



# NES International School Mumbai

## - IB Continuum World School

SCHOOL CODE: 003810

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# Academic Integrity Policy



**NURTURE**



**TRANSFORM**



**EMPOWER**

## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students to become active, compassionate and lifelong learners, who understand that other people, with their differences, can also be right.

## **School Mission Statement**

NES International School Mumbai, provides a holistic educational programme for students to become knowledgeable, open-minded, caring inquirers with intercultural perspective, instilling in them a strong urge to become lifelong learners, peace ambassadors and tomorrow's leaders in local as well as global context.

## **School Philosophy**

NES International School Mumbai (NESISM) follows the NES motto-Nurture, Transform and Empower - with the conviction that every individual is unique with specific potential and learning ability that can and should be tapped. Thus, the driving philosophy at NESISM is that with proper nurturing and care, every child can grow up to be a responsible global citizen with a positive attitude towards personal growth as well as well-being of all life on the planet.

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## **Academic Integrity Philosophy**

The School is in consonance with the letter and spirit of IB Academic Integrity Policy and all its stakeholders are to uphold and believe in these ethical beliefs and practices, the rationale of which is cogently stated below:

“International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic integrity is: making knowledge, understanding and thinking transparent.

Such transparency needs to be taught and supported throughout a child’s education. In order to fully master the technical aspects of academic integrity, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first.

A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviours and help to instill the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment”- ***Academic Integrity in IB Context.***

Therefore, intellectual property, ideas, words and works of others should be recognised and honoured through correct acknowledgements and citations.

## **NESISM Academic Integrity Policy**

Academic honesty and integrity are a pivotal part of the International Baccalaureate Organization and the core of the NES International School Mumbai ethos. This is the moral underpinning of all matters in relation to the school, as well as in our own lives. Our vision demonstrates that we are committed to high standards in academics, aiming at excellence in all that we do. We believe that only through the practice of Academic Integrity students can become responsible global citizens, who are imbued with a sense of integrity and values. By promoting Academic Integrity, we are striving to create a community based on trust, respect and integrity. By encouraging creativity and personal responsibility, our students will become active and lifelong learners.

Promoting and embedding academic integrity within the school curriculum is paramount. The school believes in promoting academic integrity rather than penalizing academic dishonesty. The purpose of this policy is to clearly state the expectations that the faculty has from the students and outline the roles and responsibilities of the teachers, to ensure that the learners present authentic work by maintaining their integrity.

IB students must be creative, independent, and principled learners. So, it is important that everybody at NESISM - teachers, students, parents and staff - understand the importance of honesty and how honesty can be role-modelled in our school. Honesty and learning should be the cornerstones of a cohesive relationship in the development of a child, fostering personal achievement and a sense of pride in one's achievements.

As an IB school, we strive to develop the attributes of the Learner Profile and these attributes can be reflected in Academic Integrity Policy.

**It is the policy of NESISM that:**

- students must submit work that is 'authentic' - this includes homework, oral presentations, and research assignments
- the school will not tolerate plagiarism as it is a serious academic offence, which shows lack of respect for the learning process and the author
- students understand the difference between collaboration and collusion
- all students understand what constitutes Academic Integrity
- students take responsibility for acknowledging the ideas and words of others

## The Learner Profile Connection

The NESISM Academic Integrity Policy reflected in IB Learner Profile. **NESISM learners strive to be:**

<b>Inquirers</b>	We are equipped to develop research skills right from primary school. We also learn to differentiate between primary and secondary sources and process the data.
<b>Knowledgeable</b>	We have a common understanding of the academic integrity policy and we are made aware of different styles of citations and the reasoning behind the school preferring the MLA as a uniform style.
<b>Thinkers</b>	We are encouraged to be creative and critical thinkers and present our work in an ethical manner by citing resources.
<b>Communicators</b>	We present our views and opinions confidently and creatively through different modes of communication and languages. We respect the perspectives of other individuals and groups and work collaboratively.
<b>Principled</b>	We imbibe the academic integrity policy by citing all resources used and take the responsibility of our own actions and their consequences.
<b>Open-Minded</b>	We critically appreciate and value resources and evaluate a range of view-points and experiences
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. We value and acknowledge the efforts of authors and creators.
<b>Risk takers</b>	We are ready to proceed from known to unknown and approach uncertainty with courage and confidence. We are also ready to explore new ideas and innovative strategies.
<b>Balanced</b>	We are motivated to work with integrity and honesty to create, balance and appreciate the work of others thus promoting international mindedness. We also respect multicultural viewpoints with empathy and understanding.
<b>Reflective</b>	We are required to make conscious and sincere efforts to assess, reflect ourselves and our peers with regards to our work and thus better our performance.

## **Connections with IB Standards and Practices**

1. Standard: Leadership and governance (0201) Reviewing and following IB rules, regulations and guidelines to support programme implementation and development; and ensuring structures and processes are in place to ensure compliance.
2. Standard: Student support (0202) Providing all relevant resources to implement IB programmes to ensure compliance with IB assessment requirements with regard to the security and administration of examination materials, and the provision and delivery of access arrangements (all programmes).
3. Standard: Culture through policy implementation (0301) Implementing, communicating and regularly reviewing the academic integrity policy that creates cultures of ethical academic practice.
4. Standard: Students as lifelong learners (0402) Ensuring that students and teachers comply with IB academic integrity guidelines and acknowledge the intellectual property of others in their work. Ensuring that the school and the teachers provide adequate support, so students learn the skill of citing and referencing and understand the significance and importance of producing authentic and original work.
5. Standard: Approaches to assessment (0404) Ensuring that students receive support so they can grow in their ability to make informed, reasoned, ethical judgements and that the administration of all assessments is completed in accordance with IB rules, regulations, and/or relevant programme documentation.

## Discipline and Academic Integrity Policy

The Academic Integrity Policy is a part of the Discipline Policy and has been written in detail. **Academic Dishonesty / Malpractice definitions and description given by IB-**

### a. Malpractice:

In the IB publication, “Malpractice is defined as behaviours that result in or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment components”.

### Malpractice includes:

#### 1.1 Plagiarism:

The representation of the ideas or work of another person as the candidate’s own that is not limited to text; it also applies to works from the Arts (including music, film, dance, theatre arts) Math, Science, Computer Science etc.

#### Types of plagiarism:

##### **a) Plagiarism: not using quotation marks**

When you use someone else’s words, always put them in quotation marks and cite the source. If you include a quote, use the exact words of the author.

##### **b) Plagiarism: Not citing the source of information**

- All information / ideas that are not part of general knowledge that one obtains from someone else must be cited. Use footnotes or endnotes to acknowledge the source.
- If the source of the idea, emerged in an idea expressed by the fellow student or while listening to a fellow student / teacher / person you need to specify in the footnotes.

##### **c) Plagiarism: Paraphrasing that is too similar to the original source**

“Paraphrasing is the rendition of another person’s words presented in a new style and integrated grammatically into the writing...” because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source.

- Try not to use the sequence and the arrangement of the words of the original
- Do not keep the original in front of you while writing or else you will unintentionally be doing what you want to avoid – Plagiarism
- Try to present authentic work, try to understand and synthesize the material and then write in your own inimitable style.

## 1.2 Collusion:

This is defined as supporting malpractice by another candidate, as in allowing one's own work to be copied or submitted for assessment by another.

- Both parties will be considered guilty and will have to bear similar consequences.
- If two works are exactly the same, with the same introduction it will be construed as collusion and not as collaboration.
- There are occasions when collaboration with other candidates is permitted or actively encouraged; however, unless instructed by the teacher, the work must be produced independently, despite the fact that it may be based on similar data.

## 1.3 Duplication of work:

The presentation of the same work for different assessment components and / or IB requirements. Eg.-passing off the same piece of work for English EE & English IA. The definition of malpractice also includes "any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate".

- **Incorrect Paraphrasing:** restatement of a text/others ideas in another form or other words without citation.
- **Fabrication-** It involves the deliberate misinterpretation of data or information with the aim of misrepresenting facts to accrue unwarranted benefits.

## b. Institutional Malpractice:

Breaches of regulations are not confined to candidates. Inappropriate actions on the part of the school which compromise the integrity of the IB assessments and examinations are construed as institutional malpractice. Some examples of such actions are:

- providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements of the IB Programme
- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- leaking of questions prior to the official start of an examination
- leaving candidates unsupervised during an examination
- allowing additional time in examinations without authorization from the IB

- tampering with the answer scripts of a candidate before sealing the papers in the assigned packet for posting to the IB.
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination.

## **Promoting Academic Integrity and Preventing Malpractices**

### **1. Discipline Committee**

The discipline committee is annually appointed by the Founder-Principal. The committee will execute the school discipline policy and make recommendations to the Head of School and Founder Principal.

Academic Integrity Policy is a part of all School discipline policy. As per the School discipline policy the discipline committee will relay its recommendations and decisions regarding disciplinary issues to the Head of School & Founder-Principal, who may as per the policy exercise discretion, if need be. The Founder-Principal's decision is the final binding point of appeal for any disciplinary matters.

### **2. Responsibility of the Discipline Committee**

The Discipline Committee will strive to establish a school culture that actively encourages academic integrity and a school policy that promotes ethical academic practice. The Discipline Committee:

- confirms that all students, teachers and students' parents are acquainted with and support this policy.
- ensures that all IB assignments and examinations, whether assessed internally or externally, are conducted with absolute integrity, strictly according to the guidelines provided in the IB Regulations.
- supports the IB fully in the prevention, detection and investigation of academic dishonesty and malpractice.
- ensures that all students understand what constitutes academic integrity, an authentic piece of work and intellectual property.
- receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources.
- understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination).
- are aware of the consequences of being found guilty of malpractice.

## Measures taken by the school to ensure the authenticity of work

- In all internal assessment and written assignments, personal files are maintained to record plagiarism and collusion
- The school realises that academic integrity is a determining factor for the functioning of the school and at the primary and middle school level efforts will be made to nip academic dishonesty.
- All the students will take the zero-plagiarism pledge at the beginning of the new academic session.
- Students' work submitted for assessment will be screened using online web-based services such as <http://turnitin.com> which exposes plagiarized material and enables teachers to ensure that student submissions are truly authentic.
- The school has adopted the MLA 8 format and [Research and Style Manual](#) (Grades 1 - 5) as its official bibliographic format.

Teachers and students at all levels of the school will receive regular training in the use of this format.

## Procedure

- Only the DPC and his/her team uploads all assignments. This ensures that all work is submitted on time and is verified.
- The originality report will be the final checkpoint for detecting academic misconduct, if any.
- Any and every form of plagiarism, collusion, duplication or malpractice, if detected, is conveyed to the student and to the subject teacher. The entire assignment is amended, redone or rejected as mentioned in the section below.
- All the requirements of Academic Integrity are fully complied with, thereby ensuring that the students imbibe the IB Learner Profiles of becoming 'Principled' and 'Balanced'. They become responsible for their thoughts and actions.

## Consequences of Academic Dishonesty and Malpractice:

Students who join NES International School Mumbai will have to strictly follow the school Academic Integrity Policy and therefore expected to follow it religiously. Failure to do so will result in severe consequences.

### 1(a) First- time and minor offenses in class work and homework assignments:

- The concerned subject teacher will provide the erring student with the necessary feedback, pointing out why the work is unacceptable.
- The student will re-submit the work, incorporating the feedback provided by the teacher.
- The homeroom teacher will be informed and the transgression will be recorded.

### **1(b) Repetition of minor offences in class work and homework assignments:**

- The subject teacher will report the matter to the homeroom teacher and the coordinator, who will counsel the student appropriately.
- The student will re-submit the required work.
- The student will submit a signed declaration letter of his (her) intent to adhere to the principles of academic integrity in future. This will be placed in the student's personal file. The student and his (her) parents will be warned in writing that further offences may lead to disciplinary action. This warning will also be placed in the student's personal file.

### **2. Malpractice in work submitted for internal (school) assessments:**

- Assignments, reports, projects, research papers with a high degree of plagiarized material and / or evidence of collusion will not be graded.
- Subject teachers will inform the homeroom teacher, who will record the transgression after counselling the student. Coordinator will also be informed.
- The student will be given one opportunity to re-submit the work with the required modification, within a specified deadline with one verbal warning.
- If the students fail to do so, their work will not be graded.
- A letter will be sent to the parent of the student from the Coordinator by explaining why the assessment has not been graded. The Head of School & Founder-Principal, will be informed of the same
- For the Extended Essay and Theory of Knowledge, the students will have to sign the Academic Integrity Agreement.

### **3. Misconduct during an internal written examination of the school**

- The concerned invigilator will deal with the issue (confiscate illicit material; warn examinees who are talking or distracting others) quietly and with minimum distraction to other candidates.
- The invigilator will submit a written report of the incident to the coordinator immediately

after the examination.

- The coordinator will convene a meeting with the invigilator, the subject teacher and the homeroom teacher of the student to examine evidence and decide upon the seriousness of the transgression and submit the report to the Founder-Principal & Head of School and other concerned authorities.
- The Founder-Principal & Head of School will be consulted to confirm the nature of the transgression and the severity of the sanction to be administered.
- The student and parents will be informed of the decision.
- The matter will be recorded in the student's personal file.

#### **4. Malpractice in work submitted for IB - IA/Extended Essay/TOK**

- Internal assessments, Extended Essay and TOK with a high degree of plagiarism and / or collusion submitted by students will not be accepted.
- All internal assessments and essays will be scanned through TURNITIN software. If any student work is detected with a high percentage of plagiarism for the third time, the student work will not be graded. Parents will be informed about the same by the coordinator.
- The supervisor or subject teacher will ask for clarification and report this to the DP coordinator.
- The DP coordinator will ask for clarification from the student and he/she will have to redo the assignment after being issued a verbal warning.
- If the student resubmits plagiarized work the subject teacher/supervisor will inform the coordinator and coordinator will report it to the Head of School and the Founder-Principal. The Head of School will call the parent and take necessary disciplinary action against the student.

#### **5. Detection (EE, TOK, IA) after submission of the final version by the student**

Any academic misconduct in this stage would lead to the following consequences: "Once a candidate has officially submitted the final version of his or her work to a teacher (or the coordinator) for external or internal assessment, together with the signed cover sheet, it cannot be retracted. Any suspicion of malpractice that arises thereafter must be reported to the coordinator.

"Teachers (or supervisors in the case of extended essays) are also required to sign the cover sheet for work that is being submitted to an examiner for assessment or for the purpose of

moderation in the case of internal assessment. (This does not apply to examination scripts.) The teacher signs to the effect that, to the best of his or her knowledge, the work is the authentic work of the candidate. It is not acceptable to delete or alter this declaration, or to submit work for which the teacher has not signed the declaration because he or she believes the work may not be authentic.

## **6. Misconduct during an external examination of the IB**

In the event of any misconduct during an external IB examination, the school will strictly follow the rules prescribed by IB regarding malpractice and its consequences. If any academic misconduct is detected during IBDP examinations the DPC will instantly inform the IB office. The laid out procedure of the IB will be followed.

Serious misconduct at this level may result in the student not being awarded the Diploma.

Consequences of Academic Misconduct by students stealing papers or any other such instance will result in the student immediately being expelled from the school.

## **7. Final Detection of Malpractice**

➤ In case malpractice is detected by the Subject Teacher, the DPC will be informed who in turn will keep the HOS informed. A discussion on intent and intensity of malpractice will take place. If all are in agreement of student intent to commit malpractice then the student assignment will not be submitted and hence a NS (Not Submitted) will be given to the student in that subject. This will result in the student not receiving a Diploma.

➤ If the Principal, HOS, DPC and Subject Teacher agree that the result of malpractice was not intentional, but more likely a case of carelessness/forgetfulness then the following will take place:

- i. In case of a minor error the student will be asked to correct it in presence of the Subject Teacher. The Subject Teacher will then resubmit the assignment.
- ii. In case of a significant error the student may be asked to rewrite the assignment by the DPC and the Subject Teacher within a fixed time- frame. The Subject Teacher will then resubmit the assignment.

➤ The investigation would begin by taking the student statement and conference, teacher's statement given to the investigation committee. And this will lead to determining intent. In case "not guilty/guilty" same procedure as above will be followed.

## **8. Storage of Student Work and Final Submissions:-**

- The subject teacher/ EE and TOK supervisors will also store the final drafts in soft copy.
- The DPC will also have the final drafts of all the IAs and externally marked components in soft copy.

## **Roles and Responsibilities of the School Community**

### **1. The Role of Head of School**

- Establish an Academic Integrity policy.
- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's Academic Integrity policy.
- Share with legal guardians the aim of the Academic Integrity policy.
- Ensure everybody understands Academic Integrity and consequences for IB students if they engage in academic misconduct.

### **2. Responsibility of Head of School and Coordinators**

The Head of School and his/her nominee should ensure that all candidates:

- ensure that the school's Academic Integrity policy is aligned with IB expectations and undergoes a periodic review.
- ensure that teachers, candidates and legal guardians are aware of IB requirements concerning Academic Integrity.
- agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- ensure candidates and invigilators are provided with relevant information about examination regulations.
- set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.
- discuss the benefits of submitting assignments that are correctly referenced.
- devote time to teach and practice these skills – making them second nature”.
- be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- design assignments that do not lend themselves to academic misconduct.

### **3. Responsibility of Teachers**

The Head of School and his/her nominee and the teachers should ensure that:

#### **All the candidates:**

- understand what constitutes academic integrity and an authentic piece of work
- are aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process.
- are aware of the consequences of Academic Dishonesty
- understand what constitutes malpractices particularly plagiarism and collusion.
- use the words and ideas of others appropriately to support their own oral and written communication: “using the words and ideas of another person to support one’s arguments while following accepted practices is an integral part of any intellectual endeavour and integrating these words and ideas with one’s own in accepted ways is an important academic skill.”
- are vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- Teachers structure assignments and tests so as to minimize the opportunity for student dishonesty and malpractice. This includes requiring students to submit work to the plagiarism prevention website Turnitin.com.

### **4. Responsibility of Students**

Students are expected to:

- not indulge in any kind of academic collusion, plagiarism, duplication of work and all other forms of dishonesty.
- inform the staff when any other student has committed any of the above mentioned academic dishonesty.
- present authentic work.
- present work that acknowledges the sources.
- bear the consequences if they submit any work that is not their own, regardless of whether the plagiarism was unintentional or deliberate.
- be responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged.
  - Students must understand how to correctly reference and ethically use any external information in their work, including text/images obtained from artificial intelligence (AI) tools

### **5. Responsibility of Librarian**

- Librarians must educate the school community on skills and methods used for citation.
- Librarians must provide detailed information and support for research for PYP Exhibition/PP/ MYP E-assessment and Extended Essay.

- Librarians must conduct citation workshops for newly inducted teachers and students.

## **Responsibilities of Parents and Legal Guardians**

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity
- understand school internal policies and procedures that safeguard the authenticity of their children's work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work

## **Inductions**

### **1. All New Students till Grade 10**

The coordinator / librarian will orient the new students on the school Academic Integrity policy at a convenient time slot during the beginning of each semester.

### **2. New IBDP Students**

- The DP coordinator will conduct a session on the Academic Integrity Policy.
- The Librarian will conduct workshops on how to acknowledge sources, citation and about MLA 8.
- All subject teachers will brief the newly inducted students on Academic Integrity and provide subject specific examples before the start of the IA process.

### **3. New Staff**

- All new staff members inducted in the school will be informed about the "IB Academic Integrity Policy" and the School's Academic Integrity Policy.
- The Librarian will conduct a workshop on how to acknowledge sources, citation and about MLA 8 formatting.

- The Heads of Departments will brief the newly inducted teachers on Academic Integrity in their subject area. The HOD will discuss in detail, examples of malpractice that are subject specific and provide clarity to the teachers during the Department meetings too.
- The DPC will re-iterate the Academic Integrity Policy before the first draft of the IA is submitted. This will be a joint session for all newly inducted staff especially during the start of the term.

## **Artificial Intelligence and the use of AI**

At NESISM, students are encouraged to take ownership of their learning journey, fostering critical thinking and challenging assumptions. Upholding academic integrity is pivotal to ensuring transparency in knowledge, understanding, and thought processes. It is essential for students to comprehend the correct referencing and ethical use of external information in their work, including content obtained from artificial intelligence (AI) tools.

AI tools like 'ChatGPT' utilize artificial intelligence to generate information and produce text based on user inputs. However, content generated by AI platforms such as ChatGPT does not constitute original work from the student and therefore using it without proper attribution would constitute academic misconduct. Consequently, in adherence to our Academic Integrity policy, it is imperative that all work submitted by candidates is entirely their own. Utilizing AI tools to generate responses for assessments is considered a breach of academic integrity and will be treated as malpractice.

This approach ensures that students at NESISM develop genuine academic skills and maintain the ethical standards expected in their academic pursuits.

## **The Use of AI**

Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Teachers must initiate a conversation about this topic, and consider the links between:

-TOK ways of knowing and acting with academic integrity

- arts, legitimately emulating a particular person’s style and acting with academic integrity
- the scientific principle of testing another’s hypothesis and acting with academic integrity.

Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides, ensuring they also explore the inherent bias of the results.

The key message is that students need to be taught about academic integrity, and discussions about the ethical use of AI are a great classroom exercise.

Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the bibliography. The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023). The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic.

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.

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.

It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behaviour when using these tools, and why they often are not the most useful piece of software.

## Citation

### Why Cite

1. **Respect for the Work of Others:** Citing sources shows respect for the intellectual property and efforts of other creators.
2. **Facilitating Further Reading:** Citations provide readers with the opportunity to explore referenced sources for deeper understanding.
3. **Differentiating Sources:** It helps readers distinguish between the creator's original work and contributions from others.

4. **Ensuring Validity:** Citations allow readers to verify the accuracy and reliability of the creator's interpretations by checking the original sources.
5. **Giving Credit:** Proper citation acknowledges the contributions of others, ensuring they receive due credit for their research and ideas.
6. **Establishing Credibility:** Citations enhance the credibility and authority of the creator's knowledge and ideas by demonstrating thorough research and engagement.

## What to Cite

Creators are expected to acknowledge any source materials or ideas that are not their own and have been used in any form, such as quotations, paraphrases, or summaries. Sources may include written or electronic materials like visual media, audio recordings, graphics, lectures, interviews, broadcasts, and maps.

## When to Cite

- Citations should be included in the body of the creator's work wherever external sources are used.
- It should be clear to the reader where the creator's words or work end and where external sources begin.
- Simply listing sources in the bibliography is insufficient; each use of external material must be properly cited in the text.

## How to Cite

The International Baccalaureate (IB) does not mandate specific referencing styles for candidates; schools have the discretion to choose appropriate styles. We follow the- Research and Style Manual (Grades 1 - 5)

<b>PYP (Grade 1-5)</b>	Students will be encouraged to create source lists and recognize the presence/absence of an author/title. They also list in their source list if any peer's idea is being used by them. They will be asked to acknowledge if the parents' help has been obtained for completion of a task.
<b>MYP (Grade 6-10)</b>	Students of Year 1, 2 and 3 will have more advanced source lists, recognizing and listing the author, publisher, year for all sources in the alphabetical bibliography. In text, citation will also be included. Year 4 and 5 students will use MLA 8 format to complete bibliography. Read and refer to “ <b>Effective citing and referencing</b> ”
<b>IBDP (Grade 11-12)</b>	All students will accurately use the MLA 8 style of referencing for the bibliography, footnotes and endnotes. The APA style of citation may also be used for certain subjects such as Psychology. However, the same style should be maintained throughout the document. Read and refer to “ <b>Effective citing and referencing</b> ”

### Process of Review

- The Academic Integrity Policy is reviewed every two years and collectively by the SPLT, the Heads of Department and the librarians.
- However, it can be reviewed in the wake of an unforeseen development, if the need arises.
- The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the Policy.
- Any new procedures, measures or technical requirements are introduced/ included.

### Reference

- IBO Academic Integrity Policy Published October 2019 Updated March 2023
- Academic Honesty in the IB Educational Context 2016
- Effective Citing and Referencing-2015
- Academic Honesty in Diploma Programme Arts (2015), Published by the International Baccalaureate Organization, Switzerland.

- Effective citing and referencing Published April 2022
- IB General Regulations: Diploma Programme
- IB Programme standards and practices
- How to promote academic integrity in remote learning - an instructional blog by International Center for Academic Integrity (ICAI)
- JPIS Academic Honesty Policy

## Appendix – I: Documentation Checklist

Documentation checklist	
<p>When you have used an author’s exact words, have you put “quotation marks” around the quotation <b>and</b> named (cited) the original writer?</p> <p>(If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)</p>	
<p>When you put someone else’s thoughts and ideas in your own words, have you still named (cited) the original author(s)?</p>	
<p>When you use someone else’s words or work, is it clear where such use starts—and where it finishes?</p>	
<p>Have you included full references for all borrowed images, tables, graphs, maps, and so on?</p>	
<p>Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?</p>	
<p>Internet material: Have you included both the date on which the material was posted <b>and</b> the date of your last visit to the web page or site?</p>	
<p>Internet material: Have you included the URL or the DOI?</p>	
<p>For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?</p> <p>Is the citation a direct link to the first word(s) of the reference?</p>	
<p>For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?</p> <p>Do(es) the first word(s) of the reference link directly to the citation as used?</p>	
<p>Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?</p>	

*(Extract from “Effective citing and referencing”)*

# **ACADEMIC INTEGRITY AGREEMENT**

I .....will in no way indulge in plagiarism, collusion or any other malpractice. If I do, I will be ready to face the consequences, which may even lead to No award of the Diploma Programme.

**Signature of the Candidate**

**Signature of the Parent**

## **PLEDGE**

**As a student at NES International School Mumbai, I pledge my total commitment to the principles of Academic Integrity as described in the school's Academic Integrity Policy and will encourage others to abide by the policy as well. I pledge never to give or receive unauthorized aid in the completion of my academic work. I will never present someone else's work as my own and will always acknowledge the sources of my information, using acceptable citation procedures.**

**NESISM**

## Appendix - II: MYP projects academic honesty form

**MYP projects academic honesty form**

**MYP Community project/MYP Personal project**  
(Delete as appropriate)

Student name			
Student number			
School name			
School number			
Supervisor name			

**Student:** This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

**Supervisor:** You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

	Date	Main points discussed	Signature/initials
Meeting 1			Student:  Supervisor:
Meeting 2			Student:  Supervisor:

**MYP projects academic honesty form**

Meeting 3		Student:  Supervisor:
<b>Supervisor comment</b>		
<b>Student declaration</b>		
I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).		
<b>Supervisor declaration</b>		
I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.		
<b>Student's signature</b>	<b>Date</b>	
<b>Supervisor's signature</b>	<b>Date</b>	



**Candidate consent (school template)**

For students who do not use the candidates.ibo.org site to upload their eCoursework, the IB requires that student’s IB school (via the programme coordinator or any other staff member authorized by the school) obtains consent and/or permission from the students (and their parents if required by your local law or school policies) allowing the upload of eCoursework on the student’s behalf.

Below is a consent that students may sign to permit your school to upload eCoursework. If parental notice and consent is also required under your local law or school policies, please obtain these and ensure that copies are kept together with the Candidate consent.

The IB relies on legitimate interest when processing coursework of candidates to carry out its educational mandate. For additional information about the use of personal data and privacy for eCoursework, please refer to the eC3 Privacy Supplement. For additional terms and conditions applicable to eCoursework, please make reference to the T&Cs on IBIS, specifically the “Additional terms for eCoursework”.

**Candidate consent**

By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member uploading your work to the IB’s eCoursework system.

You also confirm that you are **at least** 15 years old and that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

Signature.....

Print name.....

Date.....