

ACADEMIC INTEGRITY POLICY

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.

Amity Global School-Gurgaon, Mission Statement:

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his/her academics, social and sporting skills, thereby developing into a well-balanced personality.

Amity Global School - Gurgaon , Vision Statement

At Amity we believe in creating a happy environment as a happy student creates a happy home leading to a happy society, a happy country and further a happy world.

The concept of Vasudhaiva Kutumbakam (The world is one family) is the foundation of our functioning.

IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

ACADEMIC INTEGRITY POLICY:

“International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.”
(Source: Academic honesty in the IB educational context) We strive as members of the IB community to be principled, acting with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

Philosophy

Academic integrity is the foundation of a fair and equitable educational system. It is a fundamental principle that ensures that all students are treated equally and that they are evaluated on the basis of their own merits and hard work. AGS academic integrity philosophy is based on the principles of respect for intellectual property, honesty and responsibility, authenticity and originality, fairness and equity. It seeks to promote academic integrity as essential for responsible scholarship and the development of ethical, responsible, and engaged global citizens. These principles guide the behavior of students, faculty, and staff at AGS, ensuring that all members of the academic community are held to the same standards of academic integrity. By promoting academic integrity, AGS is ensuring that all students are held to the same standards of academic excellence, and that their academic work is evaluated fairly and equitably.

Principles of Academic Integrity Policy

Respect for intellectual property

It involves acknowledging and giving credit to the work of others, and not using someone else's work without their permission. Students must be aware of the importance of respecting intellectual property rights, and they must be able to distinguish between their own ideas and those of others.

Honesty and responsibility

Students must be truthful and accountable for their academic work. They must not engage in any form of academic dishonesty, such as plagiarism or cheating. They must also take responsibility for their actions and the consequences of their academic work.

Authenticity and originality

Students must produce original work that reflects their own ideas, research, and analysis. They must not use someone else's work and present it as their own, and they must not submit work that they have already submitted for another course or assignment.

Fairness and equity

Students must be evaluated on the basis of their own merits and hard work, and not on the basis of factors such as race, gender, or socioeconomic status. They must also be given equal opportunities to succeed and receive feedback on their work.

Responsibility of all Teachers to ensure Academic integrity.

- All teachers must act as role models for the students and ensure that all shared materials (handouts/presentations/etc.) are correctly
- All teachers are responsible to train and guide the students to always acknowledge the information that they have used in their work. Teachers always encourage students to create the bibliography for all their works using the referencing style agreed with the
- The primary, middle and senior school teachers regularly guide and advise students to cite their sources so that readers can find Students are guided to make clear which

words, ideas, images and works are not their own. Teachers guide and recommend students that they must give credit for copied, adapted and paraphrased material.

Responsibilities of IBDP Coordinator, Exam Officers, EE Coordinator and Librarian

- IBDP Coordinator must provide the access of IB academic integrity policy and AGS academic policy to all students and parents and
- IBDP Coordinator must ensure to create a school culture that actively encourages academic honesty.
- IBDP Coordinator and Exam officers must support the IB in the prevention, reporting and investigation of any
- Under the guidance of IBDP coordinator, EE coordinator and Librarian regularly take sessions with all DP students and teachers on importance of academic honesty, consequences of any misconduct and how to do proper citation for all academic work.
- Through these sessions, IBDP Coordinator and EE coordinator ensure that all the students are familiarized with and understand the methods for proper citation and they understand that proper citation is a key element to academic scholarship and intellectual
- IBDP coordinator guides parents of all DP students on how they can support their children in maintaining academic integrity through regular parent teacher meetings and
- IBDP coordinator along with all IB teachers must explain and reinforce the consequences of breach of academics integrity, level of misconduct and
- IBDP coordinator must ensure that all students must submit self-declaration academic integrity form duly signed by students and parent/legal guardian with every piece of work to be submitted to

Responsibilities of Parents or legal guardian

- Parents should encourage their children to plan each assignment so they don't have to choose any means of
- Parents should provide support to their children with the scheduling of their work, as they may have many assignments to complete.
- Parents should go through the AGS academic integrity policy and IB integrity policy and seek clarification if any point is not clear to
- Parents should establish a good level of communication with the school so that they understand the requirements of the Diploma Programme and what is expected of
- Parents should encourage their children to ask their teacher for advice if they are having difficulty with their work rather than resorting to any means of

Responsibilities of students

- All students should have a complete understanding of their school's policies and the IB's
- All students must complete all their work and examinations with integrity and to the best their abilities.
- All students must give credit to all the sources used in any of their The work or ideas of others should be fully and correctly acknowledged.
- All students must not take any non-permitted assistance in the completion or editing of work from their friends, relatives, other students, private tutors,
- All students must honestly give all written and/or oral examinations without any
- All IBDP students must submit an undertaking signed by them and their parents or legal guardian at the beginning of the academic session that all work submitted by the student for Extended essay, Internal assessment and Theory of Knowledge (TOK) will be authentic and students' own work and the student will not indulge in any form academic
- All students must be aware of the consequences that can result from a breach of academic (IB academic integrity policy 2019)

Types of Academic Malpractices

At AGS students, parents and other members of the school community are made aware of the categories of academic misconduct in the IB which are but not limited to the following: -

- **Plagiarism** is defined as 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
- **Collusion** is defined as supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by
- **Misconduct during an IB examination** includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the
- **Communication** about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations
- **Duplication** of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme

Investigation of malpractice

- The teacher should inform the IBDP coordinator about any suspicion of malpractice by any student.
- IBDP Coordinator along with the teacher should review the evidences and investigate
- If evidence of malpractice is confirmed, then IBDP coordinator must inform the parents about the same.
- Together the parents, Coordinator and the Principal must apprise the student about the consequences of his/her action and advise not to repeat

Consequences of breach of Academic Integrity Policy

- Any misconduct observed and reported by teacher or invigilator should be documented in student's record
- The student should be given a chance to prove his innocence in presence of the teacher/ invigilator, coordinator, exam officer and the Principal. The decision committee must consider student's character history, history in terms of academic honesty, age, severity of malpractice and other such factors before deciding on to any
- Teacher must ask the student to re-do the work again ensuring that academic integrity is
- In case, there is any breach of academic honesty in the work that has to be submitted to IB such as any Internal Assessment, Extended Essay or Theory of Knowledge Essay and Exhibition, it must not be sent to IB and student must do the entire work
- If the coordinator gets to know about any malpractice in the final work of the student that has already been submitted to the IB, then he must inform the IBO about the same and should provide a complete report of
- Any misconduct observed during the Final IBDP examinations must be reported to IB and a full written account of the incident with all relevant evidence must be submitted. Upon review of the report, the IB will contact the school to inform them about the next stage of the investigation.

Reviewed by:

- Principal
- Academic
- DPC, Exam Officer
- Student counsellor
- DP teacher

References used

- Academic integrity 2019 – IB
- Program standards and practices, September 2020
- Examination procedure Cambridge

Reviewed on: 27th February 2023.