



Sheikh Zayed International Academy – Islamabad أكاديمية زايد الدوليہ – اسلام آباد

## ACADEMIC INTEGRITY POLICY

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### SZIA MISSION STATEMENT

The mission of Sheikh Zayed International Academy-Islamabad is to help our students to become positive-thinking citizens who use knowledge and experience to develop their countries and to be active citizens in making a better future world.

To this end, our main aim is to help our students grow as responsible, knowledgeable, thinking adults who retain their culture and traditions and, at the same time, respect all other nations, races and religions.

## **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.

IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

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

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

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

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## PHILOSOPHY

The Academy views academic honesty as an important value and strives to develop a culture of academically honest behavior within the academy's community. As a continuum school, the learner profile attributes and the ATL skills helps us to instill the values and principles behind being academically honest in all our students.

Academic honesty encourages personal integrity and inspires all members to conduct academic tasks in a principled manner. The purpose of this policy is to inculcate a positive attitude towards learning by encouraging students to develop the skills to demonstrate academic integrity in all their pursuits from a young age.

This policy will provide the expectations of both students and teachers in the pursuit of academic integrity in accordance with IBO publication "Diploma Assessment Procedures".

The policy defines authenticity of work, academic malpractices, and their consequences, furthermore the policy describes possible approaches to prevent any breach of regulations but also describes procedures for carrying out an investigation when confronted by the case of suspected misconduct.

SZIA plays an integral role in fostering academic integrity both within the school and within the whole institution

## PURPOSES & DEFINITIONS

The purposes of this academic honesty policy are to

- Define academic honesty and dishonesty in the context of the Academy's curriculum.
- Maintain the integrity of academic achievement at the Academy.
- Fairly and consistently deal with matters related to academic dishonesty

**(DP: Academic honesty, 2019)**

**Academic honesty** is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, and role modelling and taught skills. It is not confined to original authorship and ownership of creative material but also proper conduct in the written examinations.

**Authenticity** is the term used with DP students when they confirm that a piece of work is authentic and was carried out in a manner that reflects the attitude of academic honesty.

Where the ideas or work of another person are represented within a [students] work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

**Collaboration** defines the habit of working together on a common aim with shared information, which is an open and cooperative behavior that does not result in “allowing one’s work to be copied or submitted for assessment by another as defined in the regulations of the IB Diploma programme.

### **Defining Academic Misconduct**

The IBO defines misconduct as “a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.” (*Academic Honesty in the Diploma Programme, 2018*).

### **Forms of misconduct include:**

**The following are the forms of misconduct** (*General Regulations: Diploma Programme, 2019*)

**Plagiarism:** “the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless dictated and acknowledged, is also considered plagiarism.”

For example

- using words and ideas of another person to support one’s argument without acknowledging
- verbatim quoted passages not enclosed within quotation marks and acknowledging
- using words or ideas from electronic media, email messages and CD-ROMs without acknowledging
- using photographs, maps, illustrations, data, graphs audio visual and similar material without acknowledging the sources
- using work of arts, whether music, film, dance, visual or theatre arts used in one’s work without acknowledging

**Duplication of Work:** “the presentation of the same work for different assessment components and/or Diploma Programme requirements.”

**Collusion:** “supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.”

**Misconduct During an Examination:** “taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.”

- Denying the peers access to information or material (for example books from the school’s library or course material distributed by the teacher)
- Falsifying CAS evidence or reflections, other sorts of records and/or official documents

- Receiving too much help and guidance from another person when working with an assignment to be submitted for evaluation. This person can be a teacher, another student, a family member or a friend
- Falsification: purchasing and/or submitting pieces of written work by someone else (including the use of ghost writers), misrepresenting actions or falsifying parent signatures

**Communication About the Content of an Examination:** “24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.”

**Malpractice** includes any behavior that gains an unfair advantage for a candidate or that affects the results of another candidate.

For example

- taking unauthorized work into an examination room
- misconduct during an examination
- falsifying a CAS record.

## **CORE VALUES:**

We believe that a challenging and an innovative academic programme cultivates

- Curiosity and love of learning
- Solid learning methods and a sound work ethics
- Integrity and fairness.

The following IB learner profile attributes will be developed through this Academic Honesty Policy

- Inquirers
- Principled
- Reflective

## **WHY IS IT IMPORTANT TO CITE?**

- To show respect for the work of others.
- To give the reader the opportunity to follow up references.
- To help a reader to distinguish between the work of the creator and the work of others.
- To give the reader the opportunity to check the validity of the creator’s interpretation.
- To receive proper credit for the research process.
- To establish credibility and authority of own knowledge and ideas.

**Academic honesty – principles to practice (2014)**

## **TEACHERS' RESPONSIBILITY IN UPHOLDING ACADEMIC HONESTY:**

At SZIA each teacher builds awareness in the students at an early stage

- that academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as they question, inquire and act “
- to complete their work carefully, honestly, and authentically.
- that IB students are content creators and not content imitators.
- that they are only the author of an idea expressed or work produced through their own abilities.
- of the fact that any piece of original work created by an individual or group of individuals is their intellectual property and if used by them should be properly referenced.

## **IB DP STUDENTS ARE EDUCATED ABOUT:**

- The EE coordinator holds sessions on MLA style of referencing in their work. (Modern Language Association).
- SZIA's exam and Mock exam rules session before the examinations.
- IB exam rules session before IB Examinations.
- IB College Regulations for IB Courses are discussed in the orientation session before start of diploma programme.
- Submitting work that is authentic and any sources used by them are appropriately credited.
- Clearly distinguishing between their work and the source being used by using quotation marks, indentation, or a similar method.
- Not to share hard copy or an electronic copy of their work submitted for assessment or an oral presentation with anyone.

## **ROLE OF STUDENTS:**

- The students are responsible for acknowledging all sources and ensure that all work submitted for assessment is their authentic work.
- The students must abstain from receiving non-permitted assistance in the completion or editing of work and must also abstain from giving undue assistance to peers in the completion of their work.
- The students must be familiar with the school's policy for Academic integrity and behave appropriately according to the policy.
- Before the start of the EE process, all students must attend a course on “What is academic integrity in the EE, sourcing and plagiarism”
- The students are expected to attend all information meetings (compulsory) concerning academic integrity and conduct of the exams
- All students, before submitting final work to the IB for assessment purposes, are required to sign all digital cover sheets in accordance with IB rules and regulations.

- All coursework and final drafts of IA/EE/TOK essay are to be submitted on its learning and controlled by the plagiarism detecting software, and the students must accept all measures of control on their work required by the IB coordinator
- Students are informed that the IB randomly checks candidates' work by using web-based plagiarism detection system

## **DISTINCTION BETWEEN LEGITIMATE COLLABORATION AND UNACCEPTABLE COLLUSION OR PLAGIARISM:**

### **Legitimate Collaboration is of two types:**

- When group work is explicitly allowed by the teacher who should divide the students into groups for the same (for example in science labs / practicals, language A or B: oral presentation, class discussion). Although collaboration is allowed, the final work of each student must be produced independently, even though it may be based on the same or similar data as other members in the group. This means that each student should write a unique abstract, introduction, content and conclusion/summary of their part in the group work.
- The second type of legitimate collaboration is when students identify where they have received help on a project or an assignment. In this manner each student's individual contribution and capabilities will be identified. In group 4 subject's students can collaborate in data collection, nevertheless the actual recording and processing of data must be undertaken independently if this criterion is to be assessed by the IB.
- **Unacceptable collusion:** occurs in 'allowing one's work to be copied or submitted for assessment by another 'as defined in the regulations of the IB Diploma programme

### **Academic dishonesty/ malpractice in IB Examinations:**

- Copying material from a textbook, the internet, or another student and presenting it as one's own work.
- Colluding in such practice.
- Taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination.
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.
- Exchanging or in any way supporting, or attempting to support, the passing on of information that is 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
- Stealing examination papers
- Using an unauthorized calculator during an examination.
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.

*(A Principled Approach to Academic Integrity, 2019)*

### **Investigating malpractice at school:**

The following steps will be taken when malpractice occurs:

- The IB Coordinator will be informed about the malpractice
- IB Coordinator will inform the Principal/Head of Section
- An Academic Integrity Committee will be appointed to hold a hearing and investigate the charges of malpractice
- The parents or legal guardians of the student(s) will be notified by the administration of the incident
- The committee will decide on the disciplinary action
- The parents or legal guardians will be notified of the disciplinary action
- A copy of it would be kept in the student's file and school's record.

### **School Action:**

Action to be taken by the school is a candidate is found guilty of Academic dishonesty/ malpractice in work not yet submitted to IB.

Academic dishonesty will result in academic and/or behavioral consequences as mentioned in detail in the school rules and regulations, a copy of which is handed to the parents in the beginning of the school year.

- First Breach: Verbal warning and recorded in the school record
- Second Breach: Written warning and recorded in the school record.
- Third Breach: A grade of zero will be given on the work involved
- Principal/Head of section will be notified of all incidents of academic dishonesty
- Other actions determined by the Principal/Head of Section and the academic integrity committee such as assignment to in-school suspension (ISS) and the action recorded and the letter will be placed in the student's file and notified to the students
- Conference with the Student's Parents, the Teacher and the Head of Section or designee after the second and the third breach

## **Action to be taken by the school if a *candidate* is found guilty of Academic dishonesty/malpractice in work submitted to IB**

According to the IB document titled GENERAL REGULATIONS: Diploma Programme, (Revised and Published April 2014) as stipulated under Article 21:

If Academic Misconduct is identified after formal IBO assignments have already been submitted to the IBO for External Assessment, the following processes would or could occur:

- The student will be asked to redo the work if malpractice is discovered before the student has signed the cover sheet to be submitted to IB Cardiff, UK
- The coordinator will inform IB Cardiff, UK that he or she suspects that work submitted to the IB for assessment (or as part of a sample for the purpose of moderation) may not be the authentic work of the candidate.
- If an IBO Examiner establishes evidence to suspect a candidate of Academic Misconduct, the IBO notifies the school and initiates an investigation; Grades and Diplomas can be withheld with a decision that Academic Misconduct has been committed.
- If a diploma has already been awarded, it can be rescinded by the IBO with the establishment that Academic Misconduct has been committed.

## **IB PROVISIONS OF THE REGULATIONS RELATING TO MALPRACTICE.**

*The article below was taken from General Regulations: Diploma Programme 2014*

### **Article 21: Investigating cases of suspected academic misconduct:**

21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB Organization for assessment, the school's DP coordinator must inform the IB Organization as soon as possible. For work that is internally assessed, "submission" refers to the deadline by which teachers' marks must be submitted to the IB Organization. For work that is externally assessed, other than the scripts from the written examinations, "submission" refers to the candidate signing the declaration of authenticity for their work.

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

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

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

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB Organization staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The subcommittee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

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

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct. If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the subject(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.

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

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

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

### **ROLE OF DP Coordinator:**

- The IBDP coordinator is responsible for providing information and guidelines about the Academic Integrity Policy.
- The IBDP coordinator is also responsible for surveying correct behavior and start investigating processes when suspecting malpractice.
- The IBDP coordinator must ensure that the subject guides and all rules and regulations are strictly followed and that the IB regulations are applied consistently and fairly.

- At the beginning of the first year of the school's IB Diploma Programme, all new IB students are briefly introduced to the IB concept of academic integrity.
- The IB coordinator is responsible for providing information about rules of conduct of IB examinations, both to students, IB staff and exam invigilators.
- Separate examination preparatory meetings are organised to secure this information well in advance of the exam period. IB examiners must be vigilant and contact the IB coordinator immediately in any cases of suspected malpractice.

## MLA FORMATTING AND SCAFFOLDING

### Scaffolding

Please note that the levels required for each grade level only define the minimum expectation. If there is an advanced student that needs more of a challenge, students are free to incorporate more MLA into their work.

**The following applies to PYP 4 , PYP 5, MYP 1 & 2:**

- Work cited page in alphabetical order

Format for books – Author and title - **Said, Edward. *The World, the Text, and the Critic***

Format for online sources – **Author (if available), Title of page, URL. – Author (if available). Title. URL.**

Format for interview – Name of expert, date of interview, and the medium – **Family name, first name. Medium (email, Skype call with, conversation with...). Full date.**

Format for images – online – URL, title of page, author (Emerging level by grade 5) **Author (if available). Title. URL.**

Format for images – book – author, title and page (Emerging level by PYP 5) Said, Edward. ***The World, the Text, and the Critic***. p. 15.

\*all author statements are written as: family name, first name (if available)

**For students in Grades 8-12 full MLA citations are required.**

For examples of proper essay and works cited formatting, please see the MLA Style Guide from

Owl Purdue: MLA Style Guide

### Reference:

1. IB Poster – Ethical Practice -
2. IB publication – Academic Honesty – Guidance for Schools – (2011)
3. *IB learner profile in review: Report and recommendation (April 2013)*

4. *Handbook of procedure 2015*
5. *A Principled Approach to Academic Integrity*, International Baccalaureate Organization (UK) Ltd, 2019, [resources.ibo.org/ib/topic/Academic-honesty/works/edu\\_11162-58121?root=1.6.2.4.5&view=div&lang=en&odd=ibo.odd](https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?root=1.6.2.4.5&view=div&lang=en&odd=ibo.odd)
6. Baccalaureate , International. *General Regulations: Diploma Programme*. International Baccalaureate Organization, 2019.
7. *General Regulations: Diploma Programme 2014*