

# Academic Integrity Policy and Procedures

## IB World School 000703

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*Honesty is the first chapter in the book of wisdom.*

Thomas Jefferson

This document has been developed in accordance with the IBO Academic Integrity Policy Guide published in October 2019, and draws upon other IBO documents relevant to IB Middle Years Programme and Diploma Programme.

## Reference to IB Learner Profile

Underlying the IB MYP and DP Academic Integrity Policy is the IB learner profile with its unique combination of knowledge, skills, independent critical and creative thought and international mindedness. The attributes and descriptors of the profile represent a set of key values, ideals and principles underpinning the IB continuum of international education. The successful implementation of the IB learner profile helps students to:

- develop their natural curiosity,
- acquire the skills instrumental in conducting inquiry and research,
- show independence in learning,
- explore concepts, ideas and issues of local and global significance,
- exercise initiative in applying thinking skills critically and creatively to identify and approach complex problems,
- approach unfamiliar situations and uncertainty with courage and forethought,
- have the independence of spirit to explore new roles, ideas and strategies,
- seek and evaluate a range of points of view,
- act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities,
- take responsibility for their own actions and the consequences that accompany them.<sup>1</sup>

The learner profile defines the type of student that the IB wishes to develop through its programmes. It is the expectation of the organisation that each school will develop its Academic Integrity Policy with clear regulations delineating steps to be taken and

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<sup>1</sup> Adapted from IB Learner Profile Booklet 2006

punishment methods to be used when students commit malpractice, thereby breaching the regulations of the policy on academic honesty.

## Understanding academic integrity

### Academic integrity

In the IB World School 000703 academic integrity is seen as the central core of the IB MYP and DP. It is regarded as a set of values and attributes leading to the development of personal integrity, and promoting good practice in teaching, learning and assessment. 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, one should not overlook the fact that there is more to academic integrity than original authorship and ownership of creative material: namely, it also relates to proper conduct in written examinations. Therefore, academic integrity is defined as “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.”<sup>2</sup>

With such understanding of academic integrity, the IB World School 000703 aims at their students to acknowledge:

- their responsibility for producing authentic and genuine individual and group work,
- how to correctly attribute sources, acknowledging the work and ideas of others,
- the responsible use of information technology and social media,
- how to observe and adhere to ethical and honest practice during examinations.<sup>3</sup>

### Key terms:

**Authenticity of work** - a piece “based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged”<sup>4</sup>

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<sup>2</sup> Academic Integrity, p.3,

<sup>3</sup> Ibid,

<sup>4</sup> Academic honesty, p.2

It is therefore absolutely imperative that all assignments, written or oral, completed by a student for assessment, wholly and authentically use the student's own language and expression. Any sources used or referred to, whether in the form of direct quotation or paraphrase, must be fully and appropriately acknowledged.

**Intellectual property** – with a wide range of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright, it is important that students understand that all forms of intellectual and creative expression are respected and protected by national and international laws. When quoting others, students should therefore develop the habit of using quotation marks to indicate that the wording is not their own, otherwise they will commit plagiarism. Additionally, the source of the quotation or paraphrased text must be clearly identified. In view of the fact that that using another person's thoughts and ideas is an integral part of one's own academic research, sufficient guidance and instruction should be provided for students on what constitutes plagiarism and how it can be avoided.

**Student academic misconduct** – “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 onscreen.”<sup>5</sup>

**School maladministration** - an action by the 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.”<sup>6</sup>

## Understanding student misconduct

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<sup>5</sup> Academic Integrity, pg. 3, 2019 <sup>6</sup>  
Ibid

According to the above definition of student misconduct it refers to student's coursework as well as written examinations. It includes:

- “plagiarism:** the representation of the ideas or work of another person as the candidate's own,
- collusion:** supporting malpractice by another candidate, as in 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 requirements,
- taking unauthorized material into an examination room,
- misconduct during an examination, including any attempt to disrupt the examination or distract another student,
- exchanging or in any way supporting, or attempting to support, the passing on of information related to the
- examination,
- copying the work of another student,
- failing to comply with the instructions of any member of the school's staff responsible for the conduct of the
- examination,
- impersonating another student,
- stealing examination papers,
- using an unauthorized calculator during an examination,
- disclosing or discussing the content of an examination paper with a person outside the immediate school
- community within 24 hours of the end of the examination,
- fabricating data for an assessment.”<sup>6</sup>

## Understanding maladministration

It must be noted, however, that it is not only students that may breach the regulations of the policy on academic integrity. Examples of maladministration include:

- the unauthorized rescheduling of an examination,

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<sup>6</sup> Academic honesty, p. 3-4

- ❑ failing to keep the examination papers secure prior to an examination,
- ❑ opening examination paper packets prior to an examination,
- ❑ providing a candidate with undue assistance in the production of any work,
- ❑ leaving a candidate unsupervised during an examination,
- ❑ allowing additional time in examinations, releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours of the end of the examination.”<sup>7</sup>

## **Ensuring authenticity of student's work - Responsibilities**

### **The head of school and the IB DP Coordinator and MYP Coordinator**

The IBO empowers the head of school to establish a school policy fostering the spirit of academic honesty. Part of this responsibility is delegated to the IB DP and MYP Coordinators and other staff members. The IB Coordinators must also ensure that all students understand what constitutes academic honesty, and authentic piece of work, and malpractice. Additionally, the coordinators are expected to ensure that all students are offered clear guidance on the skills of academic writing and acknowledging sources, and that they are fully aware of the penalties for committing malpractice. The IB coordinators also play the central part in providing students and their legal guardians with a copy of the school's Academic Integrity Policy.

### **Students**

The student is held responsible for ensuring the authenticity of all work submitted for assessment, and that all the sources are fully and correctly acknowledged. The student is also required to sign a declaration stating that all work submitted for assessment will be their own authentic and creative work.

### **Subject teachers**

The teacher is responsible for confirming the authenticity of all work submitted by a student for assessment. It is also the expectation of the IBO that each subject teacher will support the school's policy on academic honesty and provide the student with advice whenever necessary. The student's attention must be drawn to the necessity of

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<sup>7</sup> Academic honesty, p.4

acknowledging the source of data, computer programmes, photographs, diagrams, illustrations, maps, etc.

### **School librarians**

The school librarian is expected to give students instructions for research paper writing methods, and guidelines on reading and writing skills, good academic practice and ways of locating, evaluating and using information effectively without committing malpractice.

### **Parents and legal guardians**

Students' parents and legal guardians are expected to promote good academic practice and standards. Parental support is considered vital to ensuring academic honesty.

### **Do's and Don'ts of the academically honest student**

The academically honest student:

- understands the concept of academic integrity, intellectual property, plagiarism and other forms of student misconduct,
- ensures that all work submitted for assessment is authentic,
- understands the consequences of committing malpractice, regarding both school-based work and external
- examinations and assessments,
- documents source material formally and appropriately,
- uses direct quotations in an appropriate manner,
- acknowledges explicitly help provided by another person,
- abides by exam rules.

### **The academically honest student**

**DOES NOT:**

- copy another student's internal assessment work, allow another student to copy his/her work and/or submit it for assessment,
- present the same work for different assessment components and/or requirements,

- use notes during a test unless allowed by the teacher or permitted by the examination rules disrupt an examination or distract other students,
- impersonate another student,
- write essays for other students.
- do homework for other students,
- steal examination papers,
- present material written by another student as his/her own,
- purchase and submit pieces written by someone else,
- disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination,
- fabricate data for any form of assessment.

## Investigating student misconduct

When there is every reason to believe that misconduct has occurred, the following steps will be taken:

- the teacher will inform the IB DP or MYP Coordinator about the incident,
- the teacher will investigate the matter with the student(s) involved,
- in consultation with the IB DP or MYP Coordinator, the teacher may resolve to issue a consequence (in such cases the decision will be communicated in writing to the student and his/her parents or legal guardians),
- the letter will be placed in the student's file,
- should parents or legal guardians wish to appeal, the matter will be referred to the School Head.

Any incident of misconduct may instantly be referred to the School Head if:

- the student denies the charge of malpractice,
- several students are involved in the incident, and the teacher is incapable of thoroughly investigating the matter,
- other criteria.

After receiving a referral, the School Head will

- hold a hearing and investigate the charges of malpractice,
- inform the parents or legal guardians prior to the hearing,

- invite the student(s) involved to appear before the School Head with a view to explaining the incident,
- interview other staff members and students related to the inquiry,
- decide on the disciplinary consequences,
- present the outcome of the hearing and the disciplinary consequences in writing to the student(s), parents or legal guardians,
- in cases when a student has been found guilty of academically dishonest behaviour, a formal letter will be placed in the student's file,
- students' due process rights will always be ensured (students and parents or legal guardians have a right to see evidence, statements, reports and correspondence about the case).

The School Head may uphold the teacher/coordinator's decision about the disciplinary consequences, or institute more or less severe consequences.

### **Penalties applied to students guilty of misconduct**

In cases of academically improper conduct, a number of sanctions will be employed:

- academically dishonest work will receive zero points as a grade,
- the student whose work has been deemed to be academically dishonest will be obliged to do it again,
- the zero will have a serious effect on a semester grade,
- the incident will have a serious effect on the student's behaviour grade,
- a formal letter will be placed in a student's file, describing the incident and the decision of the School Head about the disciplinary consequences,
- in cases when an assignment is submitted to the IBO for assessment, the IB DP or MYP Coordinator will inform the organisation that the final work is affected by malpractice,
- in cases of persistent misconduct, it may be recommended that a student not be put forward as an IB DP candidate.

### **Examples of conventions for citing and acknowledging original authorship**



At the end of each assignment a list of all the sources should be provided. The list should consist of full and accurate details, by means of which the sources can be traced. It is important to remember that:

- an entry must consist of author(s), date of publication (full date for daily and weekly publications, year only for others), title details, publisher details;
- entries must be in alphabetical order of surname;
- titles of books and journals should be in italics (or underlined where italic font is not available);
- titles of books and journals should be in Title Case (all important words have a capitalized initial letter);
- titles of articles or chapter headings should be in Sentence Case (only the first word or proper nouns should have a capitalized initial letter)
- book title must include edition (other than first) and any other details given on the title page, e.g. series translator, original title;
- journal title must include volume number and page numbers of article.
- internet sources must contain website, browsing date  
(<http://www.canberra.edu.au/studyskills/writing/sources> 7th Nov 2019)

**Students are expected to read the document thoroughly, understand it and sign it. Afterwards it will become legally binding. Students may seek assistance from the IB DP Coordinator, MYP Coordinator, or subject teachers and librarians to make sure that they understand all the information herein included.**

□ **Pledge of Academic Integrity**

I hereby declare that I have read the IB MYP/ IB DP Academic Integrity Policy and Procedures established for the IB World School 000703. Fully aware of the consequences following from the failure to comply with the regulations, I solemnly pledge that I will always uphold the principles of academic honesty, and maintain the highest standards of ethical conduct.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## References:

1. *Conduct of examinations booklet 2020, 2019*, Cardiff: Peterson House,

2. *Diploma Programme: The conduct of IB Diploma Programme examinations*, 2018, Cardiff: Peterson House,
3. *Effective citing and referencing*, 2014, Cardiff: Peterson House,
4. *IB Learner Profile Booklet. Diploma Programme, Middle Years Programme and Primary Years Programme*, 2006, Cardiff: Peterson House,
5. *IBO Diploma Programme, Academic Honesty*, 2014, Cardiff: Peterson House,
6. *IBO Diploma Programme, Academic Integrity*, 2019, Cardiff: Peterson House,
7. *Middle Years Programme Personal Project Guide (for use from September 2021/January 2022)*, 2021, Cardiff: Peterson House,
8. *MYP: from principle into practice*, 2014, Cardiff: Peterson House,
9. *The IB programme continuum of international education Academic honesty in the IB educational context*, 2016, Cardiff: Peterson House.