

ACADEMIC INTEGRITY POLICY

revised 2019, updated 2023 November



Międzynarodowe Szkoły Paderewski w Lublinie
IB World School 001158

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I. BASIC DOCUMENTS

IB mission statement

IB learner profile

Academic Honesty in the Diploma Programme,

Diploma Programme: From principles into practice, 2019

Międzynarodowe Liceum Ogólnokształcące Paderewski mission statement and Statut

Polish school legislation

Academic Integrity Policy, updated March 2023

II. SCHOOL ACADEMIC INTEGRITY PHILOSOPHY

As an International Baccalaureate World School we believe that academic integrity is an essential part of learning and teaching based on inquiry and reflection. We believe that academic integrity is an ethical attitude being a “choice to act in a responsible way whereby others can have trust in us as individuals” (IB Academic Integrity Policy).

Międzynarodowe Liceum Ogólnokształcące Paderewski and Międzynarodowa Szkoła Podstawowa Paderewski, guided by the philosophy of the IB, supports students to develop Learner Profile attributes which describe students as principled, reflective and caring. Principled candidates will have a strong sense of fairness and responsibility for ensuring that all work submitted for assessment is authentic and produced with respect to intellectual property rights. Reflective candidates will understand that authenticity of work requires considerable time and effort. Caring learners show empathy and respect for other people's feelings and rights including all students' equal opportunity to demonstrate knowledge and skills they develop during their studies.

We believe that the key educational reasons to take such a strong line on academic integrity are:

- to maintain fairness - so that all students have equal chances of showcasing their skills and knowledge without gaining the unfair advantage over others;
- to maintain trust and credibility in academic qualifications we are preparing for;

- to develop respect for others and their intellectual work.

We consider academic integrity a school priority. All members of the school community: students, teachers, administration and parents are expected to respect Academic Integrity Policy.

III. WHAT IS ACADEMIC INTEGRITY

According to the International Baccalaureate Organization academic integrity is “is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work” (IB Academic Integrity Policy). It is an ethical culture present in the school where a set of values and skills is promoted so that students can make responsible decisions and act in compliance with themselves. All students are expected to understand the concepts related to academic integrity, especially authenticity and intellectual property and respect the rights that are attributed to them.

IV. WHAT IS MISCONDUCT

The International Baccalaureate defines 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 (IB Academic Integrity Policy). Except for final examinations, all IB external and internal assessment components, misconduct can be also detected in in-class and home assignments, tests, all forms of written and oral works, lab works and projects, SA/ CAS activities and SA/ CAS reflection or documentation, Personal Project, EE and TOK essays.

Misconduct includes but is not confined to the following:

1. plagiarism: copying from external sources or peers without referencing the sources (both in case of direct quote as well as paraphrase), as well as a work that is a collage of quotes even if they are referenced;

2. facilitating plagiarism: student facilitate the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills;
3. collusion: supporting misconduct by another student (including allowing one's work to be copied and submitted for assessment by another or working in group when it is not allowed);
4. submitting work commissioned, edited by, or obtained from a third party (including submitting AI-generated work, work written or edited by family members, private tutors, ghost writers and essay banks);
5. duplication: this is defined as presentation the same work for different assessment;
6. falsification of data: fabrication of or creating a deliberately biased set of data;
7. any behaviour which may influence the conduct of exams or tests (for example bringing unauthorised material into an exam room, collaborating with other students during examination, copying the work of another candidate, failing to comply with the instructions of those conducting the exam, distracting other students, 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).

V. SCHOOL STRATEGIES TO SUPPORT ACADEMIC INTEGRITY AND AVOID MISCONDUCT

Międzynarodowe Liceum Ogólnokształcące *Paderewski* and *Międzynarodowa Szkoła Podstawowa Paderewski* undertakes a variety of actions to support academic integrity and avoid misconduct, such as:

1. Academic integrity is affirmed by the whole school community – teachers, administration, staff and students.
2. Academic integrity rules are communicated to the students and reminded through posters in classrooms and prominent areas in the school.

- a. The IB MYP/ DP Coordinator provides documentation to the IB teachers, students and administration staff with regard to principles and practices of academic integrity as defined by the International Baccalaureate Middle Years Programme and Diploma Programme.
 - b. In the beginning of the school year the IB Coordinators or their nominee conduct a discussion regarding the importance of academic integrity with all students. Additionally, form teachers hold such discussions during meetings with parents. Students also get acquainted with academic integrity through their subject teachers.
 - c. The school Academic Integrity Policy is posted on the school website. Students and parents are requested to familiarise themselves with these documents so as to become aware of the consequences of academic misconduct.
3. All IB teachers hold discussions stressing the importance of academic integrity to students in the context of their subject area to:
- a. reinforce good academic practices and hold tutorials on conventions of acknowledging sources.
 - b. emphasise the benefits of students conducting themselves with integrity in all forms of assessment.
 - c. provide information on ways to acknowledge sources in the written work.
4. Students receive instruction on how to cite and acknowledge sources.
- a. students are introduced to referencing methods and the importance of acknowledging sources on a number of occasions – during class teacher's meetings, Introduction to IB classes, Personal Project and EE tutorials as well as individual meetings with IB Coordinator, Personal Project, and/or EE supervisor. As a result of these activities students are supposed to acknowledge in their works:
 - i. sources for all verbatim quotations of two or more consecutive words;
 - ii. sources from which they paraphrase or summarise facts or ideas;
 - iii. sources for ideas or information that could be regarded as common knowledge but which they think the reader might still find unfamiliar;
 - iv. sources for materials that you might not normally consider as

"texts" because they are not written, ex. maps, pictures, diagrams;
v. whenever students are in doubt about whether or not to cite a source, they are instructed to reference.

5. During tutorials and meetings with Personal Project/ EE supervisors students are introduced to different referencing styles. They are allowed to choose a referencing style and use it consistently in their works.

5. The maximum percentage share of the other people's works included in the candidate's work should not be higher than 20% (according to Turnitin.com).

NOTE: The IBO randomly checks candidates' work for plagiarism using Web-based plagiarism prevention and education systems, such as Turnitin.com.

6. Students are made aware of the difference between collaboration and collusion.

- a. When students work in groups or pairs, it is important for them to be aware that despite the fact that they all have to meet the common assessment goal, they are expected to engage equally. When group work is undertaken, as while preparing an oral presentation, it is the case of respect and integrity not to present someone else's work as one's own. In the case of Internal Assessment tasks, even if group work is undertaken, students write their reports individually.
- b. Students must be aware how group work can lead to collusion which is a form of misconduct. Collusion is usually the result of inappropriate collaboration with others when an individual takes and uses as her/his own content that was created by someone else. Collusion takes place also when a student copies someone else's work but makes it look different by changing wording, paraphrasing or changing structure. It can be done purposefully or unconsciously. To avoid collusion a student should not share anything they created during group work eg. each student should make their own notes.

What is allowed during group work:

- Discussing the topic, problems that arise, possible ways to overcome difficulties, give feedback;
- Share sources, information relevant to the topic, location of sources.

What is forbidden during group work:

- Completing the task that was assigned to student A by student B;
- Sharing a copy of one's work with others for inspiration.

IBO regulations related to group work:

- For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays, SA and CAS). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the body of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates

7. Artificial intelligence (AI) technology that is used to produce a piece of work should be used in line with general principles of academic integrity. Therefore, as with any quote or resource, the AI-generated text, image or graph included in a piece of work, should be clearly referenced as being taken from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. It is allowed to use AI tools to generate ideas or improve student's writing skills however the final product should be the student's own work.

8. IB Examination and Internal Assessment procedures and guidelines are strictly followed.

Before examinations IB DP Coordinator holds meetings with Diploma candidates so as to inform them of proper conduct during the examinations. *Conduct of IB Diploma*

Examinations posters are displayed in prominent school areas.

The proper conduct during the IB MYP on-screen examinations is transferred to Middle Years candidates during meetings with IB MYP Coordinator. *The conduct of IB Middle Years Programme on-screen examinations* posters are displayed in prominent school areas.

VI. ROLES AND RESPONSIBILITIES

1. Responsibilities of IB MYP/ DP Coordinator and School Administration

The school's leadership team has the responsibility for establishing processes and procedures that support academic integrity. It is done by:

- Acknowledging the regulations and instructions provided by the IBO that govern the conduct of each examination session as well as those related to Internal Assessment and External Assessment tasks;
- Informing staff and students through various media what constitutes misconduct and how it can be prevented;
- Establishing a school culture that actively encourages academic integrity;
- Supporting the IB fully in the prevention, detection and investigation of misconduct;
- Undertaking any additional responsibilities required by the IBO should a candidate or staff member be investigated for misconduct.

2. Responsibilities of teachers

All teachers in *Międzynarodowe Liceum Ogólnokształcące Paderewski* and *Międzynarodowa Szkoła Podstawowa Paderewski* share the responsibility of reinforcing best practices and teaching proper research skills as well as serve as positive role models. It is realised by:

- Reinforcing the values underpinning the Academic Integrity Policy in everyday practice;
- Providing instruction and support in research and being available with advice and guidance to students;
- Providing instruction and guidelines on academic writing and reference styles required in each subject;
- Participating in regular check-in meetings with students, where there is an opportunity for teachers to ask the student about their ideas and to expand on their

arguments to ensure that the student work is a true reflection of what they understand;

- Providing clear guidelines on the procedures of conducting and assessing group work with emphasis on the difference between collaboration and collusion;
- Planning a manageable workload so students can allocate time effectively to produce work according to IB expectations;
- Giving feedback and ensuring students are not provided with multiple rounds of editing (and feedback), which would be contrary to instructions described in the relevant subject guides;
- Reporting the detection of any signs of plagiarism to the IB/MYP Coordinator for further investigation.

3. Responsibilities of students

According to IB the basic responsibility of a student is to ensure that “his or her work is authentic, with the work of others or ideas of others fully and correctly acknowledged”. In order to fulfil the requirements regarding academic integrity students have to:

- Carefully cite all sources they base on: printed and electronic media, such as books, textbooks, magazines, interviews, websites and images and acknowledge phrases, sentences, paragraphs, graphs, charts, images or any other information taken from someone's else work;
- Comply with school Academic Integrity Policy;
- Comply with all internal school deadlines so that suitable feedback time is provided before work is submitted to the IB;
- Look for advice from teachers or IB Coordinator for clarification on matters related to Academic Integrity (e.g. citing sources);
- Abstain 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

- Abstain from giving undue assistance to peers in the completion of their work
- Attend regular check-in meetings with teachers where they can be asked about their ideas and provide evidence of authenticity and independence of their work.
- Abstain from discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination
- Abstain from using inappropriate language or sentiments that may be aired at a future job or university interview
- Abstain from expressing views, behaviour or language that brings the IB into disrepute.

4. Responsibilities of parents

Parents are expected to reinforce the values and importance of academic integrity which support students in understanding and accepting the expectations of the school regarding authenticity and independence of student's work. This leads to the development of a conscientious and responsible attitude to learning of their children.

In line with the academic integrity policy, parents of IB students are expected to:

- understand and acknowledge the importance of the policy, aligned procedures and subject guidelines in supporting the students in developing a responsible and respectful attitude towards learning;
- support their children's understanding of the values and responsibilities underpinning the policy;
- support their children in planning a manageable workload so they can allocate time effectively;
- understand what constitutes student academic misconduct and its consequences as well as procedures implemented by the school to verify the authenticity of the student's work;
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school's management;
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for

their children;

- abstain from giving, advising or arranging undue and/or unauthorised assistance in the completion of their children's work.

VII. PROCEDURES USED TO MONITOR ACADEMIC INTEGRITY

In order to ensure academic integrity in the school the following procedures are undertaken:

1. IB students are informed that software (ex. Turnitin or Chat GPT detectors) is used by teachers to investigate misconduct.
2. All submitted work, externally and internally assessed works are checked via plagiarism control system such as Turnitin.com
3. IB students are required to write out the following honour pledge on all major academic work: *"I declare that I have neither given nor received any help or unfair advantage on this test/or on this work which I now submit."* It is expected that writing out the honour pledge will serve as a reminder of the community's commitment to the principles of academic integrity and personal integrity.
4. All IB teachers are responsible to monitor how students follow academic integrity guidelines on their subjects while preparing internally or externally assessed works. It is done by supervising the process of preparing such work by students, examining the first and the second draft of the student's work. IB DP teachers proceed by using Turnitin.com to check for similarity index, and finally by writing out the honour pledge on all major academic work: *"To the best of my knowledge, the material submitted is the authentic work of the candidate"*.

VIII. PROCEDURES OF REPORTING AND RECORDING MISCONDUCT

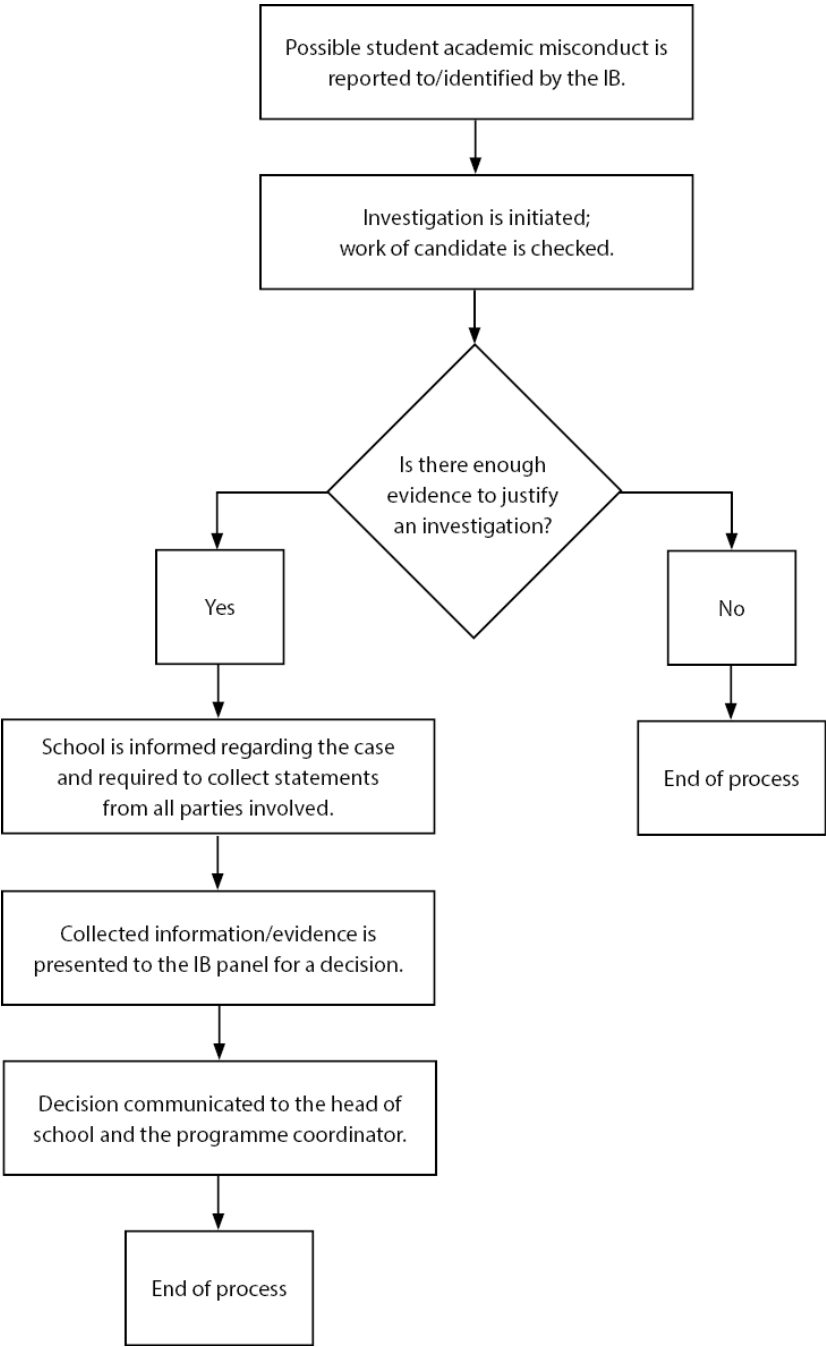
To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Middle Years Programme and Diploma Programme, internal and external sanctions are in place in order to respond

consistently should issues related to academic dishonesty arise. Internal sanctions are those used by *Międzynarodowe Liceum Ogólnokształcące Paderewski* and *Międzynarodowa Szkoła Podstawowa Paderewski*, and generally refer to assignments and class-work which do not count towards the award of the final IB Certificate or Diploma. External sanctions are those applied by the IB, and relate specifically to all pieces of work, usually 'final version' (internal assessments, final exams, TOK assessment, SA/ CAS folders, Personal Project and the EE) which count towards the final IB Certificate or Diploma.

Procedure of Investigation Initiated by the School:

- The teacher notifies the IB MYP/ DP Coordinator if misconduct is suspected. Any suspicion of misconduct will be kept confidential.
- The teacher and IB MYP/ DP Coordinator will conduct an investigation in order to determine if misconduct has taken place.
- The IB MYP/ DP Coordinator informs the student or students (in case of collusion) who are suspected of misconduct about initiating investigation into academic integrity infringement.
- The students are granted the right to present his/her statement.
- In case of suspicion of submitting work commissioned, edited by, or obtained from a third party, the teacher might interview a student on details of the work or ask the student to write a test on the details of the work to verify authenticity.
- A representative of the Student Council may be present during all investigation meetings if the students suspected of misconduct wishes that a peer observer participates in the process.
- If evidence of misconduct is confirmed, the students and parents will be notified of the consequences, depending on the level of offence - from a note in the register to being asked to re-do the work over again under the teacher supervision.
- Record of the investigation is kept for further reference.

Procedure of Investigation Initiated by the IB



A detailed description of IB investigation procedures can be found in *Academic Integrity Policy* published by the IB October 2019, updated March 2023.

IX. CONSEQUENCES OF MISCONDUCT

It is important to recognize that in case of collusion (which is defined as supporting misconduct of one student by another student) both students will have exactly the same consequences as stated below. Eg, if one student allows his/her work to be copied and submitted for assessment by another, both students (the one who is the author and the one who just copied it) will be penalised.

Misconduct Identified Internally in a Non-Assessment Assignment On or After a Submission Deadline This situation is likely to take place with work set by teachers and not necessarily required by the IB (e.g. lab work or teacher-set assignments). Once the assessment has been formally submitted and misconduct is suspected, the investigation process will take place. If misconduct is confirmed, students will not receive a grade for the component (which might result in the need to re-do the assignment) and will receive a written note regarding misconduct in the register.

Misconduct Identified in An Assessment Component Before a Submission Date to IBO If misconduct is identified before a school internal deadline, students will have a chance to correct the problem(s) in time to meet the IBO's submission date. If the student does not meet the due date, the students' works suspected not to be authentic will not be submitted to IB.

Misconduct Identified Externally by IB Examiners Examiners will inform the IB and an investigation will occur. An IB Diploma or Certificate may be revoked at any time if misconduct is discovered.

X. REVIEW OF THE POLICY

This policy will be reviewed every school year as part of the school's and the IB self-study process.