

The Galaxy School

Academic Integrity Policy



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1 TGS Vision Statement

At TGS, we aim to provide a stimulating, inclusive, and holistic environment where a call for excellence, integrity, and empathy drives its students. We are committed to developing compassionate, tenacious, and ethical lifelong learners prepared to address future challenges.

2 TGS Mission Statement

- To provide a stimulating and nurturing learning environment that maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of life.
- To realize the unique talent in our children and create a motivating and supportive learning environment that will help them realize their personal best.
- To take into account all areas of formation - intellectual, academic, social and physical.
- To be a constantly evolving and learning community which fosters open, candid communication and exchange of ideas and skills, where each individual's contribution is not only necessary but vital, if excellence is to be achieved.
- To provide a holistic education to our students, one that will prepare them to be dynamic, independent thinkers ready to take on the challenges of a global society.

3 TGS Belief

- TGS believes that all students and staff have talent, and it is the institution's responsibility to develop it. The role of TGES is to find ways for its stakeholders to succeed rather than find ways for them to fail.
- TGS believes in mutual trust; there is no place for fear, boss management, boss teaching, bullying, sarcasm or coercion.
- TGS believes in the excellence of every child, every staff member and not just a few. It believes in the collaborative efforts of all students, staff and in producing desired outcomes. The message is to cooperate with others, compete with self.
- TGS believes in creating an atmosphere in which students and staff give nothing but their best, without any exception, and have this expectation of each other all the times.
- TGS believes in continuously changing for the better; in meaningful and holistic ways.

Academic Integrity Philosophy

TGS believes that integrity is an essential component of students' academic experience. A student's academic evaluation reflects joint work by various stakeholders. It primarily demonstrates the school environment, a quest for rigour, and the relationship teachers share with students. The academic evaluation becomes a permanent record for students, and such records must be accurate and consistent and beyond just a label to a child. Besides, the integrity students learn and exhibit at this level will be the model for the professional integrity they practice when they complete their academic work and will provide the basis for life-long learning. TGS's view on academic integrity is from an educational lens and not a punitive lens, as it:

- builds trust.
- develops ethical values and personal responsibility.
- enhances learning and skill development.
- ensures fairness and equal opportunities.
- prepares students for the real world.
- facilitates personal growth and character development.
- contributes to academic excellence.
- prevents intellectual theft.
- promotes critical thinking.
- enhances personal accountability.
- encourages academic curiosity.
- supports a positive academic environment.
- prevents academic misconduct repercussions.

TGS is privileged to have a community that has trust and faith in TGS philosophy and has agreed to identify academic dishonesty [1], which in turn helps all stakeholders to understand and explore the meaning, purpose, and relevance of this policy.

4 What is “Academic Integrity”?

Academic integrity refers to producing an authentic piece of work required for assessment. This piece must protect intellectual property rights and fully acknowledge the original authorship/ownership of the material used.

5 What is “Academic Dishonesty”?

Academic dishonesty [2] is some form of cheating concerning an assessment. It includes four general types of activities though not limited to:

- malpractice
- dishonest conduct
- plagiarism
- collusion

5.1 Malpractice

Malpractice is behaviour that results/may result in the candidate gaining an unfair advantage in one or more assessment components. Malpractice may include:

- falsifying CAS records.
- stealing examination papers.
- copying from others during an examination.
- communicating exam answers with another student during an examination.
- tampering with an examination after it has been corrected and returning it for more credit.
- using unauthorized materials (i.e. an unauthorised calculator), prepared answers, written notes or information concealed during an examination.
- allowing others to research and write an assigned paper (including using commercial services agencies on the internet and other internet resources.)

5.2 Dishonest Conduct

Dishonest conduct refers to:

- stealing or attempting to steal an examination paper or answer key.
- by not allowing others to complete their work in class.
- disrupting the experiments of others in the laboratory.

- fabricating data for an assignment/IA/EE.
- changing or attempting to change official academic records without proper sanction.
- forging/ adding /deleting /changing any assignments once submitted as final work.
- helping other students write their projects/ assignments/ work/ drawings etc.

5.3 Plagiarism

- **Plagiarism is intellectual theft and is a criminal offence.** It is passing off someone's work/ideas/thoughts as your own without proper attribution.
- '*Paraphrasing*', i.e. writing someone's work in your own words, without acknowledgement, is plagiarism.
 - According to Smith (2018), *paraphrasing is the process of restating information using one's own words* (p. 45).
 - Reference list citation: Smith, J. (2018). *The Art of Paraphrasing*. City, State: Publisher.
- Not citing the search query/prompt used in ChatGPT to acquire data/information.
 - "In our experiments, we utilized ChatGPT (OpenAI, 2021) to generate responses. The prompt we used for the conversation was '*Q: What are the benefits of exercise?* '"

5.4 Collusion

- Any student who knowingly or intentionally helps another student perform any of the above acts of cheating or plagiarism is guilty of collusion.
- *Collusion* must not be confused with *collaboration*. Working together with someone to produce a piece of work is defined as collaboration. TGS promotes collaboration amongst students and teachers, but any work required for assessment must be produced independently.

6 Role and Responsibilities of the stakeholders

The aim of the Academic Integrity Policy is to define and clarify the expectations of the DP assessment. Stakeholders at TGS, i.e. students, parents, teachers and school, must know their responsibilities, ensuring a greater understanding of academic integrity and examining their roles and responsibilities in preventing any form of academic misconduct.

6.1 School's responsibilities

TGS views academic integrity as a foundational need for developing a thriving community. TGS develops and implements a policy that integrates with the mission and vision of the school.

TGS has developed an approach to implementing academic integrity through the Academic Integrity Committee, comprising the IB DPC and a team of teachers. The committee guides the implementation of the policy across the school and provides a continuous and developmental approach.

TGS must:

- Ensure that all stakeholders
 - have access to and are aware of the Academic Integrity Policy.
 - understand the meaning and significance of academic integrity.
 - understand the examination, internal or external, protocols.
- Provide professional development opportunities to further develop the understanding of academic integrity as a reflective process.

6.2 Diploma Programme Coordinator's (DPC) responsibilities

The DPC must be well conversant with the IBO's regulations and expectations governing the Diploma Programme (DP) conduct.

The DPC must:

- Be aware of the regulations set by the IBO.
- Establish and implement processes that cultivate academic integrity.
- Ensure that all stakeholders know the criteria for evaluating their performance: describe acceptable and unacceptable behaviour; give an example of plagiarism and impermissible collaboration.
- Conduct a workshop for students and parents wherein "academic integrity" is discussed and ideas are shared to create a common understanding for the students and staff.
- Elucidate distinctions between plagiarism, paraphrasing, and direct citations [3] to all stakeholders.
- Share strategies for identifying and confronting cheating during exams and out-of-class assignments/research papers.
- Investigate any suspected breach of the standard in an impartial and just way.
- In consultation with the Head of School, decide each case on its merits. Communicate the decision to all those concerned with reasons for any findings.
- Be a role model in matters on academic integrity and ATL across the DP.

6.3 Teacher's responsibilities

Teachers must be well aware of the IBO's and the school's academic integrity policies. Teachers must integrate the elements of the school's academic integrity policy and assessment policy into their subject handbooks, teaching practices, and assessment.

Teachers at TGS must:

- Clarify the meaning of academic integrity to the students and demonstrate ways to apply it in teaching and learning.
- Ensure equal access to study materials. Discuss and help develop effective study habits and time management with students ensuring that worksheets/assignments provided by respective teachers also have appropriate attribution and citation [3].
- Change the contexts of assessment every year to prevent plagiarism.
- Monitor students' work for authenticity before submission.
- Teach the difference between collusion and collaboration.
- Conduct formal interaction/discussion session to confirm student's understanding.
- Highlight and provide examples of academic misconduct and how to avoid them.
- Demand a repeat performance in case of doubt.
- Use a plagiarism checker before submitting the final version of the EE, TOK essay, or IA.
- Provide formative (and multiple) feedback on skills development throughout the learning process.
- Notify DPC in case a student submits plagiarised work. Following appropriate reporting, the school will initiate procedures against the students and protect teachers from accusations of misconduct and unfair grading.
- Collaborate with other teachers to ensure academic integrity standards are followed throughout the school.

6.4 Student's responsibilities

The student is solely responsible for ensuring the authenticity of the work submitted for assessment. Disregarding academic integrity is a serious offence leading to losing the IB Diploma.

Students at TGS must:

- Comply with school regulations, guidelines, and deadlines.
- Ensure that the work submitted for internal/external assessment is their own.
- Check/scan work for plagiarism. Teachers will not accept plagiarised pieces of work for marking. The teacher/IBDP Coordinator has a right to reject the student's work if found plagiarized.

- Acknowledge the work of others with proper attribution [3].
- Sign the declaration clearly stating the consequences of failure to follow the rules discussed and agreed upon.

6.5 Parents' responsibilities

Parents have a vital role to play in matters of academic integrity.

Parents at TGS must:

- Read and sign the Academic Integrity Policy.
- Communicate and instil values of honesty and hard work.
- Set clear expectations regarding academic integrity.
- Encourage independence and responsibility in their child's academic pursuits.
- Monitor and support their child's academic progress.
- Foster a positive learning environment and celebrate effort.
- Lead by example and modelling integrity.
- Collaborate with educators to reinforce academic integrity.
- Teach coping skills to handle academic pressures.
- Stay informed about academic integrity trends and resources.
- Help the school cultivate a culture of academic integrity among the stakeholders.

7 Developing academic integrity in the DP

TGS strives to create a community where integrity is the touchstone, and without integrity, the work done by the stakeholders loses value and credibility. Therefore, developing and maintaining academic integrity across the DP is a shared responsibility of the stakeholders. TGS follows the following guidelines in developing academic integrity in the DP:

- **Program-wide Introduction:** The DPC reintroduces students and parents to the program requirements and emphasizes the significance of academic integrity. They highlight the importance of integrity through previous experiences with project-based formative assessments during primary and middle school years.
- **Subject-specific Guidelines:** Subject teachers provide students with subject-specific guidelines that serve as a foundation for understanding academic integrity. These guidelines are continuously revised and updated as needed.

- **Approaches to Teaching (ATT):** The ATT framework guides the development of academic integrity throughout the DP. Teachers ensure that teaching and learning processes are inquiry-based, fostering a concept-driven and contextualized learning experience. Collaboration among teachers is key to delivering consistent and effective instruction.
- **Authentic Formative Assessment:** Assignments and assessments are designed to be low-stakes, scaffolded, and focused on skill development and the research process. Through these authentic formative assessments, students have opportunities for practice and receive tailored feedback to reinforce DP requirements.
- **Supportive Learning Environment:** TGS creates a supportive learning environment that helps students develop study, time management, and writing skills. This environment encourages collaboration, critical thinking, and personal growth.
- **Advisory Sessions:** Advisors play a crucial role in reinforcing academic integrity. They regularly discuss the Academic Integrity and Assessment Policy using case studies and role-play during advisory sessions. Advisors explore and expand on academic work within their respective disciplines, emphasizing quality, rigour, and integrity.
- **Development of Approaches to Learning (ATL):** Through inquiry and reflection, students develop ATL skills, including thinking skills, research skills, communication skills, self-management skills, and social skills. These skills help students understand the importance of integrity, ethics, and consistency in their work.
- **Integration of Values and LP Attributes:** TGS integrates the Approaches to Teaching and Learning, IB Learner Profile Attributes, and the fundamental values defined by ICAI [4]. This integration ensures that students develop and demonstrate integrity in their classrooms, work, research, and life.

8 Consequences

TGS finds it easier to implement this policy as it is a close-knit family having good advisory programs with students, which helps prevent them from the lure of instant success. It also inculcates seeds of quality and originality in their work that can be shared with pride in the community.

The academic integrity policy is shared with students at all stages, i.e. from their enrollment into the DP to their final submissions. Parents receive a copy for a deeper understanding of the policy and its impact in case of violation. Orientation to the DP undertaken for each student and their parents by different advisors is when a detailed introduction, discussion and communication of the same is undertaken. TGS uses “*Turn-it-in*” to check for similarities in the students’ work. The procedure outlined in Section C 5.2, “The authentication of candidates’ work”, of Diploma Programme Assessment Procedures 2022, is followed to check for the authenticity of the work.

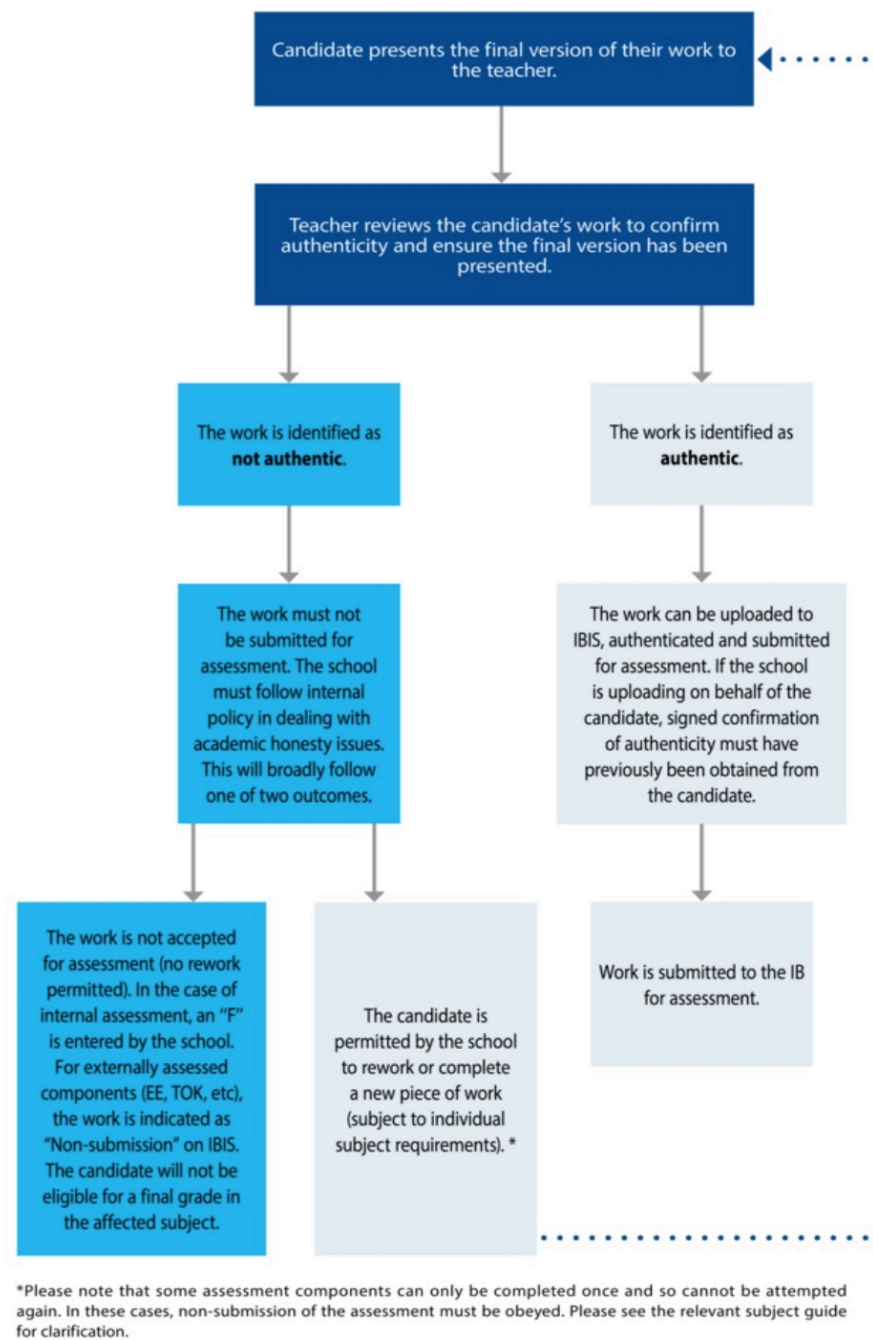


Figure 1: Section C 5.2, “The authentication of candidates’ work”, of Diploma Programme Assessment Procedures 2022

Violation of the policy will lead to the consequences as follows:

- Incidents of dishonest conduct related to homework, internal project reports, or internal tests/exams not involving official IB assessment will lead to:
 - 1st Incident:-** Incident report to be filed by the student. The teacher meets the student to determine the reason for the malpractice. Notification is sent to parents that the

student has not met the standards of conduct. The student is required to re-do the work.

2nd Incident:- Incident report to be filed by the student. The teacher meets the student to determine the reason for the malpractice. Notification is sent to parents that the student has failed to comply with the standards of conduct again. Zero grade will be awarded for the work post-meeting with parents, student, advisor, subject teacher and DPC.

3rd Incident:- Incident report to be filed by the student. Notification is sent to parents that the student has failed to comply with the standards of conduct repeatedly. No grade will be awarded for the work post-meeting with parents, student, advisor, subject teacher and DPC.

4th Incident:- Incident report to be filed by the student. The student will be suspended from the school. A written statement, including the terms and length of suspension as well as the conditions for re-admittance, will be shared with the student and parents.

A form for reporting academic misconduct is attached at the end of this document.

- Incidents of dishonest conduct related to IB assessment, such as IA, TOK essay, EE, CAS and external components, identified/flagged by IBO post submission, will be processed as follows:

Step 1:- Student suspected of malpractice/dishonest conduct will present a written explanation in his/her defence to the IBO.

Step 2:- The final award committee (appointed by the IBO) will review the authenticity of the evidence.

Step 3:- Allegation will be dismissed if the evidence is insufficient. In case the evidence presented is sufficient to establish malpractice/dishonest conduct, the student will not be awarded any grade in the concerned subject. A certificate will be awarded for other subjects. IB Diploma will not be awarded.

Step 4:- The student will be permitted to register for future examinations one year later. The student may be refused to register for any future examination in case of a severe infraction.

9 academic integrity Policy Steering Committee

- (1) Mr Kiran Bhalodia :- Director and Trustee
- (2) Dr Chirag Jhala :- Head of School & IBDP Coordinator
- (3) Dr Parul Modha :- English Department & EE Coordinator
- (4) Ms Poorvi Doshi :- Mathematics Department
- (5) Mr Siddharth Naidu :- Humanities Department

10 Bibliography

References

- [1] **“Academic integrity in the IB educational context.”** Internantional Baccalaureate, 2014.
https://resources.ibo.org/ib/topic/Academic-honesty/resource/11162-occ-file-g_0_malpr_sup_1408_1a_e/data/g_0_malpr_sup_1408_2a_e.pdf
- [2] **“What is academic integrity?”** Internantional Baccalaureate, 2016.
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- [3] **“Effective citing and referencing.”** Internantional Baccalaureate, 2014.
https://resources.ibo.org/ib/topic/Academic-honesty/resource/11162-33700/data/g_0_malpr_sup_1408_2b_e.pdf
- [4] **“The Fundamental Values of Academic Integrity, Third Edition”** International Center for Academic Integrity.
https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf

Reviewed and revised on July 2021

Malpractice Report

Student's name : Date :

Teacher/Advisor : Subject :

Teacher/Advisor's report on suspected malpractice:

Candidate's explanation of the nature of the reported malpractice and source of plagiarism:

.....
Student's signature

.....
Supervisor's signature

DPC's observations and comments:

Additional notes:

11 Declaration

We confirm that we have read, understood and agreed to abide by the TGS academic integrity Policy.

.....
Student's Name

.....
Parent's Name

.....
Student's signature

.....
Parent's signature

.....
Date

.....
Date

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12 Declaration

We confirm that we have read, understood and agreed to abide by the TGS academic integrity Policy.

.....
Student's Name

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Parent's Name

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Student's signature

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Parent's signature

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Date

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Date

Please return this page to the IBDP Coordinator.

