

ACADEMIC INTEGRITY POLICY

The IB Diploma Programme

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Contents based on:

International Baccalaureate Organization, (2014), International Baccalaureate Diploma Programme: A guide to academic integrity

Academic Honesty in the Educational Context, (2014), IBO, Geneva, Switzerland.

The International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The 1st International School of Ostrava Mission statement

Our mission is to create an engaging inquiry-based learning environment where students can excel, develop vital life skills, fulfil their potential, and ultimately maximise their success in today's world to become dynamic, competent, compassionate, and caring members of a global society.

The Learner Profile

Inquirers - 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.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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.

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.

Caring - We show empathy, compassion and respect. We commit to service, and we act to make a positive difference in the lives of others and the world around us.

Risk-takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

Balanced - We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world, our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

Philosophy and Practice

Academic integrity is the commitment to and demonstration of honest and moral behaviour in an academic setting. It relates to providing credit to other people when using their ideas. In the simplest terms, it requires acknowledging the contributions of other people. Failure to provide such acknowledgement is considered plagiarism. It includes the protection of all intellectual property. Moreover, it also refers to proper conduct during examinations.

The IBO defines academic integrity in the Diploma Programme (DP) as “a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning, and assessment, academic honesty (or integrity) serves to promote personal integrity, engender respect for the integrity and work of others, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.”

The 1st International School of Ostrava places great emphasis on academic integrity and by doing so promotes the IB mission statement and the IB learner profile.

We encourage our students to be **principled** by being honest people, with a strong sense of fairness and respect for the dignity of the individual, groups, and communities. Students take responsibility for their actions.

We encourage our students to be **reflective** by considering and acknowledging other ideas and perspectives along with their ideas and experiences.

The role of this policy is to ensure the following:

- Work is based on the candidate's individual and original ideas.
- Other's ideas, when paraphrased, are acknowledged as being paraphrased.
- Assignments, written or oral, must use the candidate's language and expression.
- Sources used must be fully and appropriately acknowledged.
- Work is submitted on time, according to the teacher's requirements.

The goal of this policy is to:

- Promote academic integrity
- Ensure that students and the whole school community understand and are fully aware of what constitutes academic integrity
- Explain to students and parents (or guardians) the possible consequences of academic misconduct
- Encourage students to consult with their teachers, supervisors, the librarian and the DP coordinator regarding potential academic misconduct

Forms of Academic Misconduct

The IB defines 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.

Misconduct may include:

- Plagiarism: The representation, **intentionally or unwittingly**, of the ideas, words or work of another person without proper clear and explicit referencing.
- Collusion: supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another. Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, although it may be based on similar data. This means that the introduction, content, conclusion, or summary of a piece of work must be written in each candidate's own words and can not, therefore, be the same as another candidate's. Working together is collaboration. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is academic misconduct and will be penalised.
- Duplication of work: The presentation of the same work for different parts of the Diploma. (An example would involve submitting the same work for an Economics Extended Essay and Economics Internal Assessment)

Other forms of Academic Misconduct might include the following:

- Making up data for an assignment
- Falsifying a CAS record
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, wearable technology, smartwatches, or other forms of smart technology, own rough paper, notes ...

- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Copying the work of another candidate
- Referring to or attempting to refer to, unauthorised material that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Impersonating another candidate
- Including offensive, hateful, obscene, or inflammatory material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Using an unauthorised calculator during an examination, concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations

Prevention of Academic Misconduct

The responsibility of the students

- Students are fully responsible for ensuring that all submitted work to be assessed fulfils the academic integrity requirements for authentic work.
- Students should review and check that the ideas or the work of others are correctly acknowledged using an acceptable and consistent citation method.
- Students should plan enough time to fully complete academic writing tasks so that academic dishonesty is not the result of time constraints.

The responsibility of the teachers

- Teachers should be aware and trained on matters of academic integrity.
- Students will be given academic integrity briefings to keep them aware of the need to submit authentic work.
- The librarian or the EE coordinator will train students on the skills for citing and referencing. It will be reinforced both during tutoring and in all academic classes.
- The subject teacher or supervisor will check a student's work for any obvious ideas or work of others that might have been copied and not fully acknowledged.
- The teacher/supervisor should be vigilant of sudden unexplained changes in work, ideas or writing style of work and investigate such unexpected changes further
- The subject teacher or supervisor may quiz a student on the content of the work at any

point in time to determine the authenticity of the work.

- Students – especially in the IB - should be familiar with the IBO document Effective Citing and Referencing (2014) and use the checklist to ensure they fully and correctly acknowledge work.
- All subject teachers or supervisors will be required to follow the guidelines outlined above to detect plagiarism in any student’s work.
- All work submitted for external assessment will be submitted via Google Classroom anti-plagiarism software that detects similarities between a student’s final draft and the work of others.

Internal Penalties for Academic Misconduct

A breach of academic integrity in the Diploma Programme could result in the discontinuation of the programme.

If a student is guilty of malpractice in the normal course of the year’s academic activities, a 0 is awarded, the teacher will invite the student to a conference to discuss the incident, the parents will be informed, and remedial steps will be taken to ensure the student understands the infraction and can learn from the experience.

If any work to be sent to IBO is found to be plagiarised, the student will be either allowed to redo the assignment, or the school may choose to not submit the assignment, which will result in a non-submission for the student, and failure to obtain the diploma.

External Penalties for Academic Misconduct

Once the work is identified as authentic, the candidate signs a confirmation of authenticity and the work is submitted to IBO. If the work is found to be plagiarised, the candidate will not be eligible to receive their diploma. The candidate must then abide by the decision of the IBO.

If any academic misconduct occurs or is suspected during the external examination period, the school is obliged to report it to the IBO.

Investigation of Academic Misconduct Procedure

- If malpractice is suspected, the teacher/invigilator/supervisor will report it to the IB coordinator, who will form a small committee and examine the work or evidence.
- The IB Coordinator will interview the student and teacher/supervisor, keep notes of the meeting and may ask the teacher/supervisor and students to keep detailed notes or write a reflection on the events.

- If academic misconduct in internal processes is confirmed, the internal penalties in school will be applied.
- If academic misconduct for external assessment has been confirmed, the IB coordinator will report the case to the IBO.
- The IBO will conduct an initial investigation and may require the school to prepare further documents. Once the IBO is involved, they might decide whether to dismiss the allegation, uphold it, or ask for further evidence or statements to be made. The academic integrity sub-committee of the final award committee considers the evidence and the outcome is decided.
- If an allegation of a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way.
- The penalty might be that no grade is awarded in the subject(s) or sections concerned. All other results will still be issued. Depending on the circumstances of academic misconduct either a certificate of the other subject results will be awarded, or the whole diploma might still be rewarded. Malpractice is not indicated on the certificate. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
- If a case of academic 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 sessions. When the IBO starts an investigation into academic misconduct, the coordinator is informed by email. The IBO requires the coordinator to immediately inform the school principal of the investigation. Decisions of the final award committee may be appealed if there are acceptable grounds for the appeal.

Roles and Responsibilities

Academic integrity must be part of the school culture and integrated into the teaching and learning process. Therefore, it must be embodied by all school departments, teachers, administration, students, parents, and all the other members of the school community.

- The **student** holds the ultimate responsibility for ensuring that all submitted work to be assessed, either internally or externally, fulfils the academic integrity requirements for authentic work.
- Students must acknowledge and support integrity as a core principle of the school's vision and mission.
- Students must act with honesty, integrity, responsibly and ethically.

- Students are accountable for their actions, including the integrity of the work they turn in.
- Students understand that plagiarism, whether deliberate or inadvertent, will constitute academic misconduct.
- Students must bear the consequences set by the school or the IBO if they submit work that is not their own or engage in academic malpractice, of whatever nature.
- Students must approach teachers for clarification and support if there is anything regarding academic honesty (or integrity) they do not understand.
- Students should be familiar with the school's acceptable official standards for citing and referencing.
- Students should use quotation marks or indentation to show all text that is someone else's exact words and should reference direct quotes.
- Students should cite their sources so that readers can find them; if they cannot state the origin of the source, this source cannot be used. Students should also give credit for copied, adapted and paraphrased material. If an idea is paraphrased, the source must still be cited.
- For external assessment, DP students are required to sign the academic integrity declaration form.
- Students must submit their assessments according to the school's deadlines, allowing time to check for originality using Google Classroom.
- Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.

Teachers must be well informed of the school's academic policy. In their lessons, they should refer to the school's academic honesty curriculum, according to a grade level.

- Teachers should promote the school's academic integrity culture.
- Teachers must inform students about possible plagiarism.
- Teachers should increase students' awareness and responsibility in regard to academic integrity.
- Teachers should keep students informed about deadlines and the consequences of not meeting them.

Parents and guardians are an integral part of the school community and as such need to be aware of the academic integrity policy and the possible consequences of academic misconduct.

- Parents should be aware of the different requirements of the IB diploma programme.
- Parents are encouraged to contact the school staff for any clarifications.
- Parents should encourage their children to manage their workload reasonably.
- Parents should be fully aware of the meaning of academic misconduct and its consequences.
- Parents should maintain good communication with the teaching staff and school management.

The **IB coordinator** leads the implementation of the academic integrity policy and promotes a culture of integrity across the school community.

- The IB coordinator will assemble a committee in case of possible academic misconduct.
- The IB coordinator will decide together with the school principal and the involved teacher/supervisor about the possible consequences of any academic misconduct once there is enough evidence and in accordance with the policy.
- The IB Coordinator will report to the IBO about any possible academic misconduct in the case of an external assessment that has already been submitted.

The **EE coordinator** has a very important role in promoting and teaching academic integrity at school.

- The EE coordinator should support students and teachers in terms of guiding and giving information on the most appropriate citation methods.
- The EE coordinator will promote and teach the use of the MLA citation format.