



# Tehran International School

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Academic Honesty Policy 2020-2021



# IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



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## Introduction

Tehran International School (TIS) academic honesty policy is designed to ensure the school has a transparent, fair and consistent approach toward academic honesty and all members of the school community are aware of their roles, rights and responsibilities in following these rules. In this regard school assists students with developing proper understanding of academic honesty. Students learn how to present their work and undertake external as well as internal assessment tasks with integrity and honesty.

TIS strongly believes in taking proper measures and action against academic misconduct. Students are educated to be consciously aware that plagiarism and other forms of academic dishonesty ultimately undermine the value of their qualification since the credibility of the award is impaired. Students enrolled in TIS are expected to submit authentic work that represents their individual and original. They are expected to demonstrate personal honesty and integrity in all their work including: In-class and take home assignments, tests and exams, lab work and write-ups, oral presentations, CAS, EE and TOK, and all their internal and external assessment.

## 1. Academic Honesty

Academic honesty is defined as an approach or a principal yielding an academic product or performing academic tasks without plagiarism. It is referred to an appropriate acknowledgement of the ideas, words, ideas, and intellectual property of others. Students are expected to produce authentic and original products in full compliance with TIS rules and IB policies and guidelines.

### 1.1 Academic Misconduct

Academic misconduct is defined as any deliberate or unintentional act causing breach or violation of academic integrity which usually includes collusion, plagiarism, duplication of work and any failure to abide the rules and regulations regarding examinations. Consequently, such dishonesty leads a student to gain unfair academic advantage.

Misconduct examples include but not limited to the content of the table below:

- Plagiarism: Plagiarism is introducing someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own, either inadvertently or intentionally. Plagiarised work is addressed as one which fails to cite or acknowledge the sources. Plagiarism is a clear breach of academic honesty. It is also considered a criminal offence.
- Collusion: Collaboration involves working together with other students. Even though, there are occasions where collaboration with other students is allowed the final work must be produced independently, in spite of similar data. This technically means that the abstract, introduction, content, conclusion or summary of a piece of written work must be written individually with different wordings. Collusion is defined as copying another student's work. Even if you have 'collaborated' with another student, the work you present must be unique in your own way. Collusion is an academic misconduct and will be penalised.
- Making up data for an assignment: Some students try to make the data in the favour of the result they intend to make in their internal assessment instead of evaluating their perhaps wrong data. This action is considered as an example of dishonesty which has to be handled.
- Falsifying CAS report: Falsification refers to any action leading to present wrong citations, distorted data, references, experimental results or evidence.

- Misbehaving during an exam such as:
  - Any attempt to disrupt the examination or distract another candidate
  - Taking unauthorised material: Accessing or having an electronic device, a mobile phone, wearable technology, smart watches or any form of smart technology, own rough scrap paper, notes in the examination room.
  - Duplication and copying the work of another candidate
  - Communicating with another candidate
  - Stealing exam material

### *1.2 Collaboration versus Collusion*

Collusion refers to a situation in which two or more people tend to work secretly to deliberately mislead or deceive others or do something against them. Distinction between collaboration and collusion is crucial particularly in team works. Even if the students are permitted to work together, they need to submit the piece of work as if it has been done individually i.e. the way they present the data has to differ. Technically, collusion is a form of plagiarism prone to occur as a result of improper collaboration during team work.

According to the IBO, “For most assessments components, candidates are expected to work independently with support from their subject teacher or supervisor in the case of extended essays.” If two or more candidates have the exact same introduction to an assignment, the final award committee will construe it as an example of collusion. It is essential that both teachers and candidates are aware of the distinction to prevent allegations of collusion against their candidates”.

## **2. Academic Honesty Policy in TIS**

At Tehran International School, academic honesty is a main component of teaching and learning which assists students with developing effective skills to both perform research and communicate findings and ideas in a proper manner. All IBDP students at TIS will develop the responsibilities and capacities mentioned in the Learner Profile throughout their studying career. The term “principled” explicitly highlights that students are expected to act with integrity and honesty.

## *2.1 Implementation*

The principles of academic honesty are communicated within the school community via the processes described:

- The academic honesty policy is communicated to the students and their parents/legal guardians.
- The IB Coordinator provides documentation to the IB teachers with regard to academic honesty practice.
- Students and parents are encouraged to familiarize themselves with IB publications Academic Honesty Policy and General Regulations: Diploma Program.
- IB teachers hold discussions stressing academic honesty to students.
- The extended essay supervisor provides information on ways to acknowledge sources in the extended essay.
- IB students are informed that plagiarism software may be used by teachers to investigate malpractice.

## *2.2 Investigation into Honesty Misconduct*

In the case the student's work authenticity is under suspicion, the situation has to be resolved at school. If the academic misconduct occurrence is verified after work submission to the IB, it is the IB Diploma Programme coordinator's responsibility to inform the IBO immediately. The term "submission" is defined as meeting the deadline determined by the IBO for students' work including written examination, internal assessment, extended essay or any piece of document for which a student signs the declaration of authentic.

The following steps shall be taken should any evidence of misconduct occur

1. IB coordinator will be informed by the respective subject teacher about the incident.
2. The teacher tries to verify or reject the incident through inspecting students involved.
3. The teacher and IB coordinator will inform the principal of the school about the incident.
4. The subject teacher and IB coordinator will notify the parents or legal guardian of the student.
5. A letter indicating student's misconduct has to be placed in their file.

6. If the IBO suspects a candidate academic honesty, it can initiate an investigation and based on the discretion of the principal reserves its right to withdraw the suspected student from the subject(s) in which the academic misconduct may have occurred.
7. Students who are suspected of academic honesty violation must present a written statement indicating sticking to academic honesty and prevention of violation. The process of investigation and confirming breach of regulations continue should a student suspected of academic misconduct refuses to provide any piece of evidence to dispel the suspicion.

In the case of student denial in honesty misconduct or teacher inability of verifying the incident, it is compulsory to inform Academic Honesty Committee to thoroughly investigate the matter by holding a meeting. Mainly, the cases of suspected academic misconduct are to be presented to a sub-committee of the Final Award Committee which is responsible for making decisions under the supervision of the Final Award Committee.

### *2.3 Consequences of Academic Misconduct*

In the case of academic misconduct it is reported to the IBO by the external examiner or the IB coordinator. The allegations of misconduct are investigated meticulously. If a student is found guilty, the outcome (as outlined by the IB) is:

1. If plagiarism is of minimal level, zero as a mark has to be awarded to the assessment. However, a grade shall be awarded for that specific subject. This scenario is usually considered as “Academic Infringement”.
2. If it is proved that the student have plagiarized either all or a portion of an assignment, no mark will be awarded for the subject which results in not awarding the Diploma.
3. Any type of misconduct during an examination will lead to no grade awarded to that particular subject.
4. In the case of falsifying a CAS report, no Diploma will be issued after months of the examination session.
5. If the case of misconduct is found to be very serious, the candidate will not be allowed to register for the next examination session in future.
6. In the case of any subsequent misconduct, the IB Diploma will be withdrawn from the guilty student.
7. There is a possibility to appeal to the Final Award Committee in the light of new factual evidence in the next three months of decision.
8. IBO does not permit appeals to decisions of the Final Award Committee with respect to academic misconduct, but not against the severity of the penalty.

### **3. Roles and Responsibilities**

#### *3.1 Teachers*

Teachers are expected to confirm that all candidates' work accepted or submitted for assessment is authentic and well complies with academic honesty policy by:

- Providing proper instructions to students on ways to apply ethical research practices
- Supplying students with rational advice and constructive feedback in the drafting process based on the guidelines of the IBO
- Assisting students with plagiarism detection
- Developing coherent and effective strategies to prevent students from undertaking any unethical practice.
- Make students aware of the key terms and phrases, the mark scheme expects them to state
- Adequately investigating for collusion, plagiarism or any forms of misconduct.
- Marking or moderating all candidates' work based on the assessment criteria provided to them
- Be attentive and alert enough to report any cases of honesty violation or misconduct to the IB Diploma programme coordinator

#### *3.2 Students*

IBO regulations clearly state the responsibilities of each IB student: "The candidate (student) is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version." Academic Honesty (2011)

Therefore students must:

- Take responsibility for the authenticity of all assessments submitted
- Acknowledge ideas and references have to be fully and correctly
- Follow all school deadlines in order to spare time for more revision before the submission of the final work
- Fully comply with Academic Honesty guidelines pointed out to them

- Document source material in a formal and appropriate manner
- Use direct quotation appropriately
- understand the concepts of plagiarism and collusion
- Understand the consequences of academic misconduct regarding both school based work and external examinations
- Acknowledge explicitly and appropriately help provided by another person

The student must not:

- Copy the internal assessment work of other students
- Give another student their own work to copy
- Use notes during a test or examination unless allowed by the teacher and permitted by the examination rules
- Do homework for another student
- Present material written by another as his/her own
- Purchase and submit pieces of writing written by someone else
- Write essays for another student
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules

### 3.3 IB Diploma Program Coordinator

The coordinator needs to prepare instruction leaflets in both English and Persian languages and have them accessible to students, parents, legal guardians, and teachers to ascertain they perfectly know what constitutes academic honesty.

The IB Diploma Program coordinator must:

- Regularly checks if the school website is fully developed by posting all policies
- strictly monitor IB examination sessions
- Maintain regular contact with parents to ensure that they are all informed about details and policies, especially academic honesty one
- Be involved in the academic misconduct investigation and document and report to the IB
- Introduce principle of academic honesty to all candidates, staff and guardians during their first week at school for all levels
- Inform student of intellectual property
- Ask students to sign a declaration guaranteeing that all works handed in by the candidate follow the guidelines of the school's Academic Honesty Policy

### *3.4 EE, TOK and CAS Supervisors*

IB Core Subject supervisors are expected to:

- Bring up Academic Honesty with their students and advise them on the principles
- Monitor Extended Essays, TOK-essays and other assignments
- Not allowing students to hand in any of these works if the supervisor has not been able to follow the progress.

### *3.5 Librarians*

Librarians are expected to:

- Make students familiar with different styles of citing references so that students learn how to indicate the authors names, volume number, identity of a journal and pages from which a scientific article is taken
- Officially declare that all websites from which information got obtained must be meticulously addressed
- Ensure that all students are well aware of how to acknowledge graphs, maps, and any form of illustrations
- Give assistance to students on for instance how to quote, how to find the place and year of issue on a literary work

### *3.6 Parents and Legal Guardians*

Parent and legal guardians must:

- Actively participate of in school meetings
- Encourage students to plan each assignment so that they can meet deadlines with ease
- Establish a good level of communication with school so that they get a good understanding of the requirements of the Diploma Programme and what is expected of students
- Encourage students to ask a teacher for advice if they have issues with their assignments

## References

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