

Academic Integrity Policy

1349 IB School

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All the stakeholders at II Liceum Ogólnokształcące – the leadership team, teachers, students, their parents - are fully aware of and committed to the idea of academic integrity as presented in *the IB Academic Integrity* document. This policy reflects terminology used by the IB regarding academic integrity, student academic misconduct and school maladministration and how the school deals with student academic misconduct and school maladministration¹.

Academic integrity should be embraced and fostered by the entire school community and become a guiding principle in education and a personal choice to act in a responsible way which will ultimately result in others having confidence and trust with the school, the programme itself and, first and foremost establish a lifelong ethical culture among students. With well applied Integrity Policy all students are provided with an opportunity (under equal and comparable conditions) to be accurately recognised and awarded for their achievements.

By the term of academic integrity, we understand the commitment to the principles of honesty, fairness, responsibility, accuracy, respect, and self-respect, reaching far beyond the framework of school life and thus promoting the ethical culture through creation of legitimate, authentic, and honest scholarly work.

¹ The IB defines school maladministration as 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. The IB defines student 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 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.

- **Honesty** – not infringing on the accepted moral norms of conduct; adhering to the notion of transparency in all actions.
- **Fairness** – not putting oneself in a privileged position in relation to other students by engaging in actions considered morally unacceptable.
- **Responsibility** – being prepared to answer for one’s actions and being able to make informed decisions which do not harm others.
- **Accuracy** – paying attention to details; readiness to record and acknowledge all the used materials.
- **Respect** – showing regard, recognition, and appreciation for the work of others.
- **Self-respect** – having in mind that ethical norms define you as a person of dignity and honour.

All of the above are directly connected to the ‘principled’ aspect in the IB learner profile.

Raising

a person principled for life is the aim that we, as the school community, have set for ourselves, which will, in turn, ensure that all IB students have a good understanding of:

- 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.

As teachers and educators we believe that an educational system can be considered effective if its recipients learn and develop the skills needed to face life beyond the classroom, so in supporting IB students in their learning we understand our own central role in developing approaches to learning and reinforcing the principle of academic integrity through all teaching, learning and assessment practices. Therefore, the stakeholders at II Liceum Ogólnokształcące have **decided to implement & reinforce academic integrity by:**

1. Organizing meetings (by IB coordinator, teachers & school psychologists). These are conducted in groups involving various parties and to ensure that all involved have the same level of understanding of academic integrity:

- meetings for the teachers aiming at the codification of their approach to academic integrity especially with new teachers joining the programme;
- meetings for the students aiming at familiarizing them with the principles of our policy, its importance for their self-development, definitions of malpractice and sanctions for the violation of the rules;
- meetings for the parents aiming at raising their awareness concerning academic integrity so they can encourage and assist their children to cultivate a culture of academic integrity;
- meetings & workshops with school psychologists to reinforce and promote ideas of fairness, honesty and respect for oneself and others. Through tutorials and discussing practical case studies, they create a space for personal engagement and a better understanding of the purpose of integrity policy.

2. Providing access to necessary documents and displaying the information (school website, tutors & teachers guidance):

- subject guides are sufficiently explicit in what is expected of the teachers and students so they can complete the various assessment components with integrity,
- the coordinator and teachers take responsibility for ensuring that class schedules and calendars are appropriate, allowing students to meet the demands of the programme and course of studies,
- secure storage policies designed by the IB are rigorously followed by the school to avoid the risk of students, or other interested persons, gaining access to those materials.

3. Counselling & supporting service:

- The school IB coordinator provides support for teachers in the reporting and investigation of student academic misconduct or maladministration cases and helps determine whether malpractice has occurred. The IB Coordinator and teachers ensure that students are held



accountable, according to the school's policies, when involved in an academic misconduct incident.

- All teachers design and develop classroom activities and educational strategies to support all students, who must receive the time and opportunity to learn the skills necessary for overcoming any challenges of the programme in respect of Integrity Policy and, at this same time, ensure that the students know the consequences of being guilty of malpractice and the procedures.

- All teachers by assessing tests, projects, assignments, essays, reports and quizzes and providing feedback, use these as instruments to reinforce the topic of academic integrity. Students are provided with an opportunity to identify gradually any deficiencies as weak areas that need improvement. Generating a supportive environment will allow students to learn while developing the required skills and good academic practices. As the students have the opportunity to simultaneously learn and practice, they will be better equipped to grasp the significance of academic integrity.

- All teachers oversee the process of the creation of research papers (build schedules to request drafts of the final tasks or essays) to ensure that the produced paper is an autonomous work of the student, and support students in planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations.

4. Involving the librarians - preparation and propagation of the set of exercises specifying the correct usage of sources, the technical skills to correctly reference a piece of work, how to produce genuine and authentic work and how to conduct research in a responsible and ethical manner.

5. Engagement of all the school community – graduates and older students provide guidance for younger students, thereby reinforcing the Integrity Policy.

6. Signing a contract of academic conduct by all the students joining the IB programmes, which is preceded by an introductory meeting with the programme coordinators so there is a good understanding of the Integrity Policy and all key terms associated with it by all students. By signing the contract, students confirm that they understand what constitutes malpractice and



know the consequences of breaching the regulations. Ultimately, students agree to comply with internal school deadlines and specific requirements with regard to Integrity Policy.

The above actions are meant to decrease/eliminate the following examples of malpractice:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own².
- **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 IB diploma requirements.
- **Any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct

during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination.

The school has designed a set of sanctions in case of the violation of any academic integrity rules:

- A student found guilty of academic misconduct for the first time during their IB education will be given a stern warning by the programme coordinator. They will be reminded about the principles, made to reflect on their misconduct and apologize for it. To have a chance to make up for it, they will be given the opportunity to submit a new assignment/re-take a test.
- In case of the incident being repetitive in nature/the above measures do not work, a student will be referred to the Head of the school, who will give them an official written reprimand.

² The IB defines plagiarism "as the representation, **intentionally or unintentionally**, of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (General regulations: Diploma Programme). This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB.

Additionally, the grade for conduct will be maximally lowered. If the above measures do not work, a student will be submitted to the Teachers Council for discussion and a vote which may result in removing the student from the programme.

- All the externally assessed work provided by IB students includes a coversheet with the student's signature confirming the authenticity of their work. That is also confirmed by the signature of the teacher/supervisor. In case the teacher finds evidence of plagiarism, collusion or duplication of the student's work, the following procedure is undertaken:

- the teacher/supervisor does not sign the student's work,
- the IB school coordinator is notified and the decision about the student's work is taken by the school, a record of each case is provided and kept by the school to help treat other incidents on a case-by-case basis, in indisputable cases of student malpractice, the IB school coordinator follows the IB procedures informing IB that the work will not be submitted on behalf of the candidate.
- Any cases of malpractice (e.g. collaboration, impersonating another student) during examinations are immediately reported to the IB school coordinator who follows the IB procedures.

CONSEQUENCES OF ACADEMIC MISCONDUCT (AS STATED IN IB DOCUMENT)

- Penalties are imposed on a candidate found guilty of malpractice in order to: ensure that the candidate does not gain any unfair advantage; maintain the integrity of the examination session by excluding those candidates who have abused the system; deter other candidates from taking the same action.
- The penalty will be imposed according to the nature of the offence. A committee will take into consideration all the information presented by teachers and the coordinator in their statements on the case. This information may include mitigating circumstances.

a) If the candidate did not make a deliberate attempt to gain an unfair advantage (e.g. has not used some means of indicating a quotation, but has cited the source of the text in the bibliography) the committee may designate it as an academic infringement, not malpractice (no



marks will be awarded for the parts of the component and the candidate will still be eligible for a grade in the subject).

b) If a case of malpractice has been established, no grade will be awarded in the subject concerned. No diploma will be awarded to the candidate, but a certificate will be awarded for other subjects in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.

c) If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component: no grade will be awarded for the subject. For example, the Internal Assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her Internal Assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.

d) If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future session. An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.