



 **Cambridge Assessment
International Education**
Cambridge International School



Academic Integrity Policy

Candor International School

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CANDOR INTERNATIONAL SCHOOL

VISION

Candor International School aspires to nurture young adults who will be catalysts for positive change both nationally and internationally; and who will ensure the protection of the environment, and the preservation of ethical and moral values in an age of constant social, political, economic, technological and environmental change. The vision will be articulated through the core values of:

- Love of Learning through lifelong enquiry
- Respect for diversity of people, faith, culture and ideas
- Concern for community at all levels
- Integrity of thought, speech and action
- Openness to adopting the best models
- Transparency of standards and practices

MISSION

Candor International School aims to nurture lifelong learners, who, through respect and intercultural understanding, technology, creativity, collaboration and an active engagement in community service, become citizens of the world to contribute, and make a difference, to their generation.

The International Baccalaureate 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 organisation works with schools, governments and international organisations 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.

Cambridge Assessment International Examination (CAIE) Mission

Our mission is to promote excellence in education. We do this by playing a leading role in developing and delivering educational assessment in over 160 countries around the world. We have a deep-seated belief in the value of education and we work with our stakeholders to ensure that all our assessments support high quality learning.

We are an integral part of education and training worldwide covering all aspects from teacher training, through vocational and general qualifications, to curriculum development.

We have a strong track record in advising governments and education bodies on education reform and engage regularly with policy makers on the education agenda, and how best to provide learners with the knowledge and skills that they need.

Overview of Academic Integrity Policy

Introduction

Candor is an environment-friendly school with an atmosphere conducive to learning for both students and staff. The school community has a multicultural, multilingual and secular environment where everyone can recognize, respect and celebrate diversity and differences. We respect the dignity and views of each member of the school community irrespective of their age, gender, race, ethnic background, language, socio-economic status, religion and nationality.

The expectations of all members of the Candor International School community are mentioned in the School Diary, School Handbook and are detailed in the School Policies. These expectations are to be read, understood and implemented by all members of the School community.

As a learning community, Candor International School recognizes that the principles of integrity, honesty and respect are an integral part in the pursuit of knowledge. We, at Candor, promote and instil these principles in students and staff from Early Years to High School and they are integral to our teaching, learning and assessment. Candor International School is committed to ensure that every member of our school is made aware of the importance of academic integrity and is responsible for maintaining the highest standards of academic integrity.

At Candor International School, all stakeholders¹ are expected to know the meaning and significance of principles that relate to academic integrity and the consequences of malpractices.

¹ Stakeholder in this context refers to students, teachers, parents, pedagogical leadership team

All members of the community need to be aware that Candor treats academic misconduct with utmost seriousness.

The purpose of this policy is therefore:

1. To promote and reinforce academic integrity at Candor International School.
2. To implement procedures to deal with incidents of academic malpractice.

Upholding Academic Integrity

Academic integrity means upholding the principles of ethical behaviour and choosing to act in a responsible manner. Following good practices of academic integrity allows the student to engage in learning that is wholesome and authentic and allows for creative expression of thoughts and ideas. By learning to give respect and acknowledge the ideas of others, students create a learning environment that is conducive to collaboration, guided by openness and mutual respect. This allows students to learn from others and exchange ideas and perspectives while at the same time ensuring fairness and giving credit where it is due. Through such practices, students learn to assume responsibility for their own learning, become principled and take pride in their own work.

Some examples of good practices that students may follow are:

- Acknowledging the work of others by using proper in-text citations and a detailed bibliography.
- Effectively summarizing and paraphrasing arguments when adapting the research of others into a new context.
- Ensuring originality of thought through individual expression of ideas.
- Keeping a detailed record including date of access of all sources consolidated in one place [such as the Researcher's Reflection Space] so that referencing becomes easier.
- Being responsible and organized with the work to meet all deadlines and avoid last minute work, so that adequate care can be given to referencing and citations.
- When working in collaborative projects, being principled and balanced by acknowledging the contribution of all the team members and assigning fair recognition to their own contribution.
- Strictly abide by all rules, regulations and guidelines relating to in-school and formal assessments.

Academic malpractice

Academic malpractice refers to any act by a student that results in him/her gaining an unfair advantage over other students with respect to examinations and/or other assessments. This includes:

1. **Plagiarism:** This is defined as the representation of another person's words, ideas, assertions, data or figures as the candidate's own, without appropriate acknowledgement of the author or source, intentionally or unintentionally (Mit.edu, 2019).

Some examples of plagiarism:

- Copying directly (or allowing to be copied) paragraphs, sentences or significance of a sentence.
 - Copying ideas, concepts, research work, experimental results, statistical data and tables, computer programs, designs, sounds, text, images or a combination of any of these.
 - Paraphrasing another's work, by carefully making minor changes and retaining the key ideas as well as the progression of such ideas.
 - Depending on a certain idea or interpretation of ideas by an author without indicating or acknowledging the original source of the information.
 - Cutting and pasting statements from various sources or framing together ideas from different works without listing the sources in bibliography and presenting this as the candidate's own work.
 - Submitting entire/or part of another candidate's works as one's own assignment.
2. **Collusion:** In case of assignments involving group work, coursework and collaborative practices, candidates are required to present their work in their own words and acknowledge the ideas of others through clear citations. While collaboration is a key component of group work and is to be encouraged, collusion occurs when there is an attempt by group members to present the work of others as their own and the work shows close similarity (International Baccalaureate Organization, 2019). Collusion occurs when very similar (or identical) work is submitted for two or more candidates after collaborative work.
 3. **Duplication of work:** Producing an original and appropriately referenced assignment and submitting the entire or parts of the assignment twice for different subjects or assessments (International Baccalaureate Organization, 2019).
 4. **Enlisting third parties for completing assessment requirements:** Using services from individuals or agencies for essay-writing purposes or purchasing essays or other assessment materials (International Baccalaureate Organization, 2019).

5. **Unfair practices and use of offensive, obscene or inappropriate materials:** Any other acts which offer unfair advantage to a candidate or which impact the results of another candidate's assessment (such as, carrying unauthorized material into an examination room, misconduct or disruptive behaviour during an examination or in the examination room, falsifying any records, disclosing, receiving or obtaining unauthorized access to any confidential information or documents related to examinations, the use of a calculator or other ways of arriving at an answer when this is not permitted in the syllabus/component of the subject assessment, failure to abide by the instructions of an invigilator, impersonation or forgery of another person's signature, not following the rules of supervision resulting in the breach of security of the examinations, the inclusion of offensive or obscene material in scripts or coursework) also constitute malpractice (International Baccalaureate Organization, 2019). Students should not offer bribes, favors to, or threaten/ influence anyone with the purpose of affecting an assessment grade or the evaluation of academic performance.

a. Unauthorized materials

The list of materials includes, but is not limited to:

- A calculator for a non-calculator examination
- Electronic devices (internet enabled)
- Personal study notes or textbooks
- Extensive or scripted notes during oral assessments

b. Use of Inappropriate, Obscene or Offensive material

All candidate work submitted for assessment must respect the personal values and identities of others. The list of materials includes, but is not limited to:

- Reference to excessive or gratuitous violence or explicit sexual content.
- Offensive comments about race, age, gender identity, sexual orientation or religious beliefs
- Obscene/offensive language or imagery.

6. **Ethical Breaches:**

Students must ensure that all assessments are undertaken in an ethical manner and refrain from:

- Involving people without their explicit written consent (in surveys or experiments).
- Inflicting pain/damage on individuals under study or the environment, or containing falsified/fictitious data.
- Involving the same or similar work being submitted to meet the requirements of more than one assessment component (duplication of work).
- Using assistance and utilizing a target language is beyond that of a language acquisition course.
- Showing evidence of undue assistance on the part of the school/teacher.

Candor encourages academic integrity right from the PYP by guiding and exchanging suitable resources with the parents in order to develop the culture of Academic integrity.

Students from early years to Grade 12 are trained to imbibe these good practices by acknowledging and referencing the work of others.

Teachers at Candor conduct regular checks/exercises to enforce an awareness and implementation of academic integrity.

Aims of Academic Integrity Policy

Aims of Academic Integrity for IBDP

The IBDP aims to develop students into lifelong learners and become responsible citizens of the world. For academic integrity, this can mean that the student's work is their own responsibility in terms of self-reliance, intellectual property, authenticity and making ethical choices. The display of academic integrity must be approached formally as they rigorously engage with complex research, analysis and evaluation for learning and assessment. Students must follow standard and specific conventions to completely avoid plagiarism and academic misconduct. This list includes, but is not limited to:

- In-text citations
- Note-making
- Preparing a bibliography

Please refer to the document titled '*Academic Integrity Policy*' for further details. [IBO. *Academic Integrity Policy*. IBO, Oct. 2019.]

Aims of the Academic Integrity Policy for the Cambridge Curriculum [Grades 6-12]

Students and teachers of the Cambridge curriculum are expected to:

- Be aware of the principles/guidelines/procedures laid out in the 'Plagiarism and academic honesty: a guide for centres' document published by the CAIE for all coursework submission.
- Be aware of the principles/guidelines/procedures laid out in the Academic Integrity Policy of the school.
- Be responsible for detecting and preventing plagiarism.
- Be aware of cyber security and privacy as well as appropriate use of the internet as a resource.
- Submit authentic work for assessments and assignments.
- Show respect by consistently and accurately citing the works of others in their assignments

- Use one of the accepted academic referencing systems, such as APA, Chicago or MLA style depending on the area of study.
- Disengage in any act of academic malpractice as defined in the school policy.
- Report academic malpractice to the Cambridge Coordinator/Head of School.
- Cooperate with investigations conducted by the school in case of instances of academic misconduct.
- Comply with all school deadlines for assignments.
- Appreciate academic honesty as an essential part of their education.

Aims of the Academic Integrity Policy for PYP

The School encourages academic integrity in PYP programmes by:

- Establishing an open line of communication and regularly reinforcing the role of parents in assisting PYP students appropriately and as required with full understanding of the School's Academic Integrity Policy.
- Inculcating the learner profile attributes and the importance of academic honesty into students and parents.
- Enforcing the School's Academic Integrity Policy and the consequences of academic and ethical malpractices.

Teachers encourage authenticity in PYP work by:

- Developing assessment tasks which focus on an inquiry-based approach to learning, leading to effective skill and application building, through meaningful research and collaboration.
- Establishing clear and suitable assessment criteria for assigned work, with a focus on being fair in grading students and in appreciating the process the student has undertaken in the respective assessment (Refer to '*Candor Assessment Policy*').
- Educating students about the importance of acknowledging others in their writing by using citations and bibliography.
- Instilling a sense of integrity and fairness by establishing reflection sessions with students to evaluate whether academic honesty has been upheld in their assessments.

Roles and Responsibilities of Stakeholders

Responsibilities of the Teacher:

All teachers at Candor International School are expected to:

- Acknowledge and support academic integrity as a core IB principle.
- Be honest, responsible and ethical in their approach.
- Respond to academic misconduct as per the Policy if and when it occurs.
- Outline and support school-wide academic integrity standards.
- Inculcate student responsibility and support students in taking charge of their learning.
- Guide students to produce genuine and authentic work with appropriate, accurate and credible citations and bibliography.
- Support students in meeting the demands of the tasks necessary to fulfill the requirements of IB assessment (Please refer to the document titled '*Candor Assessment Policy*').
- Provide regular feedback to the students and encourage them to reflect and respond to the feedback.
- For IB formal assessments such as the Internal Assessment, Extended Essay, TOK etc teachers are required to provide detailed feedback only on one complete draft of the assessment.
- Conduct a rigorous check for every assignment submitted by the student to enforce awareness of academic integrity. This includes, but should not be restricted, to the use of plagiarism detection software on a regular basis.
- Establish and uphold integrity in setting and adhering to deadlines.
- Maintain and encourage a bias-free environment.
- Support students in formulating topics and titles for subject-related research and coursework.
- Facilitate, monitor and authenticate the writing process through the use of drafts, peer review and interactive workshops.
- Respond and support the school and IB investigations in case of academic misconduct or school maladministration.

Responsibilities of the Student:

IBDP students are expected to:

- Be aware of the principles/guidelines/procedures laid out in the Candor Academic Integrity Policy and IB Policy.
- Be aware of cyber security and privacy as well as appropriate usage of internet sources and social media sites as resources.
- Avoid all acts of academic malpractice as defined in this policy.
- Report academic malpractice to the DP Coordinator/Head of School.
- Submit authentic work for assessments and assignments and respect deadlines.
- Show respect by consistently and accurately citing the work of others in their in-school assignments and formal assessments in written and oral format, artistic materials submitted to the IB for grading.
- Cooperate with investigations conducted by the school in case of instances of academic misconduct.
- Appreciate academic integrity as an essential part of their education.

Responsibilities of the School/Coordinator:

The DP Coordinator and other school administrators/leaders are responsible for:

- Discussing the features of the Academic Integrity Policy with all new parents and students at the beginning of the academic year and also conduct refresher sessions as and when required. The policy is also available on the school's website for all stakeholders to view.
- Notifying various stakeholders such as the students and legal guardians about the features of the IB programme, including the Learner Profile Attributes.
- Upholding the guideline that students comply with the requirements of all IB assessment including fair and genuine completion of all assessment components by the students.
- Facilitating IB-recognized professional development for teachers and school administrators.
- Ensuring that members of the school such as teachers and school administrators are held accountable when involved in instances of maladministration.
- Efficiently acting on complaints/allegations of academic misconduct by taking them seriously and duly investigating them as per the procedures laid out in the Policy.
- Immediately notifying the IB if any breach in the process of secure storage of IB examination material or conduct of the examinations occurs.
- Supervising and supporting the IB in any investigation into possible maladministration or malpractice (following guidance provided by the IB).
- Ensuring that the school's policy and the IB policies are applied fairly and consistently.

Role of the librarian:

The librarian is responsible for:

- Effectively selecting and organizing information resources for the library [physical and digital].
- Providing access to online databases and resources available in the library to the students.
- Supporting students in developing information literacy skills and research skills.
- Supporting students to evaluate sources and check for their credibility, validity and reliability.
- Supporting students in the ethical use of information from a variety of sources .

Role of parents

- To be aware of the school's Academic Integrity Policy and encourage their ward to abide by the guidelines laid out in the policy.
- To motivate and support students at home to be authentic in their work and restrict adult involvement as much as possible.
- To encourage students to effectively manage their time and respect all deadlines.

Consequences of academic misconduct

Candor International School follows a strict policy against academic misconduct and it can attract serious consequences. Students are trained to avoid academic misconduct of all forms. All decisions on academic misconduct will be taken by the Academic Malpractice Investigation Committee. This committee shall comprise the Head of School, the DP Coordinator, the Assistant DP Coordinator and the concerned invigilator/subject teacher. All decisions of the committee are deemed final and binding. Following are the consequences of academic misconduct at Candor International School.

A. For school-based assessments:

First Instance: If the malpractice takes place in an examination setting, the student will be marked zero for the examination. The script will be sent to the Coordinator, who will record the instance and communicate the same to the parents concerned. For non-examination components, resubmission of the work by the student may be allowed at the discretion of the Academic Malpractice Investigation Committee. Alternatively, based on the severity of the incident, the student may not be allowed to resubmit and no marks will be awarded for the work.

Second Instance: Any act of malpractice committed twice by the same student will be treated sternly and notified to both the Coordinator and the Head of School. The same may also be communicated to the parents. No marks will be awarded for the work and a formal record of the event will be made. Depending on the severity of the incident, the school may decide if the candidate is ineligible for a grade in the concerned subject for that semester.

Third Instance: Any act of academic misconduct committed thrice will attract a stringent action by the Head of School. The student and the parent will attend a meeting with the Head of School and the student may be placed on suspension. It is the discretion of the school to place the student concerned on an extended suspension as advisable. No marks will be awarded for the exam paper/work and the student will be ineligible for a grade in the subject. A permanent record will be made in the student's file.

B. For IB formal assessment:

All incidents of academic malpractice, when proven, will be reported to the IB and **the consequences laid out in the IB Academic Integrity Policy will be applied.** Please refer to the document titled '*Academic Integrity Policy*' for further details. [IBO. *Academic Integrity Policy*. IBO, Oct. 2019.]

Rights of a student undergoing investigation for suspected breach of academic integrity:

A student undergoing investigation for suspected academic misconduct has the right to:

- Be informed by the coordinator of the nature of complaints/allegations that are being investigated.
- Refer to the Academic Integrity Policy of the school.
- Have his/her parent/local guardian present for meetings/discussions regarding the incident.
- View and examine the evidence/records related to the case. However, as this may involve privacy of other students, an exception can be made by the Head of School.
- Submit a written document in his/her defence to the Academic Malpractice Investigation Committee.
- For full details of the process of refer to the school's Internal Complaints Procedure.

Review and Implementation of Policy

The IBDP Academic Integrity Policy shall be reviewed every year to keep up with the changes in the academic environment and the effectiveness of the policy. The review committee shall consist of the following:

- The Head of School
- The Diploma Programme Coordinator
- The Assistant Diploma Programme Coordinator
- One teacher each from each of the six subject groups.

This policy is for the pursual of all the stakeholders and is made available on the schools website. In case of IB students, any of the above offenses will be reported to the IB when proven in all tasks to be submitted to the IB and the consequences laid out in the IB Academic Integrity Policy will be applied. Please refer to the document titled '*Academic Integrity Policy*' for further details. [IBO. *Academic Integrity Policy*. IBO, Oct. 2019.]. The Academic Integrity Policy is a document that is not negotiable and is revised every year.

Reviewed on:

Reviewed in May 2020 as per Academic Integrity Policy published in 2019 by the IBO and title of the policy changed from Academic Honesty to Academic Integrity Policy.

Last reviewed on June 5, 2022.

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