



# Cambridge High School



# Cambridge High School Academic Integrity Policy



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## Our Guiding Principles

### IB 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.

### CHS Mission Statement

Cambridge High School is fully and unequivocally committed to excellence and success by providing a challenging, yet supportive, nurturing and balanced learning environment that allows learners to flourish personally and academically. Through the implementation of high-quality international programmes, education is engaging, effective and inclusive. CHS provides learners with a unique educational experience that incorporates rigorous curricula, extracurricular activities and service initiatives that shape students into well-rounded, caring lifelong learners who are able to work collaboratively and respectfully with others to overcome challenges and contribute towards creating a more sustainable, resilient and peaceful world.

### CHS Vision Statement

Cambridge High School aims to develop lifelong learners equipped with the knowledge and skills needed to reach their fullest potential and to become proactive citizens capable of contributing effectively and efficiently to their communities and the world. CHS aspires for its learners to become innovative, caring and internationally minded individuals who have a deep-rooted respect for their cultural values and principles, as well as that of others.

### IB Learner Profile

Inquirers	Risk-takers	Caring	Principled
Open-minded	Communicators	Balanced	Reflective
Knowledgeable	Thinkers		



## Academic Integrity Policy

### Academic Integrity Philosophy

CHS believes that everyone is entitled to the right of ownership of their ideas, words and artistic creations. As a result, academic integrity, based on honesty, trust, fairness, respect and responsibility, is top and foremost one of the school's guiding principles to foster responsible and trustworthy individuals, who are guided by their ethics and values.

Students are encouraged to navigate their educational journey by becoming life-long inquiring learners who are able to think critically and creatively, while being able to express their knowledge, ideas, understanding and learning in a transparent and honest manner. This is taught throughout every stage of learning at CHS by emphasising academic integrity; such as, proper citation and referencing the work of others, not only as an extrinsic technical issue, but as an intrinsic value and moral principle.

CHS realizes the importance of academic integrity in teaching, learning and assessment, as it succeeds in creating individuals with high standards of personal integrity that will eventually lead to having honest and transparent members of society and ultimately, responsible global citizens. Academic integrity is embedded in the school culture that involves not only students, but all stakeholders; such as, teachers and parents by creating a safe, healthy and positive learning environment that is based on fairness, honesty and transparency rather than punishment.

### Academic Integrity Purpose

The purpose of instilling academic integrity into the school culture is to have reliable and fair assessment outcomes for all students without providing some students with an unfair advantage over others.

Students need to understand the importance of academic integrity as a foundation for their learning progress and development into respectful and caring world citizens. As a result, academic integrity guarantees to maintain fairness; trust and credibility; and respect for one's self and others.



## Academic Integrity and the IB Learner Profile

The attributes of the IB learner profile play a vital role in nurturing an environment and culture that values academic integrity.

**Principled:** To guarantee fairness and credibility, all CHS stakeholders are expected to work with the highest standards of integrity, honesty and transparency. In addition to taking responsibility for their actions and facing their consequences.

**Caring:** Caring and giving respect to one's self and to others by giving credit where credit is due and not trying to gain any unfair advantage over others will create a more caring and positive culture necessary for students to develop in a safe and healthy environment where everyone thrives and succeeds.

## What is Academic Integrity?

Academic integrity is a guiding principle in education. It fosters trust between individuals who make decisions and behave in a responsible and ethical manner to produce legitimate, authentic and honest scholarly work.

At CHS, academic integrity is part of the ethical culture of the school community as a whole, whether teachers or students, and all stakeholders should understand the role they have in reinforcing academic integrity principles. This is achieved by designing good academic practices and embracing a positive attitude towards honesty and authenticity from the primary stages of the school up to the senior stage through clearly communicated guidelines and age-appropriate expectations.

In a nutshell, students learn to be responsible for producing authentic work; to honestly give credit to sources through proper citation and acknowledgment; to use technology responsibly and to strictly adhere to ethical and honest practices during examinations and assessments. CHS acknowledges the technological advancements, such as Artificial Intelligence platforms that are transforming the educational field and revolutionizing traditional methodologies of learning; nevertheless, students are expected to maintain ethical and responsible attitudes towards their use of these technologies by using them as a valuable resource to support learning and development.



## Academic Integrity in Practice

### Role of the School

- **Maintaining academic integrity as part of the school culture:** academic integrity based on honesty, trust, fairness, respect and responsibility, must be reflected in all aspects and to all stakeholders involved in the school community. Expectations go beyond set rules and regulations, and instead become an integral part of each individual's principles and values. The school plays a role in consistently maintaining academic integrity across all school stages.
- **Teacher support and guidance:** the school clearly showcases its academic integrity policy to all teachers and prospective teachers by sharing its expectations and necessary level of commitment and engagement during profession development training sessions, in addition to sharing the policy itself. The alternative would be a higher number of inconsistencies and discrepancies in teaching and learning, which is not acceptable for our aim to guarantee fairness for all our students.
- **Communicating the academic integrity policy to parents and students:** the school's standing on academic integrity is clearly communicated to current families and prospective families by sharing the policy itself and during orientations. Both parents and students are expected to adhere to the school's policy regarding academic integrity.
- **Compliance with IB school rules and regulations:** The school must ensure the secure storage of confidential IB materials; such as, IBDP external examinations and following the proper conduct of exams as provided by the IB. In addition to reporting any instances of academic misconduct and school maladministration to the IB.
- **Providing teachers with authentication/plagiarism platforms; such as, Turnitin:** written assignments and coursework are to be authenticated and review for plagiarism before grading and submission to the IB and students are made aware of its use and the consequences of dishonest practices that are revealed.
- Ensure candidates and invigilators are provided with relevant information about examination regulations.
- Support students in developing both research skills and knowledge of citation methods
- **Enhancing the role for the librarian:** the library and librarian have a key role in providing resources to students, familiarizing students with the research process and teaching them the fundamentals of academic integrity.
- Teachers are expected to embrace new technologies that enhance the learning process, such as Artificial Intelligence platforms. However, they are expected to guide students to use these technologies in a responsible and ethical manner that provides for more effective teaching and learning.



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- To be role models of academic integrity.

## Role of the Students:

- **Fully understanding the school and IB's rules, regulations and policies:** understanding the guidelines outlined by the school and what constitutes academic malpractice, in addition to the consequences that may incur if the policies are not adhered to.
- **Responding to acts of student academic misconduct:** reporting any such acts to teachers, programme coordinators and/or administration.
- **Responding to acts of school maladministration:** reporting them to teachers, programme coordinators and/or administration.
- Completing all assignments, tasks, examinations and quizzes in an honest timely manner and to the best of their abilities.
- Giving credit to sources in all work submitted for assessment in written and oral materials and/or artistic products by citing or referencing all sources used. In addition to using Artificial Intelligence platforms, such as ChatGPT, responsibly and ethically by properly citing its use and acknowledging their roles in the writing process.
- Refraining from receiving non-permitted assistance in the completion or editing of work.
- Using the internet and associated social media platforms responsibly.
- Signing a declaration of authenticity form.

## Role of the Parents:

- **Fully understanding the school and IB's rules, regulations and policies:** understand the guidelines for all subjects and components in the completion of coursework or examination papers to safeguard the authenticity of submitted work.
- Aiding their children in managing their time and workload effectively, while refraining from inappropriate levels of support with their children's work
- Fully understanding what falls under academic misconduct and what the consequences may be.
- Fully understanding what falls under school maladministration and what the consequences may be.
- **Responding to acts of student academic misconduct:** reporting any such acts to teachers, programme coordinators and/or administration.
- **Responding to acts of school maladministration:** reporting them to teachers, programme coordinators and/or administration.
- Submitting authentic and official documentation to support a request for inclusive access arrangements or adverse circumstances considerations for their children.



## Maladministration and Academic Misconduct

### School Maladministration

School maladministration is defined by the IB as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

The school is responsible for securing examination papers in a locked room to prevent any unauthorized access and/or breaches. Examination packages must be opened in front of all candidates so they can see they have been kept securely. Also, invigilators should remain vigilant throughout the examination to ensure no academic misconduct takes place.

Acts of maladministration during examinations can fall under the following:

- additional time being granted to students without authorization from the IB
- an insufficient number of invigilators
- poorly trained invigilators
- failing to monitor student bathroom visits
- allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students
- failure to reset students' calculators before examinations.
- Allowing unauthorized material into the examination

All examinations must follow and adhere to the IB's conduct of examinations rules.

### Academic Misconduct

Academic misconduct is defined by the IB as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage, whether deliberate or inadvertent, in one or more components of assessment. Such activity affects not only the candidates involved, but everyone who has taken the assessment as it reduces the validity of the qualification and threatens the integrity of IB examinations. As a result, academic misconduct is taken very seriously by the IB and CHS.





## Academic Misconduct Infringements

- **Plagiarism:** intentionally or unintentionally representation of the ideas, words or work of another person without proper, clear and explicit acknowledgment; such as, citation and referencing.
- **Collusion:** working with or copying the work of others to complete an assessment that should have been undertaken independently
- **Duplication of work:** Presentation of the same work for different assessment components or subjects.
- Submitting work commissioned, edited by, or obtained from a third party
- Possessing unauthorized material in the examination room
- Exhibiting misconduct or disruptive behaviour during an examination
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination (or attempting to)
- Removal of secure materials such as examination papers, questions and answer booklets, from the examination room
- Impersonating an IB candidate
- Gaining access to IB examination papers before examination's scheduled time
- Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination

## Penalties and Consequences

An investigation of any instances of academic misconduct takes place and evidence and statements from all involved parties are gathered. Afterwards, penalties will apply depending on the gravity and extent of the misconduct in accordance with the IB penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any penalties will be applied using the balance of probabilities approach.

Penalties for academic misconduct fall within the following ranges depending on the severity of the infringement:

- **Level 1 (1<sup>st</sup> offence) penalty- Warning letter to the student:** The student is called in for a talk with the coordinator. The parents are notified of the offence and the student is required to re-do the work. The misconduct is noted in the school records and relevant teachers are notified.



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- **Level 2 (2<sup>nd</sup> offence) penalty- Zero marks for component:** The student is called in for a talk with the coordinator, given a second warning letter and receives a zero for the relevant component. The parents are notified of the offence. The misconduct is noted in the school records and relevant teachers are notified.
- **Level 3 (3<sup>rd</sup> offence) penalty-** No grade for subject(s) concerned: The student and parents are called to meet with the coordinator and principal to have an opportunity to be heard in the case. The student will either be withdrawn from sitting exams in the subject in question, and may be expelled from the school. The misconduct is noted in the school records and relevant teachers are notified.

If a breach of regulations is found in the DP, the IB will make the final decision on whether or not the student will be allowed to retake their examinations, resubmit coursework, change their registration category to “course” or be permanently disqualified from the programme (for repeated, multiple and/or serious offences).



## Academic Integrity Across the Programmes

Across all stages, CHS expects to create and maintain a principled culture of academic integrity for students to develop the knowledge and skills needed to become effective members of society during their school life and beyond. As a result, assessments and student progress evaluation must be trusted to be an accurate and fair reflection of their level of achievement. Otherwise, student results are dishonest and invalid as performance is skewed and riddled with inaccuracy.

### Primary School

At the earliest stages, teachers provide examples and opportunities for students to demonstrate their understanding of academic integrity through approaches to learning (ATLs), classroom and homework practices, group work, assessments and other activities that are age-appropriate. For example, students are made to be responsible for their own work; clear guidelines and instructions are given for individual and group work; tasks are age-appropriate with realistic expectations regarding referencing and citing sources and responsible use of the internet and digital sources is taught.

Fully understanding and ingraining the importance of academic integrity is vital for offsetting academic pressure based on grades. The way this is achieved is through emphasizing personal responsibility and the effective use of ATL skills: self-management, research, social, communication, and thinking. Teachers are also expected to be engaged in the learning process by providing collaboration opportunities between students to increase social interaction and reinforcing the spirit of healthy collaboration, rather than unhealthy competition.

From an early age, students are taught to recognize what constitutes as academic misconduct; such as, plagiarism, copying others' work or unpermitted collaboration. In addition to recognizing and valuing academic integrity.

### Middle School (IBMYP)

As students develop and grow into adolescence, so does the pressure they are under to achieve more and perform better. As a result, academic integrity for MYP students must be an indivisible part of their character and values that promote honesty and ethics. The school plays a major role in providing a challenging, yet positive environment that is based on respecting and trusting the integrity of students' work.

MYP teachers have a responsibility to guide and support their students to ensure their achievements are their own, which will further prepare students for future formal assessments that are externally assessed.



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In the MYP, ATLs are a major factor in fostering and maintaining academic integrity, since they promote skills; such as, self-management, research and communication. In addition, the MYP subjects and projects (personal and community) introduce students to process journals, which help promote academic integrity by requiring students to document meeting times, discussion points and sign an academic integrity declaration.

## Senior School (IBDP)

IBDP students should be responsible and self-reliant young adults capable of managing their DP subjects' requirements independently, with minimal teacher and parent intervention. Nevertheless, pressures still remain, due to the IBDP's rigorous curriculum, challenging summative assessments and time constraints to complete coursework necessary to complete the programme requirements. Consequently, completing the programme efficiently is the sole responsibility of the IBDP student with teaching and learning reinforcing honest and ethical behaviours based on academic integrity and providing independent authentic work.

To complete the programme smoothly, IBDP students must develop research skills and study habits that demonstrates academic integrity, because they are required to investigate, evaluate and research a variety of resources in a number of complex formats. This may pose a challenge to students who are lacking in organizational and self-management skills necessary to maintain a high level of academic integrity, thus, tempting some students to resort to academic misconduct to achieve the results they want. Therefore, it is fundamental for teachers to consistently reinforce the importance of honesty of their students' work by expecting transparency; such as, clear citation and bibliographies, amongst others.

All IBDP students are required to complete a consent form authorizing the school to submit their work to the IB and confirming that it is their own work and that they have correctly acknowledged the work of others.



## IB Standards and Practices for Academic Integrity

**Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)**

**Culture 3.1:** The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

**Culture 3.2:** The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

**Culture 3.3:** The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

**Culture 3.4:** The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

**Culture 3.5:** The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

**Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)**

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

**Culture 6.6:** The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)



## Cycle of Review

The review of the policy takes place regularly and periodically (every 2-3 years) to keep the school in line with the IB policies and regulations. Revisions of the policy took place in April 2008, April 2011, April 2015, June 2017, October 2017, February 2018, March 2022 and June 2023.

### Academic Integrity Steering Committee

**Principal:** Raghda Al Sawalqa  
**IBDP Coordinator:** Nancy Khair  
**IBMYP Coordinator:** Shireen Bakri  
**Primary CP Coordinator:** Niveen Salah  
**Librarian:** Chanda Dajani  
**Librarian:** Fouad Abu Maizar  
**Administrative Assistant:** Asma Awamleh  
**Extended Essay and TOK Coordinator:** Leen Fakhouri

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