

DYPIS  
Academic  
**Integrity**  
Policy



**D Y PATIL**  
**INTERNATIONAL SCHOOL**  
WORLI



**Cambridge Assessment**  
International Education

Cambridge International School

## **DYPIS, WORLI Academic integrity Policy**

DYPIS, WORLI views academic integrity as an important value in learning and aims to develop a culture of honesty within the school community. Academic integrity promotes personal integrity and encourages all members of the school community to conduct academic work in a principled manner without cheating, lying, stealing, or receiving assistance from another person or using any source of information without appropriate acknowledgement. The school is committed to promote the attitudes of an IB learner profile and Cambridge learner attributes in students and this includes the promotion of academic integrity. The school's practices are intended to promote a positive attitude towards learning by encouraging students to build the skills required for an honest approach to academic work.

### **Our Vision**

We aspire to be a school from which students gain a sense of personal accomplishment, self-confidence and a lifelong love for learning. By fostering critical thinking through the inquiry process, our students develop a broad range of competencies for their future endeavors. We value a strong partnership where parents contribute to the education and success of their children.

### **Our Mission**

To create a community of life-long learners working together in a caring, challenging and nurturing environment that encourages enthusiasm, international mindedness, independence and responsibility where academic and personal potential can be achieved.

## Purpose of this policy

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

### **This policy document explains:**

- the academic integrity principle which will be observed by the IB and Cambridge and expected of all its stakeholders
- the expectations and responsibilities of the different groups of stakeholders in upholding the IB and Cambridge's principle of academic integrity
- the terminology used by the IB and Cambridge regarding academic integrity, student academic misconduct and school mal-administration
- how the school deals with student academic misconduct
- good practice in embodying teaching and learning in a culture of academic integrity
- the broad definitions of terms to allow conversations about academic integrity at the school level

## IB Learner Profile

The learner profile is transparent within the classroom and evident within the general language of the institution. By promoting the qualities of an IB and Cambridge learner, the school seeks to foster academic integrity and integrity. In developing this policy, the school encourages students to be:

**Inquirers:** They acquire the skills necessary to conduct research and inquiry. The students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply.

**Knowledgeable:** They explore concepts, ideas and issues. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

**Thinkers:** They are able to approach tasks in a critical yet creative manner and are able to make ethical decisions. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems.

**Communicators:** They build on their ability to be effective collaborators. They are able to communicate and defend views and opinions as well as respect those of others.

**Principled:** They act with integrity and honesty and take responsibility for his/her own actions. The students take ownership of their learning, set targets and insist on intellectual integrity.

**Open-minded:** They attempt to find and assess a range of views. They appreciate the importance of culture, context and community.



**Caring:** They show empathy and respect towards others and their needs. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment.

**Risk-takers:** They approach challenges with forethought and explore them independently. The students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to attain personal well-being for themselves and others. They understand that their actions have impacts on others and on the environment.

**Reflective:** They are able to assess the strengths and weaknesses of their learning responsibilities relating to academic intergrity. The students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

## Cambridge Learner Profile

Cambridge International Assessment Education designs all its curriculum and assessments with the Cambridge learner attributes in mind. The five attributes are the ways of recognising that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.

Through the programmes, Cambridge develop students who are:

### **Confident in working with information and ideas – their own and those of others**

Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

### **Responsible for themselves, responsive to and respectful of others**

Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

### **Reflective as learners, developing their ability to learn**

Cambridge students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

## **Innovative and equipped for new and future challenges**

Cambridge students' welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

## **Engaged intellectually and socially, ready to make a difference**

Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

## **Academic Dishonesty/ Misconduct and Malpractice**

Although the following list is not exhaustive, academic dishonesty /misconduct can, in general, take several forms:

**Plagiarism:** Taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.

**Copying:** Taking the work of another student, with or without his or her knowledge and submitting it as one's own.

**Exam cheating:** Communicating with another candidate in an exam, bringing unauthorised material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.

**Duplication:** Submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

**Falsifying data:** Creating or altering data which have not been collected in an appropriate way.



**Collusion:** Allowing one's work to be copied or submitted for assessment by another.

Cheating and plagiarism are serious offences. Cheating and plagiarism do not reflect the high standards of character, citizenship, and integrity so highly valued at DYPIS and reflected in our school's mission statement. Academic misconduct of any kind undermines the learning environment and will not be tolerated at DYPIS.

Please be aware that "the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged." (IBO Academic Honesty, 2007)

Students should recognize that they are personally responsible for academic honesty and be able to recognize what behaviours constitute academic misconduct (for example, plagiarism, copying another's work, using unpermitted notes or collaboration, and so on). (IBO Academic Integrity Policy, 2019) pg 8

## School maladministration

The IB defines school maladministration as an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination. (Further details of maladministration are mentioned in the Academic Integrity Policy)

[https://resources.ibo.org/ib/topic/Academic-honesty/works/edu\\_11162-58121?lang=en&root=1.6.2.8.7#id-5d043f36-3b01-4eba-bdaa-c03241ae6ad5](https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en&root=1.6.2.8.7#id-5d043f36-3b01-4eba-bdaa-c03241ae6ad5)

## Responsibilities of Programme Coordinators

The programme coordinators are responsible for maintaining overall supervision of all activities related to the teaching and learning process at the school. As pedagogical leaders, they must maintain excellent



communication with the team of teachers, with the students and their parents or legal guardians.

The coordinators must also manage the necessary resources with the school leadership team to ensure that the teachers receive the training specified by the IB and Cambridge and that the other resources required for teaching, for example, library, laboratories and computer equipment, receive sufficient budget.

To facilitate the tasks of those involved in IB and Cambridge programmes, the coordinators must ensure that all regulations, policies and subject guides are easily located both in printed format in the library and electronic in the school's web portal.

Focusing on processes for managing academic integrity incidents, programme coordinators must support all the tasks listed in the Responsibilities in the "School leadership team" section and are also responsible for:

- ensuring that all school, IB and Cambridge policies are applied fairly and consistently.
- ensuring compliance with secure storage of confidential IB and Cambridge material policy and the conduct of IB and Cambridge examinations.
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB and Cambridge regulations.
- reporting suspected instances of student academic misconduct and school malpractice to the school administration and/or the IB and Cambridge.
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB and Cambridge policy.

## Responsibilities of Teachers

Teachers should have an extensive understanding of the requirements for teaching IB and Cambridge subjects regardless of the programme and should receive the necessary support from the school to attend IB and Cambridge professional development workshops.

With a detailed knowledge of the regulations, policies and subject guides teachers will be able to offer adequate and fair support to their students, while they develop a conscientious and responsible attitude to their learning process, allowing them to understand the ethical implications of all scholarly work.

Students need time and support to gradually develop, for example, the technical skills to correctly reference a piece of work, how to produce genuine and authentic work or how to conduct research in a responsible and ethical manner. By creating a supportive environment, teachers can ensure that their students are properly prepared to complete their education and meet the assessment requirements of the IB and Cambridge.

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

- ensuring that students have a full understanding of the expectations and guidelines of all subjects.
- ensuring that students understand what constitutes academic misconduct and its possible consequences.
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations.
- 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.
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting an assessment to the IB and Cambridge.

- 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,
- responding to student academic misconduct and supporting the school's, IB's and Cambridge's investigations.
- responding to school maladministration and supporting the school's, IB's and Cambridge's investigations.

## Responsibilities of the Librarian

The librarian plays an important role in implementing academic integrity. She/he is the principal resource in the area of academic integrity who can provide ethical guidance on the most suitable citation/referencing system used in each assessment.

The librarian should provide support and assistance in terms of research and correct use of citations thus promoting academic integrity within the school.

The librarian must give an internal workshop to students and teachers regarding academic integrity and referencing guide along the academic year whenever the need arises.

The school approves the MLA 8 style of referencing and citations , however for submissions in certain subjects APA is approved .

## Responsibilities of Students

The school's mission statement is clear about the active role students have in their own learning. Students are not just recipients of content, but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement.

It is expected that all IB and Cambridge students, regardless of the programme, understand and accept the principle of academic integrity and face the challenges associated with it. This is not a task that students can



face in isolation, they must have the support of their teachers and the school.

In an age-appropriate format, schools and teachers are expected to present IB and Cambridge students with policies and rules so they understand the school's stance towards academic integrity from the outset. Once students understand what the school wants to achieve, it will be easier to have their support for any initiative that the school proposes. Academic integrity should not be an imposition, but something that the whole school community aspires to.

Focusing on processes for managing academic integrity incidents, IB and Cambridge students must support the school, programme coordinators and teachers and are expected to:

- have a full understanding of the school's, the IB's and Cambridge's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- 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
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms



## Responsibilities of Parents and Legal Guardians

Although they are not directly involved in daily tasks at school, parents and legal guardians are able to collaborate with the administrative and teaching team in the activities carried out by the school to promote academic integrity while encouraging their children to observe the rules and complete all work according to the expectations.

Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB and Cambridge students are expected to:

- understand IB and Cambridge policies, procedures and subject guidelines in the completion of course-work or examination papers by their children.
- support their children's understanding of IB and Cambridge policies, procedures and subject guidelines.
- understand school policies and procedures that safeguard the authenticity of their children's work.
- support their children in planning a manageable workload so they can allocate time effectively.
- understand what constitutes student academic misconduct and its consequences.
- understand what constitutes school mal-administration and its consequences.
- report any potential cases of student misconduct or school mal-administration to the school's directorate and/or the IB/Cambridge
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- abstain from giving or obtaining assistance in the completion of work to their children.

**In the PYP the academically honest student:**

Does	Does not
Acknowledge help from parents, older students and friends, and group members.	Present other persons' work as his or her own. (the seriousness of plagiarism is explained).
Read from several sources, including print sources, in order to gather information.	Copy phrases or sentences from any source into his or her own work.
Take notes in his/her own words, using keywords and paraphrasing skills.	Copy classwork from another student without permission
Begin to use first person sources and interviews in information gathering.	(as in during group or pair work).
Summarize understandings from audio-visual material in his or her own words.	Pass off another student's work as his or her own when working in groups.
Write reports and summaries of information in his/her own words, with a developing style of academic language.	Copy another student's homework or allow another student to copy his/her homework without permission
Acknowledge sources in a bibliography	Copy from notes or others on tests
Is able to assimilate knowledge from several sources into independent ideas and understandings	Present material that is not true, or fictitious, as fact.
Understand plagiarism as cheating.	
Understand that downloading or copying from electronic sources without permission is cheating.	
Work collaboratively in groups and contribute by sharing information and presenting understandings.	

## Grade 5 Exhibition

As evidence of the culmination of the PYP, exhibition work should reflect all of the criteria for academic integrity presented in the primary years, and especially in PY4-6. In addition, exhibition work should show that students are able to independently work in an academically honest manner.

**During the exhibition, an academically honest student: The PYP students will learn:**

- to write central ideas and guiding questions for inquiry and to frame research
- to research organizational and first person resources
- interview techniques with first person sources
- presentation skills
- ways to relate understanding and personal integrity to action
- ways to provoke others to action
- referencing and citation

Throughout the primary years, students will be systematically introduced to the need for and practice of referencing and citation. Summative assessments will require the inclusion of references in the form of developing bibliographic information from years 1 to 5 of the programme. Use of quotations for language directly from sources will be required. Simple citation methods will be introduced to acknowledge quotations and intellectual ideas. Summative Assessments or other research that have missing reference and citation of quotes will be considered a rough draft and revision will be expected.

## Consequences of Academic Dishonesty/ Misconduct at the Primary Level

Throughout the primary years academic dishonesty / misconduct is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or re-taught the skills needed to rework the material in their own words and cite quotations. Self-evaluation and teacher explanations of rubrics provide methods for



reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic integrity. Malpractice is considered generally to be the result of a lack of language and or research skills, and is addressed accordingly.

In the event that a student with proficient language skills wilfully and deliberately continues malpractice, a meeting may be called between the teacher, parents and student, and ultimately between the principal and parents. In extreme cases the student may be placed on an academic contract.

## Secondary Section

Activity based sessions will be conducted stressing on the importance of academic integrity reflecting the 5 fundamentals of Honesty , Trust , Fairness , Respect and Responsibility .

The sessions will also emphasise on the importance of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty”. ( IB learner profile in review: Report and recommendation (April 2013), page 21).

The students will also be made aware of the **Academic Dishonesty Misconduct and Malpractice** points mentioned on pages 6 and 7 in this policy.

Students and parents have access to the Academic Policy and understand its requirements and its implications . This information is passed through orientation meetings conducted at the start of the academic year.

Incase of external submissions like the Extended Eopssay or Reflective Project , the supervisor needs to ensure timely and accurate documentation of the ‘Reflection on Planning and Progress Form’.

Incase of internal assignments and portfolios students and teachers will be required to maintain a record (managebac) to show the ongoing progress of work.



## Consequences of Academic Dishonesty /Misconduct at the Secondary Level

Principles for dealing with and consequences for academic misconduct

Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and further learning.

Incidences of academic misconduct at DYPIS are treated on a case-by-case basis and students may be penalized with a failing grade for the assignment or assessment, the semester, or the year. In addition, a student may receive internal suspension. In severe cases, the student may be suspended or dismissed from the school.

The school frames its academic integrity policy according to the guidelines provided in the IB publication

Practical steps taken in each case of misconduct include the following:

- Investigation of misconduct.
- Student(s) conference with the teacher regarding the incident
- Referral of the infraction to the Coordinator or Principal
- Parent(s) contacted by the teacher and/or Coordinator or Principal
- Conference with the student, parent(s), teacher and Coordinator or Principal
- Incident documented and included in the students' file and appropriate parties notified (i.e., IB, Cambridge and prospective colleges)
- Further education
  - In cases of plagiarism, additional instruction on the rationale behind conventions of scholarship and the necessity for absolute honesty in the presentation of written work.
  - In cases of collusion, misconduct during exams or duplication of work, additional support to address learning (i.e., study habits, time management) or affective issues that may have disrupted preparation.

As a general guideline, students are subject to the following sanctions for academic misconduct on major assessments:

**First Infraction:** Failing grade for the assessments, internal suspension and disciplinary letter.

**Second Infraction:** Failing grade for the semester, internal suspension, academic probation and disciplinary letter.

**Third Infraction:** Failing grade for the school year; internal suspension, academic probation and disciplinary letter.

**Fourth Infraction:** Recommended d from school.

.Additionally the School penalty matrix can be referred to from the Academic Integrity Policy .

[https://resources.ibo.org/ib/topic/Academic-honesty/works/edu\\_11162-58121?root=1.6.2.10.7&lang=en&odd=ibo.odd&view=div](https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?root=1.6.2.10.7&lang=en&odd=ibo.odd&view=div)

## Links to other policies

**Assessment Policy:** All kinds of students work across all the programmes to be based on the guidelines set by the school in the academic integrity policy. It is mandatory for the students to support their articles, written assignments and essays with correct references and bibliography.

**Library Policy:** Students are to make aware of the library policy which abides them with the referencing norms set by the school.

Last Review Date	<b>August 2022</b>
Next Review Date	<b>August 2025 or earlier if the IB or CAIE changes its policies/guidelines</b>

## The Academic integrity Policy is prepared by:

- Pedagogical Leadership Team
- Librarian
- Teacher

## References

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## ANNEXURE

### Declaration

I confirm that I have read, understand and agree to abide by the DYPIS Academic integrity Policy.

Student's Name: .....Grade: .....

Parent's Signature: ..... Date .....



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