BLOOM WORLD ACADEMY

Reference Number
BWA-11

Academic Integrity Policy	
Audience and coverage	School Community
Published where	School Website
First release date	September 2022
Last reviewed	October 2026
Next review	August 2027
Owner	Nishi Saran, Principal – Senior School and Nexus
Reviewer	John Bell, Executive Principal 

1. Aims

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.
- aligned with best practices and guidance in line with the vision and values of International Baccalaureate programmes.

2. Statement of Intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE and IB legislations.

3. Scope

This policy applies to all stakeholders.

4. Unique Definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such all stakeholders should endeavor to use the correct terminology at all times.

5. Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic, and honest scholarly work.

Academic integrity in the IB is a principle informed by the attributes of the IB learner profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. Why do we need Academic Integrity? To maintain fairness, to maintain trust and credibility, to develop trust for others (IBO, 2020).

6. Student Academic Misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any

act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen (IBO, 2020).

Other Citing Terminology

- https://xmltwo.ibo.org/publications/General/Effective_citing_referencing/ECAR_glossary_of_terms_e.pdf

7. Processing and Practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates regarding it's Academic Integrity and misconduct policies and practices.

8. Academic Integrity in the Junior School

BWA encourages all 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. 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. This policy is shared with the entire Junior School community and will support teachers and parents in providing such a learning environment and in helping students of all ages be academically honest in all their studies. Although children in the PYP may not fully appreciate the definition and implications of Academic Integrity at BWA, we still believe that all good practices should be introduced in a form that is readily understood and assimilated by the students at every grade level, including the early years.

In the Junior school, our Academic Integrity policy will be introduced and practiced through the following:

- IB Learner Profile: opportunities are provided for students to learn about and practice all aspects of the learner profile through a balance in the various attributes. The attribute of being Principled is particularly significant to academic integrity.
- The school informs parents about the Academic integrity policy of the school and discusses its implications for students in the Junior school.
- Citations, quotations and paraphrasing: Age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing. Work attributed to another author must be identified through quotation marks, colour coding or other visual markers.
- Agreements related to the responsible use of information technology and media resources. 'Copy and Paste' practices are discouraged at all levels. Instead, strategies for note taking, analysis, summary, assimilation and reconstruction are taught throughout Junior School.

Teachers' Responsibility

- All teachers collaborate and communicate to students about acknowledging their peers when they help them in completing a task.
- Teachers also encourage students to acknowledge when their parents have helped them and to what extent.
- Teachers acknowledge sources of information while making presentations and/or teaching.

- The teacher librarian plans and conducts sessions with students of Grade 4 and 5, to introduce the different software that is used to identify plagiary to help them develop familiarity with the concept of checking their own work. These sessions are used for teaching students to identify how much and to what extent their work resembles someone else's work.

Students' Responsibility

- Students are encouraged and required to acknowledge sources of information.
- Students are commended for their acknowledgment of help sought/given by parents / peers / others while completing a task.
- Students are encouraged to try and attempt home learning tasks independently and understand that it must be their individual effort.

Parents' Responsibility

- Parents understand the school's policy on Academic Integrity and support the school in implementing the policy by creating an environment of trust and integrity at home.

9. Senior School Academic Integrity Support

At BWA, we place a high value on honesty and this extends to all work submitted for assessment. To this end, it is important that we communicate our expectations clearly and support students to act with integrity. In a cohesive and comprehensive way, teachers and librarians will provide instructions in academic integrity by instructing year groups with the following foci:

Grade 6-8

- Use of the Library and Internet;
- Basic note taking skills;
- Simple paraphrasing and adaptation of source material;
- Ways to acknowledge informally in writing and speech;
- Relevant use of direct quotations and citations;
- Simple ways to acknowledge information derived from electronic sources;
- Writing a bibliography;
- What constitutes academic integrity and academic misconduct.

Grade 9-10

- Techniques for acknowledging direct quotation with an in-text citation;
- Skills of paraphrasing;
- Techniques for acknowledging paraphrasing and the use of in-text citations;
- Considering bias in reference materials;
- Evaluation of sources, text and internet sites;
- Techniques for using translated material;
- Formal skills for acknowledging source material.

Grade 11-12

- The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies);
- Research writing techniques;
- Data gathering techniques;
- The planning, preparation and execution of research writing assignments;
- Considering bias in reference material.

9.1 Senior School Academic Integrity Expectations

All members of the community need to be aware that the school treats academic integrity as a very serious matter. Parents need to be made aware of this policy document as it applies to the relevant year group. This policy should be read, and act as an acknowledgement signed by the parent. As students' progress towards the final years of study at BWA, both students and parents will be asked to sign various documents related to academic integrity and the authentication of assessment material. Year-level expectations are outlined as follows:

Grade 6-8 students with Academic Integrity **WILL:**

- Acknowledge help from parents, older students and friends;
- Acknowledge the source of direct quotations;
- Acknowledge information taken from books, and the Internet;
- Acknowledges reference materials in a bibliography; • Knows what constitutes cheating and abides by the rules;
- Follow all exam rules.

Grade 6-8 students with Academic Integrity **WILL NOT:**

- Use notes during a test unless allowed by a teacher;
- Copy from another student during a test;
- Copy from the homework of another student;
- Hand in work as his/her own that has been copied;
- Do homework for another student;
- Give another student his/her own work to copy.

Grade 9-10 students with Academic Integrity **WILL:**

- Keep and maintain accurate, personal course notes;
- Understand and abides by the school's rules concerning cheating;
- Acknowledge, in a specific manner, help from another person;
- Ask beforehand what kind of external help is permissible;
- Acknowledge, in a specific manner, information taken from books, magazines, and the Internet;
- Follow all exam rules.

Grade 9-10 students with Academic Integrity **WILL NOT:**

- Copy work of another student;
- Give another student his/her work to copy;
- Do the homework of another student;
- Submit work done by another student, a parent, a friend or a private tutor;
- Use notes during a test unless allowed to by the teacher or the examination rules.

Grade 11-12 students with Academic Integrity **WILL:**

- Document source material in a formal and appropriate manner;
- Use direct quotations appropriately;
- Understand the concept of plagiarism;
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments;
- Acknowledge explicitly and appropriately help provided by another person;
- Follow all exam rules.

Grade 11-12 students with Academic Integrity **WILL NOT:**

- Copy the internal assessment work of other students;
- Give another student his/her work to copy;
- Use notes during a test unless allowed by the teacher or permitted by the examination rules;
- Do homework for another student;
- Present material written by another student as his/her own;
- Purchase and submit pieces written by someone else;
- Write essays for other students;
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules;
- Disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours after the external examination.

9.2 Types of Academic Misconduct in the Senior School

As referenced in the section above, academic misconduct can result from a number of dishonest actions. The list below outlines the categories recognised at BWA:

- **Plagiarism**: this is defined as the representation of the ideas or work of another person as the candidate's own collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Peer plagiarism**: Copying work from another student, or lending/facilitating work to be used by another student.

- **Collusion**: Duplication of coursework when working collaboratively.
- **Duplication of work**: this is defined as the presentation of the same work for different assessment components and/or diploma requirements

The term academic integrity also covers any other behaviour that gains an unfair advantage for a candidate or an action that affects the results of another candidate. (For example, taking unauthorised material into an examination room, observing digital materials during an examination, or falsifying a CAS record.)

While, for the most part, students produce assessed work independently with support from the subject teacher, there are occasions when collaborative work is encouraged. Regardless of the collaborative nature of formative tasks, the final work must be produced independently (even if based on the same data). It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work accepted for assessment is the authentic work of each student.

Teachers are expected to detect plagiarism and support the school's policy on good academic practice; however, it is ultimately the student's own responsibility to ensure that all work submitted for assessment is authentic, with the sources of information fully and correctly acknowledged. Students are expected to comply with all internal school deadlines as this may allow time for teachers to revise work that is of doubtful nature.

9.3 Academic Integrity in the MYP

The guidance below relates specifically to the nature of MYP eAssessment as the final, terminal assessments for Grade 10 students at BWA. The following constitute academic misconduct during MYP examinations:

- During the examination, and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the IB.
- All work completed during an examination and then submitted for assessment must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorised material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the IB. The impersonation of another candidate will be treated as a breach of regulations.
- If a candidate finds that he/she has accidentally taken unauthorised material into an examination (for example, a mobile phone), this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.
- No candidate is permitted to borrow anything from another candidate during an examination.
- A candidate attempting either to gain or solicit information about the content of an examination within 24 hours of the examination ending will be in breach of IB regulations and may not receive a grade for the subject concerned.
- No candidate is permitted to access external content during an eAssessment which may aid them in their examination. Regardless of the degree of cheating or if the information is used or not, if there was intent to cheat then this will be dealt with by the MYP Coordinator.

9.4 Consequences of Academic Misconduct in the MYP

The elements below outline the next step(s) to be taken at BWA following the confirmation of a case of academic misconduct in the MYP:

- Work that is deemed to be academically dishonest will not be accepted; however, the student may be allowed one opportunity to resubmit at the discretion of the teacher, after receiving feedback and within the timeline for the assignment. If a ero is awarded in the case of students who are not allowed to resubmit the work, this is likely to have a seriously detrimental effect on a semester grade.
- Plagiarism or instances of academic misconduct during an examination session, an ePortfolio task, the Personal Project, and/or internal assignments may result in a 0 grade for that task.
- Any student who breaches our school Academic Integrity policy will receive a year-level detention in which staff and the student concerned will discuss the issue while reflecting on the lesson learned from the incident.
- In the first instance of academic misconduct, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with. The relevant Head of Year will also receive a copy of this letter. The student's name and details of the assessment will be recorded on a central whole school spreadsheet.
- If there is a future case of academic misconduct, a letter will be sent from the Head of Year and copied to the MYP coordinator. Parents will be asked to attend a meeting to discuss the issue and this letter will be retained on the student's file. Depending on the circumstances and level of recalcitrance, students may be suspended from the school. Subsequent instances of academic misconduct will put at risk the student's place in the school.
- If there are incidents of Academic Misconduct in Grade 10, this places the student's MYP Certificate at risk and the MYP Coordinator may have to inform the IB of any such instances.

Our school-specific consequences in the MYP are also governed by Article 21 of the IB's General Regulations for the Middle Years Programme. This article deals specifically with 'Investigating Cases of Suspected Academic Misconduct' (IBO MYP, 2014).

Article 21.1 If questions arise about the authenticity of a candidate's personal project or e-Portfolio before submission for assessment (or moderation), the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB Organisation for assessment (or moderation), the school's MYP coordinator must inform the IB Organisation as soon as possible. For the personal project and e-Portfolios that are internally assessed, "submission" refers to the deadline by which teachers' grades must be submitted to the IB Organisation.

Article 21.2 When a school, an examiner/moderator or the IB Organisation establishes evidence to suspect academic misconduct by a candidate, the school will be required to investigate and provide the IB Organisation with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the assessment(s) concerned.

Article 21.3 If the IB Organisation notifies a school that a candidate is suspected of academic misconduct and that the IB Organisation has the intention of initiating an investigation, at the discretion of the head of school, it is permissible for the candidate to be withdrawn from the session or from the assessment(s) in which academic

misconduct may have occurred. However, at the discretion of the IB Organisation, the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct.

Article 21.4 Candidates suspected of academic misconduct must be invited, through the school's MYP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

Article 21.5 The majority of cases of suspected academic misconduct will be presented to a subcommittee of the Final Award Committee. The sub-committee will comprise IB staff, school representatives, MYP principal examiners, or any combination of these persons.

Article 21.6 Decisions of the sub-committee are made on behalf of, and under the supervision of, the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

Article 21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the subcommittee, be commensurate with the severity of the misconduct.

Article 21.8 If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the assessment(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.

Article 21.9 If no grade is issued for an assessment (or completion of community service) that contributes to a candidate's MYP Certificate, no MYP Certificate will be awarded to the candidate. MYP Course Results will be awarded for other assessments in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met. In the case of an MYP Certificate Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the MYP Certificate, no further IB examination sessions will be permitted.

Article 21.10 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

Article 21.11 If there is substantive evidence, the IB Organisation is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the assessment(s) concerned may be withdrawn from the candidate. In the case of an MYP Certificate Candidate, the withdrawal of a grade for an assessment (or withdrawal of completion of community service) will also result in the withdrawal of their MYP Certificate.

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9.5 Academic Integrity in the DP/CP

Academic misconduct commonly involves plagiarism or collusion during the formative years of the DP or CP Programmes; however, there are other ways in which a candidate may commit malpractice and, in doing so, be in breach of IB regulations. The following examples of academic misconduct do not constitute an exhaustive list and refer only to the written terminal examinations:

- Taking unauthorised material into an examination room (such as a mobile phone or written notes);
- Leaving and/or accessing unauthorised material in a bathroom/restroom that may be visited during an examination;
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate;
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination;
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination;
- Impersonating another candidate;
- Stealing examination papers;
- Using an unauthorised calculator during an examination, or using a calculator when one is not permitted for the examination paper;
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

9.6 Consequences of Academic Misconduct in the DP or CP

The elements below outline the next step(s) to be taken at BWA following the confirmation of a case of academic misconduct in the DP or CP.

Consequences related to internal classwork and home assignments designed by BWA teachers:

- Work that is deemed to be academically dishonest will receive zero as a grade. The teacher may give some feedback to the student and allow him/her to resubmit, but this will be done at the discretion of the teacher. This zero is likely to have a seriously detrimental effect on a semester grade or predicted grade.
- In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with. A copy of this letter will be forwarded to the DP or CP Coordinator and will be retained in the student's file.
- In the event that there is a second instance of academic misconduct, the piece of work will again receive no marks. In addition, parents will be asked to attend a meeting with a panel made up of the concerned teacher, the DP/CP coordinator and the Principal panel will try to discern whether there was a clear attempt to deceive on the part of the student.
- Based on the panel's findings, a number of sanctions may be employed, ranging from having the student being put on report to recommending that the student not be put forward as DP or CP candidate.
- Subsequent instances of academic misconduct will put at risk the student's place in the school.

- In the case of malpractice during an internal school exam, the student will be removed from the examination room and will receive no grade for that paper. The steps above will apply.
- It is understood that all cases of academic misconduct will adversely impact the student's school report, the extent of which will depend upon the dates concerned.

Consequences related to assessments that are marked by BWA teachers, but moderated by the IB:

- Work that is deemed academically dishonest will be returned to the student, provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher.
- If the deemed work is not handed in within the deadline set, it will not be assessed, and a student will automatically receive no internal assessment marks. This will automatically result in a loss of grade in the subject and therefore a loss of the Diploma or Career-related Programme Diploma.
- The student will be allowed to resubmit the piece in the following examination session, a process which will be determined in meetings with the Principal and the DP/CP Coordinator.

Consequences related to externally assessed components (Extended Essay, Reflective Project or coursework):

- Students must submit outlines and drafts as per the school's internal deadlines.
- The topic must not be changed, or new material introduced without the knowledge of the supervising teacher.
- Work that is deemed academically dishonest will be returned to the student, provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher.
- If the student refuses to comply, the teacher will refuse to sign the declaration of authenticity and the matter is reported to IB by the DP/CP Coordinator. This will automatically result in a loss of grade in the subject and therefore a loss of the Diploma or Career-related Programme Diploma.
- The student will be allowed to resubmit the piece in the following examination session, a process which will be determined in meetings with the Principal and the DP/CP Coordinator.
- In case the instance of plagiarism is not detected by the teacher, but is detected by the IB examiner, an inquiry is conducted by IB. Full details regarding this are provided in the next section, but statements are required from the student, the teacher and the DP/CP Coordinator in this case. The final decision regarding the academic misconduct allegation is made by the IB (please see further section for specific information related to the articles from the IB's General Regulations.

Consequences related to final examinations:

- If one of the cases outlined above is confirmed, the DP/CP Coordinator is entitled to remove the student from the exam room and must submit a report to IB immediately.
- In such a case, please carefully read the article information extracted from the DP General Regulations.
- The student will be allowed to re-sit the component only after one year.

- The student may or may not be allowed to take the remaining papers depending on the feedback from IB.

Our school-specific consequences in the DP/CP are also governed by various articles within the IB's General Regulations for the Diploma Programme. The main article is Article 21, which deals specifically with 'Investigating Cases of Suspected Academic Misconduct'; however, there are a few other articles worth noting below (IBO DP, 2016).

Article 13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Article 16.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases (as defined in Section IV) with respect to the award of the IB Diploma and DP Course Results.

Article 21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.

Article 21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

Article 21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

Article 21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

Article 21.5 The majority of cases of suspected academic misconduct will be presented to a subcommittee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

Article 21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the subcommittee

will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

Article 21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the subcommittee, be proportionate with the severity of the misconduct.

Article 21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

Article 21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

Article 21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

Suggested Penalties

In addition to the consequences outlined above, BWA will also adhere to the advice provided by the IB in their Academic Integrity Policy (IBO, 2019), specifically related to suitable 'penalties' for candidates suspected of academic misconduct. The pertinent details are outlined below:

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Infringements	Level 1 penalty **Warning letter to the student**	Level 2 penalty **Zero marks for component**	Level 3a penalty **No grade for subject(s) concerned—see note 1**	Level 3b penalty **No grade for "parallel" subjects —see note 2**
Plagiarism *Copying external sources.*	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given—see note 3.	Not applicable.
Peer plagiarism *Copying work from another student.*	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else's work as one's own.	Not applicable.
Peer plagiarism *Student lending or facilitating their work.*	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion *Coursework only and when working collaboratively.*	Work of students show close similarity.	Work of students has similarities—less than 30%—and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.
Submitting work commissioned, edited by, or obtained from a third party —see note 4	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. *A penalty will be applied for any student in the same or different school providing the service or facilitating work.*	Student submits work that was entirely produced or edited by a third party. *A penalty will be applied for any student in the same or different school providing the service or facilitating work.*	For a student in the same or another IB World School providing the service.

Infringements	Level 1 penalty **Warning letter to the student**	Level 2 penalty **Zero marks for component**	Level 3a penalty **No grade for subject(s) concerned—see note 1**	Level 3b penalty **No grade for "parallel" subjects —see note 2**
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
Duplication of work	Not applicable.	Presentation of the same work for different assessment components or subjects. *Partial reuse of materials; penalties will be applied to both subjects with reused materials.*	Presentation of the same work for different assessment components or subjects. *Complete reuse of materials; penalties will be applied to both subjects with reused materials.*	Not applicable.
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

10. Additional Notes

- When the results are issued to schools in July or January, a candidate found guilty of academic misconduct will be issued an "N" in the subject or diploma requirement concerned. The candidate's results screen on IBIS will show this "N" for the subject and will also state that the candidate is guilty of academic misconduct. Similarly, when the candidate views his or her results, the same information will appear.
- However, this will not appear on any IB results documents and will not be conveyed to universities or colleges either electronically or otherwise. This information is regarded as confidential.
- In all cases where the final award committee has considered a breach of regulations, the head of school will be informed of the decision. The correspondence will be sent via email before the issue of results and copied to the school's Diploma Programme coordinator, appropriate IB personnel and the chair of the examining board.
- The IB's Academic Integrity Policy (2019) also provides a series of 'precedents' related to student academic misconduct that help to support decision making across all three programmes (MYP, DP and the CP). These have been used to help support consequences and actions at BWA.

11. Academic Integrity and School Maladministration

The IB's Academic Integrity Policy (IBO, 2019) also contains a section related to different aspects of school maladministration of assessment. These possible infringements are related sanctions are used to ensure all staff at BWA approach IB assessment in a principled way. Below you will find extracts of pertinent elements.

12. Citing using MLA Format

When citing sources using MLA format, you need to give credit to the original authors or creators of the information you use in your work. Here's a simplified guide on how to cite sources in a student-friendly language for IB DP students:

In-text Citations:

- When you use someone else's words or ideas directly in your writing, put their last name and the page number in parentheses at the end of the sentence. For example: (Smith 45).
- If you mention the author's name in your sentence, you only need to include the page number in parentheses. For example: According to Smith, this information is true (45).

Works Cited Page:

- At the end of your research paper or project, create a separate page called "Works Cited."
- List all the sources you used in alphabetical order by the author's last name.
- Each entry should include the author's name, the title of the source, the publication information, and the medium (e.g., print, website).
- For books, the citation format is: Author's Last Name, First Name. Title of Book. Publisher, Year of Publication.
- For websites, the citation format is: Author's Last Name, First Name. "Title of Web Page." Title of Website, Publisher or Sponsor of the Site, Date of Publication or Update, URL (web address).

Remember to check with your teacher or consult the official MLA Handbook for more detailed guidelines and examples. Citing your sources accurately shows respect for other people's work and helps you avoid plagiarism, which is an important aspect of academic integrity.

In-text citation:

According to the research conducted by Smith, the effects of climate change are significant (45).

Works Cited entry: Smith, John. The Impact of Climate Change. Penguin Books, 2022.

Please note that the above example assumes that "Smith" is the author's last name and "John" is the author's first name. The book title is "The Impact of Climate Change," and it was published by Penguin Books in 2022.

Remember to adapt the citation format based on the specific details of the source you are using, such as different authors, publication dates, or book titles.

BLOOM WORLD ACADEMY

School Actions Related to the Completion of Coursework

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
Providing undue assistance to candidates[1] such as over-editing or templating or manipulating finished pieces of work for improvement.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Formal warning letter and action plan to address incident • Audit or monitor the internal assessment completion process • Quality assurance checks in the entire cohort's work for the component(s) concerned • Bring forward the evaluation visit • Recommend relevant IB training • Include school in session monitoring[2] for two consecutive sessions
Allowing the submission of work produced by third parties such as teachers, tutors, parents, and peers.	
Awarding mark—zero (0)—for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases—more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	

BLOOM WORLD ACADEMY

School Actions Related to Conduct During an Examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Request immediate corrective action • Formal warning letter and action plan to address incident • Immediate inspection visit • Mandate relevant IB training • Include school in session monitoring for three consecutive sessions
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	
Not complying with authorized inclusive assessment arrangements.	

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security.[3]	
Leaving candidates unsupervised during an examination or unaccompanied during toilet breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP candidate response files to the IB within three days without an acceptable reason.	

School Actions that Undermine the Integrity of Assessments

Infringements relating to school leadership undermining the integrity of IB assessments	Actions or sanctions—multiple actions may be taken
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits
Failing to implement an action plan required by the relevant IB authority.	• Immediate inspection visit • Controlled dispatch of IB examination papers[4]
Failing to report incidents of student misconduct or school or teacher maladministration.	• Deployment of independent invigilators[5] • Relocation of candidates to another venue[6]
Failing to support an investigation into student misconduct or school or teacher maladministration.	• Annulment of grades for the candidates concerned or the entire cohort • Authorization withdrawal
Failing to report an examination security breach or alleged breach.	• Include school in session monitoring for five consecutive sessions

13. Roles and responsibilities

Regarding implementation of this policy roles and responsibilities are clearly stated below:

Teachers' Professional Discretion and Responsibility in Authenticity Checks

Teachers may use their professional judgement, supported by online academic-integrity tools such as Turnitin and reputable AI-detection platforms, if they have reasonable grounds to believe that a piece of work is not the students' own. In such cases, teachers may also conduct a ***viva voce*** style conversation with the student to verify understanding and confirm authorship of the submitted work.

14. Role of the Executive Principal

- It is the responsibility of the Executive Principal to:
    - uphold the highest standards of Academic Integrity which fall in line with the school's vision and values and in line with IB and local authorities.
    - encourage, communicate and support best practices in Academic Integrity across the entire school with all key stakeholders.

**Role of the school teacher, parent and student are clarified in Section 5 above.*

15. Associated documentation and websites:

To ensure consistency this policy is fully aligned with the following key policies:

- https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en
- https://www.ibo.org/programmes/about-assessment/academic-integrity/

To understand the policy more fully useful background reading may include:

- https://resources.ibo.org/ib/topic/Academic-honesty/videos/ib-academic-integrity/?lang=en
- https://resources.ibo.org/data/g_0_malpr_tsm_2205_1b_e.pdf
- https://www.turnitin.com/
- https://blogs.ibo.org/blog/2023/02/27/artificial-intelligence-ai-in-ib-assessment-and-education-a-crisis-or-an-opportunity/
- https://uaelegislation.gov.ae/en/policy/download/uae-s-international-stance-on-artificial-intelligence-policy
- https://moe.gov.ae/Documents/en/AI-Literacy/AI%20Literacy%20Framework/UAE-National-AI-Literacy-Curriculum-Framework.pdf
- *Please note BWA will continue to stay up to date with latest AI technologies and other trusted and reliable educational platforms to ensure Academic Integrity is upheld to the highest standard, this includes and is not limited to AI Writing, ChatGPT, Claude and AI-paraphrasing.

16. Training implications

This policy will be shared with all stakeholders via induction, regular professional development meetings and to our public via the BWA website. It will be revisited at the end of each academic year and will be kept up to date with the IB Academic Integrity policies.

17. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to always feel safe. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

18. Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, pregnancy or maternity, race, religion or belief.

This policy has been equity impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equity at this school.

19. References

International Baccalaureate Organisation (2014). General regulations: Middle Years Programme (First Assessment 2016). Geneva: International Baccalaureate Organisation, pp 12-13).

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