



# Aga Khan Academy Mombasa

## Academic Integrity Policy

***“It seems to me to be the responsibility of educators everywhere to help develop ‘ethically literate’ people who can reason morally whenever they analyse and resolve problems, who see the world through the lens of ethics, who can articulate their moral reasoning clearly - even in a world of cultural and religious diversity - and have the courage to make tough choices. And it is clear that the quality of ethical leadership throughout society can in great measure be shaped by our educational institutions.”<sup>1</sup>***

### **1.0 PURPOSE**

A fundamental aspect of an Aga Khan Academies’ education is the disposition of all members of an Academy to consider their decisions and actions through an ethical framework. It is expected that members of an Academy community (students, teachers, administrators, and parents) will act at all times with integrity and honesty. Individuals are encouraged to model skills and values which reflect the mission and vision of the Academy, the attributes of the Aga Khan Academies Learner Profile and the International Baccalaureate (IB) Approaches to Learning (ATL) skills.

This policy builds a common understanding of good practice in academic integrity in all aspects of staff and student work within the Academies network. All members of the community are expected to develop an atmosphere of trust and mutual respect where individuals value academic integrity and take personal responsibility for their learning, decisions and actions. It should be noted that most cases of academic dishonesty are not deliberate and occur because students misunderstand or do not know how to comply with the expected standards<sup>2</sup>. Consequently, the Academies’ policy is crafted to ensure that, whilst students are expected to adhere to the highest standards of academic integrity, they are also given adequate training and support to achieve this.

### **2.0 UNDERPINNING PRINCIPLES**

With respect to academic integrity the Aga Khan Academies adhere to the following principles: Academic integrity is one exemplification of the Academies’ commitment to an ethical disposition and should be explicitly modelled by all members of the Academies’ community;

1. Academic integrity is underpinned by an understanding of the values and concepts which contribute to an ethical construction and dissemination of knowledge;
2. Academic integrity is central to high-quality learning outcomes;
3. Students need to be taught the technical skills required for Academic Integrity and be given opportunities to practice these skills. These skills include:
  - making knowledge, understanding and thinking transparent;
  - producing authentic pieces of work;
  - fully acknowledging other people's ideas and work, and their own prior work through the use of correct citations;
  - observing intellectual property rights<sup>3</sup>; and

- being aware of different forms of malpractice and the related sanctions for infringements.

Link to AK Strand – Ethics

IB Learner Profile – Principled, Communicators, Knowledgeable

### 3.0 POLICY STATEMENT

#### Responsibilities

##### 1. Students

It is the student's responsibility to ensure that s/he always behaves in an academically honest manner. All students are required to:

- Produce their own authentic work
- Acknowledge and reference the work of others, including words, ideas, and other work products;
- Acknowledge and reference help given by others, including that gained from parents, friends, teachers or tutors;
- Acknowledge their own ideas included in other pieces of academic work;
- Comply with assessment deadlines;
- Seek help and guidance before problems arise and/or rules are infringed;
- Be able to show that all work is their own from rough notes and drafts, especially in case academic dishonesty is suspected in external assessments; and
- Ensure that they understand the requirements of external assessment boards, the definitions of malpractice, and the related sanctions if they do not adhere to the required standards.

The Aga Khan Academies acknowledge that, at times, students may feel pressured and may not adhere to the best time-management practices. Regardless, all students are expected to take responsibility for their own actions and be aware that in cases of academic dishonesty their intentions are irrelevant. Students are responsible for following best practices and should ask for help if they are unsure at any time.

##### 2. Teachers

While the students have a personal responsibility to be academically honest, it is also imperative that all teachers model academic integrity in their own work, and explicitly teach the required understandings and skills to students. This requires teachers to:

- Cite sources and acknowledge the ideas of others in any teaching materials produced or used;
- Give clear and comprehensive instructions so that students are aware of best practice with regard to academic integrity, including the difference between collaboration and collusion;
- Explicitly teach and give feedback on skills related to Academic Integrity within their lessons, linking this to the age-appropriate expectations and the IB ATL;
- Minimise opportunities for plagiarism when setting tasks;
- Give students opportunities to practice the required skills in their day-to-day work;

<sup>1</sup> Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta, Canada. 9th June 2009

<sup>2</sup> The IB's Position Paper on Academic Honesty, produced by Jude Carroll in 2012 asserts that up to 80% of academic dishonesty cases found by the IB involve plagiarism. Furthermore, it cites three studies which assert that most plagiarism cases are caused by students misunderstanding or not having the skills to comply with expectations: Anyanwu (2004); MacGregor, Williamson (2005); and Devlin, Gray (2007)

<sup>3</sup> Intellectual property which includes forms of intellectual and creative expression by musicians, writers, artists and inventors as well as patents, registered designs, trademarks and copyright using a recognised formatting and referencing style.

<sup>4</sup> Taken from: Diploma Programme Assessment procedures 2019. International Baccalaureate. Cardiff. 2019

- use plagiarism detection software as a formative tool to help MYP and DP students develop good practice in academic integrity;
- Help students with difficulties, to prevent infractions before they occur;
- Rigorously apply assessment deadlines for work that contributes to final IB scores;
- Upon discovery, report all cases of academic dishonesty or malpractice to the appropriate member of the school's pedagogical leadership team.

### 3. Leadership Team

The Leadership Team has a responsibility to guide work connected to Academic Integrity, ensuring that all members of the community are aware of and have the knowledge and understanding to carry out their responsibilities. The Leadership Team is required to:

- Develop a consistent culture of Academic Integrity, by setting common expectations across programmes and subject areas;
- Develop an ATL continuum, ensuring that academic integrity skills are explicitly included within the curriculum and that they are developed in a consistent way across programmes and subject areas;
- Provide professional development for teachers to support the development of their own and students' academic integrity skills;
- Identify one consistent referencing style to be explicitly taught to students and used throughout the Academy, at age-appropriate levels;
- Provide clear guidelines on the consequences and sanctions for malpractice or academic dishonesty for all members of the community in line with the network-wide guidelines
- Ensure that sanctions for academic integrity issues are applied fairly, transparently and consistently;
- Provide practical support mechanisms for students who are under time-pressure and need to ask for help;
- Ensure that new students, who may not have been taught the necessary skills in their previous schools, are given upskilling and support
- Maintain a central record of Academic Integrity issues within each programme, track individual students who are struggling in this area, and use the information to improve the teaching of ATL across the curriculum;
- Ensure that all internal or external assessments are conducted in accordance with the regulations set out by the IB or other external assessment providers;
- In consultation with the Head of Academy, report infringements of Academic Integrity to the IB, or other external assessment providers, in accordance with their regulations; and
- Ensure compliance with legal requirements relating to intellectual property rights in the local context.

### 4. The Academies Unit

As the body that oversees the Academies network the Academies Unit (AU) has the responsibility to ensure that standards are maintained consistently across the network. The AU is required to:

- Model Academic Integrity by ensuring that network-wide documents and communications acknowledge the work of contributors; and ensure that each Academy has an up to date, agreed policy which complies with the network-wide policy and guidelines.

<sup>1</sup> Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta, Canada. 9th June 2009

<sup>2</sup> The IB's Position Paper on Academic Honesty, produced by Jude Carroll in 2012 asserts that up to 80% of academic dishonesty cases found by the IB involve plagiarism. Furthermore, it cites three studies which assert that most plagiarism cases are caused by students misunderstanding or not having the skills to comply with expectations: Anyanwu (2004); MacGregor, Williamson (2005); and Devlin, Gray (2007)

<sup>3</sup> Intellectual property which includes forms of intellectual and creative expression by musicians, writers, artists and inventors as well as patents, registered designs, trademarks and copyright using a recognised formatting and referencing style.

<sup>4</sup> Taken from: Diploma Programme Assessment procedures 2019. International Baccalaureate. Cardiff. 2019

## 4.0 RIGHTS

When dealing with suspected academic dishonesty or malpractice the student has the following rights:

- To have suspicions of academic dishonesty raised with students in a private, rather than public, forum.
- To be given the opportunity to have a private meeting to discuss the suspicions with the teacher and present their own response to the claims made. (The teacher or student may ask a third party to sit in on this meeting);
- To appeal to the relevant IB Co-ordinator, and have them review the findings, if they feel that they have been treated unfairly. (The Co-ordinator or student may ask a third party to sit in on this meeting);
- To have consequences be fair and commensurate with similar incidents by other students and in line with the Academy's policy; and
- To have a meeting with the relevant IB Co-ordinator and a supporting adult (Parent, Dorm Parent) before any Academic Integrity issues are reported to an external body.

## 5.0 DEFINITIONS

### Academic Misconduct

The Aga Khan Academies define Academic Misconduct 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.*

Members of the Aga Khan Academies community need to be aware that the IB define elements of academic misconduct or malpractice in the following ways:

**Plagiarism** - Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs.

All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person in any work (written, oral and/or artistic) they may submit for assessment by using a standard style of referencing. If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they must acknowledge the source at the point of use, using a standard style of referencing, and add the source to the bibliography. This includes direct quotation, paraphrasing or summarizing. The IB does not specify which style(s) of referencing or in-text citation should be used by candidates. This is left to the discretion of the school.

Failure of a candidate to acknowledge a source will be investigated by the IB as a potential breach of IB regulations. This may result in a penalty imposed by the final award committee.

Further information can be found in the IB publication [Effective citing and referencing](#) (August 2014).

**Collusion** - Coordinators need to be aware that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single (or very similar) version of a report is presented by a

<sup>1</sup> Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta, Canada. 9th June 2009

<sup>2</sup> The IB's Position Paper on Academic Honesty, produced by Jude Carroll in 2012 asserts that up to 80% of academic dishonesty cases found by the IB involve plagiarism. Furthermore, it cites three studies which assert that most plagiarism cases are caused by students misunderstanding or not having the skills to comply with expectations: Anyanwu (2004); MacGregor, Williamson (2005); and Devlin, Gray (2007)

<sup>3</sup> Intellectual property which includes forms of intellectual and creative expression by musicians, writers, artists and inventors as well as patents, registered designs, trademarks and copyright using a recognised formatting and referencing style.

<sup>4</sup> Taken from: Diploma Programme Assessment procedures 2019. International Baccalaureate. Cardiff. 2019

number of candidates as their own individual work.

### **Other forms of academic misconduct**

There are a number of other forms of academic misconduct. Other forms of academic misconduct include:

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment taking unauthorized material into an examination room ([this poster](#) gives details)
- disruption of 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
- theft of examination papers
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.

## **6.0 POLICY IN PRACTICE**

### **Junior School**

Students across all years in the JS are taught to act responsibly and ethically through the learner profile to become principled learners. Students are encouraged to 'use their own words' and acknowledge their sources appropriately. In Year 4 and 5, there is more explicit teaching about 'citations' and note-taking skills including paraphrasing and summarizing. Senior School CAS students have also provided lessons on Academic honesty as an enrichment.

In the Junior School we help our students develop an early understanding of the "what, why and how" of academic integrity.

**What:** remind students that when they do research, they are learning from the work of other people. If they wish to borrow someone's idea, or use their words, images or audio directly, they must give credit to the person.

**Why:** Someone else created the information whose hard work they are using. It is ethical, and legally necessary, to acknowledge the source of the information and to reveal that it is not your own.

**How:** Referencing.

### **Senior School**

#### **Senior School teacher's roles and responsibilities**

- It is the responsibility of each teacher to ensure that, to the best of his or her knowledge, all students'

<sup>1</sup> Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta, Canada. 9th June 2009

<sup>2</sup> The IB's Position Paper on Academic Honesty, produced by Jude Carroll in 2012 asserts that up to 80% of academic dishonesty cases found by the IB involve plagiarism. Furthermore, it cites three studies which assert that most plagiarism cases are caused by students misunderstanding or not having the skills to comply with expectations: Anyanwu (2004); MacGregor, Williamson (2005); and Devlin, Gray (2007)

<sup>3</sup> Intellectual property which includes forms of intellectual and creative expression by musicians, writers, artists and inventors as well as patents, registered designs, trademarks and copyright using a recognised formatting and referencing style.

<sup>4</sup> Taken from: Diploma Programme Assessment procedures 2019. International Baccalaureate. Cardiff. 2019

work accepted is the authentic work of each student.

- The teacher will maintain consistency of high expectations in terms of academic honesty.
- The teacher will act as a role model and promote good practice throughout the course.
- For each piece of work, the teacher will provide clear instructions of what is expected and required from the students.
- The teacher will provide students with advice on referencing whenever necessary.
- The teacher will treat the students fairly and consistently when investigating malpractice, following the school agreed practice.

### Senior School student's roles and responsibilities

- It is the responsibility of each student to ensure that all work handed in is authentic, with the work or ideas of others fully and correctly acknowledged.
- At the beginning of the year, the student will sign an agreement with the school concerning academic honesty.
- The student will take care to ensure that work is authentic throughout the course.
- In the event of referring to other sources such as the internet, books, media (newspapers, TV and Radio), the student will use a chosen standard referencing, such as APA and will ensure that consistency is maintained throughout referencing.
- Before undertaking any task, the student will note the instructions of what is expected and required by the teacher. In the event of lack of clarity, he/she will seek more information.
- Students may collaborate with siblings, parents, and fellow students, but the final work must be produced independently.
- In case of uncertainty in terms of referencing, the student will seek advice from the teacher before handing in the work.
- The student will respond honestly to the teacher if questioned about the integrity of his or her work.
- The student will comply with the school agreed practice on investigating malpractice.
- For externally marked IB assignments, all students will comply with internal school deadlines as it may allow time for revising work that is of doubtful authorship before the submission of the final version.

### Senior School Sanctions for Academic Dishonesty

Academic Integrity	In class/homework	Summative assessment irregularity	Exam/Test
Examples	using digital device across materials -messages etc. to a test copying from another -other window open during AssessPrep copying from any other source	-talking in a test - working longer than the test time -bringing digital devices (even by accident e.g. calculator during a non-calculator test	-using digital device across materials -messages etc. to a test copying from another -other window open during AssessPrep copying from any other source

<sup>1</sup> Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta, Canada. 9th June 2009

<sup>2</sup> The IB's Position Paper on Academic Honesty, produced by Jude Carroll in 2012 asserts that up to 80% of academic dishonesty cases found by the IB involve plagiarism. Furthermore, it cites three studies which assert that most plagiarism cases are caused by students misunderstanding or not having the skills to comply with expectations: Anyanwu (2004); MacGregor, Williamson (2005); and Devlin, Gray (2007)

<sup>3</sup> Intellectual property which includes forms of intellectual and creative expression by musicians, writers, artists and inventors as well as patents, registered designs, trademarks and copyright using a recognised formatting and referencing style.

<sup>4</sup> Taken from: Diploma Programme Assessment procedures 2019. International Baccalaureate. Cardiff. 2019

1st offense	<ul style="list-style-type: none"> <li>-Work is not graded</li> <li>-Discussion with teacher followed by the child reading the Academic Integrity policy and administers a quiz</li> <li>-Recorded as a behaviour note, notifying parents and mentor.</li> </ul>	
2nd offense	<ul style="list-style-type: none"> <li>-Work is not graded</li> <li>-Teacher refers to HOY</li> <li>-HOY investigates pattern of behaviour</li> <li>-Written warning on MB</li> <li>-formal letter sent home from the Coordinator (teacher puts MB on Behaviour note)</li> </ul>	<ul style="list-style-type: none"> <li>-Work is not graded</li> <li>-Teacher refers to HOY</li> <li>- HOY investigates pattern of behaviour</li> <li>-Written warning on MB</li> <li>-formal letter sent home from the Coordinator (teacher puts MB on Behaviour note)</li> <li>** For Grade 9-DP2, this will be referred to the disciplinary committee and may result in internal suspension,</li> </ul>
3rd offense	<ul style="list-style-type: none"> <li>-Work is not graded</li> <li>-Teacher refers to HOY</li> <li>-F2F meeting with students and parent and coordinator</li> <li>-2nd warning letter on record and from the principal</li> </ul>	<ul style="list-style-type: none"> <li>-Work is not graded</li> <li>-Teacher refers to HOY</li> <li>- HOY investigates pattern of behaviour to</li> <li>-Written warning on MB</li> <li>-formal letter sent home from the Principal (teacher puts MB on Behaviour note)</li> <li>** For Grade 9-DP2, this will be referred to the disciplinary committee and may result in exclusion</li> <li>For an Exam G9-DP2 Students there will be suspended (length of the suspension will be determined by the disciplinary committee)</li> </ul>

## 7.0 KEY DOCUMENTS

Aga Khan Academies Academic Integrity Guidelines Academic Honesty in the IB Educational Context  
Aga Khan Academies University Relationships Policy, as it relates to the disclosure of academic misconduct

## 8.0 LEGAL CONSIDERATIONS

Intellectual Property regulations in the national context of each Academy.

<sup>1</sup> Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta, Canada. 9th June 2009

<sup>2</sup> The IB's Position Paper on Academic Honesty, produced by Jude Carroll in 2012 asserts that up to 80% of academic dishonesty cases found by the IB involve plagiarism. Furthermore, it cites three studies which assert that most plagiarism cases are caused by students misunderstanding or not having the skills to comply with expectations: Anyanwu (2004); MacGregor, Williamson (2005); and Devlin, Gray (2007)

<sup>3</sup> Intellectual property which includes forms of intellectual and creative expression by musicians, writers, artists and inventors as well as patents, registered designs, trademarks and copyright using a recognised formatting and referencing style.

<sup>4</sup> Taken from: Diploma Programme Assessment procedures 2019. International Baccalaureate. Cardiff. 2019

<sup>1</sup> Speech by His Highness the Aga Khan at the Graduation Ceremony of the University of Alberta, Canada. 9th June 2009

<sup>2</sup> The IB's Position Paper on Academic Honesty, produced by Jude Carroll in 2012 asserts that up to 80% of academic dishonesty cases found by the IB involve plagiarism. Furthermore, it cites three studies which assert that most plagiarism cases are caused by students misunderstanding or not having the skills to comply with expectations: Anyanwu (2004); MacGregor, Williamson (2005); and Devlin, Gray (2007)

<sup>3</sup> Intellectual property which includes forms of intellectual and creative expression by musicians, writers, artists and inventors as well as patents, registered designs, trademarks and copyright using a recognised formatting and referencing style.

<sup>4</sup> Taken from: Diploma Programme Assessment procedures 2019. International Baccalaureate. Cardiff. 2019