



**INDIA INTERNATIONAL SCHOOL
&
IIS WORLD SCHOOL**



**Academic Integrity Policy
2026-27**



Vision

“A Heritage of Vision, A Legacy of Innovation.”

Mission Statement

“The institution aims at uncompromising commitment towards holistic development and groom globally ethical citizens.”

Philosophy

“IIS caters to the global need of today’s youth, aims to engage learners in an active and creative learning journey, build knowledge and skills, promote and sustain high academic principles while retaining the strong value systems and ethics of the motherland and become caring members of global community.”

Pedagogy

“We aim to nurture Caring, Creative, Independent Thinkers who are not only Disciplined but Open Minded as well.”



Purpose of the Document

This Academic Integrity Policy aims to:

1. **Ensure alignment** with IB Programme Standards and Practices 2020, Cambridge International Framework, and CBSE Norms.
2. **Provide clear guidance on academic integrity expectations** to be followed throughout the teaching–learning process, including the design, conduct and completion of Internal Assessments (IA), Non-Examination Components (NEC), Extended Essay (EE) and other coursework requirements.
3. **Clearly define the roles and responsibilities of all stakeholders**, including Programme Coordinators, teachers, students and parents, in maintaining and promoting academic integrity.
4. **Establish transparent procedures and awareness regarding academic misconduct**, including preventive measures, reporting mechanisms and actions to be taken in the event of a breach of academic integrity.

This Academic Integrity Policy is aligned with the School's Assessment, Language and Inclusion Policies to ensure consistency and integrity across all teaching, learning and assessment practices.

Definition of Academic Integrity

Academic integrity is a fundamental guiding principle in education that underpins ethical decision-making and responsible academic practice. It ensures the production of **authentic, honest and legitimate scholarly work** across all teaching, learning and assessment activities.

The purpose of academic integrity is to promote **transparency in knowledge creation**, ensuring that students demonstrate their own understanding, thinking and learning while appropriately acknowledging the contributions of others.



Academic integrity should be viewed as a combination of **values, skills and behaviours** that promote honesty, responsibility and ethical engagement in academic work.

Students are expected to understand how to **correctly reference and ethically use all sources of information**, including text, images and content generated or supported by **digital and Artificial Intelligence (AI) tools**, in accordance with academic conventions.

Academic Integrity and IB Learner Profile / Cambridge Learner Attributes

Academic integrity at the school is closely aligned with the values of the IB Learner Profile and the Cambridge Learner Attributes. Students are encouraged to demonstrate the following attributes:

- **Principled (IB) / Responsible (Cambridge):** Acting with honesty, integrity, and accountability in all academic work.
- **Inquirers (IB) / Confident (Cambridge):** Conducting independent and ethical research, showing initiative and self-belief in learning.
- **Thinkers (IB) / Innovative (Cambridge)** Producing original ideas, applying critical analysis, and using creativity to solve problems ethically.
- **Reflective (IB) / Reflective (Cambridge)** Evaluating their own learning process, acknowledging sources responsibly, and learning from experience.
- **Knowledgeable (IB) / Engaged (Cambridge)** Participating actively in inquiry, dialogue, and ethical decision-making within the school community.

Academic integrity is also supported through the development of **Approaches to Learning (ATL)** skills, particularly:

- Research skills (citing and referencing)
- Thinking skills (analysis and synthesis)
- Self-management skills (time management and organization)



Key Components of Academic Integrity

Key Components of Academic Integrity is supported by the following principles:

- **Authenticity** – producing original work that reflects personal learning.
- **Proper Attribution** – acknowledging all sources, including AI tools, through correct citation and referencing.
- **Fairness** – ensuring equal opportunity and transparency in all assessments.
- **Responsible Use of Technology** – using digital platforms and AI ethically to support inquiry and critical thinking.

Any behaviour that undermines these principles, such as plagiarism, collusion, falsification of data, or misuse of AI tools, is considered academic misconduct

Academic Misconduct: Breaches of IB and Cambridge Regulations

The following actions constitute a breach of academic integrity in accordance with the regulations of the International Baccalaureate Organization and Cambridge International Education. Breaches may be categorized as minor or major depending on the nature, intent, and impact of the misconduct.

Plagiarism: The representation, whether intentional or unintentional, of another person's ideas, words, or work as one's own without clear and appropriate acknowledgment. This includes the use of translated material or paraphrased content without proper citation.

Collusion: Supporting academic misconduct by another student, including allowing one's work to be copied, shared, or submitted for assessment by another candidate.

Duplication of Work: The submission of the same or substantially similar work for different assessment components or academic requirements without prior authorization.



Copying: Submitting another student's work, in part or in whole, with or without their knowledge, as one's own.

Examination Misconduct: Engaging in any form of dishonest behavior during an assessment, including communicating with other candidates, using unauthorized materials, or attempting to gain an unfair advantage.

Falsification of Data: Creating, altering, fabricating, or misrepresenting data or results that have not been legitimately collected or obtained.

Unauthorized Assistance / Externally Commissioned Work: Submitting work that has been produced, significantly edited, or obtained from a third party. This includes, but is not limited to:

- Friends, family members, or peers
- Private tutors
- Essay-writing or editing services
- Pre-written essay repositories or banks
- File-sharing or online content platforms

"Illustrative examples are provided in Annexure I: Case Scenarios of Academic Misconduct."

Misuse of Artificial Intelligence (AI) tools, including submitting AI-generated content as one's own work without proper acknowledgment. In externally assessed components, confirmed academic misconduct may result in penalties imposed by the International Baccalaureate Organization, including no grade awarded for a component, subject disqualification, or withholding of the diploma.



Developing a Culture of Academic Integrity

The school actively promotes academic integrity by developing strong ethical values and responsible academic habits among students. Integrity in behaviour reflects honesty, strong moral principles, and accountability, and is nurtured as a lifelong value.

To develop and inculcate these values, the school implements structured activities such as:

- Honour Till, focusing on moral values and ethical decision-making
- Value education sessions aimed at character building and responsibility
- Role plays and activities highlighting traits such as righteousness and integrity
- A safe, supportive, and respectful learning environment that encourages reflection and sharing
- Classroom discussions initiated through meaningful quotations that promote ethical thinking
e.g. *"Integrity is doing the right thing, even when no one is watching."* — C. S. Lewis

Students regularly participate in guided discussions, case studies, and role-play scenarios on ethical dilemmas, including the responsible use of Artificial Intelligence (AI) tools. These sessions are interactive and inquiry-driven, encouraging learners to debate real-world examples, evaluate multiple perspectives, and critically analyze the consequences of choices. Reflection and peer feedback are systematically integrated to help students internalize integrity as an ethical commitment rather than a rule. Teachers facilitate these sessions by role-modelling ethical practices, while students will engage actively to strengthen their understanding of transparency, honesty, and responsibility in academic work.

Teachers play a vital role in reinforcing academic integrity by:

- Providing clear instructions and expectations
- Leading by example through ethical academic practices
- Embedding integrity-focused discussions within teaching and learning experiences

Students are encouraged to become independent learners who:

- Take ownership of their learning
- Think critically and challenge assumptions



- Engage in reflection and ethical decision-making throughout their academic journey

Academic Integrity during In-House Examinations (Cambridge & IBDP)

The school ensures that academic integrity is maintained throughout all in-house examinations through clearly defined procedures and responsibilities for staff and students.

- Teachers are expected to adhere to all school policies related to examination duties and responsibilities. The Examination Department conducts orientation meetings prior to internal examinations and circulates detailed instructions to all staff and students.
- All examination question papers are securely prepared, stored, and handled to ensure confidentiality.
- Students are instructed to bring their own stationery to examinations to prevent borrowing or lending, thereby ensuring fairness and independence.
- Students are required to accurately write their roll numbers and other required details on answer scripts and question papers which is cross verified by the invigilator.
- Students are not permitted to leave the examination hall before the completion of the stipulated examination time.
- All students are expected to maintain discipline and appropriate conduct throughout the examination period.
- Separate seating arrangements are made for students with specific medical needs to ensure fairness and safety.
- Invigilators are strictly prohibited from carrying any electronic or communication devices into the examination hall. In case of emergencies, communication is facilitated through the designated control system via floor heads.



- Invigilators are required to actively monitor the examination environment throughout the duration of the assessment to ensure compliance with academic integrity expectations.
- Upon completion of the examination, all answer scripts are collected, counted, and verified before students are permitted to leave the examination hall.
- Answer scripts are systematically arranged and securely transferred to the Examination Department for further processing.
- The school ensures the smooth, fair, and secure conduct of all in house examinations. Any irregularity or concern is immediately resolved by the Examination Department and Programme Coordinator with appropriate action.
- All procedures are designed to ensure fairness, transparency, and equal opportunity for all candidates in accordance with Cambridge/IB Programme standards.

Academic Integrity during IB/Cambridge External Examinations (Written Examinations)

The school ensures that academic integrity and examination security are strictly maintained during all IB Diploma Programme and Cambridge external examinations through clearly defined procedures aligned with respective board regulations.

- A formal briefing meeting is conducted by the Exam Officer to ensure that all examination procedures and regulations are clearly understood by staff.
- Invigilators are expected to adhere strictly to school and examination board regulations governing their duties and responsibilities.
- The official documents, including the **"Conduct of IB Diploma Examinations"** and the **"Cambridge Handbook (Sections 4 & 5)"**, are shared with all



examination staff at least 15 days prior to the examination session for review and compliance.

- Invigilators are required to report at least one hour before the commencement of examinations to ensure proper venue preparation and compliance with regulations.
- Invigilators are strictly prohibited from carrying electronic or communication devices into the examination hall. In case of emergencies, communication is facilitated through the designated control room via floor heads.
- Invigilators are responsible for ensuring correct seating arrangements and verifying that students do not carry unauthorized materials into the examination hall.
- Invigilators are required to actively monitor the examination environment throughout the duration of the examination to ensure adherence to academic integrity and examination conduct requirements.
- IB examinations require a minimum of two hours of uninterrupted supervision. Cambridge examinations require that at all key times all candidates remain under supervision, and where necessary, full-center supervision is applied to guarantee security and compliance.
- A separate briefing session is conducted for students by the Examination Department to ensure full understanding of examination rules and expectations. All relevant instructions are shared through official communication channels.
- Posters and notices outlining examination regulations, prohibited materials, and conduct expectations are displayed at appropriate locations to reinforce awareness.



- Seating plans are displayed outside examination rooms for student reference. Separate arrangements are made for students with medical or special requirements where applicable.
- Students are required to report to their assigned seats at least 30 minutes before the scheduled start of examinations and are not permitted to bring books, papers, or unauthorized materials into the examination hall.
- Clear announcements are made before examinations regarding prohibited items and expected conduct.
- All examination materials are provided in strict accordance with IB and Cambridge assessment regulations. Invigilators are issued a compliance checklist to ensure adherence to all procedural requirements, and any additional approved materials are supplied promptly to maintain examination integrity and fairness.
- Instructions outlined in official IB and Cambridge examination manuals are reinforced and explained to invigilators prior to the examination session.
- Students are required to bring their own stationery to ensure independence and prevent any form of assistance or resource sharing.
- Students are not permitted to leave the examination hall before the stipulated time under any circumstances.
- Upon completion of the examination, all answer scripts are collected, counted, sealed, and handed over to the Exam Officer before students are permitted to leave the examination hall.
- In cases where students require washroom access, they are escorted by same-gender invigilators under full supervision to maintain examination security.



- A formal record of any irregularities, illness, or temporary absence during examinations is maintained by invigilators.
- Students are strictly prohibited from discussing examination content with anyone for a minimum of 24 hours after the examination.
- The school ensures the secure handling, storage, and transport of all examination materials under controlled conditions.
- The Exam Officer /Coordinator ensures presence at the beginning and end of each examination session.
- The Examination Officer ensures that all examination scripts are securely stored and dispatched to the respective IB and Cambridge examination boards in accordance with established regulations.
- Access to the strong room is strictly controlled, with dual-key custody held by the Head of School and Principal.

Academic Integrity during NEC / IA / Coursework

The school strictly adheres to the academic integrity guidelines prescribed by the International Baccalaureate Organization and Cambridge Assessment International Education across all Non-Examination Components (NEC), Internal Assessments (IA), and coursework.

- At the outset, structured orientation sessions are conducted for teachers, students, and parents to ensure a clear and shared understanding of academic integrity expectations, ethical practices, and submission requirements. (See Annexure II: Declaration by Student and Parent on Academic Integrity.)



- The school ensures that all students enrolled in the IB Diploma Programme and Cambridge curriculum submit authentic, original work, appropriately acknowledged and referenced in accordance with established academic conventions.
- Students are guided to develop key learner attributes, including:
 - **Knowledgeable:** by exploring concepts, ideas, and issues in depth and with critical understanding
 - **Principled:** by demonstrating honesty, integrity, and accountability in all academic work
- Teachers and students are required to formally authenticate all submitted work prior to its submission to the Exam Officer, ensuring its originality and compliance with academic integrity standards.
- The following practices are consistently implemented for NEC, IA, and coursework:
 - All submitted work must be the original creation of the student. Signed declarations by the student, parent, and teacher are mandatory to confirm authenticity. ("Refer Annexure III: Consent and Upload Authorization Form.")
 - Plagiarism checks are conducted using appropriate and reliable tools, where applicable, to ensure originality.
- Students are clearly informed, in advance, about the consequences of any breach of academic integrity, in alignment with the regulations and policies of the IB and Cambridge boards.
- Students must not share or distribute assessment materials, examination content, or coursework through digital platforms, social media, or file-sharing services.



Academic Integrity (CBSE)

- Academic integrity is a core value that underpins all aspects of school life. Students are expected to demonstrate honesty, responsibility, and ethical behaviour in their academic work as well as in their day-to-day conduct. This policy aligns with the expectations of the Central Board of Secondary Education and aims to nurture principled and self-disciplined learners.
- Students must ensure that all work submitted—whether classwork, homework, projects or assessments—is original and a true reflection of their own understanding. Plagiarism, copying, fabrication of information or presenting another person’s work as one’s own is strictly prohibited. Proper acknowledgement must be given when using ideas, content or references from books, digital platforms, peers or AI-based tools.
- Academic integrity extends beyond examinations into everyday learning. Students are expected to complete assignments independently, respect deadlines, avoid sharing or soliciting answers unfairly and use digital resources responsibly. Misuse of technology, including copying from the internet without citation or using unauthorized assistance, will be treated as a violation of school policy. Ethical conduct also includes honesty in maintaining notebooks, project files and practical records.
- In competency-based assessments such as the SAFAL, Aryabhata Ganit Challenge and Science Challenge students are expected to demonstrate independent thinking and conceptual understanding. Any attempt to gain unfair assistance undermines the purpose of such assessments and will be considered a breach of integrity.
- During in-house examinations and periodic assessments, students must strictly follow examination protocols. They are required to maintain discipline, avoid communication with peers and refrain from using any unauthorized material or electronic devices. Any form of unfair practice will invite disciplinary action.
- For Board Examinations conducted under CBSE, adherence to rules is mandatory. Examination centres are monitored through CCTV Surveillance and Flying Squad



in order to ensure fairness and transparency. Any malpractice—such as cheating, impersonation, or tampering with answer sheets—may lead to cancellation of the examination or disqualification as per the Unfair Means Policy.

- Integrity is equally important in collaborative work and school interactions. While teamwork is encouraged, students must ensure that contributions are genuine and fairly represented. Respecting others' ideas, giving due credit and avoiding academic dishonesty in group tasks are essential expectations.
- The school encourages a culture where integrity is valued above scores. Students should seek guidance from teachers when needed and make ethical choices at all times. Any breach of this policy will be addressed seriously, with consequences ranging from warnings and loss of marks to stricter disciplinary action, depending on the severity of the offence.
- Upholding academic integrity is essential for building trust, credibility, and lifelong ethical values.

Roles and Responsibilities of Stakeholders in Academic Integrity

The school promotes a culture of academic honesty by clearly defining the roles and responsibilities of all stakeholders in accordance with the guidelines of the International Baccalaureate Organization , Cambridge International Education and CBSE.

Principal

The Principal ensures that

- Academic integrity expectations and policies are effectively communicated to staff, students, and parents through Coordinators and Heads, in alignment with respective board norms.
- All reported cases of suspected academic misconduct are reviewed, investigated, and addressed in a fair and timely manner.



Programme Coordinators

Coordinators are responsible for

- Communicating academic integrity expectations to all stakeholders at appropriate stages, using relevant examples of good and poor practice.
- Investigating suspected breaches in a transparent and unbiased manner and reporting findings to the Principal.
- Regularly reinforcing academic integrity through meetings, training sessions, and sharing of best practices.
- Ensuring that the Academic Integrity Policy is implemented consistently and fairly.
- All stakeholders have access to the Academic Integrity Policy.

Exam Officer

The Exam Officer ensures that:

- Orientation sessions are conducted for students, teachers, and parents regarding academic integrity and assessment procedures.
- Clear instructions are provided to prevent misconduct during examinations and assessments.
- Academic integrity expectations are reinforced during the planning and execution of NECs, IAs, and coursework.
- Examination materials are stored securely and assessments are conducted ethically.



Core Head

The Core Head is responsible for:

- Guiding students on proper citing and referencing practices.
- Conducting sessions on Extended Essay (EE) requirements and reinforcing academic integrity expectations.

Teachers

Teachers must teach honestly and responsibly by ensuring that HL and SL students receive the full instructional time prescribed by the IB. Adhering to these time requirements is an essential component of academic integrity, as it guarantees fairness, authenticity of preparation, and equal opportunity for all learners.

Teachers play a critical role in promoting academic integrity by:

- Guiding students in adhering to ethical practices while completing IA/NEC/coursework.
- Explicitly teaching correct citation and referencing practices.
- Ensuring students understand academic misconduct and its consequences.
- Planning collaboratively to ensure manageable student workload.
- Providing appropriate feedback without excessive editing, in line with subject guidelines.
- Verifying authenticity of student work, including the use of plagiarism detection tools Turnitin.
- Cross-checking student submissions to prevent collusion.
- Reporting any suspected misconduct to the Exam Officer or Coordinator.



Parents / Guardians

Parents are expected to:

- Be aware of the Academic Integrity Policy and implications of misconduct.
- Understand board requirements and subject guidelines.
- Maintain open communication with the school.
- Support students in planning and time management.
- Encourage students to seek guidance when needed.
- Refrain from providing unauthorized assistance in student work.

Students

Students are expected to:

- Understand and adhere to the Academic Integrity Policy and respective board guidelines.
- Be aware of the consequences of academic misconduct.
- Complete all work honestly and to the best of their ability.
- Acknowledge all sources used in written, oral, and creative work accurately.
- Avoid giving or receiving unauthorized assistance.
- Use digital resources and social media responsibly.
- Report any instances of academic misconduct to teachers / Exam Officer/ Coordinator.
- Conduct independent research on existing knowledge.
- Analyze and evaluate information critically.
- Compare and synthesize ideas to form original responses.
- Maintain drafts and supporting evidence to validate authenticity.
- Academic integrity also applies to CAS. Students must ensure that all reflections and evidence submitted are authentic and genuinely represent their experiences.



Key Understanding for Students

All students must understand:

- Their responsibility in producing authentic individual and collaborative work.
- How to correctly attribute ideas and sources.
- Ethical use of technology and digital platforms.
- The importance of honesty and integrity during examinations and assessments.

Cultivating Academic Integrity during Diploma Programme

The school ensures that academic integrity is intentionally nurtured and progressively strengthened throughout the Diploma Programme

IBDP YEAR 1 (Grade 11):

- Introduction to citation and referencing conventions
- Guided research with structured support
- Development of basic academic writing skills
- Teacher-led scaffolding and feedback

IBDP YEAR 2 (Grade 12):

- Independent research through Extended Essay (EE) and Internal Assessments (IA)
- Application of advanced academic writing and referencing skills
- Increased student responsibility and accountability
- Strict adherence to academic integrity expectations

Use of Artificial Intelligence (AI) Tools

The school recognizes the growing role of AI tools and aligns with guidance from the International Baccalaureate Organization regarding ethical use.



Acceptable Use of AI:

- Brainstorming ideas
- Understanding concepts
- Grammar and language support

“AI tools must be used to enhance inquiry, analysis, and critical thinking. They are intended to support student learning, not replace independent thought or authentic academic work.”

Unacceptable Use of AI:

- Submitting AI-generated content as one’s own work
- Copying/paraphrasing AI output without citation
- Using AI to complete entire assignments

Mandatory Requirements:

If AI is used, students must:

- Clearly acknowledge it in-text
- Include in bibliography
- Provide:
 - Name of AI tool
 - Exact prompt used
 - Date of use

In-text citations are compulsory whenever AI-generated material is used. A bibliography entry alone is insufficient; citations must appear at the point of use in the text and link to a full reference in the bibliography.

- In-text example: “... (text paraphrased from ChatGPT, 2026).”
- Bibliography example: *OpenAI. (20 April 2026). ChatGPT response to prompt on greenhouse effect.*



Additional Safeguards:

- Students are required to submit drafts, process journals.
- Teachers are expected to conduct oral questioning to verify understanding

The school maintains records to ensure implementation:

- Turnitin similarity reports for all major submissions
- Signed student–parent declarations
- Samples of student work (with teacher feedback)
- Meeting minutes of academic integrity sessions

Approach to Handling Academic Misconduct

The school adopts a proactive and educative approach by embedding preventive measures through structured awareness programmes, continuous guidance, and targeted academic support to uphold academic integrity and minimize instances of misconduct. All cases are addressed with sensitivity, confidentiality, and due process, ensuring fairness and transparency. Students are counselled to understand the implications of their actions and are supported in making informed, ethical choices. Appropriate and proportionate consequences are applied based on the nature, severity, and frequency of the misconduct, in alignment with the expectations of the International Baccalaureate Organization, Cambridge International Education and CBSE.



For example, in internal assessments, if a student is found with unauthorized material, the school may take actions such as cancelling the response and allowing continuation under supervised conditions, in accordance with internal assessment policies.

Procedure for Investigating Suspected Academic Misconduct

The school follows a fair, transparent, and consistent procedure while addressing suspected cases of academic misconduct:

- In case of a suspected breach, the subject teacher reports the matter to the Examination Head and/or Programme Coordinator.
- A preliminary review is conducted collaboratively to determine the validity of the concern.
- The student is given a fair opportunity to respond to the allegation and present relevant evidence.
- If the student is not found in breach, no formal record is maintained. Where necessary, guidance is provided for resubmission or improvement.
- If a breach is confirmed, appropriate action is taken in accordance with school policy and board regulations, and the case is formally documented.
- Parents/guardians are informed of confirmed cases of academic misconduct.
- All stages of the investigation are documented and records are maintained securely.



- Where required, cases are escalated to the principal and reported to the International Baccalaureate Organization / Cambridge International Education/CBSE as per board regulations.
- The student is informed of the outcome in writing.
- Students are provided an opportunity to appeal, in accordance with the school policy.

Policy Integration and Alignment

This Academic Integrity Policy is implemented in close alignment with the school's Assessment Policy, Language Policy, and Inclusion Policy to ensure a consistent, transparent, and equitable approach to teaching, learning, and assessment.

The Assessment Policy supports academic integrity by promoting the design of authentic assessment tasks, ensuring fairness, and establishing clear procedures for feedback, authentication, and submission of student work.

The Language Policy underpins academic integrity by developing students' ability to communicate ideas effectively, paraphrase accurately, and acknowledge sources appropriately, thereby fostering independent expression and reducing the risk of unintentional plagiarism.

The Inclusion Policy ensures that all students have equitable access to learning and assessment through appropriate support and differentiation, while maintaining the integrity and authenticity of their work.



Together, these policies provide a coherent framework that promotes ethical academic practices, supports students, and upholds the values of honesty, fairness, and responsibility across the school community.

Committee Members:

- Mr. Amit Gupta- Chairperson
- Mr. Sumit Gupta- Co- Chairperson & Director
- Ms. Nidhi Mishra- Principal
- Ms. Nidhi Jodha -Sr. Vice Principal
- Ms. Mukta Khandelwal- Vice Principal and DPC
- Dr. Manish Kumar Sharma-Vice Principal
- Ms. Jyotsna Dhamechani-Examination Head & Cambridge Coordinator (IIS World School)
- Dr. Sunita Chopra-Examination Head (IIS)
- Ms. Aditi Sharma, Counselor

This policy is reviewed annually to ensure alignment with CBSE/ Cambridge/IB standards. The school remains committed to continuous improvement in fostering a culture of academic integrity through regular training, monitoring, and stakeholder engagement.

Reviewed & updated on- March 2026

Bibliography:

- Academic Integrity :International Baccalaureate
https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121?



- Academic Integrity in the IB: Making the Right Choices

<https://resources.ibo.org/dp/topic/Academic-honesty/videos/ib-academic-integrity-choices/?>

- Programme standards and practices

[Programme standards and practices \(2020\) - Cross-programme resources - Home - IB programme resources](#)

- Cambridge Handbook

[Cambridge Handbook 2026](https://cambridgeinternational.org/Images/723185-cambridge-handbook-2025.pdf) cambridgeinternational.org/Images/723185-cambridge-handbook-2025.pdf

- Diploma Programme Assessment Procedure

https://resources.ibo.org/dp/works/dp_11162-434317?

- Effective citing and referencing

[Academic integrity - DP resources - Home - IB programme resources](#)

Annexure I- Illustrative Case Scenarios of Academic Misconduct

The following scenarios are provided to help students understand how academic integrity principles apply in real situations.

Scenario 1: Incorrect Referencing (Minor Misconduct)

Situation: A student submits an assignment where some information from websites is used but not properly cited.

Issue: Missing or incorrect citation.

Classification: Level 1 (Minor)

Action Taken:

- Student is given feedback
- Required to correct citations and resubmit
- Academic integrity guidance provided

Scenario 2: Copying Homework (Moderate Misconduct)

Situation: Two students submit identical homework assignments.

Issue: Collusion / copying.

Classification: Level 2 (Moderate)

Action Taken:

- Both students receive a mark penalty
- Parents are informed
- Students counselled on independent work

Scenario 3: Partial Plagiarism in IA (Moderate Misconduct)

Situation: A student copies a few paragraphs from an online article into their Internal Assessment (IA) without acknowledgment.

Issue: Partial plagiarism.

Classification: Level 2 (Moderate)

Action Taken:

- Student asked to redo the affected section
- Academic penalty applied
- Warning issued and recorded

Scenario 4: AI Misuse (Major Misconduct)

Situation: A student submits an essay largely generated using AI tools without acknowledging its use.

Issue: Misuse of AI tools.

Classification: Level 3 (Major)

Action Taken:

- Work is rejected
- Case reported to school leadership
- May be reported to the International Baccalaureate Organization depending on severity

Scenario 5: Cheating in Examination (Major Misconduct)

Situation: A student is found using unauthorized notes during an examination.

Issue: Examination misconduct.

Classification: Level 3 (Major)

Action Taken:

- Examination response cancelled
- Incident formally recorded
- Report submitted as per board regulations

Scenario 6: Fabrication of Data in Science IA (Major Misconduct)

Situation: A student submits a lab report with data that was never actually collected.

Issue: Falsification of data.

Classification: Level 3 (Major)

Action Taken:

- IA is rejected
- Student required to redo work under supervision
- Case documented and escalated if required

Scenario 7: Reusing Old Work (Moderate Misconduct)

Situation: A student submits the same essay for two different subjects.

Issue: Duplication of work.

Classification: Level 2 (Moderate)

Action Taken:

- Work not accepted
- Student instructed to produce original work
- Academic penalty applied

Important Note

These scenarios are illustrative and intended for guidance. Each case is reviewed individually, and decisions are made based on the nature, intent, and impact of the misconduct in alignment with the policies of the International Baccalaureate Organization and Cambridge Assessment International Education



Annexure II: Declaration of Understanding and Commitment to Academic Integrity

This declaration is taken at the beginning of the academic session, following the parent orientation programme. It confirms that both students and parents/guardians have thoroughly read, understood, and agreed to abide by the Academic Integrity Policy of the school.

Student Declaration

I hereby declare that:

- I have read and fully understood the Academic Integrity Policy of the school. I commit to uphold honesty, authenticity, and responsibility in all academic work during the session.
- I will follow proper citation and referencing practices as guided by my teachers.
- I will use digital and Artificial Intelligence (AI) tools ethically, acknowledging their use in accordance with school guidelines.
- I understand the consequences of academic misconduct, including academic penalties and reporting to examination boards where applicable.

Parent / Guardian Declaration

I, as the parent/guardian, confirm that:

- I have read and thoroughly understood the Academic Integrity Policy of the school. I am aware of the expectations regarding authentic student work and academic honesty.
- I will not provide unauthorized assistance in my child's academic work.
- I will support my child in maintaining ethical academic practices, including proper time management and independent learning.
- I understand the implications and consequences of academic misconduct.

Student Details

- Name & Signature of Student:

- Date _____

Parent / Guardian Details

- Name & Signature of Parent / Guardian:

- Date: _____

Annexure III

Consent by the Candidate & Parent on Uploading Work to the eCoursework Syst

By signing this declaration, you understand and consent to –

1. The DPC or another authorized school staff member uploading your work to the IB's eCoursework system, and
2. The IB's processing, use, disclosure, and transfer of your personal data, including without limitation any sensitive personal data and/or education records, as described in the IB's privacy policy and the Privacy Supplement, including worldwide cross-border transfers (including storage and access of such data outside of your country of residence).

You also confirm that

1. The version of any materials you pass to your DPC or another authorised school staff member is the correct and final version. It is your own work and you have correctly acknowledged the work of others.
2. You understand that IB does not regard any work produced—even only in part—by AI tools to be your own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

Failure to do this will be investigated as a potential breach of IB regulations.

Signature Print name (*Write your full name in capital letters*) Date.....

By signing this document as a 'Parent' you consent to allowing the DPC or another authorized school staff member uploading of eCoursework on the student's behalf.

Parent's SignaturePrint name
(*Write your full name in capital letters*) Date