

AMITY GLOBAL SCHOOL

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I. IB MISSION STATEMENT:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

(From IB Website)

Amity Global School, Noida Mission statement:

Our mission is to nurture young minds through a sound educational programme which is sensitive to the multicultural ethos, so as to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his or her academics, social and sporting skills, thereby developing into a well-balanced personality.

II. IB Learner Profile:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

In today's world where information is proliferated through various medium students need to be aware of the validity and reliance of it. As inquirers they work towards developing skills of inquiry, research and reflection. Furthermore, this knowledge is then applied in their academic assignments in a constructivist approach to illustrate their depth of understanding of that topic. This is enhanced by being principled in their approach by acting with honesty and integrity. In order to ensure that when students utilize their creative and critical thinking skills it is done in a responsible manner within a safe learning environment. Academic Honesty is practiced as part of the school culture.

According to IB "An academic honesty policy ensures that a school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work."

III. Our school's mission statement is aligned with IB philosophy:

"Our mission is to nurture young minds through a sound educational programme which is sensitive to the multicultural ethos, so as to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his/her academics, social and sporting skills, thereby developing into a well- balanced personality."

We aim towards ensuring that students learn to illustrate integrity and honesty in all their work. Through this the students become 'principled' in their action and work. They exhibit this through acknowledging other people's ideas and maintaining fair practices during examination. Thus, they accept responsibility for their actions and its consequences. They become 'reflective' towards their approach to the world and the ideas and experiences shared by others.

Students shall receive credit for the work that is a result of their own efforts. They shall adhere to the values and behavior that are part of the school culture and environment. Through this the students acquire values like honesty, integrity, respect, fairness, trust and responsibility. These values become an essential part of their being which shall guide their current and future actions in an ethical manner throughout their life thus making them 'active, compassionate and lifelong learners'.

IV. Objective of Academic Honesty Policy:

The primary objective of this policy is to create an environment wherein academic honesty is respected and procedures and penalties governing academic misconduct are clearly enumerated, well understood and followed. The policy is intended for our current/potential students, teachers, administrative staff, parents and other stakeholders of the school. Through this policy, the school endeavors to make the learners and all concerned aware of the importance of academic honesty and the consequences of any malpractice behaviour.

At AGSN, we place a great value on academic principles, personal integrity and values. We believe that the concept of academic honesty is applicable to learners of all ages and transcends to all disciplines. We encourage teachers and students to conduct themselves in a responsible way and expect all students to be balanced in their approach to learning. Thus cultivating an ethos where the traits charted in IB learner profile is nurtured throughout students' scholastic years and give them a value based foundation for life.

V. What is Academic Honesty?

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering and stealing. It also includes giving or receiving unauthorized assistance from any other person or using any source of information that is not common knowledge without due acknowledgement. Academic honesty must be seen as set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is one of the building blocks of foundation on which any educational institution succeeds in achieving its mission.

VI. Academic honesty at Amity Global School, Noida

1. Acknowledging and citing all ideas and work of others.
2. Undertaking research honestly and producing authentic piece of work.
3. Showing proper conduct during examination.
4. Acting with integrity in all aspects of teaching and learning.

VII. What is academic misconduct?

Academic misconduct is any action or attempted action that results in or may result in, the student or any other student gaining an unfair academic advantage over the other in any assessment components.

“Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components. Unfortunately in every Diploma Programme examination session there are students who are investigated for alleged “academic misconduct”.

Students can incur in the following forms of misconduct-

1. Plagiarism-It implies direct copying of academic material and information from different available resources without acknowledging it. This includes, but is not limited to words, ideas, pictures ,works of art/or any electronic media.

2. Collusion- This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
3. Duplication of Work- This is defined as the presentation of the same work for different assessment components.
4. Paraphrasing- This is defined as the restatement of someone's work in another form. In order for it to be allowed, the source needs to be acknowledged.
5. Disregarding the Examination Code of Conduct- This is defined as disregard of guidelines as established by Cambridge International /IBO with respect to examination code of conduct.
6. Communication- about the content of an examination 24 hours before or after the examination with others outside their school community.
7. Disregarding the Examination Code of Conduct- This is defined as disregard of guidelines as established by current international program with respect to examination code of conduct.
 - Student should not communicate with others once he/she has entered the examination room.
 - Student should not impersonate another student and all work submitted should be their authentic work.
 - If unauthorized material has been taken to the examination hall then it should be handed over to the Coordinator or Invigilator immediately. This otherwise would lead to breach of examination code of conduct.
 - Students cannot borrow stationary, calculator, etc. from other students during an examination.
 - Students cannot try to obtain information regarding the examination or share the details of the paper 24 hours after the examination.

VIII. Academic Honesty-PYP Students

Essential Agreements-

- We will take responsibility of our own work, be it classwork or homework.
- We will acknowledge help taken from parents, teachers and friends.
- We will work individually/in pairs/in groups as instructed.
- We understand difference between individual and group work.
- We will be principled and give credit to other people working in the groups.
- We will be principled and not copy our classmate's work without his/her permission.
- We will not present someone's other work as our own when working in groups.
- We will use information technology and library resources responsibly.
- We will acknowledge information taken from books and internet.
- We will not explore the websites which are not instructed by our teacher.
- We will write a bibliography to show where our information came from.
- We will listen to and follow all instructions given.

In the PYP, the teachers and students work together inquiring and constructing their own understanding through critical thinking skills. It is firmly believed that academic honesty is rooted in the IB Learner Profile. To encourage Academic Honesty in PYP, the attributes of the IB learner profile will be shared and communicated to all stakeholders. All subject teachers develop understanding, highlight importance of completing one's own work, promote best practices and identify skills that need to be developed. Teachers encourage honest, creative and critical work by

1. Creating inquiry based assessment tasks- Open-ended, perspective driven and requiring critical / problem solving skills.
2. Assessing the process rather than the product alone.
3. By being a role model- acknowledging others' work if they use in their teaching & learning process (Examples- stories, worksheets, videos, photographs) as well as showing ways to do so.
4. PYP students will take responsibility for their own work. They will be given opportunities to work individually and in groups too.

An academically honest PYP student should/should not

DO's	DON'Ts
<ul style="list-style-type: none">a) Acknowledge any help taken from parents, older students and friends.b) Look at and read books in order to gain new information.c) Communicate new knowledge in his/her own words.d) Begin to assimilate knowledge from several sources into independent ideas and understandings.e) Understand copying as cheating.f) Begin to work collaboratively in groups to share information.g) Acknowledge sources in Bibliography.h) Follow all assessment rules.	<ul style="list-style-type: none">a) Present parent or other persons' work as his/her own.b) Copy whole sentences from a book or print material onto his or her own paper.c) Copy classwork from another student.d) Pass off another student's work as his or her own when working in groups.e) Copy another student's homework or allow another student to copy his/her homework without permission. <p>Do homework for another student.</p>

IX. Academic Honesty in Cambridge Assessment International Education (Cambridge International)

The school promotes academic honesty in Cambridge Lower Secondary, IGCSE and AS/A levels by making every student understand that they are not -

1. Copying from another candidate's work.
2. Allowing one's work to be copied or submitted for assessment by another student, i.e. Collusion.
3. Involved in Plagiarism by failing to acknowledge sources and/or submitting another person's work as if it were their own.
4. Seeking, obtaining, receiving, exchanging or passing on confidential exam materials by any means.
5. Involved in any deliberate destruction and theft of another's work.
6. Pretending to be someone else, or arranging for another person to act as a proxy in an exam.
7. Involved in cyber-crimes such as hacking passwords or any mails of the teachers or students. Ensure selection and use of online tools best suited to their communication goals.

As per the policy, teachers are recommended not to:

- a) Assist candidates in the production of coursework, over and above the permissible limit.
- b) Allow candidates unsupervised access to coursework, exemplar materials, whether provided by a former candidate or from school itself.

Avoidance of plagiarism

1. Students must be taught the meaning and significance of plagiarism.
2. Candidates should provide references for all source materials used in their research.
3. For coursework submissions, the candidate is required to sign a declaration stating that the coursework is their own work and the teacher must countersign to confirm that he/she believes the same.

X. Academic Honesty in International Baccalaureate Diploma Programme

Skill Development

Academic honesty skill is planned and implemented keeping student growth in mind. The tasks assigned by teachers are modelled and practiced by the students under their supervision. The process is part of the school culture and is visible throughout. Under the guidance of the librarian effective citation and referencing sessions are made available to the students. As 'inquirers' they are channeled towards developing research skills and working independently. They learn to establish reliability and validity of the source of information before using it and acknowledging it.

Thus students being 'principled – exhibit respect for the dignity and rights of people everywhere. They take responsibility for their actions and consequences'.

Roles and Responsibilities of various stakeholders:

How Teachers and Librarian of Diploma Programme support the students:

- Teachers and librarian shall be part of the compilation and review of the policy.
- Librarian will conduct a session for students and teachers on Referencing and Citation including sharing of the document – Effective citing and referencing.
- A sample citation and referencing exercise shall be given to the students to ensure full comprehension of the above process by the librarian.
- Using Turnitin.com for creating a similarity report whereby similarity report can be generated to monitor and authenticate the work submitted by the student.
- Remind the DP students of the importance of formulating their own ideas on the topic and a plan with a timeline for the Extended Essay before consulting other sources. Without this preparation, the Extended Essay might appear as a collection of other people's ideas. This increases the temptation for the student to present it as their own work. They should be clear about academic honesty.
- If a group is being dominated by one member the teacher can apprise the group that although the data collection was done as a group, each member must write up an individual report.

- All teachers are responsible in emphasizing the importance of acknowledging sources in an oral presentation and written work. This can be achieved by including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®. They should refer to the IB document – Effective citing and referencing to gain further knowledge on this.
- As internal assessments deadlines approach, the teacher can reiterate the importance of reporting data accurately, and ensure that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating data could have far-reaching consequences as a case of academic misconduct. This document would be used both for all assignments, Extended Essay, TOK essay and Internal Assessment submissions for respective subjects.

How Parents/Legal Guardians of Diploma Programme support their children:

- Encourage them to have a plan for each assignment with action plan and deadline for achieving the target before the school due date.
- Provide support with the scheduling of their work so that self-management process can be developed, as they may have many assignments to complete.
- Establish an open level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.
- Motivate them to take teacher support if they are having difficulty with their work.

How school ensures implementation of Academic Honesty Policy:

- Fairness and consistency shall be maintained at all times.
- Library, librarian and teachers shall be there to guide the students ensuring implementation of the policy.
- In-school sessions shall be taken by librarian or any other person well-equipped professionally to help keep abreast.
- Parents shall be made aware of these practices through the website and school documents that shall be signed by them regarding the same for Extended Essay, TOK, CAS and Internal Assessment that will be uploaded as e-coursework.
- This policy shall be reviewed on a yearly basis unless circumstances demand otherwise.

How students are responsible for implementation of Academic Honesty Policy:

- Students are responsible and accountable in adhering to the school policies and its code of conduct.
- Students shall be part of understanding that their responsibility in recognizing how teaching and learning promotes ethical code of conduct on their part.
- They shall be held accountable for being principled in their approach to assignments.
- All work should highlight and reflect acknowledgment of the work being submitted through citation and referencing where required.

Measures taken to provide education and support:

Good practice—recommendations for students as per IBDP

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.
- Producing accurate references and a bibliography is a skill that students should be seeking to refine as part of the extended essay writing process. Documenting the research in this way is vital: it allows readers to evaluate the evidence for them, and it shows the student's understanding of the importance of the sources used.
- For more detailed information on styles for citations and referencing students will refer to the IB document – Effective citing and referencing as shared with them during Academic Honesty and Extended Essay session.
- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

- Using Turnitin.com for creating a similarity report whereby plagiarism can be monitored and authenticity verified.
- During written or oral examination students should not try to copy any part of their work from other students.
- Graphic Display Calculator shall be put in examination mode before the examination and students should follow this by submitting their calculators well in time before the examination.

Accessing sources: using electronic sources

Students should:

- Know appropriate search engines to use.
- Not rely exclusively on sources found on the internet (use library resources as well) like using online encyclopedias and other similar information websites.
- Critically evaluate the reliability and validity of the information presented on the internet.
- Keep a detailed record of all references in accordance with the IB's minimum requirements, ensuring that the URL of the source is written down correctly. This includes recording the date when the site was accessed.

XI. Procedures – reporting, recording and monitoring

In case a teacher feels that any of the above acts have led to a breach of academic honesty then the following procedure shall be followed:

- The teacher should first be completely assured that the behavior on the part of the student is a breach of the code of conduct. Then the teacher shall give in writing to the coordinator the details of the circumstances that have prevailed.
- The coordinator will have an informative discussion with the teacher and look at the evidences being provided to substantiate the breach.
- Investigation shall be conducted by the coordinator with both the parties and further looked upon by the principal.

- The teacher shall refrain from marking the assignment and the student shall rework and produce another one exhibiting his/her own work.
- In case this has occurred earlier then additional counselling shall be carried out.
- If this is a regular feature then strong action shall be taken as deemed by the principal in accordance with the school policy.
- All such misdemeanors shall be recorded in the student's file.

XII. Consequences of breach of Academic Honesty Policy

- When such misconduct is reported by teachers or by invigilators it shall be recorded in the central record of the student's file and may be put into the transcript if such actions are being carried on a regular basis.
- Each incident shall be treated on a case-by-case basis.
- In order to ensure good practices when coming to a decision the student shall be given an opportunity to present his/her case in the presence of the person who has brought it to the notice of the school, parents of the student and senior administration of the school.
- All aspects of student's background, character history and history in terms of academic honesty, age and level of awareness, severity of the incident, intent or non-intent, or other factors shall be taken into consideration when deciding on the action to be taken.
- In case the work has to be submitted to IB as e-coursework it shall not be sent to IB and student will have to work on that again.
- In school the breach of academic honesty policy shall be reviewed by coordinators and principal.
- In oral or written IBDP Final Examination, if misconduct has been observed, then IB shall be notified through a full written account of the misdemeanor along with photographs of unauthorized material or videos of the misdemeanor. Upon review of the report, the IB will contact the school to inform them about the next stage of the investigation.

XIII. Members Involved In drafting the Policy

1. Head of School / Principal
2. Coordinators of Primary, Middle, Senior School and IBDP.
3. Librarian
4. Language Teacher

XIV. Reviewing of the Policy

The policy is in practice and in place. The committee will audit the policy on a yearly basis and bring about any changes unless certain situations demand immediate action. The committee reviewing the policy constitutes teachers, librarian, coordinators, and principal.

In conclusion, the main aim is to make students independent researchers working within the ethical boundaries. The goal is not to penalize them but to make them inquirers, researchers, knowledgeable and principled global citizens. They should learn to respect and appreciate intercultural diversities and have a global perspective. .

XV. References

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