



Academic Integrity Policy



Cambridge Assessment
International Education



Ahmedabad International School

Behind Kiran Motors, Bodakdev, Ahmedabad, Gujarat 380054

Email id: contact@aischool.net

Website: www.aischool.net

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.

AIS mission statement

We believe that education has the power to help us to 'make ourselves' both the teacher and the taught. For in its true sense, it is the process of 'leading out'- enabling every one of us to blossom to our full potential. This is a continuous life long process that can be achieved only when each one of us is propelled by our inner desires and longings-in today's world.

We are firmly committed to the objective of developing "self learning" which in turn brings about the process of "life long learning".

It is this SWAYAM that we seek.

AIS vision statement

We believe in "SWAYAM". The initiation of the self to seek and celebrate knowledge, raise our own bars of excellence, become lifelong learners and attain the pinnacle of success.

To achieve this we provide a stress-free happy learning environment to become a rational and responsible citizens of tomorrow.

We groom the student to have a resilient mind, help discover the treasure within, scale new global heights and excel in life. Train them to dream and develop the immense potential, on the solid foundation of knowledge, skills and values of life, to adjust and adapt to learning that is dynamic and vibrant. We encourage students to reach the Gateway of the Global platform to make dreams come true.

Following IB standards were kept in mind while drafting the policy

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments.

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines.

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work.

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing.

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work.

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility.

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented.

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent.

Purpose of this policy

As part of the IB's educational goal to award reliable, fair and recognized outcomes to our students through valid assessments, 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.

Academic integrity is a responsibility of the whole school community. By making the School's commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the school community. This policy also documents how the school manages incidents of student academic misconduct, ensuring confidence is maintained among students, teachers and parents in the value and credibility of IB grades.

This policy document explains:

- the academic integrity principle which will be observed by the school and expected of all its stakeholders.
- the expectations and responsibilities of the different groups of stakeholders in upholding the school's principle of academic integrity.
- the terminology used by the school regarding academic integrity and student academic misconduct.
- how the school deals with student academic misconduct.
- good practice in embodying teaching and learning in a culture of academic integrity.
- good practice for students in their own academic integrity approaches and culture.
- the broad definitions of terms to allow conversations about academic integrity at classroom level.

Scope of this policy

This policy applies to and should be read by:

- All members of the administrators and the wider community responsible for creating and implementing the academic integrity policy.
- all members of staff responsible for the teaching and preparation of work submitted to the IB for assessment.
- all members of school staff responsible for the delivery of IB examinations.
- all students going through assessment and submitting work to the IB.
- parents and legal guardians of all the school students going through assessment.

What is academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Academic integrity is an “ethical culture” of any educational institution, and it is an obligation which must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

Fostering an academic integrity culture, and a personal positive attitude towards it, requires the design of a school strategy that combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes.

The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education that can start early during the PYP, and be reinforced during the DP. Expectations should be clearly communicated and modelled at an age appropriate level so that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work.
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.
- Educators supporting IB students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices. For more information see the document Academic Integrity in the IB educational context.

Key terms

These are some key terms which are used in this publication.

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Student academic misconduct

The school defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

Balance of probabilities approach

“Balance of probability” means that the decision maker(s) with appropriate subject matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct where evidence beyond reasonable doubt is not available.

Conflict of interest

This occurs where an individual’s ability to exercise judgment or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual does not need to exploit his or her position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgment or undue influence can also be a conflict of interest.

Why do we need academic integrity?

Academic integrity policy is linked with assessment policy as it mentions different forms of academic misconduct related to internal and external assessment. Additionally, academic integrity policy mentions the consequences of academic misconduct in various forms of assessment.

Therefore, the key educational reasons to take such a strong line on academic integrity are:

To maintain fairness.

School assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct will create a disadvantage for those who have complied with the rules.

To maintain trust and credibility.

Trust in academic qualifications is fundamental. When a student contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others.

Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

The school leadership team Expectations

A common understanding of what academic integrity means is one of the most significant tasks a school leadership must ensure; any new member of staff and all students should start with a shared understanding and have an informed dialogue about the benefits of honest learning for the entire community.

Creating and maintaining an academic integrity culture requires a school-wide strategy with the following key elements to be considered:

- the academic integrity policy
- the teachers delivering IB programmes
- the designated team or person responsible for academic integrity
- the wider community such as students and their parents or legal guardians.

Embedding the policy into the school structure

An effective academic integrity policy should be a school-wide endeavour, offering a commitment to maintain an ethical culture; not just a list of rules and penalties. To achieve a lasting effect, the academic integrity policy should be holistic in nature, with long-term objectives and a consideration of how a successful strategy will impact the different members of the school community. It is important to implement an awareness campaign and schedule activities to reinforce the required skills, reaching not only students, but also their parents or legal guardians.

Communicating the principles of academic integrity to students, parents and legal guardians

An orientation of the IBDP course for students and parents at the beginning of the Programme in June ,includes the understanding of Academic Integrity, in which school administration informs about:

- what constitutes good academic practice and ethical behaviour.
- resources the school has available to support students' learning and understanding in this area.
- definitions of different types of student academic misconduct.
- the investigation protocols that the school and/or the IB will observe when an incident of student academic misconduct is identified.
- the sanctions or actions that the school and/or the IB will apply if it is confirmed that an infringement to the regulations occurred or the expectations of the school or the IB are not met.

The Academic Integrity Policy is shared to every student through a google drive file.

The Academic Integrity Policy is also available for students and parents on the school website.

A lack of knowledge and understanding of what constitutes academic misconduct can be a common factor in reported cases. To prevent this and clearly establish the expectations of all school community members, there are open communication channels with parents and legal guardians of the school.

Reviewing the Academic Integrity Policy at AIS

- The policy states its firm assurance to pursue the best academic practices, and teaches the values of respect and academic uprightness within the entire learning community and stakeholders.
- This policy is intended for current/potential parents and students, the administrative staff and teachers of AIS and any accrediting or governmental authorities.
- The Purpose of this document is to ensure that academic integrity is positively reinforced.
- The Academic Integrity Policy is a " living document, " i.e. it is evolving and informed by research, best practice, external requirements, and by discussions, within the school.

The Academic Integrity Policy is being written, reviewed, and edited as required by the Academic Integrity Policy Committee. It is the responsibility of the school to ensure that this document is shared with all stakeholders of the school and the pedagogical leadership team along with the teachers are ready to offer any further clarification or support to understand this policy.

ROLES AND RESPONSIBILITIES

Teaching and non-teaching staff

The 4 aspects of integrity; being fair, respectful, trustworthy and credible are introduced and enforced by each faculty of IB during the introductory stage of the programme. Each subject teacher evaluates the views and conduct of students in regard to academic integrity, including any deficiencies, before developing an appropriate plan to address the topic. Teachers and librarian also consider the reasons why students engage in acts of academic misconduct, such as:

- unintended acts caused by ignorance or lack of understanding of the expectations to create authentic work.
- not understanding the IB's rules and regulations.
- not understanding the consequences of their actions.
- lack of training in the required skills, for example, on how to reference.
- poor time management.
- the trivialization of academic misconduct incidents.
- poor satisfaction with their teachers and assessment tools.
- lack of punishment for those who engage in academic misconduct.
- the ease with which information is obtained on the internet and the general belief that the information available there belongs to all and can be used without the need to reference it.
- the easy access to support services, such as writing or tutoring services.
- the pressure to be successful in their studies and achieve excellent results.
- inconsistent messages, instructions and training received from teachers as to what constitutes academic misconduct.

Academic Integrity Policy is reinforced during the introduction to the Extended Essay around the month of December.

Reinforcement of the same while submissions of Internal Assessment and Extended Essay are undertaken.

The organisation and implementation of citation is done in three sessions; wherein the students are explained about the citation process, its practice and implementation.

Students expectations

Plagiarism is the most common form of student academic misconduct.

Therefore, when completing school work, students must also adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation.

When students understand the role that they have in the process of their own learning, they can also understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort.

Students Responsibilities

- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.

Parents and legal gaurdians expectations

In order to support their children and the school, parents must accept that the principle of academic integrity is a fundamental part of the IB's educational philosophy. Parents should also understand the regulations and policies that the IB expects schools, coordinators, teachers and all students to observe. If they have questions or doubts as to what is expected, parents can approach the school for clarification.

Parents are expected to support their children to develop a conscientious and responsible attitude to their ward's learning by adhering to the school's Academic Integrity Policy.

Parents Responsibilities

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- support their children's understanding of IB policies, procedures and subject guidelines.
- understand school internal policies and procedures that safeguard the authenticity of their children's work.
- support their children in planning a manageable workload so they can allocate time effectively.
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining assistance in the completion of work to their children.

Students academic misconduct

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen.

Categories of student academic misconduct

When a student seeks and receives assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. This also affects the assessment process since the work is not entirely produced by the student in question.

- Trying shortcuts and duplicating work is also considered as academic disintegrity.
- Possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour.
- Writing offensive or obscene and/or irrelevant comments. Assisting other students in the same or a different school to commit academic misconduct.
- Avail support through a variety of resources available on the internet without giving

due credit.

- Students share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices.

Thus, the students should be reminded about the responsible use of social media.

Consequences of Academic Misconduct

Academic disintegrity is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or re-taught the skills needed to rework the material in their own words and to cite quotations. Self evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic Integrity. Malpractice is generally considered to be the result of a lack of language and/or research skills and is addressed accordingly. In the event that a student with proficient language skills willfully and deliberately continues malpractice, the following can occur:

1. The student may be asked to redo the work, but he/she may not receive full credit for the work.
2. The student may have a meeting called between the teacher, parents and student, and ultimately between the principal and parents.
3. In extreme cases the student may be placed on an academic contract or receive in-school/off-campus suspension.

External Consequence of Malpractice

The IB coordinator informs the IBO if he/she suspects any malpractice in relation to a candidate's work after the work or an internal assessment mark has been submitted to the IBO. In such cases, or when an examiner suspects malpractice, the school conducts an investigation and provides the IBO with relevant documentation concerning the case.

Candidates suspected of malpractice will be invited, through the Coordinator, to present a written explanation or defense.

Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigation to be made.

1. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.
2. 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 qualification will be awarded to the candidate, but certificates will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for

future examinations at least one year after the session in which malpractice was established.

3. If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future sessions.
4. An IB qualification may be withdrawn from a candidate at any time if malpractice is subsequently established.

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, the student will take a grade “zero” for that work and a grade “zero” in conduct for the quarter.

If the work has been submitted as an official piece of IB coursework, it will not be accepted, but, if there is time for him or her to do so before the school’s internal deadline for this work, the student will be allowed one chance to resubmit another piece of work in its place.

If there is no time for the student to produce new work, he or she will normally receive a grade of zero for that subject work.

If a student submits work to the IB which is later recognized as having been produced dishonestly, then the IBO will take action as mentioned in the IBO academic Integrity booklet given at the time of admission

The Responsibilities of Staff, Students and Parents

All AIS staff, students and parents should make sure that they are aware of the contents of this document and what academic Integrity and disIntegrity both mean. They should also make themselves aware of the consequences of academic disIntegrity.

Parents should speak to their children about the need to be honest and why it is important to be so in terms of academic progress.

Teachers should explain what this policy means to students in the specific terms of the work that they are asking students to produce. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative. They should also model good practice.

The IB coordinator should ensure that academic Integrity and disIntegrity is explained to students. He should investigate any suspected breaches of the standard in an open and fair way. His recommendations to the principal should be clear and reasoned.

The Head of School in consultation with the IB coordinator, will decide each case on its merits, and should communicate his or her decision clearly to all of those concerned with reasons for any findings.

Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic Integrity will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

Process followed in the school

Academic integrity is discussed in the school since PYP and it is expected that the entire school community will follow it.

Apart from regular discussion the AIP is reinforced during the introduction to the EE around the month of December of semester 1 of diploma programme.

Special sessions are organised and implemented for citation ; where the first session is taken to explain the process of citation while the second and third sessions are for practice and implementation for students.

The academic integrity policy at AIS is a whole school policy, collaboratively written & will be reviewed every two years.

This policy applies to all programmes and students of the school. Following are the members of Academic Honesty Policy Committee:

- Pedagogical Leadership Team
- Exam Officers
- All IBDP teachers
- ICT teacher

Following is the format of the forms submitted by the students for the final IAs

Declaration form for AIP

EE/TOK/IA 2021-23

Ahmedabad International School

Academic Integrity Declaration

All pupils taking the IB Diploma are subject to the Diploma Program General Regulations on Academic Integrity and which state that:

First Offense: If, during my two years of IB I am found to have been academically dishonest in any piece of work, I will receive a warning letter, internal suspension and will obtain a zero for that assignment and if the work is found to be plagiarized beyond a certain degree then it will be returned to the candidate for rectification.

Second Offense: A second offense will lead to non-uploading of the candidate work leading to a IB certificate.

Third Offense: withdrawal from the IB Diploma final exams and possible expulsion from school.

The IB randomly checks candidates' work for plagiarism using a web-based detection system. Students found to have plagiarized automatically fail the IB Diploma.

Before taking all IBDP examinations, students need to ensure that they have read, understood and subsequently adhere to the notices displayed outside the examination rooms entitled: "Conduct of the examinations, Notice to candidates."

Before submission of all the Internal Assessment assignments and the EE and TOK essays they will have to sign this undertaking stating that the work that they have submitted is their own. Subsequently, if any case of academic disintegration or malpractice or cheating is found then the school will not be responsible for any consequences arising from the same.

Ahmedabad International School**Academic Integrity Declaration**

(To be read along with **Declaration of Compliance with IB Regulations on Malpractice**)

Declaration by the candidate

Name of the Candidate:

Candidate No.:

Session : May 2023

Assignment Name: EXTENDED ESSAY/TOK/IA

I declare that the attached assignment is wholly my own work, and that no part of it has been

1. Copied from any work produced by other person(s)
2. Provided by other student(s)
3. Taken from other person(s) program
4. Copied from any other source including web sites

I declare that all referenced work from other people have been properly cited and documented on the reference list.

I further declare that I am aware of what plagiarism is and the consequences thereof as per the academic Integrity policy of International Baccalaureate Organisation (IBO) and Ahmedabad International School (AIS).

Student Signature: _____

Declaration by the Parent:

I declare and confirm that the assignment submitted by _____, my son/daughter, is not plagiarized. I am fully aware of the consequences which may result in the student not receiving a diploma, if the assignment is found to be plagiarized by either Ahmedabad International School or The International Baccalaureate Organisation (IBO).

Parent's Signature: _____

Date: _____



References

https://www.ryanglobalschools.com/site/andheri/assets/images/pdf/policies/academic_Integrity_policy_2020.pdf

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

www.cityhonors.org

www.tcislibrary.com

