

Adab Iranian Private School
(AIPS)

Academic Honesty Policy



2016-17

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.



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.



**“... knowledge without integrity
is dangerous and dreadful”
-- Samuel Johnson**

Introduction

AIPS considers Academic Honesty an important achievement for students that help them improve their knowledge to produce their own work throughout the program to prepare them for a successful life and career. Academic honesty ensures that students get credits for their own work and receive constructive feedbacks on their work and gain ethical habits for future employment. The policies and procedures in this document are supported by AIPS mission and vision and also the attributes of the International Baccalaureate (IB) learner profile. Consequently, every member of our community needs to be aware that academic dishonesty in AIPS is considered as a highly serious issue.

AIPS Academic Honesty Policy

The Academic Honesty policy has been established to support IB Program rules and regulation. All the members of AIPS are fully aware of the importance of the Academic Honesty and are also applying it in all the aspects of education and research. The students are introduced with the concept of citation and acknowledgement within an informal manner, both in English and Persian language and will practice it throughout their school life. It is important for teachers, students, and parents to be aware of the policy guidelines and consequences of malpractice. Therefore, they should sign documents in English and Persian to show that they have understood the acknowledgement of the policy and the consequences of violating the regulation.

The following concepts are related to the Academic Honesty policy:

Authenticity of Work

The IBO and AIPS define authenticity of a work, as “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use

the candidates' own language and expression. When sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately accredited" (IB Diploma Program. Academic Honesty. 2007)

Hence, AIPS highly emphasizes on individuals own language and work whether written or oral assignments. Students must fully acknowledge all the sources they used or referred to.

Students must reference the use of the following:

- The work and ideas of others
- Documented versions of another's words
- Electronic media and internet
- Sources of hard and soft copies, such as photographs, illustrations or computer programs
- Direct quotations
- Art works, including films, theatre arts, visual arts

Intellectual property

AIPS highly stress the students to understand all forms of intellectual and creative expressions mentioned in the policy such as copyright, trademarks, and registered designs. Students should respect several forms of intellectual property to prevent plagiarism. Teachers also should provide guidance and instruction to the students on plagiarism and how to avoid it.

Proper conduct during examination

Students should acknowledge AIPS proper conduct procedures before their scheduled examinations and follow school policy during the exams.

Malpractice

According to IBO definition, malpractice 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." This includes:

- Intentional plagiarism: representing the ideas or work of another as one's own
- Unintentional plagiarism: careless paraphrasing or citing where misleading credit is given
- Collusion: supporting malpractice by another candidate, as in allowing one's work to be copied
- Duplication of work: presenting the same work for different assessments components and/or diploma requirements
- Collaborating with candidates/students or third parties: taking home assignments, examination papers, or other projects
- Other misconduct: any behavior which provides an unfair advantage (for example, taking unauthorized material into an examination room, misconduct during an exam, falsifying records) (IB Diploma Program. Academic Honesty. 2007)

Malpractice most commonly involves plagiarism or collusion. IBO Diploma Program document obviously shows what we at AIPS consider as forms of plagiarism. Staff may commit malpractice as well. Among the examples of malpractice committed by staff includes:

- The unauthorized rescheduling of an examination
- Failing to keep the examination papers secure prior to an examination
- Opening examination paper packets prior to an examination
- Providing a candidate with undue assistance
- Leaving a candidate unsupervised during an examination
- Allowing additional time in examinations
- Releasing an examination paper, or disclosing information about the content of a paper within 24 hours after the examination (Diploma Program. Academic Honesty. 2007)

Examples of malpractice during examination

Misconduct during examination sessions could include, but are not limited to:

- Taking unauthorized material into an exam room. E.g.: Any devices other than a permitted calculator, own rough paper, notes and a phone
- Misconduct during an exam, such as disruption of the exam or distracting a candidate
- Supporting, or attempting to support, the passing on of exam related information
- Copying work of another student
- Failing to comply with the instructions of the school staff conducting the exam
- Impersonation of another candidate
- Stealing examination papers
- Using an unauthorized calculator during an exam
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community with 24 hours of the end of the examination (IB Diploma Program. Academic Honesty. 2011).

Avoiding malpractice:

Avoiding Plagiarism

Individual subject teachers will discuss academic honesty in the context of their own subject areas as seen by the guidelines of the Academic Honesty Policy. Students must acknowledge the following:

- Sources for all verbatim quotations of two or more consecutive words
- Sources from which they paraphrase or summarize facts or ideas
- Sources for ideas or information that could be regarded as common knowledge but which students think their reader might still find unfamiliar

- Sources for materials that students might not normally consider as “texts” because they are not written
- Sources that add relevant information to the particular topic or argument of students’ work. If in doubt about whether or not to cite a source, cite (“Sources – Their Use and Acknowledgement” 2001).
- As the IB states in the Academic Honesty Policy document that: “Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from websites without the need for acknowledgement. Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. (Simply stating the search engine that was used to find the website is not acceptable). This includes copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CD-ROMs, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals.”
- The issue of plagiarism is not confined to groups 1 to 5 of the Diploma Program. In general, copying works of art, whether music, film, dance, theatre arts or visual arts, also constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.
- Copying text is not always a deliberate attempt by a candidate to present the ideas or work of another person as their own. In fact, the experience of the final award committee it is apparent that many candidates are not aware of when or how to acknowledge sources. Occasionally, a candidate may copy one or two sentences from a book, journal or Website without showing it is a quotation, but indicating its source in a footnote or the bibliography. Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement, and not malpractice. (IB Diploma Program. Academic Honesty. 2011).

Collusion versus Collaboration

According to the IBO, “For most assessments components, candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays.) However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate’s own words and cannot, therefore, be the same as another’s. If two or more candidates have the exact same introduction to an assignment, the final award committee will construe it as an example of collusion. It is essential that both teachers and candidates are aware of the distinction to prevent allegations of collusion against their candidates” (IB Diploma Program. Academic Honesty. 2011).

Roles and Responsibilities

- *The head or principal* must ensure that all the students understand what constitutes Academic Honesty, receive guidance on academic writing and how to conduct a research and acknowledge sources, understand what constitutes malpractices and know the consequences of being found guilty of malpractice.
- It is the responsibility of each *teacher* to provide students with instructions on how to use ethical research and guidelines on academic writing, provide the students with consistent feedback in drafting process and reference styles required in each subject.
- School *librarians* should give students instruction for writing research papers and also provide the students with guidelines on reading and writing skills
- *Students* are supposed to be responsible to submit authentic work that is correctly acknowledged. They are expected to comply with school deadlines and academic honesty guidelines in written and oral assignments. They can also seek advice from their teachers on matters related to academic honesty.
- The main responsibility of an *examiner* is to mark the student work based on assessment criteria. They are expected to report to the IB any cases where

there is evidence of malpractice. They might be asked to report on the submitted works in case of any malpractice.

- Students' *parents* are expected to promote good academic practice and ensuring academic honesty.
- IB coordinators are responsible for
 - ✓ Making provisions to ensure all students, parents and teachers to understand what constitutes academic honesty by providing verbal instruction, printed instruction and/or additional resources when needed
 - ✓ Ensure that all policies are posted on the school website
 - ✓ Facilitate Academic Honesty and Integrity Committee meetings when necessary
 - ✓ Plan and monitor all IB Exam testing sessions
 - ✓ Provide teachers with materials and training necessary to guide students in maintaining academic honesty
 - ✓ Maintain parent contact and participate in the investigation of academic misconduct
 - ✓ Document and report all instances of academic misconduct to the IBO when necessary
 - ✓ Provide timely reminders and reviews of the IB Learner Profile

Investigation of Malpractice

Students are responsible for ensuring that their submitted work for assessment is authentic. Upon submission, the subject teacher will review the work. The following list outlines the possible procedure should a suspicion of malpractice occur.

➤ Procedure of Investigation Initiated by the School

- The teacher will notify the IB Coordinator if malpractice is suspected and any suspicion of malpractice will be kept confidential
- The teacher will investigate the matter with the student(s) involved

- The teacher and IB Coordinator will determine if malpractice has taken place based on the information of an investigation
- The IB Coordinator will inform and notify the parents/legal guardians of the consequences. Should parents/legal guardians wish to appeal, the matter will be referred to the Academic Integrity Committee (IB Diploma Program. Academic Honesty Policy. 2011).

Any incident of malpractice may instantly be referred to the Academic Honesty Committee if:

- The student denies the charge of malpractice
- Several students are involved in the incident, and the teacher is incapable of thoroughly investigating the matter

Work submitted to IB for grading:

- 1) If questions arise about the authenticity of a candidate's work before submission for an assessment, the situation must be solved within the school. If possible academic misconduct is identified after a candidate's work has been submitted to the IBO for assessment, the school's DP coordinator must inform the IBO as soon as possible. For work that is internally assessed, "submission" refers to the deadline by which teachers' marks must be submitted to the IBO. For work that is externally assessed, other than the scripts from written examinations, "submission" refers to the candidate signing the declaration of authenticity for their work.
- 2) When a school, an examiner or the IBO establishes evidence to suspect of academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IBO with statements, and other relevant documentation concerning the case.
- 3) If the IBO notifies the school that a candidate is suspected of academic misconduct and that the IBO has the intention of initiating an investigation, at the discretion of the principal, it is permissible for a candidate to be withdrawn from the session or from the subject(s) in which the academic misconduct may have occurred. However, at the discretion of the IBO the investigation of the suspected academic misconduct by the candidate may

still proceed and a decision be reached on whether to uphold or dismiss academic misconduct.

- 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 refuses to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.
- 5) The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee.
- 6) Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee.
- 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 be commensurate with the severity of the misconduct. If the misconduct is determined to be severe, the Final Award Committee may decide not to issue a grade for the subject(s) concerned.
- 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 severe or repeat misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, provided that relevant registrations deadlines are met.
- 9) The IBO does not permit appeals to decisions of the Final Award Committee with respect to academic misconduct, but not against the severity of the penalty.

Any work suspected not to be authentic will not be submitted to IBO. In such cases, one of the following courses of action will occur:

Malpractice Identified Before a Submission Date to IBO

If malpractice is identified before a school based due date, the student will have a chance to correct the problem(s) in time to meet the IBO's submission date. If the student does not meet the due date, a failing grade will be given.

Malpractice Identified Internally On or After a Submission Deadline

This situation likely takes place with work set by teachers and not necessarily required by the IB for an impending deadline (e.g. lab work or teacher-set assignments). Once the assessment has been formally submitted and malpractice is suspected, the investigation process will take place.

Malpractice Identified Externally by IB Examiners

Examiners will inform the IBCA and an investigation will occur. An IB Diploma or Certificate may be revoked at any time if malpractice is established.

Penalties applied to students guilty of malpractice

In cases of academically improper conduct, a number of sanctions will be employed:

- Academically dishonest work will receive zero as a grade
- The student whose work has been deemed to be academically dishonest will be obliged to do it again
- The zero will have a serious effect on a semester grade
- A formal letter will be placed in a student's file, describing the incident and the decision of the Academic Honesty Committee about the disciplinary consequences
- In cases when an assignment is submitted to the IBO for assessment, the IB Coordinator will inform the organization that the final work is affected by misconduct
- Malpractice in the external/Final examination will receive zero as an academic grade and zero on the student's general behavior grade. (Examination Malpractice rules and regulations, I.R of Iran Ministry of Education, 1998)

References:

- Academic Honesty guidance for schools, IBO, 2011
- Academic Malpractice Rules and Regulations, I.R of Iran Ministry of Education 1998
- Diploma Program General Regulations Handbook, IBO, 2012
- Effective Citing and Referencing, IBO, 2014
- Academic Honesty Policy, TIS, 2015