

ACADEMIC HONESTY POLICY

IB LEARNER PROFILE

As is the aim of IB, IB learners strive to be

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.

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.

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.

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. (REF: academic integrity, IBO.org, October 2019)

SCHOOL PHILOSOPHY

At AHLCON PUBLIC school, we believe that academic honesty and personal integrity are fundamental components of a student's education and personality development. All members of the school community are expected to conduct themselves with honesty, trust, fairness, respect, and responsibility. Senior members of staff and the pedagogical team are expected to lead by example and uphold these values as a good standard for the rest of the stakeholders including students, parents and community.

All elements of the IB career-programme are interlinked to form an educational framework that comprises of the IB diploma programme subjects, the four elements of the IBCP core and a career- related study.

Students are expected to submit original work on all fronts. As should be the goal of all students as per the IB learner profile, IB learners strive to be "principled" and must act with integrity, honesty, fairness and justice and must respect the rights and dignity of people everywhere. IB learners must take responsibility for their actions and consequences (IB learner profile, academic integrity, IBO.org). Together with being principled, students must be "inquirers" and strive to research their own information. They must be "thinkers" and come up with independent and thoughtful work.

This policy has been created to ensure a common understanding of the IB's academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others.

(ref: academic integrity. IB . October, 2019)

When resources are cited, care must be given to give all due credits to the originator of the work.

This document will outline the responsibilities and expectations of different stakeholders across the IB community. This policy also expand on how the school will manage incidents of student academic misconduct and school maladministration cases. This will intensify conviction among the students, parents, school community and other stakeholders in the value and credibility of IB grades.

The following actions will constitute to academic dishonesty or malpractice and must be avoided.

- **Plagiarism:** using someone else's ideas or work as your own
- **Collusion:** knowingly allowing your work to be copied or submitted by another candidate or supporting the malpractices of another candidate.
- **Duplication of work:** all components of the IBCP, although cumulatively function together are still all individual components and are assessed separately. Presentation of the same work for different assessment components or curriculum requirements will be penalized.
- **Misconduct during an examination:** AHLCON PUBLIC school and IB take examinations very seriously and expect students to do the same. Using any sources of communication at the time of examination, knowledge or media platforms that might assist with the assessment will be taken strict action upon. Stealing of examination material will be strictly penalized. Disruptive behavior during examinations or taking unauthorized material into the examination room is prohibited.
- **Fabricating:** altering of research outcomes, records (such as CAS records), information and/ or signatures will be taken strict action against.

(Ref: academic honesty in the diploma program, IB resource centre,)

AHLCON PUBLIC School endeavors to ensure that the students at the school are exposed to the necessary skills to enable students the best possible opportunities to submit authentic work that is properly cited.

Students are made aware of how to conduct themselves properly during examinations and assessments and they are taught with certainty what might be considered as academic dishonesty and how to avoid it moving forward.

The IBCP encourages students to think critically, creatively, to be enquirers and to present that line of thought in a variety of ways. Students must be equipped to make their thoughts and learning visible and explicit. Students are encouraged to demonstrate how their ideas were constructed, and also expand on how their views were followed or rejected. This method helps students to hand in an honest piece of work that they can take pride in and call their own.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

SCHOOL ADMINISTRATORS

All members of the school community must strive to represent the IB learner profile and set an example for academic honesty for all students.

The school administrators at AHLCON PUBLIC school enforce the academic integrity policy at school and make sure that it aligns with that of the IB. Administrators reinforce the confidence in the system at school to uphold the values of the academic integrity policy and also to take the necessary actions as stipulated in the policy as per expectations of the IB.

TEACHER RESPONSIBILITIES

At AHLCON PUBLIC School, the teachers and the pedagogical staff plays an integral part into ensuring that academic honesty is practiced and implemented. The teacher holds the responsibility of guiding students towards being better citizens and telling them right from wrong. They are responsible for giving guidance about ethical practices, putting strategies in place to prevent students from getting involved in any unethical practices or misconducts and ensuring that no work containing unethical practices is submitted for assessment.

Teachers are the first point of contact for the students and as such must acknowledge and endorse academic integrity as a core principle of the IB. Teachers must ensure that students are appropriately equipped and well prepared to adhere to the demands of the IB assessments.

Teachers encourage good practice among students. The following are some of the measures that should be adopted to avoid malpractice.

1. Equipping students with the necessary tools, resources and knowledge so that students are clear as to what constitutes as plagiarism. The teachers are required to update themselves thoroughly on the IB documents for their subjects and acquire an understanding of the specific requirements of their individual subjects.
2. Ensuring that the language, words, ideas, works etc from sources are cited appropriately and teaching students how to do this.
3. Teachers are expected to familiarise themselves with the writing styles of students and notice any changes if any in the style of writing of the student.
4. Converse with students and ask them in detail about their written work, especially in the extended essay, in order to assess whether the work is really that of the student
5. Use a search engine whenever possible to detect plagiarized work
6. Teachers are responsible for authenticating students' work as and when required. The IBO expects "each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate".
7. Teachers equip students with the relevant skills to distinguish between collaboration and collusion and steer students on the right path whenever needed. It is important that students can make a correct distinction between the two.
8. Teachers must make themselves thoroughly familiar with the IBO publication "Academic honesty: guide for schools.'
9. They must cooperate in the investigation of suspected cases of malpractice.

10. Teachers are expected to provide a formal statement regarding any report of malpractice that has to be submitted to the IBO. Guidelines as to what needs to be included in this statement is provided by the IBO.
11. All candidates must be diligently supervised during examinations
12. As per strict IBO guidelines, no teacher or student should disclose contents of an examination paper within 24 hours after the examination has been conducted.
13. Examinations are time sensitive and no examination must start before the scheduled time.
14. No candidate should be provided with undue assistance that does not follow the IB programme guideline

STUDENT RESPONSIBILITIES

It is the responsibility of the students to strive towards international mindedness, and be an IB learner according to the IB learner profile. In regard to this, it is the students' responsibility to be ENQUIRERS and ask adults and relevant authorities around them for guidance to help them make informed decisions. This approach limits situations that would cause students to make academically dishonest choices.

Students must make themselves thoroughly aware of what constitutes as an offence against academic honesty and what repercussions follow each.

Students are strongly advised to abide by the following guidelines:

1. Students are expected to acknowledge and cite all sources (e.g. books, journals internet sites, CD Rom, magazines, photographs etc.)
2. Students should use footnotes and endnotes to acknowledge the source of an idea that might have emerged during a discussion with another person or during an oral delivery of information such as speeches or ted talks.
3. Paraphrased ideas of another person should also be acknowledged.

4. Where possible, students are encouraged to work independently and take support of the subject teacher.
5. Different assessment components of the IB programme must have different submissions. Students are strongly discouraged from submitting similar pieces of work for the different components. Each must be unique.
6. Students are expected to adhere to all examination protocols. No misconduct during examinations will be tolerated.

PARENT RESPONSIBILITIES

Parents play a pivotal role in supporting academic honesty at the school. In addition to the students, their parents will also be required to understand the concepts and importance of academic honesty.

Parents and students will be required to sign an agreement indicating that they have read, understood and agree to abide by the school's expectations regarding academic honesty.

Parents/ guardians hold the responsibility of supporting students through the following:

- encouraging students to plan each assessment beforehand
 - parents/guardians can Provide support with the scheduling of their work, as they may have many assignments to complete.
 - parents/ guardians should Establish a good level of communication with the school so that you understand the requirements of the Programme and what is expected of students
 - Encourage students to ask their teacher for advice in case they face any difficulties with their work.
- (ref: academic honesty in the diploma program, IB resource centre,)

CONSEQUENCES OF ACADEMIC DISHONESTY

Depending on the severity of the misconduct decided after investigation, sanctions will be levied on student ranging from granting a second opportunity to complete the assignment in question honestly or in more serious cases may include disqualification from the programme of study and/or permanent exclusion from school.

Procedure to be followed for Academic Misconduct

Should a student be suspected for violating the school's policy on academic dishonesty, the matter will be first notified to the programme coordinators. The coordinator will then investigate the situation and discuss the relevant concerns with both the student and the teacher involved. Both parties are given the opportunity to present their response on the allegations.

If proven that the academic honesty policy has been violated, the IB coordinator will determine whether the case is that of academic dishonesty (intentional) or academic infringement (unintentional). Depending on the verdict, the student, teachers and respective parents reach an agreement to promote academic honesty. It is also assessed during this meeting what the learning needs of the students are. Recurring on-going dishonest behaviour may be a result of lack of understanding of concepts and students may need extra support in this regard.

1. Procedure for IB external submissions to promote academic integrity.

The student is required to provide a signed coversheet to confirm that the work being submitted is his/her own piece of work.

The school also checks the originality report. In the event of a similarity being detected **before** signing of the coversheet, the matter is resolved within the school as per this policy.

However, once the coversheet is signed and the student is suspected of plagiarism or collusion then the matter is reported to the IBO academic honesty division for further investigation and action.

2. Procedure for internal school examinations to promote academic integrity.

The head of school and IBCP coordinator investigate into any matters of reported academic dishonesty. After investigation, if the offences are proved then no grades will be awarded to the student for that particular examination.

3. Procedure for external school examinations.

In case of an academic misconduct or incidence of academic dishonesty, the matter is immediately reported to the IBO with necessary evidence.

Sanctions levied for breaching the academic honesty policy

Sanctions against academic misconduct range from warning to dismissal depending on the seriousness of the offence. The penalties may include one or more of the following:

- 1) The offence is recorded on the student's file
- 2) A warning letter may be issued, a copy of which is placed in the student's file.
- 3) The student receives no grades for the particular piece of work or examination.
- 4) The student may be provided suspension from regular lessons.
- 5) The student may be placed on probation for one or more semesters.

The work and progress of the student is then closely monitored by the respective subject teacher. The teacher is at liberty to point out any section of the work that they may feel does not reflect originality or hasn't been credited appropriately. The work may be sent back to the student in order to be corrected.

GENERAL GUIDELINES FOR CITATION

In spirit of good academic practice, it is expected that students should appropriately acknowledge any ideas, words or works of other people and create an authentic piece of work. Towards this goal, students are expected to

- undertake research on what is already known
 - analyse the research in the context of the work to be produced
 - compare and/or contrast existing knowledge against our own findings/thoughts/opinions
 - synthesize and present the document in an appropriate way for the expected audience
 - acknowledge all contributing sources appropriately.
- (ref: effective citing and referencing, IBO resource centre, August 2014)

There are two main types of citings. The reader must be able to clearly distinguish between words/work of the student and the words/work of others. Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation. Paraphrase and summary of others' work should similarly be distinguishable from student's own work.

More information on examples of how to cite can be seen on the IB guide for 'effective citing and referencing', august 2014, available on the IB resource centre.

Why cite: it is important to cite and reference the work of others so as to

- show respect for the work of others
- to make it easy for the reader to follow up on the references
- to assist the reader distinguish between the work of the creator and that of others.
- To help the reader check the validity of the creator's interpretation and to cross-reference
- To receive proper credit for the research process
- To help author establish a credibility and authority for their own knowledge and ideas.

What to cite: Creators are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Written or electronic source materials may include:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

When to cite: it is important to cite in the following manner

- In the body of the creator's work where any external sources may have been used
- Creator must make their own work distinctly distinguishable from that of others.

- Only citing references in the bibliography will not suffice.

How to cite: various styles and ways of referencing are acceptable and are left to the discretion of the school to decide upon a style of referencing of choice. At Ahlcon we prefer to use the Harvard style of referencing. (ref: Dr. Celina Garza, 2014)

POLICY REVIEW

AHLCON PUBLIC School strives to be up to date at all times and hence commits to policy review annually. The panel for the review will consist of the head of school, IBCP coordinator and DP staff. The next policy review will be conducted on March 1st, 2022.

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