



## **BLISS International School, Pune**

# **Academic Integrity Policy**

**Version 1\_2019-20**

# TABLE OF CONTENTS

Sr.No	Content	Page No.
1	BLISS Mission & Vision	3
2	IB Mission	3
3	BLISS - Philosophy Of Education	4
4	Embedding the Attributes of Learner Profile	5
5	Academic Integrity at BLISS International School 5A. Overview of Academic Integrity 5B. Objectives of Academic Integrity Policy	6-7
6	Implementing the Academic Integrity Policy across all Programmes 6A. Academic Integrity in Primary Years Programme 6B. Academic Integrity in Middle Years Programme 6C. Academic Integrity in Diploma Programme 6D. Effective Citing and Referencing for MLA 8	8-12
7	Types of Academic Misconduct at PYP/ MYP/DP	13-16
8	Levels of Consequences for Academic Misconduct at PYP/ MYP and DP	17-19
9	Roles and Responsibilities of Pedagogical Leadership Team	20-22
	Monitoring processes	22
10	Integrating Academic Integrity policy with other school policies	23-24
11	Communicating the Policy & Reviewing the Policy	25
12	Appendix I- Academic Integrity Declaration form.	26
13	Frequently asked questions(FAQs)	27-28
14	Bibliography	29

## **BLISS Vision**

To be the school for learners, parents and educators who seek excellence in the field of education through intercultural understanding within an active, creative and respectful learning community.

## **BLISS Mission**

- We are committed to support a compassionate, diverse and inclusive cultural community of lifelong learners.
- We aim to encourage our learners & ourselves to be respectful, tolerant, caring and peaceful global citizens leading to a better world to live in.
- To empower the learners to be knowledgeable through concept driven and inquiry based learning with rigorous assessment which enables them to become independent learners.

## **IB Mission Statement**

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

# BLISS - Philosophy Of Education

## Learning Process at BLISS

In today's interconnected global world, one of the greatest gifts we can give to our students is to prepare them to thrive in the new world. We follow the motto – **“Raise a global child”** – with the conviction that every individual on earth is a unique star with immense potential and learning ability that can and should be nurtured. Our purpose of education is to prepare the children to step into tomorrow with confidence and competence and think globally.

The driving philosophy at BLISS is that with proper care and development, every child can grow up to be a respectable and responsible global citizen with a positive attitude towards personal growth as well as the well-being of all life on the planet.

At BLISS, teaching and learning practices are oriented towards stimulating intellectual curiosity, encouraging them to examine their own and alternative perspectives. The various curricular and co-curricular activities are designed such that every student gets an opportunity to learn, develop and voice their point of view while accepting others' opinions. We also believe children need to learn about themselves and the value of “knowing thyself” is fundamental to healthy self-respect and self esteem as well as respect for other individuals.

As a community, it is essential that the children understand the value of

- Healthy relationships and social behavior
- Resilience- fundamental to overcoming difficulties, facing challenges
- Meaningfulness and flexible pacing
- Respect for other cultures and individuals

Our school's viewpoint on student behavior is to reward positive behavior. A word of praise to a student who is displaying positive behavior and is doing what is expected of him / her, rather than reprimanding someone for inappropriate behavior, this we think will encourage all students to behave in a positive manner. We strive to make the school a positive holistic learning environment of varied cultures and countries. Our Facilitators are guided to keep abreast with these philosophies and focus on developing students as lifelong learners.

## Embedding the attributes of Learner Profile

We at BLISS celebrates the promotion of these attributes across the school community by instilling these attributes in our school culture we aim to do the following:

### **Inquirers**

- Learn with enthusiasm
- Be independent
- Be a Lifelong learner

### **Knowledgeable**

- Develop and use conceptual understanding
- Explore and engage issues of local and global significance

### **Thinkers**

- Analysing and taking responsible action
- Exercise critical and creative thinking to analyse the problem

### **Communicators**

- Express yourself confidently
- Collaborate effectively
- Listen carefully to the perspectives

### **Principled**

- Empathize & respect others
- Make a positive difference to the environment

### **Open-Minded**

- Willingness to grow from the experience.
- Seek and evaluate a range of points of view.
- Appreciate the values and traditions of others.

### **Caring**

- Empathize & respect others
- Make a positive difference to the environment

### **Risk-Takers**

- Approach uncertainty with prudence and perseverance
- Explore new ideas and strategies
- Be adaptable

### **Balanced**

- Balancing intellectual, physical and emotional well being
- Recognise your interdependence with others

### **Reflective**

- Identify your strength and weakness
- Consider your own ideas and experience thoughtfully

# Academic Integrity at BLISS International School

## 5A. Overview of Academic Integrity

As part of the BLISS's educational goal to award reliable, fair and recognized outcomes for our students through valid assessments, this policy has been created to ensure a common understanding of the IB's academic integrity principle. The entire school community is responsible to practice and preach Academic integrity. This includes being principled which is one of the attributes of IB learner profile as well. One must act with integrity and honesty and should possess a sense of fairness, justice and respect for the dignity of the individual, groups and communities.

An education system can be considered effective if its recipients learn and develop the skills needed to face life beyond the classroom. We believe the assessments can only be trusted and recognized if they are a true and genuine reflection of the personal level of achievement of a student and are carried out legitimately, under equal and comparable conditions. If the assessment process is distorted by dishonest acts, the validity of the entire learning process is threatened.

We promote academic integrity and ensure that all members of the school community support the principles regardless of whether it's an act of student's academic misconduct or school maladministration, is intentional or accidental. Further, a feeling of distrust and discontent can develop among members of the school community and other end-users of the endorsed grades or qualifications who may lose confidence. Hence our school approaches the steps of implementing the academic integrity policy at PYP, MYP and DP as per the age appropriate methodologies.

## 5B. Objectives of Academic Integrity Policy

This academic integrity policy is a working document developed by all stakeholders across the programmes offered at our school (IB PYP, IB MYP and IB DP). The policy is consistent with the set forth principles and practices of the IB. This document outlines our school's linguistic and academic goals and defines the programme designed to help our students attain these goals.

The Academic integrity policy document endeavours to consolidate philosophy and beliefs at BLISS regarding academic misconduct and procedure to deal with such cases. This policy is intended to provide an overview and guiding principles for students', facilitators and all other stakeholders to ensure that academic integrity is maintained in the teaching and learning process and their responsibility for producing authentic and genuine individual and group work. It guides how to correctly attribute sources, acknowledging the work and ideas of others, the responsible use of information and digital technology and social media and how to observe and adhere to ethical and honest practices during assessments.

By making our commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the IB community so that they can present:

- Best practices in the management, execution and implementation of academic integrity.
- A point of reference where issues of academic integrity can be discussed, researched, progressed and shared with the wider learning community.
- To provide a platform for academics across all sectors to investigate, exchange, develop, collaborate and access resources in the field of academic integrity.

This policy also documents how the academic team manages incidents of students' academic misconduct, ensuring confidence is maintained among students, parents, school and other stakeholders in the value and credibility as per IB guidelines.

## **Implementing the Academic Integrity Policy across all Programmes**

At BLISS , Academic integrity is a part of the “ethical culture” which is embraced and fostered by the entire school community. Facilitators supporting students in their learning should understand their own pivotal role in developing the approaches to learning and reinforcing the principle of academic integrity through all teaching, learning and assessment practices. Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessments of all kinds . It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modelling and taught skills. During the learning journey, students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future.

### **6A. Academic Integrity in PYP**

In PYP, students learn how to be principled in presenting their academic tasks and research assignments in appropriate ways. They are guided to use authentic sources of information for their research tasks keeping in mind the basic tenets of academic integrity. They begin to understand how to cite sources and references while presenting their work. Towards upper primary, students are informed of various types of academic misconducts like plagiarism and ways to avoid it. Students learn the importance of submitting work that is original with all sources mentioned (citation). The stages of consequences at PYP level will be dealt with separately by the PYPC and the PYP facilitators.

- **PYP Student’s responsibilities**

- Students are expected to understand and follow Learner profile attributes.
- Students will be guided by the facilitator as to how to use technology with responsibility in school.
- Students are encouraged to use the internet for research to enhance knowledge and develop new ideas. It should not be used as a tool to copy and paste information from.



- Any work submitted by any student which is not original and authentic will be rejected and the student may be asked to submit the work again.
- Students must use their own language, creativity, ideas and expression to complete their work.
- If they copy someone else's idea it should be acknowledged in the document by citing the source.
- Students should bring originality to their work and only then submit their work for assessment. Creative ideas are always appreciated only if they are original and not copied.
- Students are expected to cite direct quotations, sources of photographs and websites that they have used for their work and research assignments (PYP 4 & 5)

### ● **PYP Facilitator's Responsibilities**

- Facilitators will ensure that they communicate with students about learner profile attributes regularly.
- Facilitators will ensure that students are aware that creativity and originality in their work will be valued highly.
- Facilitator will ensure that the students reflect on their work regularly. Reflection under the teacher's supervision will promote originality.
- Authentic and original work of students will be highlighted and made exemplary for other students.
- Facilitators give proper guidance to the students on how to create bibliography and give references.

## **6B. Academic Integrity in MYP**

Academic integrity is the responsibility of all MYP schools, facilitators and students in IB programmes and must be developed across the curriculum as part of school's approaches to learning. As students gain experience, they can be taught a range of academic integrity practices so that by the time they appear for / submit externally validated assessment in the MYP, they have well-developed skills and can avoid perils. Whenever possible the topic must be addressed with a positive perspective, being emphatic about the benefits of properly conducted academic research and a respect for the integrity of all forms of student work in the MYP. All MYP students of all grades are informed of the methodologies of effective referencing and citing as per the IB guidelines through an orientation program in the beginning of the academic year. The school librarian plays an active role in this orientation event in collaboration with MYP facilitators and MYPC.

MYP students should learn key ATL skills such as citing and referencing, and be given opportunities to

make mistakes and learn from them so that they are well prepared for further studies after the MYP.

At BLISS, we emphasize the students to practice the MLA citations -version 8, from grade 6 to 10 and use it effectively while acknowledging the sources.

All the MYP students are required to sign an honour pledge before attempting the assessments.

**Honour Pledge :**

As a student of BLISS International School, Pune I hereby pledge to uphold academic integrity while attempting the assessment.

**Student's Signature:** \_\_\_\_\_

## **6C. Academic Integrity in DP**

The Diploma Program (DP) at BLISS is designed to offer students the opportunity to achieve a high level of learning, develop responsible behavior and demonstrate integrity and respect for themselves and others. IBDP students are expected to be well prepared for assignments and assessments, submit original work, cite research appropriately, and encourage fellow students to do the same. Students are expected to uphold the integrity of the Honor Code by neither committing nor assisting another student in committing a violation of the code. It is also the responsibility of students to report known offenses of the Honor Code. Practicing any form of academic misconduct while submitting assignments or during assessments will automatically disqualify the student from receiving scores on the task in question and may result in a zero for the criterion and or even for all subjects of that specific exam as an ultimate disciplinary measure. Any dishonest use of computer devices, equipment and information / data sharing is strongly prohibited and is subject to disciplinary action on a case-by-case basis.

The school librarian, DP facilitators and students are provided with orientation and training on the proper use of MLA v8 formatting and citation via the use of multiple resources such as MLA Tutorial videos, EasyBib and other resources. Students of DP on entry, are required to sign a declaration after this training stating that they will not indulge in any form of academic misconduct. The responsibilities of students, facilitator, librarian, IT Head, parents, school and the stakeholders as well as the governing body have similar roles to play as mentioned at the PYP and MYP levels.

However the precautionary steps are taken at MYP level with acceptable consequences at different stages. This will inherently warn the students when they enter DP and obey the academic integrity at a greater and expected level because of the continuum of policy implementation from the root level.

## **6D. Effective Citing and Referencing for MLA 8**

At BLISS , we recommend the students at all three programs to abide the MLA format and citation. All MLA8 Styles and Citations follow the similar order shown below while referencing.

### **1. For textbooks**

- Author -Last & First Name
- Title
- Publisher + Place
- Year of Publication
- Page Numbers
- Media - Print

### **2. For Website References**

- Author -Last & First Name
- Title
- Publisher + Website URL
- Year of Uploading
- Date of Access
- Media - Website

### **3. Online Journal Article - MLA8**

- Author
- Title of the Article
- Name of the Journal
- Volume No - Issue No
- Publisher
- Year of Publication
- Website Link / URL

- Date of Access
- Media - Website

#### **4. Popular –MLA8 – Magazine Article**

- Author
- Article Title
- Magazine Name
- Date & Year and Page Number
- Publisher + Place and Media – Print

## Types of Academic Misconduct

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

Following are types of academic misconducts :

### Plagiarism:

This is defined as the representation of the ideas or work of another person as the candidate's own without appropriate acknowledgment of the author or source.

#### Examples of Plagiarism:

- Copying directly (or allowing to be copied) paragraphs, sentences or significance of a sentence.
- Copying ideas, concepts, research results, statistical tables, computer programs, designs, images, sounds or text or any combination of these.
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained.
- Relying on a specific idea or interpretation that is not one's own work without identifying whose idea or interpretation it is.
- Cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work.
- Presenting as independent work done in collaboration with other people.
- Submitting as one's own all/or part of another Student's original work.
- Preparing an original and correctly referenced assignment and submitting part or/all of the assignment twice for separate subjects or marks.
- Cheating in an exam either by copying from other Students or by using unauthorized notes or aids.

## Collusion:

- This is defined as supporting malpractice by another candidate, which includes the following
  - allowing one's work to be copied/submitted for assessment by another
  - allowing someone to copy your assignments or volunteer to assist them to copy.
- Collusion is absolutely different from collaboration. To build better conceptual understanding many collaborative tasks are given to students however collaboration is when two or more students work together on an assigned task or when one student is helping another to understand what has to be done and /or how to go about doing an assignment but not doing it for them.
  - **Example of legitimate collaboration**
    - A group of students working together on a group assignment in any subject. As a group task, all of the students working in the group claim ownership of the assignment.
  - **Examples of unacceptable collusion:**
    - A group of students working together on an assigned investigation task. As per task clarification, each student will contribute to the group task involving investigation, however, will submit their work individually with their own analysis and evaluation. Two of the students submit their investigation reports with very similar or identical results tables, analysis and evaluation.
    - labelling your partner's work in group activities as your own. In such cases, the partner is also guilty of collusion.

## Duplication of work:

- This is defined as a presentation of the same work for different assessment components at all levels.
- Submission of an old project done by you or someone else.
- Usage of the same piece of work for the same assessment.

## Other practices:

- Candidates themselves must bear the consequences if they submit any work that is not their own, regardless of whether the plagiarism was unintentional or deliberate.
- The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with work or ideas of others fully and correctly acknowledged.

- Any other behavior which gains an unfair advantage for a candidate or which affects the assessment results of another candidate (for example, taking unauthorized material into an assessment room, misconduct during an assessment).
- Disclosure or receipt of confidential information about assessments, obtaining unauthorized access to assessment material.
- Use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component.
- Disruptive behavior in the assessment room, failure to abide by the instructions of an invigilator.
- Impersonation of another person or forgery of their signature, failure to abide by the conditions of supervision designed to maintain the security of the assessments.
- Inclusion of offensive or obscene material in scripts or coursework) also constitutes malpractice.
- Bribes, Favors, and Threats: Students may not bribe, offer favors to, or threaten anyone with the purpose of affecting a grade or the evaluation of academic performance.

### **Malpractice identified at MYP 5 and DP 2 before a submission date to IB: -**

- If malpractice is identified before a School-based due date, the Student will have a chance to correct the problem(s) in time to meet the IB's submission date.
- On medical grounds, the student may be given an extension to submit the refined version, after having taken permission from the concerned IB Assessment Centre at Cardiff, UK.
- If the student does not meet the due date, a failing grade will be given.
- This situation is likely taking place with work set by Facilitators and not necessarily required by the IB for an impending deadline (e.g. lab work or Facilitator-Set assignments).
- Once the assessment has been formally submitted and malpractice is suspected, the investigation process will take place.
- If malpractice is confirmed, this will likely have a significant impact on the student being able to receive the IB Diploma under IB rules.

## Malpractice identified externally by IB Examiners

- Examiners will inform the IBCA (International Baccalaureate Curriculum and Assessment Centre) and an investigation will occur.
- An IB Diploma or Course Certificate may be revoked at any time if malpractice is established.
- DP Facilitators must be aware of the conventions of acknowledging all sources in the prescribed style. They must themselves acknowledge sources in proper referencing style while giving any material to students.
- The school will use some plagiarism detection service to help facilitators detect plagiarism in students' draft work and give them feedback so that the final work of students is free of any plagiarism.



# **Levels of Consequences for Academic Misconduct at PYP,MYP and DP**

## **At PYP Level**

### First Instance consequences

- Homeroom Facilitator will investigate
- Programme Coordinator and the Counselor will be notified
- Redo assignment
- Facilitator will keep a record of the misconduct
- Written feedback to the student

### Second Instance consequences

- The Facilitator and the Programme Coordinator will notify the Dean of Academics.
- A written note in the students handbook will be sent to the parents informing them about the misconduct/incident.
- Redo assignment
- Student reflection
- Counseling or remedial recommendation for the student along with inclusion manager/subject facilitator. A written record of the same will be maintained.

## **At MYP Level**

### First Instance consequences

- Assignment/Assessment not graded
- Addressed by the subject Facilitator and MYP Coordinator
- A note in the school handbook / an email sent to parents of the student's informing them about the academic misconduct and the consequences of the same.
- Re-do assignment
- Student reflection on his academic misconduct
- Subject facilitator to document the reflection and share with the home room facilitator

### Second Instance Consequences

- Assignment/Assessment not graded
- Notified to the Dean of Academics.
- To be jointly addressed by subject facilitator, MYP Coordinator and the Dean of Academics.
- Verification of malpractice brought to attention
- Redo assignment
- A note in the school handbook / an email sent to parents of the student's informing them about the academic misconduct and the consequences of the same.
- One day in school suspension will be applicable.
- Counseling or remedial recommendation for the student along with inclusion manager/subject facilitator. A written record of the same will be maintained.

### Third Instance consequences

- Face to face meeting with the Dean of Academics, MYP Coordinator, Homeroom Facilitator and Parents.
- Assignment not graded
- Redo assignment
- A letter will be issued stating the malpractice done and the consequence to be faced.
- Written Declaration by student and parent
- Three Day in school suspension will be applicable

## **At DP Level**

### First Instance consequences

- At this level, the consequences will be administered by the subject Facilitator and the consequence will include, Redoing the assignment and receiving a reduced grade.
- A letter will be sent to the Parents informing them about the consequences of further academic dishonesty.
- DP students submitting any work for assessment in the form of audiovisual, text, graphs, images and/or data published in print or electronic sources must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the School in case of DP 1 at school level DP2 at IB level as a potential breach of IB regulations that may result in a penalty imposed by the final award committee, either at the school or IB level.

### Second Instance consequences

- At this level, the Facilitator will notify the DP Coordinator if malpractice is suspected and any suspicion of malpractice will be kept confidential.
- The Facilitator and DP Coordinator will determine if malpractice has taken place based on information and investigation.
- The DP Coordinator will inform the Parents of the process. If evidence of malpractice is confirmed, the Student and Parents will be notified of the consequences.
- Counseling or remedial recommendation will be chalked out and a record of academic dishonesty will be maintained.
- Parents will also be informed of the violation and any further malpractice.

### Third Instance consequences

- At this level, the matter will be taken to the Dean of Academics and a meeting will be organized with the Parents, the Subject Facilitator and the DP Coordinator.
- Parents will be shown the record of academic dishonesty and will also be informed about the suspension of his / her child from a period of 3 days to 3 weeks, which depends upon the intensity of the academic misconduct, when the same academic malpractice is further repeated.

### Fourth Instance consequences

- At this level, the student will face a suspension for at least three days and a maximum of three weeks and will receive a failing grade for the work assigned.
- A permanent record of repeated academic malpractice will be maintained by the School.

### Fifth Instance consequences

- For DP students, any of the above offenses, if reported to the IB when proven in the externally assessed IB Assessment Centre (IBAC) at Cardiff, UK, will lead to either no award of diploma or expulsion from retaking the diploma.
- The above submission of a candidate relates to the Extended Essay, TOK Essay or any written tasks to be submitted to the IB where the consequences laid out in the IB Academic Integrity Policy will be applied, which in turn leads to the loss of diploma forever with no option for retakes

# **Roles and Responsibilities of Pedagogical Leadership Team**

## **The role of the Dean of Academics**

- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Provide facilitators with effective training opportunities to understand and execute academic integrity in the teaching learning process.
- Ensure facilitators and students adhere to the school's academic integrity policy and take strict measures in case of its breach in any kind or shape.
- Share with all stakeholders about the aims of the academic integrity policy in school.
- Ensure everybody understands academic integrity and consequences for IB students if they engage in academic misconduct.

## **The role of the Programme Coordinator**

- Provide facilitators with required guidance to follow the academic integrity guidelines as laid by IB.
- Ensure that facilitators and students are aware of IB requirements concerning academic integrity.
- Agree with facilitators on formulation of an internal calendar of all target dates for the receipt/submission of assessment.
- Ensure candidates that invigilators are provided with relevant information about assessment regulations-internal /external

## **The role of the Facilitators**

- Facilitators are expected to provide candidates with convention for acknowledging all sources.
- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted,using MLA 8 version.
- Discuss the benefits of submitting assignments that are correctly referenced.
- 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.

- Understand what constitutes academic integrity and an authentic piece of work.
- Make students aware of what constitutes academic misconduct in their respective classes and how it undermines the learning process.
- Make students aware of the different levels of consequences of academic misconduct.
- Be vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- It will be mandatory for all MYP facilitators to confirm in writing (on the cover sheet of the internal assessment sent for external moderation) that to the best of their knowledge, the work submitted by a student is their original work.

### **The role of the Assessment Committee**

- Embedding the policy into the school structure, effectively is the primary task of this assessment committee for implementing the academic integrity policy.
- Approaching academic integrity as a standalone issue and will achieve a lasting effect on the grounds of holistic nature.
- This assessment committee along with the librarian will ensure that all facilitators have the same level of understanding of academic integrity as a first step to ensuring their engagement and commitment.
- This committee will also avoid unwanted differences in understanding, which in turn can lead to inconsistencies in the teaching strategies and unwanted repercussions for the students.
- On this line of thought when a new teacher joins the school then the assessment committee and the librarian will offer them sufficient training opportunities.
- This area of mandatory training will be promoted as an integral part of the professional development of all facilitators.

### **The role of the School Librarian**

- The school librarian instructs the students periodically - once in a month - on effective referencing aligned with the BLISS and IB guidelines to adhere with the academic honesty and obeying the school policy on academic integrity.
- He/She guides and trains the students on the use of MLA 8 citations.
- Librarian collaborates with the programme coordinators and the facilitators while supporting the students doing citations for their research work.

- Librarian ensures that all MYP students understand the basic meaning and significance of concepts that relate to academic integrity, especially intellectual property and authenticity of work.
- He/She also ensures that all MYP students submit an undertaking of Academic Integrity Policy form duly signed by the student and the parents that they abide by the rules of Academic Integrity Policy.

## Monitoring processes

Monitoring process includes checking for plagiarism, collusion, duplication of work or any other practice under academic misconduct in work submissions or in the teaching & learning process.

At BLISS we use Google classroom's inbuilt plagiarism detection tool as well as other online tools that detects plagiarism and generates similarity reports to monitor the authenticity of student work and give feedback. The used tool generates a report which shows the degree to which the material shows similarity with other sources which helps facilitators to implement the guidelines of academic integrity.

If in any case any submission/ assignment/ Assessment/project report or any other work is found against the academic integrity guidelines, it is referred to the Coordinator & Dean of Academics for further investigation.

To ensure students & facilitators follow a common citation process, MLA8 citation is explicitly taught and guidelines regarding the same are provided in policy as well. We encourage the facilitators to role model the academic integrity guidelines while preparing the assignments, resources, task sheets & assessments. Facilitators are guided to set up assignments, monitor originality reports, follow citation procedure & other academic integrity guidelines. All the assessments curated by the facilitators are thoroughly checked by the Assessment team/Coordinators/Dean of Academics before they are approved. In-house sessions with the librarian on academic honesty ensure that everyone is aware of the expectation of IB, school developed academic integrity policy & way to implement & monitor the processes.

The procedures prescribed by the IB for external assessments are duly followed & the work assessed within the school is also consistent as per the IB guidelines.

## **Integrating Academic Integrity Policy with other school policies**

This policy is a working document and is actively linked with the other policies of the school which include admission policy, assessment policy, language policy, inclusion policy and IT policy.

### **Admission Policy**

Students applying for admission at BLISS International school, are expected to appear for an entrance assessment. Students are expected to be academically honest. It is the responsibility of the Admissions Team to make sure students attempt entrance assessments in the assessment room under proper invigilation so as to make sure no academic misconduct takes place.

### **Assessment Policy:**

Academic Integrity policy aims at making our students aware of the types of misconduct and their level of consequences. It is aligned with our school assessment policy so that the students are aware of Dos' and Don'ts during the assessment process to keep away from the subsequent consequences. In case of MYP, students are made to undertake an academic integrity pledge as a declaration of refraining themselves from using any kind of unfair means or practices during the course of assessment. During the submission of the assessments tasks, students are required to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. (written or electronic source materials may include: Visual/ Audio/ Graphic/ Lectures / Interviews / Broadcasts / Maps etc.)

### **Language Policy:**

During the language learning process, students are encouraged to support their articles, written assignments, essays etc. with correct references and bibliography. Facilitators & librarian promote the usage of MLA 8 for all the citations required.

## **Inclusion Policy:**

At BLISS International School, Pune we understand that every child is unique and special, we encourage children with different learning needs to be part of our school. All Students studying in inclusive classrooms are expected to know the importance of academic integrity policy, types of misconduct and the levels of consequences associated with it.



## **Communicating the policy**

This policy is available for viewing on the school website. All stakeholders are free to send in suggestions for the policy to [ecomunications@bkfbliss.org](mailto:ecomunications@bkfbliss.org).

## **Reviewing the policy**

The school shall review the policy once a year to keep up with changes in the requirements of students and the perceived effectiveness of the policy. This policy shall be reviewed prior to the start of each new academic session where the steering committee of this policy comes together and takes reflection upon the last academic year and suggests and makes changes for the benefit of all the stakeholders.

The Academic integrity policy committee comprises of Facilitators, Coordinators across programmes, Dean of Academics & Directors. It is the responsibility of the committee to oversee the procedures needed to develop and implement the respective policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involving. The decision taken by the trust/society would be final and binding upon all. All the relevant IB publications and developments are taken into consideration.

# APPENDIX 1

## ACADEMIC INTEGRITY DECLARATION FORM

**BLISS International School,Pune aims to promote the authentic and independent work presented by the student.**

**Any Instance of academic misconduct such as plagiarism or duplication of work thwarts the value of independent work done by you and your peers. Therefore, plagiarism and all other forms of academic misconduct, practiced in or outside the classroom ,home reinforcements, research assignments and assessments are not considered to be a part of good practices which can lead to repercussions. All instances of academic misconduct will be addressed according to the school's academic integrity policy.**

**I pledge to abide by all school, departmental and course policies on academic integrity.**

**Student Name:** \_\_\_\_\_ **Programme** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Frequently Asked Questions (FAQs)

Q: Why should I practice academic integrity?

A: Academic integrity encompasses five elements- honesty, trust, fairness, respect, and responsibility. At BLISS we ensure that authentic learning experiences transform students into responsible global citizens and encourage them towards individual excellence. In order to achieve this mission, practicing and promoting academic integrity for all students, faculty and staff is mandatory.

Q: How can I avoid academic dishonesty?

A: Always cite your sources when using someone else's work, words, thoughts, ideas, graphics or music. Understand the citation style chosen for your field/course and use it for in-text citations and at the end of your document. Make sure you submit your own work on papers, reports, projects, and tests. Most importantly, plan ahead for writing papers and taking exams. Students who are prepared are less likely to commit an act of academic dishonesty.

Q: Does paraphrasing or copying words or ideas from the internet count as cheating?

A: Copying or using someone else's ideas or words without attributing the original source is always considered plagiarism, even if you've attempted to paraphrase. Any time you use the Internet for any assignment you must cite that source both within the text and at the end of your document.

Q: Does copying a sentence or two count as plagiarism?

A: Yes, You must cite any words or ideas that are not your own. Even copying a few sentences is considered to be an act of plagiarism.

Q: Do I have to cite sources even when I am submitting a rough draft (or outline, PowerPoint, etc.) to my project supervisor or subject facilitator?

A: Yes, citations at all stages of the writing process clearly inform your instructor about the source of your information and its authenticity.

Q: Does academic integrity apply to online courses?

A: Absolutely. Promoting academic integrity is an institution-wide effort; therefore, the online environment is considered the same as the physical learning environment.

Q: If I submit the same work in two or more subjects with the same topic, will that be considered as academic dishonesty?

A: Yes it will be an act of academic dishonesty . However, in some programs, student work builds on previous work. If you feel that you have a small portion of previous work you would like to build upon in a present course, you must seek prior permission from the concerned facilitator/project supervisor.

Q: What should I do if I see another student cheating?

A: In alignment with academic integrity values, you should speak with your facilitator/ supervisor in private as soon as possible after the incident has occurred. Your reporting will remain confidential.

Q: What are the consequences of academic misconduct ?

A: At BLISS ,there are different levels of consequences mentioned in the academic integrity policy, which will be followed as per program and level.

Q: What if I am accused of an academic integrity violation that I don't feel I have committed?

A: If your facilitator initiates a conversation about plagiarism in your work and you would like greater clarification, you are required to contact the respective IB Program Coordinator, to discuss the situation and your facilitator's assessment of the work submitted by you. All the members of the PLT will make a decision based on all the information shared and presented to them.

Q: What are typical sanctions for acts of academic dishonesty?

A: As mentioned in the school's Academic Integrity policy.

Q: What is the difference between academic negligence and academic dishonesty?

A: Academic Negligence consists of an unintentional lapse of ethical academic behavior that the student should have known. It may result from misunderstanding expectations, inadequate preparation, or inattention to differences in citation practices. Regardless of the lack of intent, academic negligence is a serious matter that identifies a need for further education on academic honesty or the use of sources in academic writing. A student should not receive more than one report of academic negligence, else the report leads to academic dishonesty and will be subject to face consequences as mentioned in the school's academic integrity policy.

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