



SKT INTERNATIONAL COLLEGE

## **Academic Integrity Policy**

*2023 – 2026*

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# Rationale

Academic Integrity is an ethical culture which the whole school abides by, it is a set of values that promote personal integrity and good practices in teaching, learning and assessment. It creates a strong foundation to believe that the assessment results are legitimate, authentic, honest and can be trusted by all. It is a shared responsibility of the whole school staff, students, parents, educators and all other stakeholders.

*(Academic Integrity Policy, 2019)*

SKT International College values the importance of academic integrity as an essential part of students' overall development which includes developing life-long values such as respect, honesty, trust, responsibility etc in students as a part of students' character development. This has strong connections with our mission statement:

*Our mission is to facilitate **student development** through a challenging and balanced curriculum offering differentiated instruction, a variety of extracurricular activities, participating in international competitions, and **character development programs around universal values**. We recognize that each child has particular needs in preparing for life in a global world. Our dedicated staff helps students develop the knowledge and skills essential to a healthy and successful life.*

Therefore, SKT members are committed to establishing and maintaining a school policy that promotes good academic practice and a school culture that actively encourages academic integrity, ethical practices and other related values such as respect and responsibility.

SKT takes pride in being a member of the International Baccalaureate community and is committed to develop the skills and values in students which helps them to flourish in life as well as propels them forward in challenging circumstances. These skills in the IB community are referred to as the learner profile, with the help of this academic integrity policy, SKT members aim to raise **principled** learners in the 21st century.

This document is based on the following

The aims of this document are as follows:

- Help students define academic integrity; identify what constitutes academic malpractice or academic misconduct.
- Outline the responsibilities of all the key stakeholders
- Detail the support various stakeholders are entitled to receive
- Outline the detection and prevention of malpractice cases
- Describe the procedure followed by the school when investigating the instances of suspected malpractice and academic dishonesty by any stakeholders
- Describe the consequences of malpractice and academic dishonesty instances in the school
- Describe the rights and responsibilities of the various stakeholders involved

- Age appropriate guidelines and expectations

## What is Academic Integrity?

Academic Integrity constitutes a set of values that help an individual uphold highest values and integrity with respect to all the academic work he accomplishes. It means the work you submit is an original work and is not copied or influenced by someone else's ideas without any credits to the original producer of content. Being academically dishonest leads to malpractice which includes:

Malpractice includes :

- **Plagiarism:** is the representation of the ideas or work of another person as the candidate's own, e.g, copying from the Internet, books, peer or any other sources without giving any credits to the creator of information or asking a tutor or an older sibling to complete a task for you etc.
- **Collusion:** Students have used a common write-up for a group work instead of submitting individually produced work.
- **Duplication** of work: the presentation of the same work for different assessment components and/or diploma requirements. E.g. Submitting the same work for English extended essay and English written task.
- **Facilitating Plagiarism:** Students facilitating the copying of their work to peers, online forums, any third parties.
- **Falsification of data:** Providing inaccurate information or incorrect data ex. Data is enhanced to accentuate the conclusion, the methodology is misrepresented for the extent of rigour in data collection etc.
- **Unfair Advantage:** any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).
- **Work produced by third parties:** Any work or part of the work is produced by someone other than the candidate, e.g by parents, tutors, essay mills, teachers etc.

*(Academic Integrity Policy, 2019)*

# Program Standard and Practice

The Academic Integrity is embedded in the following IB standard and practices, 2020.

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.

(0301-03)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.

(0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented.

(0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)

*(Program Standard and Practices, 2020)*

# Responsibilities

## Responsibilities of the Leadership team (Principal, Vice-principals, IB Coordinator, School Board)

- Fostering a culture for embedding Academic Integrity as a school wide policy, an agenda of utmost importance and an ongoing dialogue between all the stakeholders. This can be achieved by:
- Establishing a committee with teachers from primary, secondary and IBDP departments, students, librarian and parents etc. to create school-wide, all year round class and whole school activities to promote the development of understanding of what constitutes academic integrity, how to act responsibly, promoting parents awareness, providing teacher guidance etc.
- Discussing with relevant stakeholders, the strengths and weaknesses of the work of the academic committee and reflecting on the progress, setting long term objectives as well as how the impact on various stakeholders' understanding about academic integrity will be measured.
- Promoting the core values (Respect, responsibility, trust, fairness, honesty by linking it with academic integrity) through the Character and Value education program with the help of all homeroom teachers.
- Provide the necessary budget and support required for students, teachers and parents training sessions.
- Identifying and awarding students every term who have always produced authentic work by promoting this in school assemblies as well as on social media to encourage more student involvement.

## Responsibilities of the Teachers

- Attend all the training and support sessions related to academic integrity offered by the school. Teachers will receive guidance on the various aspects of academic integrity, what it constitutes, academic misconduct, how to cite and reference etc and in turn should train their students for the same.
- Create multiple opportunities throughout the school year to build understanding as well as implement reinforcement sessions related to academic integrity.
- Help the students understand what constitutes malpractice, why it should be avoided.
- Model academic integrity practices when producing work to be shared with students.
- Enable a dialogue between students and teachers to share some examples of academic misconduct

- Teach the consequences of being found guilty of malpractice and the procedures for investigations
- Establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty
- Support the IBO fully in the prevention, detection and investigation of malpractice
- Accept additional responsibilities in the event of a candidate being investigated for malpractice
- Encourage students to create and share material on academic integrity so that it can reach a large community. Some examples could include asking the students to start a Youtube channel on academic integrity and post materials there.
- Refrain from providing undue assistance to the students beyond what is mentioned in the subject guidelines in completing their work.

## Responsibilities of the Student

IBO regulations clearly state the responsibilities of each IB student:

“The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Students are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.”

*(Academic Honesty ,2011)*

Therefore the students must:

- Always produce work which is authentic and acknowledge appropriately all the sources used.
- Attend all the training and support sessions related to academic integrity and shared values (Respect, responsibility, trust, fairness, honesty) offered by the school. Students will receive a variety of guidance on the skills of academic writing and acknowledging sources, types of academic misconduct, consequences of academic misconduct, procedures for investigations etc.
- Read all the written, online and any other form of material provided to them related to academic integrity.
- Seek help from his teachers, VPs and DPC in case he or she has missed any sessions or doesn't understand any materials related to academic integrity.
- Be prepared to answer questions, face consequences or be a part of investigation related to the work being produced in case of suspicion, or proven cases of plagiarism.
- Follow all the rules and regulations while an internal or external examination is under progress and even after completion of the examination.

- Abstain from participating in any incidences compromising the security of the examination or posing a threat to the examination.
- Follow the school's deadlines to ensure he has a balanced workload.

## **Responsibilities of the Librarian**

- Be an active member of the school's academic integrity committee thereby assisting teachers to create awareness about academic integrity and what constitutes academic misconduct.
- Train the teachers as well as students with various facets of academic integrity such as academic referencing skills, creating a bibliography, how to identify plagiarism etc.
- Train the students how to use databases such as JSTOR and Google scholar etc.
- Curating a list of resources which can be used easily by students to create citations and bibliography and in turn teaching the students how to use these resources.
- Publish posters throughout the school campus to promote academic integrity and its related values.
- Be an active member of the parents' training sessions.

## **Responsibilities of the Parents**

- Participate in all the academic integrity sessions arranged for the Parents by the school.
- Read, understand and follow the Academic Integrity Policy of the school as well as the Student's Handbook.
- Engage with the student an encouraging conversation about the importance of honesty in completing the work.
- Encourage the student to complete his work in a timely manner and to follow all school deadlines.
- Emphasize the importance of staying organized and how leaving tasks to the last minute leads to build up of stress.
- Abstain from giving undue assistance to the student yourself or with the help of a third party in completing the student's work. These are cases of academic misconduct.
- Be fully aware and comply with the procedures of investigation in cases of academic misconduct.
- Identify signs of stress, maintain a supportive environment at home and bring it to the attention of the school members.
- Discuss and remind the students the consequences of academic misconduct in accordance with the school's and IBO policy.



# Education and Support to students

It is essential that students have the necessary education, awareness and training to fully understand the role academic integrity plays in raising principled individuals. These values are fundamental to life in an academic context as well as life beyond institutions. It is for these reasons that SKT will strive to provide many occasions to the students to develop and deepen their understanding of academic integrity as well promote this sense of responsibility through multiple well planned opportunities. The subject teachers as well as the academic integrity committee at SKT with the support of the leadership team will be responsible for developing, supporting and monitoring the opportunities essential to build this culture of principled attitude at SKT. Some of these are listed below:

## 1. Orientation and Induction sessions:

- Discuss what is academic integrity, why is it essential, share examples of academic misconduct, and the consequences of transgression.
- Share SKT's academic integrity policy that clearly outlines responsibilities and consequences.

## 2. Academic writing sessions:

- Regularly discuss what constitutes plagiarism, various types of plagiarism, how plagiarism can be avoided.
- Teach the necessary citation and referencing skills.
- Discussion about ChatGPT and its use in academic writing.
- Share examples of previous cases of plagiarism and the consequences from IBO (penalty matrix).
- Share some other examples of plagiarism which occurred at school and how they were dealt with.
- Create awareness that work generated by AI will be considered plagiarised unless appropriately cited.

## 3. Curriculum Integration:

- Integrate academic integrity discussions into various subjects by sharing some real life examples of related values such as honesty, trust, respect, responsibility. Analyse the consequences of these values in the subject. Link it to academic integrity. Student's should be reflecting on why academic integrity matters in an academic and non-academic context.
- Reinforcement plan for one year group to be decided during meeting with other teachers of the same year group. This must be continuous year round discussion.

#### 4. Curation of Resources:

- Develop and share online resources with students, teachers and parents on how to acknowledge others' work.

#### 5. Teacher training:

- How can teachers identify the signs of plagiarism?
- How to report cases of plagiarism and what are the consequences?
- Role modelling citation and references in the work created by teachers.
- Always discuss and emphasise personal responsibility with the students.
- Remind students about the consequences of plagiarism before assigning work.

#### 6. Discussing and celebrating academic integrity on public platforms

- Assembly presentation to raise the awareness of the whole school community about academic integrity.
- Sharing student's work about academic integrity on social media such as facebook and you tube.
- Awarding the most principled student award to one student from each year group once a term.

#### 7. Engaging Parents

- Parents session on why academic integrity matters for their child?
- The consequences of plagiarism at SKT level and IBO level.
- Sharing the Academic Integrity policy
- Why should a tutor or a third party not complete my child's work?
- Help them identify and report to school cases of suspected plagiarism.

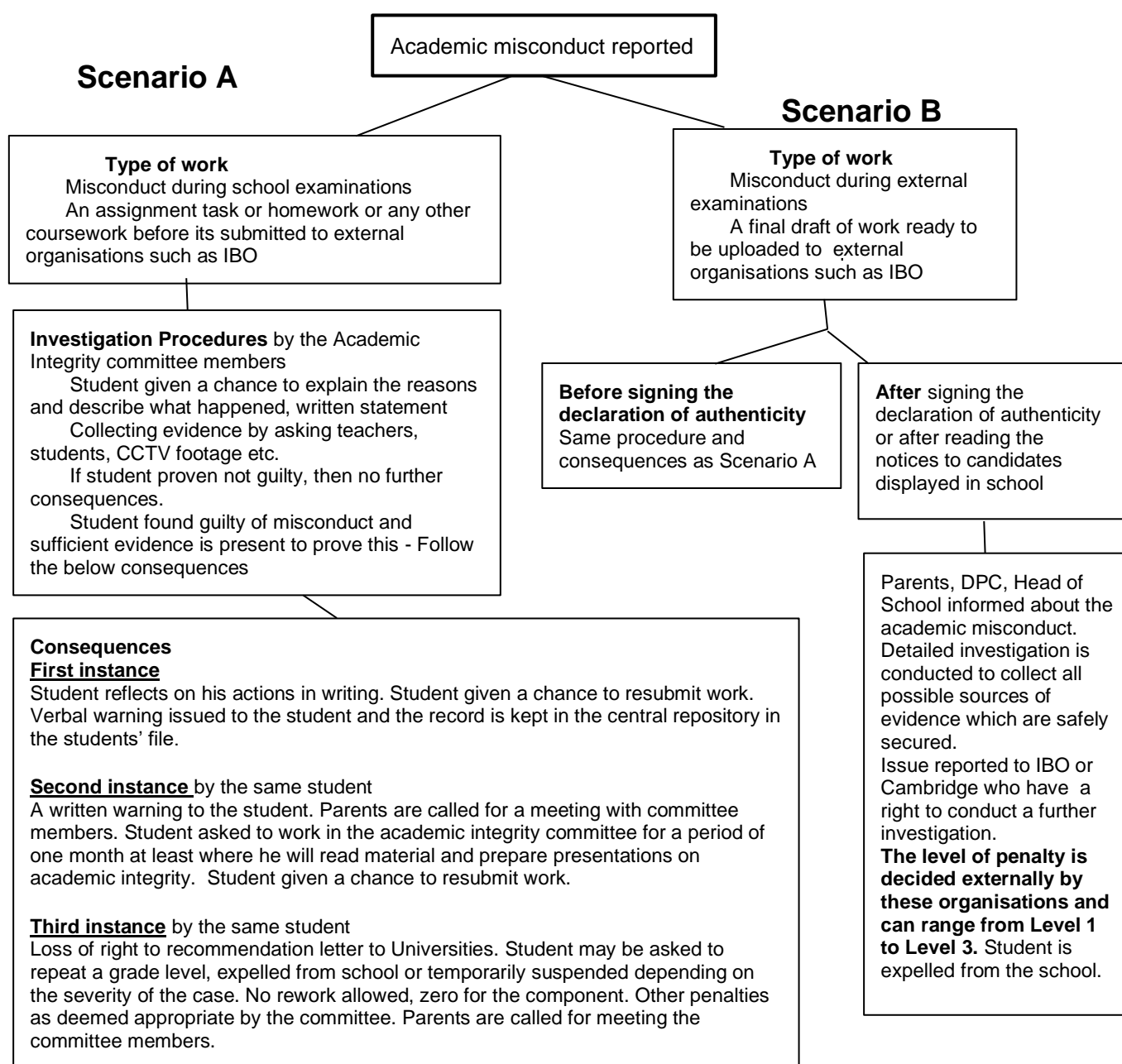
#### 8. Unicheck

- At SKT, all teachers should make use of a plagiarism detection service for all the summative assessments, suspected cases, or whenever an assignment has to be submitted to external award organizations such as the Cambridge Examinations Board or IBO. The google classroom at SKT already has this inbuilt service, additionally as a second verification step, school has subscribed to Unicheck to confirm authenticity of work before it can be submitted to external organizations.

# Procedures to investigate misconduct and consequences by the students

All incidents related to academic misconduct at SKT College should be brought to the attention of academic integrity committee members who will then investigate the matter by following the below listed procedures. In case an academic misconduct is reported by a whistle-blower who wishes to keep his or her identity confidential, the academic integrity committee will in their discretion will protect the identity of the whistle-blower as requested.

All records of academic misconduct should be stored in SKT Student Affairs office by the committee members, these cases serve as further discussion points while framing or revising policy as well as to share as examples with the students.



## Penalty Matrix followed by the IBO

If an incidence of academic misconduct is under investigation by the IBO, the decisions, actions and consequences are decided by the members of the IBO, the level of penalty which may be applied to the student varies as listed below depending on the seriousness of the infraction. The decisions of the IBO are considered final and all members of the SKT community will fully comply with these consequences.

Type of Penalty	Explanation
Level 1	Warning letter to the students
Level 2	Zero mark for the component, Candidate might fail the subject.
Level 3a	No grade for the subject, can be extended to several or all subjects. May result in loss of Diploma.
Level 3b	No grade for parallel subjects can be extended to several or all subjects. Results in loss of Diploma.

## Rights of students in cases of suspected misconduct

In cases where a student is suspected of a breach of school's academic integrity policy, rules and regulation, he has the following rights:

1. Explain his or her case by means of verbal or written statements.
2. Challenge the allegation by submitting appropriate evidence.
3. Be accompanied by a parent, a teacher or a legal guardian during the investigations.

## **Consequences of academic misconduct by Teachers/Administrators**

In case, any teacher/administrator of SKT College is found involved and guilty in cases of academic misconduct which may include undue assistance to students in completion of their work, maladministration during external examinations or compromising the security of external and internal examinations in any way, the same procedures for investigation will be followed as stated above for the students.

Teachers will have a right to explain their case and will be asked to submit a statement in writing. Teachers will be expected to fully be supportive of the ongoing investigation, if sufficient evidence to prove academic misconduct by the teacher is present, then SKT reserves the right to immediately terminate the employment contract and will inform the external examinations organisations such as IBO or Cambridge where ever necessary.

## **Work generated by AI**

Any work generated by AI even in small parts cannot be considered as students' own work. Any work, part of work, diagrams, visuals, graphs or any other type of work generated by such tools must be accurately credited in the body of the text as well in the reference list by writing the prompt given to the AI and the date when work was generated. Submitting work generated by the AI without proper citations will be considered academic misconduct.

## **Referencing style**

A referencing style refers to a formal recognized system for presenting sources of information presented in the written assignment.

Students at SKT are guided to use APA styles in their written assignments. It is a collective responsibility of all teachers, administrators, members of the academic integrity committee and school librarian that students know how to create citations and bibliography using the appropriate referencing style guidelines.

## **Textbooks**

At SKT International College we expect all students to honour copyright laws. This means that all our students will have to either rent or buy textbooks from our library, or buy

textbooks elsewhere. We do not allow the use of illegally downloaded textbooks or pirated copies from the Internet.

## Links to other Policies

### Assessment Policy

- All assessments at school and all tasks assigned to students must be completed with utmost honesty. It is important for all teachers to ensure the students follow academic honesty for all assignments, projects, group work, oral presentations, and other assignments in an honest manner. They are also required to show a responsible use of the internet while conducting the research work. The teachers also follow academic honesty while accessing teaching resources from your sources online or offline and framing and marking assessment.
- For this, a significant percentage (10%-15%) should be attributed to academic honesty in all the rubrics used by the teachers for summative assessment tasks. These rubrics are to be shared with the students so that they are aware of all the requirements of citation and referencing. This will help the student develop good citation practices in the everyday realms of teaching and learning. (Please see our assessment policy for further details).
- It is important to follow academic honesty for preparation of examination papers by teachers by citing the sources used and for students while submitting internal assessments and appearing for external examination.

### IT Policy

It is important to follow academic integrity because we believe that the learner profile attributes play a major role in the development of academic integrity in our students and staff. We learn to cite sources when we use print and online material; also, develop and demonstrate integrity and being responsible in the process. SKT encourages all its stakeholders to be highly responsible in preventing/avoiding misuse of Laptops, misuse of graphic display calculators, misuse of internet services, misuse of Library facilities, misuse of computer and science laboratories, misuse of language facilities.

### Admission policy

The school ensures to provide correct information about the admission procedures, the admission assessment procedures, the fees structure and also very transparent in declaring the results of the admissions.

## **Learning Diversity and Inclusion Policy & Language Policy**

The admission department and the learning support school counselor will ensure the personal details and details of the student's records showing learning needs will be kept confidential and students will be helped with choosing appropriate mother tongue languages and will be properly accommodated in either ESL or English as a First Language.

## **Communicating the policy to all stakeholders**

- Parents and students will be informed of the school's academic integrity policy during orientation sessions at the beginning of the academic year.
- Student's understanding of the policy and how to reference and cite will be further strengthened in the classroom by the subject teachers throughout the year.
- Parents can access the school policies via the school website and/ or school handbook. At the start of the academic year, essential information from this policy will be presented to the parents during the orientation sessions.
- Teachers will read and understand the policy during the induction week at the beginning of the academic year. Teachers can access the policy from the shared drive.
- A copy of this policy will be shared with the IB parents and students via email.

## **Revision process of Academic Integrity Policy**

The revision of policies is a collaborative effort at SKT College. Based on the incidences of misconduct, latest trends, regulations from IBO, the 5 year evaluation report , programs standard and practices etc. - all provide inputs for the revision of Academic Integrity Policy. The existing policy is first discussed collaboratively amongst the IBDP and IGCSE teachers, the inputs from these teams are then shared with academic integrity committees members who work to collect inputs from other stakeholders such as secondary and primary teachers, parents, students, school administrators etc and implement the changes to the existing policy. The next review is planned in March 2026.

# Members of the Academic Integrity Committee

Head of the committee: Usually a member of the IBDP teaching team

Mentor to the committee members: IBDP Coordinator and Head of the School

Other members: Teachers from IBDP team, Secondary School as well as Primary School, Students and volunteer parents if any.

The members of the academic integrity committee meet once a month to discuss the implementation of the policy, particularly overseeing the implementation of the education and support to students as well as handling all cases of academic misconduct at school .

## Bibliography

Academic honesty, Program Resource Centre, IBO (July 2011).

Academic Honesty in the IB Education Context, 2014. Published on behalf of the International Baccalaureate Organization, Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales CF23 8GL, United Kingdom Diploma Program Guide, 2015. Accessed via IBO at [www.ibo.org](http://www.ibo.org).

Academic Integrity Policy: The Journey. (2019, October). IBO.  
<https://doi.org/10.1177/1080569911404407>

International Baccalaureate Organization. (2020). Program Standard and Practices. International Baccalaureate Organization 2018.



# APPENDIX

## Appendix 1 How to cite using APA 7 style

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html)

## Appendix 2 Age appropriate expected behaviour for acting in an honest manner

### Grade: Year 1

#### The academically honest student:

##### Does

- Acknowledge help from parents, older students and friends
- Acknowledge information taken from books and internet orally
- Know what constitutes cheating and abides by the rules
- Follow all assessment rules

##### Does Not

- Copy from another student during assessments
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student

#### Students to receive instructions in:

- Use of Library and Internet
- Writing in own words – simple paraphrasing techniques
- Simple ways to acknowledge information derived from books
- What constitutes cheating

## **Year 2 to Year 5**

### **The academically honest student:**

#### **Does**

- Acknowledge help from parents, older students and friends
- Acknowledge information taken from books and internet
- Know what constitutes academic misconduct and abides by the rules
- Follow all assessment rules
- Reflect on what it means to be “Principled” and why it is an essential skill beyond academics.

#### **Does Not**

- Copy from another student during assessments
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student

### **Students to receive instructions in:**

- Use of Library and Internet
- Writing in own words – simple paraphrasing techniques
- Simple ways to acknowledge information derived from books and internet
- What constitutes cheating

## **Year 6 to Year 11**

### **The academically honest student:**

#### **Does**

- Acknowledge help from parents, older students and friends
- Acknowledge information taken from books, CD-ROMs and the Internet
- Acknowledge reference materials in a bibliography
- Knows what constitutes cheating and abides by the rules
- Follow all assessment rules
- Reflect on what it means to be “Principled” and why it is an essential skill beyond academics.

#### **Does Not**

- Use notes during assessments unless allowed by a teacher
- Copy from another student during assessments
- Copy from the homework of another student
- Hand in work as his/her own that has been copied

- Do homework for another student
- Give another student his/her own work to copy

#### **Students to receive instructions in:**

- Use of Library and Internet
- Basic note taking skills
- Simple paraphrasing and adaptation of source material
- Ways to acknowledge informally in writing
- Simple ways to acknowledge information derived from electronic sources
- Writing a simple bibliography
- What constitutes cheating

#### **Year 12 and Year 13**

##### **The academically honest student:**

##### **Does**

- Acknowledge help from parents, older students, teachers, friends etc.
- Acknowledge the source of direct quotations
- Acknowledge information taken from books, CD-ROMs and the Internet
- Acknowledge reference materials in a bibliography as well as be able to create intext citations
- Knows what constitutes cheating and abides by the rules
- Follows all examination rules and regulation
- Reflect on what it means to be “Principled” and why it is an essential skill beyond academics.
- Is an active member of the academic integrity committee at school whereby he will be involved in policy writing as well as training sessions on academic integrity for the primary and secondary students.
- Aware about the consequence of academic misconduct at SKT’s level and at the level of IBO.

##### **Does Not**

- Use notes during a test unless allowed by a teacher
- Store information in the calculator or any other memory device for unauthorized use during exams/tests
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Does homework for another student
- Give another student his/her own work to copy
- Ask a third party to complete the work for the student
- Carry unauthorised material to the examination room

- Discuss the contents of the examination with others during the cooling off period wherever appropriate

**Students to receive instructions in:**

- Use of Library and Internet
- Basic note taking skills
- Simple paraphrasing and adaptation of source material
- Ways to acknowledge informally in writing and speech
- Relevant use of direct quotation and citation
- Simple ways to acknowledge information derived from electronic sources
- Writing a bibliography
- What constitutes cheating
- Be a content creator and not a content consumer (Links to the appropriate use of artificial intelligence and citing work generated from artificial intelligence)
- Information sessions about examination rules, regulations, requirements and consequences

## Appendix 3 Acknowledgement form

- By signing this document, I fully acknowledge and declare that I have read and understand the SKT International Academic Integrity Policy.
- I understand that it is my responsibility to ensure all work submitted is of my own and not the entire or partial work of another/others and I will ensure I will behave with a high sense of responsibility in using materials, resources and facilities at ICT labs, Language Labs, Science Labs and Library resources.
- I agree to abide by the guidelines set above and will use proper citations, both in-text and as part of the Works Cited section.

Student Name (printed): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 4: Academic Misconduct Form

<b>Student's Name</b>	
<b>First/second/Third offense</b>	
<b>Subject &amp; Subject Teacher</b>	
<b>Type of assignment</b>	
<b>Date of assignment submitted</b>	
<b>Date of misconduct detected</b>	
<b>Nature of Academic Misconduct (evidence with Narrative comments )</b>	
<b>Action taken</b>	
<b>Reflection by student</b>	

Subject Teacher (Name & Sign) \_\_\_\_\_ Date \_\_\_\_\_

Programme Coordinator (Name & Sign) \_\_\_\_\_

Student (Name & Sign) \_\_\_\_\_

## Appendix 5 Frequently asked questions

### **1. Do I have to cite everything?**

The answer is “not always”. If any information is a common fact example, the Moon revolves around the Earth or Water boils at 100 degrees Celsius, need not be cited. If you are unsure, it is better to cite the information. Similarly, if a large amount of texts are taken from somewhere they must be placed in quotation marks, intext cited as well as full source placed in Bibliography.

### **2. What can I do if I forgot to cite my sources? Will I be given a chance to rework?**

The answer really depends on the situation. If the work has already been submitted to IBO or Cambridge, you will not have a chance to include citations for the missed sources. It is therefore important to proofread your work always before submitting. Remember, it is your responsibility to ensure that all information which is not yours is appropriately cited.

### **3. I submitted a draft work instead of a final version. Will I be given a chance to revise my work?**

The answer to this question is “No”. It is the student’s responsibility to ensure that all the work they are submitting is their own, appropriately cited as well as final version. The school will be passing the work to external organisations and there is no way that multiple submissions are allowed by IBO or Cambridge. Please ensure you are submitting the final version to your teachers and Coordinators. Once a work is sent to these organizations, it is impossible to allow you to submit a second version.

### **4. I forgot to cite, is it still considered plagiarism?**

Yes it will be. Examiners are unable to distinguish between intentional plagiarism and accidental plagiarism.

### **5. Do I need to cite formats other than text, such as tables, visual, audio or video?**

Yes, all information which you have not created yourself and has been taken from somewhere must be cited. Please refer to APA citation guidelines for citing formats other than text.

### **6. Do I need to cite sources other than books and the internet such as Google scholar, Annual reports, JSTOR, blogs, you tube or a conversation with a teacher?**

Yes, all information which you have not created and has been taken from somewhere must be cited. Please refer to APA citation guidelines for citing these sources.

### **7. I paraphrased, do I still need to cite?**

Yes you need to cite even after paraphrasing because the idea originated from somewhere else.

### **8. I accidentally left a note in my pocket/table/pencil case, during the examination, is this still considered malpractice? Will this be reported to IBO?**

Absolutely, it is for this reason you must read the notices to candidates with extreme care. The school will bring it to the attention of IBO as per the procedures mentioned in the school's and IBO's academic integrity policy.

**9. I accidentally carried my smart phone/watch/earphones/wrist watch to the examination room or forgot to clear calculator memory, is this still considered malpractice? Will this be reported to IBO?**

Absolutely, it is for this reason you must read the notices to candidates with extreme care. The school will bring it to the attention of IBO as per the procedures mentioned in the school's and IBO's academic integrity policy.

**10. I violated the 24hr cooling period by mistake, is this still considered malpractice? Will this be reported to IBO?**

Absolutely, this was clearly mentioned to you at the start of the school year as well as one week before the start of IBDP examinations. The school will bring it to the attention of IBO as per the procedures mentioned in the school's and IBO's academic integrity policy.