# COMPASS INTERNATIONAL SCHOOL DOHA

A NORD ANGLIA EDUCATION SCHOOL

**Compass International School Doha,**
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## <u>Academic honesty at Compass International School</u>

This document has been written with reference to IB Publications.

1. *Academic Honesty in the IB Educational Context.*
2. *General Regulations: Diploma Programme*
3. *Effective citing and referencing*
4. *IB Learner Profile*
5. *Conduct of the examinations: Notice to candidates*
6. *IB blog entry: "11 tips for teachers to foster academic honesty" (March 27th 2018)*

<u>The philosophy of Academic Honesty at Compass International School</u>

As an IB World School which undertakes IB diploma assessment, Compass International School, Doha (CISD) recognises that it has a responsibility to the school IB community (students, parents and teachers) as well as the International Baccalaureate Organisation to ensure that all assessment undertaken by each CISD diploma student is as fair and as accurate a representation of original work as possible. CISD believes that any student assessment or work completed as a result of plagiarism, collusion or misconduct undermines academic integrity, rigour and ultimately the diploma programme itself. In order to ensure the academic integrity of the diploma programme at CISD, the following procedures, practices and actions are undertaken and implemented by the school to ensure ethical academic practice in all aspects of the delivery and assessment of the diploma programme.

CISD believes that Academic Honesty is an integral component of the IB Diploma programme, encompassing learner profiles traits such as *principled* and *knowledgeable*, as well as *research skills, self-management skills and social skills* in the IB DP Approaches to Learning traits. CISD commits to imbuing within our students integrity, transparency in study, honesty, trust and respect. By promoting Academic Honesty principles, CISD believes that these traits can be successfully developed within our student body.

<u>General definition of academic misconduct within an IB educational context</u>

According to Article 20 of the *General Regulations: IB Diploma* publication, academic misconduct is defined as:

Behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

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a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate) unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research f. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Avoiding academic misconduct: Student responsibility

*Principled- We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences* - IB Learner Profile

The IBO states *"The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully are correctly acknowledged."*

1. It is the responsibility of every IB student that all work they submit to their teacher, be it formative and summative assessments, internal assessments or other assessment work is their own work.
2. It is the responsibility of the student to ensure that when utilising the words, arguments and theses of others, that they are properly cited and referenced using one of the IB recognised citation and referencing systems. Extensive use should be made of IB publication *Effective citing and referencing.*
3. It is a breach of IB regulations to copy and paste other students work, work from the internet or other sources and pass it off as the student's work. Excessive paraphrasing is also a breach of regulations
4. It is the student's responsibility to ensure they are open to teacher feedback and to seek clarification immediately should they have any query on aspects of academic misconduct.

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5. Before and during final assessment exams, it is the student's responsibility to familiarise themselves with the *Conduct of the examinations: Notice to candidates* publication.

Avoiding academic misconduct: School responsibility and monitoring procedures



Figure 1
*Inquiry, action and reflection in teaching and learning*
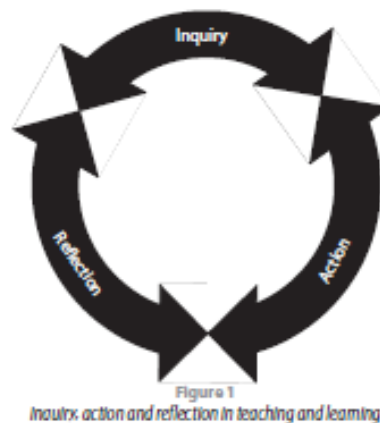
1. It is the school's responsibility (leadership team, diploma coordinator and teaching staff) to ensure that a culture of academic honesty is pervasive throughout the school.

2. The diploma coordinator shall undertake to introduce academic honesty to the students in sessions early in the first year of the diploma programme. Within these sessions, students will be made aware of all aspects of academic honesty including definitions, sanctions, good practice, access to relevant documents (e.g. effective citing and referencing) and other relevant material and information. In the second year, refresher sessions shall take place in order to cement understanding and awareness. In particular, sessions are built upon the *'plagiarism spectrum'* as defined by turn it in: https://www.turnitin.com/static/plagiarism-spectrum/
Students are made aware of the 10 types of plagiarism and work is completed around this.

In addition, footnoting, citations and references play a core part in student academic honesty awareness and sessions are built around both the *IB effective citing and referencing document* and University of Leicester's *Footnoting referencing style* guidelines:
https://www2.le.ac.uk/library/help/referencing/footnote

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3.  At the end of the first sessions concentrating upon awareness of academic misconduct as defined by the IB, students sign a contract (found below) to state their understanding and personal responsibilities in conducting their studies with academic honesty at the centre. Signed contract is scanned and sent to parents.

4.  The Extended essay research and completion process is an ideal activity to ensure understanding of proper research and referencing at an early stage of the IB Diploma programme and as such, the Extended Essay process calendar shall ensure close reference to academic honesty.

5.  The teacher shall make themselves familiar with all facets of academic honesty within an IB context and promote academic honesty through effective lesson planning using Approaches to Teaching and Learning and fostering positive academic honesty practices within the classroom as follows:
    http://blogs.ibo.org/blog/2018/03/27/11-tips-for-teachers-to-foster-academic-honesty/

6.  The teacher should consult the IB Diploma Coordinator in the first instance should they have any questions or queries regarding any facet of academic honesty within an IB context

7.  The school utilises anti-plagiarism tools such as managebac and Turnitin and uses them regularly in order to ensure academic honesty is upheld at all times. CISD believes plagiarism tools are no substitute for good classroom practice. Excellent lesson planning, communication and the fostering of positive educational relationships with students is first and foremost the best tool for ensuring integrity and academic honesty within the diploma programme.

Compass international School: Academic honesty monitoring process and sanctions

*All sanctions undertaken by CISD are in line with IB policy in Article 21 of General Regulations: IB Diploma.*

First misdemeanour

-   The subject teacher will inform student that plagiarism has taken place after using plagiarism checker. Student will receive no mark for the piece of work nor have the opportunity to rewrite.

-   Subject teacher will inform parent via school ISAMS reporting system and also inform IB Coordinator who will meet with student.

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- Misdemeanour fully documented and kept on file.

Second misdemeanour

- IB Coordinator will inform parents of the second misdemeanour and will arrange for meeting with parents. Meeting will take place with Head of School and IB Coordinator.
- An official warning letter stating that a second misdemeanour has taken place will be sent to students and parents. Letter will state that in the case of a third misdemeanour, the school reserves the right to withdraw the student from the IB Diploma/Courses programme.
- Dependent upon the circumstances, the school reserves the right not to issue university references or any other reference which requires the school to give testament to the student's conduct. Students and Parents will be fully informed of the process.

Third misdemeanour

- Student and parental meeting with Executive Principal, Head of School and IB Coordinator.

- The school reserves the right to withdraw the student from the IB Diploma/Courses Programme at CISD as well as other considered sanctions such as suspension dependent on the nature of the situation.
  Processes and sanctions in the final submission of internal assessments and core components

- Every piece of final work is uploaded on to turn it in via Compass International School's turn it in account. The results of each piece of work are downloaded, filed and checked by the subject teacher. The subject teacher will inform the student and IB Coordinator immediately if there is a plagiarism issue. The IBO is clear that there is a distinction between intended and unintended plagiarism and therefore the IB Coordinator will investigate the exact circumstances. In the case of unintended plagiarism, the student will be given 24 hours to rectify the plagiarism issue. If the issue is not rectified, the student will informed that the work will not be submitted and will receive an N grade on IBIS. The IBO will be informed by the IB Coordinator

- Collusion: In the event that two or more students are found to have submitted the same work, N will be submitted on IBIS for all students.

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## CISD Academic Honesty contract

1. I am aware that academic misconduct as defined by the IBO (page 1 and 2 of this policy contract) includes:

- Plagiarism
- Collusion
- Duplication of work
- Misconduct in the exam hall

2. I am aware that the practice of academic honesty and responsibility ultimately resides with me as the IB learner and I will strive to ensure that all work is academically honest.

3. I will meet all internal school deadlines to ensure that academic honesty reviews are part of the review and feedback sessions for all components.

4. I am aware of the 'plagiarism spectrum' as defined by turn it in. I am in receipt of both the IBO document *Effective Citing and Referencing* and the University of Leicester *Footnote referencing style* guide.

5. I understand the Academic Honesty process, penalties and sanctions as defined by CISD above and understand that CISD reserves the right to review my position within the diploma programme in the event of Academic Misconduct.

6. I have read and understood this Academic Honesty contract

   Student name_____ Date_____

   Student signature_____

I have read and understood CISD Academic Honesty Policy document. I have read through the General Regulations of the IB Diploma, in particular *Article 21.*

   Parent name_____ Date_____

   Parent signature_____