



Academic Honesty Policy

ANGELS INTERNATIONAL COLLEGE

IB World School

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1. Angels International College Mission Statement

Angels International College seeks to create a challenging learning environment that encourages high expectations for success through continuous efforts of all stake holders. Our mission is to develop learners with active and creative minds, having a sense of understanding and compassion for others, and knowledge to justify their personal beliefs. We are committed to ensure learning experiences that assist our students to achieve their greatest potential to adjust to diverse and ever changing societies by catering to the individual differences and learning styles. We intend to produce lifelong learners who not only aspire to become world citizens but also possess the balanced approach to lead a life based on Pakistani morals and social values.

2. IB Philosophy and Learner Profile

AIC, guided by the philosophy of the IB, places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the college community: students, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes which describe students as:

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.

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.

Angels International College students are expected to demonstrate personal honesty and integrity from the very start of their admission to the school. All AIC students take an admission test which has the statement of honor pledge written on it. This ensures students are aware of academic honesty and will learn in subsequent years the expected ethical standards of learning and assessment.

This is to be reflected in the individual student's participation in all forms of assessment within each of the IB courses. Examples of forms of assessments include, but are not limited to, the following;

- In-class and take home assignments
- All written and presented homework
- Quizzes, tests and exams
- Lab work, research and write-ups
- CAS activities, reflection and documentation
- Extended Essay and Theory of Knowledge essays, Culminating Project, Group work, Oral presentation and Creative work including
- All IB Internal and External Assessments (1)

The Angels International College upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Angels International College promotes academic honesty because lack of academic integrity undermines the philosophy of any educational programme. The general idea of academic dishonesty can be summarized under the following categories of malpractice.

3. Definition of Malpractice

Academic malpractice includes, but is not limited to:

Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Collusion: allowing one's work to be copied or submitted by another and/or releasing information about an assessment to another person.

Duplication: presenting the same work in different assessments.

Falsification: purchasing and/or submitting pieces of written work by someone else, misrepresenting actions, parent signature.

Misconduct in examination: cheating, copying or allowing one's work to be copied in an exam; for example, acquiring exam material by illegal means or releasing exam questions to other students or using unauthorized material, giving/receiving unfair advantage during an exam.

4. Roles and Responsibilities

(i) IB

The IB upholds principles of academic honesty that should remain with IB students throughout higher education and beyond. The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity. (Academic honesty in the IB educational context).

The IB reserves the right to make the final decision as to whether or not there should be consequences should an investigation of malpractice which happens during an IB exam occurs.

(ii) School

It is the responsibility of the school to ensure that all students are given ample opportunity fully to understand the academic standards and requirements they must follow through, for example, communication by their school handbook and through the website. It should be made clear that:

- Academic malpractice is not acceptable in any circumstances and if such an event has occurred, an appropriate penalty will be enforced
- All students, parents, and teachers understand what constitutes academic honesty by providing verbal instruction, printed instruction, and additional resources when needed
- All policies are posted on the AIC website
- The Academic Honesty Committee meetings are held when needed
- All IB Exam testing sessions are monitored
- Plagiarism detection tool or similar service is maintained
- Materials and training necessary to guide students in maintaining academic honesty is provided to teachers
- Contact with parents is maintained and that they participate in the investigation of academic dishonesty and malpractice
- Academic dishonesty and malpractice is always documented and reported when necessary
- Timely reminders and reviews of the IB Learner Profile are provided
- Policies and procedures are accessible to all stakeholders (teachers, students, legal guardians)

(iii) Teachers

Teachers should:

- Commence the start of year by reviewing the Academic Honesty Policy with each class including the most effective way to report malpractice
- Confirm, to the best of his or her knowledge, that all work accepted or submitted for assessment is the authentic work of each student
- Understand and implement all school policies
- Demonstrate and model academic honesty in all exams, essays, reports and projects
- Provide guidance to students on study skills, academic writing, research, and acknowledging sources, including proper citation styles
- Monitor and supervise exam halls and testing centers

- Report academic dishonesty to the **academic honesty committee**

(iv) Resource Center Coordinator and Library teacher

The role of the Resource Center Coordinator and Librarian is to:

- Provide clear guidelines for usage of resource center
- Provide all types of materials for research or other class tasks (e-resources, books, audio visual resources, etc.)
- Promote effective and ethical use of resources
- Use anti-plagiarism tools as teaching instruments in raising awareness about academic honesty
- Reinforce the attributes of the IB learner profile for all relevant resource center assignments

(v) Students

It is expected that students should:

- Read and sign the '*Academic Honesty Policy*' at the time of admission
- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged where possible
- Comply with all internal school deadlines and prepare well before submission of work
- Understand the definition of what is considered academic dishonesty through the student handbook
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed
- Talk to the Students Affairs Office, or IB Coordinator when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress and hence avoid malpractice
- Understand the proper way of citing or acknowledging original authorship of works or ideas

- Report malpractice and help cultivate a culture of academic honesty at school
- Understand the consequences of academic dishonesty and malpractice
- Affirm the following honor pledge on all major internal academic works: *“I declare that I have neither given nor received any help or unfair advantage on this test/or on this work.”*

(vi) Parents/legal guardians

Parents/legal guardians are expected to:

- Read and sign the Academic Honesty and Integrity Policy at the time of admission
- Encourage their children to practice academic honesty
- Encourage their children to help cultivate a culture of academic honesty at their school and home
- Respond to school administration if called in investigation of malpractice should such an act be detected

5. Prevention and detection of malpractice

Teaching staff responsible for assessment can minimize events of academic malpractice by taking the following procedures:

- **Vary assessment** material, assignments and topics yearly wherever possible
- Consider preferably those forms of assessment that require understanding of knowledge to avoid unintentional malpractice
- Ask students to submit drafts or outlines of reports or long essays to allow feedback and provide opportunity to detect malpractice
- Telling students to cite fully all printed, written, visual, audio, graphic aid and lecture material, notes, interviews or other material taken from the web or some electronic source

- Give students explicit guidance on the appropriate styles of referencing, the need for bibliographies and their layout
- Make it clear to students working in groups or teams how work requiring allowed collaboration is to be assessed
- Make it clear that ‘shared’ material may be appropriate only to an extent in individual assignments submitted for assessment and that exact work should not be copied
- While all students are encouraged to see the Librarian about resources, citation, referencing and format on a one-to-one basis, teachers should also confirm, to the best of his or her knowledge, that all work accepted or submitted for assessment is the authentic work of each student.
- For written and oral assignments, teachers and members of academic staff should verify that all presented work is original in the best and fairest possible manner. This may be done by comparing individual works within a given sample.
- The cases of malpractice in case of online submission of any assessed work can be detected through any plagiarism detection service or tool. Teachers should use *Turnitin*, or similar plagiarism detection service.

6. Authentication of student work

To ascertain whether instances of academic malpractice have occurred, the matter should be referred to an appropriate academic officer. The extent to which the work is student’s original should be verified.

Poor academic practice and plagiarism

A single instance of the copying or close paraphrasing of two or three sentences of perhaps no more than 20% of someone else's material, provided that it is done without direct acknowledgement, or the reproduction of a single unacknowledged visual or graphic aid should not necessarily be regarded as plagiarism. These might better be described as instances of ‘poor academic practice’ and not full-fledged malpractice. In such cases, students should be made aware why they fall below the standards required, and should then be penalized accordingly through appropriate assessment criteria, which explicitly mention the need for the use of quotation

marks, referencing and bibliography. It should be noted that malpractice is likely to form a pattern of behavior, in general, and is usually repeated within an individual work.

Fabrication and poor documentation

Similarly, classifying one or two unsubstantiated results in an extended series of otherwise verifiable results may not be characterized as evidence of falsification or fabrication. Students should document all investigation and research and an appropriate penalty, if merited, should be imposed through normal assessment procedures in case of fabricating data.

Collusion and misunderstanding

Before reporting any case of suspected instances of collusion, the reporter should check with the students concerned that they have properly understood what is required of them in terms of the submission or presentation of essays or reports. In cases where misunderstandings have apparently occurred, a request for resubmission or re-presentation should be encouraged.

Student support

All suspected cases of academic malpractice should be marked up by an academic member of staff or teacher to identify indicators of academic malpractice. These should be referred in the first instance to a **designated person** in the school. The Coordinator will assess whether or not the evidence suggests that academic malpractice may have been committed. If the Coordinator judges that the case does not constitute academic malpractice but rather poor academic practice, the matter will be referred back to the **tutor or supervisor** responsible for the piece of work in question, with appropriate advice as to how to proceed [e.g. advice may include – poor referencing = poor piece of work, mark accordingly, etc.]. In such instances, it is essential that the student is given appropriate feedback and guidance.

7. Procedures for investigation

In arriving at a fair judgement in cases of possible academic malpractice, it is appropriate to consider both the nature of the assignment and the year of the student in question; assignments subject to formative assessment only should be used constructively to encourage good academic practice.

(i) Rights of student

The student reserves the right to have a parent, peer or teacher present in any discussion of a problem or incident, especially if the possible outcomes may affect the student's future career. AIC already ensures that parents or legal guardians are informed of any investigations that follow should an incidence of malpractice is suspected with evidence.

(ii) Possible outcomes

Any case of academic misconduct will be dealt with in a manner that ensures in all fairness ethical learning in a school environment. However, possible outcomes vary from case to case and students may be penalized with a grade reduction, failing grade for the component or assessment, the semester, or the year and even an expulsion from the IB program with cancellation of the IB certificate. In addition, a student may receive internal suspension and only in severe cases, the student may be suspended or dismissed from the school.

The procedure will include the following:

- Identifying whether it can be regarded as an incidence of misconduct
- Students have a hearing or interview with the teacher/case referee regarding the incident
- Referral of the case to the Coordinator in case of misconduct during an external assessment and Head of IB in AIC. Investigation of malpractice will be performed by appropriate disciplinary committee
- Parents or legal guardians are contacted by the teacher and/or Head of AIC for a meeting with the student, parents, teacher

- Incident documented and reported and mentioned in the students' record and all stakeholders notified, including IB, and in severe cases any prospective colleges
- If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. No IB certificate will be awarded to the candidate.

For future learning, cases of plagiarism should be dealt with instructions on the necessity for academic honesty in the presentation of written work; cases of collusion, misconduct during exams or duplication of work will be dealt with additional support to assist student(s) with appropriate study habits, work ethics and time management.

8. Scenarios of malpractice

Factors to take into account when determining the penalty and its proportionality include the following:

- The student's level of study: the more advanced and experienced the student, the more serious the offence
- The proportion of the piece of work that was subject to malpractice: the higher the proportion, the more serious the offence
- The award value of the piece of work: the higher the marks, the more serious the offence
- The student's previous history: a subsequent offence, occurring after a student has already received a warning or a penalty for academic malpractice, is more serious than a first offence.
- The degree of intention to deceive in the piece of work in question (which might be assessed by, for example, efforts to change wording, poor referencing or lack of referencing of plagiarized material, evidence from earlier drafts) and also in the hearing itself by failure to tell the truth.

As a general guideline, students are subject to the following actions for academic misconduct on major assessments, (but not always necessarily falling under the categories):

Category 1: Failing grade for the components or assessments, internal suspension and disciplinary letter.

Incidences of malpractice likely to fall under the penalties outlined in Category 1 may include the following:

- Intentionally copying a portion of someone's homework or willfully allowing homework to be copied.
- Taking information from a source that is not properly referenced or given credit.
- Working with others on an assignment that was designed as independent work amounting to collusion.
- Looking at another's test/quiz/examination or letting another student look at your work during a test/quiz/examination resulting in 'misconduct during exam'.

Category 2: Failing grade for the semester or school year, internal suspension, academic probation and disciplinary letter.

Incidences of malpractice likely to fall under the penalties outlined in Category 2 may include the following:

- Copying substantial amount of work from the Internet, other publications or other students without proper citation.
- Taking any part of a test or exam to use or give to others, or being a party to similar serious misconduct.
- Explicit plagiarism by submitting any work that has already been written/produced by another without any originality and presenting as one's own.
- Using any deceptive methods of receiving or giving unfair aid/advantage during a formal assessed test or exam such as using unauthorized materials when clear instructions have been given otherwise.

Category 3: Recommended dismissal from school and withdrawal of IB certificate or similar serious consequences.

Incidences of malpractice likely to fall under the penalties outlined in Category 3 may include the following:

- A repeated pattern of Category 1 or 2 incidents despite warnings and/or previous penalties.
- Outright lying or deceit regarding any academic work after firmly establishing cheating in the first place.
- Altering school records or stealing examinations when sufficient clear evidence is available.

If a peculiar case of malpractice arises such that none of the above categories can be identified with the misconduct, then the committee can decide on the case as appropriate.

9. Policy review

The Academic Honesty Policy will be reviewed by the Rector and a committee of members of academic staff and college coordinators after every two years to make sure the policy is consistent and up-to-date with IB regulations. The review aims to increase opportunities for general awareness of the and ownership.

The policy will be communicated to all stakeholders on the AIC website and ‘*Student Handbook*’ will detail the general awareness on academic honesty.

10.REFERENCES

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