



Academic Honesty Policy

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Rationale

The aim of this document is to encourage good academic practice within the PYP (Primary Years Programme), MYP (Middle Years Programme), BTEC (Business and Technology Education Council) and IB Diploma Programme (DP) at Emirates International School Meadows (EISM) and to ensure that students fully appreciate the important role they play in producing work that is academically honest. IB students are encouraged to take responsibility for their work and to ask for support when completing assessed work in order to prevent any possible form of malpractice.

IB Standards and Practices

As an IB Continuum school EISM ensures that its policies and procedures align with and support the implementation of the IB Standards and Practices. In relation to academic honesty this means the following:

- EISM leadership have put in place structures and processes to ensure compliance with IB Standards and Practices.
- EISM complies with the IB regulations and procedures related to the conduct of MYP e-Assessment.
- EISM provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff.
- EISM complies with IB regulations and procedures related to the conduct of all forms of DP assessment.
- EISM implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.
- EISM clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.
- EISM articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility.
- EISM ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented.
- EISM monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent.

What is Academic Honesty?

Academic honesty is an important concept that helps shape responsible and ethical students. In today's world, where information is readily accessible and artificial intelligence (AI) plays a significant role, it is crucial for our students from the PYP to the DP, to understand and uphold academic honesty. This means respecting the ideas and work of others, giving proper credit, and using AI responsibly.

The below mentioned guidelines are stipulated to help students appreciate the importance of referencing, academic honesty when researching, and using AI responsibly. Academic honesty means doing your own work, being truthful, and respecting the work of others. It also includes acknowledging the sources of information or ideas you use in your school research projects and assignments.

The Importance of Referencing

Referencing is a way to give credit to the people and or sources that helped you with your work. When our students' reference, they are expected to show that they are being fair and respectful of others' work.

In alignment with our commitment to upholding the principles of academic honesty and integrity, EISM has adopted Harvard referencing as the primary reference source within our academic community. However, as an International Baccalaureate (IB) school, we strongly encourage our students to exercise academic autonomy and scholarly creativity.

Therefore, we recognise and respect the diverse approaches to referencing that our IB students may choose to employ in their academic work. While Harvard referencing remains the recommended and widely accepted standard, students are welcome to explore and utilise alternative referencing styles, provided that they adhere to the specific guidelines and standards associated with their chosen referencing method. It is our belief that fostering an environment of flexibility and academic exploration not only enriches the learning experience but also empowers our students to become well-rounded learners capable of navigating diverse academic contexts.

Researching Ethically

When conducting research, our students are expected to use books, websites, and other resources to gather information. Students are encouraged to always ask a teacher or parent for help when unsure if a source is appropriate or reliable. It is imperative that students keep track of sources by noting the name of the book, website, or person and the date where the information was found.

Citing All Sources

Whenever our students make use of someone else's words or ideas, there is an expectation that they are given credit by citing the source. This might involve mentioning the name of the book, website, or person that the information is sourced from.

The Role of Artificial Intelligence (AI)

AI is a powerful tool that can help with research and learning, but it is important to use it responsibly. When using AI for schoolwork or home learning, students are expected to ensure that they understand the information it provides and verify it from trusted sources. Students must remember that AI may assist in their learning journey but not replace their own effort and understanding.

The IB believes that AI technology will become part of our everyday lives — like translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with sound principles of academic integrity.

Students should be aware that the IB does not regard any work produced — even only in part — by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.

**Statement from the IB about ChatGPT and artificial intelligence in assessment and education, Last updated: 06 June 2023*

What does the EISM Meadows and the International Baccalaureate (IB) expect of academically honest students?

There is an expectation for students to be, in all aspects of school, work and play:

- Inquirers
- Principled
- Thinkers

Academic honesty connects with the IB learner profile, which is the IB's mission translated into a group of learning outcomes for today's students, and links to students' developing competencies in self-management, research and communication.

As an IB student, how can you demonstrate academic honesty?

- Make your work personal and write using your own “voice”.
- Acknowledge help and resources used.
- Allow yourself time to do the work properly.
- Submit work that is authentic as part of the e-Portfolios and personal/community projects.
- Familiarise yourself with what constitutes academic misconduct in the on-screen examinations for MYP and the written and oral examinations for DP.

IB programmes encourage students to inquire, take action and critically reflect on what they learn and how it affects their attitudes and behaviour. They should be able to:

- make their thoughts and their learning explicit
- show how they have developed their ideas
- demonstrate the views they have followed or rejected.

This is essentially what academic honesty is about — making knowledge, understanding and thinking transparent.

Students need to understand that people construct knowledge together. We all must reflect on our roles in furthering knowledge and building understanding. An essential aspect of this is an understanding of academic honesty.

Academic honesty must be seen as 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, role-modelling and taught skills. *

**Middle Years Programme. MYP: From principles into practice. May 2014. P. 76.*

In order to understand what constitutes academic honesty, it is often easier to consider what constitutes ‘malpractice’ or ‘academic dishonesty’. ‘Academic dishonesty’ or ‘malpractice’ is any behaviour that results in, or may result in, a candidate gaining an unfair advantage in one or more assessment components.

Examples include:

Plagiarism: The presentation of the ideas or work of others as the student’s own.

Collusion: Promoting malpractice by another candidate e.g. allowing one’s work to be copied or submitted for assessment by another.

Duplication: The presentation of the same piece of work for different parts of the Diploma i.e. submitting the same piece of work for an Internal Assessment and then using this within the Extended Essay.

Fabrication: The making up of facts and data, including your CAS record.

Misconduct: Inappropriate conduct during examinations e.g. disruptive behaviour, copying answers, the taking in and use of unauthorised equipment/software in the examination room, theft, impersonation.

Plagiarism

Plagiarism is the passing of someone else’s work as one’s own; this includes words, writing, ideas, thoughts, graphics, visuals, electronic media, music, paintings and drawings. Plagiarised work is work which fails to acknowledge the sources which it used or upon which it is based. Plagiarism is a clear breach of academic honesty and is a criminal offence. If a student is found to have plagiarised all or part of any assignment, no grade will be awarded for the subject, and hence no Diploma can be awarded (or any other area PYP, MYP, eAssessment and BTEC). All sources must clearly, accurately and honestly acknowledge each and every piece of material you have used in the production of your work, by references in the body of the work, and in a bibliography at the end. EISM has adopted the Harvard referencing system and IB students receive specific guidance and training in referencing. They will receive a copy of the Harvard

Referencing Workbook and have dedicated time to complete it.

Collusion/Collaboration

Collaboration involves working together with other students. There are occasions where collaboration with other students is actively encouraged. Nevertheless, the final work submitted by each student must be produced independently regardless of whether it may be based on similar data i.e. the piece of work must be written in each student's own words and cannot be the same as other students. Collusion is when a student copies another's work (with their full knowledge and permission) and submits it as their own. All parties involved in collusion are penalised.

Prevention of Academic Dishonesty

All work submitted as part of an IBDP course, a BTEC course or any aspect of the Core curriculum will be subject to checks for academic honesty, including the use of 'Turnitin®', a leading web-based plagiarism checker. Turnitin® affords the opportunity to check all work for improper citation or potential plagiarism prior to final submission to the International Baccalaureate Organisation (IBO).

EISM uses this software in connection with ManageBac. Teachers are asked to complete a Turnitin percentage spreadsheet ahead of IA uploads in order to ensure teacher/departmental accountability. Teachers must ensure that work submitted is entirely original work of the student. In the case of work which is Internally Assessed (IA), the teacher must have seen the work develop over time in order to verify that it is the students' own.

The student must be able to discuss the development of the work and demonstrate understanding of the concepts in it. All students will be introduced to the school's Academic Honesty Policy and will be clearly informed of acceptable practice, our expectations and the potential consequence of deliberate malpractice. All IB students are required to sign an official IB Declaration confirming that all work they have submitted will meet the academic honesty requirements of the IBO.

In addition, all students will have an explicit introduction to a Programme's General Regulations, will receive their own copy of the regulations and will sign the copy to say that they have understood and accepted all of the regulations, including those relating to academic honesty.

Reporting Academic Dishonesty

If you suspect someone is not being honest in their academic work, talk to your teacher or a trusted adult about it. Academic honesty is important, and everyone should follow the rules.

Consequences of Academic Dishonesty

Breaking academic honesty rules can have serious consequences, such as receiving a lower grade or facing internal as well as external disciplinary actions. Students are expected to always choose honesty and integrity over dishonesty.

Internal Consequences in EISM

Level	Observed Behaviour	Consequences	Lead
1	Plagiarised material submitted as own work in one subject	<ul style="list-style-type: none">• Student given another opportunity for task submission.• Lunchtime reflection with Class Teacher where Class Teacher informs Parents: CC student, Subject Leader, Form Tutor, Year Leader, and IB Coordinator.	Class teacher

2	Repeated level 1 in one subject	<ul style="list-style-type: none"> ● Student receives a '0' score for the task. ● Lunchtime reflection with Class Teacher where Class Teacher organises face to face meeting with Student and Parent. Subject Leader invited where appropriate. Level 2 Contract/agreement signed. 	Class teacher
3	Sustained pattern of dishonesty across multiple subjects	<ul style="list-style-type: none"> ● Student receives a '0' score for the task. ● 1-day internal academic suspension recorded on student file. ● IT ban for task submissions considered. ● Year Leader organises meeting with Student and Parent. ● Level 3 Contract/agreement signed. 	Year Leader
4	Plagiarism after Year Leader meeting	<ul style="list-style-type: none"> ● Student receives a '0' score for the task. ● The IB is informed as per 'External Consequences from IB' policy. ● IT ban for task submissions. ● 3-day external academic suspension recorded on student file (first warning). ● IB Coordinator organises a meeting with Student, Parent, and Year Leader. ● Level 4 Contract/agreement signed. 	IB Coordinator
5	Plagiarism after IB coordinator meeting	<ul style="list-style-type: none"> ● Student receives a '0' score for the task. ● IT ban for task submissions. ● 2-day external academic suspension recorded on student file (second warning). ● Deputy Headteacher organises meeting with Student, Parent, and IB Coordinator ● Level 5 Contract/agreement signed. 	Deputy Headteacher
6	Plagiarism after Deputy Headteacher meeting	<ul style="list-style-type: none"> ● Student receives a '0' score for the task. ● 3-day external academic suspension recorded on student file (final warning). ● Next step would be to request exclusion from KHDA if academic dishonesty continued. 	Deputy Headteacher

External Consequences from the IB

If any student breaches any of the academic honesty rules including IB examination regulations, or is academically dishonest when producing internally or externally assessed work, the IB will apply the following penalties:

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned— see note 1	Level 3b penalty No grade for “parallel” subjects— see note 2
Plagiarism <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.

<p>Collusion <i>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own</i></p>	<p>Work of students shows close similarity.</p>	<p>Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.</p>	<p>More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.</p>	<p>Not applicable</p>
<p>Submitting work commissioned, edited by, or obtained from a third party—see note 4</p>	<p>Not applicable</p>	<p>Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i></p>	<p>Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i></p>	<p>Applicable for a student in the same or different IB World School providing the service.</p>
<p>Inclusion of inappropriate, offensive, or obscene material</p>	<p>Minor offence—see note 5</p>	<p>Moderate offence—see note 6</p>	<p>Major offence—see note 7</p>	<p>Major offence</p>

Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable
Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

In conclusion, academic honesty is a cornerstone of responsible learning and growth as IB students who are preparing for the future. Referencing and citing sources in your school work are essential ways to demonstrate respect for others' ideas and maintain your integrity as a student.

Moreover, as AI becomes more prevalent, using it responsibly is our obligation as responsible IB students.

Links to other policies

Assessment

Learning and Teaching

Inclusion