



Policy Name	Whole School Academic Integrity Policy.
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Review committee members	<ol style="list-style-type: none">1 Academic Director2. Head of School PYP3. Head of Middle & Senior School4. Coordinators5. Teachers: – Maitreyee, Thirumal, Swathi, Ranjitha, Kalyani

IB Learner Profiles

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
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.
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.
Knowledge	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
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.
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
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.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for others and ourselves. We recognise 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.
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.

School's Vision Statement

Sharanya Narayani International School (SNIS) aims to develop students who think, inquire, act and reflect. Teaching and learning will stimulate analytical, logical, critical, creative, and reflective skills to help students become lifelong learners and responsible global citizens in an ever-changing world. Our student-centric approach and secure, stress-free learning environment will contribute to a continuing sense of wonder and passion for the world around us.

School's Mission Statement

Sharanya Narayani International School nurtures students into successful, responsible and ethical leaders who can brighten the world with compassion, curiosity and creative fire.

IBO'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 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.

Flow Chart of the Review Process for School Policies



Steering Committee

Sharanya Narayani International School steering committee comprises the Academic Director, Heads of School, Academic Coordinators, Members of the senior management team, Librarians along with teachers, parents and student representatives.

It is the responsibility of the committee to oversee the procedures needed to develop the philosophy and policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

Essential Agreements

- 1) The time frame of the review: The policy will be reviewed every two years.

Change in the committee.

- Students and parents will change after every reviews.
 - Teacher representatives from the faculty (PYP, MYP, DP,) will give way to new members at the end of the 2-year cycle.
- 2) Any member of the steering committee can call for a meeting to discuss an issue or concern shared by any stakeholder regarding the working of the document.
 - 3) It will be the responsibility of the members of the steering committee to ensure that the Policy is made available to all stakeholders of the community through school's website, blogs and publications.

- 4) The outcomes of the meeting of the steering committee will be shared with all the stakeholders of the school community (Staff, parents and students)

SNIS Philosophy on Academic Integrity

SNIS, guided by the philosophy of the IBO, places a premium on not only acquiring 21st century academic skills, but also on the qualities of academic integrity and honesty that guide us in the teaching and learning process. Academic integrity is an attitude and practice every member of our school community must adhere to. We aim to instil in each student, an approach to learning and communicating information that reflects the IB values. All students, faculty, leadership team and parents are aware of the expectations and best practices of academic integrity. We are guided in our approach and practices mainly by two of the IB Learner Profile attributes, which are described 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.

Purpose of the Policy:

- All IB stakeholders at SNIS, i.e. the students, teaching faculty, parents, admin staff and leadership team are aware of the policy document and its scope, the expectations and best practices of academic integrity.
- The IB students of SNIS **will produce and submit their own, authentic work for all coursework and assessments, including and not limited to class tests and assignments - both internal and external, school based and IB examinations.**
- The students understand the significance and purpose of acknowledging others' work and are aware of, and use standard methods of referencing, bibliographies etc. as and when needed.
- Students understand and follow the rules and regulations of the school and the IB, pertaining to conduct of examinations.
- Students understand the difference between the terms '**collaboration**' and '**collusion**' and are expected to never submit a piece of work arrived at through a process of collusion.

Aims:

- Set standards for best practices in academic integrity and link it to the school's philosophy, which lay emphasis on developing personal integrity along with academic rigour.
- Guide students in their understanding of what constitutes academic honesty and dishonesty.

- Encourage students to ask for help from their teachers, Coordinators or teachers, when in doubt about academic integrity policy guidelines and practices.
- Explain to the students that they have the 'duty of care' and highest responsibility to ensure that their work meets academic integrity guidelines.
- Detail the penalties and consequences that the student will face in case of breach of any academic integrity guidelines.

What is 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.

Why do we need Academic Integrity?

- To teach students the five fundamentals (**Honesty, Trust, Fairness, Respect and Responsibility**).
- To teach information & media literacy skills that allow students to identify and cite from credible sources.
- To maintain trust, honesty and credibility in the production of authentic work and in reflecting student's achievements in the report card / IB certificates.
- To ensure that any unfair acts (not limited to orals/ ideas/ tasks/ assessments) are discouraged and appropriate measures are taken

so as to instil an ethical culture amongst the students and the school community in general.

- To develop respect for other's work by acknowledge the source, in case any ideas or words of others are used.

What is Academic Honesty & Good Practice?

Academic honesty demonstrates the principle of producing original and authentic work by students. In case of reference, students give full acknowledgement to the words, ideas, creative material and intellectual property of others. It also includes appropriate behaviour during the examinations, as per the school regulations and/or IB examination guidelines.

What is Academic Misconduct?

'**Academic Misconduct**' is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.

Categories of Academic Misconduct:

For PYP

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- **Collusion:** Collusion is defined as students helping each other in completing an assigned task without teacher's approval or

knowledge, and one student's work is copied or submitted for assessment by another.

Academic Misconduct in PYP also includes:

- Not producing authentic work
- Not acknowledging the resources with bibliography

For Middle & Senior School:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- **Collusion:** Collusion is defined as students helping each other in completing an assigned task without teacher's approval or knowledge, and one student's work is copied or submitted for assessment by another.
- **Duplication of work** includes submitting the same work, completely or partially, in two different parts of the IB assessment process (Example 1: Including Economics Internal Assessment (IA) essay partially or completely used in Economics Extended essay, Example 2: Submitting the portfolio partially or completely used in Personal project)
- Fabrication of data, falsifying data, misrepresenting or inventing data or information to support an argument, experiment or opinion.

Academic Misconduct in Middle & Senior School also

includes:

- Inventing data for analysis.
- Falsifying a service CAS record by producing the pictures / reflections of the experiences which are not undertaken by the student
- Copying the information directly from the internet or from a fellow student.
- Passing on the information or examination paper among the students during the examination.
- Taking unauthorised 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, unauthorised 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.
- Writing offensive material in an answer script.
- Stealing or circulating 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 unauthorised calculator during an examination.
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations.

Rights & Responsibilities of the School Community:

The responsibilities of the school:

- Establish an Academic integrity policy and apply fairly and consistently.
- Provide teachers with effective training opportunities in learning and sharing best practices in academic integrity.
- Ensure teachers and students are aware of and adhere to the school's academic integrity policy.
- Share with parents and legal guardians about the academic integrity policy of the school.
- Ensure all stakeholders understand academic integrity policy and adhere to it.
- The students are aware of the consequences if they engage in academic misconduct.
- Ensure the Academic integrity policy is reviewed by the competent authorities in every 2 years.
- Compliance with secure storage of confidential IB material and the conduct of IB examinations.
- Supervise all activities related to the investigation of academic misconduct according to the school and/ or IB policy.

The responsibilities of teaching and non-teaching staff:

In the PYP

- Every teacher must act as a role model for students. They should ensure that any kind of resources (worksheets, books, presentations, posters, images etc.) used in their teaching and learning process are acknowledged and sourced.
- Teachers should make the students understand the meaning of academic integrity.

In the Middle & Senior School

- Every IB teacher must act as a role model for students. They should ensure that any kind of resources (worksheets, books, presentations, posters, images etc.) used in their teaching and learning process are acknowledged and sourced.
- All teachers should guide the students in following academic integrity by helping them understand the importance and benefits of it.
- Plan a manageable workload for the students and give interim deadlines, so students can allocate time effectively to produce original work.
- Giving feedback and ensuring students are not provided with multiple rounds of feedback for internal assessments, Personal projects, e-portfolios, Extended essay, TOK exhibition and essay.
- Teachers should be vigilant for obvious changes in a student's/ candidate's style of writing, for work which is too mature, uncharacteristically error free or characteristic of an experienced academic than a secondary school student.

- Subject teachers are in the best position to identify work, which may not be the authentic work of the student. Teachers are expected to read and check candidates' work using a plagiarism checking software/database for authenticity before submission. This refers to all internal assessments, Personal projects, extended essay, and TOK components.
- Teachers are strongly encouraged to check major assignments, and must use a plagiarism checking software/database for checking final versions of the e-portfolio of Design, PHE and Visual arts, Personal project, Extended Essay, Internal Assessments and the TOK documents, before submission.
- Ensuring all student work is appropriately labelled and saved to avoid error when submitting assessments to IB.
- 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 Coordinator
- If the Coordinator or subject teacher has reason to suspect that part or the whole of a candidate's work, which counts towards the final IB 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:
 - A) 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.
 - B) 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 MYP/ 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 Curriculum and Assessment office (IBCA) must be informed.

The responsibilities of each student:

PYP students:

- The students are responsible for ensuring that all work submitted for assessment is original and completed by them. They are responsible for fully and correctly acknowledging the work and ideas of others.
- Students are expected not to copy sentences from the internet and use them as their research.
- Students are required to use citations if some extracts are taken from online resources or from the library books while presenting their work.

Middle & Senior School students:

- The students are expected to review their own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.

- They may be required to submit their work using a plagiarism checking software/database. Failing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within school and/or submission of their work to the IB.
- The students have a good understanding of the school's policies and the conduct of IB MYP on-screen examinations and IBDP examinations.
- Respond to the acts of academic misconduct and report them to their teachers and or coordinators.
- The students should complete all tasks, tests and exams in an honest manner and credit all sources used.
- Abstain from receiving non-permitted assistance in completion of work and from giving undue assistance to peers in completion of work.
- They 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.
- The students should be aware that teachers have the right to refuse to sign their cover sheet/ declaration form, if they have reasons to believe the authenticity of completed work, and if the student cannot prove their ownership to the teacher's satisfaction, or the satisfaction of the IB coordinators. The IB will accept the teacher's/school's decision in this regard.
- It is the student's responsibility, if academic integrity is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised.

Responsibilities of Parents / Guardians

In the PYP

- Encourage your ward to use their own words when completing homework and not copy anything from online / offline resources
- Encourage your ward to ask their teacher for advice if they are having difficulty with their work.

For the Middle and Senior School

- Understand school's policies, IB conduct of examinations, procedures and subject guidelines in the completion of school's assessments, DP internal assessments, coursework, MYP E. portfolio, Personal project, Extended essay, TOK components and examination papers by your wards.
- Understand what is academic misconduct and its consequences.
- Abstain from giving or obtaining assistance in the completion of work to their children.
- In case of any request for inclusive access, submit only genuine and authentic evidences.
- Encourage your ward to plan each assignment well in advance and not procrastinate
- Provide support with the scheduling of their work, as they may have assignments in multiple subjects to complete in any given period of time during the IB course.
- Encourage your ward to ask their teacher for advice if they are having difficulty with their work.

Rights of School Community

- All students will be acquainted towards their Rights by:
 - a. Teaching what is academic integrity
 - b. Giving access to library to develop media literacy skills
 - c. Allowing students to challenge an academic misconduct and request a review
- Parents will be made aware of Academic Honesty Policy
- Parents can request a review against the decision of the school

Support from the School

- All students will be acquainted with Academic integrity Policy, by the coordinators, librarian and subject teachers/Homeroom teachers at the beginning of the academic session.
- All students will be helped in understanding the various tools and technology available for preventing any unwitting academic misconduct.
- Students will be familiarised with the process of investigation and consequences in case they are found in breach of the policy by the school .
- The Librarian and the library staff are invaluable resources who can provide support and assistance in terms of research, and the correct use of citations.
- **For Middle and Senior school:**
 - A) Candidates will be provided with the 'Conduct of Examinations' and this document will be discussed by the coordinators prior to the exams.
 - B) Explain to the parents/legal guardians the importance of academic integrity during parent orientation and workshops.

School Maladministration:

- The IB defines school maladministration as an action by an IB World School or an individual formally 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.

Examples of school maladministration which should not be done:

- The subject teacher gives more support than what is provided in the subject guide like giving the template or framework.
- Providing multiple feedback for the course work.
- Additional time given to students in IB exams.
- Allowing the teacher teaching the subject into examination hall and help the students.
- Calculators not in exam mode.
- Non-permitted items for that exam are allowed.
- Examination material not securely stored.

Monitoring and Sanctions

All stakeholders of SNIS are encouraged to demonstrate the values of academic integrity, ethical behaviour and sound moral judgement in the teaching and learning process, which in turn, should result in an environment where monitoring of academic honesty is consistent, ongoing and non-invasive.

To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Programme, internal and

external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise.

Internal Sanctions	External Sanctions
Generally, refer to the formative and summative assessments, tasks, and assignments set as class work or homework, including assignments and projects which are not included for awarding the final IB MYP/ DP.	External Sanctions deal with the assessments or examinations which specifically count for the award of the IB MYP/ IB DP: E. portfolio, Personal project, Internal assessments, final exams, TOK assessments, Service/ CAS documentation and Extended Essay.

In the PYP

Sanctions should be internally handled and should be addressed as below:

- Issues should be handled by the homeroom teachers and students should be counselled
- Students should be given a chance to justify their actions
- Students should be asked to reflect on their practices and reproduce their work
- For repeat misconducts, coordinator should be informed and students should be asked to follow the instructions /directions of the coordinator
- If the issues still persist and go beyond control, then parents should be informed and a meeting should be jointly conducted to counsel the child. Meetings should include homeroom teachers, counsellors, coordinator and parents.

For Middle & Senior School

Internal Sanctions

Internal sanctions may be imposed by the school for infringement of academic honesty guidelines relating to homework, classwork, and internal school exams, which do not count for the award of final IBMYP/ IBDP grade or Diploma.

Academic misconduct is identified either by the subject teacher in any classwork or homework, assignments, or by the invigilator during examinations.

Investigation Process	
1st Offence	<ul style="list-style-type: none">• The issue will be directed to the IB Coordinator.• The IB Coordinator will open an investigation with the help of subject teacher/ invigilator and class teacher• The student will be asked to give a written statement of his stand on the issue.• The student will be given a chance to justify his/her actions and prove their innocence.• If required, the student will have the right to choose a parent or teacher to advocate on behalf of him / her during the discussions with the IB Coordinator.

	<ul style="list-style-type: none"> • During the investigation if proved guilty, the student will have to re-do the assigned class work / homework. In case of examination or class test, the student will reappear for it. A reminder-note, debriefing the importance of academic honesty will be sent to parents/legal guardians.
<p>2nd Offence</p>	<ul style="list-style-type: none"> • The issue will be directed to the IB Coordinator. • The IB Coordinator will open an investigation with the help of the subject teacher/ invigilator and/or class teacher. • The student will be asked to give a written statement of his/ her stand on the issue. • The student will be given a chance to justify his/ her actions and prove their innocence. • If required, the student will have the right to choose a parent or teacher to advocate on behalf of him / her during the discussions with the IB Coordinator. • During the investigation if proved guilty and if it is a second offence, the student will be given zero in that particular assignment or examination. Parents/legal guardians will be called in for a discussion with the IB Coordinator and the Head of the school.

	<ul style="list-style-type: none"> • The student will have to re-do the assigned class work / homework. In case of examination or class test, the student will reappear for it. A reminder-note, debriefing the importance of academic honesty will be sent to parents. The second offence will be recorded in the student profile.
<p>3rd Offence</p>	<ul style="list-style-type: none"> • If a student is found guilty of a 3rd breach of academic honesty, he / she will not get any credits in the respective subject. If required, the student may be recommended for withdrawal from the school.

External Sanctions

External sanctions pertain to academic misconduct proved in IB MYP/ Diploma components related to the final grade or Diploma award, i.e., final versions of the E. portfolio, Personal project, IAs, TOK assessments, Extended essay and Service/ CAS documentation. If after the investigation into instances of academic misconduct is established, the following sanctions can be put in place, as detailed below, in the policy document.

Investigating Academic Misconduct for External Sanctions:

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 academic misconduct detected by an examiner outside the school may take the following form:

- The Head of Examinations Administration will inform the Coordinator immediately informs the Head of the School that a candidate is being investigated.
- 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, 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, 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 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 / Exam Officer should be immediately informed by the invigilator of his/her suspicions.
- The Coordinator / Exam Officer 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. Please refer to the Appendix for further details.

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 external academic misconduct / sanction

- 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 for that particular academic year.
- An IB Diploma may be withdrawn from a candidate at any time if academic misconduct 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.

Please refer to the Appendix for further details.

Final Points to Remember

Academic integrity is valued highly by SNIS, by the IB, by universities and employers. Academic malpractice is viewed as a serious transgression of the values that SNIS 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.

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Appendix 1:

School maladministration taken from IB Academic integrity document

Completion of coursework

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
Providing undue assistance to candidates such as over-editing or templating or manipulating finished pieces of work for improvement.	<ul style="list-style-type: none"> • Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits. • Formal warning letter and action plan to address incident • Audit or monitor the internal assessment completion process. • Quality assurance checks in the entire cohort's work for the component(s) concerned. • Bring forward the evaluation visit • Recommend relevant IB training. • Include school in session
Allowing the submission of work produced by third parties such as teachers, tutors, parents, and peers.	
Awarding mark—zero (0)—for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases— more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	

	monitoring for two consecutive sessions.
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Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	<ul style="list-style-type: none"> • Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Request immediate corrective action
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	<ul style="list-style-type: none"> • Formal warning letter and action plan to address incident • Immediate inspection visit
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	<ul style="list-style-type: none"> • Mandate relevant IB training • Include school in session monitoring for three consecutive sessions
Not complying with authorized inclusive assessment arrangements.	

Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security.	
Leaving candidates unsupervised during an examination or unaccompanied during toilet breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP candidate response files to the IB within three days without an acceptable reason.	

Undermining the integrity of assessments

Infringements relating to school leadership undermining the integrity of IB assessments	Actions or sanctions—multiple actions may be taken
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage.	<ul style="list-style-type: none"> • Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Immediate inspection visit
Failing to implement an action plan required by the relevant IB authority.	

Failing to report incidents of student misconduct or school or teacher maladministration.	<ul style="list-style-type: none"> • Controlled dispatch of IB examination papers • Deployment of independent invigilators • Relocation of candidates to another venue • Annulment of grades for the candidates concerned or the entire cohort • Authorization withdrawal • Include school in session monitoring for five consecutive sessions
Failing to support an investigation into student misconduct or school or teacher maladministration.	
Failing to report an examination security breach or alleged breach.	

Appendix 2:

Student academic misconduct – Penalty matrices

Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism Copying external sources.	Not applicable.	Between 40–50 consecutive words and	More than 51 consecutive words copied and no	Not applicable.

		incomplete acknowledgement of copied source(s).	acknowledgement of source(s) given.	
Peer plagiarism Copying work from another student.	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else's work as one's own.	Not applicable.
Peer plagiarism Student lending or facilitating their work.	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion Coursework only and when working collaboratively.	Work of students show close similarity.	Work of students has similarities—less than 30%— and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.
Submitting work commissioned, edited by, or obtained from	Not applicable.	Student submits work heavily edited by a third party to circumnavigate	Student submits work that was entirely produced or edited by a third party.	For a student in the same or another IB World School providing the service.

a third party		<p>the rules on teacher support.</p> <p>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</p>	<p>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</p>	
Inclusion of inappropriate, offensive, or obscene material	Minor offence	Moderate offence	Major offence	Major offence.
Duplication of work	Not applicable.	<p>Presentation of the same work for different assessment components or subjects.</p> <p>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</p>	<p>Presentation of the same work for different assessment components or subjects.</p> <p>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</p>	Not applicable.
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

Possessing unauthorized material in the examination room	In candidate's possession but surrendered or removed during the first 10 minutes of the examination.	In candidate's possession but no evidence of it being used during the examination.	In candidate's possession and evidence of it being used during the examination.	Not applicable.
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<p>Exhibiting misconduct or disruptive behaviour during an examination— see note 9</p>	<p>Not applicable.</p>	<p>Non-compliance with the invigilator’s instructions during one component.</p>	<p>Repeated non-compliance with the invigilator’s instructions during one examination or non-compliance during two or more examinations. Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</p>	<p>Not applicable.</p>
<p>Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>When candidates try, successfully or not, to share answers and/or examination content with others. Penalties will be applied to all candidates participating in the incident.</p>	<p>For a candidate in the same or another IB World School aiding other candidates.</p>

<p>Removal of secure materials such as examination papers, questions and answer booklets, from the examination room</p>	<p>Not applicable.</p>	<p>Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.</p>	<p>Candidate successfully removing secure materials from the examination room.</p>	<p>Not applicable.</p>
<p>Impersonating an IB candidate— both impersonator and person allowing impersonation</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>For both candidates allowing or conducting an impersonation.</p>	<p>For the candidate conducting the impersonation.</p> <p>If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for.</p> <p>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</p>

Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.
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Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Gaining access to IB examination papers before examination’s scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
Sharing of IB examination paper content before or during the examination’s	Not applicable.	Not applicable.	Candidate sharing partial or complete live examination content through any means, including but not	Assisted the sharing of partial or complete live examination content.

scheduled time, or within 24 hours after the examination			limited to, email, text messages and the internet, even when shared information is general.	
Assisting another student(s) in committing an act of academic misconduct.	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned	No grade for "parallel" subjects

Not cooperating with an investigation, whether involved or not	Not applicable.	Not applicable.	When a student show any of these behaviors and/or refuses to submit a statement.	When a student show any of these behaviors and/or refuses to submit a statement.
Providing misleading or demonstratively false information	Not applicable.	Not applicable.		
Attempting to influence witnesses	Not applicable.	Not applicable.		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable.	Not applicable.		

Orgery or falsification of IB grades or certificates

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned	No grade for "parallel" subjects

<p>Forgery or falsification of IB grades or certificates</p> <p>Attempt to fraudulently amend a result in a subject—electronic or hard-copy certificates and transcripts.</p>	Not applicable.	Not applicable.	Students may receive additional sanctions depending on the number of subjects affected.	
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Breaches related to written and oral coursework and examinations

Plagiarism—external sources

Middle Years Programme		
Subject	Example	Outcome
Music—e-Portfolio	A candidate submitted a document containing several sections of unreferenced text, more than 300 words in total. No bibliography was included.	The candidate claimed to have made an honest mistake and forgot to add the bibliography. The candidate received a level 3a penalty and no grade, an “N”, was awarded for music.
Personal project	A candidate submitted a piece of work that was almost identical to an internet source—more than 80%. No reference was provided in the body of the work or in a bibliography.	The candidate claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. The candidate received a level 3a penalty and no grade, an “N”, was awarded for the personal project.

Diploma Programme		
Subject	Example	Outcome
Extended essay (EE)	A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an "N", was awarded for the EE.
Visual arts higher level (HL)—exhibition	As part of the exhibition, a candidate submitted artistic work which was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3a was applied to the exhibition component, which resulted in no grade, an "N", being awarded for visual arts HL.
English A literature HL—oral component	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware	The candidate received a level 3a penalty for the oral component which resulted in no grade, an "N", being awarded for English A literature HL.

	that memorized materials had to be referenced during an oral presentation.	
History of the Americas HL—paper 3	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a level 3a penalty for paper 3 and no grade, an "N", was awarded for History of the Americas HL.
Theory of knowledge (TOK)—essay	A candidate submitted an essay that was almost entirely plagiarized from an English source which they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component which resulted in no grade for the subject concerned.

Peer plagiarism

Diploma Programme		
Subject	Example	Outcome

<p>Economics HL— internal assessment</p>	<p>Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support.</p> <p>Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.</p>	<p>Candidate A received a level 3a penalty and no grade, an “N”, was awarded for economics HL. Candidate B received a level 1 penalty warning letter.</p>
<p>TOK—essay</p>	<p>Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB school. Candidate B complained about the difficulty of the task; candidate A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered.</p> <p>Candidate B rewrote part of candidate A’s essay but left many sections unchanged.</p>	<p>Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for the subject concerned.</p>

Collusion

Diploma Programme		
Subject	Example	Outcome
<p>Environmental systems and societies standard level (SL)— internal assessment</p>	<p>Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must</p>	<p>Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for environmental systems and</p>

	collect and record their own data and write their own conclusions	societies SL.
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Submission of externally commissioned work

Diploma Programme		
Subject	Example	Outcome
TOK—essay	Two candidates registered in different IB schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for the TOK subject.

Inclusion of inappropriate, offensive or obscene materials

Middle Years Programme		
Subject	Example	Outcome
Drama—e-Portfolio	During the completion of the oral component recording, an MYP candidate included an inappropriate joke which contained sexual content and references to religion. Offensive and derogative language was used.	Candidate received a level 1 penalty warning letter.

Diploma Programme		
Subject	Example	Outcome
Theatre HL— research presentation	During the completion of the 15-minute video, a candidate used offensive and derogative language against women in front of a live audience.	Candidate received a level 1 penalty warning letter.

Duplication of work

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies—extended essay and mathematical studies SL— internal assessment	The candidate reworked their internal assessment and expanded on it to create their extended essay; however, both pieces showed extensive similarities.	Candidate received a level 3a penalty which resulted in no grade, an “N”, being awarded for both subjects.

Breaches occurring during an examination

Possessing unauthorized material in the examination room

Diploma Programme		
Subject	Example	Outcome

<p>Biology SL—paper 2</p>	<p>After candidates had entered the examination room and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.</p>	<p>The candidate received a level 1 penalty warning letter.</p>
<p>Chemistry HL—paper 1</p>	<p>After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate</p>	<p>There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school's IT department. As the candidate was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination paper.</p>
<p>Business management—paper 2</p>	<p>After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after</p>	<p>Candidate received a level 3a penalty—no grade for the subject—as there was evidence of possession and use of the mobile phone.</p>

	<p>the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.</p>	
<p>Mathematics HL— paper 1, non- calculator exam</p>	<p>An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject matter experts were consulted to confirm or dismiss the allegation.</p>	<p>On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received a level 3a penalty for paper 1 and no grade, an "N" was awarded for mathematics HL.</p>

Exhibiting misconduct or disruptive behaviour during an examination

Diploma Programme		
Subject	Example	Outcome

Physics SL—paper 1	When entering the examination hall, a candidate refused to sit in his allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, he maintained his disruptive behaviour. He was warned by the invigilator but became increasingly aggressive and was eventually removed from the examination hall.	The candidate received a level 2 penalty: zero marks for component.
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Facilitating the exchange of live content during the examination completion time

Diploma Programme		
Subject	Example	Outcome
Psychology SL—paper 2	Halfway through the examination, an invigilator had noticed and become suspicious of Candidate A’s behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that Candidate A was receiving information via a pair of wireless headphones from another candidate, Candidate B, who was in a different room. Through a “cough code”, Candidate B identified and read subject relevant information to assist Candidate A in	Candidate A received a level 3a penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under “Assisting another candidate(s) in committing an act of academic misconduct” category.

	completing the examination.	
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Breaches that threaten the integrity of the examination
Gaining access to examination papers before scheduled start time

Diploma Programme		
Subject	Example	Outcome
English A literature SL— paper 1	One day before the examination was scheduled, three candidates approached their teacher to ask how to “tackle” a poem they were using in a revision session. The teacher did not recognize the poem from lessons during the teaching cycle. Twenty-four hours after the examination, the teacher reviewed the examination paper and saw that the exact same poem was included in the paper.	After further investigation by the IB, a website was found where the specific poem was being discussed, albeit not in an IB context. One of the three candidates had commented in the discussion thread in that website. The IB was unable to prove whether the candidates had access to the paper before it was completed. The balance of probabilities approach was applied. All candidates received a level 2 penalty: zero marks for component.

**Sharing examination content before or during an examination, or
within 24 hours of scheduled ending**

Diploma Programme		
Subject	Example	Outcome
History HL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing how happy they were that one of the questions was the same topic of their extended essay. Details of the question were posted.	Candidate received a level 3a penalty for the subject concerned.
Philosophy SL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3a penalty for the component concerned.
Chemistry HL—paper 3	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
Biology SL—paper 2 and paper 3	A whistle-blower report was received by the IB with evidence that a candidate who had completed examination papers was offering fragmentary information on exam content. The source was located and the candidate in question identified.	The candidate received a level 3a penalty across all subjects, with no retake possible in any future session, being permanently disqualified.

		The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.
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Assisting other candidates in committing an act of academic misconduct

Diploma Programme		
Subject	Example	Outcome
Business management HL	A candidate assisted a peer completing a psychology paper from the outside by reading pre-prepared responses to exam questions using a wireless headset.	Candidate received a level 3b penalty, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently disqualified.

Failing to report an incident of academic misconduct

Diploma Programme		
Subject	Example	Outcome
History SL, biology HL and mathematics SL	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain live	Candidate received a level 3b penalty for three parallel subjects and was not allowed to retake any

exam content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.

of them in future sessions, being permanently disqualified.