not constitute an exhaustive list but refer to particular instances where a student would be in breach of IB Regulations and the *ABS Academic Integrity Policy* during face-to-face or online learning:

- Copying data from a friend for a lab report or project.
- Cutting and pasting material off the internet /AI search engine or copying from a printed source and using it in a presentation or an essay without acknowledging the source.
- Having a tutor write or rewrite parts or the entirety of a piece of work.
- Having an outside source create any kind of product that is to be assessed, such as a model, programme, film, art piece etc...
- Pasting pictures in your research work or using them in a presentation without citing the original source.
- Allowing your essay or assignment to be copied.
- Telling a student what material/questions appear on a test or giving answers.
- Modifying answers to a test once it has been handed back in order to increase marks.
- Accessing unauthorised material during a classwork exercise.
- Deliberately hiding the truth from a teacher when you know someone is cheating.
- Taking unauthorised material into a controlled assessment or examination room (such as a mobile phone, written notes).
- Accessing unauthorised material whether physical in a bathroom or any other area which may be visited during an examination, or online by visiting sites other than the testing platform.
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate by talking, smiling, laughing, muting etc.

- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination during the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.
- Impersonating another candidate during a written or oral examination.
- Accessing assessment or examination papers from a teacher's laptop, office, or the print room.
- Using an unauthorised calculator during an examination or using a calculator when one is not permitted for the assessment or examination paper.
- Concealing and/or using unauthorised software on a graphic calculator.
- Disclosing or discussing the content of an official examination paper with a person outside the immediate school community within 24 hours before or after the examination.

Breaches of regulations are not confined to candidates; inappropriate conduct by a coordinator or teacher may be brought to the attention of the final award committee. The following are examples of unacceptable actions that will be investigated by the IB:

- The unauthorised rescheduling of a final examination.
- Failing to keep the examination papers secure prior to an examination.
- Opening examination paper packets prior to an examination.
- Providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements of the MYP or Diploma Programmes.
- Leaving candidates unsupervised during an examination.
- Releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours before or after the examination.

## Roles and Responsibilities

The school is the IB's first line of defence against Academic Misconduct. Amman Baccalaureate School and its stakeholders are therefore expected to support the IB fully in the prevention, detection, and investigation of Academic Misconduct. In order to develop and maintain a culture of academic integrity, the school will provide continuous professional development as a preventative measure against Academic Misconduct and clarify the roles and responsibilities of all stakeholders are outlined as follows:

### The School:

- To support the IB fully in its prevention, detection, investigation, and consequences of Academic Misconduct in all its forms.
- To establish an ABS policy that promotes good academic practice and a school culture that actively encourages academic integrity.

- To communicate the *ABS Academic Integrity Policy* to all stake holders through the school website, online portals, school brochures, Open Houses, assemblies, and other meetings.
- To highlight and support the various roles and responsibilities of all stakeholders to promote good academic practice and academic integrity and to provide advice on how students may be supported to produce authentic work for assessment.
- To form an Academic Integrity Committee to take responsibility for investigating suspected cases of Academic Misconduct where appropriate and with the authority to take appropriate action where necessary.
- To make available and mandate the use of such resources as deemed appropriate to assist the active detection and prevention of Academic Misconduct such as [www.turnitin.com](http://www.turnitin.com) and other plagiarism detector software.
- To provide continuous professional development on the ethical use of generative AI to support learning and teaching.
- To set up procedures for the yearly review of the *ABS Academic Integrity Policy* with appropriate representation.

#### **The IB Programme Coordinator:**

- To ensure that all stakeholders understand the importance of academic integrity and the consequences of any Academic Misconduct and have access to and are familiar with the *ABS Academic Integrity Policy* and IB publications as the *Academic Integrity Policy (2023)*.
- To ensure that all relevant policies are accessible, and that all stakeholders are provided with verbal and electronic and/or printed reminders at timely intervals and before the submission of work for assessment in line with the relevant Assessment Schedule/*Deadline Calendar* for respective programmes.
- To ensure that all teachers are aware of common forms of misconduct and students receive guidance on study skills, how to conduct research, academic writing, and the specific conventions for the acknowledgement of sources
- To provide candidates with a convention for documenting sources.
- To ensure there is an organised and consistent approach to acknowledging sources across all subjects.
- To ensure the mandated use of [turnitin.com](http://turnitin.com) and other plagiarism detection software by all teachers and students for all assessment work, especially those that will contribute to the awarding of term and final grades.
- To facilitate and maintain the proper conduct of examinations.
- To ensure that students and teachers treat suspected cases of Academic Misconduct with confidentiality.
- To facilitate the work of the Academic Integrity Committee in all aspects of school life.
- To maintain parent contact during and following an investigation into Academic Misconduct and document all interactions.

- To document and report cases of Academic Misconduct to IB when necessary.

### **The Librarian / Media Centre Specialist:**

- To be a valuable resource for all students and teachers in the field of information literacy and conduct workshops on research skills and the correct use of citations as an essential part of the implementation of Approaches to Teaching and Learning.
- To ensure that all teachers and students are aware of effective citing and referencing and provide ethical guidance alongside information on the most appropriate citation system to use in each assignment, particularly coursework assignments submitted toward the awarding of a term or final grade.
- To provide age-appropriate guidance with examples on best practice, good citation/referencing methods and examples of poor referencing / unacceptable practice to avoid (see respective Programme Handbooks).
- To make sure the IB College's subscription to Turnitin and other plagiarism detection tools are maintained and assist staff and students with their individual log-in and classes set up.

### **The Teacher:**

- To read, understand and implement the *ABS Academic Integrity Policy* strategy, and the IB publications; *Academic Honesty (July 2011)* and *Academic Honesty in the IB Educational Context (August 2014)* and *Academic Integrity Policy (2023)*.
- To periodically review the most effective ways to avoid Academic Misconduct.
- To ensure familiarity with what constitutes Academic Misconduct.
- To teach methods of effective citing and referencing and assess the quality and use of sources.
- To provide guidance to students on study skills, academic writing, research, and acknowledging sources.
- To support students in the preparation of their work for assessment to ensure the fulfilment of the respective programme requirements and to judge whether the student's work is authentic.
- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error free, or more characteristic of an experienced scholar than a student and which may not be the authentic work of the student.
- To read and check candidates' work for authenticity before submission.
- To use [www.turnitin.com](http://www.turnitin.com) and other plagiarism detection tools to check major assignments, and for final versions of all work for submission for coursework and refer to the originality reports to detect plagiarism.
- To confirm, to the best of your knowledge, that all work accepted or submitted for assessment is the authentic work of each candidate.
- To demonstrate and model academic integrity in all presentations and projects.
- Purposefully monitor all testing environments.

- Treat all suspected cases of Academic Misconduct fairly and with confidentiality.
- Report any cases of suspected Academic Misconduct to the relevant IB Coordinator for referral to the Academic Integrity Committee if deemed appropriate.

### The Student:

- To read, understand, and abide by the *ABS Academic Integrity Policy* document.
- To review all work submitted for assessment to ensure that it is authentic, with the work or ideas of others, computer programs, data, photographs and other material fully and correctly acknowledged, cited, and referenced.
- To comply with all internal school deadlines as set out in the respective programme's *Deadlines Calendar* to allow time for any necessary revision of work suspected of doubtful authorship before the submission of the final version.
- To submit all work to [www.turnitin.com](http://www.turnitin.com) and review and act upon the generated authenticity report.
- To refrain from having a tutor, parent, student or teacher write part(s) or the entirety of any piece of work for submission
- To refrain from buying a piece of work for submission online or from another source
- To maintain the integrity of assessments and IB examinations by refraining from any communication about the content of an examination 24 hours before or after the examination takes place with anyone outside the immediate school community.
- To cooperate with the Academic Integrity Committee should Academic Misconduct be suspected, and a referral be made.

### Parents or Legal Guardians:

- To be familiar with, understand, and abide by the *ABS Academic Integrity Policy* document.
- To support and encourage the school's promotion of good academic practice, consistent standards, and the encouragement of academic honesty.
- To refrain from writing part(s) or the entirety of work for submission or enabling a third party to do the same.
- To refrain from buying a piece of work for submission online or from another source.
- To support the work of the IB Coordinator and *ABS Academic Integrity Committee* if convened.

### The Private Tutor:

While some students may have permission from the Principal for the assistance of a private tutor to help with understanding course concepts, ALL work submitted by students for assessment MUST be the authentic work of the student and not that of the tutor. Over-dependence on the ideas or phrasing of a tutor, having a tutor re-write parts or the entirety of a piece of work, or having an outside source build/create a product is dishonest and will be treated as Academic Misconduct.

## Strategies to Avoid Academic Misconduct:

- Always take notes in your own words, and never write your answers or essay while directly looking at your textbook or other source of information.
- Always use quotation marks to identify the words of someone else and include footnotes, endnotes, or in-text citations as quotation.
- When carrying out research, remember to combine information from different sources; don't just use one source of information.
- Avoid "cutting and pasting" text from the internet, textbook, or other source
- Always properly cite your sources, according to the instructions of your teacher on that particular assignment. Use the strategies outlined in this document and posted on Managebac as a resource.
- Remember that your teacher wants to know your ideas, read your words, and hear your voice and not the ideas, words, or voice of someone else such as a parent, tutor or friend or family member.
- Always contribute as much as you can in class and group-work, so you do not end up depending on the ideas of others.
- Always refuse to give in to a friend who asks you what was on a test or asks you to complete their homework. To do so will seriously affect your grades and student record and put you at risk for suspension or even expulsion.
- Never access a teacher's laptop or office for the purpose of taking a test or exam or accept to view questions that have been taken by another student. This is an expulsion offence.
- Ask your teachers for help if you have concerns or are unsure.
- Report Academic Misconduct to your teacher, mentor, IB Coordinator or Head of School and help cultivate a culture of academic honesty at ABS.

## Investigation Procedures and Consequences of Academic Misconduct

Details about the procedures and sanctions for each school section are contained in the respective PYP, MYP, and IBC Handbooks. However, general approaches and courses of action are outlined below:

- Any suspected case of Academic Misconduct must be reported to the relevant Coordinator, who will in turn report it to the Head of School.
- The accusation must be supported by clear evidence and/ or written witness testimony.
- All evidence must be treated in the strictest confidence.
- Testimony must be heard from the student(s) concerned.
- Any student found to be in violation of the ABS Academic Integrity Policy will be subject to disciplinary action according to the decision of the Academic Integrity Committee (if appropriate) once communicated to and agreed upon by the Head of School.



## The investigation of Academic Misconduct involving homework, classwork, or internal examinations

- Internal sanctions may be imposed for incidences of Academic Misconduct relating to homework, classwork, and internal examinations which do not involve internally or externally assessed final pieces of work, and will include the following depending on the gravity of the case:
- **1st Offence:** The student is required to re-do the work, parents are notified in writing by the teacher, and details of the misdemeanour are noted in the student's file. In the case of internal exams and tests, an incidence of Academic Misconduct will result in a zero being given with no chance to retake.
- **2nd Offence:** The student is given zero for the work, parents are notified in writing by the relevant IB Coordinator, and the student receives disciplinary consequences such as a warning letter or further sanction recommended by the Academic Integrity Committee.

## The investigation of Academic Misconduct involving IB assessed work such as an MYP or DP IA, EE, ToK essay or portfolio piece.

- Should Academic Misconduct be suspected in the first draft of an IA essay or portfolio piece, the matter will be referred to the Academic Integrity Committee which may apply sanctions.
- If the suspected Academic Misconduct occurs at a later stage, either once work has been submitted to the IB, or when final versions of MYP or DP IAs are handed in with little or no time before the final submission date, an Academic Misconduct investigation will involve referral to the relevant IB Coordinator who, as well as applying sanctions, will report the matter to the IB according to official procedures.

## The investigation of Academic Misconduct detected by an examiner during examinations

- The relevant IB Coordinator will inform the Head of School that a candidate is being investigated for suspected Academic Misconduct and, if appropriate, the Academic Integrity Committee will be convened.
- The student will be allowed to complete the exam. As little disruption as possible should take place.
- If appropriate, the Academic Integrity Committee should begin an investigation immediately after the exam has ended. This will include interviewing the student and taking written statements from everyone involved, including the student, the invigilator(s), other student witnesses and the security cameras will be checked.
- The relevant IB Coordinator will provide the IB with:
  - A statement from the candidate
  - A statement from the subject teacher
  - A statement from the IB Coordinator

- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate.
- The candidate’s parents should be informed and attend the interview with the candidate.
- The candidate must be shown the evidence and be invited to present an explanation or defence.
- The student must be allowed to complete all other exams in that examination session.
- The final decision as to whether or not there should be consequences rests with the IB.

## Academic Integrity Guidelines for Generative AI Use

### Purpose

These guidelines describe Amman Baccalaureate School’s approach to the ethical and responsible use of AI tools in assessment practices. The guidelines aim to support transformative learning experiences through various AI platforms and mediums while ensuring the authenticity and academic integrity of student work. With respect to assessment, it offers guidance to teachers to help direct their practices towards enabling student learning in an AI-enabled world, and guidance to learners in using AI tools and systems in a responsible manner that supports their learning without compromising the integrity of submitted work. Although relevant to all assessment

practices at ABS, these guidelines have a specific bearing on all uninvigilated, summative assessment activities, as well as coursework assignments, particularly those that will be submitted to the IB as part of the formal requirements of a particular programme.

### **Rationale / Shared Beliefs**

The guidelines follow the IB statement about the use of AI by starting from the perspective that ongoing technological advances will increasingly require students to develop a working knowledge of how to use generative AI systems responsibly and with integrity. It suggests that the most responsible approach to this would be a focus on cultivating academic integrity rather than preventing its use. The statement from the IB reads as follows:

“The IB believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.”<sup>1</sup>

### **Principles for practice – Permissible AI use**

With the lines between authentic human work and AI output becoming increasingly blurred, the permitted use of AI at ABS will be informed by the principles of accountability, authenticity, fairness, and transparency.

### **Accountability**

It is the responsibility of the author or creator of a piece or product to ensure that their work is factually correct and not likely to cause harm, i.e., through spreading false information, misappropriation, or sharing of personal information. As AI tools don't have accountability and cannot be referenced as the author or creator of content it is the user's responsibility to a) analyse and verify the AI-generated content and b) cite the original authors, as per the school's referencing convention. It needs to be noted that while some AI tools (i.e. Bard) can offer sources, these

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<sup>1</sup> Statement from the IB about ChatGPT and artificial intelligence in assessment and education, published 01 March 2023, updated 06 June 2023

sources still need to be verified to ensure accuracy, quality, and relevance (i.e. not all websites are acceptable as sources in the academic context).

### **Authenticity**

To validly determine whether students have learned and achieved the outcomes of a unit of inquiry, teacher's need to know that the work they are assessing is a learner's own. The original contribution to work presented by a learner as part of an academic activity can only be evaluated if it can be distinguished clearly from the contributions of others. Where AI tools have been used, it should be declared what tools were used and how and where they were used. The learner should also indicate why the work still qualifies as their own, especially if AI systems were used in drafting. When using AI, learners should critically engage with AI-generated output, ensuring that any output they retain accurately presents their voice and position. Learners should always be able to provide evidence of their understanding and the process/methodology they followed in producing a response.

### **Transparency**

The ABS Assessment policy advocates for transparency by stating that assessments be "based on clear, known, and understood assessment criteria carefully explained and deconstructed by teachers during the learning process well in advance of planned assessments." In the submission of assessment tasks where generative AI is permitted, detailing the process of using AI can help to safeguard students against unintentional wrongdoing such as plagiarism. Teachers should clearly declare the permitted use of AI tools and the rationale that informs it prior to the assessment.

### **Fairness**

An assessment system is only fair if all students have an equal chance of success. Students submitting AI-generated work that is not their own gain an unfair advantage over other students that can influence support and reward processes. Fairness requires that suspected irregularities be handled carefully and responsibly, given the lack of verifiability in AI-generated content, to ensure that students are not unduly rewarded or penalised.

### **Student AI Use Checklist**

- I am convinced and can support my claim that my assessment product is an indication of my own learning, knowledge, skills, and understanding.
- Where I have used AI tools for generating new ideas, words, or image-prompts as assistants to the knowledge building and representing process, I have declared and documented the use of such tools and I am prepared to talk about the process I used and what it contributed to my learning and insights.

- I am aware that the teacher can ask me to demonstrate my learning, for example through explaining the choices I made in terms of approach, content used, examples selected, conclusions drawn, etc. through an additional assessment like an oral (for example).
- Where the use of AI tools was explicitly not allowed, I can say with integrity and honesty that I did not use any such tools.
- I understand that if I am not able to agree to the above points, there is a chance that my academic behaviour will be deemed unethical and might lead to a disciplinary case being brought against me on the grounds of cheating or plagiarism and that the standard procedures for such behaviour will be followed.
- As per the ABS Academic Integrity Policy, I understand that I take responsibility for the integrity of my work, which includes the obligation to ask for clarification from a teacher if I am unsure of anything, and that I strictly adhered to all instructions received in the course of the academic assessment by relevant and authorised staff (whether the instruction is in oral or written format).
- I understand that when AI-tools were not allowed in the assessment, or where I am not able to document and declare my use of such tools, this behaviour will be deemed as cheating in examinations and assessments.

## Review Process

To remain current and to reflect new practices, the Academic Integrity Policy will be reviewed at the end of each academic year by a team comprising members of the leadership team, teachers, media centre specialists, and students.

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