



OAKRIDGE INTERNATIONAL SCHOOL
HYDERABAD, GACHIBOWLI
A NORD ANGLIA EDUCATION SCHOOL

ACADEMIC INTEGRITY POLICY

Oakridge International School, Gachibowli

Policy reviewed: July 2022

Next policy review: July 2023

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:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>RISK-TAKERS We approach uncertainty with faith, thought 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.</p> <p>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.</p> <p>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.</p>
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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, OISG), 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 learning community – students, teachers, 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 can 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 seek guidance from their teachers, supervisors and coordinators for support when completing assessed work in order to prevent any possible form of misconduct.
- 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 authentic and original.
- Impart to students that plagiarism is a serious offense.
- Explain to students precisely what penalties will be imposed should they be found guilty of academic misconduct

What is Academic Integrity?

Academic Integrity refers to:

- Appropriate behaviour 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.

Academic Integrity serves to promote personal integrity and respect for others. 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 OISG:

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.

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 an equitable environment 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 learning 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 learning 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 'misconduct'?

Misconduct is behaviour that results in or may result in the candidate or any other

candidate gaining an unfair advantage in one or more assessment components.

Academic misconduct may include:

- Plagiarism: The representation of the ideas or work of another as the candidate's own.
- Collusion: Supporting misconduct 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.

Other forms of academic misconduct also include:

- Making up data for an assignment.
- Falsifying records,
- Forgery or falsification of IB grades or certificates.
- Intervention into any IB academic misconduct investigation.
- 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 before or during the examination's schedule time, or 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.

Monitoring examinations:

An act of misconduct by a candidate in relation to the examinations will be reported to the Assessment Division, IB Global. The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is deliberately interfering with the proper conduct of the examinations

Defining Forms of misconduct

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 misconduct 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 offense 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 misconduct. 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 misconduct.

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

- 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 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.
- 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.

Diploma Programme:

Building academic integrity culture requires a strategy that combines policies and good academic practices. At DP level academic integrity is given utmost importance to all submissions and presentations including all internal school submissions and external submissions (e-courseworks)

The guiding principles for academic integrity are applicable for all submissions. All the work considered for assessment are produced and supervised in strict adherence to the subject guides. Teachers follow the instructions of the subject guide and abstain from “over editing” and give only one round of feedback as per the IB stipulations. The effective citing and referencing of sources and influences used in academic writing is at the heart of good scholarship and fundamental to academic integrity. When creating an authentic piece of work, the student is expected to

acknowledge all contributing sources accurately and appropriately.

Teacher librarian and the Extended essay coordinator conduct skilling sessions to the students and teachers on effective citation and referencing. All Diploma students follow Chicago Turabian style guide for referencing and citations (except for Psychology and English Language and Literature). For Psychology and English Language and Literature students adopt APA style guides to suit the specific requirements of the subjects.

To ensure that students adhere to the IB requirements for acknowledging sources in addition to above mentioned standard style for referencing, teachers and Extended Essay/Theory of Knowledge coordinators share documentation checklists and elements to be included in a reference checklist (as given in IB effective citing and referencing Document).

The Role of the Librarian

- 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 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 misconducts 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.

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 misconduct, 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 misconduct.

What Support Can Students Expect from OISG?

- 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 misconduct will be investigated, and the related consequences
- 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 informed about the assessment procedure/ Conduct of Examinations, and this will be discussed by the examination team and the coordinator.
- 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 are expected to comply with all internal school deadlines.
- Students should be aware that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service.

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 the PYP exhibition.

MYP students:

- Students maintain Process journals when working on projects assigned by the subject group teachers.
- For MYP Projects, the students and their supervisors use the MYP Projects academic integrity form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of their work.
- Students familiarize themselves with what constitutes academic misconduct in the physical, on-screen examinations and projects, by attending the workshops conducted by the Teacher Librarian and the Personal Project Coordinator, so that they submit work that is authentic.

DP students:

All DP students take a undertaking 'letter of authenticity' indicating that all submissions are original and authentic. Students should be aware that teachers have the right to refuse to upload the internal assessment (IA)/ecoursework 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 the ownership of the work submitted.

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, DP students 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 student uses the work or ideas of another person, the student 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.

Students should aim to achieve and develop the IB learner profile attributes in the context of academic integrity, and all students participating in IB programmes are expected to act honestly, responsibly, and ethically.

When completing schoolwork, students must also adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information and adhere to the guidelines given in the IB academic integrity policy

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 encourage students to have integrity and understand what it means to be honest. The teachers put it in practice by following it themselves.
- 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 for the students to document their investigation with references and develop an accurate bibliography.
- Explain the students' 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 projects 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 check major assignments throughout the entire course of study.
- Any issues of authenticity arising from plagiarism and/or collusion are immediately addressed by the subject teachers and the Programme Coordinator. The Programme Coordinator take appropriate action referring to



the IB academic integrity policy (appendix 1/2)

- 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. The coursework in which case will be marked as NO SUBMISSION to IB
- The school may make further decisions, in line with its own code of conduct.
- If plagiarism is detected after a candidate's work has been accepted or submitted for assessment, the teacher informs the programme coordinator of the same and is reported to 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 school ethos, which values personal and

academic integrity, results in an environment where monitoring of academic integrity is consistent, student-led and non-invasive.

Teachers have primary responsibility for guiding students in adapting academically honest practices, and monitoring the work they submit to ensure, it complies with IB regulations. Equally, students are responsible in ensuring that the work submitted complies with all regulations contained within this Academic Integrity Policy.

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 misconduct will be noted in school records. Students would be reminded of OISG academic
- 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's 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 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 to respond consistently in case issues related to academic misconduct arise.

- i. Internal sanctions are those used by OISG, generally referring to assignments and classwork within the school, which do not count towards the award of the final IB Diploma.
- ii. External sanctions are those applied by the IB ecourseworks which includes all subject Internal Assessments (IA, includes VA exhibition), VA portfolio and comparative study, Core components (TOK commentary, TOK essay, Extended Essay and CAS) which counts towards the final IB Diploma. Any deviation from the academic integrity guidelines is addressed as per the penalties given by the IB (Academic Integrity Policy, Appendix 1 and 2)

Investigating misconduct

Investigations take place when:

- A Coordinator informs IB Curriculum and Assessment (IBCA) that misconduct may have taken place during an examination.
- An examiner suspects misconduct 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 misconduct detected by an examiner outside the school may take the following form:

- The Head of Examinations Administration will inform the Coordinator/Head of the school that a candidate is being investigated for suspected misconduct.



- The coordinator will provide IBCA with:
 - I. 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 and follow the timeline given by the IBCA
- 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 defence.
- 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, reports 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 misconduct.
- The candidate must be given sufficient time to prepare a response to the allegation.

An investigation of misconduct 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



suspicious.

- 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.

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 misconduct 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 feedback is given to the student and parent. This promotes 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 5.

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

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 forms of assessments is reliant on Academic Integrity policy.

The Admission Policy: Academic Integrity policy is closely linked to Admission policy at OISG. 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 credentials submitted. Furthermore, in accordance 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 OISG. Academic misconduct is viewed as a serious transgression of the values that Oakridge seeks to impart and uphold. There can be no tolerance of deliberate academic misconduct. Students must have a full understanding of the IB's approach to Academic Integrity. 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. The members of the learning community 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.

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 happen before, during or after the completion of the assessment or examination, paper-based or on screen.

Misconduct:

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

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 misconduct 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 offense in some instances.

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

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 misconduct. 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 misconduct.



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Reviewed By: School Pedagogical Team

Verified By : School SLT Members