

Academic honesty draft

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)*

Introduction

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.

General definition of academic misconduct within an IB educational context

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:

- 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).

Consequences of academic misconduct- Article 21 of *General Regulations: IB Diploma*

21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.

21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and

chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

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

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

21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted. 14 General regulations: Diploma Programme

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

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

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 and 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.
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

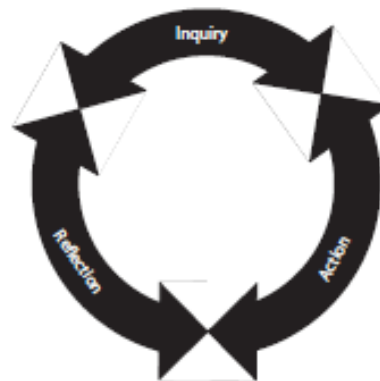


Figure 1
Inquiry, action and reflection in teaching and learning

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.

3. 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.
4. 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/>
5. 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
6. 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.
7. If a teacher feels there is an issue with academic honesty, they should notify the IB Diploma coordinator immediately in the first instance. The Diploma Coordinator shall undertake investigation in line with the General Regulations: Diploma Programme Articles 20 and 21 maintaining close communication with all parties (student, parent, teacher, leadership, IBO)
8. The IB Coordinator shall ensure open communication with IBO and school community (students, parents, teaching staff, leadership) on all matters of academic honesty and updates and shall foster a positive academic honesty policy.
9. Both parents and students will be made fully aware of all guides, resources and other materials relevant to academic honesty and clear and open communication between school and students and parents will be maintained to ensure full awareness of the philosophy of academic honesty and its vital importance.



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