



**OAKRIDGE  
INTERNATIONAL SCHOOL  
VISAKHAPATNAM**  
A NORD ANGLIA EDUCATION SCHOOL

**OAKRIDGE INTERNATIONAL SCHOOL  
VISAKHAPATNAM**

**ACADEMIC INTEGRITY POLICY  
AY2023-24**

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## International Baccalaureate Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging Programmes of international education and rigorous assessment. These Programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## OISV Vision Statement:

To shape a generation of creative and resilient global citizens - a generation that will change our world for the better.

## Our Academic Moral Code:

Oakridge International School, Visakhapatnam believes that all teachers and students in school follow the moral code of conduct to safeguard the interest of intellectual property and work of others. OISV community of learners would not engage in any malpractice whatsoever, including cheating or plagiarism of any form. The community promises to abide by academic ethical practices by giving due credit to the owner of the original idea or thought (where established by publication). The school believes and promotes absolute integrity in the pursuit of knowledge.

## The IB Learner Profile:

**Inquirers** We develop their natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning, and this love of learning will be sustained throughout their lives.

**Knowledgeable** We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

**Principled** We act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.

**Open-minded** We understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

**Caring** We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** We approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. We are brave and articulate in defending their beliefs.

**Balanced** We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

**Reflective** We give thoughtful consideration to our own learning and experience. We are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## Understanding Academic Integrity:

The early- and mid-adolescence years are crucial to self-development, especially in today's information age. Pre-Primary, Primary Students and Secondary students need to develop strategies to create and consume information in the context of building more adult-like personal and social identities. In early- and mid-adolescence, many students also experience increasing personal, family and peer pressure to achieve higher and perform better academically. In this context, academic integrity must be seen as a larger set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. As with younger students, the well-being of students is heavily influenced by school personnel and learning environments. The relationship between the teacher, student achievement and the learning process is a critical part of the schooling, so it is natural to develop academic integrity in positive ways that stress respecting the integrity of all student work and recognizing the shared benefits of properly conducted academic research.

## Rationale for having Academic Integrity Policy:

Academic integrity policy sets the expectations of every individual in the learning community in terms of their rights and responsibilities. The Policy ensures that there is transparency, consistency, and fairness in consequences of academic misconduct. It is the right of a student to be taught what constitutes academic misconduct and hence what would amount to a transgression. The Policy also highlights good practices and helps the community of learners understand the importance of acknowledging intellectual work in the accepted citation rules by the academia.

## Paradigm Shift in Knowledge Acquisition:

Understanding academic integrity is part of learning and teaching. It has become increasingly important now, as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed. Figure 2 gives a summary of the changes.

Previously	Now
Knowledge was: <ul style="list-style-type: none"> <li>• canonical and beyond critical evaluation of all except ordained experts</li> <li>• authoritarian</li> <li>• disciplinary</li> </ul>	Knowledge is: <ul style="list-style-type: none"> <li>• not absolute</li> <li>• constructed</li> <li>• democratic</li> <li>• interdisciplinary</li> </ul>
Educated = knowledge of canons	Educated = ability to inquire/research
Knowledge easily transmitted with lectures, readings and required rote learning	Inquiry/research cycle driven by questioning
Accurate reproduction and correct answers tested	Evidence of understanding from research evaluated against criteria
Knowledge acquisition equated with IQ/ intelligence to some extent	IQ questioned. Inquiry and asking questions valued
Metaphors for learning included “blank slate”, banking, filling up	Metaphors to construct, weave
Learning/education completed	Lifelong learning
Behaviours required from students were passive and controlled by external authority	Students expected to be active, constructive, independent, but collaborative, learners
Part of a bigger modernism paradigm with beliefs in scientism, Newtonian physics, linear thought, clockwork universe, cause and effect...	Postmodern paradigm Deconstruction of grand narratives Critical literacy important

**Figure 2** Comparative chart of “recent” changes in learning

Academic integrity is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (*IB learner profile in review: Report and recommendation (April 2013)*, page 21).

## Understanding Academic Malpractice:

Academic malpractice is behaviour that results in or may potentially result in a student gaining an unfair advantage over other students in one or more assessment components. At OISV, it is vital that students understand and abstain from the below forms of academic malpractice.

a. **Cheating:**

Students of OISV do not involve in colluding with others to gain unfair advantage through means like fraud, dishonesty, deceit to use material or seek assistance from or assist other students. The following constitute cheating and is considered against the ethos of the school.

- Copying work of others during exams or in assignments.
- Using a calculator to store data which can be used during examination conditions to gain unfair advantage.
- Colluding with others during or after any examination in communicating answers in any form or disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Use of unauthorised material during the examinations (Unauthorised material list is published on posters outside the exam hall for final IB Examinations).
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.
- Getting help from others outside whether online or offline, whether commercial or otherwise to gain unfair advantage in assignments, Internal Assessments, Extended Essay or TOK Essay.
- Impersonating other candidates and taking exams on their behalf or allowing others to take exam on your behalf.
- Fabricating evidence for CAS without doing the required engagements in Creativity, Activity and Service.
- Duplicating the same work by self for different parts of the Diploma (An example would involve submitting the same piece of work for an Economics Extended Essay and the Economics internal assessment).

- Fabrication of data: falsifying, misrepresenting or inventing data or information to support an argument, experiment, or opinion.

b. **Plagiarism:** Students of OISV do not submit work where intellectual material of others is being used without acknowledging the source. All students of OISV are expected to avoid plagiarism by following the best practices. In order to help students identify what constitutes plagiarism, the list below details the most common among plagiarism cases:

- Copying of entire or part work of others in any academic work submission without proper acknowledgement.
- Use of ideas, insights, thoughts, views, and opinion of others without due acknowledgement or citation.
- Translating language or paraphrasing of others work which could include any literary device, recording (Audio or video) part or full without proper acknowledgement.
- Not doing proper citation and missing out syntax, which could amount to technical plagiarism.

c. **Stealing and Causing Academic disadvantage:**

Students of OISV are expected to respect others and their work and hence would not engage in any of the following causing academic disadvantage to fellow students:

- Stealing or destroying others academic work
- Stealing of electronic devices like calculator, laptop, Tabs etc
- Stealing of books, notebooks etc
- Stealing of Examination Papers or hacking computer systems to get access to examination papers.

d. **Disturbance in Classes:**

Students at OISV are expected to collaborate and cooperate in creating a conducive academic environment at school. Hence all students are expected to avoid the following:

- Causing disturbance in class and disrupting the academic transactions during academic activities.
- Not submitting assignments on published due dates.
- Not following instructions given in class.
- Including offensive material in exam script or assignment.



- e. **Collusion:** All activities involving group work such as the CAS project, Collaborative science project or science IAs, with a common goal require collaboration. All OISV students are expected to share their expertise and actively engage in collaborative tasks providing a fair share of their labour in achieving the common goals. However, they must take care to ensure that the reflections, reports including hypothesis, data, analysis, evaluation and discussion must be written by individual students in their own words and not generally shared with the group. Furthermore, OISV students are expected NOT to engage in situations when two or more members of the academic community work together on what is supposed to be an individual assignment or task in order to deceive.
- f. **Discrimination:** Equal opportunity will be provided by OISV for all its students to demonstrate their academic abilities without any prejudice and biases on the basis of race, colour, gender, nationality, disability, age etc. All OISV students are expected to uphold the Equal opportunity of their peer group and are expected not to discriminate as stated above.
- g. **Failure to report malpractice:** OISV students are expected to comply with ethical and academic principles as stipulated in the IB standards and practices. Every deliberation of OISV students should reflect the Learners Profile attribute of Principled. An OISV student is also expected to report all matters of academic misconduct to the appropriate authorities for safeguarding equal opportunity for everyone.
- h. **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.

## Academic Malpractice in the Arts:

### **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.

### **Piracy 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.

### **Imitation and creative inspiration 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.

## Responsibilities of various Stakeholders:

- 1) **School Management:** This includes the Managing Director, Principal and Diploma Programme Coordinator.
  - a. Ensures that an Academic Integrity Policy is made available for the school clearly stating what constitutes a good academic culture and the consequences of not following the same.
  - b. Educate the school community about the Academic Integrity Policy on what constitutes good practices and what constitutes authentic piece of work.
  - c. Provide ample opportunity for the students to learn accepted citation practices in the academia and encourage them to follow the policy.
  - d. Ensure that all staff and students know the consequences if found guilty of academic malpractice.
  - e. Provide subscription to Plagiarism detection software for the students and staff.
  - f. Constitute an Academic Integrity Committee to oversee any matters of Academic malpractice and hence deliberate on the consequences to provide recommendation for possible actions.
- 2) **Teachers:**
  - a. Educate the students on what constitutes academic malpractice in their respective subjects.
  - b. Teach the various accepted citation rules used in their respective subjects. Also teach them on what constitutes technical plagiarism.
  - c. Familiarise the students with Turnitin.com Originality reports. Students should be taught how to read the reports and understand how to identify and correct a potential plagiarism before final submission.
  - d. Monitor and use Turnitin.com to verify the authenticity of all work submitted by students. Escalate any issues of plagiarism, cheating or collusion in a final submission or during examinations to Diploma Programme Coordinator and Principal.
  - e. Develop a culture of academic integrity in all deliberations within the school.

### 3) Students:

- a. Ensure that all work submitted for assessment whether draft or final is authentic and genuine work done by self and, where required, acknowledge ideas and work of others by means of full and correct academic citations.
- b. Read and understand the Academic Integrity Policy of the school and hence the consequences of any Academic misconduct.
- c. Follow the deadlines set by the school for all Internal Assessments so that draft IA can be submitted on time for seeking feedback from teachers. School may not accept a work which is submitted beyond the school internal deadline.
- d. Use Plagiarism software like Turnitin.com and learn how to read and understand Originality report to identify possible plagiarism before all internal and final submission of assignments.
- e. Develop an effective way to keep track of resources used in all Internal Assessments, HL Essay, Extended Essay and TOK Essay. This would help in acknowledging the ideas and work of others effectively.
- f. Sign off on the official IBDP coversheet, indicating that any piece of work to be uploaded for IB assessment is authentically his/hers, and that there is no opportunity to re-submit different work, if the first submission is deemed to be plagiarized.
- g. Students should be aware that teachers have the right to refuse to sign the cover sheet 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.
- h. **A note of the use of AI** – As per latest guidelines, the use of AI tools is not prohibited by the IB. However, the unethical use of material generated by artificial intelligence in written assignments, and failure to quote and cite the AI source in the bibliography will be considered breach of academic integrity principles. Students must also be aware that overuse of AI generated text through the assignment, even if cited correctly, may lead to lack of originality on part of the student and thereby leading to low quality assessment.

#### 4) Parents:

- a. Read and understand the nuances of the School Academic Integrity Policy.
- b. Must attend all IB Diploma Orientations to familiarise with the programme expectations and importance of Academic integrity.
- c. Deliberate with their child on importance of Academic Honesty and Personal integrity. Also talk about the possible consequence if found guilty of academic misconduct.
- d. Participate in review of policies including the Academic Integrity Policy.

#### 5) Role of School Librarian:

- a. The school librarian conducts sessions for students on citation rules as the School Librarian is the head of the Academic Integrity Committee.
- b. Conduct orientation for the Parents and students on Academic Integrity and Good Practices.
- c. Would provide help where possible in guiding students with citation rules and would help where students approach to seek help with regards to Turnitin.com Originality reports.
- d. Would help students identify resources to help with their Internal Assessment, TOK Essay and Extended Essay.
- e. Would provide feedback during Extended Essay drafts or presentations on Academic integrity practices and citations.
- f. Would help students with use of [www.citethisforme.com](http://www.citethisforme.com) and other sites which help with citation.

#### Practices followed for Good Academic Standing:

- a. Orientation programme conducted for parents and students in the beginning of the academic year outlining the Academic Integrity Policy.
- b. Formal Classes on 'What constitute Academic Malpractice' will be conducted in the beginning of the year for all IB Diploma students.
- c. Academic citation rules will be shared with students and sessions will be conducted by the Extended Essay, DP Coordinator or Librarian in the beginning of the year for IBDP students. For lower classes a scaled

down approach of academic citation is to be taught as part of regular library classes.

- d. All students would submit the work through Turnitin.com and attach the originality report when submitting the work on Managebac.
- e. 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.
- f. All ideas and work of other persons or Artificial intelligence, regardless of their source, must be acknowledged.
- g. Digital reports, email messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals.
- h. The sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual and similar material must also be acknowledged.
- i. Passages that are quoted verbatim must be enclosed within quotation marks and references provided.
- j. All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged.
- k. Material cannot be paraphrased without acknowledging the source.
- l. Always use "TurnItIn" (access for which is available with all teachers) or similar electronic checks to affirm the authenticity of the work submitted.
- m. Styles of citation such as the Chicago Footnote style may be employed by the students to acknowledge sources cited. Websites such as 'www.citethisforme.com' or 'www.owl.purdue.edu', also provide information on grammar and mechanics of writing the citation.

## Consequences of Academic Misconduct:

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:

- 1) 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.

### **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.

- a. Internal sanctions are those used by the school, and generally refer to assignments and classwork (general homework and 'drafts'), which do not count towards the award of the final IB Diploma.
- b. 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.

a. **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 the school academic integrity policy. Parents are notified by the teacher and the malpractice is noted in school records.
- **2nd Offense:** The student is given 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.

b. **IBDP 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 the 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.

- For instance, 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 session.
- 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.

### **Other breaches of Academic Integrity**

- 1) Stealing: The Code of Conduct (COC – as seen in Appendix III) of the School is used for meting out the consequences. As per COC, the first time it is verbal warning by the teacher, subsequently it is verbal warning by Coordinator. Multiple repeat of the same misconduct will result in issue of a written warning by the Principal followed by suspension and termination from school.
- 2) Disturbance in class: The Code of Conduct of the School is used for meting out the consequences. As per COC, the first time it is verbal warning by the teacher, subsequently it is verbal warning by Coordinator. Multiple repeats of

the same misconduct will result in issue of a written warning by the Principal followed by suspension and termination from school.

- a. Infringement: 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/Principal will be notified that this action has been taken. The case will not be recorded as malpractice.

## **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) A statement from the candidate;
  - b) A statement from the subject teacher or extended essay supervisor;
  - c) A statement from the coordinator;
  - d) 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 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 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.

## Appendix I

### Terms and Definitions

*The following terms underpin the Academic Integrity Policy (Reproduced from the IB Academic Honesty Guide):*

1. **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.
2. **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
3. **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
4. **Fabrication of data:** manufactured data for a table, survey or other such requirement, this will be interpreted as an attempt to gain an unfair advantage in an assessment component and is treated as malpractice.
5. **Use of translated materials without attribution:** copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism.
6. **Breach of exam regulations:** The following are specific to written examinations conducted internally, or by the IB at the end of year 2. Breach of any of these regulations constitutes academic malpractice:
  - a. taking unauthorized material into an examination room (such as cell/mobile phone, written notes),
  - b. leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination,
  - c. misconduct during an examination, including any attempt to disrupt the examination or distract another candidate,
  - d. exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination,
  - e. failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination,
  - f. impersonating another candidate,
  - g. stealing examination papers,
  - h. using an unauthorized calculator during an examination or using a calculator when one is not permitted for the examination paper,
  - i. disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

7. **Any other behaviour that gains an unfair advantage** for a candidate or that affects the results of another candidate (for example, falsifying a CAS record) would also be termed as academic malpractice.

## Appendix II

### Examples of Academic Misconduct

Diploma Programme		
<b>Approaches to teaching and learning</b>	Self-management, social, communication, thinking and research skills	
<b>Activity</b>	Culminating project	Group work
<b>DP assessment task</b>	English A Extended essay	Psychology Internal assessment
<b>Scenario</b>	<p>ADP student is writing his English A extended essay. He has scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites.</p> <p>The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.</p>	<p>ADP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group.</p> <p>The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.</p>

Diploma Programme		
Self-management, social, communication, thinking and research skills		
Oral presentation	Creative work	Independent work
TOK presentation	Visual arts Studio work	ITGS Internal assessment
<p>A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice. The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.</p>	<p>A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered “copying”. She asks her visual arts teacher for advice. The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists’ ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, “After...”, so that it is very clearly attributed.</p>	<p>An ADP student is completing her ESS internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions, as she feels it would make her analysis and solution stronger, and help her achieve a better mark. As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating her client’s responses could have far-reaching consequences as a case of academic misconduct.</p>

# Appendix III

## Code of Conduct of Oakridge International School, Visakhapatnam

### Framework for Code of Conduct Consequences

	Behavior descriptor	Reward 1	Reward 2	Reward 3	Person Responsible
Level 1 Green	A Respect/Help self, teachers & others students	Reward Cert	PC	PC	Class Teacher
	B Follow learner profile*	Reward Cert	PC	PC	Class Teacher
	C Follow school rules & policies	Reward Cert	PC	PC	Class Teacher
	D 100% Attendance	Reward Cert	PC	Achievement Board	Class Teacher
	E Perform well in class and in school	Reward Cert	PC	Trip or activity (quarter compliance)	Class Teacher
Level 2 Yellow	Behavior descriptor	Consequence 1	Consequence 2	Consequence 3	Person Responsible
	A Late arrival to classes/assembly/activities	LE & VW	LE & VW	PC	Class Teacher
	B Forgetting materials	LE & VW	LE & VW	PC	Class Teacher
	C Not doing class work	LE & VW	LE & VW	PC	Class Teacher
	D Sitting in Corridors/ Moving out of the class w/o HP	LE & VW	LE & VW	PC	Class Teacher
	E Eating in class/Outside canteen (apart from Break)	LE & VW	LE & VW	PC	Class Teacher
	F Swinging on chair	LE & VW	LE & VW	PC	Class Teacher
	G Throwing rubbish	LE & VW	LE & VW	PC	Class Teacher
Level 3 Orange	H Speaking in Regional Language in Classes/School	LE & VW	LE & VW	PC	Class Teacher
	Behavior descriptor	Consequence 1	Consequence 2	Consequence 3	Person Responsible
	A Persistent interruption and/or disruption of class	LE & PO	PC & WW	PC & WW	CO/Class Teacher
	B Disrespect towards another (student or teacher)	LE & PO	PC & WW	PC & WW	Vice Principal
	C Losing of library books	LE & PO	PC & WW	PC & WW	Vice Principal
	D Not doing class work/homework/project	LE & PO	PC & WW	PC & WW	CO/Class Teacher
	E Physical/Verbal abuse in school or in bus	LE & PO	PC & WW	PC & WW	Vice Principal
	F Use of electronic devices without permission	LE & PO+ Confiscation	PC & WW	PC & WW	Vice Principal
	G Improper dress-up/Uniform	LE	PC & WW	PC & WW	CO/Class Teacher
	H Frequent unwarranted visits to infirmary	LE	PC & WW	PC & WW	CO/Class Teacher
Level 4 Red	I Persistent Level 2 behaviors	LE & PO	PC & WW	PC & WW	Vice Principal
	Behavior descriptor	Consequence 1	Consequence 2	Consequence 3	Person Responsible
	A Bullying	FWW	Suspension	Expulsion	Principal
	B Stealing, vandalism	FWW	Suspension	Expulsion	Principal
	C Skipping class	FWW	Suspension	Expulsion	Principal
	D Unsafe behavior/Use on contraband	FWW	Suspension	Expulsion	Principal
	E Cheating	FWW	Suspension	Expulsion	Principal
Level 5 Pink	F Persistent Level 3 behaviors	FWW	Suspension	Expulsion	Principal

LE = Log Entry VW = Verbal Warning WW = Written Warning PC = Parent Communication PO = Principal's Office FWW = Final Written Warning

\*Learner Profiles: Responsible, Creative, Committed, Compassionate, Inquisitive, Motivated, Open minded.

All Person(s) Responsible must enter the detail of incidences on Student Information System by the end of the day of the incident.

Expulsion will be decided by the OIS SMT under advisement from the Advisory Board.



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