

# Academic Integrity Policy

Ambassador International Academy



أكاديمية امباسادور الدولية  
**AMBASSADOR**  
INTERNATIONAL ACADEMY  
INSPIRE INQUIRE INNOVATE

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## AIA Vision

Ambassador International Academy is dedicated to creating responsible universal citizens who would be bright leaders of the 21st century by laying a superior foundation through quality education.

## AIA Mission Statement

Inspire our children to be passionate global lifelong learners through an enriched holistic international curriculum that encourages them to inquire and innovate while proactively contributing in meaningful ways to the world.

## AIA Values

Accountable for children’s learning, overall wellbeing, and holistic development.

Maintain quality standards across the entire organization.

Broaden the horizons of our children's experience and knowledge.

Attend to the child's individual learner potential.

Safe and collaborative learning community

Sensitive to the needs of students of determination Adopt modern instructional strategies.

Documentation to make learning visible.

Outstanding teaching and commitment to research

Relevant real-world education aligned to the child's life experience.

## Introduction

The Vice Principal guides the school's academic integrity policy in consultation with the Head of section, Programme Coordinators and the Librarians. This policy for academic integrity supports a learning environment where students, teachers, parents and leadership can model 'educational integrity' and thus be academically honest in their work. The attributes of the learner profile such as 'caring', 'balanced' and 'principled' have been given a central role in nurturing such an environment.

This policy was documented after several meetings with various stakeholders including the school's Head of Sections, Programme Coordinators, and Vice Principal. Members of the staff from different sections of the school were also involved in the process.

## Rationale/ Statement of Purpose

Approaches to Teaching and Learning at AIA include creating a culture of academic honesty by educating students and parents on digital literacy, responsible behaviour and action. During the learning journey, students need support in understanding that academic integrity is fundamental towards their development into responsible and caring future global citizens. By supporting learners, a culture of self-respect, and respect for others, can be nurtured and developed. Key educational reasons for AIA to take a strong line on academic integrity are to uphold the school's mission statement including values such as:

1. Maintaining Fairness - Any act that undermines this fairness by students engaging in academic misconduct will create a disadvantage for those who have complied with the rules

2. Maintaining Trust and Credibility - Trust in academic qualifications is fundamental. When a student or a school contravenes the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.
3. Developing respect for others and self - Students who understand how knowledge is built will understand that it is acceptable to use ideas, words or the work of others. However, following ethically sound academic practices expects that information is appropriately acknowledged.

## Aims and Guiding Principles

Teachers and learners share responsibility for ensuring that all actions in support of academic integrity are integrated and applied consistently. The policy has been written keeping in mind the cultural / educational background of AIA students and addresses how the school expects students to meet academic integrity expectations of the IB curriculum. The school's approach is on simplicity and clarity in guiding students and on teaching skills to develop a culture of 'educational integrity,' which helps them understand the rationale of rules and consequences. This policy thus aims to:

1. provide definitions of malpractice
2. define academic integrity in the context of IB curriculums offered at AIA.
3. provide guidelines for promoting academic integrity.
4. outline procedures to prevent and detect plagiarism.
5. establish roles and responsibilities of the head of school, coordinators, teachers, students and parents in preventing and/or detecting malpractice.
6. describe the procedure followed by the school when investigating and pursuing instances of suspected malpractice.
7. explain consequences in cases in which malpractice has been established

For any student found guilty of malpractice, the consequences will be age and programme appropriate. In PYP, the approach to academic integrity will be more formative than punitive. In MYP and DP, the procedure for investigation and dealing with malpractice are based on IB

guidelines. The final decision will be the coordinators who will consult the Principal/Vice Principal and Section Head as needed, and when it affects the child's continuance at the school.

## 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 behavior in the production of legitimate, authentic and honest scholarly work.

(IBO Academic Integrity (March 2023), Page 3)

### Academic integrity refers to:

1. The production of 'authentic' pieces of work
2. Acknowledgement of the original authorship and ownership of creative material
3. Proper conduct in relation to examinations
4. The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, other rights and copyright.

### Why do we need academic integrity?

The principles of academic integrity are quite simple: honesty, trust, fairness, respect, and responsibility. Following good and honest academic practice means that information is appropriately acknowledged, and we respect the intellectual property of others. IB assessments can only be fair if all students are provided with an equal opportunity and if students take responsibility for their own learning.

All work submitted for assessment must therefore be the student's own work. An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. For more information about IB expectations regarding citing and referencing, please see Effective citing and referencing IBO 2022. Therefore, all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression at AIA at all levels.

## Guidance on the use of Artificial Intelligence.

AI tools used to produce text are often not of good enough quality to secure high grades as the texts are often repetitive and formulaic.

Students need to be aware that the IB does not regard any work produced—even only in part— by such tools as their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct. For more information check IB Academic Integrated Policy Appendices Updated March 2023.

In practice, AI tools may be used in the following ways:

- Before writing a piece of work, students should find research material. It is entirely reasonable to use a search engine to do this. AI tools may help in the research process, as they will give students ideas and help them shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.
- If students use a text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks and the citation should also contain the prompt given to the AI tool and the date the AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

## Using software to improve language and grammar.

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

- The IB awards bilingual Diploma and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore, students are not permitted to write essays in one language and then translate them to be submitted to the IB in another. language.
- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted.
- For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.

## What is Academic Dishonesty?

At AIA, we have a zero-tolerance policy towards academic dishonesty. Academic dishonesty is an action of deceit towards AIA and towards oneself. To be true to the values that our institution dictates, we expect our students to have the honesty and the discipline to-do what is right for their own learning and to promote healthy learning at our school.

Academic dishonesty and malpractice consist of any deliberate attempt to falsify, fabricate, or otherwise tamper with data, information, records, or any other material that is relevant to the student's participation in school.

## Types of Malpractice

**Malpractice** - behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes but it is not limited to plagiarism, collusion, duplication of work, cheating and falsifying data/work.

**Plagiarism** - this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgment.



**Collusion** - supporting the malpractice by another student or assisting another student's academic dishonesty.

**Cheating** - the use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment or other project

**Fabrication** - the creation of false data or citations

**Sabotage** - deliberately destroying or ruining a piece of work done by another student as is destroying property of the school.

**Duplication of work** - using the same work for more than one course Students are expected to produce original work for each course of study.

## What is the difference between collaboration and collusion?

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, even though it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each student's own words and cannot therefore be the same as another student's work. Working together is collaboration. copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is academic misconduct and will be penalized.

## Academic Integrity in the PYP

Learners at AIA are encouraged to espouse the value of academic integrity. They are expected to explain or write how they have used others' work, to avoid plagiarism. This is reinforced whenever the work being used is that of another person. The value of original work is developed as an expectation by the PYP Coordinator and homeroom teachers. In the PYP classroom, teachers follow a "constructivist approach to teaching and learning that promotes inquiry and the development of attitudes and thinking skills." (Programme Standards and Practices, p. 6).

AIA encourages academic integrity in the PYP programme by:

1. informing parents and learners of the importance of academic integrity

2. informing parents and learners of the link between the learner profile and academic integrity
3. encouraging students to take responsibility for their own work and work independently unless otherwise instructed
4. clarifying expectations during group work
5. encouraging students to give credit to other people working in the group and do their own share of work during group tasks
6. making consequences clear of submitting work without acknowledgements that is not the learner's own
7. creating inquiry-based tasks where the approach is to encourage creativity and responsible action
8. creating assessment rubrics that assign value to original work rather than perfect work
9. providing students with guidance on citation using age-appropriate formats and providing them with opportunities to practise citations
10. providing students with guidance about using print and internet sources responsibly
11. encouraging reflection on the learning process and using appropriate metacognitive activities to assist this
12. modeling of academic integrity by teachers (citing sources used for worksheets, presentations and other materials used by them)
13. fostering a culture in which students understand that assessments are a method to check for understanding and not judgmental or evaluative in nature.

#### Guidance for Handling Breach of Policy - Primary Years:

Situation	Action
Student presents work completed by someone else or copies	Preventative action: The teacher assigning the project, clarifies the expectations for original work and citation.  In case there is a situation where this occurs despite the preventative action, the case will be escalated to the coordinator



someone else's work during a group project	who will speak to the student and, depending on the extent of the malpractice, bring it to the attention of the parents.
For a group project, one member of the team slacks off and does not participate or contribute	Preventative action: The teacher assigning the project clarifies the expectations for group work and roles of each group member.  In case there is a situation where this occurs despite the preventative action, the teacher will take the student aside and remind them of the essential agreements for group work.
Student is confused about which sources are to be cited and unclear about how to cite them	Preventative action: Students are regularly given opportunities to learn how to cite a variety of sources including images, videos, and music, from a young age. Teachers model correct citations in their presentations. The Librarian and Tech Integrator can conduct remedial sessions for the student to clarify this.
The work of two students is remarkably similar	Preventative action: The teachers and students discuss these scenarios and include them in their essential agreements. The school has a culture in which parents, teachers, and students understand that assessments are to check for understanding and progress rather than an evaluation of the student.  In case there is a situation where this occurs despite the preventative action, the teacher takes the two students aside and talks to them about the importance of independent work. If this continues, the teacher escalates the matter to the Coordinator/PYP Head and appropriate action will be taken.

## Academic Integrity – MYP (GRADE 6-8)

The Middle School encourages Academic Integrity by:

1. Informing parents and students of the importance of academic integrity
2. Encouraging students to take responsibility for their own work and avoiding unauthorized assistance
3. Encouraging ethical collaboration and completion of one's duties in group projects and tasks
4. Teaching students about paraphrasing content while submitting work, and not copy and pasting information from any source
5. Understanding plagiarism and making consequences clear of submitting work without acknowledging the original source of the content

6. Providing students with guidance and technical skills to use a standard referencing system
7. Educating students about refusing to participate in any form of academic misconduct including sharing of homework and assignments
8. Helping students with time-management and self-management strategies for greater compliance
9. Encouraging a spirit of inquiry and creativity in all assessments and tasks
10. Using rubrics that assign value to original and authentic work and individual effort
11. Modeling of academic integrity by teachers (citing sources used for worksheets, presentations and other materials used by them)
12. Training teachers on how to use plagiarism detection software like Turnitin and analyse these reports
13. Maintaining ethical conduct during school tests and examinations
14. Ensuring that the Academic Integrity Policy is circulated to students and their parents/guardians at the beginning of each school year

### Academic Integrity – MYP (grade 9-10) & IBDP & IBCP (grade 11-12)

For MYP(9-10) IBDP and IBCP students, the school further strengthens the culture of academic integrity by:

1. Providing students with age-appropriate guidance on academic writing, research, attribution skills and monitoring the writing process for all assignments
2. Providing guidance and support to students when they are unsure, including in situations where they may be referring to work of other IB students
3. Encouraging notetaking to keep a record of all sources
4. Helping students with time-management and self-management strategies for greater compliance.
5. Educating students about plagiarism and paraphrasing
6. Providing students with guidance and skills to use a standard referencing system
7. Educating students about refusing to participate in any form of academic misconduct including sharing of homework/ assignments, using any third party assistance for submissions including family, friends, private tutors, essay writing services or any commercial services
8. Training teachers on how to use plagiarism detection software like Turnitin and analyse these reports
9. Maintaining ethical conduct during school tests and examinations

10. Following IB guidelines for conduct of all examinations as per guidelines for Assessment Procedures stated in the Handbook of Procedures
11. Ensuring that students of 9-12 and their parents/guardians sign the Academic Honesty Agreement (Appendix 3) at the beginning of each school year and a Declaration of Assessment Authenticity (Appendix 4) when they join the IBDP

## Academic Misconduct Scenarios

Middle School onwards, specific scenarios of academic misconduct would include the following:

1. Plagiarizing content from external sources. There is no attempt to include these sources in the Bibliography / Reference list and /or in-text
2. Paraphrasing content from external sources but forgetting to mention the sources in the Bibliography / Reference List and /or in-text
3. Copy pasting content from external sources even though sources are mentioned in the Bibliography / Reference List (i.e., sentences are also not included in double quotes to indicate a direct quote)
4. Not citing the sources for non-text materials such as maps, data, images, graphs, charts, music and art, videos, computer codes etc.
5. Use of online translators for language components
6. Use of calculators when not allowed
7. Falsifying lab results / interview or survey findings or any data obtained through quantitative and / or qualitative research
8. Submitting work written by someone else
9. Possessing unauthorized material during an exam
10. Copying homework / assignment from another student. \*Note\* In this case both students are liable

In addition to the above points, these points can also be constituted as Academic Misconduct in the Senior School / IBDP:

1. Sharing of exam paper content on social media / text messages within 24 hours of the exam
2. Falsifying CAS records
3. Forgetting to acknowledge the original source of inspiration for artistic works for a Visual Arts exhibition

4. Translating an essay that was plagiarized from another language on the internet
5. Two students submit identical work for assessment despite being informed that they must collect and record their own data and write their own conclusions
6. Submitting work commissioned, edited by, or obtained from a third-party including friends, family members, or other students in the same or different school, private tutors, essay writing or copy-editing services, pre-written essay banks, file-sharing sites

### Misconduct during an examination includes the following:

1. Carrying unauthorised material into the examination room or leaving it in a place where the student may have access to it during the examination, for example, in restrooms
2. Communicating with any individual in or outside the examination room unless authorised or required by the assessment
3. In the case of a take-home examination consulting people or sources that have been explicitly prohibited
4. Trying to disrupt the examination, communicate with or distract another candidate
5. Impersonating another candidate
6. Stealing examination papers or asking students who may already have taken the test or examination for questions asked
7. Using an unauthorised calculator
8. Using smart technology to gain an unfair advantage during the examination
9. Disclosing or discussing the content of the examination paper with someone outside the school community within 24 hours of the examination

### Academic Integrity Team

In order to implement the policy into the school's ecosystem, an Academic Integrity team has been formed. The team will consist of the Librarians, a teacher from every section of the school, and a student representative from every section (Middle School onward). They are responsible for ensuring that stakeholders have a shared understanding of academic integrity as a first step to garnering their engagement and commitment.

Core objectives of the team are:

- Create a proactive awareness building programme for prevention of academic malpractice
- Reach out to stakeholders (students, teachers, and parents) to create a culture of

honesty / integrity and foster responsible and ethical behaviour in all academic undertakings

- Ensure that new teachers have been oriented on Academic Integrity
- Offer workshops, design of support and promotional material to establish school-wide understanding the requirements of academic integrity
- Train teachers on interpretation of academic malpractice reports (e.g. Turnitin)
- Instil a culture within the school which espouses respect for the work of others and avoids plagiarism
- Create an understanding of the various types of academic malpractice and the consequences of such behaviour
- Review the policy in collaboration with the Academic leadership Team

### AIA Expectations:

At AIA, Academic honesty is an assessed strand appearing in all eight MYP subject groups and it is developed across PYP, MYP, DP and CP curriculum as part of developing students' Approaches to Learning (ATL) skills.

### Role of the students:

- Understand what constitutes academic honesty and academic misconduct.
- Know how to conduct research and acknowledge sources.
- Complete all assigned activities and assessments with honor, avoid cheating, lying, and stealing or any other behavior that may be considered dishonest.
- Take full responsibility for their learning and actions, understand the need to respect all forms of student work in the PYP, MYP, DP and CP as well as forms of written and creative expression that are protected by law. This includes works of literature, art, or music.
- Be principled, work with honesty and with a strong sense of fairness, justice, and respect.
- Make reasoned ethical decisions and apply thinking skills critically and creatively to solve problems while understanding the concept of intellectual property rights such as patents, trademarks, registered designs, copyrights, etc.
- Understand AIA's Academic Integrity Policy and any guidelines that may be set by teachers when working on assessments and the PYP Exhibition and MYP Projects (Community and Personal), DP Extended essays and TOK essays and CP Reflective project.

### For AIA students, this means:

1. When you say you did the work yourself, you actually did it yourself. You did not copy from another student, get a family member or the internet to do it for you.
2. When you work in pairs or in a group to share ideas on a common project, otherwise known as collaboration, you do your best to avoid others doing the work and copying that work. This is collusion and should be avoided at all costs.
3. When you take an idea or even some information from another person's work, be it from a book, the internet, or any outside source, you must quote that source openly and accurately.

### Role of the teachers:

detect malpractice and must follow these practices As preventive measures.

- Provide guidance to candidates on how to correctly cite the sources they have consulted.
- Discuss the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”.
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct.
- Be alerted to changes in the student's customary style of writing and level of maturity in expression
- Conduct all time bound summative assessments under supervision and follow ethical practices during these assessments.
- Lay down clear prescriptions for what is and is not permitted in summative assessments that take place at home and/or are “open book.”
- Make expectations and guidelines clear by providing exemplars and clear rubrics so that students know what is expected.
- Use the following tools and strategies for prevention and detection:  
 Search engines – this is the easiest and first tool that a teacher can use if plagiarism is suspected. Typing in a selection of the work that the teacher finds dubious will usually yield a result if it has been copied.
- Turnitin / plagiarism detection software – This software will be used by teachers to detect plagiarism before an assignment is finally submitted for coursework
- Viva Voce or other interviews – these yield clues if a student has indulged in malpractice



- Observe the font used in the paper: A paper may contain more than one "font style or size," for example, you may find that Times New Roman is used in one section of the paper while Courier New is used in another. Different fonts throughout a paper would indicate that a student may have copy-pasted various portions of web pages together into a word processor (Plagiarism-Prevention, Detection)
- Use web-based citation software like MyBib, CitationMachine, or features available in Google Docs to help students cite resources completely and accurately

### The role of administrators (Academic coordinators or SLT member):

- Ensure that the school's academic integrity policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates, and legal guardians are aware of IB requirements concerning academic honesty through scheduled information sessions.
- Agree with teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Administer fair and consistent consequences on breach of expectations.
- Ensure candidates and invigilators are provided with relevant information about examination regulations and maintain absolute honesty in examination administration.
- Demonstrate in all their activities, the principles outlined in the Academic Honesty Policy.

### Role of the Principal / Vice-Principal:

- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's academic honesty policy.
- Share with the school community the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences if they engage in academic misconduct.

### Role of parents:

Read the content and understand the significance of the School's Academic Honesty Policy and record their acknowledgement of this.

- To develop a sense of academic honesty in their child and to support the school staff in developing a sense of responsibility in their child to become principled.
- To guide their child to an extent rather than helping beyond limit.

- To support their child’s performance and encourage them to take pride in their own work regardless of the grades they receive.
- To foster learning for the sake of knowledge/ skills gained and not the grades attained
- To encourage their child to plan ahead when studying for an exam or writing a paper
- To always ensure and encourage their child to present authentic work by monitoring and supervising, when necessary, the progress of assignments, summative assessments, coursework portfolio and projects
- To encourage their child to acknowledge all the sources referred to for the completion of the work.
- Trust and support the consequences that may follow a breach of the expectations outlined in the Policy.

### Role of the Teacher Librarian

The teacher librarian at AIA also has an important role to play in promoting academic integrity by ensuring that students develop good research skills. As a school, AIA uses the Harvard style of writing and citation for all. The teacher librarian will help teachers and students understand how to cite and write effectively using these styles.

### Conventions for citation

AIA encourages students to follow the Harvard convention for citation. A detailed explanation of how to use this format is provided at <https://www.mendeley.com/guides/harvard-citation-guide>. All students will be taught to cite correctly in Harvard format through collaboration between the librarian and their subject classes.

Referencing and Citation Continuum			
	MYP (6-8)	MYP (9-10)	DP/CP 11-12
Bibliography (Harvard Citation)	Yes	Yes	Yes
In-text	No	Yes	Yes
Date of access and urls	Inbuilt in MyBib for most sources but not mandatory	Yes	Yes



Citing of all non-text content including images, tables	Include the citation in the Bibliography	Yes. Include in-text citation	Yes. Include in-text citation
Citing content in presentations	Yes. In the bibliography	Yes. In the Bibliography and a shorter citation below the actual image	Yes. In the Bibliography and a shorter citation below the actual image
Basic Copyright awareness - understanding images/music copyright. Where to source copyright free images.	Yes	Yes	Yes
Paraphrasing	Yes	Yes	Yes
Use of direct quotes within text	Should attempt.	Yes	Yes
Formatting Options - Hanging indent	No	For coursework	Yes
Citation Generator	MyBib	MyBib	MyBib
Page numbers for print	No	Yes	Yes

## Consequences of Malpractice

Parents, students and members of the staff must be fully aware that the school has a zero-tolerance policy towards any form of malpractice. For all cases of any breach by a candidate, the Programme Coordinator will file a Malpractice Report (Appendix 5) after s/he has conducted an investigation. Malpractice can emerge from Detection of Plagiarism, Detection of Collusion, Detection of Duplication of work, Falsification of data, Breach during Examinations.

- A meeting will be held with the relevant subject teacher, and parent/guardian of the student.
- The relevant Academic Coordinator will determine the severity of the offence and implement an appropriate response. Information on consequences will always be communicated to parents.
- Students found to have committed plagiarism will be put on academic probation for a defined period. The student's progress in concern will be monitored and feedback given to parents.

- Students found to have gained credit through dishonest academic behavior will have consequences applied to them according to the severity of the offence. Offences of a more serious nature, such as theft or examination malpractice may result in a range of consequences, from disqualification from the exam to expulsion. IB regulations will apply to all students being entered for assessments, including e- Portfolios, MYP Projects, coursework, extended essay, CP Reflective Project, TOK Essay and Exhibition, under the relevant governing board.

**First Breach:** If the offence is a first occurrence, the student will have the opportunity to explain himself / herself to the teacher. Students will have a reflective conversation with the teacher. The parent may be contacted by the teacher. The students will not receive any credit for the work submitted and will be asked to redo the assignment within an appropriate time period. The matter **MUST** be referred to the Programme Coordinator, who will advise on a further course of action. The coordinator will update the student's file with a malpractice report (Appendix 5) but, unless of a serious nature, this will not enter the student's permanent record unless it is repeated.

**Second Breach:** In case an offence re-occurs, the matter is presented before the Programme Coordinator who decides on the basis of the student's explanation or circumstances of breach. The Programme Coordinator will contact parents. The matter may then be referred to the Principal with a proposal for further action, based on which appropriate consequences will be decided. The student has the opportunity to represent himself / herself before a course of action is decided. Possible consequences may include severe consequences such as suspension and full loss of grade. A note will be made on the student's permanent record.

**Third Breach:** If a third instance of violation of the Academic Integrity Policy is encountered, the matter is handled by the Principal along with the Programme Coordinator. They will decide on a course of action depending on the severity of the breach which may extend beyond consequences of the second breach and can include reporting the case to the relevant board (Refer Appendices 1-2) and notification to external authorities. Both deliberate malpractice and unintentional malpractice caused by misunderstanding will be considered as breaches as both undermine the accreditation of learning and Boards do not attempt to discriminate between actions based on intent. The Head of School or his / her representative,

Programme Coordinators, the concerned subject / class teacher / mentor will convene at the time when a second or third breach is discovered. In the case of IBC/DP students, the school is required to authenticate the final assessment as original student work before uploading and submission. The school has the right to withhold the submission/upload of coursework (Extended Essay, Internal Assessments, TOK essay and commentary) to the IB portal if the school is not sure about the authenticity of the work submitted by the Student.

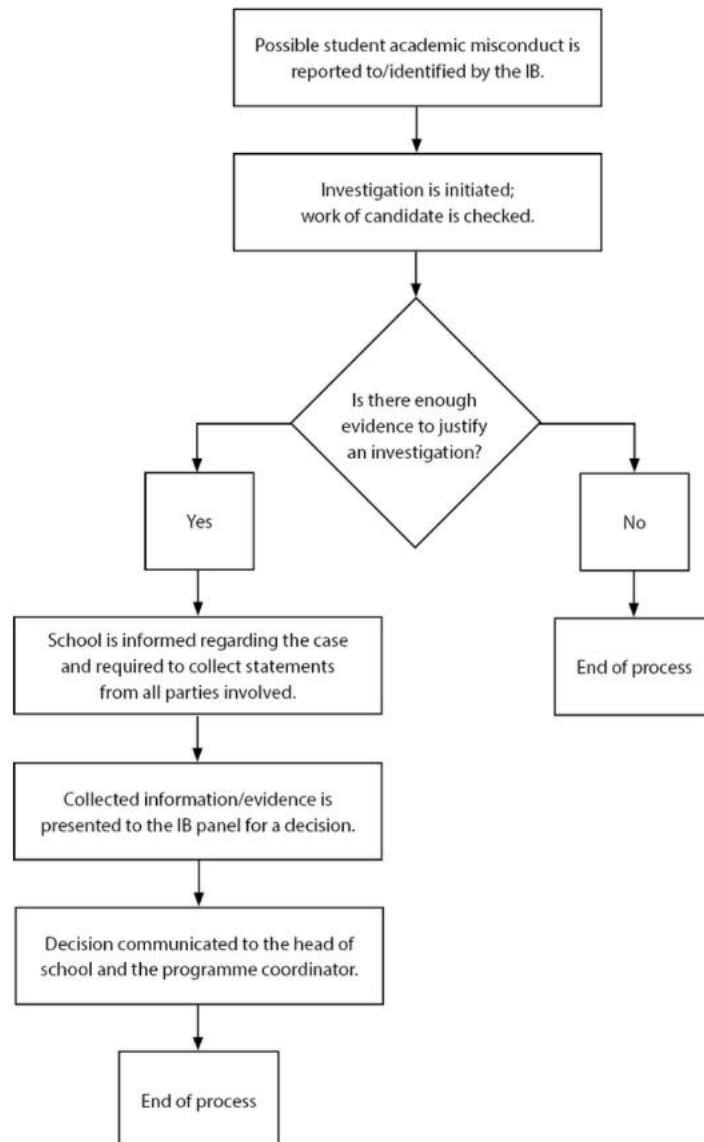
The school also has the obligation to inform IBO, Cardiff if any malpractice has been detected during an examination and it is the IB who will adjudge guilt and consequence. The penalty imposed by the IB can range from refusal to give a grade to the student in the subject and refusal to issue the Diploma in that session, to bans in future exams.

### **Rights of the Candidate in Case of a Breach:**

If a student is under investigation for possible malpractice, the coordinator must inform the student. Whether the students' legal guardians are informed of the allegation is left to the discretion of the school. While the student and his or her legal guardians will normally have a right to see all evidence, statements, reports and correspondence about the case there may be cases, due to reasons of confidentiality, where the Head of School / Programme Coordinator may need to withhold some data. It is the policy of the school that any candidate being investigated for malpractice is given the opportunity to be heard and to submit a written defense. The school must not prevent this process, nor edit or unduly influence the candidate's statement. The candidate is expected to make the content of the statement available to the coordinator but may request that the statement remain confidential to the school. The candidate must be given sufficient time to prepare a response to investigation of malpractice.



## Investigation Flowchart



## Appendix

### Appendix 1- IBO

#### Procedures for Dealing with Suspected Malpractice - IBO

The following section has been taken from Academic Integrity document, IBO:

1. The IBC/DP coordinator informs IBO, Cardiff that s/he suspects that work submitted to the IB for assessment (or as part of a sample for the purpose of moderation) may not be the authentic work of the candidate.

2. The IBC?DP coordinator informs IBO, Cardiff that malpractice may have taken place during an examination.
3. An examiner suspects malpractice and provides evidence to justify his/ her suspicion.
4. An IB member of staff checking assessment material identifies possible plagiarism using a web-based application.

In the case of suspected plagiarism, the coordinator’s report, which must be prepared and handled in a manner that respects the need for confidentiality (such as referring to a candidate’s registration number rather than his/her name), will normally include:

- . statement from the teacher of the candidate for the subject concerned (or supervisor in the case of an extended essay)
- . statement from the coordinator
- . statement from the candidate
- . Summary of an interview with the candidate regarding the allegation of plagiarism if an interview is conducted. It is not mandatory to include a summary of an interview with the candidate; this is left to the discretion of the coordinator.

It is essential that the investigation and subsequent reporting to the IB are undertaken without delay; otherwise, a decision on the case by the final award committee will not be given until after the issue of results.

However, to avoid distracting a candidate from examination preparation, it is acceptable to delay raising the issue with the candidate until after the candidate’s last written examination. To protect the candidate’s personal rights, the investigation must be discreet and all information relating to the investigation must remain confidential. It is normal practice to interview the candidate with an advisor or observer of the candidate’s choice in attendance. In the event that the candidate is a minor, this advisor or observer must be an adult. The candidate must be shown the evidence and be invited to present an explanation or defense. Accusatory statements about the candidate, whether written or verbal, must be avoided. (In cases of suspected collusion, a helpful procedure is to interview the candidates separately but simultaneously, so they cannot collude on a “story” to explain whatever occurred.) With the candidate’s permission, a transcript of the interview may be taken and submitted to the IB as part of the coordinator’s report on the investigation. The candidate must be given the opportunity to provide a written statement that is sent to the IB on the candidate’s behalf by the coordinator. The content of a coordinator’s report will depend on the nature of the

alleged malpractice. The report may include a seating plan (in the case of written examinations), rough notes produced by the candidate for the work concerned or early drafts of the candidate’s work. If appropriate, a coordinator may be asked to submit examples of the candidate’s coursework for comparison with the work under investigation. If a statement from the candidate is not included with the coordinator’s report and no evidence of an interview is provided, the coordinator will be asked to confirm in writing that the candidate has been given the opportunity to be heard and to provide a statement. The IB will not resolve a case of suspected malpractice until either this confirmation or the statement itself has been received. The IB will normally make available to a school all evidence relating to a case of possible malpractice. Evidence may be withheld to protect the identity of an informant or if the disclosure of that evidence compromises the privacy of another person. The IB reserves the right to withhold the results of a candidate or group of candidates until an investigation is completed. In practice this tends to occur when the IB has not received all requested statements. Occasionally, suspected malpractice by a candidate is brought to the attention of the IB after the issue of results. In compliance with the Regulations, which state that an IB diploma, Career-related diploma or Diploma Programme courses results may be withdrawn from a candidate at any time if malpractice is subsequently established and that the IB will still initiate an investigation. Although the candidate may no longer attend the school, the IB will seek advice and support from the school in resolving a late case of alleged malpractice.

### **Role of a Grade Award Meeting**

In preparation for the meeting of the final award committee, a case of suspected malpractice may be referred to the appropriate grade award meeting for a recommendation from the chief examiner, chief assessor or examiner responsible (henceforth “senior examiner”), as appropriate to the subject. A case is normally referred to a grade award meeting when subject expertise is required. A senior examiner will be asked to review the work and recommend whether the allegation should be upheld or dismissed. In cases of suspected collusion or plagiarism during an examination, a senior examiner will be asked to review candidates’ scripts and consider whether the candidates’ similar or identical answers are, for example:

- a coincidence
- a result of misinterpreting the information or questions in the examination paper
- the result of a particular technique taught by their teacher



- so unusual that they can only be accounted for by collusion, plagiarism or some other form of malpractice.

In the case of a candidate who has produced a correct answer without showing any working or method of achieving the answer, a senior examiner will consider how likely this is without malpractice in view of the candidate's performance on other parts of the paper and in other papers for the subject and level. In a case of suspected malpractice where a senior examiner finds no grounds for establishing malpractice, the recommendation of a senior examiner will be accepted, resulting in no further action. The case will not be presented to the final award committee. Where grounds for establishing malpractice are identified, the case will then be presented to the final award committee. In cases where the allegation of malpractice is supported by a senior examiner, he or she submits to the final award committee:

- the work under suspicion
- evidence to support the allegation of malpractice
- a written report on the case
- a recommendation on the action that should be taken by the final award committee.

### **Role of the Final Award Committee**

According to the Regulations the final award committee considers and makes the final decision in all special cases with respect to the award of IB diploma and Diploma Programme courses results, which includes cases of suspected malpractice. In practice, the task of resolving the majority of cases is delegated to a sub-committee comprising chief examiners, senior IB staff and representatives from IB World Schools (usually coordinators). Decisions are ratified by the full final award committee and, where appropriate, cases are escalated to the final award committee for consideration. After reviewing all evidence collected during the investigation, the committee will decide with full discretion whether to dismiss the allegation, uphold it, or ask for further investigations to be made. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed, and a grade will be awarded in the normal way. If no consensus is reached about a case, the decision will be that of the majority of the final award committee. Any dispute arising from, or in connection with, the Regulations and/or the Handbook of procedures for the Diploma Programme, that has not been finally resolved by means of reconsideration or appeal procedures, or is not subject to those procedures, shall be finally settled by one arbitrator in accordance with the Swiss Rules of International Arbitration of the Swiss Chambers of Commerce.



## Appendix 2 - Academic Misconduct Types and Levels

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
<b>Plagiarism</b> <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
<b>Facilitating plagiarism</b> <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Students permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
<b>Collusion</b> <i>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own</i>	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable



<b>Submitting work commissioned, edited by, or obtained from a third party—see note 4</b>	Not applicable	Students submit work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Students submit work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Applicable for a student in the same or different IB World School providing the service.
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
<b>Duplication of work</b>	Not applicable	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable
<b>Falsification of data</b>	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

### Appendix 3 - Declaration of AIA's Academic Integrity and Honesty Policy

1. By signing this document, I fully acknowledge and declare that I have read and understand AIA's policy on Academic Honesty.
2. I understand that it is my responsibility to ensure all work submitted is of my own and not the entire or partial work of another/others.
3. I agree to abide by the guidelines set above and will use proper citations, both in-text

and as part of the Works Cited section.

4. I have read and understood the document on Effective Citing and referencing

Student Name:

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Student Signature:

.....

Parent Signature:

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### Appendix 4 - Declaration of Authenticity of Assignment

The teacher must get the student to sign the form at the start of the academic year for all submissions in the subject. This form must be filled in and signed for all coursework, Extended essay, TOK Essay, TOK commentary, Reflective Project, Personal Project submitted by students.

STUDENT NAME: (FIRST AND LAST NAME)		SESSION NUMBER:
GRADE:	SUBJECT:	TEACHER:
TITLE OF ASSESSMENT TASK:		
I hereby declare that the contents of this assessment task are my own original work and have not been plagiarised, copied from someone else or previously submitted for assessment.		
_____		___ / ___ / ___
SIGNATURE OF STUDENT		DATE (DD/MM/YY)



## Appendix 5: Malpractice Report

Date: \_\_\_\_\_

Candidate Session Number (if available): \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher / Supervisor's Report:

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Candidate's reflection and statement as to the nature of the reported malpractice:

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Candidate's signature: \_\_\_\_\_

Teacher/ Supervisor's signature: \_\_\_\_\_

Coordinator's comments:

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Coordinator's Signature: \_\_\_\_\_

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## Appendix 6 - Ethical Guidelines for Tasks, Extended Essay, Reflective Project, Research/ Field work

(Source: Ethical guidelines for extended essays, research and fieldwork, IBO,2011)

Extended Essay, Reflective Project students must exercise the greatest sensitivity to local and international cultures. Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted. Any research/fieldwork that involves unjustified deception, involuntary participation, or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited. All participants in research activities must be informed before commencing research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.

- Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.
- Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.
- Extended Essay, Reflective Project students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.
- In the case of an Extended Essay, Reflective Project, the supervisor may quiz the candidate on the content of the essay at any point during their supervision or during the summative viva voce to determine whether the work is in fact that of the candidate.
- If the approach involves practical fieldwork, a detailed description of the methodology

used should be provided that would allow the work to be repeated.

## Appendix 7 - IB Animal Experimentation Policy

(Source: Guidelines for the use of animals in IB World Schools, 6.2.2018)

These guidelines apply to the treatment of all animals in IB World Schools, to all students at all levels in the DP for Extended Essays and the group 4 project. The guidelines cover any work, be it in classrooms or school laboratories, or in the general environment, that is anywhere where IB students may be working. The decision to care for a live animal lies with the classroom teacher and time should be taken to adequately research the animal and determine a suitable diet, housing, exercise and socialization for the animal(s) as well as how its care fits into the curriculum. The following should be carefully considered before committing to the care of a classroom pet:

- Student sensitivity or allergies to particular species, their food or bedding materials
- Type of animal (domestic rather than wild, not venomous, or vicious, diurnal rather than nocturnal etc.)
- Arrangements for housing the animal safely, comfortably, cleanly and in a manner that is not disruptive to the classroom environment
- Arrangements for appropriate care of the animals over weekends and holidays
- Long term care of the animal in cases where a future student is allergic, or the animal can no longer live in the classroom

Additionally, essential agreements should be established regarding when and how the animal is to interact with students. These should ensure the health and safety for both students and the animal (e.g. students wash their hands before and after handling).

The nature of the guidelines IB animal experimentation guidelines may be more stringent than some local or national standards for experimentation in schools. Our standards for work in schools should also be more stringent than those of university and research and development committees as we are not carrying out essential, groundbreaking research. Practical work in schools has other purposes such as reinforcing concepts and teaching practical skills and techniques. Even in a practically based Extended Essay the work will not be fundamental, ground-breaking research.

### Live Animals in Experimentation

Any planned and actual experimentation involving live animals must be subject to approval by the teacher following a discussion between teacher and student(s) based on the IB guidelines. Any investigation involving should initially consider the replacement of animals with cells or tissues,

plants or computer simulations. If the animal is essential to the investigation refinements to the investigation to alleviate any distress to the animal and a reduction in the numbers of animals involved should be made. Experiments involving animals must be based on observing and measuring aspects of natural animal behaviour. Any experimentation should not result in any

cruelty to any animal, vertebrate or invertebrate. Therefore, experiments that administer drugs or medicines or manipulate the environment or diet beyond that which can be regarded as humane is unacceptable in IB schools. There is no requirement in the DP group 4 sciences for students to witness or carry out a dissection of any animal, vertebrate or invertebrate. If teachers believe that it is an important educational experience and wish to include dissections in their scheme of work, they must apply the following guidelines. The IB does not support animal dissection or the use of animal body parts in the PYP.

- Discuss reasons for dissections of whole animals with the students.
- Allow any student who wishes to opt out of the dissection to do so.
- Seek to reduce the number of dissections.
- Seek to replace animal dissection with computer simulations and/or use animal tissue, for example, hearts and lungs obtained from butchers, abattoirs or laboratory suppliers.
- Dissect animals obtained from an ethical source only, for example, no wild animals, animals killed on the road or endangered animals.

### **Experiments Involving Human Subjects**

Any experimentation involving human subjects must be with their direct, legally obtained written permission and must follow the above guidelines. In addition, the investigation must not use human subjects under the age of 16 without the written consent of the parents or guardians.

- Subjects must provide written consent
- The results of the investigation must be anonymous
- Subjects must participate of their own free will



- Subjects have the right to withdraw from the investigation at any time.

Investigations involving any body fluids must not be performed due to the risk of the transmission of blood-borne pathogens. An exception would be an investigator using their own saliva or sweat.

## References and resources:

- Academic honesty in the IB educational context, 2014
- Academic honesty – principles to practice Dr. Celina Garza – IB Academic honesty manager IB Assessment Centre – Cardiff
- Guide to school authorization: Middle Years Programme (March 2016 update).

Published by IBO

- MYP: From principles into practice (September 2014 update). Published by IBO
- MYP Projects Guide (March 2016 update). Published by IBO
- MYP Sciences Guide (September 2015 update) Published by IBO
- Effective Citing and Referencing (Published August 2014). Published by IBO
- Guidelines for the use of animals in IB World Schools, 6.2.2018
- Ethical guidelines for extended essays, research and fieldwork, IBO,2011
- Academic Integrity Policy, IBO, (March 2023 update)