

## **IB DIPLOMA PROGRAMME**

# **ACADEMIC INTEGRITY POLICY**

This policy has been produced in alignment with:

- *Programme Standards and Practices* (IBO October 2018, last update April 2022)
- *Academic integrity policy* (IBO October 2019, last update March 2023)
- *Diploma Programme Assessment procedures* (IBO 2024)
- *Diploma Programme: From principles into practice* (IBO April 2015)
- *Effective citing and referencing* (IBO April 2022)

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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. 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.
- **Reflective** – We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
- We recognize our interdependence with other people and with the world in which we live.

### 3. Purpose of the policy

The aim of this policy is to:

- Promote good academic practice and a school culture that actively encourages academic integrity.
- Enable students to understand what constitutes academic integrity and academic misconduct.

- Encourage students to look to their teachers, supervisors and coordinator for support when completing assessment work in order to prevent any possible form of misconduct.
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- Explain to students that they have an important role in ensuring that their work is 'academically honest.'
- Impart to students that plagiarism (and all forms of academic misconduct) is a serious academic offence for which Oxford Secondary School and the IB shows no tolerance. It is consistent with the school's mission statement: "... we aim to see our students become broadly educated, responsible and caring leaders with strong moral values".
- Explain to students precisely what penalties will be imposed should they be found guilty of misconduct.

#### 4. What is academic integrity?

Academic integrity refers to the principle of acting responsibly, being trustworthy, making ethical decisions and producing authentic and honest scholarly work (Academic Integrity Policy, 3). The most important aspects of students' behaviour consistent with academic integrity are the following:

- producing authentic work; intellectual property rights must be respected and are often protected by law (copyrights on music, patents, movies, published books);
- acknowledging the ideas and work of people appropriately; it is perfectly acceptable to be inspired by other authors' work but the original source must always be acknowledged;
- using technology and social media in a responsible and honest way;
- following the ethical rules and honest practice during examinations.

##### 4.1 Definitions: intellectual property, authenticity, academic misconduct

###### ***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 school faculty should make every effort to prevent students from intellectual property infringement.

### ***Authenticity***

An authenticity of a piece of work means creating it based on the student's own ideas and written in their own language as well as clearly and appropriately acknowledging the works and ideas of others. The sources must be appropriately referred in case of direct quotation, paraphrasing the text or using the ideas from other authors. All pieces of work submitted by students should satisfy the criteria of authenticity.

### ***Academic misconduct***

Academic misconduct is "...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" (Academic Integrity Policy, 3) - for example, taking unauthorized material into an examination room, not following the examination rules, plagiarism, collusion and duplication of work, falsifying a CAS record.

## **5. Forms of academic misconduct**

### **5.1 Understanding plagiarism, collusion and duplication of work**

Academic misconduct may include:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit referencing. Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own, inadvertently or intentionally. Plagiarised work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic integrity. It is also a criminal offence.
- **Collusion and collaboration:** Collusion involves supporting academic misconduct by another candidate – allowing one's work to be copied or submitted for assessment by another. Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. Working together is collaboration. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is academic misconduct and will be penalised.

- **Duplication of work:** The presentation of the same work for different parts of the Diploma (an example would involve submitting the same piece of work for a History Extended essay and History Internal Assessment).

## 5.2 Other forms of academic misconduct

Academic misconduct also includes:

- Making up data for an assignment.
- Falsifying a CAS record.
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, wearable technology, smart watches or other form of smart technology, own rough paper, notes ...
- Presenting a piece of work generated by artificial intelligence as the student's own work, without acknowledging appropriately the source.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate.
- Copying the work of another candidate.
- Referring to, or attempting to refer to, unauthorised material that is related to the examination.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Impersonating another candidate.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Using an unauthorised calculator during an examination.
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations.

## 5.3 How to minimize the risk of plagiarism

- Acknowledge all ideas and work of other persons no matter the source.
- Acknowledge the source of all materials that are not originally your own – including the pieces of work generated by the artificial intelligence, do it in references and bibliographies.
- Each and every time you quote verbatim, include the passage within quotation marks and provide references. Remember to not only include books but also computer programs, websites, newspapers, videos, lectures and any other sources in your Bibliography.

- Remember to put down information concerning the source of any images or audio material.
- Each time you paraphrase a passage make sure to give a reference to the original.
- When giving oral presentations, state whose works, words, ideas you are referring to, do not copy work from your peers.

## 6. Investigating academic misconduct at school

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

- the teacher will inform the IB DP coordinator about the incident;
- the teacher will investigate the matter with the student(s) involved; the teacher may ask the DP coordinator for assistance;
- the teacher and DP 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 DP coordinator of the incident;
- the letter will be placed in the student's files;
- if the student denies (in written form) the charge of an academic 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 the academic 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/legal guardians;
- in cases when a student has been found guilty of breaching of academic integrity policy academically dishonest behaviour, a formal letter will be placed in the student's file;
- students' due process rights will always be ensured (students and parents/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, they may appeal to the head of school. The decision of the head of school is final.

## **6.1 Actions that may be taken in case of alleged academic misconduct**

### **6.1.1 Procedures – recording, reporting and monitoring**

Teachers are expected to regularly enter students' grades in the school e-register.

Teachers are expected to regularly include formative assessment and after finishing an important part of the course – summative assessment. Summative assessment must be conducted according to school standards and policies. Students must regularly receive meaningful feedback so they may improve prior to summative assignments.

Teachers participate in consultation meetings with parents/legal guardians and are expected to answer course-related questions via the school e-register.

IB teachers are required to submit all grades in a timely and orderly fashion.

## **6.2 Consequences resulting from academic misconduct**

### **6.2.1 Internal consequences of academic misconduct**

Any work that violates the rules of academic integrity will not be graded and the information about the misconduct is noted down in the electronic register.

In accordance with the school assessment policy the student will be obliged to re-do their work following the teacher's guidelines if a lack of authenticity is discovered before signing the Academic integrity declaration for this work. Work required for internal school purposes cannot be re-done if the student repeatedly violates the rules of academic integrity, it will have an effect on the student's behaviour grade, which will be lowered accordingly.

A formal letter will be placed in a student's file, describing the incident. In cases of persistent academic misconduct, the student may be removed from the DP.

Cases of persistent academic misconduct by the DP student will be included in the student's files sent for university application purposes.

Additionally, the head of school, after taking DP coordinator's opinion into consideration, may refuse to register a student as an IB diploma candidate.

If a student has submitted work for either internal or external assessment and signed the academic integrity declaration, in which they declared that the work is an authentic final



version, neither the work nor the declaration can be retracted. In case of suspected academic misconduct, there is no defence to claim that the incorrect version of the work was submitted in cases when an assignment is submitted to the IB for assessment, and the work is subsequently suspected of malpractice, the DP coordinator will inform the IB that the final work may be affected by academic misconduct.

### **6.2.2 External consequences of academic misconduct**

Consequences imposed by the IB are divided into various categories based on penalty matrices depending on the type and the level of the misconduct (Academic integrity policy, 31–36). They include either a warning letter to the student (level 1 penalty), zero marks for component (level 2 penalty), no grade for subjects concerned (level 3a penalty) or no grade for “parallel” subject (level 3b penalty, for academic misconduct that gives advantage to another student rather than the candidate breaching academic integrity):

- in the case of ‘academic infringement’, when the amount of plagiarism is minimal (between 40 and 50 consecutive words), zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject (level 2 penalty); this penalty does not refer to the extended essays;
- if a work or a piece of work has been plagiarised (more than 51 consecutive words), no grade will be awarded in the subject concerned, which results in no diploma being awarded to the candidate (level 3a penalty);
- plagiarism in the case of extended essays will be considered in case of more than 100 consecutive words without the appropriate reference, it results in no diploma being awarded to the candidate;
- if academic misconduct is very serious or repetitive, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the candidate may be permanently disqualified from the programme;
- misconduct during an examination: level 1 penalty refers to possession of unauthorized material but removed during the first 10 minutes of the examination, level 2 penalty is applied in case of e.g. possession of unauthorized material but no evidence of using it; lack of following the invigilator’s instructions during one component, level 3a penalty is applied in case of e.g. possession of unauthorized material and evidence of using it, repeated not following the invigilator’s instructions, trying to share answers with others; level 3a and 3b penalties imply no diploma being awarded to the candidate;
- the consequences of other types of misconduct (e.g. facilitating plagiarism, collusion, duplication of work, falsification of data, impersonating an IB candidate, gaining access to

IB examination papers before the scheduled time) are described in the penalty matrices in the IB Academic integrity policy.

### 6.2.3 The rights of the student, if suspected of a breach of academic integrity

Students who are under investigation:

- are informed of the fact;
- are heard and required to submit a written defence to the Academic Integrity Committee;
- are given time to prepare a written response in which they address the suspicion of academic malpractice or misconduct.

## 7. How to ensure authenticity of work?

### 7.1 Examples of good referencing and good exam practice

- presenting your own individual written or oral work for assessment;
- documenting source material in a formal and appropriate manner – that includes acknowledging all ideas and work of other persons no matter what source they come from (including internet); when using specific extracts it means acknowledging in writing one of these ways:
  - **Footnote** (words, images, ideas must be easily identified e.g. you can use a numbered footnote to acknowledge it),
  - **Bibliography** (listing all sources preferably in the alphabetical order at the end of a given text in the style agreed),
  - **Quoting, citing the name of the author** (paraphrasing the citation is allowed but the source of it must be identified);
- using the reference style adopted by the school (**Harvard or MLA**);
- including the following information in the bibliography: name of the author, date of publication, title of source and page numbers as applicable;
- being critical with regard to the internet and pieces of information provided by artificial intelligence (essays and other pieces of work should be mainly based upon academic literature since internet sources are not always reliable).

### 7.2 Examples of poor referencing and unacceptable practice

- copying the Internal Assessment of other students;
- giving another student one's own work to copy;
- using notes during an examination unless permitted by the examination rules;
- using notes during a test unless it is allowed by the teacher;

- presenting material written by another person as one's own;
- writing essays or other forms of homework for another person;
- presenting the same written work for different assessment components;
- using several different styles while presenting sources;
- not including in the bibliography some vital elements for identification e.g. the date of publication, the name of the author, title of source, page numbers as applicable;
- not clearly distinguishing between student's words and those of others (e.g. not using quotation marks followed by an appropriate in-text citation accompanied by an entry in the bibliography);
- overusing the assistance of the artificial intelligence while writing a piece of work or writing pieces of work based on a text produced by artificial intelligence without appropriate references;
- fabricating data;
- too much assistance and collusion (not acknowledging the words or ideas of others where collaboration has occurred).

### 7.3 Acceptable documentation styles

To avoid the risk of plagiarism:

- acknowledge all ideas and work of other persons or work generated by artificial intelligence 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 computer programs, websites 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 work;
- do not give other students your work to copy.

The following are examples of **acceptable documentation styles** suggested in the IB publication *Effective citing and referencing*:

- Author (author-page), e.g. **Modern Language Association (MLA)**;
- Author-date (author-date-page), e.g. **American Psychological Association (APA)**;
- Numbered footnote (notes-bibliography); e.g. **Chicago** (Effective citing and referencing 7).

You can find more on the internet by writing “academic referencing” and browsing the sites of reputable universities which often present different systems.

Other ways to ensure academic integrity:

- do not present the same work for different assessment components and/or requirements,
- do not use notes during a test unless allowed by the teacher or permitted by the examination.

## **8. Support for the students from the school**

Teachers understand that students have different needs and strengths. As a result, teachers assess students in various ways. Teachers provide multiple forms of assessment throughout the year as appropriate to the course.

Teachers provide needed support to help students make progress toward mastery and to allow them to actively engage in and reflect on their educational experience. While preparing students for IB summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student knowledge and skills.

Teachers do all that they can to be accessible to help students outside of class.

In terms of academic integrity, it is abided by DP teachers, and students are trained in lessons by their subject teachers and by the school EE coordinator how to use integrity rules effectively and do not pose any suspicion of academic misconduct.

## **9. Responsibilities**

### **9.1 The responsibilities of the Diploma Programme coordinator**

- ensure that all students understand what constitutes academic integrity, and authentic piece of work, and academic misconduct;
- ensure 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 academic misconduct;
- ensure that students and their legal guardians are provided with a copy of the school's Academic integrity policy.

### **9.2 The responsibilities of students**

As students, your responsibilities in respect of academic honesty include the following:

- You are responsible for ensuring that all work submitted for assessment is authentically yours.
- You are responsible for fully and correctly acknowledging the work and ideas of others.
- You are expected to review your own work before submission for assessment to identify any passages, computer programs, data, photographs and other material which require acknowledgement.
- You may be required to submit your work for testing via an anti-plagiarism program. Failing or refusing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within school and/or to submit your work to the IB.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship.
- Once a student has 'signed off' the academic integrity declaration, indicating that a piece of work is authentically theirs, neither the work nor the declaration can be retracted.
- You should be aware that teachers have the right to refuse to accept your declaration if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or the satisfaction of the IB DP coordinator. The IB will defer to the teacher's decision in this case.
- It is the student's responsibility, if academic misconduct is suspected, to prove that all pieces of work are their own, and have not been plagiarised.

### 9.3 The responsibilities of teachers

- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student.
- Subject teachers are in the best position to identify work which may not be the authentic work of the student.
- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal and external DP assessments.
- Teachers are strongly encouraged to use anti-plagiarism programs to check major assignments. It must be used for final versions of the Extended essay, the TOK essay, and where possible, all final IAs.
- Any issues of authenticity arising from concerns about plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IB DP coordinator.

- If the DP coordinator or teacher has reason to suspect that part or the whole of a candidate's work, which counts towards the final IB Diploma grade in that subject, may not be authentic, that work must not be accepted or submitted for assessment. In such cases, the IB suggest that one of two possible courses of action may be adopted:
  - The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the coordinator to send the work to the examiner by the appropriate IB deadline.
  - If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded.
  - An F will be entered for candidate's work, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction, that the work is their own, or when the teacher refuses to accept the academic integrity declaration or sign the relevant cover sheet. Candidates must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented.

The school may make further decisions, in line with its own disciplinary policy, which may include suspension or expulsion, in addition to, or even prior to, the suggested course of action noted above. If plagiarism is detected by a teacher or coordinator after a candidate's work has been accepted or submitted for assessment, the International Baccalaureate's Curriculum and Assessment office (IBCA) must be informed.

#### **9.4 The responsibilities of the school**

- to properly inform students and parents about school policy regarding academic integrity;
- to supervise teachers and their execution of school policy regarding academic integrity;
- to enforce school policies and set proper consequences for disobeying them.

#### **9.5 The responsibilities of the school librarian**

The school librarian is a very useful resource for all DP students and teachers. The librarian is an expert in the area of academic integrity, and can provide ethical guidance alongside information on the most appropriate citation system to use in each DP assignment, particularly the Extended essay.

#### **9.6 The responsibilities of parents/legal guardians**

- Encourage your son or daughter to plan each assignment so that they can meet deadlines with ease.

- Provide support with the scheduling of their work, as your son or daughter may have many assignments to complete. Most students state that the reason they did not act honestly is related to a lack of time.
- Let your son or daughter do their own work, but show them how to research and plan their work.
- Establish a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.
- If your son or daughter is having difficulty with their work, encourage them to ask a teacher for advice.

## **10. Academic integrity policy review**

It must be highlighted that all DP teachers are equally responsible for developing this policy, implementing it and introducing any necessary modifications. The DP coordinator ensures that any new or updated documentation with regard to the Academic integrity policy provisions, which is published by the IB, will have its reflection in the school's operating policy. Also, each DP teacher's suggestions in this matter will be taken into account and discussed in terms of their relevance to the documents. For the purpose of a regular review of the policy it has been agreed that the DP Faculty meets on a yearly basis to discuss how the policy is working and implement any modifications, if applicable.

Any necessary changes to this document, which have been introduced during the annual general meeting of the DP Faculty, will come into effect from 1 September the following school year. Yet in order to introduce any urgent amendments, a special meeting can be summoned at any point in the school year. The last review meeting was held on May 8, 2024.

## **11. Access to Academic integrity policy**

The policy may be accessed on the school's website, via the school's e-register mobiDziennik as well as on the school premises – at the secretary's office, at the head of school's office, and at the DP coordinator's office. In an electronic version it is stored for the school community reference on a shared Google cloud named 'IB Diploma Programme.'

Whenever the policy is updated, a new version is made available in the above-mentioned places.

Before submitting an application form to the Diploma Programme both the candidate and their parents/legal guardians are expected to become familiar with the rules stipulated within this policy.

At the start of the Diploma Programme both DP students and their parents/legal guardians sign a statement that they have read and understand the academic integrity policy along with other school policies and regulations concerning participation of students in the Diploma Programme.

## **12. Communicating the Academic integrity policy**

The policy will be presented to all DP students at the beginning of DP Year 1. Their attention will be directed to examples of both good and unacceptable practices and the consequences of breaching the policy provisions. The policy will be also communicated and explained to parents/legal guardians at the beginning of DP Year 1 at an information meeting in order to ensure they realize the potential consequences and will make every possible effort to support their children in abiding by the policy. Both students and their parents/legal guardians are expected to sign a document stating that they have read, understand and respect the principles of academic integrity. Similarly to other school documents connected with the Diploma Programme, the Academic integrity policy will be made available to parents and students via mobiDziennik – the school’s online register, which they can access with login details provided by the school.

## **13. Roles and responsibilities for training new teachers**

All new DP teachers are required to undergo training on the IB standards, practices and requirements with a practical insight into how they are implemented at the school. It is the DP coordinator who is responsible for the general training (curriculum, assessment, ATLs, TOK integration etc., policies and other documentation) and if possible, the new teachers should be also trained by DP subject or core teachers in the specific requirements and practices. New teachers are required to attend an online workshop or a virtual workshop provided by the IB Professional Development service. They must also know the rules for academic integrity that apply at the school for submission of in-school assessments and IB assessments.

## **14. Links to other school policies**

This policy has been produced in alignment with the school Assessment policy, Language policy, Inclusion policy and Access and admission policy. For any matters that are not specified herein the relevant policy should be referred to.

## **15. Final provisions**

- In this Academic integrity policy the school makes it clear what academic integrity is and how to ensure it is in practice.



- All IB students will be introduced to this document by the DP coordinator at the beginning of DP Year 1. If any explicit information with regard to specific assessment components will be required or requested by students, it will be discussed by subject teachers at the start of the course.
- All IB students will be clearly informed of the consequences of academic misconduct, both internal and those imposed by the IB.
- Teachers must make every possible effort to ensure students adhere to the rules of academic integrity and support them in this respect.
- The IB coordinator will provide the students with the 'Conduct of examinations' rules and procedures prior to the May session exams, and these will be discussed in detail.
- For any matters not directly addressed herein, the current IB publications should be referred to.

## Appendices:

### 1. Student and parent/legal guardian declaration of having read the Academic integrity policy, understanding of its provisions and agreement to abide by it.

After being informed about the rules and practices concerning academic integrity and having read the school Academic integrity policy students and parents/legal guardians are requested to sign a declaration saying that they have read the policy, understand it and agree to abide by it.

The declaration reads as follows:

I declare and confirm that I have read the Academic integrity policy, understand it and agree to abide by it. I am fully aware of the consequences of the infringement of the policy provisions and breaking academic integrity rules, which may result in the student not receiving a diploma if the assignment is found to be plagiarized by either Akademickie Dwujęzyczne Liceum Oxford Secondary School or The International Baccalaureate (IB).

Student Signature : \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Legal guardian's signature)

## 2. Candidate Academic integrity declaration

### Akademickie Dwujęzyczne Liceum Oxford Secondary School

#### Candidate Academic Integrity Declaration

Name of the Candidate: \_\_\_\_\_

Candidate No.: \_\_\_\_\_

Session: May 20\_\_\_\_

Assignment Name: \_\_\_\_\_

I declare that the attached assignment is wholly my own work, and that no part of it has been:

1. copied from any work produced by other person(s) or artificial intelligence
2. provided by other student(s)
3. taken from other person(s) program
4. copied from any other source including websites.

I declare that all referenced work from other people or artificial intelligence has been properly cited and documented on the reference list.

I further declare that I am aware of what plagiarism is and the consequences thereof as per the Academic integrity policy of International Baccalaureate (IB) and Akademickie Dwujęzyczne Liceum Oxford Secondary School.

Student Signature : \_\_\_\_\_ Date: \_\_\_\_\_