QAIS Academic Integrity Policy

Our Mission

QAIS aims to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach. By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

Our Vision

To cultivate an inclusive and vibrant community that promotes knowledge, creativity, independent thinking and mutual respect in a nurturing and safe environment.

Our Core Values

Academic Excellence: We embrace academic excellence, guiding our children's innate curiosity and encouraging joy in learning.

Independence and Creativity: We foster independent thinking and spark creativity, inspiring our children to become the leaders of tomorrow.

Peace and Respect: We instil respect for self, respect for one another and respect for our planet, enhancing prospects for peace.

International Mindedness: QAIS values International Mindedness by developing Multilingualism, Intercultural Understanding, and Global Engagement through all ten attributes of the IB Learner Profile. QAIS students are nurtured to become: Knowledgeable, Inquirers, Thinkers, Reflective, Courageous, Caring, Communicators, Principled, Balanced, Open-Minded.

Child Protection: QAIS aims to be a safe haven for children and is committed to developing and implementing a comprehensive set of policies and procedures that will insure protection of their physical and emotional well-being at all times while under our care.

Table of Contents

1. Philosophy

At QAIS, in line with our commitment to the **IB learner profile** to develop learners who are principled **thinkers**, we believe that our community should be committed to promoting and acting with academic integrity at all times.

At QAIS, we believe that by ensuring that the ideas of others are appropriately acknowledged, we will author authentic work and express our ideas more clearly.

At QAIS, we apply the term **academic integrity** for the development of academic honesty skills, the respect for intellectual property rights, the ethical use of experimental subjects, and the correct attribution of sources in our work. Academic integrity has an important role to play in developing students' value systems and ethical thinking capabilities—approaching scholarship in an open, honest, and responsible way while respecting the work of others.

At QAIS, we recognize that malpractice is not always equal in extent. It differs depending on the learner's *intent* to cheat, the learner's *extent* of plagiarism, the dimension of the work being done, and the skill base of the learner. Special care and patience may need to be taken with students coming from educational settings where educational expectations and educational culture are markedly different to our own. Carroll (2012; see IBO 2012) sums this up as follows:

> "... most cases of plagiarism and collusion are not deliberate ... Learners frequently misunderstand what rules mean and how they should act to comply with them .. . Learners often assume it is acceptable to copy others' work without acknowledgment, perhaps stitching together chunks of others' (unacknowledged) texts into a more or less coherent whole. Many see no problem with relying on the help of parents or fellow learners. As they develop their own writing skills, IB writers often think that changing a few words transforms someone else's text into "my own work". All of these are examples of plagiarism but most are not deliberately dishonest. It takes time to grasp that an acceptable paraphrase, for example, must restate the ideas and show that the writer has understood what the original author has written. Learning to master this complex task requires practice and a study of examples."   (Carroll, 2012; see IBO 2012)

At QAIS, we believe academic integrity is developed active practice in authentic learning situations. The librarian/s and teachers play an important and active role in developing the acquisition and understanding of authorship and attribution, and the support of parents is vital.

At QAIS we must work ethically. In keeping with our belief of being principled learners who act with *"a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere"* (IBO, 2013) and the IB and QAIS mission statements with *"intercultural understanding and respect"* and *"respect for all life,"* we must be sensitive to the privacy, personal and cultural integrity of other people and avoid emotional or physical harm to any human or animal. Additionally, we must disclose fully any plans that involve work with any human or animal and allow people who are subject to research the right to forego further interview, examination, or testing and to withdraw immediately if any of our actions create unforeseen discomfort. We should recognize that data collected for inquiry purposes must be kept confidential and not disclosed to others unless consent to do so has been obtained from the individuals from or about whom the data has been collected.

We wish to ensure that students have a meaningful understanding of the range of intellectual property (IP) and forms of creative expression that are normally protected by law so that, additionally, the legal aspects related to plagiarism will be understood.

This is the basis of our academic integrity policy.

2. Expectations

In developing and practicing academic integrity, we seek to create a positive and proactive intellectual learning climate at our school, and we expect that:

- all work created by students, whether it is for assessment or not, and regardless of the format in which it is displayed, must be the work of those who have claimed to create it, and that the ideas and/or work of other people involved in its development and production, must be clearly acknowledged with appropriate attribution to the person or source.
- students in the MYP and DP will use modified MLA 7 in-text citations for all academic work.
- students will develop an understanding of what authorship means and have the opportunity to recognize the value of materials that they themselves create.
- teachers and students value authentic and creative work.
- teachers will model academic integrity by acknowledging sources of information used for the purposes of teaching and learning and abide by any relevant copyright restrictions.
- teachers will develop numerous opportunities for students to practice and demonstrate their understanding and skills necessary to work with academic integrity.
- teachers will standardize IB assessments so as to ensure that assessments are valid, fair, and related directly to the appropriate assessment criteria from the IB.
- teachers will systematically develop students' citation skills according to MLA-7 so as to reach our stated expectations.
- students conduct themselves appropriately in all formal assessments and that in formal written or oral examinations, students follow all examination rules.
- all data used for learning purposes is collected in an ethically appropriate way in order to prevent the purposeful or accidental falsification of information.
- all data collected is maintained in a way that secures its confidentiality.
- students and teachers follow ethical guidelines and standards when working with human or animal subjects.

In order to meet these expectations, we encourage creativity and academic honesty by:

a. collectively and collaboratively creating an environment that fosters academic integrity and ethical mindset.
b. disseminating the academic integrity policy throughout the community and working to ensuring that it is understood and acted upon by all community members.
c. strengthening planning frameworks so that there are well-understood and useable system of guidance for academic integrity in each programme in the school.
d. emphasizing the importance of academic integrity in the written and taught curriculum and making the required expectations transparent for all tasks and assessments.
e. working on effective transitions between programmes through ATL skills for academic integrity skills

f. giving opportunities for research, inquiry, creativity, and problem-solving as part of normal teaching and learning.
g. recognizing and acknowledging original authorship in student work.
h. expecting students to sign protocols related to their academic honesty (such as for the Exhibition, Personal Project or Extended Essay)

To ensure the integrity of QAIS as an academic institution, we advise teachers to adopt the following precautionary vigilance when possible:

1. Be suspicious of inexplicable changes in the style and quality of student work such as work submitted in multiple fonts or sizes or the use of words that a student is unlikely to know and use appropriately.
2. Verbally question or conduct a *viva-voce* on written work, especially for the MYP Community and Personal Projects and the DP Extended Essay or TOK, in order to determine whether the work is authentically from a student.
3. Use plagiarism detection software whenever possible to assist in identifying non-authentic work.
4. Be able to confirm, to the best of his or her knowledge, that student work accepted or submitted for assessment is their authentic work.
5. Distinguish, in advance of major assignments, between what constitutes collaboration and what constitutes collusion in order to prevent allegations of collusion against students.
6. Be familiar with this policy and the IB publication *Academic Honesty: guide for schools*.
7. Cooperate in the investigation of alleged forms of malpractice.
8. Write a statement on any report of intentional or any malpractice that affects external assessments (the IBO provides guidelines on what should be included in statements submitted to them).
9. Be familiar with all examination rules and follow them scrupulously.
10. Ensure that when assistance is given to students in summative or external assessments, it is appropriate and will not give them an unfair advantage over other students.

3. Definitions and examples of appropriate behavior

We aim to have students creating **authentic pieces of work** based on the student's original ideas, and with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student's language, expression, and ideas. Where the views or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

3.1 Common knowledge
Learners do not need to acknowledge a source of information when something is common knowledge – for instance, that Beijing is the capital of China, or that North America and Asia are separated by the Pacific Ocean. Common knowledge includes information which is widely and easily accessible from numerous sources, is likely to be known by most people, or could be found in a general reference or encyclopedia.

Note: the definition of common knowledge will change depending on the context and academic level of writing.

3.2 Appropriate attribution

Learners acknowledge all ideas and sources of information that they have used in creating their process or product. Appropriate attribution includes recognizing influences in the creation of work, and that appropriate attribution is required for written work, the reproduction and manipulation of images, all forms of presentation, as well as performances regardless of whether they are durable or ephemeral or tangible or abstract.

The level of accuracy of attribution should always be appropriate to the learner's stage of development. The expectation is that as the learner progresses through the school, they will be familiar and independently capable of working with a high degree of academic honesty, will understand the necessity for academic honesty in academic work, and can cite accurately and effectively.

3.3 Legitimate collaboration

Working in a collaborative group can produce products and outcomes that are synergistically far more elaborate or effective than work done in isolation. Groups permit work to be done which is too ambitious for a single student. We also encourage students to work in small study groups, locally or globally, because the discussion of ideas, principles, and attitudes can bolster student knowledge and understanding.

Some collaborative work may not be assessed as part of the academic curriculum. The act of participation and reflection may be sufficient for learners such as in an extra-curricular theatre production or the production of a school magazine. Collusion may accidentally occur between students in eAssessment or DP final examinations by misapplication or negligence of the procedures for conduct by invigilators. It is important that invigilators are aware of, understand, and follow the IB expectations and conduct for examination.

In some cases, assessments can only be made during collaborative work (such as personal skills in the Group 4 project) because what is being assessed can only be observed during collaboration. In IB programmes there are ATL skills that require collaboration between students (social skills, collaboration skills, working effectively with others). Where learners collaborate on work with individual academic assessments, such as the PYP Exhibition and MYP Projects, then it must be clear what the exact contribution of each and every learner has been in the collaborative process.

It must be made clear to students that there is a difference between collaboration and collusion (see 4.2 below) and teachers and librarians must consider that most students are likely to need both conceptual and practical guidance to understand the differences. Legitimate collaboration is openly acknowledged group work whereas collusion is purported as the work of an individual but includes the work or other individuals, none of which are attributed as sources. The table below gives some guidance on the differences (adapted from Robert College, 2014).

Example of legitimate collaboration	Example of unacceptable collusion
A teacher instructs students to work together in the science lab or on a research project, and produce a joint report.	A teacher instructs students to work together in the science lab or on a research project, and produce individual reports, but one student writes the report and the others copy it.
A tutor looks at a student's essay and realizes the student needs help with verb agreements; she gives the student a practice exercise to remind him of the rules.	A tutor looks at a student's essay and realizes the student needs help with verb agreements; she corrects the essay for him.
After a group of students work together to brainstorm an outline for an ethics essay, the students write individual assignments based on the outline.	A student writes an ethics essay and lets his work be copied by another student who makes a few changes to disguise the fact that they are essentially submitting an identical assignment.
Two students discuss the questions they think might come up on tomorrow's quiz, and together work out how they would answer them.	A student is about to sit a test late and discusses the questions with a friend who has already taken the test.
A parent helps his son get the timing right on a piece of music he is practicing.	A parent tells his child to harmonize a melody with specific chords in her composition homework.

3.4 Respect for intellectual property (IP)

Together with appropriate attribution, learners appreciate that intellectual property includes "creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce" (WIPO, 2013). Learners should also respect the intellectual property systems and laws of the country in which they reside.

We expect students to understand that there are many different forms of intellectual property rights, and these extend into patent law, registered designs, trademarks, moral rights, and copyright. In addition, students should understand that laws, application and practices vary between countries and cultures. It is the responsibility of teachers to ensure that opportunities to engage students in understandings of IP are taken during teaching and learning.

4. Malpractice: Inappropriate behaviour (academic misconduct)

It is the responsibility of all teachers to help students understand when and how to include acknowledgments in their work. Teachers will help students develop paraphrasing as an ATL skill so that students do not simply copy a passage, substitute a few words with their own and then regard this as their own authentic work. Students need to learn that when using the words of another person, it must become habitual practice for a student to use quotation marks, indentation, or some other accepted means of indicating that the wording is not their own.

Integrating the words and ideas of others, to support ideas and arguments, is an important skill, as is identifying source of ideas and information within work so that the sources do not reside in the bibliography alone. These skills need to be explicitly taught. Finally, students must learn to appreciate that data, computer programs, diagrams, maps, art work, icons, maps, patents, videos, speeches, radio programmes, and theatre productions form just part of the range of sources that need recognition.

The following examples are made in the context that sometimes mistakes made are simply mistakes, and lack of citations does not necessarily mean dishonesty, it can mean a lack of understanding of application. Also see section 5 for "Consequences for academic misconduct." Examples of common forms of academic misconduct are given in Appendix F.

4.1 Plagiarism

Failure to attribute sources is defined as plagiarism - "the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (IB, 2014c).

…

Scenario: Work submitted appears fully cited. However, on closer inspection there are typographical errors in the spelling of some of the names of texts, authors, or dates (for example, 2021 instead of 2012, or *Enviromental Handbok* instead of *Enviro**n**mental Handbo**o**k*), or inconsistencies such as citation style (for example, mixed citation styles or formats).

Principle: While we should strive for accuracy, it was clear that the learner did not neglect the opportunity to attribute sources and ideas correctly. It may be reasonable for a teacher to give the work the full credit deserved although the learner should be encouraged to correct the typos and strive for greater accuracy in the future.

Action: Student asked to review and correct if this is for a summative assessment. For a formative assessment, written or verbal feedback should be provided.

….

Scenario: A student produces a photographic collage using photographs obtained from a CD which were royalty free, from Flikr which were under the 'free cultural' creative commons license, and public domain photographs from various sources. No attribution is made to the original sources.

Principle: The copyright of the original sources allows the resulting collage to be legally shared or sold commercially. However, as no attempt was made to acknowledge the sources, the learner has failed to attribute the original sources or creative artists involved in their production.

Action: The issue is pointed out to the student. Whether the work is accepted depends on whether citations are being specifically assessed as part of the assessment criteria (in which case the feedback from assessment should be sufficient). In the DP, the work will not be accepted. In the MYP, the work may be returned so that appropriate acknowledgements are made, unless this was done deliberately to deceive in which case the work will not be accepted.

….

Scenario: A student submits work that is substantially copied from several sources without acknowledgement.

Principle: The work is not the student's work, and the student has not acknowledged the work of others.

Action: The issue is pointed out to the student. Whether the work is accepted depends on whether citations are being specifically assessed as part of the assessment criteria (in which case the feedback from assessment should be sufficient). In the DP, the work will not be accepted. In the MYP, the work may be returned so that appropriate acknowledgements are made. Depending on the reason for the student copying, there may be further sanctions.

…..

4.2 Collusion
A secret agreement of cooperation to deceive or mislead others where the unattributed source is a fellow learner - "supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another" (IB, 2014c). Culwin and Nayler (1995) developed a continuum that illustrates this well:

Collaboration A   Collusion B   Copying
Beyond point A the student may be plagiarizing and beyond point B the student is definitely plagiarizing.

….

Scenario: Work submitted appears to be mostly identical to the work of another student. After investigation by the teacher it is clear that one student created the work and allowed another student to copy portions of it.

Principle: Both students have supported malpractice. The student who copied the work is guilty of malpractice. The student who allowed the work to be copied is also guilty of malpractice. They have both made an agreement to submit work in such a way as to deceive the teacher.

Action: Both students receive no assessment credit. There may be external penalties if the work has been submitted for external IB assessment.

….

Scenario: Work submitted appears to be mostly identical to the work of another student. After investigation by the teacher it is clear that one student obtained a copy of the work unknown to the student who created the original work.

Principle: The student copying work is guilty of malpractice. The student whose work was copied is not guilty of malpractice but should be counseled to take greater care of his/her assessments.

Action: The student copying receives no assessment credit. There may be external penalties if the work has been submitted for IB assessment.

….

Scenario: Work submitted is not the work of the student; it has been significantly modified or solely created by another person, a relation, friend, tutor, or other agency (such as an essay writing service.

Principle: The work is not the student's work; it has been created with the intention of deceiving the teacher in order to receive undue credit for the assignment.

Action: The student who submitted work done or modified by others while pretending it was his/her own receives no assessment credit. There may be external penalties if it has been submitted for IB assessment.

…...

4.3 Duplication of work
This is effectively self-plagiarism where the learner fails to acknowledge use of one's own work which was previously submitted as an assignment, or where a substantial part of an assignment is submitted in different subjects. The IB considers the duplication of work to be "the presentation of the same work for different assessment components" (IB, 2014c).

…..

Scenario: A learner submits almost identical assignments in two different subjects and does not acknowledge that he/she has done so.

Principle: The student is guilty of malpractice for submitting work twice, also known as 'self-plagiarism.' Had the student acknowledged his/her own work but simply copied the same ideas, themes, analysis or a substantial amount of text he/she would still be guilty of malpractice.

Action: No grade awarded for this work in either subject. There may be external penalties if the work has been submitted for IB assessment.

…….

4.4 Examination misconduct

This involves breaking examination rules or regulations while taking tests and may involve collusion (see 4.2 above) and/or "any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate" (IB, 2011). This may occur during the school's own internal examinations or external examinations such as MYP eAssessments or Diploma Examinations. In the case of external examinations, any breach of regulations must be dealt with exactly as described in the current *Handbook of procedures for the Diploma Programme: A8Academic Honesty* (see also Appendix D - Diploma Programme: Conduct in Examinations).

…..

Scenario: During an examination, it is discovered that multiple candidates have been communicating by surreptitious coded tapping.

Principle: Communication during examinations is a form of collusion and any learners doing so will have cheated in order to gain an advantage over other students. An investigation leads the school to understand that at least four students had collaborated, but there was uncertainty about the actual number of students involved. For an external IB examination, the IB reserves the right, if not satisfied that an assessment has been conducted in accordance with its regulations, and according to the seriousness of the violation, to declare the assessment null and void and disqualify any or all candidates involved. The grades for all candidates in the subject concerned will be withheld until the case has been fully investigated and resolved.

Action: In an internal examination, the students concerned should receive no grade. Depending on the extent of the communication it may be that the examination results are cancelled and the examination reset for the other students. For an external IB Diploma examination, the determination of whether or not action is applied to all candidates or individual candidates would depend on the outcome of the investigation.

…….

For further examples of IB examination misconduct see *IB Academic Honesty pp.20-21.*

4.5 Falsification

The deliberate misrepresentation of information. It can include the intentional false reporting of Community and Service or CAS activity records, the fabrication of scientific data, or the creation of false citations.

….

Scenario: A science report is submitted which is found to have data that was created rather than data that was recorded at the time of performing the experiment.

Principle: This is a clear example of work that was meant to gain the learner an unfair advantage. If the work is submitted for school-based assignments, the work will not be accepted. If the work is part of the Diploma Program for a non-examination component, then the school must follow the IB flow diagram (Appendix E) to decide on the authenticity and course of action.

Action: For a school-based assignment, no grade will be given for the assessment. For a Diploma non-examination component, the response will depend on individual student circumstances. There may be further penalties if the work has been submitted for IB assessment.

…......

4.6 Unethical behavior
A candidate acts in an irresponsible or unethical manner in breach of the QAIS or IBDP guidelines for ethical conduct or animal experimentation (see Appendices B and C). For example, a student produces work that includes offensive or obscene material, conducts experiments without the consent of participants, conducts experiments that cause harm or pain to humans or other animals, or violates intellectual property rights.

….

Principle—Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Program and assessment. The IB is entitled to refuse to mark or moderate assessment material if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the Diploma Program. For example, a candidate includes offensive or obscene material that is unrelated to the content of assessment. In such cases the final award committee is entitled to award a mark of zero for the component or part(s) of the component that are not assessed due to such irresponsible or unethical behavior.

Action—Depending on the circumstances of the case, the IB may refuse to mark the work or award zero marks for the assessment component concerned.

…...

4.7 Other inappropriate behaviors
This policy cannot be exhaustive and there will be instances when inappropriate learner behavior cannot be covered by the examples above. The IB (2104c) defines this as any "behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections)." A limited example of other inappropriate behavior would include:

- Hiding helpful material in the restroom with the intent of accessing it during an examination.
- Purposefully distracting other learners in examinations.
- Impersonating other students or allowing others to impersonate them.
- Inappropriately obtaining tests or exam papers.
- Altering, accessing or misrepresenting grades, comments or marks given by a teacher through physical or digital means.
- Changing comments and grades given by teachers so as to misrepresent work to parents or guardians.

- Interfering in the scholastic work of another student – stealing or misusing laboratory reports, computer files, or library materials.

  Infractions will be dealt with in a manner that is appropriate and consistent with the examples above.

5. Consequences for academic misconduct

Sanctions resulting from malpractice or dishonesty may range from warning to dismissal depending on the seriousness of the offense. In all cases, parents will be informed in writing. However, before sanctions are applied, the school will base its investigation on the individual circumstances of each case. If penalties are applied, they may include one or more of the following depending on the nature of the learner and their history of academic integrity:

a. Verbal warning
b. Counseling from a teacher or student advisor
c. The offence is recorded and a copy of which is placed in the student's file
d. A warning letter is issued, a copy of which is placed in the student's file
e. No assessment grade in that piece of work or examination
f. Student is suspended from regular lessons
g. Student is placed on academic probation for one or more terms
h. Dismissal from school

In certain cases of academic misconduct, examining bodies will be contacted in writing by the appropriate representatives of the school, as per the examining bodies' regulations (e.g., College Board, IBO)

6. IB malpractice consequences

In the IBMYP:

- "Students are required to act in a responsible and ethical manner throughout their participation in the MYP and assessments. In particular, students must avoid any form of malpractice."

- "The IB Organization recognizes that work submitted by students for moderation of internal assessment may contravene the standard academic practice of clearly acknowledging all ideas and words of other persons. Where the school considers this is not a deliberate attempt by a student to gain an unfair advantage, the school should take action to ensure that the practice is not repeated. If plagiarism is found by a moderator the piece of work is not moderated. The school is contacted by the IB Organization and asked to deal with the issue." IB (2011d).

In the IBDP, the final award committee decides on cases of suspected malpractice in the following way:

- "Candidates suspected of malpractice will be invited, through the school's Diploma Programme coordinator, to present a written explanation or defense. If the final award committee decides that a case of malpractice has been established, no grade will be

awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will normally be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met."

- "If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session."

- "If the candidate has already been found guilty of malpractice in a previous session, this will normally lead to disqualification from participation in any future examination session."

- "An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established." IB (2011c, p.11).

7. Policy disseminating mechanisms

A. Digital copies to teachers with the option of them printing a hard copy
B. ManageBac
C. School's web site (opportunities for feedback from the global community)
D. Collaborative Planning meetings (opportunities for feedback from IB practitioners) F. Community Meetings (opportunities for feedback from IB students and teachers) G. Meetings with Parents (opportunities for feedback from parents)
E. Curriculum
F. Teaching and Learning (developmentally appropriate documents concerning academic integrity)
G. Age-appropriate written information on Academic Integrity for MYP students
H. The QAIS Student Council (opportunities for feedback from students)
I. School publications (e.g. Weekly Messenger)
J. School controlled social media (e.g. WeChat)

8. Policy review process

We aim to review our academic honesty policy at the beginning and/or end of each academic year to ensure that it is coherent with any changes in the student and community demographics, IB documentation, and that policy and practice are aligned. New research, perspectives and understandings may be incorporated during such review. These reviews will take place in collaborative planning meetings among faculty and staff in the different sections of the school, where coordinators and teachers can provide their professional input, as well as among the pedagogical leadership team. Input from the student council and parents will also be solicited. Finally, it is the responsibility of the Head of School to authorize the policy. Policy and changes will be disseminated to the community through the various mechanisms listed above (Section 7 of this document).

This policy may also be revised in-between formal reviews, if deemed appropriate. Opportunities of this type may occur, for instance, during new teacher induction where policies will be reviewed by teachers new to the school, or by collaboration with the student council or parent's body.

9. Related documentation

Concordia University Libraries (2013).MLA Citation Style.<http://library.concordia.ca/help/howto/mla.php>

Culwin F. & Naylor J. (1995). Pragmatic Anti-Plagiarism*. Proceedings 3rd All Ireland Conference on the Teaching of Computing, Dublin. *International Baccalaureate Organization* (2006). Ethical practice in the Diploma Programme Poster.

International Baccalaureate Organization (2009). Diploma Programme Conduct of the Examinations: Notice to Candidate (poster)*International Baccalaureate Organization* (2011a). Academic Honesty.

International Baccalaureate Organization (2011b). Ethical guidelines for extended essays research and fieldwork (May and November 2013 examination sessions onwards)

International Baccalaureate Organization (2011c). General regulations: Diploma Programme

International Baccalaureate Organization (2011d). General regulations: Middle Years Programme

International Baccalaureate Organization (2011d). General regulations: Middle Years Programme

International Baccalaureate Organization (2012). IB Position Paper: Academic honesty in the IB, Jude Carroll.

International Baccalaureate Organization (2013). IB Learner Profile Poster

International Baccalaureate Organization (2013). Handbook of procedures for the Middle Years Programme: Pilot of on-screen examinations (2015)

International Baccalaureate Organization (2014a) Academic honesty in the IB educational context

International Baccalaureate Organization (2014b). MYP: From Principles into Practice (May 2014)

International Baccalaureate Organization (2014c). MYP: From Principles into Practice (September 2014)

International Baccalaureate Organization (2014d). Handbook of procedures for the Diploma Programme <http://ibpublishing.ibo.org/xwiki/bin/view/Handbook2014/Overview>

Perdue University (2013). OWL: Online Writing Lab MLA Formatting and Style Guidehttps://owl.english.purdue.edu/owl/resource/747/01/

Qingdao Amerasia International School (2015) QAIS Assessment Policy

Robert College (2014). Collaboration Guidelines. http://webportal.robcol.k12.tr/Academics/Academic-Honesty/CollaborationGuidelines/Pages/default.aspx (accessed 2014-09-22)

Turnitin.com (2015). The Plagiarism Spectrum: Tagging 10 Types of Unoriginal Work. http://turnitin.com/assets/en_us/media/plagiarism_spectrum.php (accessed 2015-01-10)

WIPO, World Intellectual Property Organization (2013). What is intellectual Property? <http://www.wipo.int/about-ip/en/>