



## Ambassador International Academy Academic Honesty Policy

### Rationale

An academic honesty policy ensures our school's procedures 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 is dynamic and ensures that students are taught good practice in all aspects of their work.

### Ambassador International Academy (AIA) - Mission Statement

Inspire our children to be passionate global lifelong learners through an enriched holistic international curriculum that encourages them to inquire and innovate while proactively contributing in meaningful ways to the world.

### Vision

Ambassador International Academy is dedicated to creating responsible universal citizens who would be bright leaders of the 21st century by laying a superior foundation through quality education.

### Our Values

**A**ccountable for children's learning and development  
**M**aintain quality standards across the entire organization  
**B**roaden the horizons of our children's experience and knowledge  
**A**ttend to the child's individual learner potential  
**S**afe and collaborative learning community  
**S**ensitive to the needs of students of determination  
**A**dopt modern instructional strategies  
**D**ocumentation to make learning visible  
**O**utstanding teaching and commitment to research  
**R**elevant real-world education aligned to the child's life experience

### Objective

- Appreciation for own work and the work of others.
- Respect for different ideas.
- Integrity through honesty and commitment to learning by showing self –management skills.

### Understanding Academic Honesty

Understanding academic honesty is essential to effective learning and teaching. With increased access to information through technological innovation, and ideas about learning and how knowledge is constructed changing, it has become an increasingly important aspect

of education.

According to the IB:

*“Academic honesty must be a set of values and skills that promote personal honesty and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills”.*

*MYP: From principles into practice (September 2014)*

Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (*IB learner profile in review: Report and recommendation (April 2013), page 21*)

For our students, this means:

- when you say you completed the work yourself, you completed it yourself. You did not copy from another student, get a friend or family member or the internet to do it for you.
- when you work in pairs or in a group to share ideas on a common project, otherwise known as collaboration, you do your best to avoid others doing the work and copying that work. This is **collusion** and should be avoided at all costs.
- when you take an idea or even some information from another person’s work, whether it is from a book or journal, the internet, or any outside source, you must reference that source openly and accurately.

### What is Academic Dishonesty?

At AIA, we have a zero-tolerance policy towards academic dishonesty. Academic dishonesty is an action of deceit towards AIA and towards one’s self. In order to be true to the values that our institution dictates, we expect our students to have the honesty and the discipline to do what is right for their own learning and to promote healthy learning at our school.

Academic dishonesty and malpractice consist of any deliberate attempt to falsify, fabricate, or otherwise tamper with data, information, records, or any other material that is relevant to the student’s participation in school.

### Terms

**Malpractice** - behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes but it is not limited to plagiarism, collusion, duplication of work, cheating and falsifying data/work.

**Plagiarism** - this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

**Collusion** - supporting the malpractice by another student or assisting another student’s academic dishonesty

**Cheating** - the use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment or other project

**Fabrication** - the creation of false data or citations

**Sabotage** - deliberately destroying or ruining a piece of work done by another student as is

destroying property of the School.

**Duplication of work** - using the same work for more than one course Students are expected to produce original work for each course of study.

### What is the difference between collaboration and collusion?

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, even though it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each student's own words and cannot therefore be the same as another student's. Working together is collaboration. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is academic misconduct and will be penalized.

### Our Expectations

In AIA, Academic honesty is an assessed strand appearing in all eight MYP subject groups and it is developed across both the PYP and the MYP curriculum as part of developing students' Approaches to Learning (ATL) skills.

#### The role of the students:

- Understand what constitutes academic honesty and academic misconduct.
- Know how to conduct research and acknowledge sources.
- Complete all assigned activities and assessments with honor, avoid cheating, lying, and stealing or any other behavior that may be considered dishonest.
- Take full responsibility for their learning and actions, understand the need to respect all forms of student work in the PYP and MYP as well as forms of written and creative expression that are protected by law. This includes works of literature, art, or music.
- Be principled, work with honesty and with a strong sense of fairness, justice, and respect.
- Make reasoned ethical decisions and applying thinking skills critically and creatively to solve problems while understanding the concept of intellectual property rights such as patents, trademarks, registered designs, copyrights, etc.
- Understand AIA's Academic Honesty Policy and any guidelines that may be set by teachers when working on assessments and the PYP Exhibition and MYP Projects (Community and Personal).

#### The role of the teachers:

- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.
- Discuss the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”.
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct.

#### The role of administrators (Academic coordinators or SLT member):

- Ensure that the school's academic honesty policy is aligned with IB expectations and

undergoes a periodic review.

- Ensure that teachers, candidates, and legal guardians are aware of IB requirements concerning academic honesty through scheduled information sessions.
- Agree with teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Administer fair and consistent consequences on breach of expectations.
- Ensure candidates and invigilators are provided with relevant information about examination regulations and maintaining absolute honesty in examination administration.
- Demonstrate in all their activities, the principles outlined in the Academic Honesty Policy.

#### **The role of the Principal / Vice-Principal:**

- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's academic honesty policy.
- Share with the school community the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences if they engage in academic misconduct.

#### **The role of parents:**

- Read the content and understand the significance of the School's Academic Honesty Policy and record their acknowledgement of this.
- To develop a sense of academic honesty in their child and to support the school staff in developing a sense of responsibility in their child to become principled.
- To guide their child to an extent rather than helping beyond limit.
- To always ensure and encourage their child to present authentic work by monitoring and supervising, when necessary, the progress of assignments, summative assessments, coursework portfolio and projects
- To encourage their child to acknowledge all the sources referred to for the completion of the work.
- Trust and supporting the consequences that may follow a breach of the expectations outlined in the Policy

#### **Consequences of Malpractice**

If a student at AIA is found to have failed in following any of the guidelines of this document, one or more of the following procedures may be applied:

- A meeting will be held with the relevant subject teacher, and parent/guardian of the student.
- The relevant Academic Coordinator will determine the severity of the offence and implement an appropriate response. At all times, information on consequences will be communicated to parents.
- Students found to have committed plagiarism will be put on academic probation for a defined period. Progress of the student in the area of concern will be monitored and feedback provided to parents.
- Students found to have gained credit through dishonest academic behaviour will have consequences applied to them according to the severity of the offence. Offences of a more serious nature, such as theft or examination malpractice

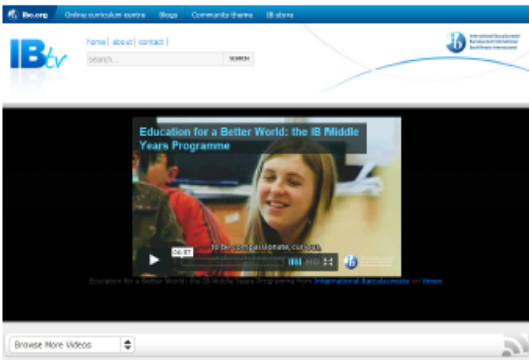
may result in a range of consequences, from disqualification from the exam to expulsion.

- IB regulations will apply to all students being entered for assessments, including e-Portfolios and MYP Projects, under the relevant governing board.

## Conventions for citation

AIA encourages students to follow the Harvard convention for citation. A detailed explanation of how to use this format is provided at <https://www.mendeley.com/guides/harvard-citation-guide>. All students will be taught to cite correctly in Harvard format through collaboration between the library and their subject classes.

## Examples of Effective Citing and Referencing:

		Citing an online video clip	Source material
Quotation	Author	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” ( <i>Education for a Better World</i> ).	 <p>The screenshot shows a video player interface. At the top, there's a navigation bar with 'IB.org' and 'Online resources centre'. Below that, the video title is 'Education for a Better World: the IB Middle Years Programme'. The video content shows a young woman with blonde hair smiling and speaking. The player controls at the bottom include a play button, progress bar, and volume icon.</p>
	Author-date	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (IB 2010).	
	Numbered footnote	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded”. <sup>3</sup> <sup>3</sup> IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). <a href="http://blogs.ibo.org/ibtv/?p=327">http://blogs.ibo.org/ibtv/?p=327</a> . Accessed 30 November 2013.	
Paraphrase	Author	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers ( <i>Education for a Better World</i> ).	<p><b>Reference:</b> IB (International Baccalaureate). May 2010. <i>Education for a Better World: the IB Middle Years Programme</i> (video). <a href="http://blogs.ibo.org/ibtv/?p=327">http://blogs.ibo.org/ibtv/?p=327</a>. Accessed 30 November 2013.</p>
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		Citing printed sources	Source material
Quotation	Author	Carroll points out that "deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others' work through plagiarism or collusion" (2).	<p><i>Some attempts to gain unfair advantages involve deliberate breaches of the rules. Learners who take devices into examinations, gain unauthorized access to assessment questions, or who hire an impersonator are clearly being dishonest. Because of developments in communication technology, smaller devices can be smuggled in to examination rooms, impersonators are easier to recruit, and hacked questions are more easily available. However, deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others' work through plagiarism or collusion. In these cases, determining whether a learner has acted dishonestly is much more problematic and the role of technology and networked communications in encouraging misuse is also more complex.</i></p> <p><b>Reference:</b> Carroll, J. July 2012. <i>Academic honesty in the IB</i>. IB Position Paper. <a href="http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf">http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf</a>.</p>
	Author-date	Carroll reminds us that "deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others' work through plagiarism or collusion" (2012: 2).	
	Numbered footnote	As Carroll has noted, "deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others' work through plagiarism or collusion". <sup>1</sup> <sup>1</sup> Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. <a href="http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf">http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf</a> . P. 2.	
Paraphrase	Author	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy (Carroll 2).	
	Author-date	Carroll (2012: 2) notes that while some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy.	
	Numbered footnote	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. <sup>1</sup> <sup>1</sup> Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. <a href="http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf">http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf</a> . P. 2.	

		Citing non-printed electronic sources	Source material
Quotation	Author	In declaring that ability to read is "a vital survival skill", Royce points out that, "when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important".	<p><i>Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.</i></p> <p><b>Reference:</b> Royce, J. 1995. <i>Reading Matters: Words, words, words...</i> <a href="http://read2live.info/read2.htm">http://read2live.info/read2.htm</a>. Accessed 30 November 2013.</p>
	Author-date	Royce, suggesting that ability to read is "a vital survival skill", added, "when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important" (1995).	
	Numbered footnote	In declaring that ability to read is "a vital survival skill", Royce points out that, "when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important". <sup>2</sup> <sup>2</sup> Royce, J. 1995. <i>Reading matters: Words, words, words...</i> <a href="http://read2live.info/read2.htm">http://read2live.info/read2.htm</a> . Accessed 30 November 2013.	
Paraphrase	Author	As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.	
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## Acknowledgement of AIA's Academic Honesty Policy

1. By signing this document, I fully acknowledge and declare that I have read and understand AIA's policy on Academic Honesty.
2. I understand that it is my responsibility to ensure all work submitted is of my own and not the entire or partial work of another/others.
3. I agree to abide by the guidelines set above and will use proper citations, both in-text and as part of the Works Cited section.
4. I have read and understood the document on Effective Citing and referencing

Student Name:

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Student Signature:

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Parent Signature:

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**Review:** August 2021

**Next Review:** August 2022

## References and resources:

- Academic honesty in the IB educational context, 2014
- Academic honesty – principles to practice Dr. Celina Garza – IB Academic honesty manager IB Assessment Centre – Cardiff
- Guide to school authorization: Middle Years Programme (March 2016 update). Published by IBO
- MYP: From principles into practice (September 2014 update). Published by IBO
- MYP Projects Guide (March 2016 update). Published by IBO
- MYP Sciences Guide (September 2015 update) Published by IBO
- Effective Citing and Referencing (Published August 2014). Published by IBO