



Academic Integrity Policy

IEC Philosophy on Academic Integrity:

The IEC's philosophy on academic integrity is rooted in the belief that students should strive for honesty, integrity, and responsible conduct in all their academic pursuits. The Academic Integrity policy is seen as a crucial foundation for fostering a culture of learning that is based on authenticity, respect for others' work, and personal responsibility.

At IEC, our aim is to cultivate a balanced, reflective, and responsible lifelong learner. To achieve this, students are expected to understand and adhere to a strict academic honesty policy, which goes beyond a mere set of rules and becomes a fundamental attitude and way of life for them. Through this policy, students learn to respect the original work of others and uphold integrity and honesty in their academic endeavors. Our school promotes the development of authentic and genuine personalities in our students.

IB Learner Profile:

*Inquirers : Students show independence in learning and acquire the skills necessary for conducting inquiry and research.

*Communicators : Students confidently and creatively express ideas and information in multiple languages and diverse modes of communication.

*Principled : Students take responsibility for their own actions and the accompanying consequences, acting with integrity and honesty.

*Thinkers: Students make ethical decisions in their discerning approach to decision-making.

What is Academic Integrity?

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.

What is Malpractice?

The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

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.

Plagiarism

This is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

(Dr. Celina Garza, Academic honesty- principles to practice)

Collusion:

This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another student.

Duplication of work:

This is defined as the presentation of the same work for different assessment components and/or diploma requirements.

Others:

Taking unauthorized material into an examination room. Misconduct during an examination. Falsifying a CAS record.

(Diploma Programme: Academic Honesty-2009)

Guidance on the distinction between legitimate collaboration and unacceptable collusion.

At IEC, there exists a distinction between acceptable collaboration and unacceptable collusion, and it is imperative to clarify this difference. While collaboration among classmates is not only permitted but also encouraged in certain instances, the school's educators take deliberate measures to ensure students understand the boundaries. Collusion, as defined in the context of academic integrity, refers to supporting or facilitating academic misconduct by another student. An example of collusion includes permitting one's own work to be copied or submitted for assessment by someone else (IB, 2014). To foster an environment of academic Integrity, teachers at IEC emphasize the importance of students presenting their work in their own words during collaborative or group assignments. Additionally, students are expected to acknowledge the contributions of their peers in such collaborative efforts.

Through the following procedures and guidelines, IEC aims to instill a deep understanding in students regarding the distinction between legitimate collaboration and unacceptable collusion, promoting a culture of academic integrity.

Acceptable Collaboration:

Precise Task Definition :

Clearly outline collaborative tasks, specifying elements conducive to group work.

Direct students on contributing collectively without engaging in collusion.

Documented Collaboration:

Request documentation of collaborative efforts, highlighting individual contributions.

Mandate reflections where students articulate their comprehension of the collaborative process.

Peer Review and Feedback:

Incorporate mechanisms for peer review to encourage constructive feedback.

Clarify that receiving feedback is distinct from allowing others to complete the work.

Alignment with Learning Objectives:

Unacceptable Collusion:

Expected Individual Output:

Clearly specify when individual work is expected.

Outline consequences for failing to adhere to this requirement and establish boundaries to prevent sharing or copying.

Prohibition of Work Sharing:

Explicitly convey the unacceptability of sharing completed assignments without permission.

Provide examples illustrating what constitutes collusion in the MYP context.

Promoting Plagiarism Awareness:

Educate students on the MYP's stance on plagiarism.

Reinforce the effects of presenting someone else's work as their own and stress proper citation practices.

At the Islamic Educational College, academic integrity is seen as a shared responsibility among all stakeholders, and is viewed as a crucial factor in shaping the character and education of students. It is actively promoted and supported at all levels of the school community to create a positive learning environment that fosters integrity, honesty, and responsible conduct.

The roles and responsibilities of stakeholders in promoting academic honesty are crucial in shaping the character and education of students. At the Islamic Educational College, all members of the school community are expected to actively contribute to the promotion of academic integrity. This includes students, teachers, administrators, and parents.

Students are expected to take ownership of their own work and strive to present their efforts without engaging in cheating, plagiarism, collusion, or any other form of academic dishonesty. They are encouraged to apply the principles of academic integrity from an early age, as it is viewed as an essential aspect of character development and creating a healthy learning environment.

Teachers and administrators play a significant role in fostering a culture of academic integrity by providing guidance and instruction on proper research skills, citation practices, and ethical conduct. They are responsible for creating a supportive environment where students are encouraged to demonstrate their own abilities and contribute to the learning community without resorting to dishonest practices.

Parents also have a responsibility in promoting academic honesty by reinforcing the importance of integrity and ethical conduct in their children's education.

They can actively engage in discussions with their children about the value of honesty, and support the school's efforts in promoting a culture of academic integrity.

School Administration / IB Coordinators Roles and Responsibilities

Inform all members of the school community about the school's academic integrity policy and the IB regulations regarding academic misconduct.

Ensure that all members of the school community adhere to the academic honesty policy.

Provide seminars and presentations for teachers and students (grades 5-12) to promote the understanding of MLA citation and referencing, and to prevent acts of academic misconduct.

Inform and train teachers on how to use www.turnitin.com.

Teachers Roles and Responsibilities

Promote academic integrity and honesty by setting an example.

Apply academic honesty in all teaching methods and strategies, including worksheets, tests, homework assignments, essays, etc.

Support and guide students in developing study and research skills. Report any instances of academic misconduct to the IB Coordinators. Display brochures about academic honesty and integrity.

Inform and train students on how to use <http://www.turnitinuk.com>.

Students Roles and Responsibilities

Comply with the IB general regulations (for Diploma students) and the School Academic Integrity policy (for students in grades 5-12).

Seek assistance and guidance from subject teachers when needed. Ensure that all work presented under their names is their own efforts. Use MLA citation and referencing in all assignments and tasks.

Adhere to deadlines and avoid procrastination, to take ownership of their work and respect the work of others.

Librarians Roles and Responsibilities

Work closely with teachers to organize library classes for students conducting research, ensuring smooth coordination.

Have a thorough understanding of the research process and its specific requirements at each stage.

Provide expert guidance to students in finding resources that match their research topics, showing keen discernment.

Carefully curate a diverse and extensive collection of resources in the library to help students access relevant information for their research.

Provide students with various strategies to efficiently skim through books, articles, websites, etc., to find relevant information, demonstrating a thoughtful approach to information retrieval.

Parents Roles and Responsibilities

Understand the School Academic Integrity policy, IB regulations, and rules of academic misconduct.

Support honesty in all aspects of their child's life and explain the principles of academic honesty.

Be involved in any incidents of academic dishonesty.

Work identified as not authentic in the MYP:

1.Plagiarism

Plagiarism occurs when a student intentionally disregards citation rules or claims others' work as their own, and is not a result of poor academic conduct.

- a) If a small part of a student's work is copied and/or not cited for the first time, the teacher may meet privately with the student to explain the situation and provide guidelines to avoid similar mistakes in the future. The student is also required to rewrite/cite that part of the assignment. The administration and parents are notified, and the incident is recorded.
- b) If a student intentionally breaches the rules of Academic Integrity for the second time, the penalty is that the student is asked to resubmit the assignment. The administration and parents are informed, and the incident is recorded.
- c) If a student intentionally breaches the rules of Academic Integrity for the third time, the penalty is a zero mark for the assignment, along with a reduction in the percentage of the total mark for that subject. The administration and parents are informed, and the incident is recorded.
- d) If a student commits multiple offenses, or copies or purchases an entire work, the penalty is referral to a disciplinary panel. The disciplinary panel has the authority to impose penalties, including expulsion from the school. Parents are informed, and the incident is recorded.

2.Collusion

- a) First offense: Both students are required to meet to discuss the penalties and consequences of collusion. They must resubmit their own individual work. The incident is recorded, and parents are notified.
- b) Second offense: Both students receive a zero mark for the assignment. The incident is recorded, and parents are informed.

c) Third offense: Both students are referred to a disciplinary panel, which has the authority to impose penalties, including expulsion from the school. Parents are informed, and the incident is recorded.

3. Duplication of work

- a) First offense: The student is required to resubmit the piece of work or assignment. The incident is recorded, and parents are informed.
- b) Second offense: The student receives a zero mark for that piece of work. The incident is recorded, and parents are informed.

4. Cheating in an exam / other offenses

- a) First offense: A warning letter is sent to the parents, which must be signed and returned.
- b) Second offense: The student receives a zero mark for the exam, and parents are informed.
- c) Third offense: The student does not receive a grade for that particular subject .

Work identified as not authentic in the DP:

A) Academic misconduct before work is submitted to the IB Organization for external assessment

First offense: If the teacher suspects plagiarism in the final draft (15-20% on turnitin.com), the candidate is asked to rewrite the piece of work, and the IB Coordinator is informed with no penalty.

Second offense: If the teacher suspects any academic misconduct, they report it to the IB Coordinator. The IB Coordinator meets with the teacher and the candidate to discuss the case. If serious misconduct such as plagiarism, collusion, duplication of work, or cheating is confirmed, a zero mark is given for that assignment. Parents are informed, and a report of misconduct is recorded in the candidate's file. If the offense is repeated, the work will not be sent for assessment.

B) Academic misconduct after work is submitted to the IB Organisation for external assessment

General regulations: Diploma Programme For students and their legal guardians (Article 28 & 29).

If the IB Organisation suspects malpractice after the candidate has signed the cover sheet and declared the authenticity of their work, the school/IB Coordinator is required to conduct an investigation into the case. The suspected candidate is asked to provide a written explanation or defense.

Evidence collected during the school investigation will be presented to the final award committee, which will decide whether to dismiss the allegation or uphold it for further investigations.

If the final award committee determines that malpractice has occurred, no grade will be awarded in the subject concerned, and no IB diploma will be awarded to the candidate. A certificate will be awarded in other subjects where the candidate has submitted their own work and ideas.

The following citation expectations are in place :

- Grade 5-6: Students are required to provide basic citations for text and images using a provided format.
- Grades 7-8: Students are expected to write full citations for text and images using a provided format with guidance.
- Grades 9-12: Students are required to provide complete citations for all sources, including parenthetical citations.

Examples on MLA format citations:

Book:

Author's Last name, First name. Title of Book. Publisher, Year of Publication.

Example:

Smith, John. *The Great Gatsby*. Penguin Books, 2003.

Journal Article:

Author's Last name, First name. "Title of Article." Title of Journal, vol. Volume number, no. Issue number, Year of Publication, page range.

Example:

Johnson, Sarah. "The Effects of Climate Change on Biodiversity." *Environmental Studies Journal*, vol. 25, no. 2, 2019, pp. 45-67.

Website:

Author's Last name, First name. "Title of Webpage." Title of Website, Publisher, Year of Publication, URL.

Example:

Brown, Emma. "The History of Ancient Rome." *Ancient History Encyclopedia*, 2020, www.ancient.eu/rome/history/.

Online Video:

Author's Last name, First name. "Title of Video." Website Name, Publisher, Year of Publication, URL.

Example:

Johnson, Michael. "The Art of Photography." YouTube, uploaded by Photography Tips, 2018, www.youtube.com/watch?v=12345.

In-Text Parenthetical Citation:

For in-text citations, use the author's last name and the page number (if available) within parentheses after a direct quote or paraphrase.

Example:

"The world is full of magic things, patiently waiting for our senses to grow sharper" (Yeats 42).

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