

INTRODUCTION

‘The mission of PHIS is to challenge and enable students to reach their individual potential in mind, body and spirit while building responsible global citizens’.

AIM

- 1) To encourage the importance of academic honesty throughout the school
- 2) Enhance the awareness of various aspects of Academic honesty.
- 3) To recognize and acknowledge the contributions of others in your work.

UNDERLYING PRINCIPLE

Plagiarism, collusion or malpractice violates the rights of the author whose work is used without acknowledgement and gives the student who plagiarizes an unfair advantage over other students.

Pledge Harbor International School follows defined learner profiles for our students. As such, honesty is a core value of the school and our Academic Honesty Policy has been established in accordance with IB publications. A PHIS learner will develop knowledge by habitually creating work through and legal practices. Additionally, the PHIS learner who complies with this policy will develop a respect for research and appreciate how research enrich knowledge.

The International Baccalaureate has certain clear guidelines and expectations on academic honesty. PHIS aspire to develop “principled” students, where students attempt to “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.”

(IB Learner Profile)

ACADEMIC INTEGRITY:

The definition of integrity is ‘adherence to moral and ethical principles; soundness of moral character; honest’.

(Source: *dictionary.com*)

DEFINITION OF MALPRACTICES

IB Diploma Programme defines malpractice as a behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Source: <http://occ.ibo.org/ibis/occ/spec/malpr.cfm?subject=malpr>

- Plagiarism - is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. (Source: *New Plagiarism definition, Academic honesty – Principles into practice, Celina Garza. Page 5*)
- Collusion - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- Duplication of work - the presentation of the same work for different assessment components and/or IB diploma requirements.
- Intellectual Propriety: a legal concept referring to copyright laws, patents and any legal rights.
- Authenticity: an authentic piece of work is based on the student’s individual and original ideas. Any work or ideas of others should be clearly and appropriately acknowledged. All work is in the student’s OWN words, unless otherwise acknowledged or referenced correctly.
- Malpractice vs. Academic misconduct: The IB Organization defines malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. On the other hand, The IB organization defines academic misconduct as behavior (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. (Source: *Malpractice vs. Academic misconduct, Academic honesty – Principles into practice, Celina Garza. Page 4*)

Source: <http://occ.ibo.org/ibis/occ/spec/malpr.cfm?subject=malpr>

PLAGIARISM CAN BE FURTHER ELABORATED TO INCLUDE

- Submission of unacknowledged work, ideas and use of pictures from various sources.
- Submitting purchased papers as one's own.
- Submitting papers from the Internet written by someone else as one's own.
- Submitting or Portraying any form of art, Music and/performance of other people claiming as their own.

However, there are other ways in which a candidate may be in breach of regulations. For example, a candidate may:

- duplicate work to meet the requirements of more than one assessment component
- fabricate data for an assignment
- Carrying unauthorized material in the examination room
- disrupt an examination by an act of misconduct, such as distracting other candidates or creating a disturbance
- exchange, support, or attempt to support the passing on of information that is, or could be, related to the examination
- fail to comply with the instructions of invigilators or other staff member of the school responsible for the conducting examination
- impersonate another candidate
- stealing examination papers
- disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

(Source: Handbook of procedure IBO 2015)

HOW TO AVOID MALPRACTICES?

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
- Use a style of referencing that is appropriate for the subject.

Source: <http://occ.ibo.org/ibis/occ/spec/malpr.cfm?subject=malpr>

APPROACHES TO PREVENT PLAGIARISM AND PROMOTE ACADEMIC HONESTY IN PHIS

This will be the responsibility of all teachers, staff, management and students. The concepts and definitions will be shared and discussed with students before inculcating the skills required to promote academic honesty. An expert will exclusively will guide students regularly on academic honesty policy. This will be reinforced in each year thereafter (at the beginning of the year or whenever required). This will also be shared with all parents from class V onwards.

1. **In class III and IV**, the concept of plagiarism will be discussed clearly. They will learn to acknowledge the name of the source material and its author.
2. **In class V**, the students will learn to acknowledge the name of the source material and its author, year of publication, and the pages of the sources that they use for projects and reports.
3. **In Class VI**, the students will learn to write a proper bibliography citing books, magazines and websites including the date of accession. The difference between websites and search engines will be discussed clearly by providing concrete examples.
4. **In class VII**, the students will continue to properly reference source material including books, websites and magazines for projects and book reviews. They will also learn the difference between direct and indirect quotations and how to cite them correctly.
5. **In class VIII**, the students will learn to paraphrase and start using quotation marks. They should be familiar with the proper referencing system in acknowledging the different sources. This will be reinforced throughout the year and acknowledged in the report cards.
6. **In class IX**, the students will appreciate the art of using quotations and writing a proper bibliography.
7. Proper orientation will be conducted prior to the implementation of IBMYP.
8. A workshop will be conducted by the Librarian to all new students. This will expose them in using the Modern Language Association [MLA] style of citation.

9. The certificates and referencing workshops will happen prior to the Personal Project/Extended Essay workshop during the first year of the course.
10. The concept of plagiarism will be constantly reinforced by all teachers in any forms of assignments or projects.
11. The PHIS members will always acknowledge the contributions of other people in any displayed work inside the school premises.
12. Downloading or buying pirated software, films, books, CDs or DVDs is strictly prohibited in the PHIS community.
13. The HOS / Dept. Chairs / IB Coordinators (PYP/MYP/DP) / teachers will closely monitor the dissemination and implementation of the policy.
14. The school handbook will clearly specify the academic policy that will be handed to all parents;
 - a. during admission,
 - b. orientation at the beginning of the academic year.Both students and parents will sign an anti-plagiarism agreement imposed by the school.
15. All internal assignments will undergo a plagiarism check by registering the assignment under “turnitin.com” or “plagiarism.com” in the Academic Co-coordinator’s office. The school will subscribe to this site every academic year.
16. The school’s access to “turnitin.com” will be limited to the IB coordinators and HOS only.

ROLES OF STUDENT

While writing a research paper, giving credit to other sources of information is of utmost importance and requirement. In submitting any assignment, a student will be held responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly appreciated and recognized. Being a student of PHIS, it is very important to be familiar with the standard procedures in recognizing the work of another author.

Students are expected:

1. To mention the source of the material whether it is copied or reproduced. Here, the word “material” represents any sentence(s), paragraph(s), graph(s), statistics, chart(s), phrase(s), quotations, image(s) or any other information. Again, “source” means any printed media (e.g. books, newspaper, magazines, and journals) or any electronic media (e.g. websites, PDF file, spreadsheet, word file).
2. To give credits for any idea that is not his/her.
3. To comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.
(Source: 3.4 IBO Academic Honesty Policy)
4. To acknowledge the work of others in their work under any circumstances.
5. To be well prepared for their assigned work by planning ahead, taking proper notes and reading the relevant materials thoroughly. This will help the students to avoid deferment and will prevent plagiarism.

Work with no acknowledgement is considered as plagiarized.

APPROACHES TO LEARNING

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum and help them “learn how to learn”. The ATL skills are as follows.

- Self-management
- Social
- Communication
- Thinking
- Research

Approaches to teaching are equally important in developing learning abilities. These are as follows.

- Inquiry-based
- Conceptually driven
- Contextualized
- Collaborative
- Differentiated
- Informed by assessment

(Source: Academic Honesty in IB Educational Context 2014)

EXAMPLE OF A MYP/DP SCENARIO

Activity	PowerPoint Presentation
MYP/DP assessment task	Business Management
Scenario	<p>A MYP/DP student is planning to present his findings and recommendations from a research. This student used various sources for his research, i.e., internet, newspaper, websites and business publications</p> <p>After the presentation, the teacher found that the student didn't mention any sources that he used for his research. Then the teacher suggests the student different ways through which he can acknowledge the sources.</p>

ROLES OF TEACHER

At PHIS, teachers are responsible for guiding and supporting students about academic honesty policy. The guides will be ensuring that all submitted work by the students for assessment is genuine. Teachers of PHIS are also expected to:

1. To promote academic honesty policy.
2. To agree with expectations of academic honesty policy.
3. Detect any plagiarism, collusion or duplication of work. *(Source: 3.3 IBO Academic Honesty Policy)*
4. Support and act on the school's policy on good academic practice and provide candidates with advice whenever necessary,
(Source: 3.3 IBO Academic Honesty Policy),
3. Give specific requirements as well as written examples of proper citation of a variety of sources in their discipline area(s)
(Source: 4.13 IBO Academic Honesty Policy)
4. Give specific guidelines that encourage candidates to develop their own ideas through problem solving, comparison, precise hypothesis, analysis and other techniques. Hence, a carefully devised assignment can reduce the chances of a candidate copying material without proper citation.
(Source: 4.18 IBO Academic Honesty Policy)
5. Provide a formative assessment structure for investigative reports that includes planning, and the evaluation of sources, and reflect the need for candidates' work to be authentic. The formative assessment structure might include:
 - a carefully developed thesis / Project Work
 - the evaluation of sources
 - planning for an investigation
 - personal critique or analysis
 - evidence of higher thinking in a proposal of alternative solutions to the issue under discussion
 - in-class research assignments*(Source: 4.19 IBO Academic Honesty Policy).*
6. Take account of each student's use of the acknowledgement of sources while marking regular class and homework. A portion of the marks awarded could be available for assessing the degree to which a candidate has correctly acknowledged all sources.
7. Enforce the acknowledgement of other's work in every assignments (e.g. homework, projects etc.).
8. Guard against what might be described as "academic negligence". In other words, teachers must warn candidates about the consequences of being careless when recording sources, or displaying a cavalier disregard for the origin of material within their work.

(Source: 4.22 IBO Academic Honesty Policy).

9. Observe the same procedures and actively use the MLA bibliographic convention (or other discipline with appropriate style) when providing students with reference material. All teachers should epitomize good academic practice and act as role models.

(Source: 4.12 IBO Academic Honesty Policy).

10. Check thoroughly the work submitted by the students.
11. Ensure a document is signed by the student and by him/herself stating that there is no plagiarism found in the submitted work or assignment.
12. Report any doubt or concern regarding plagiarism or misconduct to the curriculum coordinator.
13. It is the subject teacher's responsibility to ensure that the plagiarism check has been done to all assignments.
14. The teachers must give at least one week for the IB office to generate the report. Therefore, the different subjects will stagger their timing.
15. Teachers will be expected to acknowledge the sources in their worksheets, slides, films or any type of work that will be shown or handed to the students.

PHIS staff, faculty and management also require all the work done by the students to be submitted to [turnitin.com](https://www.turnitin.com).

ROLES OF IB COORDINATOR / SCHOOL ADMINISTRATORS

The IB Coordinators (PYP/MYP/DP) must confirm that all students:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property along with the teachers.
- receive guidance on study skills, academic writing, how to conduct research and how to acknowledge the source material.
- understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination).
- know the consequences of any malpractices that may occur.

(Source: 3.2 IBO Academic Honesty Policy)

- promote good academic practice and school culture that actively encourages academic honesty.

(Source: 3.2 IBO Academic Honesty Policy)

DISCIPLINARY ACTION IN ORDER TO PROMOTE ACADEMIC HONESTY

Offence	Actions
The first offence	<ol style="list-style-type: none">1. Student will be warned about his/her misconduct2. Student will receive no marks for that assignment/work3. Subject teacher will inform the parents4. The student will undergo proper counselling with the Subject teacher.
Second offence	<ol style="list-style-type: none">1. Student will be under suspension2. Warning of an expulsion3. Student will receive no marks for that assignment/work4. Subject teacher will inform the parents
The third offence	Recommended for dismissal from school.
If any disagreement arises then the decision of the School Principal and HOS will be accepted as final.	

PENALTIES FROM IB IN CASE OF ACADEMIC DISHONESTY

Penalties are imposed on a candidate found guilty of malpractice in order to:

- ensure that the candidate does not gain an unfair advantage
- maintain the integrity of the examination session by excluding those candidates who have abused the system
- deter other candidates from taking the same action.

The committee will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence. However, the committee will take into consideration all the information presented by teachers and the coordinator in their statements on the case. This information may include mitigating circumstances.

When judging a case of alleged malpractice the committee will disregard the registration category of the candidate. If a candidate is found guilty, the aim is to penalize the candidate only for the subject in which he or she has been found guilty of malpractice. For example, if a retake candidate is guilty of malpractice in one subject the grade for that subject obtained in a previous session will be carried over to the current session and any higher grades in other retake subjects will be counted in the current session.

Work submitted by a candidate for assessment may contravene standard academic practice by failing to acknowledge the ideas or words of another person using quotation marks (or some other accepted practice). However, if there is some attempt by the candidate to acknowledge the source in the bibliography or in a footnote, the final award committee may designate a case of this type an academic infringement and not malpractice. The judgment as to whether "academic infringement" is the appropriate decision will be partly based on the quantity of text (or other media) that has been copied by the candidate.

If the final award committee decides that an academic infringement has been established, no mark will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma/MYP requirement concerned. No further penalty will be imposed and the case will not be recorded as malpractice. In such a case, the decision regarding academic infringement will be notified in accordance with section 13.1.

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. (No lesser penalty for malpractice is available to the final award committee.) In the case of a Diploma Programme/Middle Year Programme, the consequence is that no diploma/grade will be awarded or project will not be marked. However, a Diploma Programme /MYP courses results will be awarded for other subjects in which no malpractice has occurred.

If a candidate is found guilty of malpractice in his or her third attempt at achieving the diploma or improving the number of points for the diploma/MYP, the candidate will not be permitted a fourth examination session/assessment in which to achieve the diploma/MYP or improve the number of diploma points/grades.

If a candidate is found guilty of malpractice the candidate will be permitted to register for future examinations sessions/assessments in which malpractice was established, including the session that follows six months later (subject to the provisions of sections 11.7 and 11.10, and other restrictions stated in the Regulations or *Handbook of procedures for the Diploma Programme*).

If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component; no grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.

If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future session.

An IB diploma/MYP, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established. This includes the enquiry upon results service when, for example, a senior examiner may identify plagiarism in a piece of work that previously went unnoticed by the teacher or other examiner.

Although a case may not warrant a penalty against one or more candidates, on occasion a letter may be sent to the head of school on behalf of the final award committee insisting that greater care be taken to avoid a similar incident occurring again.

(Source: Offences and their penalties, IBO Academic Honesty Policy 2011)

LEGITIMATE COLLABORATION AND UNACCEPTABLE COLLUSION

Group-work lies outside the scope of the guidance on collusion, because the students are working under an academic instruction to work together on a collective output.

Source: www.ncl.ac.uk/right-cite/assets/documents/collusion.doc (Accessed October 2014)

Culture of PHIS always encourages collaborative work as an attempt to promote and maintain a dynamic and healthy learning environment for the students. Collaboration will be considered as authentic when the students work together as a team to find out a solution for a given problem or for formulating a meaningful idea. If the students deviate from the collective team work and use work from other source(s) without providing appropriate reference(s) that work will be considered as plagiarized.

PHIS STUDENT AND PARENT HANDBOOK, ACADEMIC HONESTY

AIM

- 1) To encourage the importance of academic honesty throughout the school
- 2) To recognize and acknowledge the contributions of others in your work

UNDERLYING PRINCIPLE

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(IB Learner Profile)

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This will be applicable to all teachers, staff, management and students. The concepts and definitions will be discussed with students before inculcating the skills required to promote academic honesty. This will be reinforced in each year thereafter (at the beginning of the year or whenever required). This will also be shared with all parents from class V onwards.

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- deter other candidates from taking the same action.

The committee will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence. However, the committee will take into consideration all the information presented by teachers and the coordinator in their statements on the case. This information may include mitigating circumstances.

When judging a case of alleged malpractice the committee will disregard the registration category of the candidate. If a candidate is found guilty, the aim is to penalize the candidate only for the subject in which he or she has been found guilty of malpractice. For example, if a retake candidate is guilty of malpractice in one subject the grade for that subject obtained in a previous session will be carried over to the current session and any higher grades in other retake subjects will be counted in the current session.

Work submitted by a candidate for assessment may contravene standard academic practice by failing to acknowledge the ideas or words of another person using quotation marks (or some other accepted practice). However, if there is some attempt by the candidate to acknowledge the source in the bibliography or in a footnote, the final award committee may designate a case of this type an academic infringement and not malpractice. The judgment as to whether "academic infringement" is the appropriate decision will be partly based on the quantity of text (or other media) that has been copied by the candidate.

If the final award committee decides that an academic infringement has been established, no mark will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. No further penalty will be imposed and the case will not be recorded as malpractice. In such a case, the decision regarding academic infringement will be notified in accordance with section 13.1.

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. (No lesser penalty for malpractice is available to the final award committee.) In the case of a Diploma Programme candidate the consequence is that no diploma will be awarded to the candidate. However, a Diploma Programme courses/MYP results will be awarded for other subjects in which no malpractice has occurred.

If a candidate is found guilty of malpractice in his or her third attempt at achieving the diploma or improving the number of points for the diploma, the candidate will not be permitted a fourth examination session in which to achieve the diploma or improve the number of diploma points.

If a candidate is found guilty of malpractice the candidate will be permitted to register for future examinations sessions in which malpractice was established, including the session that follows six months later (subject to the provisions of sections 11.7 and 11.10, and other restrictions stated in the Regulations or *Handbook of procedures for the Diploma Programme/MYP*).

If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the

remaining assignments for the component; no grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.

If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future session.

An IB diploma/MYP, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established. This includes the enquiry upon results service when, for example, a senior examiner may identify plagiarism in a piece of work that previously went unnoticed by the teacher or other examiner.

Although a case may not warrant a penalty against one or more candidates, on occasion a letter may be sent to the head of school on behalf of the final award committee insisting that greater care be taken to avoid a similar incident occurring again.

(Source: Offences and their penalties, IBO Academic Honesty Policy 2011)

Disclaimer: PHIS is not responsible for any malpractice which has gone unnoticed from the filter.

Signature of the student

Signature of the parents