



DELHI PUBLIC SCHOOL BANGALORE EAST- IBCP
ACADEMIC HONESTY
In the Career Programme



A. PURPOSE OF THIS POLICY

As part of the IB's educational goal to award reliable, fair and recognized outcomes to our students through valid assessments, this policy has been created to ensure a common understanding of the IB's academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others.

Academic integrity is a responsibility of the whole IB community. By making the IB's commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the IB community. This policy also documents how the IB manages incidents of student academic misconduct and school maladministration cases, ensuring confidence is maintained among students, parents, schools and other stakeholders in the value and credibility of IB grades.

This policy document explains:

- the academic integrity principle which will be observed by the IB and expected of all its stakeholders
- the expectations and responsibilities of the different groups of stakeholders in upholding the IB's principle of academic integrity
- the terminology used by the IB regarding academic integrity, student academic misconduct and school maladministration
- how the IB deals with student academic misconduct and school maladministration
- good practice in embodying teaching and learning in a culture of academic integrity
- good practice for schools in their own academic integrity approaches and culture

- the broad definitions of terms to allow conversations about academic integrity at school level.
- Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection.

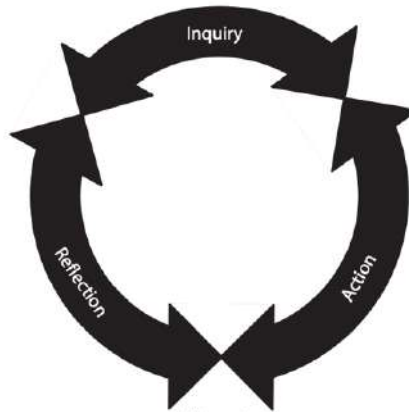


Figure 1
Inquiry, action and reflection in teaching and learning

Ref: [Academic honesty in the IB educational context](#)

B. SCHOOL PHILOSOPHY

At Delhi Public school Bangalore East, we believe that academic honesty and personal integrity are fundamental components of a student's education and personality development. All members of the school community are expected to conduct themselves with honesty, trust, fairness, respect, and responsibility. Senior members of staff and the pedagogical team are expected to lead by example and uphold these values as a good standard for the rest of the stakeholders including students, parents and community.

All elements of the IB career-programme are interlinked to form an educational framework that comprises of the IB diploma programme subjects, the four elements of the IBCP core and a career- related study.

Students are expected to submit original work on all fronts. As should be the goal of all students as per the IB learner profile, IB learners strive to be "principled" and must act with integrity, honesty, fairness and justice and must respect the rights and dignity of people everywhere. IB learners must take responsibility for their actions and consequences (IB learner profile, academic integrity, IBO.org). Together with being principled, students must be "inquirers" and strive to research their own information. They must be "thinkers" and come up with independent and thoughtful work.

This policy has been created to ensure a common understanding of the IB's academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others.

(ref: academic integrity. IB . October, 2019)

When resources are cited, care must be given to give all due credits to the originator of the work. This document will outline the responsibilities and expectations of different stakeholders across the IB community. This policy also expand on how the school will manage incidents of student academic misconduct and school maladministration cases. This will intensify conviction among the students, parents, school community and other stakeholders in the value and credibility of IB grades.

The following actions will constitute to academic dishonesty or malpractice and must be avoided.

- **Plagiarism:**



plagiarism

Ref: <https://elearningindustry.com/teaching-plagiarism-in-the-online-classroom>

Common Types of Plagiarism

- **Complete plagiarism:** Using someone else's ideas or work as your own
- **Source-based plagiarism:** Reference an incorrect or non-existent source.
- **Direct plagiarism:** Copy text from another document word-to-word.
- **Self or auto plagiarism:** Reuse a major part of your own work without attribution.
- **Paraphrasing plagiarism:** Make minor changes and use other's work.
- **Mosaic plagiarism:** Interlay someone else's phrases or text within your work.
- **Accidental plagiarism:** Unintentional paraphrasing or copying due to neglect.
- **Inaccurate authorship:** Authorship instead of acknowledgement to contributors and vice versa.

(Ref: [duplicate checker.net](https://duplicatechecker.net), [smartShorts:enago.com](https://smartshorts.enago.com))

- **Collusion: knowingly**

Allowing your work to be copied or submitted by another candidate or supporting the malpractices of another candidate.

- **Duplication of work**

All components of the IBCP, although cumulatively function together are still all individual components and are assessed separately. Presentation of the same work for different assessment components or curriculum requirements will be penalized.

- **Misconduct during an examination:**

DPSBE and IB take examinations very seriously and expect students to do the same. Using any sources of communication at the time of examination, knowledge or media platforms that might assist with the assessment will be taken strict action upon. Stealing of examination material will be strictly penalized. Disruptive behaviour during examinations or taking unauthorized material into the examination room is prohibited.



- **Fabricating:** altering of research outcomes, records (such as SL records), information and/ or signatures will be taken strict action against.

(Ref: academic honesty in the diploma program, IB resource centre,)

DPSBE School endeavours to ensure that the students at the school are exposed to the necessary skills to enable students the best possible opportunities to submit authentic work that is properly cited.

Students are made aware of how to conduct themselves properly during examinations and assessments and they are taught with certainty what might be considered as academic dishonesty and how to avoid it moving forward.

The IBCP encourages students to think critically, creatively, to be enquirers and to present that line of thought in a variety of ways. Students must be equipped to make

their thoughts and learning visible and explicit. Students are encouraged to demonstrate how their ideas were constructed, and also expand on how their views were followed or rejected. This method helps students hand in an honest piece of work that they can take pride in and call their own.

C. RESPONSIBILITIES OF THE SCHOOL COMMUNITY

a) SCHOOL ADMINISTRATORS

All members of the school community must strive to represent the IB learner profile and set an example for academic honesty for all students.

The school administrators at DPSBE enforce the academic integrity policy at school and make sure that it aligns with that of the IB. Administrators reinforce the confidence in the system at school to uphold the values of the academic integrity policy and also to take the necessary actions as stipulated in the policy as per expectations of the IB.

b) TEACHER RESPONSIBILITIES

The best way to prevent plagiarism is to educate students on how to properly conduct research, cite, quote, and produce unique and original work.

At DPSBE, the teachers and the pedagogical staff plays an integral part into ensuring that academic honesty is practiced and implemented. The teacher holds the responsibility of guiding students towards being better citizens and telling them right from wrong. They are responsible for giving guidance about ethical practices, putting strategies in place to prevent students from getting involved in any unethical practices or misconducts and ensuring that no work containing unethical practices is submitted for assessment.

Teachers are the first point of contact for the students and as such must acknowledge and endorse academic integrity as a core principle of the IB. Teachers must ensure that students are appropriately equipped and well prepared to adhere to the demands of the IB assessments.

Focusing on processes for managing academic integrity incidents, IB teachers must support their school and programme coordinators and are also responsible for:

1. ensuring that students have a full understanding of the expectations and guidelines of all subjects
2. ensuring that students understand what constitutes academic misconduct and its possible consequences
3. planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
4. giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides

5. ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
6. developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
7. Equipping students with the necessary tools, resources and knowledge so that students are clear as to what constitutes as plagiarism. The teachers are required to update themselves thoroughly on the IB documents for their subjects and acquire an understanding of the specific requirements of their individual subjects.
8. Teachers are expected to familiarise themselves with the writing styles of students and notice any changes if any in the style of writing of the student.
9. Converse with students and ask them in detail about their written work, especially in the extended essay, in order to assess whether the work is really that of the student.
10. Use a search engine whenever possible to detect plagiarized work
11. Teachers are responsible for authenticating students' work as and when required. The IBO expects "each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate".
12. Teachers equip students with the relevant skills to distinguish between collaboration and collusion and steer students on the right path whenever needed. It is important that students can make a correct distinction between the two.
13. Teachers must make themselves thoroughly familiar with the IBO publication "Academic honesty: guide for schools."
14. responding to student academic misconduct and supporting the school's and IB's investigations
15. responding to school maladministration and supporting the school's and IB's investigations.
16. Ensuring that the language, words, ideas, works etc from sources are cited appropriately and teaching students how to do this.

(Ref: Academic Integrity, IBO resource centre, August 2020)
(<https://www.plagiarism.org/teaching-about-plagiarism>)

Importance of Citation

A citation is an indication (signal) in the text that this (material) is not ours; we have "borrowed" it (as a direct quote, paraphrase or summary) from someone or somewhere else. The citation in the text can be:

- in the form of an introductory phrase, or
- at the end of the statement, or

• indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote. Every citation should be given a full reference that enables the reader to locate the exact source used.

Students are expected to keep the following in mind while working on a project:

Why cite: it is important to cite and reference the work of others so as to

- show respect for the work of others
- to make it easy for the reader to follow up on the references
- to assist the reader distinguish between the work of the creator and that of others.
- To help the reader check the validity of the creator's interpretation and to cross-reference
- To receive proper credit for the research process
- To help author establish a credibility and authority for their own knowledge and ideas.

What to cite: Creators are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Written or electronic source materials may include:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

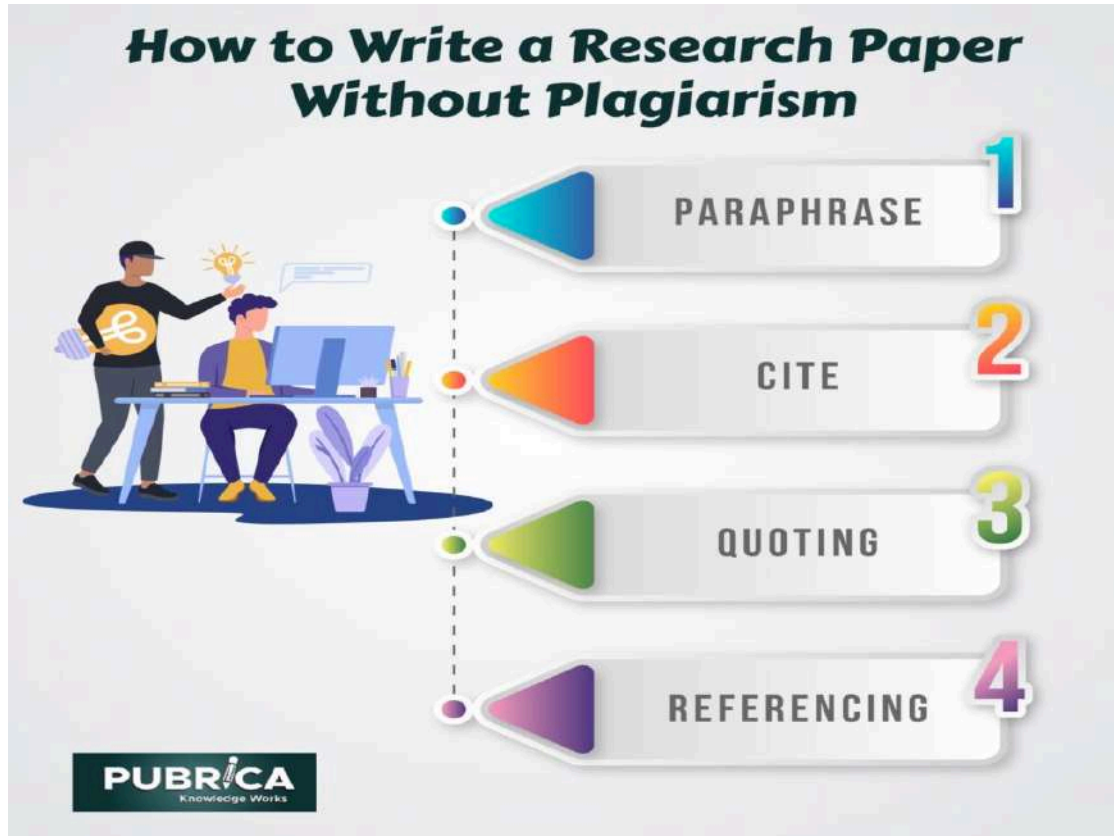
When to cite: it is important to cite in the following manner

- In the body of the creator's work where any external sources may have been used
- Creator must make their own work distinctly distinguishable from that of others.
- Only citing references in the bibliography will not suffice.

How to cite: various styles and ways of referencing are acceptable and are left to the discretion of the school to decide upon a style of referencing of choice. At DPSBE we decide to use one of the given style of referencing.

Style guides in common use in the academic world include the following. DPSBE will be using MLA (Modern Language Association)

(Ref: Effective citing and referencing, IBO resource centre, August 2014)



Ref: <https://pubrica.com/academy/research-writing/how-to-avoid-plagiarism-while-ensuring-the-originality-of-their-manuscript/>

c) STUDENT RESPONSIBILITIES

Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers. When creating an authentic piece of work, students are expected to:

- 1) Undertake research on what is already known
- 2) Analyze the research in the context of the work to be produced
- 3) Compare and/or contrast existing knowledge against our own findings/thoughts/opinions
- 4) Synthesize and present the document in an appropriate way for the expected audience
- 5) Acknowledge all contributing sources appropriately.
- 6) have a full understanding of their school's and the IB's policies
- 7) respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- 8) respond to acts of school maladministration and report them to their teachers and/or programme coordinators

- 9) complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- 10) abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- 11) abstain from giving undue assistance to peers in the completion of their work
- 12) show a responsible use of the internet and associated social media platforms.

(Ref: Academic Integrity, IBO resource centre, May 2020)

d) PARENT RESPONSIBILITIES

Parents play a pivotal role in supporting academic honesty at the school. In addition to the students, their parents will also be required to understand the concepts and importance of academic honesty.

Parents and students will be required to sign an agreement indicating that they have read, understood and agree to abide by the school's expectations regarding academic honesty.

A parent/legal guardians of a student hold the responsibility to support their children through the following:

- Encourage students to plan each assignment.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.
- Encourage students to ask their teacher for advice if they are having difficulty with their work.

(ref: academic honesty in the diploma program, IB resource centre,)

D. CONSEQUENCES OF ACADEMIC DISHONESTY

Depending on the severity of the misconduct decided after investigation, sanctions will be levied on students ranging from granting a second opportunity to complete the assignment in question honestly or in more serious cases may include disqualification from the programme of study and/or permanent exclusion from school.

a) Procedure to be followed for Academic Misconduct

Should a student be suspected for violating the school's policy on academic dishonesty, the matter will be first notified to the programme coordinators.

The coordinator will then investigate the situation and discuss the relevant concerns with both the student and the teacher involved. Both parties are given the opportunity to present their response on the allegations.

If proven that the academic honesty policy has been violated, the IB coordinator will determine whether the case is that of academic dishonesty (intentional) or academic infringement (unintentional). Depending on the verdict, the student, teachers and respective parents reach an agreement to promote academic honesty. It is also assessed during this meeting what the learning needs of the students are. Recurring on-going dishonest behaviour may be a result of lack of understanding of concepts and students may need extra support in this regard.

WACP assesses the CRS examinations that are conducted annually and award students with either the diploma or advanced diploma depending on the year of study. In the event that a student has been caught and proved cheating, WACP reserves the right to withdraw the diploma / advanced diploma or ask the student to re-sit the examinations. This decision is taken in conjunction with the school leadership team.

1. Procedure for IB external submissions to promote academic integrity.

The student is required to provide a signed coversheet to confirm that the work being submitted is his/her own piece of work.

The school also checks the originality report. In the event of a similarity being detected **before** signing of the coversheet, the matter is resolved within the school as per this policy.

However, once the coversheet is signed and the student is suspected of plagiarism or collusion then the matter is reported to the IBO academic honesty division for further investigation and action.

2. Retaking examinations or resubmitting coursework

The school and IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- retake in six months, depending on subject availability
- retake in 12 months
- no retake allowed, but award of grades in subjects not affected by the incident.

Additional sanctions

CP students—no grade awarded in any subject and no retake session allowed.

(Ref: Academic Integrity, IBO resource centre, May 2020)

3. Procedure for internal school examinations to promote academic integrity.

The head of school and IBCP coordinator investigate into any matters of reported academic dishonesty. After investigation, if the offences are proved then no grades will be awarded to the student for that particular examination.

4. Procedure for external school examinations.

In case of an academic misconduct or incidence of academic dishonesty, the matter is immediately reported to the IBO with necessary evidence.

b) Sanctions levied for breaching the academic honesty policy

Sanctions against academic misconduct range from warning to dismissal depending on the seriousness of the offence. The penalties may include one or more of the following:

- 1) The offence is recorded on the student's file
- 2) A warning letter may be issued, a copy of which is placed in the student's file.
- 3) The student receives no grades for the particular piece of work or examination.
- 4) The student may be provided suspension from regular lessons.
- 5) The student may be placed on probation for one or more semesters.

The work and progress of the student is then closely monitored by the respective subject teacher. The teacher is at liberty to point out any section of the work that they may feel does not reflect originality or hasn't been credited appropriately. The work may be sent back to the student in order to be corrected.

E. POLICY REVIEW

DPSBE strives to be up to date at all times and hence commits to policy review annually. The panel for the review will consist of the head of school, IBCP coordinator and DP staff. The next policy review will be conducted in next academic year.

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