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Lycée Franco-Qatarien Voltaire

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المدرسة القطرية – الفرنسـية فولتيـر
Lycée Franco-Qatarien Voltaire

Academic Integrity Policy
IB Diploma Program

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The Lycée Franco-Qatarien Voltaire (LFQV) recognizes and is committed to respecting and promoting the guidelines for academic integrity and is guided by the IB's approaches to teaching and learning in addition to the IB learner profile. We are committed to maintaining a school culture that actively promotes academic integrity and in which teachers and students behave responsibly. The purpose of this policy is to set out the standards of academic integrity expected within the school community, clarifying the responsibilities and consequences to be known by each stakeholder as it is the responsibility of the whole IB community.

IB learner profile

Our policy is guided by the characteristics of the IB learner profile attributes:

Knowledgeable: They develop and use conceptual understanding, exploring knowledge across disciplines. They engage with issues and ideas that are locally and globally significant.

Thinkers: They use their critical and creative thinking skills to analyze complex problems and take responsible action. They make thoughtful and ethical decisions on our own initiative.

Principled: they adhere to principles of integrity and honesty, and possess a strong sense of fairnesś, justice and respect for the dignitý and rights of everyone, everywhere. We are responsible for our actions and their consequences.

Balanced: They give equal importance to the different aspects of their lives - intellectual, physical and emotional - in achieving their personal well-being and that of others. They recognize their interdependence with others and the world in which they live.

Reflective: They approach the world around them, as well as their own ideas and experiences, in a thoughtful manner. They strive to understand their strengths and weaknesses in order to improve their learning and personal development.

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Academic integrity is a key principle of the IB curriculum that enhances the organization's credibility and position as a leader in international education. As the IB learner profile states, all members of the IB community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities". In all their studies for the Diploma Programme, students are expected to demonstrate academic integrity and avoid all forms of misconduct.

Definitions

Academic Integrity

Academic integrity is the maintenance of truthfulness, sincerity and candor in all academic work undertaken by the student. All members of the IB community are expected to demonstrate and respect academic integrity. Teachers are expected to lead by example and students are constantly encouraged to be authentic in their work and to celebrate the uniqueness and originality of their ideas and academic achievements.

In teaching, learning and assessment, this policy serves to promote personal integrity and to engender respect for others and the integrity of their work.

Good practices include/are not limited to:

Honesty: Each student must ensure that all work submitted is authentic and that the work and ideas of others are fully and properly acknowledged. Authentic work is work that fully expresses the student's language, thoughts, expression and synthesis.

Credibility: Referencing the source material in a formal and appropriate manner is essential. Even if intellectual property is summarized or paraphrased, it must be appropriately cited. The student must be able to use direct quotation appropriately and specifically recognize information from books, magazines and the Internet.

Accountability: students must take responsibility for the consequences if they submit work for assessment that is not their own, whether the plagiarism is deliberate or the result of a lack of research skills. If such a situation arises, we expect students to cooperate with staff, take responsibility for their actions and use the experience as a learning opportunity for the future. A clear understanding of the consequences of misconduct in relation to both school work and external examinations and assessments as per the International Baccalaureate 'Conduct of Examinations'.

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Student Misconduct

Misconduct is deliberate or unintentional behaviour that results or may result in the student or any other student gaining an unfair advantage (or behaviour that disadvantages other students) in one or more components of the assessment.

Misconduct includes/is not limited to:

Plagiarism: taking work, words, ideas, images, information or any other material produced by someone else and submitting it for assessment as your own.

Copying: taking another student's work, unknowingly or not, and presenting it as your own.

Misconduct during an examination: communicating with another candidate during an examination, bringing unauthorized material into an examination room, or viewing such material during an examination to gain an unfair advantage.

Duplication of work: the submission of the same work for different assessment components and/or Diploma Programme requirements.

Falsification of data: creating or modifying data that has not been properly collected.

Falsifying student records: for example, by adjusting teachers' grades or comments.

Collusion: helping another student to be academically dishonest by giving or allowing your work to be assessed by another person.

Violation: submitting work for evaluation that violates standard academic norms of recognition of the work, ideas and opinions of others but is not done deliberately to gain an unfair advantage over other applicants.

Support and Resources

The following is a summary of the resources available to support study, practice and the promotion of academic integrity, all within the IB's approaches to teaching and learning:

The librarian and Extended essay coordinator: The school's librarian and extended essay coordinator are well informed about the academic integrity policy and referencing requirements. The library has resources related to this policy as well as various methods that students can use to evaluate sources.

Teachers: All teachers and staff are encouraged to reference and list all sources used in the development of any work. All material used in the course of learning, including exam questions and photographs, will be properly referenced. This will enable students to reflect a practice that is now embedded in their daily learning approaches

APA Citation Guide: The school has produced an APA citation guide for use by all students and teachers. This guide will be readily available to all students in the library and electronically. The guide will also be placed on the school's website and shared with parents. The table of contents of the guide is also attached to this document (Appendix 2).

Posters: In the classrooms, posters that emphasize the importance of proper referencing will be displayed as a reference guide and reminder to all students. As lessons progress, other visual support that encourage students to consider the origin and quality of sources will be developed and made available.

Training sessions for students and staff: In addition to making resources available to the school community, LFQV will keep teachers informed of its efforts to educate students about academic integrity and the approaches implemented throughout the IB programme. Specific examples will be presented to illustrate how the policy is being implemented.

Parent meetings: In addition to making the above resources available to parents, LFQV will make academic integrity a part of its efforts to educate parents about IB and the approaches implemented throughout the PD. Sessions will include training on academic integrity and will use examples to illustrate how the policy is implemented.

Turnitin: From January 2022, teachers and students will have access to Turnitin to check the authenticity of work. Teachers will receive training on how to use the software effectively. Pupils will be made aware of the software and how it will be used within the school.

Gradually, further investments will be made to keep up with our mission to provide resources that support the practice of academic integrity.

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Role of the student

Everyone is expected to do what is necessary to practice, promote and maintain academic integrity to ensure a fair and authentic evaluation process.

It is the responsibility of each student to:
- Have a clear understanding of the school and IB policies (refer to admissions policy)
- Report acts of academic misconduct.
- Complete all assignments, tasks, exams and quizzes in an honest manner.
- Indicate the sources used in all submitted work.
- Refrain from receiving unauthorized assistance in completing or revising an assignment, such as from friends, parents, other students, tutors, writing or editing services, pre-written text banks, or file sharing websites.
- Refrain from unduly assisting fellow students in the completion of their work.
- Demonstrate responsible use of the internet, online resources, and associated social media platforms.

Role of parents and legal guardians

Legal guardians are provided with an electronic copy of the academic integrity policy and are informed of any updates and its availability. They will be encouraged to support the school's policy by not relying on third party assistance. Parents are expected to help organize and encourage the submission of work on an appropriate and consistent ethical basis.

Role of the teaching and the non-teaching staff

The theme of academic integrity is a focal point in the design of all courses and interactions. As academic integrity is part of the teaching and learning process, staff uphold these notions by fostering an environment where academic integrity is understood and respected. When an incident occurs that represents a form of student misconduct, teachers are expected to act accordingly and report the incident.

It is incumbent upon each of them to further embed this policy into the structure of the institution, as an effective academic integrity policy is an institution-wide effort.

IB teachers must:
- Lead by example to optimize the acquisition of good academic integrity practices.
- Ensure that students fully understand the expectations and guidelines for all subjects.
- Ensure that students understand what constitutes academic misconduct and its possible consequences.
- Respond to cases of student misconduct and support investigations.
- Give specific examples of misconduct in teaching.
- Provide students with clear guidelines on academic writing and referencing techniques.
- Provide necessary reminders when required for tasks in specific subjects.

The level of the penalty depends on the seriousness and recurrence of the offence.

In all cases, the student concerned will receive remedial training to acquire the necessary skills to avoid any recurrence.

It is important to note that internal sanctions are those imposed by the school for assignments and work not disclosed to the IB. In the case of all externally assessed or moderated components, any breach will have a serious impact on the student's eligibility for the diploma under IB regulations.

In all cases where the student does not comply with the concepts, an investigation will be conducted to ensure that the sanctions imposed are fair.

Examples of offences related to coursework and written and oral examinations are plagiarism, peer plagiarism, collusion, copying of work, falsification of data, and submission of commissioned work to a third party (Refer to the Evaluation Policy).

Examples of conduct-related offences during an IB examination are possession of unauthorized materials, displaying misconduct or disruptive behaviour during a test, sharing information, and removing secured materials from the examination room.

If an investigation leads to the final conclusion that misconduct has been established in the IB course and examination
- No marks will be awarded in the subject concerned.
- No diploma will be awarded to the candidate.
- Diploma Programme results will be awarded for other subjects where no faults have been committed.

It is important to note that if a candidate is being investigated for possible misconduct, the coordinator must inform the candidate and his/her legal guardian. The decision as to whether or not to involve them in the investigation is at the discretion of the school, taking into account any relevant circumstances such as the candidate having reached the age of legal majority. The applicant and his/her legal guardians have the right to inspect evidence, statements, reports and correspondence relating to the case. Any decision not to disclose this information is entirely at the discretion of the Headteacher or Coordinator. Evidence may be withheld to protect the identity of an informant.

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Logistics and Technicality

The development of the Policy

The academic integrity policy was created by the Diploma Programme coordinator and reviewed by the IB director of studies. Staff have been informed of the policy development process through regular updates and have been involved in its review.

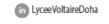## Availability and communication of the academic integrity policy

The IB director of studies is responsible for communicating the policy to teachers and parents. The academic integrity policy will be communicated to staff, families and students in a variety of ways to ensure that it is received and implemented (refer to the Admissions Policy).

Teachers are responsible for communicating the policy to students and monitoring academic integrity in their classrooms. Staff members who actively contributed to the development of the academic integrity policy should clarify course-specific guidance and provide relevant examples for their respective courses/activities at the beginning of each school year. Occasional reminders, if necessary, will be considered throughout the year. In addition, the academic integrity policy is promoted at the IB briefing where each student is required to sign a pledge (appendix 1) and at other meetings throughout the school year.

The academic integrity policy is made available to all faculty members in the school as an electronic copy on the common Google Drive specific to the IB section, to ensure accurate tracking of updates and revisions. The policy is also available on the school website. Arabic and English translations are made available to maximize understanding and reach the maximum number of individuals within the LFQV multilingual community.

Review Process

The Director of Studies, the Diploma Coordinator and the Librarian are responsible for reviewing and updating the policy, which is done in collaboration with the academic leadership team and the teaching staff. Input from other stakeholders, such as parents and students, should also be considered in the review process. The review takes place annually or in response to IB updates and contextual changes, under the supervision of the director of studies.

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Appendix 1 – The Student Commitment

I, _____ (first name, last name) am fully aware of and understand all the entries of the LFQV's academic integrity policy and I commit myself to respect it. I have been informed and will act accordingly throughout my stay at the LFQV.

Date _____

Student's signature _____

Signature of Parent/Guardian _____

Appendix 2 – Table of Contents of Guide

Table des matières

– **Les normes APA : qu'est-ce que c'est ?**

– **Objet de ce document**

Pourquoi citer ses sources ?

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