

Academic Honesty Policy

Tripada Singapore Internationalé School (TSI)



Mission

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.

TSI Mission Statement

To lead the cosmic environment where each learner is an entrepreneur, innovator and able to lead differences with balanced approaches promoting internationalism for a

One World, One Family

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Tripada at a Glance

Tripada is a renowned name in the field of education catering to more than five thousand students, with its different schools, for past fifty years. TSI is the first proposed IB candidate school in Gandhinagar, with a vision to have all the programmes: IBDP, MYP and PYP.

Objective

The school's concern to promote academic honesty is in full accord with TSI's mission and vision and the attributes of International Baccalaureate learner profile.

- Promote a life governed by values and personal integrity in teaching, learning and assessment.

Defining Concepts

Academic honesty brings transparency, fairness and consistency in school's procedures. It is based on the assumption that the work a student submits to a teacher is his or her own.

Academic honesty is much more than not passing off the work of others as your own. According to the IB Handbook of Procedures for the Diploma Programme, it is "a set of values that promote personal integrity and good practice in teaching, learning and assessment".

Following the Handbook quoted above, malpractice, or lack of academic honesty, includes:

- **Collusion** - where more than one person has contributed to an assignment which should be the student's own work
- **Plagiarism** - where the student attempts to pass off the ideas of someone else as their own, instead of acknowledging sources in the recognized way
- **Duplicating** work to fulfill the requirements of one of more component
- **Fabricating** data for an assignment
- **Exam Cheating-**
 - Taking unauthorized material into an exam room
 - Disrupting an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
 - Exchanging, supporting, or attempting to support the passing on of information that is or could be related to the examination
 - Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
 - Impersonating another candidate
 - Stealing examination papers
 - Disclosing or discussing the content of an exam paper with a person outside the immediate school community within 24 hours after the examination

Role of stakeholders (Coordinators, Teachers, students and parents)

1. Role of teachers

1.1 Awareness

All subject areas contribute to the development of academic honesty. Teachers should explain what this policy means to students in the specific terms of the work that they are asking students to produce. Each teacher is responsible for developing the skills necessary to complete the assigned summative task.

Needed skills may include, but are not limited to:

- conducting research
- presenting research findings
- acknowledging sources through the use of citations
- working cooperatively in group
- establishing timelines so work can be proof-read and edited by knowledgeable sources
- prior to the assessment submission deadline
- using information technology and library resources responsibly

These skills can be promoted in a variety of ways, including, but not limited to:

- direct instruction of research steps and citation procedures
- thorough assessment explanations, including preferred citation formats
- informal reminders
- list of conventions for acknowledging sources

1.2 Detection and Reporting

Since teachers are responsible for administering their own assessments, they are also responsible for detecting and reporting incidences of academic dishonesty. Upon evaluating each student's assessment, teachers need to pay close attention to any work that seems misaligned with the level of that particular student. When academic dishonesty is detected by a teacher, he/she should report the issue to the DP coordinator and provide adequate evidence of the malpractice. After the teacher has discussed the evidence with the coordinator, the teacher has completed his/her reporting responsibilities.

1.3 Following Policy

Teachers should also model good practice and be vigilant in addressing all instances of malpractice in a timely manner.

2. Role of Parents

Parents are expected to support TSI's Academic Honesty Policy. Therefore, it is expected from them to :

- attend the orientation to understand the academic honesty policy.
- attend meetings to discuss the academic honesty of their students.
- encourage academic honesty by helping students understand the expectations, thereby preventing malpractice.

3. Role of Students

Students should :

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

4. Role of Coordinators

Coordinators should:

- ensure that academic honesty and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible.
- investigate any suspected breaches of the standard in an open and fair way.
- put recommendations to the principal in clear and reasoned manner.

5. Role of the Head of School (in consultation with relevant coordinator)

Head of the school should

- decide each case on its merits
- should communicate his or her decision clearly to all of those concerned with reasons for any findings.

Consequences of Academic Dishonesty

- Students will receive a “zero” or “no credit” for an assignment attempted or completed through cheating.
- At the discretion of the teacher, the student may be required to complete the assignment (or an equivalent) for reduced credit.
- Depending on the student’s history of misconduct, its intent, or its severity, other action may be taken, including detention or suspension.
- In especially serious cases or for second offenses, students who cheat may be dropped from the school at the discretion of the administration.

Please Note:

- The policy has been made by keeping in mind the IB guidelines
- The policy was discussed and drafted with other educators and the coordinators of the school
- The policy has been reviewed by the Academic Director
- The policy has been concluded and compiled by the Head of the school and DP Coordinator
- The policy was drafted in (August 2016)
- The changes has been made in (September 2017)

Bibliography:

- Handbook of procedures for the Diploma Programme
- Academic Honesty in IB educational context
- Academic Honesty: Guidance for school
- Academic honesty policy- UNIS
- Academic honesty policy- European Gymnasium

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Declaration

I confirm that I have read, understand and agree to abide by the Tripada Singapore Internationale School's Academic Honesty Policy.

Student's name:

Signature:

Date: