



# **Academic Integrity Policy**

**2024-26**

**CREATIVITY**

**CONNECTIVITY**

**CHARACTER**

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## **GPS Brookes Kochi Overview**

Global Education Trust has partnered with Brookes Education Group to establish GPS Brookes Kochi, with the aim of providing world class education and an opportunity for students to connect worldwide to become responsible global citizens.

Global Education Trust (GET) also caters to other curricula through its two schools: Global Public School (CBSE) and GPS International (CIE). GPS Brookes Kochi being within the umbrella of GET is part of the GET schools community apart from being globally connected to the Brookes network of schools.

## **Vision**

A world of self-confident lifelong learners connected and inspired to help others

## **Mission**

Students are supported in a caring environment and given opportunities to learn about themselves and to take action in areas in which they are passionate. Our students and teachers come from diverse backgrounds, and we connect globally with our other campuses to learn about the world, from the world. We inspire and teach students about global issues by connecting ideas and stories locally. We strive to use our environment as a tool and a canvas for learning and action.

## **Values**

Through leadership challenges and opportunities, we help students discover their passion, develop their character, and understand their connection to others and society. We espouse creativity, build character, and develop connections to deliver exceptional educational learning experiences.

## **Academic Integrity Policy**

### **Rationale/Statement of Purpose**

The principle of academic integrity is the cornerstone of a school community. In all our actions at GPS Brookes Kochi, we encourage students toward a life governed by the values of honesty and personal integrity. This is developed from our mission and vision, where academic integrity is central to global connections and life-long learning.

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

A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviours and help to instil the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment.<sup>1</sup>

### **IB Philosophy and GPS Brookes Kochi Values**

As stated in the IB learner profile, all members of the IB community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities."<sup>2</sup> In all their studies at GPS Brookes Kochi students must demonstrate academic integrity and avoid any form of academic misconduct.

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<sup>1</sup>International Baccalaureate Organisation. *Academic integrity in the IB Educational Context*. International Baccalaureate Organisation. August 2014. P.1

<sup>2</sup> Diploma Programme. DP: From Principles into Practice. International Baccalaureate Organisation. August 2015.

As such GPS Brookes Kochi recognises that academic misconduct occurs when the process has not followed this rationale or philosophy and therefore has adopted the use of the term Malpractice in its full essence (from: Latin Malus – Bad and Prātica – Practical work) as an action not confined to the act of deliberate misconduct in assessed work but to the wider concept of ethical requirements as a lifelong learner.

In this view, academic integrity is part of the formative development of student academic skills rather than a punitive framework.

### **Student Responsibilities**

GPS Brookes Kochi recognises the importance of respecting the intellectual property of others. We trust our students and expect them to be honest and accountable.

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. The most frequent failure to give credit to other sources of information occurs when writing research papers. It is, therefore, extremely important that every student at GPS Brookes Kochi be familiar with the accepted procedures in acknowledging the work of another. All students are expected to practice the Modern Language Association (MLA)'s recommended style of citations for their course work through the programme.

It is a serious offence to disregard academic integrity and it could result in dismissal along with the loss of a student's IB Diploma or other graduation requirements depending on the nature of the offence.

As an IB Diploma programme school we define Academic Misconduct and through that Malpractice using the agreed IB definition and categories.

The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

## **Roles and Responsibilities beyond the student**

### **GPS Brookes Kochi: The Role of the School**

As stated in the opening rationale GPS Brookes Kochi as an organization views academic integrity as a foundation of developing an educational community.

As part of this process GPS Brookes Kochi develops and implements a framework (policy) for such, that is not only in line with the requirements of Cambridge International Examinations, within our sister Global Public School, and the International Baccalaureate Organisation, but also one that integrates with the overarching aims and missions of the school.

Through the Principal and Programme Coordinator, GPS Brookes Kochi has developed an internal and endemic approach to Academic integrity articulated through this policy. Within the ongoing professional development of faculty, the programme coordinator guides the implementation of the policy within each subject to provide a continuous and developmental approach.

GPS Brookes Kochi is responsible for the following regarding academic integrity:

- Ensuring all students understand the meaning and importance of academic integrity.
- Ensuring students only produce and submit work that is their own.
- Teaching all students to understand examination protocol (whether external or internal).
- Teaching students the difference between collusion and collaboration.
- Ensuring all teachers, parents and students have access to, and are made aware of, the Academic integrity Policy.
- Providing professional development opportunities that develop an understanding of academic integrity as a formative and reflective process within the classroom.
- During admissions ensuring that all external candidates and parents are introduced to the GPS Brookes Kochi Academic integrity policy and expectations. (Please refer to the GPS Brookes Kochi Admissions Policy)

### **GPS Brookes Kochi: The Role of the Coordinator and Administrators**

The Coordinator and Administrators are expected to (1) Be conversant with the current regulations and instructions as provided by the IBO that govern the conduct of each examination session and the expectation of Formal Assessment procedures where these apply in the programme (2) Be conversant with the GPS Brookes Kochi Academic integrity policy and its implementation through practice within the classroom setting in each programme.

#### **Responsibility:**

- Inform staff, students and parents through various media what constitutes malpractice and how it can be prevented.
- Support the IBO fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by the IBO should a candidate or staff member be investigated for malpractice.
- As part of the wider faculty, assist and lead where required, with the development and implementation of the Academic Integrity Policy, and training of relevant supporting procedures in each programme.
- When required, investigate any suspected breaches of the standard in an open and fair way.
- Act as a role model in all matters relating to Academic integrity and its relationship to the Approaches to Teaching and Learning across the Diploma Programme.

### **GPS Brookes Kochi: The Role of the Teachers**

“Teachers are the main agents of academic integrity in the classroom and their role is as important as that of the programme coordinators. They must therefore have the same level of understanding of the expectations of the school’s academic integrity policy and IB expectations. Teachers should be aware that their conduct sets an important example to students.”<sup>3</sup>

Teachers at GPS BROOKES KOCHI must actively seek to educate and support the student in the process of developing academic integrity throughout their experience in the school.

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<sup>3</sup> Academic Integrity – International Baccalaureate. 2019. P 13



Teachers and the Librarian are therefore responsible for the following:

- Clarifying the meaning of academic integrity.
- Teaching within their subject what academic integrity is, its importance and the supporting skills required by students to avoid academic misconduct. (See below)
- Promoting and encouraging Grade level research, reference and citation agreements.
- Facilitating the development of those skills within their own classroom, through formative practice and assessment.
- Modeling good practice within their own work.
- Highlighting and providing examples of academic misconduct (see below) and how these can be avoided.
- Working collaboratively with the librarian and other teachers to ensure the academic integrity standard is being followed throughout the school.
- Carefully assessing each piece of student work and being alert for any potential changes.
- Providing formative feedback on skills development throughout the learning process.
- Bringing any issues of suspected academic misconduct to the attention of the Principal and or IB Diploma Programme Coordinator.

*N.B. As an international school with a mobile student population, the teaching faculty must not assume that all students have been through an equivalent process of understanding academic integrity. Therefore, differentiated formative support for each individual student is essential in developing good academic practice.*

### **GPS Brookes Kochi: The Role of the Parents**

Parents provide support by affirming and sharing the GPS Brookes Kochi's academic integrity policy with their children, encouraging ethical behaviour and monitoring students' work in the home such as computer use, homework, and written assignments. Parents receive an electronic copy of the Academic integrity Policy, which can be found in the Student and Parent Handbook.

During the admissions process parents are introduced to the academic requirements of GPS Brookes Kochi, including Academic integrity both during admissions interview and within the Parent information for the programme. (Please see the GPS Brookes Kochi Admission Policy)

Throughout each school year, workshops are held to introduce parents to the need for academic integrity and how they can support their child within the process.

## **Academic Misconduct**

The IB organization defines academic misconduct as 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.

In this context Malpractice and Misconduct is not limited to the acts of plagiarism (see below).

While the expectations on students are high in the Diploma Programme, it is recognised that the skills related to academic integrity are developmental and require guidance, practice, feedback, and reflection to consolidate.

## **Defining Malpractice and Misconduct<sup>4</sup>**

### **Plagiarism:**

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

All candidates for the IB Diploma Programme are expected to acknowledge use of the work or ideas of another person in any work (written, oral and/or artistic) they may submit for assessment by using a standard style of referencing.

### **Collusion:**

The act of supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

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<sup>4</sup>Academic integrity in the Diploma Programme: Brochure: IBO

**Misconduct:**

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination. Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

**Duplication:**

Defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

**Developing Academic integrity in the Diploma Programme**

“An education system can be considered effective if its recipients learn and develop the skills needed to face life beyond the classroom. To serve the needs of universities and employers, that learning must be subject to assessment.

Assessments can only be trusted and recognized by organizations 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.”<sup>5</sup>

Assessments being an integral outcome of any curriculum, every institution needs to ensure that the learning process is not jeopardized by unauthentic assessments (Please see the GPS Brookes Kochi Assessment Policy). GPS Brookes Kochi continuously endeavours to promote academic integrity through the Programme and advocate support by all members of the community.

During the admissions, parents and students are introduced to the programme and its expectations. They also receive a copy of the academic integrity policy along with other handouts. The students undergo an orientation week prior to start as guidance to the expectations of the programme. (Please see the GPS Brookes Kochi Admission Policy)

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<sup>5</sup> “Academic Integrity- International Baccalaureate.” 2019. P.5

As the course progresses, through the Approaches to Teaching and Learning students are continually exposed to the need to demonstrate academic integrity. These opportunities contain both formative and summative expectations.

Through the development of the Approaches to Learning skills inherent in each Internal Assessment (IA) within the Diploma Subjects students have the opportunity to practice and reinforce the requirements of the formal assessments during practice IA's and gain guidance on the formal requirements of the submitted IAs during the drafting and review process. (Please see the GPS Brookes Kochi Assessment Policy)

Plagiarism is often the main form of Malpractice that occurs within the development of Diploma IA work. The IB defines Plagiarism as.

... the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Often students "unwittingly" plagiarize through the weak implementation of the required standards of acknowledgment through referencing and citation.

Diploma students, beyond the guidance they are given within-subject class time, can seek support and further help from the Librarian and the Diploma Programme Coordinator in proofreading and understanding the requirements of MLA referencing and citation used within GPS Brookes Kochi.

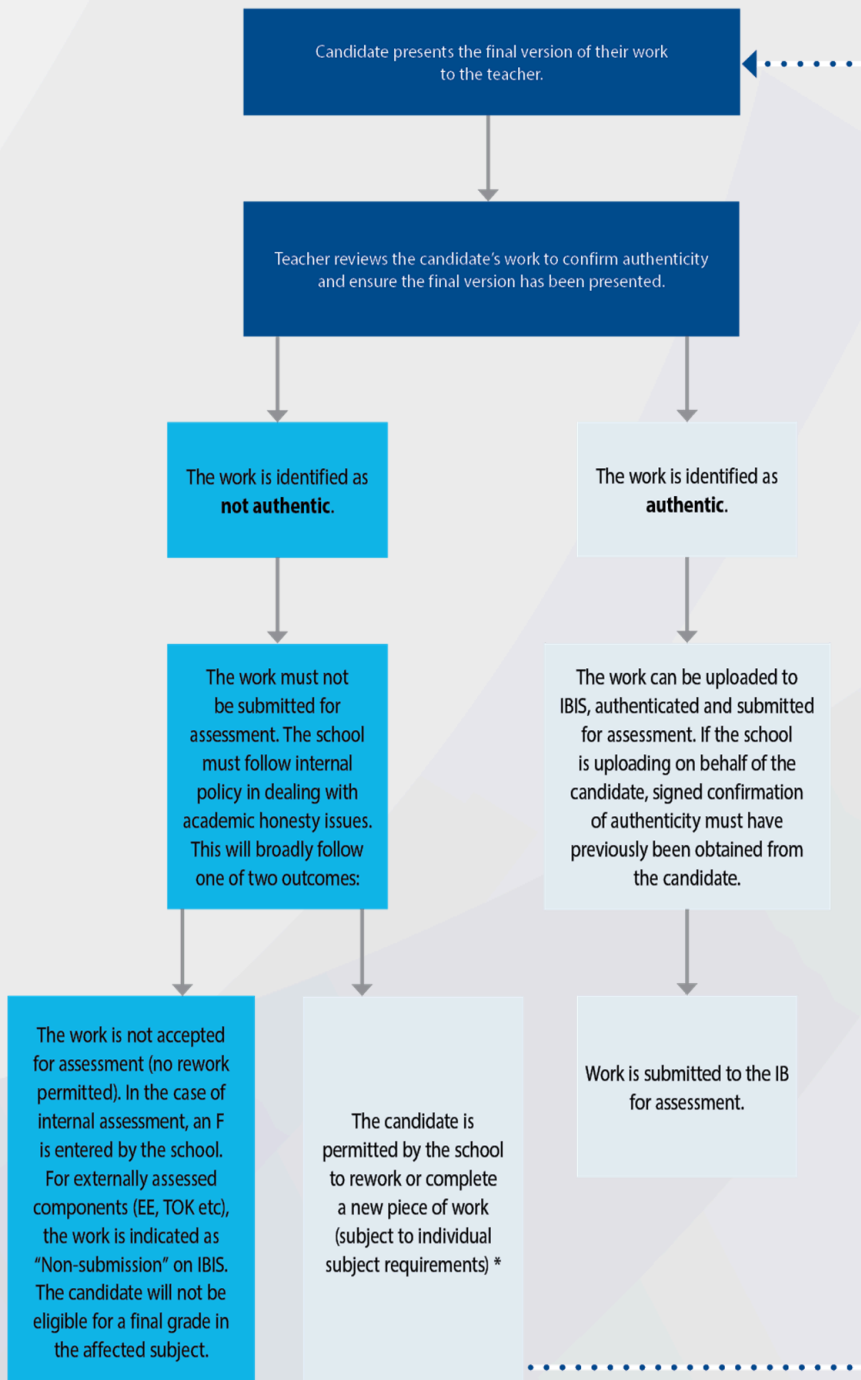
Where regulations allow for a submitted draft of an IA, students should take the opportunity following the feedback on that draft to correct any concerns raised regarding acceptable appropriation, referencing and citation.

Beyond the formal requirements of the IB subjects, students are expected to apply the same requirements in formative class work as formal assessment work. Throughout the Diploma Programme, subject teachers, Librarian, and the Diploma Programme Coordinator support students in developing sound academic skills.

**Authentication of Student Work for Final Submission to the IB**

*of*

Figure 1: Outcomes following submission of work



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**Unlock  
Your  
Potential**

GPS Brookes Kochi follows the procedure outlined by the IB in Section A4.3 The authentication of candidates' work, Diploma Programme Assessment Procedures, 2019.

## **Examples of Academic Misconduct in the Diploma Programme**

The International Baccalaureate Organization (IBO) describes misconduct as “behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.”<sup>6</sup>

Examples of academic misconduct include, but are not limited to:

**Plagiarism:** 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.

**Collusion:** supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

**Duplication of work:** the presentation of the same work for different assessment components and/or Diploma Programme requirements.

**Unfair advantage:** any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Examples of misconduct during an IB examination include taking unauthorized material into an examination (whether the student uses it or not), behavior that disrupts the examination or may distract other students, and communicating with another student during the examination.

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<sup>6</sup> Academic integrity. International Baccalaureate Organisation. 2011

## **Submission of Student Work within GPS Brookes Kochi**

### **Procedures - Reporting, recording, and monitoring**

All cases of suspected academic misconduct are, in the first instance, the domain of the subject teacher.

The subject teacher should refer to the following scenarios for initial guidance. If the subject teacher is confident from their professional judgement that any suspected misconduct is unintentional, they should offer the student the possibility of re-submitting updated work.

The Principal and the Diploma Programme Coordinator should be informed that this has occurred for consistent records to be maintained.

Should the suspected misconduct appear intentional or outside of the guidance, the subject teacher must inform the Principal and the IB Diploma Programme.

### **Academic Panel**

The Academic Panel will be established to examine suspected intentional academic misconduct. The Panel shall include the Principal, the Diploma Programme Coordinator, Homeroom (Advisory) teacher, and subject teacher.

### **Student Rights**

Students have the right to advocate for themselves before sanctions are implemented. However, this right does not apply in the case of bringing unauthorized material into an examination room. In this case, a zero is immediately awarded and the student is referred to the Academic Panel for further sanctions. The students are also entitled to proper guidance and advice as well as instruction and support. They also have the right to be taught and supported in developing their research and citation skills throughout the drafting process and other formative assessments.

### **Consequences of Academic Misconduct**

If a student is suspected to have engaged in cheating, collusion or plagiarism and breached the school's standards of academic integrity the matter will be referred to the Principal and or the



Diploma Programme Coordinator. The student will be informed of the concerns of the teacher and the matter will be investigated. The student has the right to reply to the allegation and discuss the matter with the Programme Coordinator or the Principal.

If it can be shown that inappropriate work has been submitted, the programme coordinator will make a recommendation to the Principal as to whether or not the case is one of academic dishonesty, or of an academic infringement, both are cases of academic misconduct. In line with the scenarios below the programme coordinator needs to determine if the difference between these two possibilities is one of intent. The Principal, in consultation with the Programme Coordinator and Academic panel, will decide the outcome of the case.

If the investigation provides evidence beyond reasonable doubt that the student has intended to cheat, collude, or plagiarise then a mark of zero will be given for that work.

Any student found to be academically dishonest will have their parents contacted and the breach will be recorded in the student's permanent file. If the work is a formal requirement of the programme, the student's work will not be accepted.

However, if time and the regulations of the individual subject permits before the school's internal deadline for this work, the student will be allowed one chance to re-submit another piece of work in its place. If there is insufficient time for the student to produce new work, he or she will not receive a grade for that assessment and will therefore risk not receiving a subject Grade, IB Diploma Course Certificate, or the Diploma of the International Baccalaureate.

A second violation – in any subject – will result in the student receiving a 0 for the semester in that subject and the consideration of the student's removal from the relevant subject. In addition, the student may not receive credit for any other course currently being undertaken.

The Principal may also consider further disciplinary action. If a student submits work to the IB, which is later recognized as having been produced dishonestly, GPS Brookes Kochi will follow the procedures as laid out in the regulations of the IBO.

Repeated offenses may result in expulsion.



All Diplomas students at GPS Brookes Kochi are subject to the regulations contained in the official IBO documents entitled, Academic Integrity, 2019.

If work is submitted to the IB and collusion, plagiarism, or cheating are detected, the IB will be informed by the Programme Coordinator, and he/she will launch an investigation to collect evidence for a report to the IB's Final Award Committee. This report will include statements from the student, the teacher and the IB Coordinator. If the Committee decides that malpractice has occurred, in the most extreme cases no mark will be given for the subject and the Diploma may not be awarded. (Please see the Investigation flow chart) GPS Brookes School will respect and work with the IBO in upholding their policy on Academic integrity, which can be read in its entirety on request.

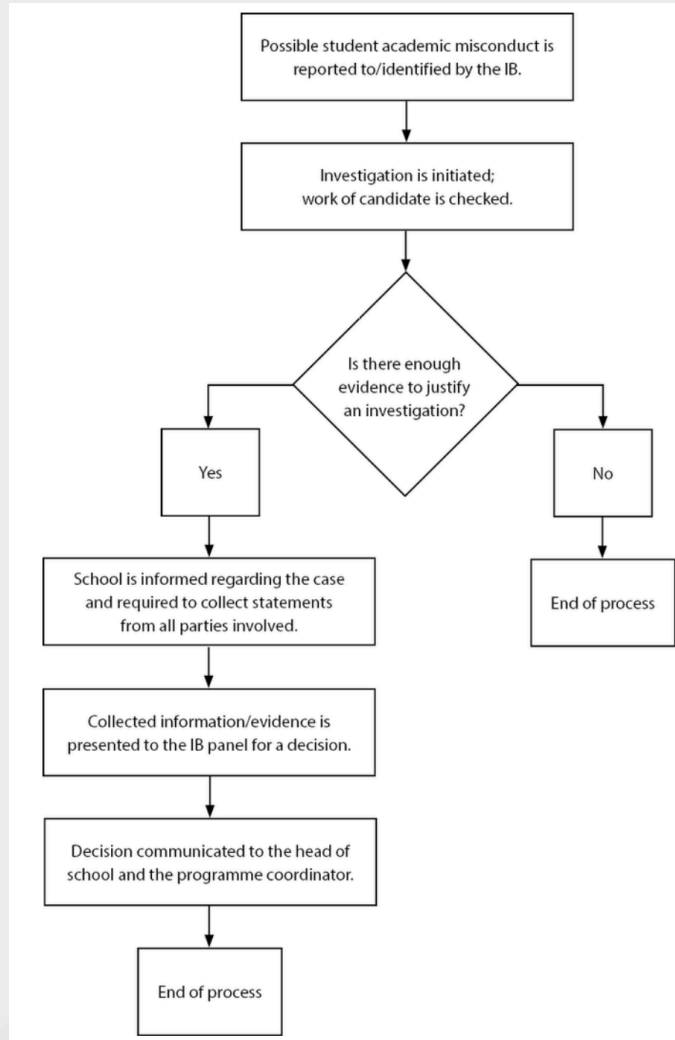


Figure 2: Investigation Flow Chart<sup>7</sup>

<sup>7</sup> Academic Integrity – International Baccalaureate”, 2019. P.31

## **Scenarios**

The following scenarios are based on the possible outcomes as illustrated earlier in Figure 1.

### **Scenario One**

A student submits work with no sign of academic misconduct. In this case the student's work will be marked accordingly.

### **Scenario Two**

A student submits work with the intent to commit academic misconduct. In this case the students work will be marked as achieving a zero. Examples of intent to commit academic misconduct may include but are not limited to: Taking notes into an examination, submitting the work of another student or tutor as entirely their own work or submitting work from online essay banks.

### **Scenario Three**

If students submit work in which they unintentionally commit academic misconduct, they will be given the opportunity to resubmit the same task with corrections to their citations and references. If they do, the student's work will be marked accordingly. Examples of unintentional academic misconduct include but are not limited to: weak citation, paraphrasing extensively from sources that are cited, and inconsistent MLA formal presentation.

### **Scenario Four**

If students submit work in which they unintentionally commit academic misconduct, they will be given the opportunity to submit a new task to replace the original task. If they do, their work will be marked accordingly.

### **Scenario Five**

In cases that do not fit the scenarios above or in the event that scenario two is challenged by the student, the academic panel will be summoned to review the case and make a final determination.

*NB The above scenarios are provided for guidance only; each case of suspected misconduct is reviewed individually.*

## **Sharing Policies with the Community**

All GPS Brookes academic policies are shared with potential students during the initial application and options interviews. Policies are also available on the GPS Brookes Kochi website.

## **Policy Review**

The academic integrity policy is reviewed annually, by the administration and faculty team. Review takes place in August each year. Following review draft versions are shared with the parent community for feedback and comments prior to full publication of any changes.

Established: March 2019.

Reviewed: May 2019, July 2019, October 2019, July 2021, March 2022, July 2024

Planned implementation: November 2019, August 2021 Policy review date: March 2026

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