



*III Liceum Ogólnokształcące w Gdyni
International Baccalaureate World School 0704*

Academic Integrity Policy

**International Baccalaureate
Middle Years Programme
Diploma Programme**

Honesty is the first chapter in the book of wisdom.

Thomas Jefferson

IB Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

THE IB 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 organization works with schools, governments and international organizations 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 SCHOOL MISSION STATEMENT

The mission of Gdynia High School No 3 is to help raise and develop a righteous and respectable person, a citizen devoted to the community, who protects his national heritage and appreciates the values of modern civilization, in particular respects the rules of democracy and human rights.

The new century is the century of the globalization of an information society and the developing noosphere. High School No 3 in Gdynia teaches all techniques of modern, wise and useful usage of different sources of information, particularly digital media

The Academic Integrity Policy of International Baccalaureate World School 0704 for the IB Diploma Programme and Middle Years Programme bases on the general philosophy of the International Baccalaureate and considers ethical qualities of utmost importance. We expect them to be the guideline for all the school community: students, teachers, administration and parents.

The school expectations concerning students' academic integrity align with following [IB LEARNER PROFILE](#) attributes:

- **Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Reflective** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What is academic integrity

The IBO defines academic integrity 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 (IBO,2019,3).

Why do we need academic integrity?

To maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules

To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged (IBO,2019,5)

Academic integrity is an essential aspect of teaching and learning where action is based on inquiry and reflection. Throughout their learning experience students are expected to act with integrity and in a way that ensures **authenticity of their work** and proper conduct. **An authentic piece of work** is based on the student's individual and original ideas and one in which all ideas and work of others is fully and appropriately acknowledged

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. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper based and on-screen.'(IBO,2019,5)

What constitutes academic misconduct on the part of the student

1. During class work, homework, both written and oral, including eCoursework

- **Plagiarism** : defined by the IBO 'as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment' (IBO, 2019, 45) , which includes the use of translated materials.

Plagiarism includes memorizing a text and then reproducing it in written or oral examinations. It is not restricted to copying published work, but includes the reuse of work submitted in past examination sessions by the same or other student(s) that might not be published. ((IBO, 2019, 46)

There are different forms of plagiarism, all of which are violations of academic integrity. These include::

Complete plagiarism - submitting someone else's work in one's own name

Direct Plagiarism - word-for-word transcription of a section of someone else's work, without referencing and without quotation marks.

Paraphrasing plagiarism - reusing someone else's work and changing a few words or phrases.

Mosaic plagiarism - borrowing phrases from a source without using quotation marks and interweaving it with one's original work
Accidental Plagiarism - neglecting to cite sources, or misquoting sources, or unintentional paraphrasing a source by using similar words, groups of words, and/or sentence structure without references

Source –based plagiarism – citing an incorrect or non-existent source

Peer plagiarism: copying work or parts of work from another student

Self-plagiarism submitting one's own work, or mixing parts of previous works, without permission

- **Duplication of work** Presentation of the same work or two pieces of similar work for different assessment components or subjects e.g. Internal assessment assignment and an Extended Essay
- **Collusion** supporting misconduct by another candidate
Example: In geography, candidates might be presented with a research question by the teacher and then be required to work as part of a group to collect data together in the field. However, each candidate must write up their report of the fieldwork individually. The reports will have a similar research question and may have the same information collection in the appendices, but the way the information collection is described, analysed and evaluated must be different from the work of other candidates with whom they collected the information and must be entirely their own work
- **Falsification of data** Presentation of work based on false or fabricated data.
- **Submitting work commissioned, edited by, or obtained from a third party**
- **Inclusion of inappropriate, offensive, or obscene material**

2. During, before and after an examination

- Possessing unauthorized material in the examination room_(such as cell/mobile phone, watch, written notes for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator).
- Misconduct or disruptive behaviour during an examination.
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time.
- Using an unauthorized calculator during an examination or test, or using a calculator when one is not permitted for the examination or test paper.
- Removal of secure materials such as examination papers, questions and answer booklets, from the examination room.
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- Impersonating an IB candidate— both impersonator and person allowing impersonation.
- Failing to report an incident of academic misconduct
- Failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination.
- Gaining access to IB examination papers before examination’s scheduled time
- Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination.
- Assisting another student(s) in committing an act of academic misconduct. (IBO, 2019, Appendix 2)

3. **Other cases of academic misconduct** include falsifying a CAS record, TOK or Extended Essay Planning and Progress Form

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual formally 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 (IBO, 2019,20 Appendix 2)

Examples of maladministration committed by the school’s staff include:

- Providing undue assistance to candidates, such as over-editing or templating or manipulating finished pieces of work for improvement.
- 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 submitted for IB assessment.
- Authenticating work when there are doubts regarding its authenticity.
- Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.
- Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.
- Giving unauthorized additional time to candidates.
- Allowing candidates to share materials or communicate during the examination.
- Assisting candidates with the completion or the understanding of questions during the examination.
- Failing to report incidents of student misconduct or school or teacher maladministration. (IBO, 2019, 28-29)

It has to be noted that any pressure put on the staff in all cases mentioned above, by any party, is in itself an attempt to breach the regulations of the academic integrity policy

How to ensure authenticity of work - advice for students

To avoid the risk of academic misconduct in your work

- Acknowledge all ideas and work of other persons no matter what source they come from. clearly and accurately acknowledge the source of each and every piece of material that is not genuinely your own – do it in the references and bibliographies.
- In your acknowledgements include not only books and journals but also CD Roms, computer programs, Internet web sites and any other electronic sources including material produced by Artificial Intelligence, e.g. ChatGPT
- Acknowledge the source of any photographs, illustrations, maps, graphs, data, audio-visual material.
- If you quote verbatim, include the passage within quotation marks and provide references.
- Do not paraphrase a passage without making a reference to the source.
- When giving oral presentations, state whose works, words, ideas you are referring to.
- Do not give other students your work to copy.
- Do not copy work from your peers. Even if you have worked as a team, write your work.
- Do not use notes or any other sources, electronic devices or watches during a classroom test unless allowed by the teacher.
- Do not put on anybody any pressure that could violate the rules of the Academic Integrity Policy.

In order to acknowledge your work appropriately

- refer to the *Effective citing and referencing* document published by the IBO. This Publication which is accessible in the 'Files' section (Extended Essay – all subjects folder) in Managebac.
- Find detailed guidance about different referencing styles on the internet. Some such styles include:
 - American Psychological Association (APA)
 - Chicago/Turabian
 - Harvard citation and referencing guide
 - Modern Language Association (MLA)

Using AI tools:

The IBO does not ban the use of AI tools, e.g. ChatGPT. However, work produced by such tools is not regarded as the student's own work. That is why any material produced by AI needs to be acknowledged in the following way:

- If you use a text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image— you must clearly reference the AI tool in the body of your work and add it to the bibliography. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.
- An in-text citation should contain quotation marks using the referencing style you are using and the citation should also contain the prompt given to the AI tool and the date the AI generated the text. For example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023)
- The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic. (IBO, 2019, Appendix 6)

Using software to improve language and grammar

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences, e.g. Grammarly. The following rules apply to the use of such tools:

- The use of such tools is not permitted in language acquisition (group 2 subjects), where marks are awarded for sentence structure
- Students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language.
- For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable (IBO, 2019, Appendix 6)

Academic integrity practices are not restricted to IB assessment components and assessment circumstances. Students are expected to act with integrity throughout their learning process.

Responsibilities

The IB Coordinator's responsibilities include:

- Ensuring that all students understand what constitutes academic honesty, an authentic piece of work and malpractice.
- Ensuring 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.
- Ensuring that students and their legal guardians are provided with a copy of the school's Academic Honesty Policy.

The teachers' responsibilities include:

- Highlighting the importance of academic integrity and explaining the risks of violating it in the context of their subject.
- Supporting students in preparing work for assessment to ensure they comply with relevant requirements.
- Drawing students' attention to the risk of violating academic integrity if in the process of preparing work for assessment the teacher suspects plagiarism or collusion.
- Reading and checking students' work for authenticity before submission for assessment.
- Abiding by the examination code of conduct.
- Confirming the authenticity of the work if they believe the student's work was completed in accordance with the Academic Integrity Policy. This also concerns work that is not being submitted as part of a sample for the purpose of moderation.

Authentication is an assurance from the teacher that, to the best of their knowledge and belief, the work being submitted has been completed by the student with respect for the Academic Integrity rules.

- The teacher has the right to refuse to confirm the authenticity of the student's work if they have not seen the student develop their work over a period of time, or if they suspect the work is not the authentic work of the student.
- If a teacher is unwilling to confirm the authenticity of a student's work owing to a suspicion of malpractice, they must report it to the IB Coordinator.

The IB will only accept work for assessment or moderation that has been authenticated and constitutes the final version of that work.

The students' responsibilities:

- Ensuring that all work submitted for assessment, whether for class work or IBO requirements, is your authentic work
- Accurate acknowledgement of all sources used.
- Appropriate naming of the completed, final version of their work and therefore stating that that the work is authentically theirs. If such a piece of work is later found to be plagiarised, there is no possibility of handing in new. Hence this component will be missing for assessment.
- Allowing the teacher/Extended Essay supervisor /CAS coordinator to follow the development of their work over a period of time.
- Complying with all internal school deadlines. This may give you time for revising work which may raise doubts about its authenticity.
- Restraining from any behaviour that could be interpreted as malpractice.

Students themselves bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion.

Investigating malpractice at school

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

- The teacher will inform the IB Coordinator about the incident.
- The teacher will investigate the matter with the student(s) involved. The teacher may ask the IB Coordinator for assistance.
- The teacher and IB Coordinator will inform the Head of School about the incident and the outcome of the investigation.
- The parents or legal guardians of the student(s) will be notified by the teacher and IB Coordinator of the incident.

- The letter will be placed in the student's files.
- If the student denies (in written form) the charge of malpractice, or several students are involved in the incident, and the teacher is incapable of thoroughly investigating the matter, an Academic Integrity Committee will be appointed to hold a hearing and investigate the charges of malpractice.
- The Committee will:
 - inform the parents or legal guardians prior to the hearing
 - invite the student(s) involved to appear before the committee with a view to explaining the incident
 - interview other staff members and students related to the inquiry if relevant
 - 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 behavior, 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 Academic Integrity Committee may uphold the teacher's/coordinator's decision about the disciplinary consequences, or institute more or less severe consequences. Should a student be dissatisfied with the decision taken by the Academic Integrity Committee, he/she may appeal to the Head of School.

Internal consequences resulting from academic misconduct:

- Work that violates the rules of academic honesty will receive zero as a grade.
- The zero will have an effect on a semester grade
- A MYP student will be obliged to re-do their work following the teachers guidelines.
- A DP student will be obliged to re-do work which needs to be submitted to IBO for assessment. if malpractice is discovered before their submitting/handing in the final version of the work. Work required for internal school purposes cannot be redone.
- If the student violates the rules of academic integrity, it will have an effect on the student's behavior grade, which will be lowered.
- A formal letter will be placed in a student's file, describing the incident as relevant..
- In cases of repeated misconduct, the MYP student may not be admitted to the Diploma Programme.
- In cases of repeated misconduct it may be recommended that a student not be put forward as an MYP certificate candidate.
- Cases of persistent misconduct on the part of the DP student will be included in the student's files sent for university application purposes.
- In cases of persistent misconduct the Head of School, following the IB Coordinator's question, may refuse to register a student as an IB diploma or certificate candidate.
- If a student has submitted/handed in work for either internal or external assessment as the final version, thus declaring that the work is authentic, the work cannot be retracted. In the case of suspected malpractice, even if the student claims that the incorrect version of the work was submitted.
- In cases when an assignment is submitted to the IBO for assessment, and the work is subsequently suspected of malpractice, the IB Coordinator will inform the IBO that the final work is affected by malpractice.

Final provisions:

- All IB students will be introduced to this document in the first term of each IB programme
- All IB students will be clearly informed of the consequences of malpractice
- Teachers must make every effort to ensure students adhere to the rules of academic honesty and support them in this respect
- The IB Coordinator will provide the students with the 'Conduct of examinations' rules prior to the May session exams and these will be discussed in detail.
- As a rule candidates are obliged to sign the Academic Integrity Statement at the start of each IB programme.
- The IBO will investigate any reports of alleged misconduct on the part of the students or members of the staff. This will be done in a thorough, fair and transparent investigation.
- All coursework received by the IB will be checked via new text-matching software for possible collusion and plagiarism. Any potential breaches of regulations will be investigated by the IB and the candidate may not receive a grade for the subject. (128)
- The penalties for proved misconduct imposed by the IBO will depend on the nature and seriousness of the infringement and are defined in the Academic Integrity Policy published by the International Baccalaureate Organisation.

References:

This document was prepared in alignment with:

Academic Integrity Policy, International Baccalaureate Organization, October 2019, updated 2023

ACADEMIC INTEGRITY PLEDGE

I understand that Academic Integrity is crucial for maintaining fairness, trust, credibility and respect in the academic community.

I declare that all academic work I do will be my independent work, without unauthorized aid of any kind.

I have read and understood the principles of the Academic Integrity Policy of III Liceum Ogólnokształcące and IB World School 000704 in Gdynia and the consequences of not abiding by it.

Name.....

signature

Gdynia

(date)