

ACADEMIC HONESTY POLICY

Wockhardt Global School, Aurangabad



Our School Mission

Wockhardt Global School is committed to providing opportunities to students to become lifelong learners by acquiring global mindedness, instilling compassion and care for fellow beings and environment, experiencing relevant and challenging learning engagements, involving in self-reflection and critical thinking, acknowledging and respecting individual differences and taking appropriate action.

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.

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1. Philosophy

Wockhardt Global School, guided by the philosophy of the IB, places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes which describe students as:

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

2. What is ‘Academic Honesty’?

The IB General Regulations: Diploma Programme Defines misconduct as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.”

3. Statement of Purpose

The purpose of the Wockhardt Global School Academic Honesty policy is to:

- Define and clarify academic honesty and malpractice in the context of all Programme offered at WGS (EYP, IBPYP & IBMYP) as well as the expectations associated with submission of authentic work.
- To inform the roles and responsibilities of stakeholders in preventing, detecting malpractice, investigating procedure and consequences in the instances of alleged malpractice.
- This Academic Honesty Policy is the working document developed by school teaching staff from all the programmes (IBPYP, IBMYP & IBDP).

4. Academic honesty refers to:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of ‘authentic’ pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

5. Academic Dishonesty, therefore, involves:

- Plagiarism - 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.
- 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.
- Duplication of work - this is defined as the presentation of the same work for different assessment components and/or Programme requirements.
- All forms of malpractice - taking unauthorized material into an assessment/examination, behaviour that disrupts the assessment/examination or distracts other students, falsifying a CAS/Service record, stealing examination materials, impersonation, and disclosure of information to and receipt of information from students about the content of an examination paper within 24 hours after a written examination. (IBO)

6. Academic Honesty

The Learner Profile and the attitudes are the basis for the development of academic integrity in our students.

- Students take responsibility for their own work.
- Students work individually unless otherwise instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people’s work.
- Students use information technology and library resources responsibly.

7. Roles and Responsibilities

Wockhardt Global School ensures that articulation of the policy occurs beyond the primary classroom and incorporates future expectations of the students as they progress across the educational continuum in order to allow them to understand and engage in the development of a lifelong process that emphasizes the importance of personal responsibility and academic honesty. www.ibo.org

8. IB Coordinator and/or School Administration Responsibilities:

The school's leadership has the responsibility for establishing processes and procedures that supports and encourages academic honesty. WGS coordinators and administrators are expected to:

- Know the regulations and instructions as provided by the IBO that govern the conduct of each examination session.
- Inform staff and students through various media what constitutes malpractice and how it can be prevented.
- Support the IBO fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by the IBO should a candidate or staff member be investigated for malpractice.

9. Teachers:

It is mandatory for all teachers to explain this policy to the students, in relation to the expected work. They are responsible to provide students with relevant feedback on their work. The students will be taught the necessary skills like note taking, referencing and paraphrasing.

Teachers have a responsibility to confirm that, to the best of their knowledge, the work submitted by students for (internal or external) assessment is authentic work. To ensure this, teachers must speak to students regularly on different stages of drafting the work. Interaction between student and teacher during these meetings will be more collaborative than evaluative.

Teachers should use all the prevention measures, and are expected to detect any plagiarism, collusion or duplication of work using all the necessary tools including web based plagiarism detection tools. Teachers are also required to keep record of any misconduct by the student and the action taken in such cases.

Teachers must act as good role models for students.

10. Students:

The students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs' alone. They are responsible for making sure that all work submitted by them for internal or external assessments is authentic, with acknowledgment of work and ideas of others. 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. They will be held accountable and might be asked for a written explanation if they are suspected of any academic misconduct.

11. The Role of the Librarian:

The school librarian in conjunction with the teachers will work towards ensuring that students are given instructions and guidance on research paper writing methods, and guidelines on reading and writing skills, good academic practice and ways of locating, evaluating and using information effectively without committing malpractice.

12. Parents:

Parents are required to read this document carefully, understand the implication and ask for any clarifications from the school. They need to speak to their children about honesty in terms of academic progress and encourage students to produce their own work and acknowledge others' (including parents') ideas. The school expects the parent community along with the teachers to act as role models, hence any misconduct seen or observed by the parent should be brought to the notice of the school authorities so that we together can bring about a positive change in the child. In such cases the student will be counselled to adopt the right measures.

13. Prevention of Academic Misconduct:

Prevention is always better than cure. Therefore, we believe in educating our members of the school about understanding the importance of academically honest practices in life. Following preventive measures will be undertaken by the school:

- All students will be made aware of the importance of academic honesty policy and what constitutes academic misconduct
- Good practices are expected to be introduced, modelled and used throughout the school in an age appropriate manner
- Grade-wise expectations for academic honesty, referencing norms and research skills to be made clear to students and teachers
- The need to acknowledge the source of data, works of art, computer programmes, photographs, diagrams, illustrations, maps, etc. in addition to journals, books and websites must also be made clear to students by their subject teachers.
- Study skills including research, note-taking, paraphrasing and referencing skills to be taught by the teachers via the ATL programme

- Time to be reserved at the beginning of the year for formal training on research skills and referencing norms for MYP students.
- Students of MYP will be required to sign a declaration that all work they submit for assessment will be their own authentic work after training.
- Students should keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice
- Teachers must be aware of the conventions of acknowledging all sources in the prescribed style. They must themselves acknowledge sources in proper referencing style, while giving any material to students
- Newly recruited teachers to be made aware of the academic honesty policy during their induction training programme
- School has subscribed to the plagiarism detection service ‘Turnitin.com’ to help teachers detect plagiarism in student draft work and give them feedback so that the final work of students is free of any plagiarism. However, teachers should not depend solely on this website and should be proactive in providing guidance and giving support to students so that they do not indulge in any academic misconduct
- School will follow the referencing conventions as mentioned below:

Modern Language Association (MLA) for MYP 1 to 5

13. Detection of Academic Misconduct:

Teachers must be vigilant while checking/reading students’ work for obvious changes in student writing style, vocabulary and terminology. The quality of the work should be checked against students’ performance level.

Teachers must make themselves aware of various ways in which academic misconduct can be detected, including web based services such as ‘turnitin.com’. They should also familiarize themselves with using simple techniques such as using search engines (e.g. Google, Yahoo) to detect the source of student passages that has been copied.

Early detection of unintentional plagiarism will discourage students from indulging in intentional misconduct, since they would be aware that their work is being checked for plagiarism.

14. Monitoring and Consequences of Academic Misconduct:

The school always believe and therefore create an environment of freedom and openness to encourage our students to establish truth in their life.

The procedures prescribed by the external examination authority (i.e. IB) will apply for all externally assessed work. In addition to this, for the work assessed

within the school, policy and procedures, consistent with the IB policy would be applied.

15. Academic Misconduct in Homework or Class Assignments:

16.1 1st instance

- The subject/homeroom teacher will investigate and inform the student about the misconduct.
- If it is found that the misconduct is unintentional (academic infringement), the teacher will advise the student on ways to avoid such mistakes in the future.
- Teacher will keep a record of this misconduct of the submitted work write feedback on the work with the specific details of the misconduct.

16.2 2nd instance

- If the misconduct is found to be intentional or if the misconduct is repeated, teacher will present the evidence of student misconduct (e.g. in the form of Turnitin report)
- The student will have to redo the assignment.
- A record will be kept and the relevant programme coordinator will be informed.

16.3 Collusion:

- If the case is of collusion where a student is suspected of receiving excessive help from another student or has submitted the work of another student, the teacher along with the coordinator will interview the concerned students to find out if the collusion has been done.
- Student(s) will be given a chance to show their knowledge and understanding of the work along with rough work/drafts and any other evidences.
- Student(s) may be asked to redo the assignment.
- If the misconduct is repeated no grades will be given for students involved.
- A record of the incident will be kept in the student file

16. Misconduct during Internal Written Assessments:

1st Instance

- In the first instance of misconduct during internal written assessments by a student, a meeting will be conducted between Programme Coordinator, Principal and the student along with the parents.
- A formal written warning will be issued to student which will stay on student record.
- No grades will be awarded to the student in such cases.

2nd Instance

- In case the student repeats such misconduct again, he may be restrained from appearing for written assessment
- May be given temporary suspension from the school.

Academic Misconduct in internal assessment or other course component as a part of formal IB submission:

- Any draft submitted by students without proper referencing will not be accepted by teachers for marking.
- All drafts of IB coursework will be checked on Turnitin by teachers to identify any possible instances of academic infringement, students have a responsibility of correcting such instances before submitting the draft for feedback or marking.
- If the subject teacher **detects academic infringement** in the **preliminary draft** submitted by the student
 - The subject teacher will ask the student to correct the draft and the Programme Coordinator will be informed.
- If the subject teacher **suspects plagiarism** in the **preliminary draft**,
 - The teacher will inform the Programme Coordinator.
 - Once plagiarism is confirmed, Programme Coordinator will decide on the appropriate course of action.
 - The student maybe asked to re-write the assignment partially or fully.
 - A record of such incident will kept.
 - The Programme Coordinator may also decide to inform the student's parents of such incident.
- If the subject/supervising teacher suspects that **the final piece** of student coursework which needs to be submitted to IB is not his/her own work
 - The teacher will withhold authentication signature on the cover sheet or on the IBIS and inform the Programme Coordinator.
 - A meeting will be held between the teacher, Programme Coordinator and Principal to investigate the case and interview the student.
 - Their decision will be reported to student and parents.
 - **Since IB does not accept coursework which is not accompanied by the signature of subject teacher/supervisor, the Programme Coordinator may inform the IB that the piece of work of the particular student will not be submitted to IB.**
- If the **coursework which has already been sent/submitted to IB** is found to be plagiarised after the dispatch/submission

- The Programme Coordinator and Principal will meet the student and the parents and will inform the parents of further consequences.
- **If the misconduct is confirmed, then the relevant examination body (IB) will be informed by the Programme Coordinator and the subsequent procedures of the IB will then apply.**

Malpractice in External Written Examinations:

The School will follow the procedures exactly as laid out by the Examination Body.

- **The student(s) involved in the malpractice and his/her parents will be informed about the malpractice, the procedures and the likely outcomes of such behaviour as per the policy of examination body.**
- **Further disciplinary actions may be taken as deemed fit by the school.**

Academic Honesty Policy as a Working Document:

This policy is a working document and is actively linked with the other policies of the school. This policy has been made considering the latest IB documents.

The Academic Honesty Policy will be reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan. The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

Review Cycle:

All Policies in Wockhardt Global School will be reviewed every year. Steering Committee, which includes Principal, Programme Coordinators, Head of Departments, Librarians, Parent Representatives, administrators, share and discuss the progress of the policy implementation. The needs of the school and the past experiences are discussed in detail.

Latest relevant IB publications and developments are taken into consideration. The school Policies are then reviewed and changes/modifications are proposed. These changes and modifications are discussed with all the teachers, staff and parents (if applicable). Their inputs are taken into consideration and the policies are finalised and sent to the school director/governing body for approval. After the approval from the president the policy is finalised.

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