



Academic Integrity Policy

Oakridge International School, Gachibowli

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The International Baccalaureate's 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (“Ibo Organization”).

Oakridge International School, Gachibowli Vision Statement

Nurture individuals to be future-ready, responsible citizens who impact the world positively.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- 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.
- 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.
- 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.
- 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Academic Integrity: Philosophy and Practice

Philosophy

Oakridge International School, Gachibowli (Henceforth, OIS), guided by the philosophy of the IB, places great value on the ethical qualities of personal integrity and academic integrity. Academic integrity is expected of all members of the school community – students, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes, which describe students as:

- **PRINCIPLED:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **REFLECTIVE:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The aim of this policy is to:

- Promote good academic practice and a school culture that actively encourages academic integrity.
- Enable students to understand what constitutes academic integrity and dishonesty.
- Encourage students to look to their teachers, supervisors and coordinators for support when completing assessed work in order to prevent any possible form of malpractice.
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- Explain to students that they have an important role in ensuring that their work is ‘academically honest’.



- Impart to students that plagiarism is a serious academic offence for which shows no tolerance.
- Explain to students precisely what penalties will be imposed should they be found guilty of malpractice.

What is Academic Integrity?

Academic Integrity refers to:

- Appropriate behavior while examinations (projects/assignments/academic research) are being conducted.
- The full acknowledgement of the original authorship and ownership of creative material.
- The production of authentic pieces of work.
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

Academic Integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Although it is probably easier to explain to candidates what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the students. Or,

Academic Integrity serves to promote personal integrity and engender respect for others and the integrating of their work. Upholding academic Integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.



Creating and maintaining a culture of Academic integrity in OIS

Expectations

An education system in Oakridge can be considered effective if its recipients learn and develop the skills needed to face life beyond the classroom. In order to serve the needs of universities and employers, that learning must be subject to assessment.

Assessments can only be trusted and recognized by organizations if they are a true and genuine reflection of the personal level of achievement of a student and are carried out legitimately, under equal and comparable conditions. This requires a “level playing field” where our school creates and fosters academic integrity as an irrevocable principle.

If the assessment process is distorted by dishonest acts, the validity of the entire learning process is threatened. We at Oakridge should therefore do our utmost to promote academic integrity and ensure that all members of the school community support the principle.

Regardless of whether an act of student academic misconduct or school maladministration is intentional or accidental, the damage caused by these incidents creates real barriers to the teaching and learning process, resulting in students not achieving their desired outcome. Further, a feeling of distrust and discontent can develop among members of the school community and other end-users of the endorsed grades or qualifications who may lose the confidence that the school promotes and embraces academic integrity. Subsequently, the reputation of the school can suffer negatively, as well as affecting the validity of the obtained grades or qualifications awarded to students.



What is Academic ‘Malpractice’?

Malpractice is behavior that results in, or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice may include:

- Plagiarism: The representation of the ideas or work of another as the candidate’s own.
- Collusion: Supporting malpractice by another candidate – allowing one’s work to be copied or submitted for assessment by another.
- Duplication of work: The presentation of the same work for different parts of the diploma (An example would involve submitting the same piece of work for a History Extended Essay and the History internal assessment).
- Fabrication of data: Falsifying, misrepresenting or inventing data or information to support an argument, experiment or opinion.

Malpractice also includes:

- Making up data for an assignment.
- Falsifying a CAS record.
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.
- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes, etc.



- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate.
- Copying the work of another candidate with or without their permission.
- Referring to or attempting to refer to, unauthorized material that is 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 an examination.
- Impersonating another candidate.
- Including offensive material in a script.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Using an unauthorized calculator during an examination.
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations.

Defining Forms of Malpractice

Collusion/Collaboration: Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged such as a Community Project of the MYP. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's unless explicitly outlined by the requirement of the assessment. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration. Even if a student has 'collaborated' with another student, the work finally presented



must be his/her own. Collusion is malpractice and will be penalized. Working together is collaboration while copying someone else's work is collusion.

Plagiarism: Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as a student's own. Plagiarized work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic integrity. It is also a criminal offence in some instances.

What is paraphrasing? Paraphrasing is writing a piece of text out in your own words. This is permitted but the sources used must be acknowledged.

What is Infringement? Infringement is when a student unintentionally violates the standard academic practice of clearly acknowledging all ideas and words of other persons. In this case, the candidate is not deliberately attempting to gain an unfair advantage. An example of infringement would be a candidate who has not used some means of indicating a quotation, but has cited the source of the text in the bibliography or in a footnote. The final award committee may designate a case of this type as academic infringement and not malpractice. If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject. The Head of School will be notified that this action has been taken. The case will not be recorded as malpractice.



Acknowledging Sources

PYP

- While referring to a website for research work, a student should write his/her understanding and to copy text verbatim.
- Every resource used (including websites, books, magazines, newspapers, DVD, CD-ROMs and photographs) should be mentioned in the bibliography.
- A listed Bibliography should be at the end of the report in alphabetical order. Students may even begin using the MLA format, especially during the PYP Exhibition.

MYP and DP

- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of work, and/or in a bibliography at the end, each and every piece of material used in the production of work.
- All ideas and work of other persons, regardless of their source, must be acknowledged.
- CD ROM, email messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals.
- The sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual and similar material must also be acknowledged.
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided.
- All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged.
- Always use “Turnitin” (access for which is available with all teachers) or similar electronic checks to affirm the authenticity of the work submitted.



- Material cannot be paraphrased without acknowledging the source.
- Styles of citation such as the MLA style or Chicago style may be employed by the students to acknowledge sources cited.

The Role of the Librarian

The Librarian is a very useful resource for all the students and teachers.

- School librarians teach and employ good academic practice for documenting sources used.
- Their knowledge of resources available and their search skills can be used to validate sources cited, and they are often able to trace the origins of suspect passages.
- They may conduct sessions for students to give guidance on appropriate citation systems.
- Librarians may even help students identify authentic sources of information during research work.
- He /She is an expert in the area of academic integrity, and can provide ethical guidance alongside information on the most appropriate citation system to use in each assignment, particularly the Extended Essay in the IBDP and the Personal Project in the MYP (community project in MYP and Exhibition in the PYP)
- Librarians can also play a role in promoting academic integrity, particularly with technical skills such as citing or referencing.
- To prevent malpractices at early stages, librarians can introduce authentic and selective resources that support student learning and allow students to move quickly through the locating phase into working with the information and gaining a deeper understanding.
- DP students work with librarians to strengthen the focus on research skills and highlight the importance of good referencing practice ensuring academic integrity.



The Role of Turnitin: To promote academic Integrity and teach students about plagiarism and accountability, the school has purchased a license for turnitin.com. All teachers starting with the MYP Year 1 will be expected to introduce students to using Turnitin. As students get older and go into later MYP years, teachers will expect that all summative and formative written assignments be checked through turnitin. When students reach Year 1 of the DP, they will have been accustomed to using this software automatically before turning in any assignment.

While turnitin can check for plagiarism, the similarity report it produces must be checked by teachers and must be explained to students. Each teacher will create his/her own acceptable percentage boundaries for similarity reports depending on the assignment and its length. It is the responsibility of the teacher to guide students on how to avoid inadvertently be found guilty of academic dishonesty. Every learning opportunity be given to students to ensure that they are able to model this behavior.

Academic Integrity in the Arts

A. Plagiarism in the Arts Copying works of art, whether music, film, dance, theatre arts or visual arts, without proper acknowledgment, may also constitute plagiarism. There are circumstances where the creative use of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional.

B. Acknowledging Sources in the Arts Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. By implementing measures to prevent plagiarism schools are helping to



combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer/P2P file sharing) for which candidates may face legal proceedings.

C. Academic Integrity in the Arts Although the principles of academic integrity apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that candidates may be influenced by the work of other artists and writers, whose works may inspire the candidates' own creativity.

Thus, there are circumstances where the creative use of the work or ideas of another person is acceptable, but the original source must always be acknowledged. The imitation of another artist's work may be acceptable in contexts that are well defined by the teacher, but candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.

What Support Can Students Expect from OIS? Through its 'Academic Integrity Policy', the school makes it clear what constitutes academic integrity and an authentic piece of work.

- All students will be introduced to the Academic Integrity Policy, by the Coordinators in the first Quarter. Depending on the complexity of the Grade Levels, the Coordinator will discuss the impact of the policy on the students.
- Students will be clearly informed about how malpractice will be investigated, and what the consequences are of having been found guilty of malpractice.
- Teachers must also actively use correct citing conventions when providing students with reference material.



- The Librarian is always willing to provide support and assistance in terms of research, and the correct use of citations. The Library website also provides considerable advice regarding their aspects of academic integrity.
- Students will be advised at all times to act as honestly and as accurately as possible to acknowledge the ideas and work of others.
- Candidates will be provided with the 'Conduct of Examinations' prior to the exams, and this will be discussed fully by the student advisors.
- Provide professional development for teachers.
- Explain to the parents the importance of academic integrity during parent orientation programmes.

Responsibilities of Student: Responsibilities of students with respect to academic integrity include the following:

- Students are responsible for ensuring that all work submitted for assessment is authentically their own work.
- Students are responsible for fully and correctly acknowledging the work and ideas of others.
- Students are expected to review their own work before submission for assessment to identify any passages, computer programs, data, photographs and other material, which require acknowledgement.
- Students may be required to submit their work using Turnitin.com. Failing to do this could result in an accusation of plagiarism and/or a refusal to accept the work within school and/or to submit the work to the IB.
- Students are expected 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.



PYP students:

- Students are encouraged to show academic integrity in all classwork and homework assignments.
- Students are expected to follow guidelines while researching in school or at home.
- Follow the guidelines given by the teachers and the librarian while working on PYP exhibition.

MYP students:

- Maintain Process journals when working on community project or personal project or any projects assigned by subject group teachers.
- Familiarize themselves with what constitutes academic misconduct in the on-screen examination.
- MYP students need to submit work that is authentic as part of the e- Portfolios and personal/community projects.

For MYP culminating projects, students and their supervisor must use the academic integrity form provided by the IB to note their meeting dates and the main points discussed and to declare the academic integrity of work.

The IB requires that every IB World School offering the MYP must have a policy to promote academic integrity. This policy must be shared with MYP candidates and their legal guardians when they begin the programme and must be followed up with reminders at regular intervals throughout the programme.

IB teachers are best placed to determine whether candidates' work meets the IB's standards concerning academic integrity. The IB expects teachers to use appropriate means to ensure that work is, to the best of their knowledge, the candidate's authentic work.



Schools are responsible for checking and authenticating all candidates' work before submission to the IB for assessment or moderation. Work that cannot be authenticated by the teachers must not be submitted to the IB for assessment.

DP students:

Once a student has 'signed off' the official IBDP undertaking letter of authenticity indicating that and internally assessed piece of work is authentically his/hers, there is no opportunity to re-submit different work, if the first submission is deemed to be plagiarized.

Students should be aware that teachers have the right to refuse to upload the internal assessment (IA) if they do not believe the student has completed the work within the terms of the Academic Integrity Policy. This will also become relevant if the student cannot prove ownership to the teacher's satisfaction or the satisfaction of the IBDP Coordinator. The IB will accept the teacher's decision in this case.

It is the student's responsibility, if academic integrity is breached, to prove that all pieces of work are his/her own, and have not been plagiarized. In addition to this, since DP candidates submit work for assessment in a variety of media that may include audio/visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A reader must be able to clearly distinguish between the words, illustrations, findings and ideas of the candidate and the words and work of other creators.

CBSE students:

All students understand the basic meaning and significance of academic integrity.



All work produced by students is their own, authentic work. All such authentic work has the ideas and words of others fully acknowledged through standard methods such as referencing, bibliographies and so on. Students understand and obey the rules relating to the proper conduct of examinations. Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion. The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments. Passages that are quoted verbatim must be enclosed within quotation marks and references provided. All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged. Material cannot be paraphrased without acknowledging the source. Styles of citation such as the MLA style may be employed by the students to acknowledge sources cited. Many of the sites also provide information on grammar and mechanics.

Responsibilities of Teacher:

- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student.
- Subject teachers are in the best position to identify work that may not be the authentic work of the student.
- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal assessments.

PYP Teachers:

- Encourage Academic Integrity both in school and at home.
- Students are encouraged to submit their original work and acknowledge resources used in research.



- Encourage students to have integrity and understand what it means to be honest. The teachers put it in practice by following it themselves.
- Teachers involve parents in making the students independent and responsible for their own learning.
- Teachers keep the parents informed through the Unit Overview letters, Weekly transaction reports and through various orientation sessions like curriculum days.
- Students are encouraged to be Principled and follow the guidelines while researching.

MYP Teachers:

- Guide and support students to understand the philosophy of and need for Academic Integrity.
- Communicate the expectations they have for their students by clearly referring to the Academic Integrity Policy.
- Encourage Integrity and communicate the consequences of breaching IB regulations.
- Make the Approaches to Learning (ATL) skills an explicit focus for teaching and learning, particularly Research Skills.
- Explain task-specific clarification of assessment requirements giving relevant examples.
- Conduct orientation sessions every year to the students how to document their investigation with references, and developing an accurate bibliography.
- Explain the student's importance of independent research work and reporting data accurately.
- Make sure that assessment tasks, especially, but not only, in the Personal Project, require inquiry and creativity.
- Guide the students to maintain a process journal while working on culminating projects like community project and personal project.
- Discuss with students what is piracy, responsible use, alternative royalty, free print and multimedia resources (including creative commons licensing).



- Set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding.

IBDP Teachers

- Teachers are strongly encouraged to use Turnitin to check major assignments through the entire course of study, and are required to use Turnitin for final versions of the Extended Essay and TOK essay.
- Any issues of authenticity arising from plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IB DP Coordinator
- If the Coordinator or teacher has reason to suspect that part or the whole of a candidate's work, which counts towards the final IB Diploma grade in that subject may not be authentic, that work must not be accepted or submitted for assessment. In such cases, the IB suggests that one of two possible courses of action may be adopted:
- The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the coordinator to send the work to the examiner by the appropriate IB deadline. 2) If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded. An F will be entered for candidate's work, in line with the point above, if the candidate is unable to prove to the teacher's satisfaction that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet, Candidates must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented.
- The school may make further decisions, in line with its own code of conduct, which may include expulsion, in addition to, or even prior to, the suggested course of action noted above.



- If plagiarism is detected after a candidate's work has been accepted or submitted for assessment, the International Baccalaureate's Curriculum and Assessment office (IBCA) must be informed.

CBSE Teachers:

- Encourage Academic Integrity both in school and at home.
- Students are encouraged to submit their original work and acknowledge resources used in research.
- Encourage students to have integrity and understand what it means to be honest. The teachers put it in practice by following it themselves.
- Teachers involve parents in making the students independent and responsible for their own learning.
- Teachers keep the parents informed through the Weekly transaction reports and through various orientation sessions.
- Students are encouraged to be Principled and follow the guidelines while researching.
- Guide and support students to understand the philosophy of and need for Academic Integrity.
- Communicate the expectations they have for their students by clearly referring to the Academic Integrity Policy.

Monitoring and Sanctions: Teachers, students and the administration are encouraged to reflect on the work they are completing, presenting and assessing. This self-reflective approach, coupled with a school ethos which values personal and academic integrity, should, we believe, result in an environment where the monitoring of academic integrity is consistent, student-led and non-invasive.

Teachers do, however, retain primary responsibility both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to ensure it complies with IB



regulations. Equally, students are primarily responsible in ensuring that the work submitted complies with all regulations contained within this Academic Integrity Policy.

To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Diploma Programme, internal and external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise.

Internal sanctions are those used by OIS, generally refer to assignments and classwork (general homework and ‘drafts’), which do not count towards the award of the final IB Diploma. ii. External sanctions are those applied by the IB, and relate specifically to all pieces of work, usually ‘final version’ (internal assessments, final exams, TOK assessment, CAS folders, the EE, etc.) which counts towards the final IB Diploma. However, there is some overlap to be expected between the applications of these sanctions, so they should not be seen as acting in isolation from each other.

IBDP Internal Sanctions: Internal sanctions may be imposed by the school for incidences of malpractice relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work, and will include:

- 1st Offense: The student is required to re-do the work and reminded of OIS Academic Integrity Policy. Parents are notified by the teacher and the malpractice is noted in school records.
- 2nd Offense: The student is given a zero for the work, parents are notified by the Principal and/or DP Coordinator, and the student receives disciplinary consequences. This second malpractice offense is noted in school records.
- 3rd Offense: If a student is found guilty of a 3rd breach of academic integrity, they will receive no credit for the relevant course, and may be recommended for withdrawal from the school.



External Sanctions: External sanctions are those assigned by the IB, or by the school, in compliance with IB regulations, and relate specifically to the perception that academic dishonesty has taken place in work which counts towards the award of the final Diploma. Should such academic dishonesty be suspected in the first draft of an IA, the EE or TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in with little or no time before the final submission date, malpractice investigation and sanctions will take place as detailed in the section below.

The school retains the right to apply other sanctions when dealing with malpractice internally including internal exams, tests, coursework (internal assessments), and homework procedures. When the malpractice involves official IB examination procedures, these sanctions could also be enlarged to include suspension, expulsion, refusal to allow the student to attend the Graduation Ceremony, or to receive the school's High School Diploma.

Investigating Malpractice

Investigations take place when:

- A Coordinator informs IB Curriculum and Assessment (IBCA) that malpractice may have taken place during an examination.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion.



An investigation of malpractice detected by an examiner outside the school may take the following form:

- The Head of Examinations Administration will inform the Coordinator that a candidate is being investigated for suspected malpractice.
- The Coordinator immediately informs the Head of the School that a candidate is being investigated.
- The coordinator will provide IBCA with:
- A statement from the candidate; II. A statement from the subject teacher or extended essay supervisor; III. A statement from the coordinator; IV. A summary of the interview with the candidate about the allegation of plagiarism;
- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate.
- The candidate's parents will be informed at the commencement of the investigation.
- The planning and conduct of the investigation are left to the discretion of the Coordinator, but the candidate's personal rights must be protected. Normal practice is to interview the candidate with a parent or guardian in attendance once it has been established that a formal investigation is taking place.
- The candidate must be shown the evidence and be invited to present an explanation or defense.
- With the candidate's permission, a transcript of the interview may be taken and submitted to IBCA. The candidate must also be given the opportunity to provide a written statement.
- The candidate and his/her parents have a right to see evidence, statements report and correspondence about the case. Evidence may be withheld to protect the identity of an informant.



- The candidate must be given a copy of the Regulations and his/her attention drawn to the articles which concern malpractice.
- The candidate must be given sufficient time to prepare a response to the allegation.

An investigation of malpractice which happens during an IB exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption as possible should take place so that other students are not disturbed or distracted.
- The Coordinator should be immediately informed by the invigilator of his/her suspicions.
- The Coordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator.
- The Head of School should be informed immediately.
- The candidate's parents/guardians will be contacted.
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents
- The candidate must be allowed to complete all other exams in that session.
- The IB will make the final decision as to whether or not there should be consequences.

An investigation of suspected or proven malpractice relating to internal assessments may take the following form:

- The candidate is told that there are doubts about the authorship of his/her work.
- If the candidate agrees that the work is not his/her own, if time allows, and if the cover sheet has not been signed off by the candidate, then the work can be re-done.
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this cannot be the case.



- The candidate, his/her parents, the subject teacher and the Coordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept.
- The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate’s knowledge of the work – and the subject.
- The subject teacher’s decision will be final, and the candidate must be aware that the school can award an F for the work, which the IB is extremely unlikely to question or dispute.
- If time does not allow, or the cover sheet has been signed off, the candidate should be informed of the situation, and that an F has been entered. Although the candidate can dispute this, it may be too late, as IA marks have already been entered. While the school will remain open to discussion with the candidate, it should be made clear that any further investigation may not be worthwhile, or result in a positive outcome.

Consequences of Malpractice/Sanctions

PYP In case of academic dishonesty, it is the teacher’s responsibility to discuss consequences with the student. Some of these consequences may include:

- Review the Academic Integrity Policy again with the student.
- Work should be submitted again with no plagiarism.
- Discussions with parents.

MYP Any kind of academic dishonesty detected in the completion of homework, class assignments, project work, exams, and tests would face the following consequences-

- First instance – The student will redo the exam or test or assignment again and work will be assessed if submitted within the deadline. Parents would be notified by the concerned teacher



and the malpractice will be noted in school records. Students would be reminded of OIS Academic Integrity policy.

- Second instance – The student work will not be accepted for assessment. Instance would be recorded in school records with a notification to the parents by the coordinators.
- Third instance – The student will get no grade in the subject and will face disciplinary action as mentioned in the school Code of Conduct.

Besides the above mentioned sanctions any other appropriate disciplinary action would be taken at the discretion of the school management such as suspension from regular lessons or other sanctions as identified in the Code of Conduct.

DP If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as ‘Academic Infringement’, as already explained in an earlier section of this document.

- If a candidate is found to have plagiarized all or part of any assignment, then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.
- If the case of malpractice is very serious, the candidate may not be allowed to re-register for examinations in any future sessions.
- An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established.
- An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.



- To ensure consistency and fairness when mistakes are made, it is important that the school keeps central records of each situation and the consequences; while each incident may be treated on a case-by-case basis by the teachers themselves, or by a senior administrator or panel if serious enough, central records will help ensure consistency, and may also highlight general trends or problems with particular students.

CBSE Any kind of academic dishonesty detected in the completion of homework, class assignments, project work, exams, tests would face the following consequences-

- First instance – The student will redo the exam or test or assignment again and work will be assessed if submitted within the deadline. Parents would be notified by the concerned teacher and the malpractice will be noted in school records. Students would be reminded of OIS academic Integrity policy.
- Second instance – The student work will not be accepted for assessment. Instance would be recorded in school records with a notification to the parents by the coordinators.
- Third instance – The student will get no grade in the subject and will face disciplinary action as mentioned in the school Code of Conduct. Besides the above mentioned sanctions any other appropriate disciplinary action would be taken at the discretion of the school management such as suspension from regular lessons or other sanctions as identified in the Code of Conduct.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved.

Links with other Policies: The Academic Integrity policy works in tandem with the other policies of the school.

The Language Policy: As a result of assessments a feedback is given to the student and parent. This promotes in devising strategies for future learning. Home and Family languages are



considered while interacting with the students. The school offers a choice of Second Language to select from the age of 6.

The Inclusion Policy: For the students with Special needs and EAL the school has a team of inclusion specialists. The assessments of these students is in consonance of the student's requirement of learning needs. The IEP's are set in collaboration with the parent, student and teacher. Assessments of these students is done based on their IEP.

Assessment Policy: Academic Integrity is closely linked with assessment policy. The main objective of assessment policy is to diagnose the learning needs of the student. The goal is to award reliable, fair and recognized outcomes to our students through practicing Academic Integrity during the process of assessing students. Assessment integrity is maintained in OIS through the implementation of Academic Integrity policy both in Internal and External assessment. So, it implies that the maintaining of integrity in all form of assessments is reliant on Academic Integrity policy.

The Admission Policy: Academic Integrity policy is closely linked to Admission policy at OIS. The cancellation of the admission policy is based on the principles of Academic Integrity policy which values personal integrity and principled actions. Thus students/ guardians are expected to sign an undertaking and a contract authenticating the originality of their documents and credential submitted. Furthermore, in consonance with the Academic Integrity policy, an admission of a student can be cancelled if the student/ parent is found guilty of providing fabricated or inaccurate information.

In conclusion:

Academic Integrity is valued highly by OIS. Academic malpractice is viewed as a serious transgression of the values that Oakridge seeks to impart and uphold. There can be no tolerance of deliberate academic dishonesty. Students must have a full understanding of the IB's approach to Academic



Integrity and we strongly recommend that students read this Academic Integrity Policy in conjunction with the full IB Guide to Academic Integrity which is available on the IBO's website. Students should be aware that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service.

Students are expected to be 'Principled'

Students should act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They must take responsibility for their own actions and the consequences that accompany them.

Essential and Recommended Resources for detailed analysis refer to the following links:

https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?root=1.6.2.2.5&lang=en

<https://cbse.nic.in/newsite/attach/notification%20dt%206.12.2018.pdf>



Glossary:

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

Malpractice:

Malpractice is behaviour that results in, or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment component.



Bibliography

Academic Integrity Policy (2011, 2012), Published by Copenhagen International School.

Academic Integrity Policy (2014, 2015), Published by Emirates National School, Abu Dhabi City Campus. Academic Integrity: Guidance for Schools, (2003, 2011), Published by the International Baccalaureate Organization, Switzerland. Academic Integrity in Diploma Programme Arts (2012), Published by the International Baccalaureate Organization, Switzerland IB DP Academic Integrity Guide: Academic Integrity in Diploma Programme Music, Theatre and Visual Arts.

<http://www.hcis.edu.sg/files/pdf/Academic%20Honesty%20Policy.pdf>

https://www.aischool.org/uploaded/Curriculum/Documents/Academic_Integrity/academic_honesty_paper.pdf

http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHomeMYP.cfm&filename=dSpace%2Fen%2Fg_0_malpr_sup_14_08_2a_e%2Epdf

Bibliography

Oakridge Academic Integrity Policy-Review document:

https://www.oakridge.in/wp-content/uploads/2017/12/OIS_Gachibowli-NC-Academic-Honesty-Policy.pdf

CBSE Vision and Mission

http://www.cbse.nic.in/admin/citizen_2012.pdf



Amendment in Rule 36.1(iv) of Examination Bye Laws relating to Unfair Means Cases (New Rule No.IS 36.1(v))

<http://cbse.nic.in/newsite/attach/notification%20dt%206.12.2018.pdf>

Guidelines for Safe and Effective Use of Internet and Digital Technologies in Schools and School Buses.

http://cbseacademic.nic.in/web_material/Circulars/2017/32_Circular_2017.pdf

Alert against Frivolous mails/ messages/WhatsApp text messages

http://cbse.nic.in/newsite/circulars/2018/cir_alert.pdf

National Education Policy- Ethical and moral reasoning

https://mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf

SEWA policy

[http://cbseacademic.nic.in/web_material/Circulars/2018/Health%20and%20Physical%20Education%20\(HPE\)%20IX-XII.pdf](http://cbseacademic.nic.in/web_material/Circulars/2018/Health%20and%20Physical%20Education%20(HPE)%20IX-XII.pdf)

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