

**IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego
z Oddziałami Dwujęzycznymi w Bydgoszczy**

**IB World School no. 2988
Bydgoszcz, Poland**

ACADEMIC INTEGRITY POLICY



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 aim of the school is to develop self-reliant, empathetic, open to the world and another human being, courageous, educated, reflective, responsible and active people who learn throughout their whole lives. Inspired by the life and work of the school's patron, Tadeusz Nowakowski, we want to educate students of high moral standards, prepared to live in a multi-cultural world.

A student of our school, the patron of which is Tadeusz Nowakowski, will take part in the creation of the modern world by taking up challenges, working for school, local and international communities of our planet. Besides, our student will make a conscious use of their knowledge, skills and abilities.

To reach this goal our school creates a friendly environment of mutual respect, enthusiasm for learning and cooperation by creating a community of students, teachers and parents who jointly cooperate in the process of education.

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.

As IB learners we strive to be:

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 in 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 have a commitment to service, and we act to make a positive difference in the lives of others and in 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 challenges 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 recognize our interdependence with other people and with the world in which we live.

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.

Academic integrity policy

WORLD SCHOOL 002988

Good practices are expected to be introduced, modelled and used throughout the school. This policy is presented to candidates before they begin the Diploma Programme and then it is reminded throughout the two years of the programme by a coordinator and each IB teacher. For us, at IX Liceum Ogólnokształcące im. Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi, academic integrity of our teachers and students is a crucial part of the teaching and learning processes. It is the essential element of school mission to educate responsible and honest learners. The whole school community is expected to act with integrity and to follow academic integrity policy in all forms of assessment (written and oral exams, internal assessment, TOK, CAS, Extended Essay).

Academic integrity

Following the IBO definition of academic honesty stating that: '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.'

(ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf).

IB World School 002988 has developed its own Academic Integrity Policy based on the rules and values promoted by IBO. All IB students are acquainted with the most important concepts and definitions related to Academic Integrity such as:

School maladministration - 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.

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 on-screen.

Unprecedented or extraordinary incidents - student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach – 'balance of probability' means that the decision maker(s) with appropriate subject matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest - this occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship.

The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

Forms of malpractice

- plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- collusion: this is defined as supporting malpractice 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 diploma requirements

The above mentioned points refer not only to DP examination components but to all school assignments within a two-year course (tests, projects, presentations, oral and written tasks etc.):

- Falsifying CAS reports
- Copying from another student during a test
- Copying from the home assignment of another student
 - handing in work as their own that has been copied
 - doing homework for another student
- Giving another student their own work to copy
 - submitting work done by another student, a parent, a friend or a private tutor
 - copying the internal assessment work of other students
- Giving another student their work to copy
 - using notes during a test unless allowed by the teacher or permitted by the examination rules
 - purchasing and submitting pieces written by someone else
 - writing essays for other students
- Malpractice during and after an examination
 - taking unauthorized material into an examination room (e.g. mobile phones, Smart Watches and any other electronic devices)
 - any form of disrupting the examination or distracting another candidate
 - exchanging information between candidates during an exam
 - not complying with instructions of invigilators
 - using an unauthorized calculator or stationary during an examination or test
 - disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination

Responsibilities

- **The Head of School and DP Coordinator are responsible for:**
 - ensuring that all school and IB policies are applied fairly and consistently

- ensuring compliance with IB requirements concerning secure storage of confidential IB materials and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy
- **Teachers are responsible for:**
 - ensuring that students have a full understanding of the expectations and guidelines of all subjects
 - ensuring that students understand what constitutes academic misconduct and its possible consequences
 - planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
 - giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to the instructions described in the relevant subject guides
 - ensuring that all students' work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
 - developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
 - responding to student academic misconduct and supporting the school and IB's investigations
 - responding to school maladministration and supporting the school and IB's investigations
 - presenting the methods of correct referencing and citation
- **Students are responsible for:**
 - having a full understanding of their school and the IB policies
 - responding to acts of student academic misconduct and report them to their teachers and/or programme coordinators
 - responding to acts of school maladministration and report them to their teachers and/or programme coordinators
 - completing all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
 - giving credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
 - abstaining from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
 - abstaining from giving undue assistance to peers in the completion of their work
 - showing a responsible use of the internet and associated social media platforms.
- **Parents or legal guardians are responsible for:**
 - understanding IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
 - supporting their children's understanding of IB policies, procedures and subject guidelines
 - understanding school internal policies and procedures that safeguard the authenticity of their children's work

- supporting their children in planning a manageable workload so they can allocate time effectively
- understanding what constitutes student academic misconduct and its consequences
- understanding what constitutes school maladministration and its consequences
- reporting any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submitting only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstaining from giving or obtaining assistance in the completion of work to their children.

Support for students

- Subject teachers give advice to students on how to make references, cite and use bibliography
- The librarian organizes workshops on proper referencing for students starting the programme
- The librarian gives advice to students on how to make references, cite and use bibliography
- The use of TURNITIN platform to enhance the quality and integrity of students' written assignments

Monitoring processes and sanctions

Actions which will be taken by the school if a candidate is suspected of malpractice and subsequently found guilty.

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

- The teacher will investigate the matter with the student(s) involved.
- The teacher will communicate the outcome of their investigation to the Coordinator and the student's parents/legal guardians. In cases of serious infringement a meeting with the student involved, parents/legal guardians, subject teacher(s) and the Coordinator is held.
- The Coordinator will inform the Head of the school
- The Coordinator and the Head, in consultation with the teacher, may decide to issue a consequence. When a candidate has signed the cover sheet the IBO will be informed immediately about this fact.

Actions which will be taken by the IB if a candidate is suspected of malpractice and subsequently found guilty

1. If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB Organization for assessment, the school's DP coordinator must inform the IB Organization as soon as possible. For work that is internally assessed, "submission" refers to the deadline by which teachers' marks must be submitted to the IB Organization. For work that is externally assessed, other than the

scripts from the written examinations, “submission” refers to the candidate signing the declaration of authenticity for their work.

When a school, an examiner or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

2. If the IB Organization notifies a school that a candidate is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization the investigation into the suspected academic misconduct by the candidate may still proceed and a decision may be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

3. Candidates suspected of academic misconduct must be invited, through the school’s DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

4. The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB Organization staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The subcommittee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

5. The decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision then the case will be referred to the Final Award Committee.

7. If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct. If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the subject(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.

8. If no grade is issued for a subject that contributes to a candidate’s IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate’s third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

9. If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

10. If there is substantive evidence, the IB Organization is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of their IB Diploma where applicable.' (General regulations: Diploma Programme 2014, 13-14)

The Policy is reviewed according to the updates appearing in the Assessment Procedures and on MY IB.

For more details, and a matrix of penalties, please refer to Appendixes 1, 2, 3 and 4 in Academic Integrity (ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf).

Resources supporting the policy

- IBO General regulations 'Diploma Programme' updated May 2019
- IBO Academic Integrity 2019
- Effective citing and referencing 2014
- <https://turnitin.com/static/index.php> (analyse works for plagiarism detection)
- Library resources
- MLA Handbook (Modern Language Association formatting and style guide)

School Academic Integrity Policy, Updated May 2021