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## **Academic Integrity Policy**

### **General Overview**

IB learners' profile describes learners- among other qualities- as Principled. IB DP learners “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.” “Teaching and learning in the DP must develop the positive behaviors that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.” “In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigor can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).”

### **Philosophy**

Academic honesty is an essential aspect of teaching and learning in any environment. We at Antonine Sisters' School believe that academic honesty is the responsibility of all members of the school community including teachers, parents, students and administrators. We inspire our students to be honest and understand others.

### **Purpose of the Academic Integrity Policy:**

Since Academic integrity is the groundwork for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work, the purpose behind the integrity policy is to provide students with reliable, fair, and recognized outcomes through valid assessment. The Academic integrity guide defines Academic integrity as “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

behavior in the production of legitimate, authentic and honest scholarly work.”

The IB guide defines “**student academic misconduct** as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior 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 happens before, during or after the completion of the assessment or examination, paper-based or on-screen.”

**Objective:**

By the end of this coursework, students will be able to:

- Produce authentic and genuine individual and group work;
- Correctly attribute sources, acknowledging the work and ideas of others;
- Responsibly use the information technology and social media;
- Adhere to ethical and honest practice during examination.

**1- Embedding the policy into the school structure**

School board, program coordinators, librarians, and teachers play a fundamental role in establishing an applicable and effective integrity policy. Their main responsibility is to:

- Establish an academic integrity policy with long-term objectives. This policy is clearly stated and in accordance with local legislation and school policy and is constantly/regularly revised. To achieve lasting effects, it is important to consider factors such as the learning environment, the relationships between the students and the previous pedagogical experiences of the student.
- Implement an awareness campaign and schedule activities to reinforce the required skills, reaching not only students, but also their parents. Orientations and workshops at the beginning of the academic year to the teachers and to the students as well to highlight on the importance of respecting the guidelines and give an overview presentation about:
  - using APA style
  - what it means to credit sources
  - Why it is important to credit sources
  - What sources should you credit
  - Formatting In-Text Citations
  - Formatting Reference Lists
  - Resources
- Foster an understanding of academic honesty so that students understand its fundamental values and are familiar with its technical aspects as part of their skills development;

- Ensure that all teachers have the same level of understanding of academic integrity as a first step to ensuring their engagement and commitment;
- Guarantee that teachers, students and parents have a copy of school's academic integrity policy and the programme relevant IB regulations;
- Provide students with a booklet that includes all the techniques of adding in-text citation and references with different research samples and sharing with them some guidelines and techniques of paraphrasing, summarizing and quoting;
- Provide a program like **(Turn It In)** that enables teachers to detect plagiarism and hence facilitates their mission to monitor and observe the students' work; Students are required to submit the final version of most internally and externally assessed work through Turnitin before it is submitted to the IB. It is possible that the school may refuse to submit student work to the IB on the basis of a Turnitin search outcome, or if a student refuses to submit the work through Turnitin. Subject teachers may, in addition, request that drafts of assignments be submitted through Turnitin. Students should note that the IB also randomly submits work through Turnitin, thus creating an even larger data base through which student work can be compared.
- Provide guideline on a) how to avoid plagiarism, b) how to carry out research, c) how to implement fact and validity check;
- Comply with the IB assessment regulations and procedures related to the administration of examinations;
- Be available to offer advice and guidance.

## 2- Students' Role

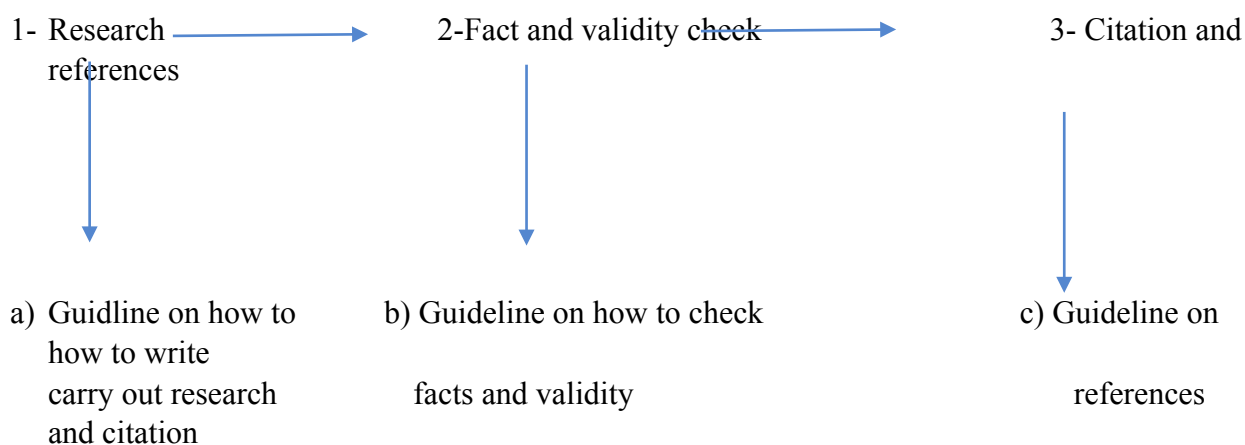
It is expected that all IB students understand and accept the principle of academic integrity and face the challenges associated with it. This is not a task that students can face in isolation, they must have the support of their teachers and the school. Students should:

- Have a full understanding of their school's and the IB's policies and adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they have received from third parties during the process;
- Must understand and act according to academic honesty- correct citation and referencing, acknowledging the source of data whatever it is: a work of art, a computer program, a photograph, a diagram, an illustration, a map... Add examples of conventions for citing and acknowledging original authorship. After learning the basic research skills from techniques of summarizing and paraphrasing to adding in-

text citation and references, students now can build on them;

- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities;
- Show a responsible use of the internet and associated social media platforms: they should be sceptical about the information on the internet. They should be able to detect fake and outdated information through continuous fact and date check. Certain books can be sometimes outdated this is why using the internet is recommended;
- Receive an age-appropriate copy of the policy so they understand the expectations and requirements. Accordingly, they sign an “honour code” promising to avoid academic misconduct.

#### Scope of work:



### **3- Parents' Role**

Although they are not directly involved, parents are able to collaborate with the administrative and teaching team to promote academic integrity. Parents are expected to:

- 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 the IB 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.

### **Appeal**

According to “Diploma Programme: Assessment appeals procedure” guide, appeals are possible against:

- “results—when a school has reason to believe that a candidate's result(s) are inaccurate...
- a decision upholding academic misconduct, but not the penalties imposed for misconduct
- a decision in respect of special consideration and inclusive assessment arrangements ...
- an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.”

And permission to appeal will be granted where:

- “the procedures defined in the general regulations, and which led to the decision being appealed, were not followed the candidate found in breach of the general regulations is able to present new evidence.”

The appeals process is divided into two stages, each of which may require a fee to be refunded if the decision changes.

- “A stage 1 appeal can only be requested by the head of school or by the Diploma Programme coordinator from the school at which the candidate (known as the appellant) was registered. This appeal stage consists in a review of the case by senior assessment officers of the IB.
- A stage 2 appeal can be requested directly by a candidate and/or his or her legal guardian/representative in addition to the head of school and Diploma Programme coordinator if the outcome of a stage 1 appeal is not satisfactory. This stage of appeal grants the candidate a formal hearing by a constituted panel with one member independent from the IB.

A request for appeal at either stage must be submitted with a completed appeal request form that can be obtained from the IB via the IB Answers service.” Reference to details in “Diploma Programme: Assessment appeals procedure” guide is recommended.

#### **4- Student Academic Misconduct:**

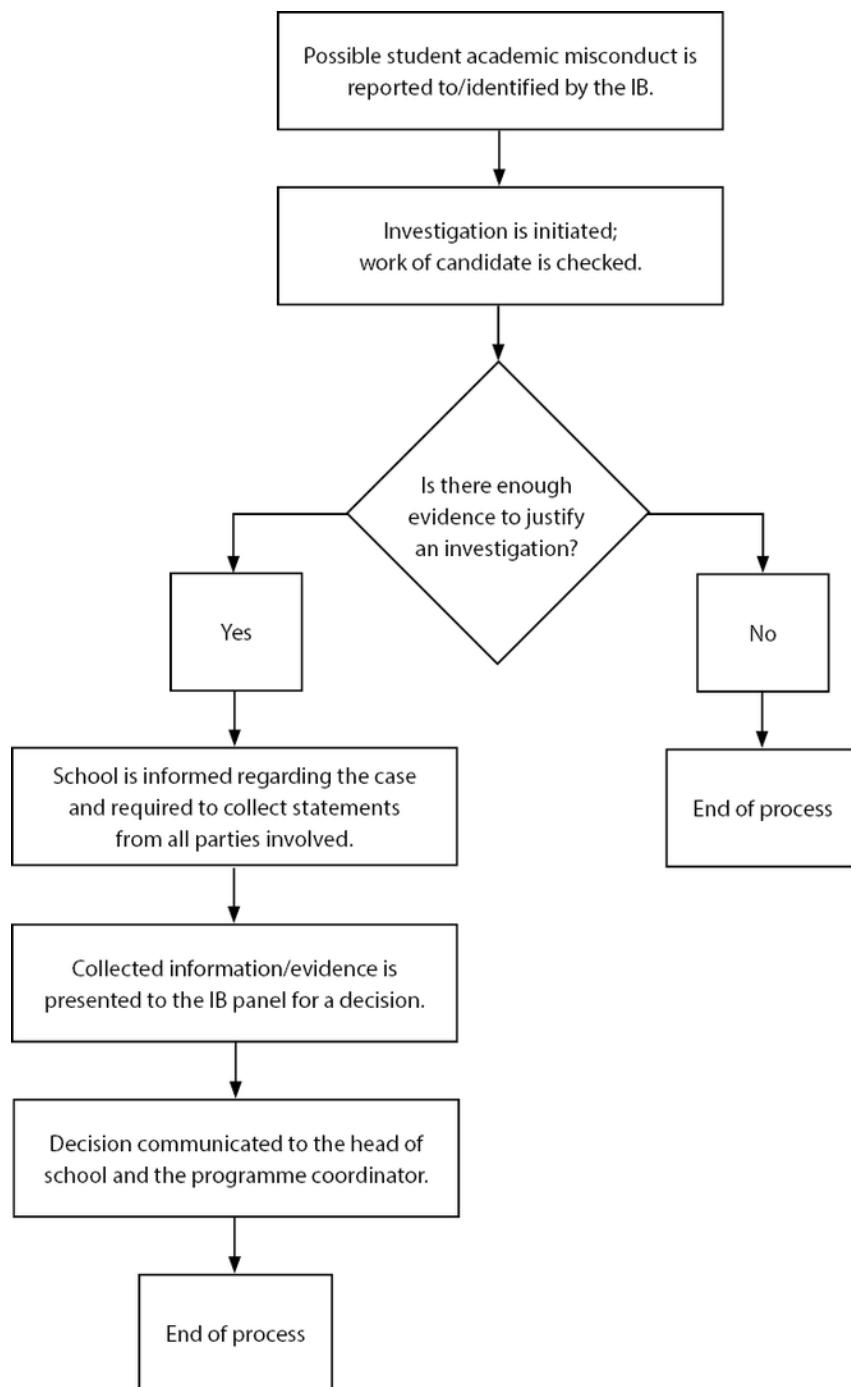
- “The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.
- It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper- based and on-screen.”
- For details about categories of student academic misconduct: Coursework and Written and on-screen examinations, procedures for dealing with policy breaches by students, and penalty matrices,

- All students must have a clear understanding of the IB's expectations in terms of conduct. Therefore, students must adhere to ethical and honest practices.
- When a school identifies issues with the practices or final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school's academic integrity policy.

Some of the unethical practices that students will be sanctioned for:

- Copying work from another student;
- Copying external sources;
- Inclusion of inappropriate, offensive, or obscene material;
- Possessing unauthorized material in the examination room;
- Exhibiting misconduct or disruptive behaviour during an examination;
- Presentation of the same work for different assessment components or subjects;
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to;
- Removal of secure materials such as examination papers, questions and answer booklets, from the examination room;
- Attempt to fraudulently amend a result in a subject —electronic or hardcopy certificates and transcripts;
- Assisting another student(s) in committing an act of academic misconduct;
- Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination;
- Not cooperating with an investigation, whether involved or not;
- Gaining access to IB examination papers before examination's scheduled time;
- Impersonating an IB candidate— both impersonator and person allowing impersonation.

## **5. Investigation flowchart**



**Measures:**

When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB within 24 hours of the examination to report the incident. Students will continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student’s examination script should be submitted for assessment as usual.

If the student was proven guilty after investigation, sanctions will be applied according to the IB penalty matrices. Based on the misconduct, 4 levels of penalty can be applied: level 1, level 2, level 3a, and level 3B. **The penalties are:**

**Level 1:** Warning letter to the student (The student is required to re-do the work and reminded of the school's academic honesty policy. Parents are notified by the IBDP coordinator, and the misconduct is noted in school records.

**Level 2:** Zero marks for components(The student is given zero for the work, parents are notified by the Principal or IBDP coordinator, and the student receives disciplinary consequences. This second misconduct offense is noted in school records.)

**Level 3a:** No grade for subject(subjects) concerned

**Level 3b:** No grade for parallel subjects If a student is found guilty of a 3rd breach of academic honesty, they will receive no credit for the relevant course, and may be recommended for withdrawal.

In certain cases, the IB will decide whether students are allowed to retake the examination or resubmit coursework.

In case of repeated, multiple or very serious offences, additional sanctions may be imposed like change in registration category or permanent disqualification from current of different programs.

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