



***ACADEMIC INTEGRITY
POLICY 2023***



IBO Mission Statement

Mission:

To lead and excel by engaging minds, transforming lives, and serving the community with compassion and empathy.

Vision:

To build leaders of tomorrow based on the foundation of academic excellence and service to society.

What is Academic Integrity?

Academic integrity is an essential aspect of teaching and learning in IB programmes where student progress is based on inquiry and reflection. Each member of the IB community should aim to achieve and develop the IB learner profile attributes. IB students are expected to possess the ability to discern between right and wrong. In the context of academic integrity, one of the most important attributes is to be "principled". To this end, all students participating in IB programmes are expected to act honestly, responsibly, and ethically. "Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors, including peer pressure, culture, parental expectations, role modelling, and teaching skills" (IBO, 2009). Academic integrity can be seen as a guiding principle that empowers learners to take full accountability and pride in their own work, while also giving due credit to any external sources they may have utilized during their research or study.

Academic Honesty in KiiT-IS

We believe that instruction in academic honesty is a fundamental part of each student's education. As an IB World school, we strongly promote and inspire students to always demonstrate responsibility, ethics, and honesty when it comes to intellectual property and authentic authorship. This includes all work (written or oral) produced by students; essays, scientific research, and reports, computer programme, music, visual arts, photographs, letters, lectures, interviews, broadcasts, maps etc. Forms of intellectual property include patents, trademarks, moral rights, and copyrights.

KiiT International School acknowledges that the notion of academic integrity is moulded by numerous elements, such as peer influence, cultural and linguistic factors, parental expectations, role modelling, and acquired abilities.



The school will actively strive to play a proactive role in fostering attitudes and skills that encourage academic integrity, rather than merely reacting by implementing punitive measures in the event of violations. Academic honesty is the concept that a student's work is the product of that individual student's achievements. Any assistance and/or inclusion of ideas, words, or work taken from a source or another individual should be openly and accurately acknowledged in recognized or prescribed format when the work is submitted.

What is Academic Dishonesty?

Academic honesty is based on the requirement that students submit only their own work for assessment and grading. Academic dishonesty is when someone deceives others by claiming ownership and academic responsibility for work that is not their own. This is done to gain an unfair advantage in the school's academic program(s).

➤ **Malpractice**

Officially, the IB uses the word 'malpractice' to define a variety of actions that come under the heading of dishonest practice. The IB regulations define malpractice as behaviours that result in or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. As such, any and all behaviours described as academic dishonesty will fall under the scope of malpractice.

➤ **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. IB diploma candidates must acknowledge the use of another person's work or ideas in any work they submit for assessment using a standard referencing style (MLA / APA etc.) to give credit to the original source. This can be done by referencing the source at the point of use and adding it to the bibliography. This includes direct quotation, paraphrasing, or summarizing. Failure of a candidate to acknowledge a source will be investigated by the IB as a potential breach of IB regulations. This may result in a penalty imposed by the final award committee.

Further information can be found in the IB publication Effective citing and referencing (August 2014).

➤ **Collusion**

This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another. Candidates must present assessments in their own words and acknowledge collaborations with others when necessary. Coordinators should be aware of this. Although group work is essential in certain subjects, such as sciences, collusion becomes a matter of concern when it goes beyond collaboration. This happens when multiple candidates present a single (or very similar) version of a report as their own individual work.



➤ **Duplication of work**

The presentation of the same work for different parts of the diploma. (An example would involve submitting the same piece of work for an English Extended Essay and the English internal assessment) in the IBDP programme. Similarly, in all areas of the curriculum.

➤ **Paraphrasing**

This is defined as a statement of someone's work in another form. In order for it to be allowed, the source needs to be acknowledged.

➤ **Fabrication of the data**

This is defined as manufacturing data for an experiment and for a mathematical exploration/project.

➤ **Disregarding the examination code of conduct**

This is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct.

- Disclosing information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours

Other forms of academic misconduct

There are a number of other forms of academic misconduct.

Other forms of academic misconduct include:

- Doing any task without acknowledging the sources.

Duplicating work to meet the requirements of more than one assessment component

- Asking another person to write your work

Falsification or inventing fictitious data for an assignment,

Exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination

- Submitting another person's work as your own.
- presenting /Falsifying a CAS portfolio which is not authentic
- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, and notes.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate or cheating during the exams.



- Stealing examination material and/or exam papers.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours of the examination.
- Accessing unauthorized materials in the bathroom/restroom.
- Impersonating another candidate.

Using material taken from Chart GPT with appropriate referencing.

writing any relevant information on their body parts / furniture / wall / handkerchiefs, etc. during the examinations.

Consequences of Malpractice

The school prides itself on having a philosophy that supports attitudes of tolerance and patience. In cases of academic dishonesty, however, the

importance of maintaining school credibility and our reputation as an outstanding educational institution requires consistent action.

All students are expected to follow both the letter and the spirit of this policy. The majority of students find dishonest practices disturbing and appreciate the support provided in helping them develop acceptable practices.

The level of proof required for the school to take action on the grounds of academic honesty is reasonable suspicion, and it is the responsibility of the student to demonstrate that they have not acted dishonestly. The consequences for any student found attempting malpractice might range from a written warning to having an examination certificate taken away. The school reserves the right to impose logical consequences for academic dishonesty, depending upon the frequency, seriousness, and circumstances of the offense.

First Offence:

1. The student will not be graded for the particular piece of work.
2. The teacher will contact the parent or guardian and inform them of the incident and of possible consequences for subsequent offenses.
3. Referral will be sent to an administrator/counsellor for recording.
4. If students commit additional infractions within the same academic year as the first one, regardless of whether they occur in the same class/subject, they will face penalties. These penalties will be imposed for both the second and third infractions.



Second Offence:

1. The student will not be graded for the particular piece of work.
2. The teacher will contact parents or guardians, and inform them of the incident and of possible consequences of subsequent offenses.
3. The student will receive a referral to an administrator or counsellor.
4. The student and administrator/counsellor will agree to a system designed to prevent subsequent incidents and inform the parents and other subject teachers of this decision.
5. Students may receive a 'malpractice' comment on the subject report card.

Third Offence:

1. The student will not be graded for a particular piece of work.
2. A senior administrator will meet with the student, parent/guardian, teacher(s), and counsellor to review the school's policy and decide on an appropriate action.
3. The administrator will inform all the subject teachers of the student's third offense.
4. The student will receive a 'malpractice' comment in the semester report card from the administrator and a notice stating that this student has committed three offenses will be placed in the student's permanent record.
5. Students may be suspended from school for a period of time decided by the management.
6. Students who commit misconduct after the Third Offense will be expelled from the school. Any transcript information pertaining to the said student would include a reference to the expulsion and the reasons for expulsion.

The gravity of the consequences of academic dishonesty will depend on:

- The age of the student.
- The seriousness of the offense.
- Whether the occurrence was accidental, caused by carelessness or a deliberate action.
- Whether the occurrence contravenes the rules of an examination board.



Roles and Responsibilities

Role of Leadership Team

Role of the Head of the School – IC Head

1. It is crucial that we strictly adhere to all IB requirements. This will not only guarantee academic integrity but also uphold the high standards set by the IB in their publications regarding assessments and examinations. By doing so, we can effectively prevent any instances of student academic misconduct and maintain a reputable educational environment.
2. To create a culture of academic honesty in the school by promoting and supporting academic best practices across the curriculum.
3. To formulate an academic honesty policy and communicate it effectively to all stakeholders of the school.
4. To ensure that teachers, staff, students, and parents understand the principle of Academic Honesty and the consequences of student academic misconduct across the curriculum
5. To enforce the consequences of academic misconduct according to the school's Academic Honesty policy when dealing with cases of student misconduct.
6. Please inform the relevant authorities (IBO/CIE/CBSE) immediately in case you notice any mistakes in how examination materials are stored or if there are any issues during the exams.
8. To support the concerned authorities (IBO/CAIE/CBSE) in investigations related to student misconduct and school maladministration.

The Role of DP Coordinator

1. Students understand the standards of the Academic Honesty document of the school and are aware of what constitutes academic dishonesty.
2. Students are aware of the consequences of academic dishonesty practice or plagiarized work.
3. Teachers follow the standards of the Academic Honesty policy of the school.
4. Review of academic honesty takes place once in two years.
5. Changes after review are incorporated into the policy document and the same is communicated to the school's stakeholders.
6. Academic honesty documents are uploaded on the school website for everyone's access.
7. Ensure the use of Turn it in software as early as possible.
8. Students and parents have signed the agreement letter for following Academic Honesty standards.



9. Makes teachers and parents aware of the Academic Honesty document of the school, and how this is important to avoid any academic misconduct.
10. Communicate the Academic honesty document with the parents via email and mention this at parent orientation events.

The Role of Teacher

1. Ensuring the students are familiarized with academic honesty standards and are put into practice in their day-to-day work.
2. Acting as a role model by acknowledging citing in their own work like presentations, handouts, lab works etc.
3. Having activities that develop creativity.
4. Valuing the process of students rather than just the outcome of a task. This would enhance creativity and critical thinking in students.
5. Reinforcing the importance of acknowledging the work of others and the authors of the work.
6. Invite the Librarian occasionally to talk about the importance of academic honesty.
7. Address the academic honesty or dishonesty in authentic contexts and particularly in the area of assessment.
8. Aware of what constitutes academic dishonesty and its sanctions.
9. Reports to the International Curriculum Head/Coordinator if any plagiarized work is presented by the students.
10. Handle all cases of academic misconduct with confidentiality.

Sign the form/statement “Declaration of Compliance with the respective curriculum Regulations and Academic Honesty”.

The Role of Librarian

1. Developing a school policy on Academic Honesty and bringing transparency in the expectations, violations, and sanctions
2. Training the staff to familiarize themselves with the Academic Honesty document of the school and its rules and regulations.
3. Communicating the Academic honesty document with the stakeholders of the school.
4. Uploading the Academic honesty document on the school’s official site to make it accessible to all stakeholders of the school
5. The librarian conducts professional development sessions on Academic honesty for the staff and the students.



6. Review the Academic honesty policy document once in two years. This needs to be done in the presence of the principal of the school.
7. Changes to the policy document will be made based on the review of the academic honesty document. The stakeholders of the school, such as parents and students, will be involved in the process of updating the policy document.
8. Inclusion of Academic Honesty as one of the agendas for parent orientation. This will be done at least once in a year.
9. In our school, the Librarian takes charge of mapping out the essential skills needed for comprehensive and accurate citation of work. These skills are divided into three distinct levels, allowing our students to progressively improve their citation abilities throughout their DP course.

Role of Parents/local guardian

1. Be aware of Academic honesty document of the school.
2. Support student's learning integrity at home.
3. Support the school's academic honesty policy and its expectations.

Role of students

1. To read and understand the school's Academic Honesty Document.
2. Must be well-familiarized with the standards of academic honesty and its requirements.
3. Living up to the principles of academic honesty.
4. Are expected to show integrity in their work.
5. Record data and other information without failing to quote their sources.
6. Learn to communicate the information in his/her own language.
7. Learn to do clear and full citations.
8. Work collaboratively and share information with honesty.
9. Discuss with the teacher in case of any doubts.
10. Submit authentic, properly cited work in time.



11. Ensure that their work is original and submitted by the school's prescribed dates. Meet deadlines.
12. Speak to teachers regularly about their work and show their rough notes and drafts at various stages during the production process.
13. Ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.
14. Make references to the websites and are advised to mention the date and time when they accessed the information.

Use of AI and Integrity Policy:

Transparency is essential:

Students must cite all sources they have used, including text and images obtained from AI tools. A text, material, or assets produced by an AI tool must be clearly referenced in the body of your student's work and the bibliography. In-text citations must be quotation marks using the referencing style already in use by your school. In-text citation example: "The development of the tools and variables required for." ... (Text taken from chat GTP,2023).

Bibliography references should contain the prompt that your student provided to the AI tool and the date it generated the text. Bibliography reference example: Open AI (23 February 2023), Chat GTP response to example prompt about example topic.

The IB updated its Academic Integrity policy document in March 2023 and now offers guidance on referencing AI tools and maintaining academic integrity. Cite all sources, including texts and images obtained from AI tools – both in the body of the work and in the bibliography.

Use quotation marks for references in the text - use the reference style already in use in the school: for example, "The development of the tools and variables required for ..." (text taken from ChatGPT, 2023)

Bibliography: Please include the learner's provided prompt and the date of the AI model's response: for instance, OpenAI (March 27, 2023), ChatGPT response to prompt example on topic example.



Integrating academic policy with the admission policy

School administration integrating academic integrity policies with admission policies is a culture of honesty and fairness within an educational institution. By linking these policies, an international school can emphasize the importance of ethical behavior and set clear expectations for prospective student's right from the beginning.

Admission Application:

Prospective students are required to sign a statement in their admission application indicating their commitment to upholding the school's academic integrity standards.

Applicants must disclose any previous instances of academic dishonesty or violations of integrity in their application. Failure to disclose such incidents may lead to rejection or revocation of admission.

Admission Review Process:

Admissions committees may take into consideration an applicant's history of academic integrity when reviewing their application.

Applicants with a documented history of academic dishonesty may be subject to additional scrutiny during the admission review process.

Conditional Admission:

Applicants with previous academic integrity violations may be conditionally admitted if they agree to attend workshops or programs on academic integrity. Failure to complete these programs successfully could result in the rescission of admission.

Admission Offers and Academic Integrity Pledge:

Upon receiving an admission offer, students are required to formally acknowledge their commitment to the school's academic integrity policy by signing an integrity pledge. This pledge could highlight the importance of honesty, proper citation, and original work.

Orientation and Training:

During student orientation, new students receive comprehensive training on the school's academic integrity policy, including examples of violations and consequences. This training emphasizes the link between academic integrity and the school's values.



Ongoing Integrity Monitoring:

The school may implement proactive measures to monitor students' academic integrity throughout their enrolment. Students found in violation of the academic integrity policy after admission may face disciplinary action, which could include academic penalties or even expulsion.

Integrity Education:

Academic integrity education continues throughout the student's tenure, with regular workshops, seminars, and reminders about the importance of ethical conduct.

Graduation Requirements:

Before graduating, students may be required to demonstrate their understanding of academic integrity through assessments or projects related to ethical conduct in their field of study.

Integrating academic integrity policy with assessment policy

Academic integrity and assessment policies work together to create an environment of fairness, honesty, and learning. Students need to understand the expectations for completing assessments and maintaining integrity in their work. Faculty members must create assessments that test students' understanding and knowledge while also preventing cheating and plagiarism.

Clear Expectations: Both policies should clearly outline the expectations for students' behaviour and conduct in relation to assessments. The Academic Integrity Policy can set expectations for honest and ethical behaviour, while the Assessment Policy can define the standards for completing assessments.

Cheating and Plagiarism: The Academic Integrity Policy usually addresses issues related to cheating, plagiarism, and other forms of academic dishonesty. It can outline the consequences of such behaviors. The Assessment Policy might detail the specific guidelines for citing sources and properly referencing information to avoid plagiarism.

Submission Guidelines: The Assessment Policy can include instructions on how assignments, projects, and exams should be submitted. The Academic Integrity Policy can emphasize the importance of submitting one's own work and not using unauthorized assistance.

Collaborative Work: The Assessment Policy might address group projects and collaborative assignments, specifying when collaboration is allowed and how it should be acknowledged. The Academic Integrity Policy can remind students of the importance of giving credit to others' contributions.



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Procedures for Misconduct: Both policies can provide information on the procedures to be followed if a student is suspected of violating academic integrity or assessment rules. This could involve reporting, investigation, and potential consequences.

Communication: There should be consistency in communication between the two policies. If changes are made to either policy, students should be made aware of how these changes might impact their responsibilities and rights.

Support Services: Both policies can highlight the available support services for students who might be struggling with assessments or academic integrity issues. This could include resources for improving study skills, time management, and understanding citation practices.

Faculty Responsibilities: Both policies might outline the responsibilities of faculty members in upholding academic integrity during assessments. The Assessment Policy can guide instructors on creating fair and valid assessments, while the Academic Integrity Policy can offer guidance on how to address suspected cases of academic misconduct.



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KiiT INTERNATIONAL SCHOOL ACADEMIC INTEGRITY POLICY

As a student, please sign the Academic Integrity Agreement. Parents or Guardians are also asked to acknowledge that any assistance has not provided any undue advantage over other students.

Students

I, _____, in completing and submitting my _____, clearly acknowledge that the work submitted is my own and that I have made every effort to acknowledge the intellectual works and properties of others from whom I have benefited.

Signed:

Date:

Parents/Guardian

We want to emphasize that the advice we've given to your child for this Literature Review has been purely advisory. Our intention is to ensure that your child does not receive any unfair advantages. I/We support our child in developing an appreciation for Academic Honesty and this Literature Review is primarily the work of our child.

Signed:

Date:



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References

https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?

<https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

https://www.asmilan.org/uploaded/IB/Academic_Honesty_Policy.pdf

<https://www.calcuttais.edu.in/wp-content/uploads/2018/08/Academic-Honesty-Policy-2016-17.pdf>

https://gsis.ac.in/uploadedpdf/Academic%20Honesty%20Policy_201706301051100.24422500%201498800070.pdf