

## **Academic Integrity Policy** *(revised August 2023)*

### **Purpose - Why do we need an academic integrity policy?**

The IB Academic Integrity Policy of ISoB is based on the general philosophy of the International Baccalaureate described in the following standards IB schools have to comply with:

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

The AI Policy considers ethical qualities of paramount importance. It is intended to form the guidelines for the whole school community: students, teachers, parents and administrators. Thanks to academic integrity students show respect for others and their work, and the whole school community.

The AI Policy is linked to the IB Learner profile attributes and helps to create students who are **reflective thinkers**, who are **inquisitive** and **open-minded**. But first of all IB students should be **PRINCIPLED**.

**Thinker** – *“We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.”*

**Inquirer** – *“We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.”*

**Open-minded** – *“We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.”*

**Reflective** – *“We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”*

**Principled** - *“We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.”*

(IBO, “IB Learner Profile”)

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We need an academic integrity policy to promote personal integrity and good practice in teaching, learning and assessment. It is important to develop approaches to teaching and learning like self-management, and social, communication, thinking and research

skills. Having a clear academic integrity policy helps to maintain fairness, trust, and credibility, and develops respect for others.

In view of the fact that academic integrity tends to be affected by such external factors as peer pressure, family, and cultural background, it is essential that learners understand the basic meaning of relevant concepts, especially those of authenticity and intellectual property.

However, it is also important to note that there is more to academic integrity than original authorship and ownership of creative material. It also relates to proper conduct in written examinations, tests or quizzes. It is reflected in all types of work submitted by the student for assessment, as well as in ethical work in and outside of the classroom.

In short, IB defines academic honesty as “making knowledge, understanding and thinking transparent” (IB – “Academic Honesty in the Educational Context”).

### KEY Terms - What is academic integrity?

Academic integrity is a set of values and skills which reflect principled actions, personal integrity and good practice in acknowledging the ideas of other people.

The most commonly used terms, in relation to academic integrity, are intellectual property, proper conduct, and authenticity.

**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”

**Intellectual property** – There is a wide range of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyrights. Students should be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. The

faculty of the school should make every effort to prevent students from intellectual property infringement.

When students work on tasks, they will be expected to draw on the work of others, and they will gain higher marks for doing so. ISoB expects the students to be scrupulously honest about where ideas have come from. ISoB recommends MLA referencing style.

### **School maladministration**

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

### **What is academic misconduct?**

According to IB, academic misconduct is “deliberate or inadvertent behaviour that has the potential to result in the student (...) gaining an unfair advantage in one or more components of assessment. (...) 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 (...)”

Academic misconduct also refers to breaching the good practice of providing authentic work and is commonly referred to as cheating.

Misconduct on the other hand, is defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. This also affects the assessment process since the work is not entirely produced by the student in question. As stated before in this document, the assessment process can only be fair if it truly and effectively reflects the genuine and

authentic effort of the student, and not the work of those who helped in the process of creating that piece of work” (IBO, “Academic Integrity”).

Misconduct includes:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate’s own. ISOB identifies a case of plagiarism if it is at least 40 consecutive words from another text or more than one visual source (map, table, picture, recording etc.) are not credited. “(...) plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution”. “Plagiarism even occurs when students memorize text and then reproduce it in written or oral examinations or when a source is translated and used in the target language of the assessment” without acknowledging the sources;
- **collusion:** this is defined as supporting malpractice by another candidate,
- **duplication of work:** this is defined as “the presentation of the same work for different assessment components or subjects”;
- taking work from the Internet, including websites offering “finished pieces of work in exchange for another”. Both the individuals responsible for uploading the work and the individuals who copy it are guilty of academic misconduct ;
- submitting work commissioned, edited by, or obtained from a third party;
- falsifying a SA/CAS record;
- taking unauthorized material into an examination/test room, such as a cell/mobile phone, written notes, rough notes, or an electronic device other than a permitted calculator) - “regardless of intent or if the material is used” (IBO, “Academic Integrity”)
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination/ test;
- misconduct during an examination or test, 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 student about the content of an examination or a test



- failing to comply with the instructions of the teacher/invigilator or other member of the school's staff responsible for running the examination/test
- impersonating another candidate;
- stealing examination or test papers;
- obtaining and sharing "examination materials...(i.e) live examination content or coursework that has reached the internet through fraudulent practices" (IBO, "Academic Integrity")
- using an unauthorized calculator during an examination or test, or using a calculator when one is not permitted for the examination or test paper
- "Behaviour that may disadvantage another student is also regarded as academic misconduct" (IBO, "Academic Integrity")
- "writing offensive or obscene and/or irrelevant comments" on an examination/test paper (IBO. "Academic integrity")
- "assisting other students in the same or a different school to commit academic misconduct" (IBO. "Academic integrity")
- Inclusion of inappropriate, offensive, or obscene material" in submitted work (IBO, "Academic Integrity")
- "Failing to report an incident of academic misconduct" (IBO, "Academic Integrity")
- disturbing an academic misconduct investigation in any way (IBO, "Academic integrity")
- irresponsible use of social media, which can leave a digital footprint and risk materials becoming public (e.g. sharing exam papers/assessments in groups on social media platforms)
- "Forgery or falsification of IB grades or certificates" (IBO, "Academic Integrity")
- Using Artificial Intelligence tools without acknowledging and referencing it properly.

## **SCHOOL RESPONSIBILITIES - How does the school management enforce its academic integrity policy?**

ISoB works towards strengthening the integrity of its students by implementing a unified policy as well as setting up rules for the consequences should the AI policy be breached. All school community members are encouraged to make the academic integrity the driving principle of teaching and learning.

## **TEACHERS' RESPONSIBILITIES – How do the teachers support AI policy?**

Teachers should not view a lack of academic integrity on the part of a student as only a behavioral problem, where students are perceived as the offenders. It may also highlight an issue with an aspect of the teaching and learning process and teachers must therefore maintain a balance when they address the issue of academic integrity.

All subject areas must contribute to the development of academic integrity. Therefore, each teacher is responsible for helping students gain the skills necessary to complete assigned tasks. Necessary skills may include, but are not limited to:

- conducting research
- writing academically so as to fulfil the expectation of authentic authorship
- acknowledging sources through the use of citations
- working collaboratively
- establishing timelines so work can be proof-read and edited by knowledgeable sources prior to the assessment submission deadlines.
- It is forbidden for teachers (or other individuals) to "prepare a template to ensure that all candidates follow a clear pattern or model to complete a task" .

These skills can be promoted in a variety of ways, including, but not limited to:

- thorough assessment, explanations including preferred citation formats (MLA);
- informal reminders;
- providing a list of conventions for acknowledging sources;
- highlighting the importance of academic integrity and explaining the risks of violating it in the context of each subject;
- supporting students in preparing work for assessments to ensure they comply with relevant requirements;
- if in the process of preparing work for assessment the teacher suspects plagiarism or collusion, drawing students' attention to the risk of violating academic integrity;
- direct instructions about research steps and citation procedures;
- checking students' work for authenticity before submission for assessment;
- planning a manageable workload so students can allocate time effectively to produce work according to IB expectations;
- making students aware of the advantages and drawbacks of using Artificial Intelligence tools, especially in submitting work for assessment.



## **STUDENTS' RESPONSIBILITIES – How do the students exhibit academic integrity?**

- read and understand their school's academic integrity policy
- design time schedules or plans to manage tasks sensibly
- maintain organized notes, including sources consulted during the production of work
- seek guidance and support from their teachers or tutors when doubts arise about referencing
- cite sources by making clear which words, ideas, images and other materials are from other sources, including maps, charts, musical compositions, films, computer source codes and any other material
- give credit for copied, adapted, paraphrased and translated materials from others
- make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

### **Students are expected to:**

- have a full understanding of their school and the IB policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme 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 sources used in all work submitted to the IB for assessment in written and oral materials and/or artistic products



- abstain from receiving non-permitted assistance in the completion or editing of work, from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks, file sharing websites or Artificial Intelligence tools
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.

- *GIVING CREDIT*

Each student is responsible for ensuring that all work submitted for assessment is in compliance with the Academic Integrity Policy requirements. Every time students prepare work, they need to acknowledge “the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit balanced behaviour by recognizing the collaboration of other team members and granting fair recognition of their participation”.

- *CLARIFICATION*

If, at any point, a student is concerned that his/her behaviour may be interpreted as malpractice, he/she needs to seek clarification regarding academic integrity expectations. Attempts to gain clarification prior to submission of work will never be penalized, as this demonstrates the student’s desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic integrity are welcome.

- *PRINCIPLED ACTION*

## 1. REPORTING

Students who may know of a potential lack of academic integrity, or of an act that has already occurred, are required to report it to a teacher immediately. Students who report these incidents are maintaining policy, acting with integrity, and helping their peers see the importance of academic honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

## 2. ACCEPTING CONSEQUENCES

Students “must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills”. It is our hope to avoid situations of malpractice, but should a situation arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.

## **PARENTS’/GUARDIANS’ RESPONSIBILITIES– How do parents support the AI policy?**

Parents are expected to support the school’s Academic Integrity Policy. Therefore, it is essential that, when requested, a parent/legal guardian comes to meetings to discuss the academic integrity of their children. Parents can also encourage academic integrity by helping students understand the expectations, thereby preventing malpractice.

**Parents and legal guardians of IB students are expected to:**

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



Good ideas how to help your child (examples)	Bad ideas how to help your child (examples)
<ul style="list-style-type: none"> <li>- explaining what is academic integrity - what is right and what is not (based on IB and the school’s internal policies and procedures),</li> <li>- giving suggestions on how to work on the project - e.g. where the student should look for sources to help complete a task,</li> <li>- asking the student if she/he is sure what to do to meet all the outcomes for the task.</li> <li>- Supporting your child “in planning a manageable workload” so she/he “can allocate time effectively”</li> </ul>	<ul style="list-style-type: none"> <li>- correcting your child’s work,</li> <li>- asking another adult (e.g. a private teacher) to help in doing a project, homework, or an assignment,</li> <li>- advising your child to copy work from the Internet or to consult with another student.</li> </ul>

### Consequences of academic misconduct

In the case of a violation of AI policy, the relevant subject teacher may consider lowering the final subject grade. The teacher needs to inform the school administration and parents/ guardians about the situation.



Should a breach of the Academic Integrity policy be detected, the following procedures will take place:

- In the first instance of misconduct:
  - a behaviour comment given to the students in the e-register (Managebac);
  - information is sent to parents/guardians in writing;
  - conversation with a Program Coordinator takes place to make sure the student understands his actions and the consequences if the AI policy is breached again;
  - the submitted work receives N/A status;
  - the offence may result in lowering the student's behaviour grade by one mark;
  - the DP coordinator is notified in the case of G10 students.
  
- In the second instance of misconduct:
  - a meeting of parents/guardians, teachers, a program Coordinator, the student, and the Principal takes place to make sure the student understands his actions and the consequences if the AI policy is breached again;
  - the work receives 0 points and a note recording the second offence is placed in the student's school documents;
  - the student receives an official reprimand from the Principal in writing;
  - the offence results in the student's behaviour grade being lowered to unsatisfactory.
  
- In the third instance of misconduct

- The student faces expulsion from school.

### Students' rights when accused of academic dishonesty

During the IB investigation of an incident of academic misconduct in school, the school administration will support the process. "All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events. If a student is the subject of a formal IB investigation, the school must ensure that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation" (IBO, "Academic integrity").

1. Students have the right to explain all their actions.
2. Students have the right to request the presence of their parents during discussions about the incident.
3. Students have the right to request the presence of other witnesses (e.g. classmates) during discussions about the incident.

### **Actions which will be taken by the school/IBO in instances of student misconduct during DP examinations**

Incidents related to examinations IB World Schools must follow all instructions for the conduct of examinations as detailed in The conduct of IB Middle Years Programme on-screen examinations and the relevant session version of *Conduct of examinations booklet* and ensure that invigilators and students understand the rules.



In case of cases if AI Policy breach during examinations or in the coursework that is liable to IB external assessment (MYP, DP), the school is obliged to abide by and follow the rules described in the *IBO Academic Integrity Policy* and to use the so called matrix of penalties. Depending on the severity of academic malpractice, examples of sanctions are:

- changes in a student's registration category (ref. IB exams): For DP students this would mean a change to the “course” category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.
  - need to retake an exam/re-submit work
  - warning letter to a student
  - zero mark given for a component of work
  - no grade given
  - prohibition to participate in future examination sessions.

“1.(...) The school’s Diploma Programme coordinator must inform the IB Organization if he or she identifies any misconduct (for example, plagiarism) in relation to a candidate’s work after the candidate has signed the cover sheet to the effect that it is his or her own work and constitutes the final version of that work. In such cases, or when an examiner or the IB Organization suspects malpractice, the school will be required to conduct an investigation and provide the IB Organization with relevant documentation concerning the case. If questions arise about the authenticity of a candidate’s work before the cover sheet has been signed, that is, before the work has reached its final stage, the situation must be resolved within the school.

2. Candidates suspected of misconduct will be invited, through the coordinator, to present a written explanation or defence.

3. Cases of suspected misconduct will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.





4. If the final award committee deems evidence of misconduct insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.
5. If the final award committee decides that a case of misconduct has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no misconduct has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which misconduct was established.
6. If a case of misconduct is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.
7. If the candidate has already been found guilty of misconduct in a previous session this will normally lead to disqualification from participation in any future examination session.
8. An IB diploma, or a certificate, may be withdrawn from a candidate at any time if misconduct is subsequently established (...)

(IB, “General regulations: Diploma Programme”)

### **Artificial Intelligence devices only as an acknowledged source in referencing**

Using Artificial Intelligence devices, for example, chat GPT is allowed provided that it is specifically referenced in relation to which part of the text was constructed with the use of the aforementioned device. Subject teachers will teach students how to properly use these devices within the scope of academic integrity. Using said devices outside of the framework provided by the teachers will be treated as misconduct.

### **Bibliography:**

- *Academic Honesty in the IB Educational Context*. International Baccalaureate Organization, 2014.
- *Academic Integrity*. International Baccalaureate Organization, 2019.
- *IB Learner Profile*. International Baccalaureate Organization,
- *Programme Standards and Practices*, International Baccalaureate Organization,
- *Conduct of examinations booklet*