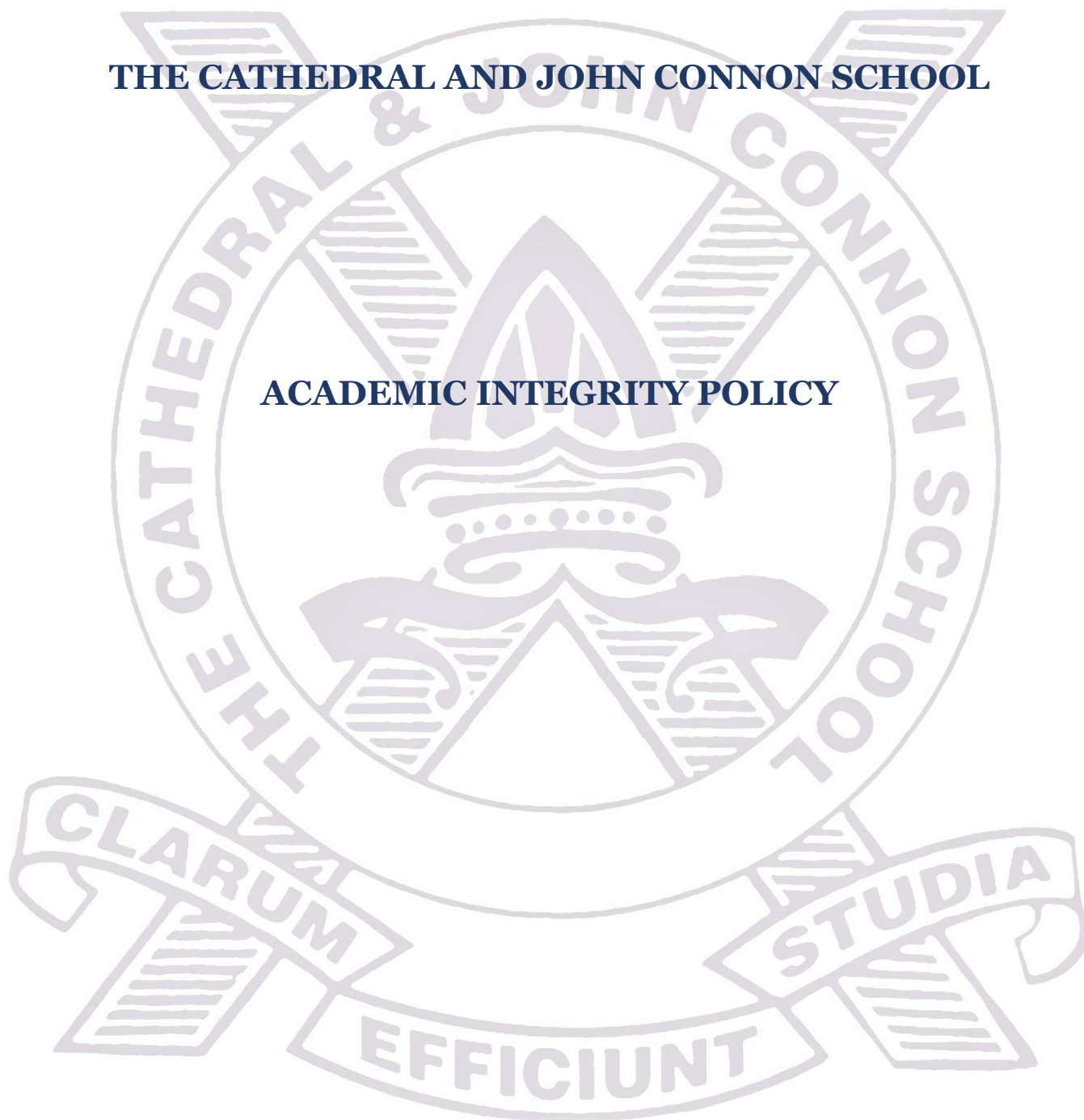


**THE CATHEDRAL AND JOHN CONNON SCHOOL**

**ACADEMIC INTEGRITY POLICY**



## **IB Mission statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Mission statement of The Cathedral and John Connon School**

The Cathedral and John Connon School aims to provide an education to young minds that will allow them to: learn how to learn, understand how to adapt to the changing world around them, become global citizens with a local vision, develop a sense of international mindedness and cherish the individuality of man and the commonality of mankind.

## **IB Learner Profile**

### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## **OPEN MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## **RISK TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## **BALANCED**

We understand the importance of balancing different aspects of our lives: intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. **(IB Learner Profile Document)**

## **ACADEMIC INTEGRITY**

### **Introduction:**

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

**(IB Academic Integrity, October 2019)**

In keeping with the ethos of the IB learner profile, the purpose of this policy document is to promote ethical and fair practice within the school and the minds of its students so that they may carry forth this mindset into the world outside of school.

Through this document, we will understand the importance that the school places on academic integrity, what constitutes academic misconduct and its implications for the IB student.

It recognizes that the parents, student body, teachers, Coordinator and the administration are equally vested in the ethical conduct of the programme. Our emphasis is on encouraging students to be academically and personally honest.

It is the belief of the school that a student does not want to use unfair means but does so under a variety of circumstances such as academic inexperience, peer pressure, parental pressure and sometimes simply ignorance of what constitutes academic misconduct. This document aims to tackle such issues and is to be read by every constituent of the school - students, teachers and parents, in conjunction with the school's Assessment and Reporting Policy and its IT Policy.

### **Why do we need academic integrity?**

The key educational reasons to take such a strong line on academic integrity are:

**To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness - by students engaging in academic misconduct or schools committing maladministration - will create a disadvantage for those who have complied with the rules.

**To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravenes the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

**To develop respect for others.** Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice, it is expected that information is appropriately acknowledged. For more information, see the document Academic honesty in the IB educational context (available in the Library).

### **Aims of the policy**

- To provide guidelines on planning and implementation of academic integrity in the school community.
- To create a culture of academic integrity through the approaches to teaching and learning.
- To specify the process followed by the school when academic misconduct is detected.
- To provide continuous support to students to recognize, identify and subscribe to academic honesty.

- To ensure a fair and ethical process of assessment and reporting.
- To ensure that all assignments are completed and work submitted is the student's own work and is fair to the other students of the cohort.
- To appoint a committee that is impartial to look into any malpractice.
- To set in place a process of addressing academic misconduct in the school context.
- To create a framework for strengthening the ethical practices the school currently follows.

### **Implementation of Academic Integrity:**

#### **Orientation week**

- The academic integrity document and the academic honesty handbook is unpacked for the students and they are made aware of the IB rules and the expectations in the school context.
- Students are introduced to referencing and citation and have a preliminary workshop to understand the conventions of referencing.
- Students are introduced to the ethical use of technology and the Internet.

#### **Skill building sessions**

- The Extended essay coordinator conducts continuous workshops throughout the EE process, with activities that ensure that students understand referencing and the importance of accurate citation.
- Workshops are conducted on the importance of academic integrity and the gravity of plagiarism and its consequences.
- The approaches to learning (ATL) sessions include designated research and citation seminars, as well as information literacy and media literacy skills.

#### **Teacher Training**

- In-house workshops are conducted for all teachers at the beginning of the year, so that all, especially new teachers, are well-versed in the school expectations and the IB guidelines.
- Refresher training workshops for teachers and approaches to teaching (ATT) sessions are

conducted on proper citation and referencing when using internet-based sources, IB and other community resources, and in collaborative unit plans.

- Librarian support for referencing and citation is made available at all times.

### **Undertaking**

- All students and parents sign an undertaking that they have read and understood the policy and shall comply with the high standards that the school upholds with regard to academic integrity and accept the sanctions imposed for any violation of the same.

### **Software to detect plagiarism:**

- The school uses Turnitin, an originality checking and plagiarism prevention service, to ensure academic integrity.
- The school's online learning platform, Managebac, has been integrated with Turnitin in order to process all assessments submitted there.
- All teachers and students are instructed in the use of Turnitin during the open block and teacher training sessions.

### **Classroom practices**

- Every teacher addresses academic integrity related to their subject specific requirements.
- The approaches to teaching and learning involve planned activities to encourage ethical approaches to research.
- Academic integrity is reinforced by the Librarian through regular workshops on technical skills to correctly reference a piece of work and conduct research in a responsible and ethical manner by introducing them to authentic sources of information through databases and e libraries.
- An online Academic Integrity Library Guide has been created by the EE Coordinator for students with resources to instruct them in academic integrity.

## **Pre-exam instructions**

- During revision week, students are taken through the conduct of examinations by class teachers.
- The head of school reiterates the school's high standards of academic integrity in the assemblies held.
- Examination rooms display the posters for expected conduct and items not allowed, and are set up following all guidelines given in the IB document on conduct of examinations.

## **Secure storage of examination stationery**

- All school examination stationery is kept securely in the IB office.
- All IB examination stationery is secured as per the Annex 3 Secure Storage of confidential IB material document.

## **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.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. (Academic Integrity, October 2019)

According to the IB guide to Academic Integrity (2019), categories of academic misconduct include:

A student receiving assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work.

A student may be tempted to obtain support through many websites that offer "help" and make available finished pieces of work in exchange for another.

When a student tries shortcuts for completion of work and double dips-that is, for example, something that is prepared with the purpose of an internal assessment may well be adapted to serve as an extended essay.

## **Written and on-screen examinations**

- The possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour.
- Students may instead of writing the exams, invest their time writing offensive or obscene and/or irrelevant comments.
- Assisting other students in the same or a different school to commit academic misconduct also represents a serious offence.
- Students participating in social media groups may obtain and share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practice.

All IB students are expected to inform their school administrators and programme coordinators immediately if an act that compromises the integrity of the examination is identified.

### **Some other examples of Academic misconduct are given below.**

- Bribery for academic advantage
- Copying text, with or without translation, without appropriate referencing
- Collaborating on a lab, project or other assignment and submitting identical matter other than data collection (which can be done collaboratively)
- Fabrication of data
- Taking unauthorized material into the examination hall
- Leaving unauthorized material in a restroom that may be visited during an examination
- Misconduct during an examination
- Exchanging, or supporting the exchange of information between candidates during an examination
- Failing to comply with instructions of the examination-in-charge/invigilator
- Impersonating a/another candidate
- Stealing test and examination papers
- Using a calculator when not permitted (certain subjects have specific requirements of



technology use) or using a calculator that is not authorized by the IB

- Tampering with or manipulating marks after paper distribution
- Disclosing/discussing the examination content outside the school community within 24 hours after the examination
- Enabling academic dishonesty in another student including withholding information about the same
- Misrepresentation with regard to lying to a teacher when confronted about academic dishonesty.
- Falsifying activity information on CAS records
- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate
- Conspiracy
- Collusion
- Duplicate Submission;
- Improper Online, TeleWeb, and Blended Course Use;
- and last, but certainly not least, PLAGIARISM.

### **What is Plagiarism?**

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

## **But can words and ideas really be stolen?**

In most of the countries, expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized.

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

## **Conduct of Examinations**

### **Notice to candidates**

1. Candidates must check their seating order against the list put up outside the class.
2. When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.
3. No form of refreshment may be taken into the examination room, except for drinking water in a clear bottle.
4. Candidates may take to their desk/table only the following items:
  - General stationery (for example, pen, pencil, eraser, geometry instruments, ruler), but correcting fluid is not permitted.

- Other materials specified by the IB as required for a particular examination (for example, an electronic calculator).

If required by the coordinator/invigilator, any item brought into an examination must be available for inspection. This includes electronic calculators.

5. The following rules apply to the use of electronic calculators.

- Candidates must not use or store data, programs or applications in their calculators that may assist them in an examination by removing the need to recall facts or formulae that are not provided in the examination materials.
- Examination questions must not be stored or recorded in the memory of a calculator.
- During an examination, no attempt must be made to conceal information or programs stored in a calculator.
- If required by the coordinator/invigilator after an examination, a candidate must provide a list of information and programs stored on the calculator.

6. The invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator/ invigilator and remain seated until permission is given to leave the examination room.

7. The instructions of the invigilator must be obeyed. The invigilator has the right to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examination.

8. Five minutes' reading time is permitted for all examinations except multiple choice examinations. Reading only is permitted during this time.

### **Arrival**

9. Candidates must arrive in time for the start of an examination. Late arrivals may not be permitted.

### **Temporary absence**

10. In cases of emergency, at the discretion of the invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the invigilator.

11. A candidate will be supervised during a temporary absence from the examination room. There must be no communication with any person other than the person who is supervising the candidate.

12. During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

### **Academic misconduct**

13. During the examination, and at other times specified by the coordinator/ invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the school.

14. All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the school.

15. If a candidate finds that he/she has accidentally taken unauthorized material into an examination, this material must be given to the invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.

16. No candidate is permitted to borrow anything from another candidate during an examination.

17. A candidate attempting either to gain or solicit information about the content of an examination will be in breach of school regulations and may not receive a grade for the subject concerned.

### **Early departures**

18. Candidates will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour, candidates will not be allowed to leave during the examination.

19. If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.

### **End of the examination**

20. It is the responsibility of the candidate to ensure that the front page of their coversheet is correctly completed prior to departure from the examination room.

21. Candidates must give all examination papers, answer booklets and multiple choice answer sheets to the coordinator/invigilator at the end of the examination.

22. Candidates must leave the examination room in a quiet and orderly manner.

The school reports incidents of academic misconduct in Grades 11 and 12 to institutions of higher education, as mentioned in the school profile for college applications.

Breaches related to written and oral coursework and examinations (With Examples and Outcomes)

**PLAGIARISM—EXTERNAL SOURCES**

<b>SUBJECT</b>	<b>EXAMPLE</b>	<b>OUTCOME</b>
Extended Essay	A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. No grade, an “N”, was awarded for the EE.
Visual arts higher level (HL)—exhibition	A candidate submitted artistic work which was copied from a painter. The candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	No grade, an “N”, was awarded for the SUBJECT.

<p>English A literature HL— Oral component</p>	<p>The candidate presented the oral assessment based on memorized material from internet sources.</p> <p>No reference was made at any point in the recording to these sources</p> <p>The candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.</p>	<p>No grade, an “N”, was awarded for the SUBJECT.</p>
<p>History of the Americas HL— paper 3</p>	<p>Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination.</p> <p>No citations were included at any point on the examination scripts.</p>	<p>No grade, an “N”, was awarded for the SUBJECT.</p>
<p>Theory of knowledge (TOK)— essay</p>	<p>A candidate submitted an essay that was almost entirely plagiarized from an English source which they translated into Spanish.</p>	<p>No grade, an “N”, was awarded for the SUBJECT.</p>



## PEER PLAGIARISM

Subject	Example	Outcome
Economics HL— internal assessment	<p>Candidate A in order to complete the internal assessment task asked a peer, candidate B, from the same school for support.</p> <p>Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work.</p> <p>But Candidate A submitted the shared draft work as their own.</p>	<p>Candidate A received no grade, an “N”, was awarded for economics HL.</p> <p>Candidate B received a level 1 penalty-warning letter.</p>
TOK—essay	<p>Candidate A was working on their final version of the TOK essay and had a conversation with Candidate B, who attended a different IB school.</p> <p>Candidate A shared the draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered.</p> <p>Candidate B rewrote part of candidate A’s essay but left many sections unchanged.</p>	<p>Both candidates received a no grade, an “N”, for the subject concerned.</p>

## COLLUSION

Subject	Example	Outcome
Environmental systems and societies standard level (SL)— internal assessment	<p>Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.</p>	<p>Both candidates received a no grade, an “N”, for the subject concerned.</p>

## SUBMISSION OF EXTERNALLY COMMISSIONED WORK

Subject	Example	Outcome
TOK—essay	Two candidates registered in different IB schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received a no grade, an “N”, for the subject concerned.

## INCLUSION OF INAPPROPRIATE, OFFENSIVE OR OBSCENE MATERIALS

Diploma Programme		
Subject	Example	Outcome
Theatre HL—research presentation	During the completion of the 15-minute video, a candidate used offensive and derogative language against women in front of a live audience.	Candidate received a level 1 penalty-warning letter.

## DUPLICATION OF WORK

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies—extended essay and mathematical studies SL—internal assessment	The candidate reworked their internal assessment and expanded on it to create their extended essay; however, both pieces showed extensive similarities.	No grade, an “N”, was awarded for both the SUBJECT.



## POSSESSING UNAUTHORIZED MATERIAL IN THE EXAMINATION ROOM

<b>Subject</b>	<b>Example</b>	<b>Outcome</b>
Biology SL— paper 2	<p>After candidates had entered the examination room and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.</p>	The candidate received a level 1 penalty warning letter.
Chemistry HL— paper 1	<p>After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.</p>	As the candidate was in possession of unauthorized material, they received zero marks for the examination paper.

<p>Business management— paper 2</p>	<p>After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession.</p> <p>Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.</p>	<p>As the candidate was in possession of unauthorized material and evidence of possession and use of the mobile phone, they received zero marks for the examination paper.</p>
<p>Mathematics HL— paper 1, non- calculator exam</p>	<p>An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched but the evidence was not conclusive, subject matter experts were consulted to confirm or dismiss the allegation.</p>	<p>On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given.</p> <p>The candidate received no grade, an “N” was awarded for mathematics HL.</p>

**EXHIBITING MISCONDUCT OR DISRUPTIVE BEHAVIOUR DURING AN EXAMINATION**

<b>Subject</b>	<b>Example</b>	<b>Outcome</b>
Physics SL— paper 1	When entering the examination hall, a candidate refused to sit in his allocated desk. Despite being verbally reprimanded by the invigilator, the candidate continued his disruptive behavior and was eventually removed from the examination hall.	The candidate received zero marks for component.

**SHARING EXAMINATION CONTENT BEFORE OR DURING AN EXAMINATION, OR WITHIN 24 HOURS OF SCHEDULED ENDING**

<b>Subject</b>	<b>Example</b>	<b>Outcome</b>
History HL— paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing how happy they were that one of the questions was the same topic of their extended essay. Details of the question were posted.	Candidate received a level 3a penalty for the subject concerned.
Philosophy SL— paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3a penalty for the component concerned.

Chemistry HL— paper 3	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
--------------------------	--	--

**Sourced from the IB Academic Integrity Publication, Oct 2019**

### **PROCEDURE FOR REDRESSAL:**

#### **Investigation**

In the event that a case of malpractice is suspected, the matter must be reported to the Coordinator, and a two-level committee is set up to address it. The subject teacher, coordinator and assistant coordinator constitute level one. The matter may be taken up to the Dean for the final decision, if consensus is not reached at level one.

#### **Sanctions**

##### **School Assessments**

- Penalties may range from a written reprimand and a zero in the assessment to expulsion, depending on the seriousness of the misconduct.
- If a candidate is found using unfair means during an examination, any material used to breach honesty will be confiscated by the invigilator, who will write it up in the incident report for that paper. The student will be allowed to continue to write the paper. An appropriate penalty which may include a lower grade or zero will be imposed before declaration of results. A written disciplinary reprimand to the student in the form of a Pink Card may also be given.
- In other assessments, both formative and summative, if the misconduct is deemed conclusive, the assessment is termed null and void and no credit is given for the same. An appropriate penalty which may include a lower grade or zero will be imposed. A meeting with the parents and student will be scheduled and further counselling will be provided to the student. (Assessment policy pg 4)
- Repeated offences may attract severe consequences and in serious cases, expulsion from the school. (School diary pg. 27)

## **Coursework for the IBDP**

- Any academic misconduct suspected by the subject teacher is brought to the notice of the coordinator. A meeting with the student in the presence of the parents is scheduled, and a written record maintained of the meeting.
- If proven to be true by the investigation committee, the student may be asked to repeat the process and rewrite the assessment in school, in the presence of the teacher. If the assessment is being used for school exams, a zero or lower grade may be awarded.
- If misconduct is detected after the work has been submitted to the IB, the coordinator must inform the IB immediately.
- Neither the teacher nor the coordinator may sign off on any assessment submission that is suspected of misconduct, however minor.

## **Examinations of the IBDP**

- Any breach in the regulations of the IB will be reported to the IB immediately.
- Penalties may range from zero marks, no grade, retaking or resubmitting coursework or loss of Diploma with a change in registration category to Course Candidate, to permanent disqualification from current and/or different programmes with no grade awarded in any subject; no retake session allowed and barred from enrolling in the DP.

Adapted from Academic Integrity October 2019

## **Responsibility of the Coordinator**

- To foster academic integrity through regular meetings with the stakeholders, highlighting the importance of ethical practices.
- To create a shared understanding of the good practices followed by the school with reference to academic honesty.
- To encourage teachers to embed good practices through the ATL.
- To address any complaints of malpractice on priority basis.

- To constitute an objective committee to investigate such malpractices.
- To ensure that examinations are conducted in a fair manner and as per guidelines laid down by the IB.

### **Responsibilities of the teacher**

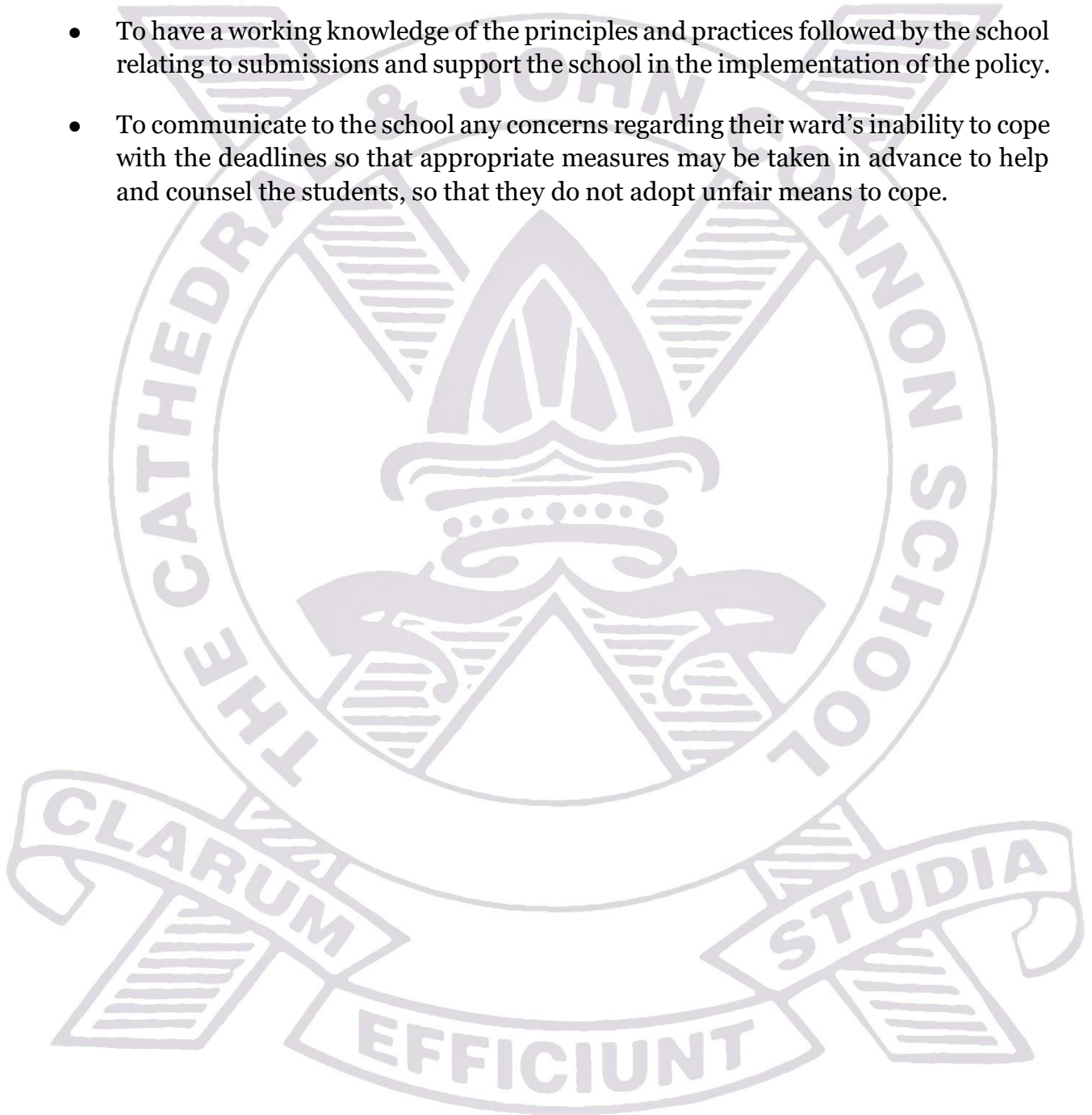
- To assist students in improving their skills of citing and referencing.
- To encourage students to be fair and follow ethical practices.
- To include exercises that promote academic integrity in their teaching practices.
- To set examinations papers in line with classroom teaching and IB guidelines.
- To ensure that their own question papers, worksheets and presentations are appropriately referenced.
- To refer to this policy when possible, especially before any assessment procedure.
- To follow due process for the internal and external submissions of the IB, and monitor student progress of the process diligently.

### **Responsibilities of the students**

- To understand and adhere to the guidelines laid down in the policy and the academic honesty handbook.
- To sign an undertaking that they have understood the policy and are responsible for adhering to it.
- To ensure that every assignment submitted by them is their own work and is correctly referenced.
- To understand the consequences and sanctions related to academic misconduct.
- To adhere to school deadlines and plan their submissions well in advance in order to avoid undue pressure and temptation to cut corners.

## **Responsibilities of parents**

- To understand the underlying philosophy of the IB programme in general, and the academic honesty policy in particular.
- To have a working knowledge of the principles and practices followed by the school relating to submissions and support the school in the implementation of the policy.
- To communicate to the school any concerns regarding their ward's inability to cope with the deadlines so that appropriate measures may be taken in advance to help and counsel the students, so that they do not adopt unfair means to cope.



## References

- International Baccalaureate Organization. “Academic Honesty in the IB Educational Context.” International Baccalaureate, [www.ibo.org/](http://www.ibo.org/).
- International Baccalaureate Organization. Academic Integrity October 2019.
- International Baccalaureate Organisation. IB Learner Profile. International Baccalaureate Organisation, 2013.
- International Baccalaureate Organization. “Teaching Resources for Teachers.” International Baccalaureate®, International Baccalaureate Organisation, [www.ibo.org/programmes/diploma-programme/resources-for-teachers/](http://www.ibo.org/programmes/diploma-programme/resources-for-teachers/).
- Turnitin. “Plagiarism Spectrum Poster 10 Types of Plagiarism .” Turnitin, [turnitin.com/assets/en\\_us/media/plagiarism\\_spectrum.php](http://turnitin.com/assets/en_us/media/plagiarism_spectrum.php).
- Ibarra, Jenica. “LibGuides: Plagiarism & Academic Integrity: Welcome.” Run-on Sentences - Basic Grammar and Punctuation - LibGuides at St. Petersburg College, St Petersburg College, 22 Jan. 2018, 1.52 p.m. , [spcollege.libguides.com/c.php?g=254383](http://spcollege.libguides.com/c.php?g=254383).

This document is circulated among all teachers, students and parents. Every Diploma student has to acknowledge receipt of this document with his or her signature. It is mandatory for all Diploma students to attend the sessions on academic integrity. This document is to be viewed in conjunction with the Assessment and Reporting policy and the IT policy. It will be reviewed annually. The policy has been reviewed in 2020.



## DECLARATION

I am a student of the Year 11 IB Diploma Programme at the Cathedral and John Connon School.

I understand that the School regards breaches of Academic Integrity as grave and serious.

I have read and understood the CAJCS Academic Integrity Policy and Academic Honesty Handbook and accept the penalties that may be imposed should I engage in a practice/s that breaches this policy.

I confirm that I shall:

- act honestly, ethically and professionally in conduct leading to assessment for the programme of study
- submit work that is my own
- abstain from colluding and causing unfair advantage
- maintain integrity and ethics in examinations and submission of work in school
- properly cite sources from which I have obtained data, and
- not withhold any information that I may have regarding dishonesty in a peer.

In the event that a case of malpractice is found to have occurred with regard to any of my submissions, I will cooperate with the investigation team.

In the event that it is proven that I have indulged in any unfair means like plagiarism, collusion, ghost writing etc., I am aware that stringent action will be taken which could range from a zero in the paper to expulsion and loss of the Diploma.

By signing this form, I confirm that I have read and understood the CAJCS Academic Integrity Policy.

**Date:**

**Name of the student:**

**Signature:**

**Name of Parent:**

**Signature of Parent:**

## PARENT UNDERTAKING FOR THE ACADEMIC INTEGRITY POLICY

I \_\_\_\_\_, parent of \_\_\_\_\_, a student of the IBDP at the Cathedral and John Connon School, acknowledge that the school has in place an Academic Integrity Policy and an Academic Honesty Handbook. I have read and understood the types of malpractices in which my child could intentionally or unintentionally engage. I also understand the sanctions that will be imposed, should my child be found guilty of academic misconduct.

**Name of father:**

**Signature:**

**Name of mother:**

**Signature:**