



THE PUPIL INTERNATIONAL SCHOOL **ACADEMIC INTEGRITY POLICY**

I. RATIONALE

The Pupil is dedicated to fostering a culture of inquiry, reflection, and lifelong learning among its students. The Academic Integrity Policy is an essential component of The Pupil's pursuit of academic excellence and global citizenship. It encourages students to demonstrate academic honesty, intellectual rigor, and personal integrity in all their work and interactions.

Upholding academic integrity is not only a matter of following rules and avoiding malpractice, but also a way of developing critical thinking, research skills, and intercultural understanding. It is a core value of the IB learner profiles and a key requirement for the successful completion of the IB Programmes. Breaches of academic integrity compromise the quality and validity of the student's work, the reputation and credibility of the school, and the integrity and standards of the IB.

II. TERMS AND DEFINITIONS PERTAINING TO ACADEMIC INTEGRITY

Academic Integrity, defined as per the IB Academic Integrity Policy [2019, p.3], is: *“The 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.”*

The school community must also be aware of a few more terms in the context of the Academic Integrity Policy:

- **Intellectual Property:** It is the term used to define any intangible asset – creations, designs, ideas, processes, concepts, images, inventions, software, etc. that can belong to an individual or group, which is usually termed proprietary. Intellectual property can be protected by a legal process, trademark, copyright, patenting.
- **Authenticity:** Authenticity is the quality of being genuine and original, showing your own thoughts and ideas. In an academic context, it refers to showing your own thoughts and ideas without deceiving or misrepresenting. For instance, a story written by a person is termed authentic, if they have used their own imagination and personal experiences to develop the same without using any work of others.

- Authentic Authorship: In the context of academics, authentic authorship indicates the honest representation of one's contributions and avoidance of appropriating other's work. Even in a group work/project, it is important to individually acknowledge each member's contribution as a way to establish authentic authorship.
- Plagiarism [MYP: From principles into practice, 2021, p. 95]: *The representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment.*
- Collusion [MYP: From principles into practice, 2021, p. 95]: *Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.*
- Duplication of work [MYP: From principles into practice, 2021, p. 95]: *The presentation of the same work for different assessment components.*

Academic integrity is comprised when the above situations arise and in the case of “*any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections)*” [MYP: From principles into practice, 2021, p. 95].

III. ACADEMIC INTEGRITY AND THE IB LEARNER PROFILES

The Pupil is dedicated to fostering an environment that not only nurtures academic excellence but also emphasizes the development of good character. As a fundamental aspect of the IB philosophy, upholding the values of the IB learner profiles in every facet of learning is of utmost importance. In this spirit, our Policy aims to highlight the link between academic integrity and the learner profiles, as a step towards integrating every component of the IB framework.

The Pupil's Academic Integrity policy requires students to develop the learner profile attributes using the following guidelines:

- Inquirers: Learners are encouraged to be inquisitive and active in the pursuit of knowledge through honest inquiry. If they encounter challenges or limitations in their inquiry process, they must acknowledge this rather than presenting misleading, manipulated, or incomplete information.



- **Knowledgeable:** Promoting academic integrity translates to a deep understanding of the subjects, demonstrating the importance of academic rigor. Thorough comprehension of information will mean that learners will articulate ideas in their own words and will not rely on external sources without proper acknowledgment.
- **Thinkers:** In order to evolve the thought processes, learners must critically analyze information, challenge assumptions, and draw their own conclusions. The policy encourages independent thinking and emphasizes the importance of acknowledging the opinions and ideas of others.
- **Communicators:** Effective and ethical communication is made possible through the values of clarity and honesty. Students must express their ideas authentically, while giving due credit to the ideas and perspectives of others. Practices of fabricating data, selective representation of information, etc to support a biased perspective are prohibited in order to uphold the truthfulness and integrity of their communication.
- **Principled:** The essence of academic integrity lies in the quality of being a principled learner. The policy emphasizes the values of honesty, fairness, and accountability, guiding students to make ethical choices and maintain the highest standard of integrity in their academics and overall learning journey.
- **Open-minded:** An open-minded approach to learning is required to embrace academic honesty to the fullest, where students are receptive to diverse viewpoints and willing to accept and acknowledge the evidence/contributions from different sources that improve their understanding.
- **Caring:** Being honest and maintaining integrity is directly linked to being a caring learner. This signifies respect shown for the intellectual property of others, and empathy and consideration for the efforts taken in the development of the ideas and work.
- **Risk-takers:** Practicing academic integrity calls for courage to take risks in exploring new ideas and challenging existing information. At the same time, it also requires learners to remain committed to giving due credit thereby maintaining the principles of integrity.
- **Balanced:** A balanced approach to learning contributes towards developing strong ethics, thereby maintaining academic integrity. Being balanced is defined by learners managing their time effectively, avoiding shortcuts, and engaging in thorough research. This helps in their overall development and creates a sustainable process of learning and growing.

- Reflective: Learners are encouraged to be reflective in all aspects, to critically assess their own work, acknowledge areas of improvement, and seek feedback, this further reinforces the principles of honesty and integrity.

IV. PROMOTING ETHICAL SCHOOL CULTURE

“An effective academic integrity policy should be a school-wide endeavour, offering a commitment to maintain an ethical culture; not just a list of rules and penalties or simply an administrative requirement to meet the expectations to become an IB World School.”
(IB, 2019, p. 7)

The Pupil takes a proactive approach to promoting a culture of academic integrity and preventing instances of academic misconduct. The key preventative strategies undertaken by the school are as follows:

Awareness:

All MYP & DP students and teachers are required to attend an annual workshop on the school’s Academic Integrity Policy. Parents and guardians learn about the Academic Integrity Policy during the Parent Orientation at the beginning of every academic year. Academic integrity is also addressed in the BYOD and Cybersafety Policy, and both documents are easily accessible on the school website for reference.

Skill-building:

All MYP & DP students attend workshops on the skills required to practice academic integrity like how to paraphrase, use quotations, make citations etc. These skills are introduced to students in a scaffolded manner across grade levels.

Design of Learning Environments:

The programme coordinators and teachers work together to intentionally develop learning environments which minimize the stressors that drive students to violate academic integrity. Some features that are incorporated into these learning environments include:

- Fostering students’ intrinsic motivation
- Placing emphasis on mastery goals rather than performance goals
- Using frequent, low-stakes assessments
- Building students’ self-efficacy, and engaging them in conversations on ethics & integrity
- Ensuring that students have sufficient time, supports, and resources to be able to effectively meet assignment expectations
- Accounting for students’ different backgrounds and prior knowledge

Accountability:

In cases of possible academic misconduct, the teacher who identified the incident investigates the issue and has a conversation with the student(s) involved. If the teacher determines that academic misconduct has occurred, they determine the appropriate consequence keeping the context of the misconduct and the students' prior experiences in mind. The teacher then explains why the incident is considered a violation of the Academic Integrity Policy and why the consequence was chosen. If the student(s) or their parents/guardians wish to dispute the teacher's decision, they are entitled to reach out to the programme coordinator and request a review.

V. DISTINGUISHING COLLABORATION AND COLLUSION

It is important to understand what it means when one is involved in collaboration in contrast to collusion. While collaboration is authorized and legitimate, collusion is unacceptable and a form of academic dishonesty.

- Collaboration is the authorized method of working together on a task, as instructed by the facilitator(s).
 - This could be a group project with clearly assigned work to each member either decided among the group or by the facilitator.
 - Study groups to prepare for assessments.
- Collusion is the form of unauthorized collaboration when not instructed to do so by the facilitator(s).
 - This could be children presenting a common presentation as individual work.
 - Working together to complete various parts of one task which needs to be submitted as individual work or receiving help from other students to complete a task or assignment.

To refrain from the act of collusion knowingly or unknowingly it is important for learners to have clear and honest communication with their facilitators and peers. Receiving proper guidelines for the method to be followed for each task is also important to prevent collusion. Facilitators are required to provide distinct examples of collaboration and collusion to help students better understand the difference.



VI. CITATION AND ACKNOWLEDGING AUTHENTIC AUTHORSHIP

In order for learners to understand and adhere to the Academic Integrity Policy, we emphasize the importance of proper referencing and recognition of ownership of work. Ignorance of the conventions to be followed while citing and referencing information will lead to breach of the rules and regulations. Facilitators of each subject and the coordinators will also work alongside the students and the school community at large to spread awareness of the ethical sourcing of information. The following are conventions to be maintained for citing and acknowledging authorship:

- **Paraphrasing:** When rephrasing someone else's ideas, students must still acknowledge the original author by providing a citation. Paraphrasing does not exempt one from giving credit.

Example: Original sentence: "The Industrial Revolution brought about significant social and economic changes in the 18th century."

Paraphrased sentence: The 18th century witnessed substantial societal and economic transformations as a result of the Industrial Revolution (Smith, 2018).

- **In-text Citations:** Whenever students use ideas, information, or quotations from a source, citation for the same must be provided within the text. This includes mentioning the author's name, the publication year (for written works), and page numbers (if applicable).
Example: According to Smith (2019), "The rise of renewable energy has significantly impacted the global energy landscape" (p. 45).

- **Bibliography/Citation:** Students must include a list of all sources used in their research that they have presented in their work. This list should provide complete publication details for each source, following a specific citation style as instructed by the facilitator.

- **APA (American Psychological Association):** Example: Book citation
Author(s). (Year). Title of the book. Publisher.
- **MLA (Modern Language Association):** Example: Website citation
Author(s). "Title of the Webpage." Website Name, Publisher, Date of publication, URL.
- **Chicago (Chicago Manual of Style):** Example: Journal article citation
Author(s). "Title of the Article." Title of the Journal volume number, no. issue number (Year): page range.



- Online Sources: When referencing online sources, students should include the complete URL of the webpage and the date they accessed the information.

Example: Johnson, M. (2022). The Impact of Climate Change on Biodiversity. Retrieved from <https://www.environmentalstudies.org/climate-change-biodiversity> (Accessed on July 15, 2023).

- Images and Multimedia: Proper attribution should be provided for images, charts, graphs, and multimedia used in presentations or papers. Students should clearly state the source and copyright information, if applicable.

Example: Image: "The Great Barrier Reef." Source: Pixabay.com (CC0 License).

The minimum information required in the DP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable. [Diploma Programme: From Principles Into Practices, 2015, p.38]

MLA format is initially introduced to familiarize students with basic citation principles. With progress in grade levels, students are also introduced to APA and Chicago formats to have a broader understanding of citation types. For students of MYP year 3 to year 5 and all DP students, MLA format will be consistently used. This is to ensure uniformity of the process and the inclusion of all the above-mentioned information for the sources.

VII. USE OF ARTIFICIAL INTELLIGENCE TECHNOLOGY

“Latest developments in artificial intelligence (AI) software, such as ChatGPT, that can write sophisticated essay responses have generated a great deal of interest and discussion. The IB will not ban the use of AI software. The simplest reason is that it is an ineffective way to deal with innovation. However, the use of AI tools should be in line with the IB's academic integrity policy. We expect all our schools to discuss the various types of academic misconduct with their students.”

- Statement from the IB about ChatGPT and artificial intelligence in assessment and education [IBO, 2023]

We live in an ever-evolving world where advances in technology will continue to make access to information and AI tools easier. By no means should this been seen as a bane, rather students will be educated about digital citizenship which also includes the ethical means of sourcing and using information. To this end, The Pupil will ensure that AI technology will be used as an aid for learning by following ethical and appropriate practices.



VIII. ACADEMIC MISCONDUCT & CONSEQUENCES

“Academic Misconduct: The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.”

[IB Academic Integrity Policy, 2019, p.3]

“Schools should attempt to understand the context of rule breaches rather than simply adopting a stance of punishment and penalties. It is advisable to consider factors such as the learning environment, the relationships between the students and the previous pedagogical experiences of the students.”

[IB Academic Integrity Policy, 2019, p.7]

Misconduct of any form will have its consequences, the aim of which is to develop and sustain ethical behaviour within the school community and have a clear understanding that any action that deviates from the moral code is strictly frowned upon and prohibited.

This lists of incidents and consequences given below are not exhaustive. The Pupil reserves the right to take appropriate action on a case-by-case basis if administrators or faculty determine that the behavior violates this policy.

Category 1:

- Using direct quotes without quotation marks and citation.
- Working with peers for an individual assignment.
- Taking help from other students (collusion), parents and/or other adults when explicitly prohibited.
- Sharing – giving or receiving information during an assessment when instructed not to do the same.

Category 2:

- Presenting the work done by others as one’s own.
- Intentionally interfering with or obstructing the work of other students.
- Aiding or facilitating other students in breaching the Academic Integrity Policy.

Category 3:

- Falsifying data and/or signatures in assignments and official documents such as portfolios and report cards.
- Possessing or using unauthorized reference materials (such as, textbooks, notes, electronic devices etc.) during examinations.



- Repeating earlier actions of misconduct of any category.
- Acquiring task information or sources without permission/stealing

Consequences:

- Informing the relevant authorities (Programme Coordinator and Head of School) and have the student explain the situation.
- Instructing the student(s) to redo the assignment.
- Lowering the assigned score.
- Not providing a score/achievement level equivalent to zero.
- Meeting with the student's parent/guardian regarding the violation.
- Requiring a letter of assurance from the student and/or the parent/guardian that the violation will not be repeated.
- Making a permanent note of the violation in the student's record.
- Possible retention in the same grade level or expulsion from the school.
- If a student is determined to be involved in more than one act of misconduct, the consequences can be severe.

Any measures taken will be done only after thorough investigation of the situation, a discussion with the student, teacher, parent/guardian, and relevant administrators such as the programme coordinator and/or the head of school to maintain transparency and clarity.

IX. MALPRACTICE DURING COURSEWORK AND EXAM SUBMISSIONS

In accordance with the IB Academic Integrity Policy, 2019, p. 23.

Coursework:

- The academic integrity policy will be followed to resolve issues with final work before submitting the same on the IB portal, according to the IB submission deadlines.
- The work that doesn't meet academic integrity expectations will not be submitted.
- Work with plagiarized content or not meeting subject requirements will be marked a failing score for internal assessment or marked as non-submission for external assessment.
- The programme coordinator must inform the relevant team at the IB promptly if academic misconduct is detected after the work has been submitted.
- Students will not be eligible for a final grade in the subject if academic misconduct is identified.

Examinations:

- Students must be aware of the IB's expectations for ethical conduct during exams. The instructions for the conduct of examination will be conveyed and explained by the facilitators and coordinators to the school community.



- Materials not relevant to the examination process are prohibited from the exam room, and students must strictly adhere to the invigilator instructions.
- Possession of unauthorized materials is a breach of regulations and will be investigated.
- The school will report any breach during the exam to the IB within 24 hours of the incident/exam.
- Students will be given consent to continue the exam unless their presence disrupts the environment for others.
- The answer script of the student reported will be submitted for assessment as per standard protocol, enabling them to receive a grade if no misconduct is detected.

If the committee determining the final evaluation of the student's work deems a case not deviating from the academic conduct, the student will be awarded as per the usual process. However, if the committee establishes that there has been malpractice, a final grade will not be awarded and the situation can also be escalated if the nature of the case is serious. This can also result in the student not being allowed to register for any other examination session in the future.

X. ROLES AND RESPONSIBILITIES

The implementation of the Academic Integrity Policy is dependent on the conscious and collaborative efforts of all the stakeholders.

Teachers are responsible for:

- Being aware of The Pupil's Academic Integrity Policy.
- Developing learning environments that facilitate a culture of academic integrity.
- Communicating clear assessment rubrics and guidelines on the expectations for each assignment (i.e., whether students are expected to work individually or in groups; whether students are allowed to take help from their peers, parents and/or other adults; whether students are allowed to use external references etc.).
- Evaluating assignments fairly and consistently in accordance with the assessment rubrics.
- Identifying instances of academic misconduct and following the accountability procedure laid out in this policy, including investigating the issue, determining appropriate consequences, and communicating with the student(s) involved.
- Providing clarification on any questions raised by students, parents/guardians, and administrators with regards to assessment rubrics, expectations, and handling of academic integrity violations.

Students are responsible for:

- Being aware of and following The Pupil's Academic Integrity Policy.
- Helping foster an environment where academic integrity is expected and respected.
- Asking the faculty for clarification if the expectations for a given assignment are not clear.
- Reporting any breach of academic integrity that they are aware of to the relevant authorities.

Parents are responsible for:

- Being aware of and following The Pupil's Academic Integrity Policy.
- Helping their wards understand the need for academic integrity and supporting the school's promotion of academic integrity.
- Asking the faculty for clarification if expectations for a given assignment is not clear.
- Reporting any known breach of academic integrity to the relevant authorities.

XI. POLICY REVIEW

The Academic Integrity Policy is a working document which will be reviewed annually. The Policy Review Committee will comprise of the Head of School, Program Coordinators, and Subject Specialists.

Last Review done in: Jan 2024

Next Review in: Feb 2025

XII. REFERENCES

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