

# ACADEMIC INTEGRITY POLICY

Reviewed: April 2022

## Abstract

Acorns International strives to uphold the highest levels of honesty, integrity and excellence. Our students are expected to maintain the same standards through academic honesty and personal integrity, as made explicit in the IB Learner Profile trait, 'Principled.'

## Reviewed by:

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## Academic Integrity Policy

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

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. (0301-03-0200)

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.(0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

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 school's procedures are transparent, fair and consistent. (0301-03-0500)

"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."

–International Baccalaureate, *"From Principles into Practice"*

What is Academic Integrity?

The IB defines "Academic Integrity as 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, 2019).

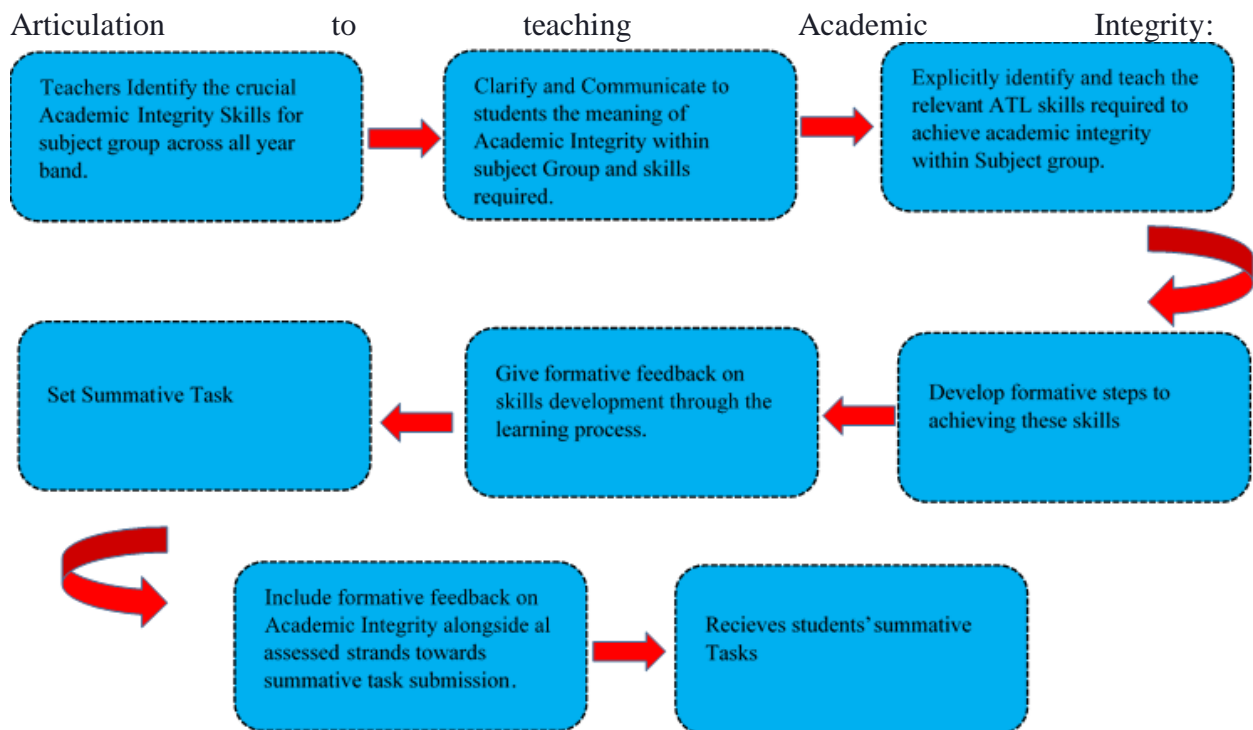
Why we need we need Academic Integrity in our Works?

- To maintain fairness by providing equal opportunities to all students to reflect their own learning and academic achievement.
- To maintain trust and credibility of academic qualifications.
- To develop respect for others through acknowledging others peoples works and efforts.

## Philosophy

As a teaching institution, Acorns International School strives to uphold the highest levels of honesty, integrity and excellence. Our students are expected to maintain the same standards through academic honesty and personal integrity, as made explicit in the IB Learner Profile trait, 'Principled.'

The AIS teachers and staff are dedicated to the instruction necessary for the prevention of unintentional plagiarism and cheating, as well as helping students understand the role of responsibility in their own learning.



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Programme wise opportunities/responsibilities of fostering academic integrity (Academic Integrity, 2019).

### 1. Social Responsibility

The school commits to comply with all regulations and expectations as set within IB publications that govern the administration of the relevant IB programmes, including the following:

- a. Programme Standards and practices
- b. Rules for IB World Schools: Primary Years Programme, Rules for IB World Schools: Middle Years Programme
- c. Rules for IB World Schools: Diploma Programme and Rules for IB World Schools: Career-related Programme
- d. General regulations: Primary Years Programme, General regulations: Middle Years Programme, General regulations: Diploma Programme and General regulations: Career-related Programme

- e. Middle Years Programme Assessment procedures, Diploma Programme Assessment procedures and Career-related Programme Assessment procedures (updated annually)
- f. Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP) subject guides\*
- g. Diploma Programme: Secure storage of confidential IB examinations material booklet 2020.
- h. The conduct of IB Middle Years Programme on-screen examinations
- i. The conduct of IB Diploma Programme examinations

\* Note that subject guides are not available for the Primary Years Programme (PYP) due to the nature of the programme.

## **2. Teacher Responsibility**

- a. Ensure that students have a full understanding of the expectations and guidelines of all subjects
- b. • Ensure that students understand what constitutes academic misconduct and its possible consequences
- c. Plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- d. Give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- e. Ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- f. Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- g. Respond to student academic misconduct and supporting the school's and IB's investigation
- h. Respond to school maladministration and supporting the school's and IB's investigations

## **3. Student Responsibility**

- a. Should have a full understanding of their school's and the IB's policies
- b. Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- c. Respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- d. Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- e. Give credit to used sources in all work submitted to the school and IB for assessment in written and oral materials and/or artistic products
- f. 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.
- g. Abstain from giving undue assistance to peers in the completion of their work.

- h. Show a responsible use of the internet and associated social media platforms.

#### **4. Parent/Legal Guardian Responsibilities**

- a. Should understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- b. • Support their children's understanding of IB policies, procedures and subject guidelines
- c. Understand school internal policies and procedures that safeguard the authenticity of their children's work
- d. Support their children in planning a manageable workload so they can allocate time effectively
- e. Understand what constitutes student academic misconduct and its consequences
- f. Understand what constitutes school maladministration and its consequences
- g. Report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- h. Submit only genuine and/or authentic evidence to support a request for inclusive access
- i. arrangements or adverse circumstances considerations for their children
- j. Abstain from giving or obtaining assistance in the completion of work to their children.

### **Definition of Academic misconduct**

The IB 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.

### **Implications of Cheating**

It is our responsibility to facilitate the learning of our students at AIS. Academic dishonesty (the stealing of another's work and putting it off as one's own) prevents learning and growing from happening. It is also counterproductive and destructive to those aims. In contrast to our desire of being a principled community of learners, dishonesty leads to suspicion, the damaging of relationships, and the mistrust of teachers.

In line with the IB, we at AIS "strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world." Dishonesty of any kind undermines this pursuit.

If students are ever unsure about the expectations of a given assignment, it is their responsibility to ask and seek assistance for clarification. Cheating and plagiarism are both forms of personal and academic dishonesty, and both can easily be avoided. Excuses of any kind - assignment deadlines, pressure for grades, parental expectations, etc. - are not justified and will not prevent the due consequences.

Students should talk to their teachers as often as they can to ensure clarity, honesty and transparency in the work that they do.

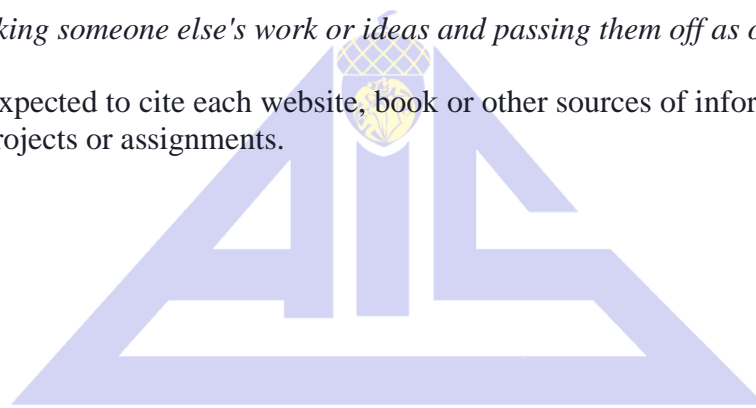
## **Definitions and Examples of Academic Dishonesty**

### **Plagiarising**

Plagiarism is defined as:

*"the practice of taking someone else's work or ideas and passing them off as one's own."*

AIS students are expected to cite each website, book or other sources of information that they use in their own projects or assignments.



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<b>Plagiarism</b>		
<b>Violation</b>	<b>IB definition</b>	<b>Examples</b>
plagiarism	Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.	<p>Presenting as your own work (with or without author permission) information collected, organized, or written by someone else.</p> <p>In the arts, Plagiarism can include takings someone’s ideas or concepts and portraying them as your own Plagiarism can be both intentional or unintentional but both are treated in the same way.</p> <p>Copying an article from the website not giving credit – not understanding that you had to give credit is also Plagiarism</p> <p>Reading an article or other text and taking ideas from it and claiming them as your own ideas.</p>
<b>To Avoid Plagiarism</b>		
If you ever use someone else’s words or ideas, give them credit. In the same sentence where you copied their ideas or words, you must mention the author or location where you found the information. Using outside sources makes a better argument and give your work credibility.		

<b>Duplication</b>		
<b>Violation</b>	<b>IB definition</b>	<b>Examples</b>
Duplication	Duplication is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements	You completed a design Evaluation in MYP 4 and you copied parts of it to complete your Personal Project Design related in MYP 5.
<b>To Avoid Duplication</b>		
Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow ideas from a piece of work.		

<b>Cheating</b>		
<b>Violation</b>	<b>IB definition</b>	<b>Examples</b>
Cheating	Behavior that gives an unfair advantage e.g saying you have turned in an assignment when you did not, using electronic cheat notes, electronic devices, fabricating information trying to earn more time or credit on an assignment, project or exam.	<ul style="list-style-type: none"> <li>· Misrepresenting yourself on a summative task such as saying you have turned in assignment when you haven't.</li> <li>· Using restricted material during assessment task/eAssessment such as cheat sheets or electronic devices.</li> <li>· Leaving the examination room and using restricted material prior to returning.</li> <li>· Fabricating information to earn more credit or time on an assignment.</li> </ul>
<b>To Avoid Cheating</b>		
Leave all electronics in your locker when taking an assessment or eAssessment. Avoid talking or looking at classmates when taking an assessment or eAssessment. Be principled and always tell the truth.		

<b>Collusion</b>		
<b>Violation</b>	<b>IB definition</b>	<b>Examples</b>
Collusion	Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.	<ul style="list-style-type: none"> <li>· Let another student copy from your homework.</li> <li>· Teacher gives labs to be completed individually and you work with other students but submit the work with only our name.</li> <li>· In exam, test or quiz, you share answers with other students taking the same exam.</li> <li>· You are allowed to take an exam earlier than others and share the test material.</li> </ul>
<b>To Avoid Collusion</b>		
Always do your own work. If you are unsure, ask your teacher before you ask classmate. During an exam or assessment avoid talking or looking at classmates. Raise your hand to make a request to your teacher.		

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### **Works Cited Page**

Accompanying any written assignment where another's work is referenced implicitly or explicitly, learners must include a works cited page giving credit to the sources consulted. The Works Cited Page must be included with all assignments, tasks, projects, or assessments.

Whenever a source is referenced explicitly or implicitly in an assignment, it must be cited in the proper way. **At AIS we use the APA citing format for all citations.**

Students are permitted to use citation generators such as:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

### **Implementation**

There is no academic honesty expectation in the early years.

The foundation of academic honesty is laid in PYP. Learners are encouraged to take responsibility for their work. The products of assessments are expected to represent the learner's own effort. Cases of cheating are addressed at the classroom level with the teacher involved determining the most appropriate course of action.

Learners in the upper primary will be required to cite the sources of the work for summative assessment projects. A list of websites and print resources used should be included with every submission. Citation is not graded at this stage; however; Y6 students taking part in the exhibition will be required to cite all their sources of information. There is no demand on students to use a particular format; acknowledging resources used, in any form, is accepted.

All MYP and DP Students are expected to master the Academic Honesty policy and the specific kinds of citations there specified. AIS will ensure this in the following five ways:

- All Year MYP1 – 3 students at AIS will undergo two Academic Honesty and citation workshops with the Secondary Head and Librarian every term of every year. This will ensure a thorough understanding of the policy itself, as well as serving as a practice towards mastery of citing sources for the younger students. In these younger years, the emphasis is on determining quality sources and referencing them in the works cited page. These Academic Honesty-specific workshops will be done in collaboration with work being done in subject-specific classrooms. As the students advance in classes, their mastery of APA citations should also advance with them, and these workshops are scaffolded accordingly.
- In all assessments where ideas from other sources are used, citations and references must be used correctly, whether this is one of the assessed criteria/strands or not.
- Students in MYP 4 and above will submit all formative and summative assessments on Managebac and through Turnitin. This will assist teachers in discerning whether work is students own or not. While used under the Coordinator’s discretion in MYP1-3, Turnitin will be used primarily for most scored work being assessed in classes MYP4 and above.
- All AIS MYP, A Level and DP students are given an Academic Honesty Policy that they and their parents are expected to sign and return at the beginning of the year.
- All AIS MYP, A Level and DP teachers will be uniform in their expectations and standards related to Academic Honesty within their subject areas.

## **Consequences**

Students at AIS must realize that they and they alone are responsible for the integrity of their work. The consequences of any breach in the standards of the academic honesty policy will also be theirs alone.

Acorns International School is an institution of learning and holds as one of its highest ideals that of honesty in academic affairs. With this in mind, it is incumbent upon both faculty and students to protect and maintain a high degree of academic honesty in our school.

Upon each instance of a suspected violation of the school’s standards of Academic Honesty, the following procedure will be followed:

1. The teacher who assigned the work will carry out an investigation. In the process, the teacher will:
  - Consult the Curriculum Coordinator to determine a plan.
  - Consult with the student involved.
  - Consult with any other individuals who may be involved.
2. Ensure the rights of the student and those involved are not violated.
3. If the teacher determines the student is responsible for the misconduct, he/she will file an Incident Report to the Curriculum Coordinator.
4. To ensure the violation is not repeated, the student will meet with the teacher to learn what steps should be taken in the future to avoid this type of academic misconduct. The teacher should provide a summary of this meeting to the Curriculum Coordinator who will attach it to the original incident report.
5. The student will meet with the Curriculum Coordinator to reply to the findings of the investigation. A summary of this meeting will be attached to the original incident report.

**First offence:**

**For Secondary Years MYP 1-5**

- (1) Zero on the assignment and redo;

**For A Levels and DP**

- (1), (2) Parent conference; (3) One-day suspension

**Second offence:**

- (1), (2), plus one to a three-day suspension

**Third offence:**

- (1), (2), plus three to five-day suspension and possible modification depending on the circumstance

**Misconduct in the MYP eAssessments**

Upon registering the candidates for the eAssessments, beginning in the academic year of 2020/2021, Acorns will follow the procedures regarding academic misconduct as outlined in the following IB publications:

- The responsibilities of IB World Schools in ensuring the integrity of IB assessments, 2017.
- General regulations: Middle Years Programme, 2014 Article 20: Candidates suspected of academic misconduct and Article 21: Investigating cases of alleged academic misconduct.
- The conduct of IB Middle Years Programme on-screen examinations, May and November 2016 pg. 8-9

## Misconduct in the DP and Cambridge A Levels Internal Assessments, Courseworks and External Examinations

Throughout the course of Study and conduct of exams, the school will follow guidelines as provided for in

### 1. School responsibility

The school commits to comply with all regulations and expectations as set within IB publications that govern the administration of the relevant IB programmes, including the following:

- Academic integrity,( October 2019)
- Programme standards and practices
- Rules for IB World Schools: Diploma Programme
- General regulations: Diploma Programme
- Diploma Programme Assessment procedures and Career-related Programme Assessment procedures (updated annually)
- Diploma Programme (DP) Subject guides
- Diploma Programme: Secure storage of confidential IB examinations material booklet 2020.
- The conduct of IB Diploma Programme examinations

### Examples of misconduct in exams

- Possessing unauthorized material in the examination room —see note 8
- Exhibiting misconduct or disruptive behaviour during an examination— see note 9
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time — or attempting to
- Removal of secure materials such as examination papers, questions and answer booklets, from the examination room
- Impersonating an IB candidate — both impersonator and person allowing impersonation
- Failing to report an incident of academic misconduct
- leaving the examination room without permission.
- failing to abide by invigilator instructions

### Conduct that threatens the integrity of the examination

- Gaining access to IB examination papers before examination's scheduled time
- Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination
- Assisting another student(s) in committing an act of academic misconduct — see note 10
- Failing to report an incident of academic misconduct

### Interfering with an academic misconduct investigation

- Not cooperating with an investigation, whether involved or not

- Providing misleading or demonstratively false information
- Attempting to influence witnesses
- Showing threatening behaviour to the person carrying out investigation or to witnesses

### **Forgery or falsification of IB grades or certificates**

- Attempt to fraudulently amend a result in a subject —electronic or hardcopy certificates and transcripts.

### **Examples of unauthorized materials**

Unauthorized materials or items may include but are not restricted to:

- mobile or cellular phones
- notes
- study guides
- own rough or scratch paper
- non-permitted dictionaries
- other prohibited electronic devices such as smartwatches or smartglasses.

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**Next Review Due on:** August 2024