



Al Faris International School

Academic Honesty Policy

Updated: May 2020

Revision Process

This policy was first developed during the school year 2014/15 by the IB coordinators at Al Faris International School. The PLT reviewed the policy and then it was shared with the teachers. Revision takes place on annual basis.

Overview and the Rationale of the Academic Honesty Policy

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 programs of international education and rigorous assessment.

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

FIS helps develop and implement policies and procedures that support the programmes. The school has developed and implemented an academic honesty policy that is consistent with IB expectations.

The Philosophy of Academic Honesty at FIS

Students and teachers at FIS are always expected to demonstrate academic honesty. FIS demonstrates academic honesty in which it has become an asset of character building at the school. Academic honesty is rooted into the culture of our school and our stakeholders ranging from administration, educators, students, parents/guardians, support staff and the wider school community. Al Faris team strives to ensure a strong pursuit of knowledge whilst embedding values of respect and caring for each other and a sense of belonging and social responsibility to our whole-school community.



This policy exists to promote and reinforce values that are central to the tradition of acquiring knowledge and experiencing personal growth through varied skills.

As an IB world school, FIS has set the academic honesty to meet IB requirements in an integrated Academic Honesty Policy.

“Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection.” (IB, 2016. Academic honesty in the IB educational context. Cardiff, UK: Peterson House). It is through which students make their thinking and understanding transparent.

The IB believes the Learner Profile provides a long-term vision of education with a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The "IB Learner Profile" attributes are the basis of the schools' values and Mission Statement and the foundation to this policy.

Academic honesty stems from the learner profile attributes “principled” and “reflective,” for IB learners are viewed as principled learners who demonstrate integrity as they engage in learning and in the inquiry process. IB learners develop an understanding of the form of academic honesty (what it is), causation (why it is important) and responsibility (acting responsibly in applying academic honesty).

FIS promotes its staff/students to become:

- Knowledgeable – as they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines
- Inquirers – as they acquire the skills necessary to conduct inquiry and research, they actively enjoy learning.
- Communicators – as they understand and express ideas confidently and creatively in a varied way of communication.
- Open-minded – as they appreciate their own cultures and are open at the same time to the values and traditions of other individuals and communities.
- Risk-takers – as they are brave to approach unfamiliar situations and uncertainty with courage and forethought.
- Thinkers – We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



- 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.
- 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 in the world around us.
- 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.
- Reflective – as they are able to thoughtfully consider and support their learning and personal development.

Commitment to the attributes of the IB learner profile means commitment to academic honesty. When referencing, principled students are expected to be honest and ethical.

What is the Academic Honesty Policy?

The main endeavor of the Academic Honesty Policy is to nurture students that construct knowledge, understand and think transparent. Therefore, students need to recognize their own role in supplementing knowledge construction and building understanding.

Academic Honesty is inquiry-based and reflection-based whereby students develop the skills of “learning how to learn” through self-management, social, communication, thinking and research skills. Understanding academic honesty is part of the learning and teaching. It has become increasingly important as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed (*acknowledged from the academic honesty policy guide*).

The aims of the Academic Honesty Policy

- 1 – To endorse a school culture that sets high standards and encourages all aspects of academic honesty in a positive and supportive manner from all stakeholders.
- 2 – To develop and sustain a high level of responsible learning and reinforce self-respect and respect for peers.



- 3 – To enable students to clearly understand and articulate what constitutes academic honesty and dishonesty.
- 4 – To ensure that students understand the importance of acknowledging all ideas and work of others.
- 5 – To explain to students why it is important for them to understand the ethical obligations of academic honesty.
- 6 – To explain to students precisely the procedure and the penalties imposed should they be found guilty of academic misconduct.
- 7- To foster students to become independent learners who reflect on their own learning with integrity.

Practicing Academic Honesty

- As advocated by the IB, academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.
- Academic honesty must be treated in a positive and respectful way. The benefits of following such a code of conduct for academic research should be respected and articulated for all forms of assessment by the school and its stakeholders to prepare our learners for the next stage of their lives.
- As stated by the IB, academic honesty is the basis for intellectual property rights and authenticity of work. IB students at Al Faris International School will be taught to practice and exhibit these traits with reference to all work produced.
- The IB states that an authentic piece of work is one that is based on the candidate's individual and original ideas whilst fully acknowledging the work of others including all forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.
- When a student enrolls for the IB Program at Al Faris International School, it is the school's responsibility to ensure that the student and his/her legal guardian(s) receive a copy of the General Regulations for the PYP, MYP, and DP.



Academic Dishonesty

In terms of addressing and acknowledging Academic Dishonesty, the IB states that this is any behavior that results in, or may result in, a student gaining an unfair advantage in assessment.

Academic dishonesty involves all forms of malpractice such as plagiarism, collusion, and duplication of work

“Malpractice” or “Misconduct”

Misconduct is behavior that results in or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice mainly includes:

- 1- Plagiarism: Plagiarism is defined as using another person’s words, pictures, charts, or ideas without properly giving that person credit. What someone publishes in a book or a website is their intellectual property, and using it improperly is theft.
- 2- Paraphrasing: Paraphrasing is writing a piece of text out in your own words. Paraphrasing is permitted only if the source used is acknowledged.
- 3- Collusion: Collusion is defined as supporting the academically dishonest behavior of another student. This could include allowing one’s homework or an assignment to be copied or submitted for assessment by another student or sharing answers to a test. This also includes work completed in previous years, for example, the sharing of work between siblings in different year levels.

It is important to note that collaboration is different from collusion. Ideal collaboration occurs where a group task is divided and equal contributions are made. At times, students will be asked to collaborate with other students; at a science lab where your group comes up with shared data would be a good example. In this case, however, the person allowing another to copy their homework is equally guilty of academic dishonesty.

- 4- Duplication of Work: the presentation of the same work for different assessment components and/or diploma requirements.



Other Forms of Academic Dishonesty

- Copying: taking the work of another student, with or without his or her knowledge and/or permission, and submitting it as one's own work.
- Publishing: taking the work and materials, photographs, voice or video recordings of a teacher and/or another student with or without his or her knowledge and publishing it e.g. on the internet
- Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, and/or consulting with such material during an exam in order to gain an unfair advantage in answering the exam questions.
- Disruption: causing a disturbance by talking, moving about, or otherwise distracting the proctor or interfering with the work that other students are producing and/or interfering with the teacher's conduct of a lesson or supervision of an examination.

The Role of the Student, Teacher and Parent in Sustaining Academic Honesty

Students are responsible for:

- ensuring that all work submitted for assessment is authentically theirs
- correctly acknowledging all the work and ideas of others
- reviewing their own work before submission for assessment
- keeping all records (hard and soft copies) of the learning/assessment journey that evidences the original production of the assessment in question
- seeking the help of teachers, supervisors, academic mentors and IB Coordinators (if required)
- complying with all internal school deadlines as stipulated by the IB school calendar
- Submitting their work using "*Turnitin*" so that students would learn about plagiarism to help minimize the possibility of plagiarism.



- Signing the IB cover sheet in full knowledge that the work they have submitted is the final copy and is liable to be used as evidence in any penalization of academic dishonesty.
- providing evidence (if need be) to help verify that any suspected plagiarized work is indeed your own work

Teachers are responsible for:

- Explaining the Academic Honesty Policy to all students.
- Being cautious for obvious changes in a candidate's work pattern and quality of work submitted.
- Sharing good practice and exemplar material in a collaborative and responsible manner.
- Reading and checking all candidates' work for authenticity following clearly stated timelines before submission.
- Complying with the chosen school method of citations (MLA format)
- Using 'Turnitin' to check major assignments including final versions of Internal Assessments, Extended Essay and the TOK essay in the DP when needed.
- Following the right Academic Honesty procedure so that all in-house issues have been dealt with in a cohesive, consistent and timely matter.

Parents are responsible for:

- Speaking to their children about the ethical need to be honest and why it is important to be so in terms of academic progress and personal growth.
- Taking an active role in your child's development and in particular monitoring their child's academic and pastoral development through using Managebac, parent-teacher interviews, the student communication logs and school email/Engage systems (Edmodo) to ensure the communication system of teachers-students-parents is as successful as possible.



Academic Infringements

The IB states that there is a clear difference between ‘infringement’ and ‘malpractice’. In cases of infringement, work could be submitted by a candidate without the candidate having made a deliberate or knowing attempt to gain an unfair advantage.

The IB states that this could occur where the candidate has not used some means of indicating a quotation, but has cited the source of the text in the bibliography or in a footnote. The IB may designate this as a case of academic infringement and not malpractice. If this is found to be the case for the DP students, no marks will be awarded for that particular component(s) but the candidate will still be eligible for a grade in that subject area and the overall IB diploma. The School’s Counselor along with the EE & DP coordinator will be in charge of orienting the students for the academic honesty at the beginning of year.

Investigating for Malpractice for IB Students

Steps to follow

If a teacher or another member of staff suspects that a student may have breached the school’s standards of Academic Honesty, they will inform the relevant Head of Departments and IB Coordinators. Together they will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to any charges of academic dishonesty.

Their investigation would then be reported to the School Principal and Head of School for review and a final decision on the matter would be made in consultation with the student’s parents/guardians.

The Consequences of Academic Dishonesty

First offence - any student who has been found to be academically dishonest (as set out in this policy document) will receive an official warning and a record will be placed into his or her student file in conjunction with informing and meeting with their parents/guardians.



Second and final offence - any student found to be academically dishonest will receive zero for their assessment and will be withdrawn from the course.

For IB students there is an extremely strict policy regarding Academic Dishonesty. In the event of Academic Dishonesty, a grade is not awarded in a subject and thus this will result in **no IB MYP certificate or Diploma being awarded.**

However, if having followed due process, and there are explanatory circumstances (Following the IB Code of Conduct as set out in Diploma Program Academic Honesty, 2009, 2011), the following steps must be followed:

a – If work that is deemed to be the subject of plagiarism (and if there is time for the DP coordinator to send the work to the examiner by the appropriate IB deadline) the candidate can be allowed one opportunity to revise and resubmit the work. In the MYP as well, students may retake the exam in a future session, assuming malpractice is not repeated.

b - If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned and thus forfeit any possibility of receiving the IB Diploma.

c - An F will be entered for candidate's work, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Candidates must be prepared to present evidence in this event at interview (to be arranged).

d - If plagiarism is detected after a candidate's work has been accepted or submitted for assessment, the IB must be informed.

e –FIS may make further decisions, in line with its own disciplinary policy, which may include withdraw from the course, in addition to the suggested course of action noted above. This is at the discretion of the Head of School in consultation with the IB Coordinator.



Note from IBO regarding Academic Honesty

The IBO will only investigate a case of suspected academic misconduct when there is clear evidence to justify an allegation of malpractice. For a full list of all policies and procedures as laid down by the IBO please consult with the IB Coordinators.

Authenticating Candidates' work

It is the responsibility of teachers, IB coordinators and Head of schools to support candidates preparing their work for assessment and examinations. It is the responsibility of the Head of School to ensure that teachers review, monitor, implement and evaluate all aspects of the policy. Teachers are in the best position to judge whether a candidate's work is authentic. Continuous support and guidance will avoid plagiarism and other malpractice. Nevertheless, candidates themselves must bear consequences if they deliberately submitted a work not theirs.

Teachers must take into consideration different methods to ensure that candidates' work is authentic:

- The school must ensure that every candidate at Al Faris International School receives a copy of General Regulations/ Academic Honesty published by IB to draw the student's attention to the suplications of malpractice and its consequences.
- While reviewing the candidate's draft, a teacher must be fully aware of any suspicion of violation of the principles of academic honesty. In that case, the teacher must draw the student's attention to the risk of breaking the regulations of academic honesty.
- Every candidate must sign a cover sheet for each IB assessed component and all internally assessed components to confirm the ownership of their work.
- Teachers must also sign and date the cover sheet to the effect that to the best of their knowledge it is the authentic work of the candidate.
- Teachers must instruct and assess paraphrasing skills in written assessments.
- Teachers must teach students how to cite & reference their work to authenticate.
- To insure the learners' authentic work, learners upload their work on "Managbac-turn it in" to be checked.



Acknowledgments

Academic Honesty: Guidance for Schools, published by the International Baccalaureate, (2003, 2011), Switzerland

Academic Honesty new guide

Academic Honesty guide across the 3 programs (IB Continuum)

General regulations: Diploma Program For students and their legal guardians (2011)

The IB Learner Profile, The International Baccalaureate Organization (2013)

PYP: From principles into practice (2014)

MYP: From principles into practice (2014), “[Implementation policies](#)”

DP: From principles into practice (2014)

Coordinator Support Material (2016)

Note: MLA stands for Modern Language Association

Examples:

Basic Book Format

The author’s name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last Name, First Name. *Title of Book*. Publisher, Publication Date.

For more information, please use the Purdue Online Writing Lab

By Michel Foucault, Vintage-Random House, 1988. “Welcome to the Purdue OWL.” *Purdue OWL: MLA Formatting and Style Guide*, <https://owl.english.purdue.edu/owl/resource/747/06/>.

Thanks also go to the following school’s publications that were also consulted to create this document: CIS Doha Academic School



FIS IB COURSE MALPRACTICE REPORT

- Student's name: _____ Year: _____
- Subject: _____ Level: -----
- Teacher: _____
- Type of malpractice: _____

• **Summary about the malpractice:** Date: _____

• Evidence:

• Recommendation of a penalty:

Teacher's Signature: _____ Date: _____

Attached report:

Student's statement:

Student's Signature: _____ Date: _____

Coordinator's Signature: _____ Date: _____