



OHANYAN EDUCATIONAL
COMPLEX

IB DP ACADEMIC INTEGRITY POLICY

2024

Name of the Document	Diploma Programme Academic Integrity Policy
Number	OEC-DP-03
Developed by	Steering Committee
Ratifying body	Principle
Revisions	
Date of ratification	09/07/2024
Responsible for the implementation	DP Coordinator

1. INTRODUCTION

1.1.Aim: The aim of this policy is to promote and uphold the values of honesty, trust, fairness, respect, and responsibility within the academic community of Ohanyan Educational Complex (OEC).

1.2.Dissemination: The Policy is open to employees, parents, students, and other stakeholders. Its accessibility is ensured by publishing it on the official website.

1.3.Responsible for the implementation: The teaching staff is responsible for implementing and fulfilling the policy requirements.

1.4.Revision: The document is reviewed at the beginning of each academic year to keep the points current and topical. The amendments will be discussed with the staff members, parents, and student communities. The Pedagogical Council approves the amendments.

1.5.Application: This policy is applicable to administrators, staff members, faculty, the wider community, parents/guardians, and students. All members of OEC are encouraged to read and implement this policy.

1.6.Development: This policy was developed by the Steering Committee, which includes the Principal, the DP Coordinator, and two teachers. The policy was reviewed and discussed with parents, and their feedback was incorporated into the final version.

1.7.Scope:

- **Assignments:** All forms of coursework, including essays, projects, reports, and any other assignments.
- **Examinations:** All types of exams, including online and in-person assessments, quizzes, and tests.

- **Research:** All research activities, including thesis work, dissertations, research projects, and published papers.
- **Collaborative Work:** Group projects and any form of collaborative academic work.
- **Use of Resources:** Proper use of academic resources, including libraries, online databases, and other educational materials.
- **Digital Submissions:** All forms of digital or online submissions, including discussion forums, online quizzes, and multimedia presentations.

2. ACADEMIC INTEGRITY PHILOSOPHY

2.1. At Ohyan Educational Complex (OEC), we uphold the principles of honesty and ethical conduct as foundational to an educational journey. Our commitment to academic integrity is not merely a policy but a testament to our dedication to nurturing an environment where intellectual virtues flourish. These virtues include originality, critical thinking, and a profound respect for the ideas and works of others.

2.2. Our philosophy is deeply intertwined with Internal Baccalaureate's (IB's) mission to nurture future global citizens. We aim to cultivate individuals who not only value the intellectual contributions of others. Individuals who have the communication skills necessary for engaging in meaningful and constructive discourse. This commitment extends beyond the classroom, preparing our students to contribute positively to the global community.

2.3. To actualize this vision, OEC implements comprehensive strategies to combat academic misconduct. This involves ongoing education and training for our entire community—students, teachers, and parents alike. We emphasize the importance of personal accountability and the ethical responsibilities that come with academic work. Central to our efforts is the creation and maintenance of a learning environment characterized by positivity, respect, and mutual understanding.

2.4. Through these measures, OEC affirms its unwavering dedication to academic integrity. We believe that by fostering these values, we contribute to the development of individuals who are not only academically accomplished but also morally grounded and socially responsible.

3. CATEGORIES OF ACADEMIC DISHONESTY

3.1. PLAGIARISM

3.1.1. Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment.

The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. Students can plagiarize accidentally if they ignore referencing technicalities.

3.1.2. Alternatively, there are students who knowingly plagiarize content by hiding it through poor paraphrasing or word substitution.

3.1.3. Students must make clear which words, ideas, images, and works are not their own (including maps, charts, musical compositions, movies, computer source codes and any other material).

Students must give credit for copied, adapted, and paraphrased material. When using text, students must make clear where the borrowed material starts and finishes. All sources cited in the text must also be listed in the bibliography or a reference list where works are cited.

3.2. COLLUSION

3.2.2. Collusion refers to the unauthorized collaboration or cooperation between individuals to produce academic work then submitted as the independent work of each person involved. Collusion is defined as persons inappropriately working together when individual work is expected. It is deceitful because it conceals work that was shared. For example, allowing one's work to be copied or submitted for assessment by another.

3.2.3. Collusion occurs when the teacher does not allow collaboration on an assignment as opposed to an authorized group work. Collusion undermines the individual gauge of a student's capabilities.

3.3. FALSIFICATION

3.3.1. Falsification is the act of providing false or fabricated information with the intent to deceive. Examples of falsification are forgery, presenting inaccurate information in assignments, examinations, research papers, and the like. Falsification undermines academic integrity. It violates the principles of honesty and integrity.

3.4. DECEIT

3.4.1. Deceit is intentionally misleading others to gain an unfair advantage. Examples of deceit are providing false information or compromising the fairness of the assessment. Deceit violates the principles of trust, fairness, and honesty.

3.5.COMMISSIONING

3.5.1. Commissioning is the act of a student paying someone for academic work they pose as their own. Examples of commissioning are the hiring of someone to author essays, assignments, and the like. Commission undermines academic integrity by misrepresenting students' work as it does not demonstrate their true capabilities.

3.6.DUPLICATION/RECYCLING

3.6.1. Duplication or recycling is submitting work completed multiple times without proper authorization by a teacher. Examples of duplication or recycling are submitting work such as an essay or a research paper, in part or in complete form, that has been previously graded for a new assignment without the knowledge or consent of the teacher. Duplication or recycling undermines the originality required by the student from the teacher. It undermines the true reflection of a student's capabilities and does not reflect what the student learned in a class.

4. AI TECHNOLOGY

4.1.The use of artificial intelligence (AI) has become routine. OEC is exploring how this software can be used to not only equip students with a high-quality education but also to use this tool ethically and effectively under a teacher's guidelines.

4.2.OEC maintains the importance of original work and proper citation of sources. Students must adhere to guidelines set for each assignment/assessment. Students should be aware that any work produced, even only in part, by such tools, is not considered to be their own. Therefore, as with any quote or material from another source, it must be clear that 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. As with current practice, an essay which is predominantly quoted will not get many, if any, marks with an IB mark scheme.

4.3.The guidelines for using AI are as follows:

4.3.1. In each subject and with each teacher, the acceptable use of AI in academic work will be clearly specified. Each teacher will provide clear outlines of boundaries to prevent misuse or unintended violations of academic integrity.

- 4.3.2. Students will be educated on clear AI guidelines of ethical use, including the importance of taking responsibility for the output generated by AI tools. Students will become aware of the potential pitfalls of over-reliance on AI.
- 4.3.3. The principle of producing original work will be reinforced. While AI tools can be aids, students are expected to contribute their intellectual effort and insights to assignments.
- 4.3.4. Clear citation requirements will be communicated along with the expectation for citing any AI-generated content.
- 4.3.5. Teachers will actively engage with students during the AI-related aspects of assignments. This involvement helps ensure a deeper understanding of the material and guards against potential misuse.
- 4.3.6. OEC will regularly update guidelines to reflect advancements in AI and educational best practices. This ensures that the policy remains relevant and effective in addressing emerging challenges.
- 4.3.7. Students are encouraged to give feedback, express their concerns, or ask questions regarding the use of AI. Teachers will relay students' feedback to the Steering Committee in order for them to make adjustments to the Academic Integrity Policy when appropriate.

5. INTRODUCTION OF DETECTION TOOLS

5.1.TOOL UTILIZED

5.1.1. Plagiarism Detection Tools

We use advanced plagiarism detection software such as Turnitin or Grammarly to scan all written assignments for instances of copied or improperly referenced material. Both platforms are widely recognized for their effectiveness in academic settings and will be integrated into the submission process for all major assignments and papers.

5.1.2. AI Detection

To address the increasing use of artificial intelligence (AI) in content generation, we employ AI-detection tools such as Originality.ai, GPTzero.em, and ZeroGpt.net to ensure that student work is authentic and not generated by unauthorized AI tools.

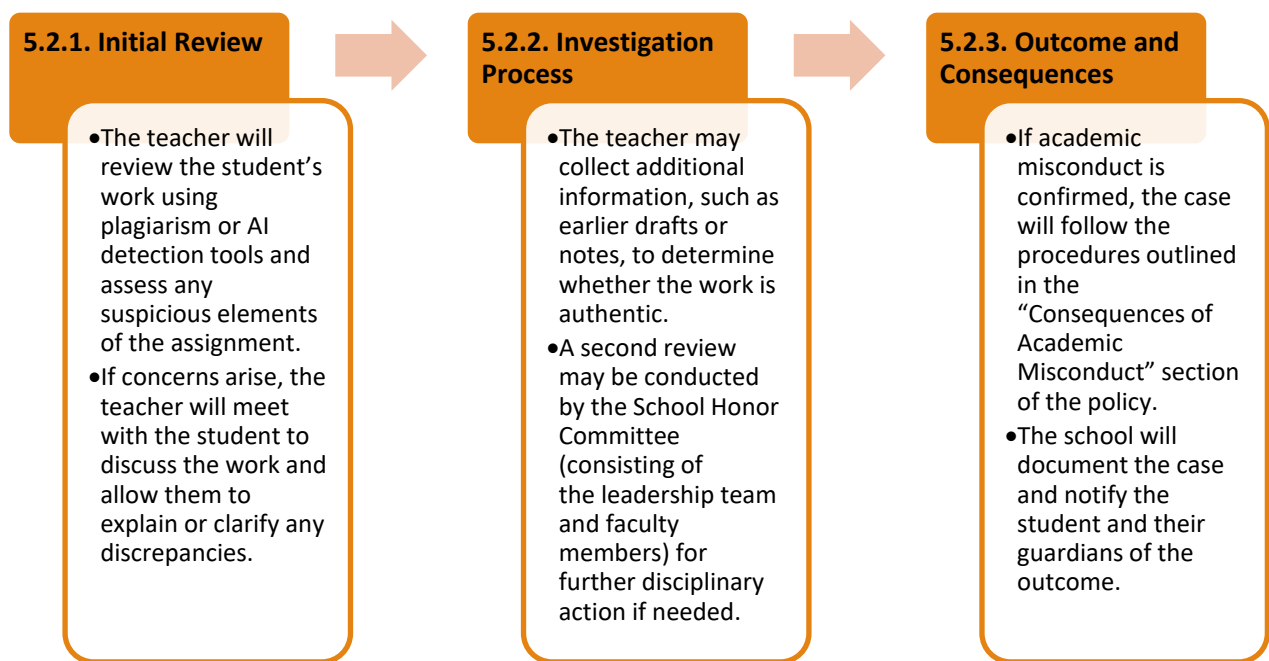
5.1.3. Authenticating Student Work

Teachers will employ the following methods to verify the authenticity of student work:

- **Draft Submissions:** Students will be required to submit drafts at various stages of an assignment to monitor progress and authenticity.
- **Oral Explanations:** Students may be asked to verbally explain the content of their written work to ensure their understanding and authorship.
- **In-Class Writing:** Students may sometimes complete portions of their work in class under teacher supervision.
- **Cross-Referencing:** Teachers may compare current assignments with previous work to check for writing style and ability consistency.

5.2.Procedure for Handling Suspected Academic Misconduct

In cases where academic misconduct is suspected, the following procedure will be followed:



5.3.TEACHER REVIEW:

Instructors are trained to identify potential plagiarism and other forms of academic dishonesty by carefully reviewing student work.

5.4.STUDENT SELF-DECLARATION:

Students are required to submit a declaration of academic integrity with their work, confirming the originality of their submission.

6. EXPECTATIONS, STANDARDS, AND RESPONSIBILITIES

6.1.COORDINATOR

The coordinator should always act as a role model and must always exhibit honest, ethical and responsible behavior. The coordinator must ensure that all staff involved in the delivery of IB programs receive adequate training so that students have the best educational experience possible.

The program coordinator is responsible for maintaining an overall supervision of all activities related to the teaching and learning process at the school. The coordinators must also manage the necessary resources with the school leadership team to ensure that the teachers receive the training specified by the IBO and that resources required for teaching, for example library, laboratories, and computer equipment, receive sufficient budget.

6.2.TEACHERS

6.2.1. To maintain academic integrity, teachers must continuously evaluate student conduct.

Teachers should evaluate any deficiencies before developing an appropriate plan to address the topic. Considering the reasons why students engage in acts of academic misconduct is valuable. They may include any of the following reasons:

- unintended acts caused by ignorance or lack of understanding of the expectations to create authentic work,
- not understanding the IB's rules and regulations,
- not understanding the consequences of their actions,
- lack of training in the required skills, for example, on how to reference,
- poor time management,
- the trivialization of academic misconduct incidents,
- poor satisfaction with their teachers and assessment tools,
- lack of punishment for those who engage in academic misconduct,
- the ease with which information is obtained on the internet and the general belief that the
- information available there belongs to all and can be used without the need to reference it,
- the easy access to support services, such as writing or tutoring services,
- the pressure to be successful in their studies and achieve excellent results, and
- inconsistent messages, instructions and training received from teachers as to what constitutes academic misconduct.

6.2.2. OEC tries to generate a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice. However, students' shortcomings will not be punished immediately.

IB teachers are responsible for:

- ensuring students understand the expectations and guidelines of all subjects,
- ensuring students understand what constitutes academic misconduct and its possible consequences,
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations,
- giving feedback to students' work and specifying guidelines for editing,
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB,
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment to prevent collusion,
- responding to student academic misconduct and supporting the school's and IB's investigations, and
- responding to school maladministration and supporting the school's and IB's investigations.

6.3.STUDENTS

6.3.1. IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled," and all students participating in IB programs are expected to act honestly, responsibly, and ethically.

6.3.2. Focusing on processes for managing academic integrity incidents, IB students are expected to do the following:

- have a full understanding of OEC's and the IBO's policies,
- respond to acts of student academic misconduct and report them to their teachers and/or program coordinators,
- respond to acts of school maladministration and report them to their teachers and/or program coordinators,

- complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities,
- give credit to used sources in all work submitted to the IBO for assessment in written and oral materials and/or artistic products. Students should follow these practices: create bibliographies, include quotations, avoid intentional copying, include images and graphics, document shared group work, document use of social media, include translated text from the internet all of which will be discussed in their subject classes,
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites,
- abstain from giving undue assistance to peers in the completion of their work, and
- show responsible use of the internet and associated social media platforms.

7. CITATION REQUIREMENTS

7.1. MANDATORY CITATIONS

Students are required to cite any source that is not their original work. This includes, but is not limited to, the following sources:

- Direct quotations
- Paraphrased material
- Ideas or theories discussed in public talks or lectures
- Summaries of works
- Films, film scenes, or video clips
- Articles and journals
- Musical compositions
- Photographs
- Commentaries on original works
- Graphics and artwork
- Data presented in graphs or tables
- Information sourced from websites

The school will use the **ZOTERO** platform as the main content and citation management tool.

7.2. EXEMPTIONS FROM CITATION

Content considered to be general knowledge or widely recognized facts within a specific field or subject area does not require citation.

7.3. CITATION METHODS

Students will be introduced to three citation styles throughout their coursework. Each instructor will select the preferred format for their specific assignments. However, consistency within a single assignment, regardless of the chosen style, is paramount. Students should use the teacher's selected style consistently throughout an essay or any other task.

This citation method ensures the maintenance of academic integrity within our school community. It respects the intellectual property of others while fostering a culture of honesty and accountability.

The three citation styles are the following:

A. MLA Format (Author-Page Style)

In-text citations should include the author's last name and the page number(s) of the quoted or paraphrased material, enclosed in parentheses. If quoting or paraphrasing from a source without page numbers, alternative identifiers such as paragraph numbers may be used.

B. APA Format (Author-Date-Page Style)

In-text citations should include the author's last name, the year of publication, and, if applicable, page numbers, enclosed in parentheses. For sources without page numbers, include section headings or paragraph numbers.

C. Chicago Style (Notes-Bibliography)

This style uses subscript note numbers following the cited passage, with corresponding footnotes at the bottom of the page detailing the source of the quotation or paraphrased material, including page numbers. For subsequent citations from the same source, a shortened footnote reference is acceptable.

8. ACADEMIC MISCONDUCT AND PENALTIES

8.1. Our educational ethos is fundamentally built on academic integrity. This section outlines the types of academic misconduct we recognize and the disciplinary actions that may be taken to maintain our commitment to academic honesty.

- **Plagiarism** (Presenting someone else's work or ideas as one's own without proper attribution)
Sanction: Assessment penalties such as a failing grade for the implicated work or referral to the School Honor Committee, consisting of the School Leadership team and faculty members, for further disciplinary action.
- **Collusion** (Unauthorized collaboration on academic work)

Sanction: A reduced grade for the assignment or coursework rejection, with potential referral to the School Honor Committee.

- **Falsification** (Fabricating data, information, or citations)

Sanction: Coursework rejection and a failing grade for the implicated assignment, with the possibility of a formal review by the School Honor Committee.

- **Deceit** (Providing false information related to academic exercises)

Sanction: Loss of privileges, such as ineligibility for extracurricular activities, and a formal reprimand.

- **Commission** (Hiring someone else to perform an academic task)

Sanction: Referral to the School Honor Committee, with consequences up to academic suspension or expulsion for severe cases.

- **Duplication/Recycling** (Submitting the same or similar work for multiple assignments without approval) Sanction: Assessment penalty, such as a reduced grade, or coursework rejection.

- **Unauthorized Materials** (Possession of unauthorized materials during an examination)

Sanction: A failing grade for the exam, with potential escalation to the Honor Committee for further action.

- **Misconduct During Examinations** (Disruptive behavior or cheating)

Sanction: A failing grade for the exam, loss of privileges, or referral to the Honor Committee for severe cases.

- **Secure Materials** (Improper access or distribution of exam materials)

Sanction: Referral to the School Honor Committee, with potential for academic suspension or expulsion.

- **Impersonation** (Impersonating another student or allowing oneself to be impersonated)

Sanction: Referral to the School Honor Committee, with consequences ranging from a formal reprimand to expulsion.

8.2.Repeat Offenses

Should a student commit academic dishonesty a second time, the case will be escalated to the Honor Committee if it was not done so already.

8.3.Consequences

Consequences may include academic suspension, a formal reprimand on the student's record, removal from the DP program, and barring the student from receiving an IB Diploma. Our academic community

values trust, integrity, and the pursuit of knowledge. Adhering to these principles ensures the recognition and value of our students' achievements.

9. SCHOOL MALADMINISTRATION

9.1.Cases of School Maladministration May Occur by a Subject Teacher

Maladministration occurs when teachers compromise the fairness and integrity of assessment. Maladministration by the teacher encompasses any conduct that provides unfair advantage compromising the validity of the assessments.

Examples of teachers' infringements are as follows:

- excessive assistance such as but not limited to multiple edits, templating or manipulating finished work,
- unfair influencing the assessment process, biased grading and the like,
- allowing submission of work by a third party,
- not authenticating work when there are doubts of its authenticity, and/or
- having a high percentage of plagiarism cases.

9.2.Disciplinary Action for Teachers' Infringements

Depending on the severity, teachers will face disciplinary action. The following are the consequences for teachers:

- OEC administrators and/or teachers may make unannounced visits to the teacher's classroom,
- a formal warning will be given stating clear guidelines to follow,
- continual monitoring of the teacher,
- continued professional development and/or
- termination of employment.

9.3.Cases of school maladministration during an examination

Resolution of School Maladministration: Cases of school maladministration will be resolved based on the IB DP Academic Integrity Policy, ensuring adherence to established ethical and procedural standards.

10. OEC's MONITORING PRACTICES

To ensure that academic integrity principles are being adhered to, OEC will do the following:

- hold regular training sessions for students, faculty and parents,
- monitor AI use by using AI detection tools. Since the field of AI is advancing rapidly, OEC will also renew its AI detection tools based on the current up to date detection tools.
- random checks of assignments and papers through AI detection tools, beyond the mandatory submissions.
- regular updates and reviews of academic integrity policies to adapt to new forms of academic dishonesty.

11. IB's MONITORING PRACTICES

The IB will conduct random sampling by selecting student work for moderation to ensure that academic integrity principles are being adhered to. The IBO will also investigate reports of misconduct.

Session monitoring covers actions such as:

- quality assurance checks of all available pieces of work in IB systems for plagiarism
- quality assurance checks of all available pieces of work in IB systems for overlap in content
- check of response patterns to examination papers, including multiple-choice questions.

12. RESOURCES TO SUPPORT ACADEMIC INTEGRITY

12.1. WORKSHOPS

OEC will conduct numerous workshops on academic integrity principles. The faculty will have continuous workshops throughout the academic year. Parents and students will have their first workshop before the start of the academic year during orientation day at the New Student Workshop. Some of the matters addressed will be the following: expectations, procedures, and consequences for violations of academic integrity principle, including how to properly cite, reference, avoid plagiarism, responsible use of technology, and more. **An interactive method for instilling principles of academic integrity is to present students with academic integrity dilemmas. These scenarios can then be used to discuss potential misconduct, its consequences, and, ultimately, the importance of ethical behavior.**

12.2. COUNSELING AND SUPPORT

Availability of OEC faculty to discuss concerns related to academic integrity and guide on maintaining honesty in scholarly work.

13. REFERENCES

- International Baccalaureate. (2019). *Academic integrity policy*. International Baccalaureate Organization.
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