

I Liceum Ogólnokształcące im. Adama Mickiewicza w Olsztynie, Poland



Academic Integrity Policy

*“No legacy is so rich as honesty”,
William Shakespeare*

*“Honesty is the best policy”,
Benjamin Franklin*

The IB DP Academic Integrity document was prepared in accordance with the IBO Diploma Programme Academic Honesty Guide, Academic Integrity Guide, the IB Learner Profile and IB policies.

The IB Academic Integrity Policy of I LO in Olsztyn for the IB Diploma Programme is based on the general philosophy of the International Baccalaureate and considers ethical qualities of utmost importance. We expect these qualities to be the guideline for the whole school community: students, teachers, administration and parents. This policy outlines what constitutes a breach of academic honesty for the IBO and I LO in Olsztyn and what the consequences of breaching it are.

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1. 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.

2. I LO in Olsztyn Mission Statement

Our school's mission is to educate independent, communicative, open, cooperative, reflective, creative, curious and responsible young people who develop their knowledge and skills throughout their life. Our students are active members of a contemporary society. They are able to set targets for themselves and achieve them for the good of the community. Thanks to this, young citizens understand the need to help others and are willing to take part in the process of improving not only themselves as individuals but also their community.

Our students know how to take advantage of their academic and social skills in their different types of activity. Therefore, our mission is to ensure each student achieves optimal educational and personal potential by providing a safe, tolerant, fair and nurturing learning environment, which builds a strong foundation for character development and lifelong learning. Our school is a friendly, respectful and well-balanced place, which with the support of all members of the school community encourages students to become principled, caring and open-minded adults. Our approach is to help young learners develop their interests, passions and academic competence in order to prepare them to apply for universities all over the world.

3. IB Learner Profile

The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

- **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.

Academic honesty is an essential aspect of teaching and learning in IB programmes, where action is based on inquiry and reflection. Our expectations concerning students' academic honesty practices are based mainly on the following attributes found in the Learner Profile:

- **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.

4. Definition of Academic Honesty

The IBO defines academic honesty as “a set of values that promote personal integrity and good practice in teaching, learning and assessment”. Academic integrity is at the heart of the IB programme and has direct links to the IB learner profile. In most general terms, concepts that relate to academic honesty are **intellectual property**, **authenticity** and **proper conduct** during testing and assessment procedures.

Intellectual property

There is a wide range of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Students must 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.

Authenticity

Following the IBO: “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged “.

Proper conduct

Improper conduct is "...any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate" (Academic Honesty, 20)(for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

In order to avoid breaching the Academic Honesty Policy the school community must be aware of what constitutes **academic misconduct**:

5. Definition of 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. The IBO states that misconduct includes the following:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person, or created by Artificial Intelligence tools (e.g. ChatGPT) without proper, clear and explicit acknowledgment.
- **Collusion:** this is defined as supporting misconduct by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.

Other examples of academic misconduct are:

- falsifying a CAS record
- taking unauthorized material into an examination room (such as cell/mobile phone, written notes for example, own rough paper, notes or an electronic device other than a permitted calculator);
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- 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 candidate about the content of an examination or a test
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination or test papers

- using an unauthorized calculator during an examination or a test, or using a calculator when one is not permitted for the examination or test paper
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after a written examination.

6. Plagiarism, collusion and duplication of work

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

Examples:

- passing off someone else's work or work created by Artificial Intelligence tools, such as ChatGPT (writing, ideas, music, visuals) without any attempt to acknowledge the source(s). This includes the use of unacknowledged text in oral examinations and the use of other media, such as graphs, illustrations, data
- taking text from the Internet and translating it into another language for use in one's work without acknowledging the source
- copying a work of art without acknowledging the source
- paraphrasing a source (writing a piece of text out in your own words) without citing the source.

- b. Collusion** - supporting misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.

Examples:

- allowing another candidate to copy all or part of one's work. The student who copies the work then submits that work as his/her own
- allowing another candidate to gain an unfair advantage for assessment purposes.

How does collusion differ from collaboration? Following IBO: 'Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in "allowing one's work to be copied or submitted for assessment by another"'

- c. Duplication of work** - the presentation of the same work for different assessment components and/or IB requirements.

Example:

- handing in work that is the same or substantially similar for two different assessment components.

(Principle—Depending on the specific requirements of a subject, a candidate may use the same topic for different assessment components, but that topic must be researched, written or otherwise presented using an entirely different approach.)

How to avoid accidental plagiarism?

Referencing is a key part of academic honesty. Students are encouraged to read widely and to use a range of sources to construct arguments based on academic works. Referencing is integral

to all fields of academic study and it shows the range of sources used to make a judgment and the relevance of the data. Students are obliged to reference any ideas or words that are not their own. In order to do this, students must reference consistently and thoroughly.

In our school students are required to use the style of referencing which is taught during academic writing sessions. More information on proper referencing may be found on the websites of reputable universities which present different systems.

Students are not required to reference during exams and in class assessment. If a student paraphrases (rewrites the ideas of another author in their own words) they are still required to reference. If an idea is paraphrased, but is not referenced, then the work is deemed to be plagiarism.

To avoid the risk of plagiarism:

- 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 references and bibliographies
- include not only books and journals but also CD Roms, computer programs, web sites on the Internet and any other electronic sources in your acknowledgements
- 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 copy work from your peers. Even if you have worked as a team, write your own work and mark it as such
- do not give other students your work to copy.

Why cite

- To show respect for the work of others.
- To give the reader the opportunity to follow up references.
- To help a reader to distinguish between the work of the creator and the work of others.
- To give the reader the opportunity to check the validity of creator's interpretation.
- To receive proper credit for the research process.
- To establish credibility and authority of own knowledge and ideas.

What to cite

Creators are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Written or electronic source materials may include:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

When to cite

- Citation is expected in the body of the creator's work where the external source has been used.
- The reader must be able to clearly distinguish between the words/work of the creator and the words/work of others.
- Including the reference ONLY in the bibliography is not enough.

7. Responsibilities

Students' responsibilities

The IB expects that all candidates:

- Understand what constitutes academic misconduct.
- Know how to conduct research.
- Know how to acknowledge sources.
- Know the consequences of being in breach of IB regulations.
- Act in a responsible and ethical manner throughout their participation in the Diploma Programme.

It is the responsibility of the student to assure that they are submitting work that conforms to the requirements of the academic honesty policy and that all work is correctly and appropriately referenced. In case of suspected misconduct, the student has to prove that the work is authentic and independent. It is also required that students restrain from any behavior that could be interpreted as misconduct, as well as comply with all internal school deadlines, which may provide time for appropriate revision of work which might raise doubts about a student's work's authenticity.

Students themselves must 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.

Teacher's responsibilities

Each teacher must ensure, as far as possible, that all work submitted for assessment is authentic and is the work of the candidate who has submitted it. This pertains to internal assessment and any information entered into the IB information System (IBIS). Teachers are also expected to uphold the academic honesty policy and ensure that students understand and conform to the above-mentioned practices. The teacher has to sign all assessment coversheets correctly if they believe the students work was completed in accordance with the Academic Honesty Policy. This also concerns work that is not being submitted as part of a sample for the purpose of moderation. Teachers have the right to refuse to sign the cover sheet if they suspect the work is not the authentic work of the student and the student is unable to prove it is. If a teacher is unwilling to sign a coversheet owing to a suspicion of misconduct, they must report it to the IB Coordinator.

Each teacher is expected to abide by the examination code of conduct.

- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.

- Discuss the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”.
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct

The Head of School and IB DP Coordinator’s responsibilities

The head of school is responsible for:

- Establishing an academic honesty policy.
- Providing teachers with effective training opportunities.
- Ensuring teachers and students adhere to the school’s academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct

The IB DP coordinator has to:

- Ensure that the school’s academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty.
- Agree with IB teachers an internal calendar of all due dates for the receipt/submission of candidates’ assessment material.
- Ensure candidates and invigilators are provided with relevant information about examination regulations.

To ensure that students are familiar with the ILO Academic Honesty Policy the coordinator will have an introductory talk in which all the points, including the contract, will be briefly discussed

School librarian’s responsibilities

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 misconduct.

IBO’s responsibilities

The role of the IBO within academic honesty is to:

- provide regulations and instruction for each examination period.
- give the school instruction as to what constitutes misconduct and what can be done to prevent it from occurring.
- perform investigations into alleged occurrences of misconduct in conjunction with the school.
- review all available evidence regarding allegations.
- notify the head of school regarding any decisions made on cases of misconduct.

8. Investigating misconduct at school

When there is a reason to believe that misconduct 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 misconduct, 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 misconduct
- 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.

9. Internal consequences resulting from 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 in accordance with the school assessment policy
- the pre-IB student will be obliged to re-do his/her work following the teacher's guidelines
- the DP student will be obliged to re-do work which needs to be submitted to the IBO for assessment, if misconduct is discovered before his/her signing the coversheet. Work required for internal school purposes cannot be re-done
- if the student repeatedly violates the rules of academic honesty, it will have an effect on the student's behaviour grade, which will be lowered

- a formal letter will be placed in a student's file, describing the incident as relevant
- in cases of persistent misconduct, the pre-IB student may not be admitted to the Diploma Programme
- 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 a certificate candidate
- if a student has submitted work for either internal or external assessment and signed the coversheet, thus declaring that the work is the final version and authentic, neither the work nor the coversheet can be retracted. In the case of suspected misconduct, there is no defense to claim 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 misconduct, the IB Coordinator will inform the IBO that the final work is affected by misconduct.

10. Consequences imposed by the IBO (as stated in the publication 'Academic Honesty, IB 2011)

- in the case of 'academic infringement', when the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject.
- if a work or a piece of work has been plagiarized, no grade will be awarded in the subject concerned, which results in no diploma being awarded to the candidate
- if a case of misconduct is very serious, either because of its nature or because the candidate has already been found guilty of misconduct in a previous session, the candidate may not be permitted to register for examinations in any future session
- misconduct during an examination will result in no grade being awarded in the subject concerned, which results in no diploma being awarded to the candidate
- if a student falsifies a CAS record, the CAS requirements will need to be completed within 12 months, but the diploma will not be issued until one year after the diploma session
- if after the award of the diploma (e.g. during an enquiry upon results), it is established that the candidate is guilty of misconduct, an IB diploma, or a certificate, may be withdrawn from that candidate.

In dealing with cases of misconduct, the IBO 'will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence'. (Academic honesty, 17) Full details can be found in the *Academic Honesty: Guidance for Schools* publication.

11. Final Provisions

Academic honesty is a fundamental and important value for IB programmes and it is central to a constructive learning approach. Across all IB programmes, at all levels, students must be creative, independent and principled learners and they must show they are working in this manner in explicit and transparent ways. However, responsibility for the integrity of their

conduct, and especially for avoiding collusion and plagiarism, cannot rest with individual learners. Since misunderstanding of plagiarism is widespread and opportunities for finding and using others' work in ways that breach IB values are now greater than in the past, there is a need for explicit attention to requiring and supporting honest academic work in the DP. (*Academic honesty in the IB*, Jude Carroll)

- in this 'Academic Honesty Policy' our school makes it clear what academy honesty is and how to ensure it in practice,
- all IB students will be introduced to this document in the first term of IB,
- all IB students will be clearly informed of the consequences of misconduct, both internal and those imposed by the IBO,
- 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 Contract at the start of the Diploma Programme.

12. References

The following publications have been used in the drafting of this document:

- IB (International Baccalaureate). *Academic Honesty*, August 2009, updated: July 2011
- IB (International Baccalaureate). *Academic Honesty in the IB Educational Context*, August 2014, Updated November 2016
- IB (International Baccalaureate). *Extended essay Guide*. March 2007. Updated August 2014
- Jude Carroll, *Academic honesty in the IB - IB Position Paper*, October 2012
- IB (International Baccalaureate). *Academic integrity policy IB*, October 2019, Updated March 2023

Academic Honesty Policy was revised in September, 2024 by:

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Justyna Sobeczek – IB DP coordinator

And IB DP teachers at I LO in Olsztyn

13. Academic Integrity Contract

Each candidate is required to sign and understand the following contract in order to undertake the IB Programme at I LO in Olsztyn. To sign the following contract, the candidate must have read and understood the School Academic Honesty Policy.

1. I have read and understood the Academic Honesty guidelines.
2. I understand what is meant by plagiarism.
3. I understand what is meant by collusion.
4. I understand that allowing someone else to benefit from the use of my work, is a breach of the Academic Honesty guidelines.
5. I understand the principles and importance of correct referencing.
6. I understand that attempting to seek unfair advantage over other candidates is a breach of the Academic Honesty guidelines.
7. I understand that disclosing information or receiving information from candidates about the content of an examination paper within 24 hours after a written examination is a breach of the Academic Honesty Guidelines.
8. I understand what constitutes unauthorised materials and that I am not allowed to take unauthorised materials into examination rooms.
9. I declare that all work I will submit for assessment will be my own authentic work. This includes all class assignments, homework assignments and work undertaken for IB assessments.

I _____ agree to follow the terms of the Academic Honesty Guidelines and understand the consequences of not doing so.

Signature _____ Date _____

Signature of guardian _____ Date _____