

International Maarif Schools Erbil

**International
Maarif Schools
Erbil**



IB Academic Integrity Policy

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1. Development of this Academic Honest (Integrity) Policy

During the IB MYP consultation period, an Academic Honesty policy was developed. Since then, all school policies, including the Academic Honesty policy are reviewed and updated at the start of every year during the orientation of staff for the new academic year. This was done again during the orientation of staff at the start of this academic year. But, during the IB MYP Authorization. Specific guidance given was. The policy developed and reviewed during the Orientation of August 2019 was audited using the structure given on p. 4 and 5 of 'Academic honesty in the IB educational context' focusing on the initial considerations, referencing and citation as well as kinds of assessments of references and citations. The outline given on p. 6 of 'Academic honesty in the IB educational context' was used to develop this updated and revised Academic Honesty Policy. This policy was developed in collaboration and consultation with all stakeholders in the IMSE community (teachers, students, management, parents, etc.). Doing so we created, embed and maintain an ethical culture of academic integrity that is supported and nurtured by the entire IMSE community. The final document was shared with Teachers and Management via the School Manual. The final document was shared with students and parents via ManageBac. This will ensure fair assessments and maintain trust and credibility. Students learn respect for others by appropriately acknowledging sources of information. Extensive use was made of IB publications (listed in the bibliography) to align the school practices with those of the IB.

2. Rationale for developing an Academic Honesty policy

(Why there is an Academic Honesty Policy)

The relevant IB rules and relevant regulations are followed to the letter with external IB assessments. For internal assessments it is important to align school practices with those of the IB. The International Maarif International School Erbil (IMSE) community teaches their children to be honest at home as an important social value. At school this is extended to teaching and learning Academic Honesty as an essential element of honesty in the school community and wider social setting. 'Academic honesty is an essential aspect of teaching and learning in IB programmes'. (IB publication: 'Academic honesty in an IB educational context'). As an IB school we model and teach our students the IB Learner Profile. Academic Honesty can be linked to all of these attributes but is particularly closely linked to the attribute of being 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'. (<https://www.ibo.org/globalassets/publications/recognition/learnerprofile-en.pdf>). It is also closely linked to the IB learner profile of being a communicator. Because learning includes using many resources to develop an understanding. When students communicate their understanding (particularly via assessed material) it should be clear what information comes from another source and what information is the students own authentic understanding and work. ('Academic Integrity', IB publication October 2019, p. 14). Teaching and learning Academic Honesty is also linked to the Approaches to Learning. Teaching and learning academic honesty are also closely linked to the school vision and mission statement to '...foster a lifelong commitment to intellectual curiosity and to raise children as self-reliant responsible individuals endowed with critical thinking' because responsible individuals are academically honest and demonstrate integrity as a lifestyle.

3. IB Mission Statement

"The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right."

4. International Maarif Schools of Erbil Vision and Mission

International Maarif Schools of Erbil aim to foster a lifelong commitment to intellectual curiosity and to raise children as self-reliant, responsible individuals endowed with critical thinking.

In light of the 21st century's requirements for knowledge and skills and pursuing the aim to bring up "people of goodwill," the goals of our schools are:

- To educate our students as successful individuals at national and international levels who read, research, think analytically, innovatively, and produce added value.
- To ensure that our students will be entrepreneurial individuals with a sense of responsibility, respect for their environment and other living beings, a developed sense of social work, and an inclination to teamwork.
- To equip our students with the knowledge, skills, and academic qualifications of the positivist sciences to enable them to gain a scientific perspective.
- To develop our students' knowledge in social sciences, direct them, think about national and international issues, and produce proposals for possible solutions.
- To equip our students with communication skills that will enable them to effectively use their mother tongue and multiple foreign languages.
- Beyond the fact that our students are technologically literate, educating them as individuals who consume and produce technology is essential.
- To enable our students to develop themselves in different areas of sports and art in the direction of their interests and abilities.
- Besides the affinity to the cultural values of their society, to ensure that our students gain the ability to coexist with different cultures.

5. IB learner profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:	
Inquiries:	Open-minded:

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.
Thinker: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	Risk-taker: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Communicator: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
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.	Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

6. Key terms

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. From ‘Academic Integrity’, IB publication October 2019, p. 3.

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. From ‘Academic Integrity’, IB publication October 2019, p. 3.

Unprecedented or extraordinary incidents: Student academic misconduct or school maladministration incidents that are outside the IB or school usual procedures and/or experience. From 'Academic Integrity', IB publication October 2019, p. 3.

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. From 'Academic Integrity', IB publication October 2019, p. 3.

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. From 'Academic Integrity', IB publication October 2019, p. 3.

Intellectual property: According to the Fact Sheets on the European Union 'Intellectual property includes all exclusive rights to intellectual creations.' (<http://www.europarl.europa.eu/factsheets/en/sheet/36/intellectual-industrial-and-commercial-property>). According to the World Intellectual Property Organization 'Intellectual property refers to creations of the mind: inventions ;literary and artistic works; and symbols, names and images' (https://www.wipo.int/edocs/pubdocs/en/intproperty/450/wipo_pub_450.pdf)

For the purpose of this policy we will define it as the ideas, words, creations, symbols, names or work of another person or entity.

Authentic authorship: For the purpose of this policy authentic authorship is defined as the student's genuine own work.

7. IB definitions of academic misconduct

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'. From 'Academic Integrity', IB publication October 2019, p. 3. Example: plagiarizing the work of a friend and submitting it as your own when given an assignment.

Plagiarism: 'Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment'. From the 'Middle Years Programme Assessments procedures 2020' p. 13. Example: Using the exact words of the author of a book in an assignment without acknowledgement of the source.

Collusion: 'Candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group is essential...collusion occurs when this goes beyond collaboration, for example, when a single or similar version of a report is presented by a number of candidates as their own individual work'. From the 'Middle Years Programme Assessments procedures 2020' p. 13.

Other forms of academic misconduct include from the 'Middle Years Programme Assessments procedures 2020' p. 13.

- 'duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- taking unauthorized material into an examination room (this poster provides further details)
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support the passing on of information that is or could be 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 the examination

- impersonating another candidate
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination with a person outside the immediate school community either at any time before the IB's scheduled start time of an examination or within 24 hours after the examination has ended
- use of essay-writing services helping in writing essays or other assessment materials
- (ghost-written or purchased essays)'

8. Details and advice on coordinators' responsibilities:

Program coordinators oversee all activities related to teaching and learning at the school. As pedagogical leaders, they ensure excellent communication with teachers, students, and their parents or legal guardians. IMSE considers programme coordinators as role models for promoting academic integrity within the community. Alongside the integrity team, they lead efforts to familiarize the school community with integrity policies and processes. Coordinators ensure that all regulations, policies, and subject guides are accessible in both printed format in the library and electronically on the school's web portal. They also support managing academic integrity incidents and are responsible for:

- Ensuring all school and IB policies are applied fairly and consistently.
- Complying with the secure storage of confidential IB materials and the conduct of IB examinations.
 - Ensuring teachers, students, and parents/legal guardians have read and understand the school's academic integrity policy and relevant IB regulations.
 - Reporting suspected instances of student academic misconduct and school maladministration to the school administration and the IB.
- Supervising investigations of student academic misconduct and school maladministration according to school and IB policy.

Additionally, our coordinators stay informed about classroom learning engagements, ensure continuous communication with teachers, students, and their parents or legal guardians, and trains PYP, MYP and DP team members to effectively deliver the IB curriculum while managing necessary resources for teachers to achieve their goals.

9. Details and advice on student responsibilities

Below are the expectations and responsibilities with regard to producing authentic work by students from 'Academic Integrity', IB publication October 2019, p. 15.

- 'Have a full understanding of their school and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving 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
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.

10. Details and advice on teacher responsibilities

Below are the expectations and responsibilities regarding teaching students how to produce authentic work from 'Academic Integrity', IB publication October 2019, p. 14.

Teachers are responsible for providing opportunities for students to practice and to learn how to use other people's work in support of their own, including the responsibility to teach awareness of misconduct and procedures.

Focusing on processes for managing academic integrity incidents, IB teachers must support their school and programme coordinators and are also responsible for:

- 'Ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing 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
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.

11. Details and advice on school responsibilities:

Below are the expectations and responsibilities with regard to Academic Honesty from 'Academic Integrity', IB publication October 2019, p. 11.

- 'Maintaining fairness and consistency
- providing a safe environment
- promoting parent awareness
- assisting student learning.
- ensuring that all school and IB Academic Honesty policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand
- the school's academic integrity policy and the programme relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy'.

12. The use of AI:

In the context of the International Baccalaureate Middle Years Programme (IBO-MYP), the use of Artificial Intelligence (AI) is increasingly dominant, and AI can be a powerful tool to aid learning and provide educational resources.

It is vital that students uphold the principles of academic integrity when using these technologies. The integrity policy emphasises that students must utilize AI responsibly, ensuring that any work submitted reflects their own understanding and original thought.

Plagiarism, unauthorized collaboration, and misuse of AI tools to generate content without proper acknowledgment are strictly prohibited. By adhering to these guidelines, students can utilise AI's potential to enhance their education while maintaining the highest standards of academic honesty.

Categories of School maladministration from the IB publication 'academic Integrity', p. 20.

- additional time being granted to students without authorization
- an insufficient number of invigilators
- poorly trained invigilators
- failing to monitor student bathroom visits
- allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.

13. Details and advice on parent responsibilities

The expectations and responsibilities of the parents or legal guardians of IB learners from 'Academic Integrity', IB publication October 2019, p. 17 are listed below.

- 'Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- support their children's understanding of IB policies, procedures and subject guidelines

- understand school internal policies and procedures that safeguard the authenticity of their children's work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct to the school's programme coordinator
- 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'

14. Measures taken to provide education and support.

As in the past all stakeholders in the IMSE community: teachers, management, students and parents are involved through collaboration and consultation in the development of the academic honesty policy. This ensures input and cooperation from all stakeholders. The final policy is introduced to students at the weekly assembly and thoroughly workshopped by home room teachers during the weekly home room period. The policy is also communicated to parents via ManageBac and Parent meetings. Students be given the opportunity to make mistakes, and to learn from their mistakes, in safety.

15. Acknowledging original authorship and conventions for citing and referencing

This section of the policy is from the IB publication 'Effective citing and referencing' and the IMSE application of it. It is necessary to acknowledge the sources appropriately and consistently in academic writing, and in any work presented for assessment. The use of a style guide helps us to ensure this consistency.

Definitions

Style guide: A style guide is a published manual that gives guidance on citation and references to help ensure that our documentation is expressed consistently, and that we include all the elements needed for our sources to be identified.

Citation: A citation is an indication (signal) in the text that this (material) is not ours; we have "borrowed" it (as a direct quote, paraphrase or summary) from someone or somewhere else. Every citation should be given a full reference that enables the reader to locate the exact source used.

Citations should be given for printed, non-printed electronic resources, online video clips and social media sources.

Reference: A reference gives full details of the source cited in the work; the parts or elements of the reference should be noted in a consistent order. Use of a recognized style guide will help ensure consistency and will also ensure that all required elements are included. Every reference should be given a citation in the text. If we have looked at a source but not mentioned or cited it in the text, then we do not include it as a reference.

Bibliography/references/works cited: Most style guides require a list of references at the end of the work. This is usually a list, in alphabetical order, of the authors (last name first), whose words and works have been cited in the work. The title of this section varies from one style guide to another. Each entry in the list of references includes the full information (or as much of it as can be found), expressed in a consistent fashion, which will allow an interested reader to track down exactly where you found the material you have used and cited.

Paraphrase: In writing an essay, we often use our own words to put over someone else's thoughts and ideas. While there are some words that we cannot change (especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas. When we paraphrase, we need to make it very clear where the original author's ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original author.

Summary: A summary is a much shortened summing up of someone else's work. We might summarize a chapter or academic paper, or perhaps even a book, in two or three sentences. Again, although we are using our own words, we must still cite the original source used.

Quotation: When we use someone else's exact words, we quote that original author, and we show this is a quotation by using quotation marks. Longer quotations may be indicated using an indented paragraph (without quotation marks). As well as indicating the words quoted, we must also acknowledge the author by using an in-text citation, the citation in turn linking to a full reference.

Examples of citations like those below are included in the attached IB publication: 'Effective citing and referencing' August 2014.

Citing printed sources		Source material
Quotation	Author	Carroll points out that "deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others' work through plagiarism or collusion" (2).
	Author-date	Carroll reminds us that "deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others' work through plagiarism or collusion" (2012: 2).
	Numbered footnote	As Carroll has noted, "deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others' work through plagiarism or collusion". ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf , p. 2.
Paraphrase	Author	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy (Carroll 2).
	Author-date	Carroll (2012: 2) notes that while some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. Reference: Carroll, J. July 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf .
	Numbered footnote	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf , p. 2.

		Citing non-printed electronic sources	Source material
Quotation	Author	In declaring that ability to read is "a vital survival skill", Royce points out that, "when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important".	<p><i>Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.</i></p> <p>Reference: Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author-date	Royce, suggesting that ability to read is "a vital survival skill", added, "when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important" (1995).	
	Numbered footnote	In declaring that ability to read is "a vital survival skill", Royce points out that, "when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important". ² ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	
Paraphrase	Author	As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.	<p>Reference: Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author-date	As Royce (1995) has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. Almost 20 years later, this remains as true as ever.	
	Numbered footnote	As Royce ² noted, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	

16. Monitoring

Students will monitor their own academic honesty by completing the attached documentation checklist from IB publication 'Effective citing and referencing' and attaching it to all relevant assignments. Teachers will monitor academic honesty continuously by ensuring that the documentation checklist is completed and using the using the Internet-based plagiarism detection service of Turnitin before marks are given for tasks and assignments.

Documentation checklist	
When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer? (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?	
Internet material: Have you included the URL or the DOI?	
For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text? Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?	

17. Investigations

The information below is from the IB publication 'Effective citing and referencing', October 2019 and the IMSE application.

While each incident and investigation may be treated as unique, the coordinator keeps central records of each incident and the consequences to maintain consistency and fairness. The investigation is conducted as fairly as possible by being transparent and all parties under investigation receive the relevant information that the school has about the allegation against a student and/or member of staff. This information should be anonymized when relevant. The investigation is conducted in a discreet, impartial and unbiased manner, focusing exclusively on the evidence used for the allegation. When communicating to the parties involved in the investigation, they are also informed of the probable duration and possible consequences of the investigation process. All those under investigation have the opportunity to present a written statement and know the alternatives available when the IB. The procedure below and diagrammatically illustrated in the flowchart will be followed:

Academic Misconduct Investigation Procedure:

Step 1: Possible Misconduct is reported to the coordinator in writing, using the attached form.

Step 2: The investigation is initiated by checking the work of the student and the statements.

Step 3: If there is enough evidence to justify an investigation, the Academic Honesty Committee is informed and required to collect statements from all parties involved.

Step 4: The Academic Honesty Committee reviews all the evidence and takes a decision.

Step 5: The Coordinator communicates the decision to the Head of School who affirms the decision or modifies it.

Step 6: The student and parent are informed of the decision.

18. How teachers can support their students

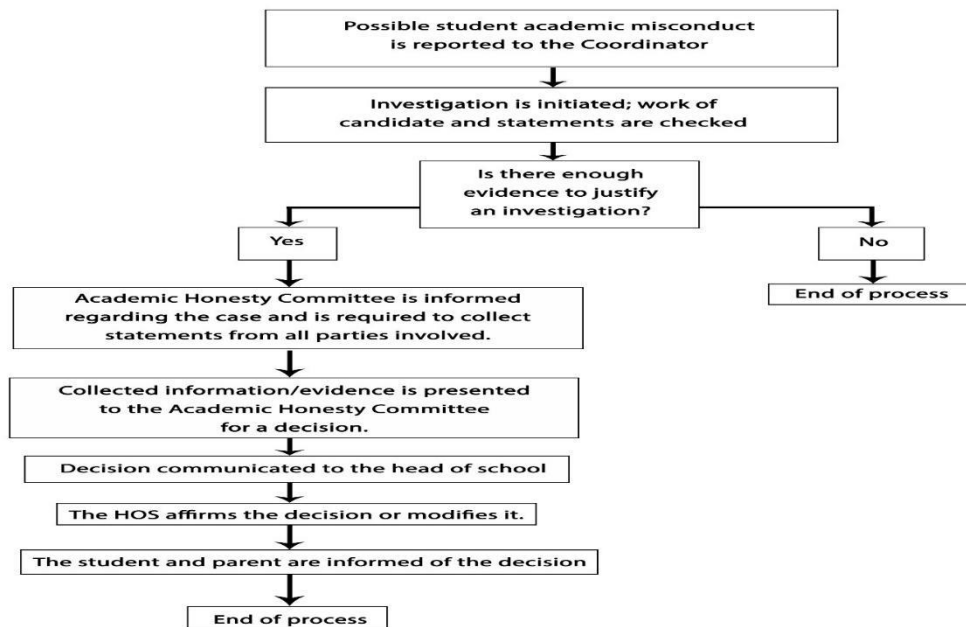
- Make sure that students can locate the school's academic integrity and honesty policy.
- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
- Consider incentives for tasks that meet the requirements regarding referencing and not just penalties for failing to do this.
- Devote teaching time for students to practise your chosen referencing or bibliography format.
- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where you can show students the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Avoid general topics for tasks and make them as interesting as possible.
- Role model: giving others credit for their work every day in your teaching.



19. How students can avoid committing plagiarism

- Read and understand their school's academic integrity and honesty policy.
- Design time schedules or plans to manage tasks sensibly.
- Maintain organized notes and sources consulted during the production of work.
- Seek guidance and support from their teachers or tutors when doubts arise about referencing.
- Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

Academic Misconduct Investigation Flowchart



20. The rights of a student suspected of a breach of academic honesty

The student is presumed innocent until proven guilty beyond doubt. The student has the right to all the relevant evidence against him/her (anonymous if necessary). The student has the right to have the parents present when the final decision of the Academic Honesty Committee is communicated to him/her.

21. Consequences of academic misconduct

The examples of academic misconduct and possible consequences below are from the IB publication 'Academic Integrity' October 2020. The school will align the consequences of academic misconduct as closely as possible to the IB external guidelines. Students will be thoroughly workshopped in this. The consequences may be different depending on a student's background, character history and history in terms of academic honesty, age and level of awareness (previous teaching), severity of the incident, intent or non-intent, or other factors.



written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism <i>Copying external sources.</i>	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgment of copied source(s).	More than 51 consecutive words copied and no acknowledgment of source(s) given—see note 3.	Not applicable.
Peer plagiarism <i>Copying work from another student.</i>	Not applicable.	Between 40–50 consecutive words with no acknowledgment and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable.
Peer plagiarism <i>Student lending or facilitating their work.</i>	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion <i>Coursework only and</i>	Work of students show close similarity.	Work of students has similarities—less than 30%—	Work of students has extensive similarities—more	Not applicable.

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<i>when working collaboratively.</i>		and/or identical sections.	than 31%—and/or identical sections.	
Submitting work commissioned, edited by, or obtained from a third party —see note 4	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	For a student in the same or another IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	
Duplication of work	Not applicable.	Presentation of the same work for different assessment components or subjects. Partial reuse of materials; penalties	Presentation of the same work for different assessment components or subjects. Complete reuse of materials; penalties will be applied to	Not applicable.



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		will be applied to both subjects with reused materials.	both subjects with reused materials.	
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.



22. The Academic Honesty Committee

An Academic Honesty Committee was created. The committee is chaired by the coordinator and has representation from teachers, students, management and parents. This committee will review all the evidence from an investigation and make a decision that the coordinator will present to the Head of School for final approval before informing the student.

23. A policy on review of the policy

All school policies are adjusted during the year if the need arises and reviewed and updated completely during the Orientation week before school starts by teachers to ensure the policies are up-to-date and increase opportunities for general awareness and ownership. The updated policies are to be shared with parents and students via ManageBac and students are thoroughly workshopped about the policies during the weekly homeroom periods.

24. Bibliography

- 'Academic Integrity' an IB publication, August 2014. Updated March 2023
- 'Middle Years Assessment procedures 2020' an IB publication, September 2019.
- "Academic Honesty in the IB educational context" an IB publication.
- 'Academic Honesty in the Middle Years Programme' an IB publication.

Appendix I

Document checklist from 'Effective citing and referencing'

Documentation checklist	
When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer? (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?	
Internet material: Have you included the URL or the DOI?	
For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text? Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?	

Appendix II

MYP projects academic honesty form

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

Student name										
Student number										
School name										
School number										
Supervisor name										
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>										
	Date	Main points discussed					Signature/initials			
Meeting 1							Student:			
							Supervisor:			
Meeting 2							Student:			
							Supervisor:			

MYP projects academic honesty form

Meeting 3			Student:
			Supervisor:
Supervisor comment			
Student declaration I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials). Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature		Date	
Supervisor's signature		Date	

Appendix III

Student Academic Misconduct Investigation

Student Form adjusted from 'Academic integrity'

Student name:

Subject: Date:.....

Statement from the student addressing concerns relating to academic misconduct:

I confirm that to the best of my knowledge, the information provided above is correct and true.

Name:.....

Signature:.....

Date:.....



Appendix IV

Student Academic Misconduct Investigation

Invigilator Form adjusted from 'Academic integrity'

Candidate name:

Subject/: Date:.....

Was the candidate in the possession of unauthorized material(s) during the examination?

Yes

No

At what stage of the examination was the unauthorized material discovered?

--

In the case of electronic devices, is there evidence that the candidate accessed relevant information via online/stored sources during the examination?

Yes

No

Statement addressing the concerns relating to academic misconduct involving this candidate(s) and include your observations:

--

I confirm that to the best of my knowledge, the information provided above is correct and true.

Name:.....

Signature:..... Date:.....

Appendix V

Student Academic Misconduct Investigation

Coordinator statement Form adjusted from 'Academic integrity'

Candidate name:

Subject/: Date:.....

Explanation of guidance given to students in terms of academic honesty. How is this information/guidance made available to candidates?

Statement regarding the concerns relating to academic misconduct involving the candidate(s);

I confirm that to the best of my knowledge, the information provided above is correct and true.

Name:.....

Signature:.....

Date:.....



Essential Agreement for Academic Integrity

Kg1-Grade 2	Grade 3 - 5 Class
<p>I understand that:</p> <ul style="list-style-type: none"> • We must all tell the truth. • People's ideas belong to them. • Everyone who helps deserves to be thanked. • We should say who helped us. • If I saw it in a book or a video, it is not my own idea. • I can have an opinion about other peoples' ideas. • I can use other peoples' ideas to develop my own ideas. <p>I promise to:</p> <ul style="list-style-type: none"> • Always tell the truth. • Listen to other peoples' ideas. • share my own ideas. • Say who helped me. • Say where I got the information. • Do my own work. • Not share work if the teacher says to work alone. 	<p>I understand that:</p> <ul style="list-style-type: none"> • We must be principled and practice honesty and integrity. • Peoples' original ideas belong to them. • Making someone else's idea seem like my own idea is a kind of stealing. • We must say where we got our ideas and information. • It is possible for two people to come up with the same idea independently. • If it came from a book or a video, it is not my own idea. • We can have opinions about other peoples' ideas. • We can analyse and evaluate other peoples' ideas (and our own). • We can develop our own new ideas based on the information that we learn. • We show honesty and appreciation by saying who helped us. • When we work together, we must all contribute something, and we must acknowledge everyone's work. • Copying and cheating are wrong because they don't show what we really know and they are not fair to those who really studied. • There are special ways to say how we get information (citing sources). • There are special rules for writing about information we got from other places. • We are responsible for finding out if information is true before we use it. <p>I promise to:</p> <ul style="list-style-type: none"> • Be honest, especially about my schoolwork. • Learn new ideas and information from many sources (books, videos, other people).

	<ul style="list-style-type: none">• Develop my own ideas based on what I learned (be a thinker, a risk-taker, creative and independent).• Always say who helped me with assignments.• Always say where I got information.• Use the rules for citing sources that my teacher gives me.• Do my own work.• Not share work if the teacher says to work alone.• Not cheat or copy.• Work and study to better myself, not just to get a passing grade
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Student signatures:

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