

# Yusr International School

## Academic Integrity Policy 2021-2022

## Academic Honesty Policy

In order to implement the IB philosophy, Yusr International Schools (YIS) encourage students to inquire and think critically and creatively. Students demonstrate principles of academic honesty as part and parcel of their involvement in the MYP in order to help them talk and write about their learning experience and understand how their ideas and views were built. Therefore, we encourage our students to be:

- ✓ Inquirers
- ✓ Knowledgeable
- ✓ Thinkers
- ✓ Communicators
- ✓ Principled
- ✓ Open-minded
- ✓ Caring
- ✓ Risk-takers
- ✓ Balanced
- ✓ Reflective

YIS, in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of **the International Baccalaureate Mission**:

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 school 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, strive to be principled, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Overview of Academic Integrity

As part of the Yusr International School's educational goal to award reliable, fair and recognized outcomes for our students through valid assessments, this policy has been created to ensure a common understanding of the IB's academic integrity principle. The entire school community is responsible to practice and preach Academic integrity. This includes being principled which is one of the attributes of IB learner profile as well. One

must act with integrity and honesty and should possess a sense of fairness, justice and respect for the dignity of the individual, groups and communities.

An education system can be considered effective if its recipients learn and develop the skills needed to face life beyond the classroom. We believe the assessments can only be trusted and recognized if they are a true and genuine reflection of the personal level of achievement of a student and are carried out legitimately, under equal and comparable conditions. If the assessment process is distorted by dishonest acts, the validity of the entire learning process is threatened.

We promote academic integrity and ensure that all members of the school community support the principles regardless of whether its an act of student's academic misconduct or school maladministration, is intentional or accidental. Further, a feeling of distrust and discontent can develop among members of the school community and other end-users of the endorsed grades or qualifications who may lose confidence. Hence our school approaches the steps of implementing the academic integrity policy at PYP and MYP as per the age appropriate methodologies.

### **Objectives of Academic Integrity Policy**

This academic integrity policy is a working document developed by all stakeholders across the programmes offered at our school (IB PYP and IB MYP ). The policy is consistent with the set forth principles and practices of the IB. This document outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals. The Academic integrity policy document endeavours to consolidate philosophy and beliefs at Yusr International School regarding academic misconduct and procedure to deal with such cases. This policy is intended to provide an overview and guiding principles for students', facilitators and all other stakeholders to ensure that academic integrity is maintained in the teaching and learning process and their responsibility for producing authentic and genuine individual and group work. It guides how to correctly attribute sources, acknowledging the work and ideas of others, the responsible use of information and digital technology and social media and how to observe and adhere to ethical and honest practices during assessments.

By making our commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the IB community so that they can present:

- Best practices in the management, execution and implementation of academic integrity.
- A point of reference where issues of academic integrity can be discussed, researched, progressed and shared with the wider learning community.
- To provide a platform for academics across all sectors to investigate, exchange, develop, collaborate and access resources in the field of academic integrity.

This policy also documents how the academic team manages incidents of students' academic misconduct , ensuring confidence is maintained among students, parents, school and other stakeholders in the value and credibility as per IB guidelines.

### **Implementing the Academic Integrity Policy across all Programmes**

At Yusr International School, Academic integrity is a part of the “ethical culture” which is embraced and fostered by the entire school community. Facilitators supporting students in their learning should understand their own pivotal role in developing the approaches to learning and reinforcing the principle of academic integrity through all teaching, learning and assessment practices Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessments of all kinds . It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and taught skills. During the learning journey, students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future.

### **Academic Integrity in MYP**

Academic integrity is the responsibility of all MYP schools, facilitators and students in IB programmes and must be developed across the curriculum as part of school’s approaches to learning. As students gain experience they can be taught a range of academic integrity practices so that by the time they appear for / submit externally validated assessment in the MYP, they have well-developed skills and can avoid perils. Whenever possible the topic must be addressed with a positive perspective, being emphatic about the benefits of properly conducted academic research and a respect for the integrity of all forms of student work in the MYP. All MYP students of all grades are informed of the methodologies of effective referencing and citing as per the IB guidelines through an orientation program in the beginning of the academic year. The school librarian plays an active role in this orientation event in collaboration with MYP facilitators and MYPC. MYP students should learn key ATL skills such as citing and referencing, and be given opportunities to make mistakes and learn from them so that they are well prepared for further studies after the MYP. At Yusr International School, we emphasize the students to practice the MLA citations -version 8, from grade 6 to 10 and use it effectively while acknowledging the sources.

All the MYP students are required to sign an honour pledge before attempting the assessments.

### **Honour’s Pledge**

**As a student at Yusr International School, I hereby pledge to uphold Academic Integrity while attempting the assessment.**

**Student’s Signature:** \_\_\_\_\_

## Effective Citing and Referencing for MLA

At Yusr International School, we recommend the students at all three programs to abide the MLA format and citation All MLA Styles and Citations follow the similar order shown below while referencing

### 1. For textbooks

- Author -Last & First Name
- Title ● Publisher + Place
- Year of Publication
- Page Numbers
- Media - Print

### 2. For Website References

- Author -Last & First Name
- Title ● Publisher + Website URL
- Year of Uploading
- Date of Access
- Media - Website

### 3. Online Journal Article - MLA

- Author
- Title of the Article
- Name of the Journal
- Volume No - Issue No
- Publisher
- Year of Publication
- Website Link / URL
- Date of Access
- Media - Website

### 4. Popular –MLA – Magazine Article

- Author
- Article Title

- Magazine Name
- Date & Year and Page Number
- Publisher + Place and Media – Print

### **Types of Academic Misconduct**

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

**Following are types of academic misconducts :**

**Plagiarism:** This is defined as the representation of the ideas or work of another person as the candidate's own without appropriate acknowledgment of the author or source.

**Examples of Plagiarism:**

- Copying directly (or allowing to be copied) paragraphs sentences or significance of a sentence.
- Copying ideas, concepts, research results, statistical tables, computer programs, designs, images, sounds or text or any combination of these.
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained
- Relying on a specific idea or interpretation that is not one's own work without identifying whose idea or interpretation it is.
- Cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work.
- Presenting as independent work done in collaboration with other people.
- Submitting as one's own all/or part of another Student's original work.
- Preparing an original and correctly referenced assignment and submitting part or/all of the assignment twice for separate subjects or marks.
- Cheating in an exam either by copying from other Students or by using unauthorized notes or aids.

**Collusion:**

- This is defined as supporting malpractice by another candidate, which includes the following - allowing one's work to be copied/submitted for assessment by another - allowing someone to copy your assignments or volunteer to assist them to copy.

- Collusion is absolutely different from collaboration. To build better conceptual understanding many collaborative tasks are given to students however collaboration is when two or more students work together on an assigned task or when one student is helping another to understand what has to be done and /or how to go about doing an assignment but not doing it for them.

**- Example of legitimate collaboration**

➤ A group of students working together on a group assignment in any subject. As a group task, all of the students working in the group claim ownership of the assignment.

**- Examples of unacceptable collusion:**

➤ A group of students working together on an assigned investigation task. As per task clarification, each student will contribute to the group task involving investigation, however, will submit their work individually with their own analysis and evaluation. Two of the students submit their investigation reports with very similar or identical results tables, analysis and evaluation.

➤ labelling your partner's work in group activities as your own. In such cases, the partner is also guilty of collusion.

**Duplication of work:**

- This is defined as a presentation of the same work for different assessment components at all levels.
- Submission of an old project done by you or someone else.
- Usage of the same piece of work for the same assessment.

**Other practices:**

- Candidates themselves must bear the consequences if they submit any work that is not their own, regardless of whether the plagiarism was unintentional or deliberate.
- The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged.
- Any other behavior which gains an unfair advantage for a candidate or which affects the assessment results of another candidate (for example, taking unauthorized material into an assessment room, misconduct during an assessment.
- Disclosure or receipt of confidential information about assessments, obtaining unauthorized access to assessment material.
- Use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component.
- Disruptive behavior in the assessment room, failure to abide by the instructions of an invigilator.

- Impersonation of another person or forgery of their signature, failure to abide by the conditions of supervision designed to maintain the security of the assessments.
- Inclusion of offensive or obscene material in scripts or coursework) also constitutes malpractice.
- Bribes, Favors, and Threats: Students may not bribe, offer favors to, or threaten anyone with the purpose of affecting a grade or the evaluation of academic performance.

### **Academic Integrity Monitoring Process**

- ***What to be checked?***

1. All assessments. (Quizzes, Mid-Term Exams, Final Exams, GRASPS)
2. Homework
3. Research
4. Projects

- ***When will the students' work be checked?***

Teachers need to check students' work immediately after they submit their assignments using Google's paid feature, ***Turn on originality reports***, a tool that we paid for in our Enterprise Subscription of Google for Education. Please use the following link for more information:

[Google Turn on Originality Report](#)

- ***What should teachers do when they suspect Academic dishonesty?***

If a teacher has reason to believe that academic dishonesty has occurred, the following steps will be taken.

- The teacher will investigate the suspected malpractice.
- The teacher will communicate the outcome of his/her investigation to the Administration.

If the teacher and school administration are in agreement that malpractice has occurred, then the student will receive no credit for the assignment in question and the student will receive a disciplinary referral to the office. The teacher and the administrator will discuss appropriate consequences for the student.

- ***Levels of Consequences for Academic Misconduct***

#### **First Instance consequences**

- Assignment/Assessment not graded
- Addressed by the subject Facilitator and MYP Coordinator
- A note in the school handbook / an email sent to parents of the student's informing them about the academic misconduct and the consequences of the same.



- Re-do assignment
- Student reflection on his academic misconduct
- Subject facilitator to document the reflection and share with the home room facilitator

### **Second Instance Consequences**

- Assignment/Assessment not graded
- Notified to the Dean of Academics.
- To be jointly addressed by subject facilitator, MYP Coordinator and the Dean of Academics.
- Verification of malpractice brought to attention
- Redo assignment
- A note in the school handbook / an email sent to parents of the student's informing them about the academic misconduct and the consequences of the same.
- One day in school suspension will be applicable.
- Counseling or remedial recommendation for the student along with inclusion manager/subject facilitator. A written record of the same will be maintained

### **Third Instance consequences**

- Face to face meeting with the Dean of Academics, MYP Coordinator, Homeroom Facilitator and Parents.
- Assignment not graded ● Redo assignment
- A letter will be issued stating the malpractice done and the consequence to be faced.
- Written Declaration by student and parent
- Three Day in school suspension will be applicable

## **Roles and Responsibilities of Pedagogical Leadership Team**

### **The role of the Academic Manager**

- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Provide facilitators with effective training opportunities to understand and execute academic integrity in the teaching learning process.
- Ensure facilitators and students adhere to the school's academic integrity policy and take strict measures in case of its breach in any kind or shape.
- Share with all stakeholders about the aims of the academic integrity policy in school.

- Ensure everybody understands academic integrity and consequences for IB students if they engage in academic misconduct.

#### **The role of the Programme Coordinator**

- Provide facilitators with required guidance to follow the academic integrity guidelines as laid by IB.
- Ensure that facilitators and students are aware of IB requirements concerning academic integrity.
- Agree with facilitators on formulation of an internal calendar of all target dates for the receipt/submission of assessment.
- Ensure candidates that invigilators are provided with relevant information about assessment regulations-internal /external

#### **The role of the Facilitators**

- Facilitators are expected to provide candidates with convention for acknowledging all sources.
- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted, using MLA.
- Discuss the benefits of submitting assignments that are correctly referenced.
- 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.
- Understand what constitutes academic integrity and an authentic piece of work.
- Make students aware of what constitutes academic misconduct in their respective classes and how it undermines the learning process.
- Make students aware of the different levels of consequences of academic misconduct.
- Be vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- It will be mandatory for all MYP facilitators to confirm in writing (on the cover sheet of the internal assessment sent for external moderation) that to the best of their knowledge, the work submitted by a student is their original work.

#### **The role of the Assessment Committee**

- Embedding the policy into the school structure, effectively is the primary task of this assessment committee for implementing the academic integrity policy.
- Approaching academic integrity as a standalone issue and will achieve a lasting effect on the grounds of holistic in nature.

- This assessment committee along with the librarian will ensure that all facilitators have the same level of understanding of academic integrity as a first step to ensuring their engagement and commitment.
- This committee will also avoid unwanted differences in understanding, which in turn can lead to inconsistencies in the teaching strategies and unwanted repercussions for the students.
- On this line of thought when a new teacher joins the school then the assessment committee and the librarian will offer them sufficient training opportunities.
- This area of mandatory training will be promoted as an integral part of the professional development of all facilitators.

### **The role of the School Librarian**

- The school librarian instructs the students periodically - once in a month - on effective referencing aligned with YIS and IB guidelines to adhere with the academic honesty and obeying the school policy on academic integrity.
- He/She guides and trains the students on the use of MLA citations.
- Librarian collaborates with the programme coordinators and the facilitators while supporting the students doing citations for their research work.
- Librarian ensures that all MYP students understand the basic meaning and significance of concepts that relate to academic integrity, especially intellectual property and authenticity of work.
- He/She also ensures that all MYP students submit an undertaking of Academic Integrity Policy form duly signed by the student and the parents that they abide by the rules of Academic Integrity Policy.

### **Integrating Academic Integrity Policy with other school policies**

This policy is a working document and is actively linked with the other policies of the school which include admission policy, assessment policy, language policy, inclusion policy and IT policy.

### **Admission Policy**

Students applying for admission at Yusr International school, are expected to appear for an entrance assessment. Students are expected to be academically honest. It is the responsibility of the Admissions Team to make sure students attempt entrance assessments in the assessment room under proper invigilation so as to make sure no academic misconduct takes place.

### **Assessment Policy:**

Academic Integrity policy aims at making our APPENDIX 1  
aware of the types of misconduct and their level of consequences. It is aligned with our school assessment policy so that the

students are aware of Dos' and Don'ts during the assessment process to keep away from the subsequent consequences. In case of MYP, students are made to undertake an academic integrity pledge as a declaration of refraining themselves from using any kind of unfair means or practices during the course of assessment. During the submission of the assessments tasks, students are required 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 etc.)

#### **Language Policy:**

During the language learning process, students are encouraged to support their articles, written assignments, essays etc. with correct references and bibliography. Facilitators & librarian promote the usage of MLA 8 for all the citations required.

#### **Inclusion Policy:**

At Yusr International School, Pune we understand that every child is unique and special, we encourage children with different learning needs to be part of our school. All Students studying in inclusive classrooms are expected to know the importance of academic integrity policy, types of misconduct and the levels of consequences associated with it.

#### **Communicating the policy**

This policy is available for viewing on the school website. All stakeholders are free to send in suggestions for the policy to [amjad-saifan@yusr.edu.sa](mailto:amjad-saifan@yusr.edu.sa).

#### **Reviewing the policy**

The school shall review the policy once a year to keep up with changes in the requirements of students and the perceived effectiveness of the policy. This policy shall be reviewed prior to the start of each new academic session where the steering committee of this policy comes together and takes reflection upon the last academic year and suggests and makes changes for the benefit of all the stakeholders.

The Academic integrity policy committee comprises of Facilitators, Coordinators across programmes, Academic Manager & Directors. It is the responsibility of the committee to oversee the procedures needed to develop and implement the respective policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involving. The decision taken by the trust/society would be final and binding upon all. All the relevant IB publications and developments are taken into consideration.

## APPENDIX 1

### ACADEMIC INTEGRITY DECLARATION FORM

Yusr International School, Pune aims to promote the authentic and independent work presented by the student.

Any Instance of academic misconduct such as plagiarism or duplication of work thwarts the value of independent work done by you and your peers. Therefore, plagiarism and all other forms of academic misconduct, practiced in or outside the classroom, home reinforcements, research assignments and assessments are not considered to be a part of good practices which can lead to repercussions. All instances of academic misconduct will be addressed according to the school's academic integrity policy.

I pledge to abide by all school, departmental and course policies on academic integrity.

Student Name: \_\_\_\_\_ Programme \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Sources

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