



**World Academy of Tirana  
International School**

**ACADEMIC HONESTY POLICY**

**THE IB MIDDLE YEARS PROGRAMME  
AND THE IB DIPLOMA PROGRAMME**

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Reviewed and Amended by: WAT PD Team, staff & parents  
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## **I. 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.

IB learners strive to be:

### **Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

### **Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

### **Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

### **Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

### **Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

### **Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### **Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### **Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### **Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

### **Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



## II. IB's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## III. WAT's Mission Statement

The mission of the World Academy of Tirana (WAT) is to cultivate internationally-minded students who connect their acquired knowledge to action in the real world. Our goal is to inspire children to become active, compassionate, lifelong learners who can relate harmoniously with other people and cultures.

## IV. Rationale/Philosophy

According to the International Baccalaureate Organisation (IBO), academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment (IBO 2). It is one of those fundamental core values that the Organisation aims to promote and develop in community of learners around the world that follows one or more of its four international educational programmes, the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the IB Career-related Certificate (IBCC). Similarly to IB, WAT attaches great importance to good academic practice because we believe that it is an important set of values essential for the development of principled community of learners at our school and around the world. Hence our entire academic honesty policy is guided by the IB Learner Profile and in particular the attribute that teaches learners to be "principled". Principled learners strive to act with integrity and honesty and they take responsibility for their own actions. Further to that, we also believe that by promoting a strong culture of academic integrity among our students, we are not only preparing them for professional integrity in their future careers but also helping to fulfil the broader mission of IB which is developing internationally minded citizens in today's rapidly globalised world. Therefore, the purpose of this policy is fivefold:

- To raise awareness amongst WAT's community about IB's expectations in regards to the principle of academic honesty.
- To promote acceptable academic practices and a school culture that actively encourages academic integrity (see Student's Guide to Developing Good Academic Practice).
- To clarify the IB and the school position in regards to academic misconduct and spell out possible consequences for such violations.
- To outline the roles and responsibilities of all stakeholders who will assume the all-important task of ensuring that a strong culture of academic honesty prevails in our school through the effective implementation and application of this policy (school administrators, teachers, parents and students).
- And finally, to develop a school-wide academic honesty scope and sequence that is age-appropriate, developmental and supportive of good academic practices for students at our school.



## V. Forms and Definitions of Academic Malpractice

The IB defines academic malpractice as "behaviour that results in, or may result in, a student gaining an unfair advantage in one or more assessment components" (IBO 3). Academic malpractice may take the following forms:

**Plagiarism:** Plagiarism can be **intentional** and **non-intentional**. Intentional plagiarism is the deliberate act of representing someone else's ideas, works, thoughts, visuals, graphics, music as your own, without acknowledging them through quotation, reference, or footnote. Non-intentional plagiarism involves the inappropriate, but non-deliberate use of another's ideas or works without proper acknowledgement (Student Honor Office).

A common example of plagiarism is when you cut and paste a graph from a website without acknowledging its source. Other forms include copying information from a book without acknowledging the source using quotation marks and without including a reference list at the end of the assignment listing the sources. Putting someone else's ideas into your own words and copying works of art without proper acknowledgement, may also constitute plagiarism.

**Collusion:** supporting malpractice by another person, such as allowing one's work to be copied or submitted for assessment by another. Allowing your classmate to copy your work or providing him/her with material to submit for assessment constitutes acts of collusion.

Sometimes your teacher may ask you to collaborate with other students. Nevertheless, the final piece of work must be produced independently, even if it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of a piece of work must be written in each candidate's own words. For example, if two candidates have exactly the same introduction to an assignment, this is interpreted as collusion (IBO 4).

**Duplication of work:** the presentation of the same work for different assessment components. For example, if a student submits a piece of work for a History assignment and then later hands in the same or almost the same piece of work for his/her Extended Essay, this can be considered as malpractice.

**Other forms of misconduct:** this includes any behaviour that gains an unfair advantage for a student or that affects the results of another student. This can take any of the forms describe below:

- Continuing work on an examination or assignment after the allowed time.
- Getting equal credit on collaborative assignments when equal work was not done.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Misconduct during an exam.
- Exchanging information to another student about the content of an exam.
- Failing to comply with the instructions of a proctor.
- Disclosing the content of examination papers with a person outside the immediate school compound within 24 hours after examination.
- Cheating – is when a student attempts to give the appearance of a level of knowledge or skill that has not been achieved. Cheating can include copying someone else's work, having someone else complete an assignment or take an exam for you, stealing an exam paper, collaborating on



an examination or assignment without authorisation and using unauthorised materials during an examination or while completing an assignment, including a mobile phone or your own rough notes.

- **Fabrication/Falsification** - inventing information, falsifying research, projects and/or using other products with the intent to deceive (for examples, citing information not taken from the source indicated, submitting an assignment containing falsified data or creating a false reason to receive special consideration for an assignment).
- **Forgery** – involves producing fake documents or any other object of value used with the intent to deceive another.
- **Tampering** – to meddle with something, with the intention of altering, damaging, or misusing it. Students who interfere with teacher materials and/or student records for the purpose of cheating or fabrication are committing acts of academic malpractice (IBO 5).

## VI. The Responsibilities of Students and Parents

The successful implementation of our school academic integrity policy will require a concerted action from all stakeholders that forms part of our school community.

### Principled students who promote academic honesty will:

- Make it their responsibility to read, understand and comply with WAT Academic Honesty Policy.
- Act in an honest way by producing authentic work that contains their original ideas and acknowledge the ideas and work of others.
- Learn appropriate method of source citation using the Modern Language Association (MLA) Referencing System, which WAT Middle School has decided to adopt in all subject areas.
- Review his/her work before submission for assessment to identify material which requires acknowledgement.
- Collaborate and share ideas when they have to work on collaborative assignments.
- Support their classmates not by giving answers, but by posing questions and brainstorming ideas.
- Follow instructions of the proctor/teacher when taking tests or exams.
- Ask teachers for advice if they are unsure about how to follow rules of academic honesty.
- Adopt a zero-tolerance attitude towards others who want to copy their work.
- Understand and use technology and library resources appropriately.
- Follow teachers' guidelines for collaborative and individual work.
- Inform a member of staff if they suspect that another student has been involved in any form of academic malpractice.

### Principled parents/guardians who promote academic honesty will:



- Familiarize themselves with the School Academic Honesty Policy.
- Provide support to their children at home when doing homework assignments. Doing your children's work for them is an act of academic dishonesty.
- Talk to their children about the importance of being honest in everyday life and at school.
- Encourage their children to develop their own ideas rather than taking the ideas of other people without proper acknowledgement.
- Encourage responsible use of computer technology at home.
- Cooperate fully with the school administration if their children have been found guilty of committing acts of academic dishonesty.

## VII. Procedures for Handling Academic Dishonesty at WAT

Both the IB and WAT consider academic misconduct as a very serious offence that deserves severe penalties. Though the prime objective of our Academic Honesty Policy is to promote good academic practice and the prevention of malpractice, we also have to ensure that the policy has in place the necessary mechanism that will deal with suspected cases of malpractice whenever they occur. These sanctions will apply to cases of malpractice in **class work, homework, and summative assessments**.

If a student at WAT is suspected of breaching the school's standards of academic integrity the school will take the following course of actions:

- The matter will be referred to the IB Coordinators (MYP and DP) or the Head of School.
- Student will be notified and an investigation will be conducted into the suspected case.
- Student will be given the right to make a case in response to these allegations and the case will be heard by teachers involved, Coordinators or Directors.
- If evidence following the investigation proves beyond reasonable doubt that the student has committed an act of academic dishonesty, the Coordinator will apply the following penalties:

### First Offence:

- Teacher concerned, IB Coordinator or Head of School will have a conference with student.
- Teacher notifies parents or guardians by email, explaining the circumstances of the academic misconduct.
- Student asked to re-do work (applies to **homework, class work or summative assessment**)
- Student asked to write a signed reflection based on the incident. The reflection should make reference to the relevant IB Learner Profile.
- Coordinator and teacher will keep a record of the incident for future reference.
- Depending on the grade level, a student who has used too much of another person's work to the point that it no longer reflects his/her own original work, even if he/she has cited the work correctly, will be asked to re-do the work.



- If the work is a formal requirement of an IB programme, the student's work will not be accepted. However, if there is sufficient time before the school's internal deadline for this work, the school may allow the student to resubmit another piece of work. If there is time constraint, then the student will not be awarded a grade for that assessment and will therefore risk not receiving the IB Diploma or MYP Certificate.
- IB coordinators may decide to send a report to the coordinators help desk (help@ibo.org) to inform the IB about the breach.

### **Second Offence:**

Second violation of the policy will result in the following consequences:

- Conference will be held with the parent/guardian and student.
- Teacher will administer a **zero grade for each of the criteria** if the piece of work is part of a summative assessment.
- Student will be placed on detention and it will go on school record. While on detention the student will **receive further guidance on how to produce academically honest assignments**.
- If the student is in a leadership position at WAT, i.e. Student Council, he/she will be expelled from that organisation.

### **Repeated offences may result in the following disciplinary actions:**

- External suspension for a maximum of **two school days** depending on the severity of the case and the student will go on school record.
- Dismissal from the relevant IB DP at the discretion of School Administration.

### **VIII. IB Procedures for Handling Academic Dishonesty**

- The IB Award Committee (the IB committee responsible for investigating and sanctioning malpractice in IB external exams) may impose the following penalties:
- If a candidate has committed "**Academic Infringement**". This refers to work which has been submitted by a candidate for assessment which may have failed to acknowledge the words or ideas of an author using quotation mark. Given a candidate, has attempted to acknowledge the work in a bibliography, a grade will be given in the subject concerned.
- If a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. If this applies to a DP candidate, no Diploma will be awarded. However, the candidate will receive Diploma Programme courses results for other subjects which have not been affected by malpractice.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session has passed. The CAS record will need to be correctly completed.
- If the case of malpractice is very serious, the candidate may not be allowed to reregister for examinations in any future session.



- An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established (IBO 18).

## References

*Academic Honesty*. Wales: International Baccalaureate Organisation, 2011. Web. Mar. 2015.

*Academic honesty in the IB educational context*. Wales: International Baccalaureate Organisation. 2014. Web. Mar. 2015.

*Academic Honesty Policy*. Dwight School Seoul. Web. Feb. 2015.

*Academic Honesty*. Student Honor Office, 2013. Web. Feb. 2015.

*Academic Honesty Policy*. Copenhagen International School. Web. Mar. 2015.

## Declaration of Student

As a principled student, I have read and understood the **School Academic Honesty Policy**. I agree to comply with the content of this Policy with the help of my parents, teachers and peers.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## Declaration of Parents/Guardians

As a parent/guardian who supports the philosophy of the school, I have read and understood the **School Academic Honesty Policy**. I agree to uphold the contents of this Policy by working with the school in supporting my child in his/her efforts to become a principled student by respecting and modelling what has been written in this policy.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

This policy was reviewed and amended by all WAT Faculty. It was adopted by the school community (teachers, parents and students) on **23rd day of April 2015 and updated on August 23<sup>rd</sup>, 2017**. This policy is subjected to revision so as to align with any future requirements from the IB Middle Years and Diploma Programmes and/or changing circumstances at WAT.

