

PUE - QF Schools QATAR ACADEMY AL KHOR ACADEMIC HONESTY POLICY

Academic Integrity Procedures Manual proposed

incorporating the PUE Academic Integrity Policy, approved March 2018

1. QF PUE Vision

Leading Learning

QATAR ACADEMY AL KHOR VISION

Our vision at Qatar Academy Al Khor is to empower students to be open-minded, inquiring and knowledgeable life-long learners who are able to adapt to an ever-changing world through intercultural understanding and respect. We envision our future leaders as courageous problem-solvers who will make a positive difference to the world.

2. Scope and authority

The scope of the Academic Integrity Policy shall apply to all schools within the Qatar Foundation that are subject to oversight by the Pre-University Education division.

This Procedures Manual and the accompanying Policy shall jointly control and govern all matters pertaining to the subject outlined therein. The Policy and Procedures Manual shall supersede any and all prior agreements, policies or procedures in any way related to, or connected with, the topics outlined herein.

3. Objective

The **Academic Integrity Policy** sets forth the general principles for academic honesty and integrity in QF schools. The **Academic Integrity Procedures Manual** is intended to provide uniformity of expectation among QF Schools, while at the same time allowing for individual schools to promulgate procedures that reflect the uniqueness of their school environment. Accordingly, and pursuant to the

objectives outlined herein, the Academic Integrity Policy addresses the following questions:

- What is academic integrity? How is it defined?
- How do QF schools educate students about academic integrity?
- What are the consequences of academic dishonesty or misconduct?

The policy should be used in conjunction with other PUE policies; including Inclusion, Assessment, Promotion & Retention and Behaviour. Each QF school will have its own handbooks or practices document that detail how the policy and procedures are implemented.

4. Policy and procedures

4.1: Academic honesty and student integrity defined.

Policy statement

All students and stakeholders will strive to be **principled** in all aspects of their school life. This is defined by the IB Learner Profile as acting, “with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, group and communities... [As] taking responsibility for their own actions and the consequences that accompany them,” and this applies equally to all PUE institutions. PUE defines academic integrity in the following ways:

- Academic integrity covers a broad range of skills and values that require students to be ethical, honest and principled in their learning. It requires students to take responsibility for their own studies, school-work and completion of assessment tasks.
- Academic dishonesty or lack of integrity is often a product of many factors; including a student’s abilities and comprehension of a given subject or task, peer and social pressure, cultural and parental expectations, role modeling, taught skills, workload stress, and competition for reward, award or a place in a further education institution.
- QF PUE recognizes the importance of intellectual property and the importance of giving explicit credit to the original author or creator. Teachers and students alike are required to work, study and learn with honesty and integrity.

4.2: Building a school culture of academic integrity.

Policy statement

QF schools develop a culture that values individual students and supports them in achieving their potential, honestly and authentically. Students are expected to own and be responsible for their learning and take pride in their work. Schools should

develop their own practices designed to build this culture, in alignment with the PUE policy and procedures, and to incorporate the following elements:

- Clearly defined roles and responsibilities for students, teachers, parents and administrators.
- A programme of direct, age-appropriate and incremental teaching that addresses the conventions for academic integrity and encourages students to take responsibility for their own learning and work.
- Teachers should make academic honesty an integral part of their teaching and of assessment task instructions.
- Library, media technology and all teaching and support staff have a key role to play in developing a culture of integrity.
- Students are encouraged to own and benefit from their own learning rather than to see school as a place for simply completing tasks for praise or credit.
- Students should be taught about the appropriate use of external, non-school support.
- The processes of creating and acquiring knowledge and understanding should be made transparent.
- Schools shall have a system of building partnerships between the school, student and parent. This shall incorporate some individual student declarations of academic honesty, as appropriate for each school.
- QF schools authorized or accredited by external organizations shall adhere to all requirements specified in their documentation regarding academic integrity.

Procedures

1. *Roles and responsibilities:* Clearly defined roles and responsibilities for students, teachers, parents and administrators should be defined here. School procedures should address the following framework:
 - Teachers should make academic honesty an integral part of their teaching and of assessment task instructions.
 - Library, media technology and all teaching and support staff have a key role to play in developing a culture of integrity.
 - Schools shall have a system of building partnerships between the school, student and parent. This shall incorporate some individual student declarations of academic honesty, as appropriate for each school phase or age group.
 - QF schools authorized or accredited by external organizations shall adhere to all requirements specified in their documentation regarding academic integrity.
2. *Education for pupils:* A programme of direct, age-appropriate and incremental teaching that addresses the conventions for academic integrity and encourages students to take responsibility for their own learning and work should be detailed here. Students are taught the appropriate personal, social

and technical skills needed to be academically honest. The processes of creating and acquiring knowledge and understanding should be made transparent. A framework is as follows:

- research practices,
- annotations,
- note-making,
- planning and drafting processes,
- citations, paraphrasing,
- referencing, bibliographies,
- correct formatting and the appropriate use of online tools (such as Easybib, Turnitin and 'essay mills').
- the appropriate use of external, non-school support.

4.3: Academic dishonesty or misconduct defined.

Policy statement

Academic dishonesty can take many forms, each of which needs to be understood by teachers and students.

Policy requirements and Procedure definitions:

QF schools shall incorporate the following elements of academic malpractice in their practices, handbooks and teaching:

1. *Intentional* – when a student plans to be dishonest, is aware of the nature of their actions, and may even take measures to disguise or cover their dishonesty.
2. *Unintentional* – when a student is dishonest without realizing what is expected and required, or cannot manage the appropriately honest processes.
3. *Copying* – reproducing someone else's words, ideas or work in one's own assignment.
4. *Duplication* – use of one's own assignments for more than one task.
5. *Plagiarism* – taking the words, ideas or work of another individual and presenting it as one's own. Most often this is in the form of directly copying text without acknowledging the source, but it can also include the indirect copying, using, rephrasing or re-presenting of the ideas or work of another person without due acknowledgement or reference.
6. *Fabrication* – the creation of false, fake or invented data, research, images, or other source material. This could also take the form of omission of source data.
7. *Collusion* – when two or more students work together, thus making attribution of ideas or words difficult to determine, whether intentional or unintentional.
8. *Copyright infringement* – the acquisition or use of copyrighted work without appropriate authorization, license or permission.

9. *'Tutorization'* – when a student gains too much guidance or support from a home tutor, whether by the provision of prompts or coaching, or by producing a complete assignment on behalf of the student.
10. *Exam malpractice* – could be in the form of taking notes or forbidden items into an examination session, or copying from a neighbouring classmate.
11. *'Contract cheating'* – a form of collusion or tutorization in which a student pays for someone else to produce an assignment on their behalf; whether a friend, a classmate or an online service provider.
12. *Unauthorized or malicious interference* – with another student's work, or with teacher or school records.

4.4: The consequences of academic dishonesty.

Policy statement

QF schools acknowledge that the failure to uphold academic integrity is often the symptom of larger educational issues or a lack of understanding around the concepts of principled scholarship. The first level of intervention should therefore be support to the individual student.

Policy requirements and Procedure definitions:

Schools shall incorporate a series of clear, consistent and fair consequences into their own academic honesty practices, behavior policies and student handbooks. They should include, but are not limited to, the following consequences:

1. *Interventions* - encouraging students to reflect on, and learn from, their actions, to take responsibility for their own learning and work.
2. *Investigations* – the processes for the investigation and resolution of accusations of academic dishonesty, and for the restitution of appeals.
3. *Warnings*– systematic and incremental notification to student, parent and school administration regarding the consequences of dishonesty or a lack of integrity.
4. *Parental involvement* – the timing and nature of communications with parents.
5. *Repeating assignments* – the (first) instances when students are given an opportunity to repeat an assignment, perhaps under controlled conditions, for teacher feedback and/or the determination of assessment grades.
6. *Impact on grades and reports* – the impact of (repeated) dishonesty upon a student's grades or report cards.
7. *Probation, detention, suspension* – such as detentions, loss of privilege or reward, internal or external exclusions, loss of awards or qualifications.
8. *Disqualification or withdrawal* – from examination candidacy or course credit.
9. *External examination bodies* – the strict consequences that examination and qualification agencies, such as the IB, have for dishonesty and misconduct.
10. *Communicating with colleges and universities of further education* – the decision and process for informing other educational institutions about a student's academic dishonesty.

5. References

This Procedures Manual draws upon the pre-existing policy documents and procedures of each QF school, and on the Pre-University Education Qatar Foundation Schools Draft Policy and Procedures Manual, November 2015. In addition, the following sources were consulted:

- Academic honesty in the IB educational context, International Baccalaureate Organization (UK) Ltd, 2014.
- Diploma Programme: From principles into practice, International Baccalaureate Organization (UK) Ltd, 2015.
- Middle Years Programme: From principles into practice, International Baccalaureate Organization (UK) Ltd, 2015.

Qatar Academy Al Khor Academic Procedures

Offences and consequences

Allegations of academic dishonesty which include malpractices of plagiarism, collusion, cheating, copying or duplicating will be investigated and dealt with immediately by QAK administration. The student will be given the opportunity to respond to the allegations. If, after the investigation, the students' work is found to be honest and accurate then the matter will be concluded and will not be noted on the student's record. If it is found that the work in question does breach academic honesty, then the following will apply:

Grades 6-8 MYP 1-3

- **First offence** – Where there is evidence of plagiarism and/or collusion, cheating, copying or duplication of work, the student will not receive a marked criteria level for the work. A failing level of 0 will be awarded. A letter will be communicated to parents by the subject teacher. The student will repeat the assignment or an equivalent assignment. The repeated student's work will be marked by the teacher, in order to provide constructive and critical written feedback only. A copy of the student's work and the letter sent to parents will be kept by the IB MYP Coordinator and will be placed in the student file.
- **Second offence** – The student will not receive a marked criteria level for the work. A failing criteria level of 0 will be awarded. The student will not repeat the assignment. A meeting with parents and the QAK Academic/Disciplinary Committee will be set up to discuss the consequences of the student's actions. Further disciplinary actions might apply based upon the discretion of the Academic/Disciplinary committee of the school. A copy of the students work, letter sent to parents and minutes of the Academic/Disciplinary Committee meeting will be kept by the IB MYP Coordinator and will be placed in the student's file.

Grades 9-10 MYP 4-5

- **First offence** – The student will receive a formal written warning outlining the evidence of academic dishonesty, which include any of the malpractices of plagiarism, collusion, cheating, copying or duplicating of work. The student will be awarded a criteria level of 0 for the assignment. The offence will be communicated to parents by the subject teacher and the MYP Coordinator. A meeting will be set up with parents and the student to discuss the consequences of the student's action. A copy of the students work, letter sent to parents and minutes of the parents meeting will be kept by the IB MYP Coordinator and will be placed in the student's file.
- **Second offence** – The student will be awarded a criteria level of 0 for the assignment. A meeting with parents and an Academic/Disciplinary Committee will be set up to discuss the consequences of the students actions. Further disciplinary actions might apply based upon the discretion of the Academic/Disciplinary committee of the school. A copy of the student's work, letter sent to parents and minutes of the Academic/Disciplinary Committee meeting will be kept by the IB MYP Coordinator and will be placed in the student's file.

Grades 11-12 DP

- **First offence** – The student will receive a formal written warning outlining the evidence of academic dishonesty, which include any of the malpractices of plagiarism, collusion, cheating, copying or duplicating of work. The student will be awarded a Grade 0 for the assignment. The offence will be communicated to parents by the subject teacher, SLT and the DP Coordinator. A meeting will be set up with the parents and the student to discuss the consequences of the student's action. A copy of the student's work, letter sent to parents and minutes of the parents meeting will be kept by the IB DP Coordinator and will be placed in the student's file.
- **Second offence** – The student will be awarded a Grade 0 for the assignment. An Academic/Disciplinary Committee with parents and the student will be set up to discuss the serious consequences of the student's actions. Further disciplinary actions might apply based upon the discretion of the Academic/Disciplinary committee of the school. A copy of the student's work, letter sent to parents and minutes of the Disciplinary/Academic Committee meeting will be kept by the IB DP Coordinator and will be placed in the student file.

It is important to note that the consequences for plagiarism escalate in severity as the student moves through the school. All Diploma Level work and eAssessment/ePortfolio MYP work which is deemed to be plagiarized even as a first offense, (either by the school or the IB itself) is at severe risk of disqualification, potentially harming any University Admission application and/or certification by IB.

The International Baccalaureate (IB) may impose sanctions as well. These sanctions may include:

- A warning.
- Marks may be deducted or no marks awarded.
- Student may be disqualified from one or all courses.
- Student may be prevented from entering examinations for up to five years and other examination bodies informed of the malpractice and likewise debarred.

Any other sanction is at the discretion of the IB Malpractice Committee in Cardiff.

Further instance of academic dishonesty may jeopardize the student's right to remain at the school. QAK takes the matter of academic honesty very seriously and aims to support the work of all students with respect, integrity and fair treatment.

Internal Examinations

Where there is evidence of cheating, plagiarism, copying or collusion by students in all internal examinations in both the IB MYP and IB DP a criteria level/grade 0 will be awarded to the student.

Bibliographies and referencing

The format used at QAK for bibliographies and referencing is the Modern Language Association style (MLA: www.mla.org), and is referred to as an information literacy skill of Approaches to Learning (ATL). Teachers are to consistently use the MLA referencing style and students will be trained in the use of this format through library sessions and within lessons from all subject groups. There is a section about referencing included in the ATL Handbook.

Students at QAK must commit to supporting the Academic Honesty policy of the school in all aspects of their work. They should ensure all work submitted is authentic and that they reference all work or ideas of others. The areas they specifically should focus on are:

- personal skills—discussions on integrity, confidence in one's own work, willingness to work independently, self-evaluation skills, determination to achieve individual potential.
- social skills—discussions on how to work collaboratively, how to contribute to a group or team, how to acknowledge work by other group or team members, peer-evaluation skills.
- technical skills—recognition of when others' ideas, physical skills and/or techniques should be acknowledged, which sources of information should be acknowledged, understanding plagiarism, how to construct a bibliography, how to reference correctly.

It is a mandatory obligation that teachers at QAK must teach and encourage academic honesty in all pieces of work completed by students. Teachers must be committed to supporting the application of the IB Learner Profile attribute 'Principled' as well as all the other attributes as they apply to the Academic Honesty Policy. Teachers are to detect any form of plagiarism throughout the teaching and learning process. Teachers are responsible for making sure that the students clearly understand the policy by integrating lessons on academic honesty into their unit planning. Teachers are the

“gatekeepers” with regards to modeling and demonstrating academic honesty appropriately to the grade levels they are teaching.

It is important that students have a variety of resources regarding academic honesty and know how to use them adequately at QAK as described in the different strands of ATL skills. They will be provided guidance through the IB MYP Coordinator, IB DP Coordinator, Librarians, Subject Lead Teachers, Subject Teachers and Support Staff.

Understanding malpractice

What is Plagiarism? Copying the work of another person and using it as your own work is plagiarism. If you use someone else’s work you must acknowledge the original creator; even if you alter the words slightly you are still taking the work of another person. This also applies to work taken from the Internet and all other electronic media, including all forms of images and graphics. Information taken from all sources on the Internet must reference the URL.

What is Collusion? Allowing your work to be submitted by another student or giving information to another student regarding information on a test or assignment in order to help someone else achieve a grade by assisting them in cheating.

What is Copying?

Copying from another student in part or in full or allowing a student to copy your work in school or at home.

What is Duplicating?

Submitting the same piece of work for more than one subject, regardless of the similarity between the subject assignments.

What is Cheating?

Gaining an unfair advantage over other students in the context of an academic assignment, assessment, test or any other school related activity. Generally plagiarism can be avoided by citing all sources. Students should use the bibliography to indicate the sources they used to create their work. In addition, they must use quotation marks and clearly define the source of the information with parenthetical documentation.

The IB Learner Profile

The IB Learner Profile is embedded in QAK’s daily life, and therefore, is the cornerstone to this guide. Further guidance comes from the IBO publication “Academic Honesty.” In developing the academic honesty policy, we encourage students to be:

- *Inquirers*- who acquire the skills necessary to conduct research and inquiry
- *Knowledgeable*- who explore concepts, ideas, and issues
- *Principled*- who act with integrity and honesty, take responsibility for their own actions
- *Open-Minded*- who are accustomed to seeking and evaluating a range of viewpoints
- *Risk-takers*- who are brave and articulate in defending their beliefs.

These qualities, when applied to learning and student work, will establish skills and behaviour which support good practices to be found in the classroom, used for

homework, and continued to the examination level. These good practices will be introduced, modelled, and used throughout the school.

QF PUE and QAK recognize the importance of intellectual property and the importance of giving explicit credit to the original author or creator. Teachers and students alike are required to work, study, and learn with honesty and integrity.

Students will be trained to fully understand QAK's, and the IB's, expectations of Academic Integrity. A programme of direct, age-appropriate and incremental teaching that addresses the conventions for academic integrity and encourages students to take responsibility for their own learning and work will be provided, including

- research practices,
- annotations,
- Note-making and study skills,
- planning and drafting processes,
- in-text and works cited citations,
- paraphrasing, summarizing and synthesis of sources
- referencing, works cited pages,
- correct formatting,
- the appropriate use of online tools (such as Easybib, Turnitin and 'essay mills'),
- the appropriate use of external, non-school support, and
- peer and self-review.

In this way, students are taught the appropriate personal, social and technical skills needed to be academically honest. They will learn the tools to make transparent the processes of creating and acquiring knowledge and understanding.

Academic Integrity and Dishonesty Defined

Qatar Foundation's Pre-University Education ("QF PUE") defines academic integrity in the following ways:

- Academic integrity covers a broad range of skills and values that require students to be ethical, honest and principled in their learning. It requires students to take responsibility for their own studies, school-work and completion of assessment tasks.
- Academic dishonesty or lack of integrity is often a product of many factors; including a student's abilities and comprehension of a given subject or task, peer and social pressure, cultural and parental expectations, role modelling, taught skills, workload stress, and competition for reward, award or a place in a further education institution.

References:

International Baccalaureate Organization. MYP: From Principles into Practice. Cardiff, Wales: Peterson House, 2008

International Baccalaureate Organization, Diploma Programme Academic Honesty, Peterson House, Cardiff, Wales, 2007

International Baccalaureate Organization, MYP Subject Guides (*all new subject guides from 2012 onwards contain a section on academic honesty and library*)

Qatar Academy, Academic Honesty Guidelines (*Primary School*)

International School of London Qatar, Policy Book, 2010