

The background of the entire page is a vibrant, abstract artwork composed of numerous handprints. These prints are made in a variety of colors including red, blue, green, yellow, and pink, and are scattered across a light grey background. Some prints are large and prominent, while others are smaller and more delicate. The overall effect is a sense of global unity and diversity.

UCSI International School Springhill Academic Integrity Policy

2023

Academic Integrity Policy
UCSI International School Springhill

2023

Developed by : UCSI Leadership group with collaborative contribution from the whole staff group in 2022-2023.

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AIM OF THE POLICY

- Promote good academic practice and a school culture that actively encourages academic honesty.
- Enable students to understand what constitutes academic honesty and academic misconduct.
- Encourage students to look to their teachers, supervisors and coordinators for support when completing assessed work in order to prevent any possible form of misconduct.
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.

DEFINITIONS OF TERMS

ACADEMIC MISCONDUCT

What is Academic Misconduct?

Academic misconduct is defined as behaviour, whether deliberate or inadvertent, that results in or may result in the candidate or any other candidate gaining an unfair advantage in one or more components.

Misconduct may include:

- Plagiarism: the representation, intentionally or unwillingly, of the ideas, words or work of another person without proper, clear, and explicit referencing.
- Collusion: Supporting academic misconduct by another candidate - allowing one's work to be copied or submitted for assessment by another.
- Duplication of work: The presentation of the same work for different parts of a Programme. (An example would involve submitting the same piece of work for a History Extended Essay and the History Internal Assessment).
- All other forms of misconduct - see below

Academic Misconduct also includes:

- Making up data for an assignment.
- Falsifying a CAS record.
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, wearable technology, smart watches or other form of smart technology, own rough paper, notes, etc.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate.
- Copying the work of another candidate.
- Referring to, or attempting to refer to, unauthorised material 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 an examination.
- Impersonating another candidate.
- Including offensive material in a script.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Using an unauthorised calculator during an examination.
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations.
- Contract cheating: outsourcing the work to someone else offering the service whether paid or unpaid.

COLLUSION

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. Working together is collaboration.

Copying someone else's work or allowing one's work to be copied or submitted for assessment, is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is academic misconduct and will be penalised.

PLAGIARISM

Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own, inadvertently or intentionally. Plagiarised work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic honesty. It is also a criminal offence.

NOTE: Replicating any image created by someone else, in concept or visually, and not crediting the owner of such intellectual property, is plagiarism. This applies to artworks made in all subjects.

How can I make sure that I am not plagiarising material?

- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work.

- All ideas and work of other persons, regardless of their source, must be acknowledged.
- Information located via email messages, web sites on the internet, social networks and any other electronic media must be treated in the same way as information found in books and journals.
- Students are allowed to use online citation resources such as EasyBib (easybib.com) and Purdue OWL (owl.purdue.edu) which provides citation tools such as generating in-text citations and references.
- The sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged.
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided.
- All works of art, film, dance, music, theatre arts or visual arts must have their source/ origin acknowledged.
- Material cannot be paraphrased without acknowledging the source.

The Role of the Librarian

The IB Librarian and EE coordinator are very useful resources for all students and teachers. The librarian is an expert in the area of academic honesty, and can provide ethical guidance alongside information on the agreed citation system, which is MLA and how to use it in each assignment, particularly the Extended Essay.

The school library provides multilingual support for students to support their mother tongue. Students can use multilingual sources available at the library to do their work.

THE RESPONSIBILITY OF THE STUDENT

As students, it is imperative that you uphold academic integrity by adhering to the following responsibilities:

- Ensuring that all submitted work for assessment is exclusively your own.
- Acknowledging the work and ideas of others in a complete and accurate manner.
- Reviewing your work before submission for assessment to identify any material that requires acknowledgment, such as passages, computer programs, data, photographs, and other sources.
- Complying with all internal school deadlines, as this may allow time for revising work that is of questionable authorship.
- Submitting your work using Turnitin, as required. Failure or refusal to do so may result in an accusation of plagiarism and/or refusal to accept your work within the school and/or submit it to the IB.

- Being aware that once you have "signed off" on the official IB cover sheet or authorization forms, there may be little to no opportunity to resubmit different work if the initial submission is deemed plagiarized.
- Acknowledging that teachers have the right to refuse to sign your cover sheet if they suspect that you did not complete the work or if you cannot prove ownership to their satisfaction or that of the IB Coordinator. The IB will accept the teacher's decision in such cases.
- Accepting responsibility for demonstrating that all work submitted is your own and has not been plagiarized if academic dishonesty is suspected.

THE RESPONSIBILITY OF THE TEACHER

The responsibilities of teachers with regards to academic honesty are as follows:

- To remain vigilant for apparent changes in a student's writing style, and for work that may be too sophisticated, error-free, or more characteristic of an experienced academic rather than a school student.
- Subject teachers are in the best position to identify work that may not be the authentic work of the student.
- To clearly communicate to students whether their work should be completed individually or in groups.
- To use formative assessment tasks to teach, learn, and practise academic honesty, as such work aids students in meeting the established criteria for the summative task.
- To read and verify the authenticity of candidates' work before submission, including all internal and external assessments.
- Any authenticity issues arising from concerns about plagiarism and/or collusion before submission of work for assessment must be resolved within the school, initially by the subject teacher, and subsequently in consultation with the IB Coordinator.
- If a teacher has reason to believe that part or all of a candidate's work that counts towards the final IB grade in that subject may not be genuine, that work must not be accepted or submitted for assessment.
- To follow up on the allegations with the Senior Leadership Team for the consequences process.

THE RESPONSIBILITY OF THE PARENTS/GUARDIANS

- Is to support their children in understanding academic policy and emphasise the importance of it.
- Is to support their children in understanding of school internal policies and procedures to ensure the children's authenticity of work.
- To understand what constitutes academic misconduct and the consequences.

- Is to understand school-based policies and IB policies.

THE RESPONSIBILITY OF THE COORDINATORS

Create the academic honesty policy with teachers, reviewed by students and parent representatives promoting good practice and fostering a school environment that motivates the school community to act honestly.

- Promote and encourage teachers to educate students regarding the policy.
- Enforce the consequences when a student violates the policy.

A CONTINUUM APPROACH

UCSI International School Springhill recognises that learning within the IB Continuum, PYP, MYP and DP is itself a continuum which needs to be developmentally appropriate. Therefore the expectations in regards to Academic Integrity are also a reflection of this, starting simple understanding in the early PYP to a nuanced and complex understanding in DP. Therefore the expectations for Academic Integrity cascade through a hierarchy as students journey through the IB Continuum:

PYP Guidelines: Using other's work

The attitudes advocated by the PYP that support the development of integrity in an academic community are set out in The Learner and Learning and Teaching sections of PYP: From Principles to Practice (2018). Of these attitudes, confidence, independence, integrity, and respect are the qualities most important for developing values of personal academic integrity and need to be actively encouraged by teachers in the Primary Year programme. Academic integrity in the PYP is developed through the Approaches to Learning, particularly the Research Skills and the sub-skill of Ethical Use of Media/Information, where students are expected to understand and apply social and ethical technology. In addition, the learner profile emphasizes being principled in our actions, which is also of primary importance to developing the practice of academic integrity.

Academic Attributes of a PYP 1-2 Learner:

Does	Does Not
<ul style="list-style-type: none"> • Acknowledge help from parents, older students and friends • Look at and read books and print material in order to learn new information • Summarize key understandings from audio-visual material. 	<ul style="list-style-type: none"> • Present parent or other persons' work as his or her own. (The importance of this is explained to parents) • Copy whole sentences from a book or print material onto his or her own paper.

<ul style="list-style-type: none"> • Communicate new knowledge in his/her own words. • Begin to assimilate knowledge from several sources into independent ideas and understandings. • Understand copying as cheating. • With teacher guidance, begin to use key words to take notes from written or visual materials. • Begin to work collaboratively in groups to share information gathering and presenting with contributions from all group members 	<ul style="list-style-type: none"> • Copy classwork from another student. • Pass off another student's work as his or her own when working in groups.
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Academic Attributes of a PYP 3-5 Learner:

Does	Does Not
<ul style="list-style-type: none"> • Acknowledge help from parents, older students and friends, and group members • Read from several sources, including print sources, in order to gather information. • Take notes in his/her own words, using key words and paraphrasing skills. • Begin to use first person sources and interviews in information gathering. • Summarize understandings from audio-visual material in his or her own words. • Write reports and summaries of information in his/her own words, with a developing style of academic language. • Acknowledge sources in a bibliography. • Is able to assimilate knowledge from several sources into independent ideas and understandings. • Understand plagiarism as cheating. • Understand that downloading or copying from 	<ul style="list-style-type: none"> • Present other persons' work as his or her own. (The seriousness of plagiarism is explained) • Copy phrases or sentences from any source into his or her own work. • Copy classwork from another student without permission (as in during group or pair work). • Pass off another student's work as his or her own when working in groups. • Copy another student's homework or allow another student to copy his/her homework without permission • Copy from notes or others on tests • Present material that is not true, or fictitious, as fact.

<ul style="list-style-type: none"> • electronic sources without permission is cheating. • Work collaboratively in groups and contribute by sharing information and presenting understandings. 	
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The Exhibition

As evidence of the culmination of the PYP, exhibition work should reflect all of the criteria for academic integrity presented in the primary years, and especially in PYP 4-5. In addition, exhibition work should show that students are able to independently work in an academically honest manner.

Does	Does Not
<ul style="list-style-type: none"> • Acknowledge help from his/her mentor • Plan his/her own independent inquiry leading to research • Create a central idea to guide his or her inquiry • Access sources from many different places, • including organizations and individual first person resources • Contact and initiate communication with first person sources. • Interview first person sources • Work collaboratively with his or her team to share and contribute information • Present understandings in a variety of provoking audio/visual and creative formats • Assimilate understanding leading to an action plan. 	<ul style="list-style-type: none"> • Present use mentor sources as his/her own without citation • Misrepresent or misquote first person sources • Rely extensively on mentors, parents or other group members to gather information or create presentations. • Present material that is not true, or fictitious as fact.

Referencing and citation

Throughout the PYP, students will be introduced to the need for and practice of referencing and citation that follows simple formats. Summative assessments will require the inclusion of references in the form of developing “works cited” information from PYP 1 to 5 of the programme. Use of quotations for language directly from sources will be required. Simple citation methods will be introduced to

acknowledge quotations and ideas of others. Summative assessments or other research with missing reference and citation of quotes will be considered drafts and revision will be expected.

Rubrics shall be developed for research which include requirements for referencing appropriate to each age and year level.

Consequences of academic misconduct in PYP

In the PYP, academic misconduct is treated as a learning opportunity. Instances of copying or lack of citation are considered first-draft material, and students are taught through scaffolding the skills needed to rework the material in their own words and cite quotations.

Self-evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic integrity.

Misconduct is considered generally to be the result of a lack of language and or research skills and is addressed accordingly.

In the event that a student with proficient language skills wilfully and deliberately continues misconduct, a meeting may be called between the teacher, parents and student, and ultimately between the PYP Coordinator and parents.

MYP Guidelines: Encouraging academic integrity (M1 – M5)

“In the MYP, approaches to learning skills are particularly relevant to academic integrity given the clear links to students' developing competencies in self--management, research and communication. [...] MYP teachers are responsible for guiding and supporting students in the development of academic integrity in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects.” (IBO, 2014)

M1 – M3

DOES	DOES NOT

Acknowledge help from parents, older students and friends	Use notes during a test unless allowed by a teacher
Acknowledge information taken from books, the Internet or persons	Copy from another student during a test
Acknowledge the source of direct quotations	Copy from the homework of another student
Acknowledges reference materials in a bibliography	Give another student his/her own work to copy
Knows what constitutes cheating and abides by the rules Follow all test/exam rules	Hand in work as his/her own that has been copied
Follow all test/exam rules	Do homework for another student

M4 – M5

DOES	DOES NOT
Keep and maintain accurate, personal course notes	Copy work of another student
Understand and abides by the school's expectations concerning academic integrity	Give another student his/her work to copy
Acknowledge, in an appropriate referencing format, help from another person	Do the homework of another student
Ask beforehand what kind of external help is permissible	Submit work done by another student, a parent or a friend
Acknowledge, in an appropriate referencing format, information taken from a wide variety of sources	Use notes during a test unless allowed to by the teacher or the examination rules
Follow all test/exam rules	
Attends an Academic Integrity workshop lead by the librarian at the beginning of the school year.	

M5 expectations for certification

Those students who qualify for their MYP Certificate are expected to apply all of the skills for academic integrity that they have acquired throughout the MYP. E-portfolio subjects and online examinations require students to adhere to the regulations set out by the IBO.

At M5, students are expected to:

- Use in-text parenthetical referencing for any source material used (text or images),
- Understand plagiarism and intellectual property as well as the consequences of academic

- misconduct,
- Use academic integrity forms where appropriate to formally declare the work completed is authentic,
- Follow rules for examination sessions as published by the IBO.

Referencing in the MYP

The expectation for use of proper citation begins at the start of MYP;

this expectation is scaffolded depending upon the age and time in the school. Students are expected to use correct and appropriate referencing in all subject areas, according to MLA format. As well as including accurate lists of **works cited** at the end of documents, students must acknowledge sources within the body of their texts. They must also acknowledge the sourcing of images and any other intellectual property used in their own work. Bibliographies and annotated bibliographies should only be used when requested on a task, which also outlines the student's background reading.

See appendix B for terminology related to referencing.

Any student work that is not referenced properly for the age-group will be handed back and the student will be asked to resubmit; someone else's work cannot be evaluated towards a student's grade. It will not be assessed until the revision has been done, although the date of submission will be counted as the first date on which the work was handed in. Minor errors in MLA format, even at higher levels can be pointed out as feedback and a way to further learn/improve the quality of their work.

Students will be reminded to use checklists to ensure they have cited all aspects of work submitted.

MONITORING OF ACADEMIC MISCONDUCT IN THE MYP

INVESTIGATING ACADEMIC MISCONDUCT

Investigation of misconduct is undertaken by the subject teacher with the support of the MYP Coordinator. If the subject teacher believes that deliberate misconduct has occurred they highlight the matter to the MYP Coordinator.

At that time the MYP Coordinator investigates the possible misconduct by interviewing the student concerned, with the subject teacher. The student is at this point given an opportunity to explain what has occurred. At all times possible Academic Misconduct is seen as a learning opportunity regardless of circumstance.

NB* If the academic misconduct has occurred in an IB final assessment, then the process of investigation follows the Ibo guidance as laid out in the DP Section. Were misconduct is established in an internal setting the consequences may vary depending on the type of misconduct, the application of the misconduct and the developmental stage of the student in the programme, but follow the pattern as laid out below. Scenarios of possible consequences are explained in Appendix A.

INTERNAL CONSEQUENCES

Internal sanctions may be imposed by the school for incidences of academic misconduct relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work, and will include:

1st Offence:

The student is required to re-do the work and reminded of UCSI Springhill's academic honesty policy. Parents are notified by the teacher if the student is under 18, or over 18 and grants permission to this, and the misconduct is noted in school records.

2nd Offence:

The student is given a zero for the work, parents are notified by the Principal, and the student receives disciplinary consequences. This second misconduct offence is noted in school records.

3rd Offence:

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 all cases, the programme coordinator will be informed by the teacher. The coordinator will then provide counsel, supervise sanctions, and note the academic misconduct in the school records for future reference.

DP Guidelines: Academic integrity (DP1 – DP2)

DOES	DOES NOT
Make clear which words, ideas, images and works are not their own (including maps, charts, musical compositions, movies, computer source codes and any other material).	Copy work of another student
Give credit for copied, adapted and paraphrased material.	Give another student his/her work to copy

Ensure when using text, make clear where the borrowed material starts and finishes	Do the homework of another student
Ensure all sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.	Submit work done by someone else (e.g. a parent, a private tutor, purchased papers)
	Submit work without comprehensive citation
	Use notes during a test unless allowed to by the teacher or the examination rules
	Communicate with others during examination and test conditions
	Use unapproved technology during an examination or test

Referencing in the DP

All DP students are expected to use correct and appropriate referencing in all subject areas, according to MLA format. As well as including accurate lists of works cited at the end of documents, students must acknowledge sources within the body of their texts. They must also acknowledge the sourcing of images and any other intellectual property used in their own work. Bibliographies and annotated bibliographies should only be used when requested on a task, which also outlines the student's background reading. See appendix B for terminology related to referencing.

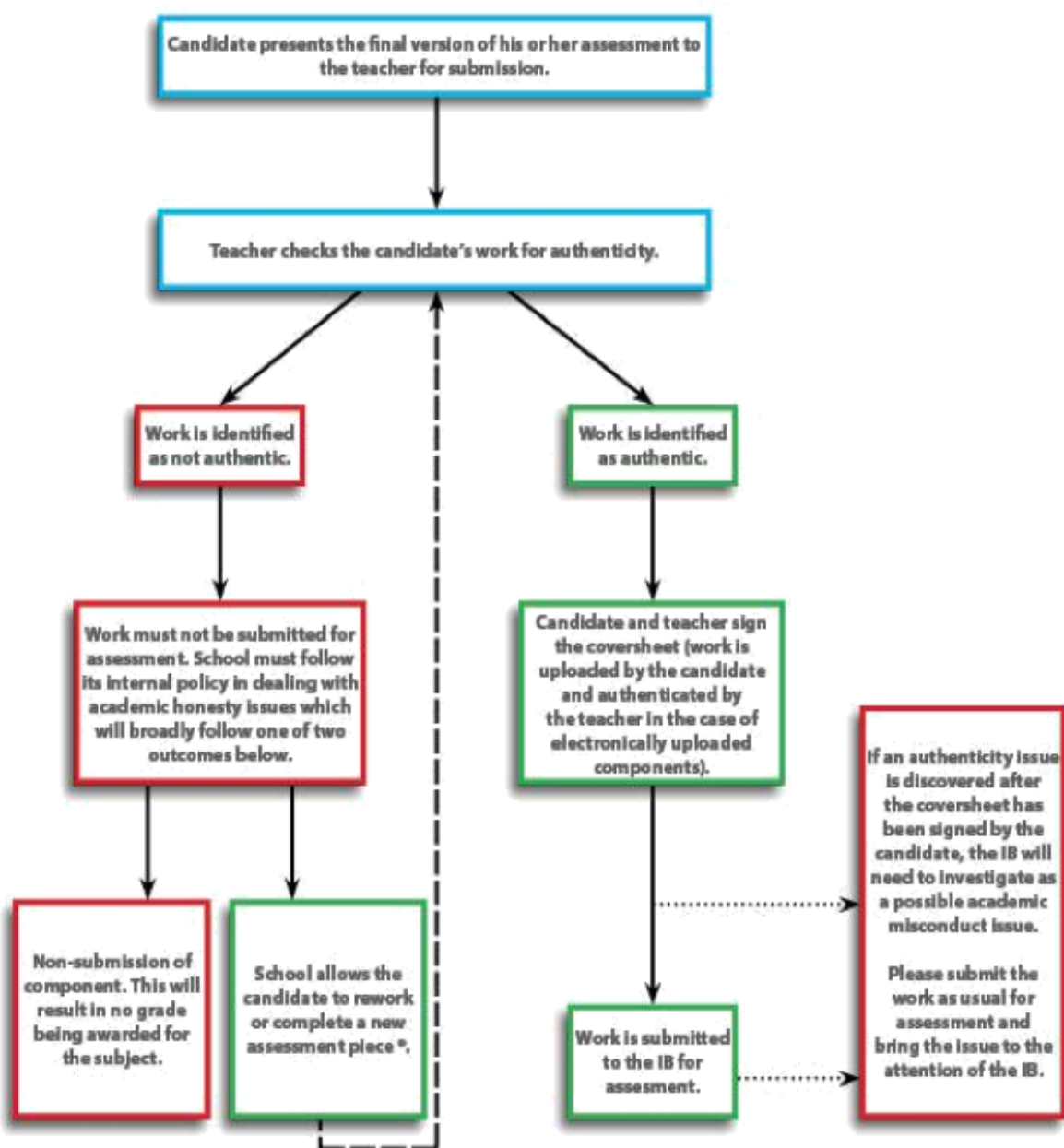
Academic misconduct in DP1-2

If a student hands in work where misconduct in the form of deliberate plagiarism or collusion is evident, that work will not be given a grade; the student will be required to submit a new piece of work as outlined in (figure 1) appendix A: Scenarios. In conjunction with the teacher, the DP coordinator will require the student to complete the assignment under controlled conditions. Parents will be informed and a note in the student's record will be made.

In subsequent instances of academic misconduct, the work once again will not be graded. In addition, parents will be asked to attend a meeting with the subject teacher and either the DP coordinator and/or principal. The purpose of the meeting is to discuss the consequences of the student's repeated misconduct. A number of sanctions may be employed as outlined above within the MYP section. For continued repeated instances of Academic Malpractice the school reserves the right to expel the student.

In the case of serious misconduct in work for the external diploma, the school will notify the IBO in addition to the above. A report will then be made following procedures clearly outlined by the IBO 'Academic Integrity Policy'. Parents will be contacted and asked to attend a meeting to discuss the serious consequences which may result in the loss of the student's diploma.

Figure 1. Submission of DP Assessments



* Please note that some assessment components can only be completed once (so cannot be reworked or attempted again). In these instances a non-submission of component must be obeyed. Please see relevant subject guide for clarification.

IB EXTERNAL COSEQUENCES

External sanctions are those assigned by the IB, or by the school, in compliance with IB regulations, and relate specifically to the perception that academic misconduct has taken place in work which counts towards the award of the final programme certificate. Should such academic dishonesty be suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to

the IB, or when final versions of IAs are handed in with little or no time before the final submission date, misconduct investigation and sanctions will take place as detailed in the section below.

The school retains the right to apply other sanctions when dealing with malpractice internally including internal exams, tests, coursework (internal assessments) and homework procedures. When the misconduct involves official IB examination procedures, these sanctions could also be enlarged to include suspension, expulsion, refusal to allow the student to attend the Graduation Ceremony, or other sanctions.

INVESTIGATING ACADEMIC MISCONDUCT

Investigations take place when:

- A coordinator informs IBCA that academic misconduct may have taken place during an examination
- An examiner suspects misconduct and provides evidence to justify his or her suspicion
- A member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion
- In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate.
- In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.
- An investigation of misconduct detected by an examiner outside the school may take the following form:
 - The head of examinations administration will inform the coordinator that a candidate is being investigated for suspected academic misconduct
 - The coordinator immediately informs the principal that a candidate is being investigated.

Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents

- All statements and evidence are presented to the academic honesty sub-committee of the final award committee for review. This occurs immediately prior to the issue of results.
- The candidate must be allowed to complete all other exams in that MYP or Diploma session.
- The IB will make the final decision as to whether or not there should be consequences.
- If a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way.

An investigation of suspected or proven misconduct relating to internal assessments may take the following form:

- The candidate is told by the teacher and the Coordinator that there are doubts about the authorship of his/her work.
- If the candidate agrees that the work is not his/her own, if time allows, and if the cover sheet has not been signed off by the candidate, then the work can be re-done - under close supervision.
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this can not be the case.
- The candidate, his/her parents, the subject teacher, the Principal and the IB DP Coordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept.
- The candidate will be asked to provide evidence that the work is his/her own - corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work - and the subject.
- The subject teacher's decision will be final, and the candidate must be aware that the school can submit a coded grade indicative of its belief that the work is not the candidate's own when entering grades on the IB system, that this will not be questioned or investigated by the IB, and that this will result in failure of the component, subject and receiving a programme certificate.
- The school may choose to withdraw the student from his/her exam registration in the particular component, subject or the MYP/DP as a whole.

Consequences of academic misconduct (sanctions) (as outlined by the IBO)

- If the academic malpractice is deemed to be minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'.
- If a candidate is found to have plagiarised all or part of any assignment then no grade will be awarded for the subject. This automatically means that no certificate can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved - which means no certificate can be awarded.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.
- If the case of academic misconduct is very serious, the candidate may not be allowed to re-register for examinations in any future session.

- An IB Diploma or any other programme authorised certificate may be withdrawn from a candidate at any time if malpractice is subsequently established.

An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.

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APPENDIX

Appendix A:SCENARIOS

	Scenarios	Outcomes	Applied Programme
Scenario 1 (Plagiarism)	Student A has a deadline for a research paper in his English class and realises that he won't be able to complete it on time. In a moment of desperation, he searches the internet for a completed paper on the same topic and finds one that perfectly fits the requirements of his assignment. Student A decides to use this paper as his own and submits it to the teacher without making any changes.	There are three steps to follow when dealing with plagiarism. Firstly , rewrite the work without reducing the grade. Secondly , rewrite it again, reducing the grade. (inform parents) Finally , if the individual continues to repeat the plagiarism, mark their work as 0.(inform parents)	PYP, MYP, DP
Scenario 2: (Collusion	When assessments are given and two(or more) students submit identical work despite the subject teacher has advised students must collect and record their own data, or input their own opinion and analysis based on their findings.	This matter will be discussed based on the monitoring and sanctions.	MYP, DP
Scenario 3: Internal Assessment/ coursework misconduct	A student submits work that was completed by someone else, such as a family member or a tutor, without proper attribution or permission.	1. Coordinator should be notified should be when any work has not been done by the student personally;	MYP, DP

		2. The student should redo the work and credit all sources and/ or external supplier of services.	
Scenario 4: Duplication of work	When students A present the same work for different assessment components or subjects.	<p>There are three steps to follow when dealing with Duplication of work</p> <ol style="list-style-type: none"> 1) Rewrite without reducing marks. 2) Rewrite with reducing marks. 3) Final : Reduction of mark. Zero (0) marks for components by academic panel , decision. Penalties will be applied to both subjects with reused materials. <p>*This depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.</p>	PYP, MYP, DP
Scenario 5	A student copies an image or piece of artwork for personal use, such as for a poster or t-shirt design, without obtaining proper permission or citing the original source.		PYP, MYP, DP

Appendix B: Referencing terminology

Citation

What you write in your own text when you use, or directly refer to, someone else's work.

Reference

The full details of any citation, which allows someone to track down the work you have cited. (There should be a direct link between the first word of your citation in parenthesis and the alphabetised reference.) This is found on the Works Cited page at the end of your work.

List of Works Cited

The full, detailed list of everything you have quoted or referred to specifically at the end of your work – a list of all your references.

Bibliography

This is more extensive than a Works Cited page. It includes important sources you used for wider background reading and study, but which you have not referred to specifically or quoted directly. (Your teacher may sometimes ask you for an annotated bibliography as part of your work.)

Appendix C: Citation checklist

<p>When an author's exact words are used, have quotation marks been placed around the quotation and has the author of the original work been named (cited)?</p> <p>(If a quotation is indented, quotation marks may not be required, but the author must still be cited; have indented quotations been cited?)</p>	
<p>When someone else's thoughts and ideas have been written, have they still been named (cited)?</p>	
<p>When using someone else's words or work, is it clear where such use starts—and where it finishes?</p>	
<p>Are full references included for all borrowed images, tables, graphs, maps, and so on?</p>	
<p>Print material: Have page numbers of print material used been included (especially important with exact quotations)?</p>	
<p>Internet material: Are both the date on which the material was posted and the date of the last visit to the webpage or site included?</p>	
<p>Internet material: Is the URL or the digital object identifier (DOI) included?</p>	
<p>For each citation in the text, is there a full reference in the list of references (or works cited/bibliography) at the end?</p> <p>Is the citation a direct link to the first word(s) of the reference?</p>	
<p>For each reference in the list of references (or works cited/bibliography) at the end, is there a citation in the text?</p> <p>Do(es) the first word(s) of the reference link directly to the citation as used?</p>	
<p>Is the list of references (or works cited/bibliography) in alphabetical order, with the last name of the author first?</p>	