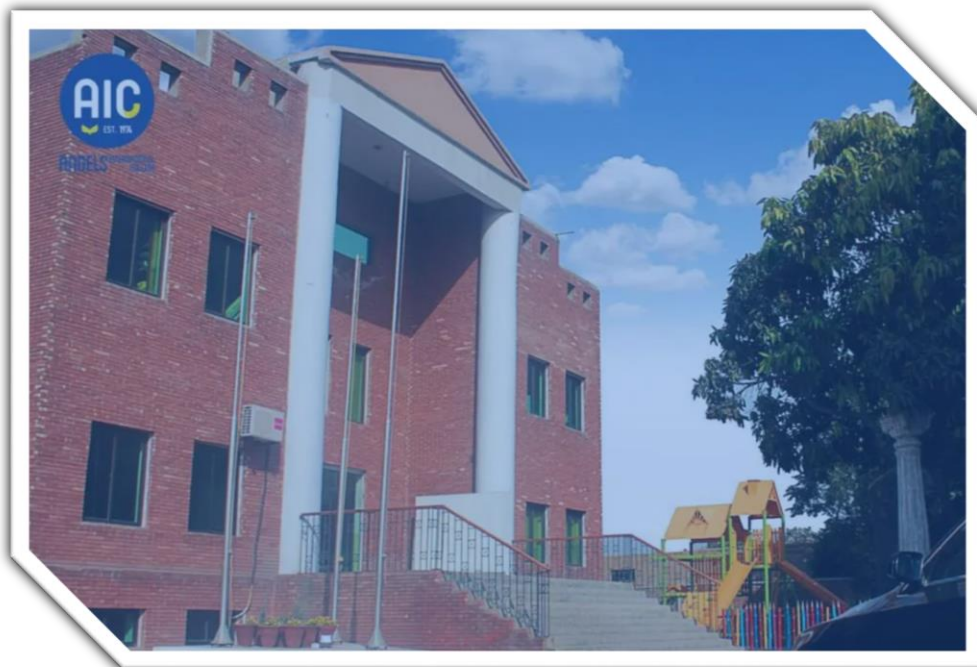




# Academic Honesty Policy

Angels International College

IB World



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## 1. Angels International College Mission Statement

AIC aspires to a globally connected learning environment that fosters high standards for quality education through ongoing collaboration. The institution aims to develop learners having well developed critical thinking and affective skills grooming them as lifelong learners. We intend to develop world citizens by applying principled and differentiated approach, equipping learners to cope with national and international contexts. We strive to develop world citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

## 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 a two-day evaluation test and sign a statement of honor pledge. This ensures students are aware of academic honesty and will learn in the 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

**Risk-Takers** - They take responsibility to complete their tasks ethically, and acknowledge the fact that they might not always be correct.

**Knowledgeable** - They know and use good practices such as referencing for their written tasks, in order to enact academic integrity.

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 the lack of academic integrity undermines the philosophy of any educational programme and because students who intentionally or unintentionally steal someone's intellectual property miss the "learning opportunity". The general idea of academic dishonesty can be summarised 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 the 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 unauthorised material, giving/receiving an unfair advantage during an exam.

## **Malpractice vs. Academic Misconduct**

### **MALPRACTICE**

The IB organisation defines malpractice as "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components." (Garza, 2014, p.5).

### **ACADEMIC MISCONDUCT**

The IB organisation defines academic misconduct as "behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment." (Garza, 2014, p.5).

## **4. Roles and Responsibilities**

### **(i) IB Guidance**

The IB upholds principles of academic honesty that should remain with IB students throughout their education and beyond. The IB ensures academic honesty to prevent any instance of

malpractice. Despite these efforts, the IB reserves the right to make the final decision as to whether or not there should be consequences should an investigation of malpractice that happens during an IB exam occurs. (Academic honesty in the IB educational context).

**(ii) School**

It is the responsibility of the school to ensure that all students are given ample opportunity to fully 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 are provided to teachers
- Contact with parents is maintained, and so they participate in the investigation of academic dishonesty and malpractice
- Academic dishonesty and malpractice are 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)

- Professional development for all teachers (new and returning) should be ensured with respect to IB and AIC’s policy regarding academic honesty (Rotterdam International Secondary School, 2022)
- Orientation sessions or seminars are organised for parents on academic honesty to promote awareness and the need to reinforce behaviors and values with their children

**(iii) Teachers**

Teachers should:

- Revisit the academic honesty policy of their school and ensure its implementation
- Commence the start of the year by reviewing the Academic Honesty Policy 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
- Provide clear guidelines for group and collaborative work, so that students avoid collusion, ensuring fair assessment
- Monitor and supervise exam halls and testing centers
- Report academic dishonesty to the appropriate authority

**(iv) Resource Center Coordinator and Library teacher**

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

- Provide clear guidelines for the 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**

In PYP, students should recognise that they are personally responsible for academic honesty and be able to recognise what behaviors constitute academic misconduct (for example, plagiarism, copying another’s work, using unpermitted notes or collaboration, and so on). In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students’ developing competencies in self-management, research and communication. In some MYP subject groups (as well as MYP projects), students are introduced to the importance of the process journal as a tool that promotes academic honesty. In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources. It is expected that all 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 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**

Students often seek help or advice from a parent, tutor or family members in understanding an assignment or in solving a problem. Guardians and students should acknowledge that the assigned home tasks are meant to enhance and solidify understanding. Therefore, parents or guardians who help their kids at home should responsibly ensure that their child independently completes the work after getting the required help.

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

All members of the school community can minimise events of academic malpractice by taking the following procedures:

- All members of the school community should be aware of what academic honesty is and what constitutes malpractice to help them better avoid any academic misconduct
- Grade-wise expectations for academic honesty should be made clear and accessible to all members of the school community
- Teachers should consider preferably those forms of assessment that require an understanding of knowledge to avoid unintentional malpractice.
- Vary assessment material, assignments and topics yearly wherever possible and ask students to submit drafts or outlines of reports or long essays to allow feedback and provide an 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.
- Study skills including research, note-taking, paraphrasing and referencing skills to be taught by the teachers via the ATL programme.
- Time to be reserved at the beginning of the year for formal training on research skills and referencing norms for MYP and DP students.
- Newly inducted teachers should be provided with proper guidelines or material to understand the importance of academic honesty as a core value at the institute.
- The cases of malpractice in the 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 of why they fall below the standards required, and should then be penalised 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's work.

### **Referencing Style Guide:**

A style guide is a published manual that gives guidance on conveying citations and references (*Effective citing and referencing, 2022*). Although IB does not recommend one specific style, school expects the learners to use Harvard style to cite their sources. The reason for adhering to one referencing style is consistency of style across different grade levels will be streamlined.

### **Fabrication and poor documentation**

Similarly, classifying one or two unsubstantiated results in an extended series of otherwise verifiable results may not be characterised as evidence of falsification or fabrication.

Students should be encouraged to keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

If a student is found guilty of malpractice, a penalty should be imposed through normal assessment procedures.

### **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.

If the misconduct is repeated no grades should be given for the students involved. A record of the incident should also be kept in the student file.

### **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 the concerned authority in the school. The Coordinator shall 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 should be referred back to the teacher responsible for the piece of work in question, with an 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 the appropriate feedback and guidance.

## **7. Procedures for Investigation**

In arriving at a fair judgment 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 penalised with a grade reduction, failing grade for the component or assessment, the semester, or the year and even an expulsion from the IB programme 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
- In the case of work that is subject to external assessment by the IB, including MYP Personal Projects, DP Extended Essays, and Internal and External Assessments, the work will not be submitted to the IBO. The student will not receive credit for the missing component
- If malpractice is suspected after work has been submitted to the IBO, the organisation will be informed, which will normally result in the withdrawal of an IB Diploma or MYP Certificate

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 offense
- The proportion of the piece of work that was subject to malpractice: the higher the proportion, the more serious the offense
- The award value of the piece of work: the higher the marks, the more serious the offense
- The student's previous history: a subsequent offense, occurring after a student has already received a warning or a penalty for academic malpractice, is more serious than a first offense
- 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 plagiarised 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 amounts 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 formally assessed test or exam such as using unauthorised 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. Sharing with Stakeholders:**

The academic Honesty policy is shared with all stakeholders through the following mediums:

- At the time of admission
- School website
- Discussed frequently in Parent-Teacher-Management collaborations conducted by the School

## **10. Policy Review:**

AIC policy review panel shall review and update the academic honesty policy every year. The panel includes office bearers from academic monitoring and evaluation departments.

## REFERENCES

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