



VI LICEUM
OGÓLNOKSZTAŁCĄCE
im. Adama Mickiewicza w Krakowie



IB Diploma Programme
Integrity Policy
VI Liceum Ogólnokształcące
w Krakowie



Kraków

SZKOŁA MIASTA KRAKOWA

IB Diploma Programme Integrity Policy VI Liceum Ogólnokształcące w Krakowie is based on the philosophy of the International Baccalaureate. It recognises ethical qualities essential for the IB philosophy and derives from both IB Mission Statement and IB Learner Profile. The values and regulations included in this policy are expected to be the guidelines for all the school community: students, teachers, administration and legal guardians.

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.

IB LEARNER'S PROFILE

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

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

This document makes most apparent reference to the following characteristics described in the Learner Profile:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Reflective -They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

CRUCIAL CONCEPTS AND DEFINITIONS

In order to distinguish proper conduct from malpractice and thus respect and follow the rules presented in the policy, it is vital to understand the concepts listed below.

Academic integrity

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.

(Academic Integrity policy 2019, p.3)

Student academic misconduct

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.

(Academic Integrity policy 2019, p.3)

CITING CONVENTIONS

The IBO publication *Effective citing and referencing*, 2022 provides a list of possible styles and conventions for citing and acknowledging original sources. These include the following:

- American Psychological Association (APA)
- Chicago
- Modern Language Association (MLA)

It is the teachers' duty in each subject to provide students with proper guidance on how to acknowledge sources in their papers, as well as presentations both in writing and orally.

WHAT CONSTITUTES STUDENT ACADEMIC MISCONDUCT

• **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, sharing one's work with another candidate or submitting another candidate's work as one's own

• **duplication of work** – this is defined as the presentation of the same work for different assessment components and/or diploma requirements

Other examples of malpractice include any behaviour which may lead to gaining unfair advantage or influence the results of other candidates in any way:

- Using unauthorized materials or copying from illegal sources
- Falsifying CAS record
- Sharing one's work with another candidate so that they present it as their own
- Presenting fake/incomplete/neglectful research results
- Sharing information with other candidates about the exam tasks within 24 hours of the written exam

- Taking any unauthorized sources/material/electronic devices into an examination room or taking advantage of them while leaving the examination room to use the bathroom during test/exam
- Any attempt to disrupt the test or examination session
- Copying another student's work
- Stealing examination or test papers
- Any attempt to act in place of another candidate (impersonating)
- Any attempt of not complying with the instructions of the test or exam supervisor
- Any attempt to communicate in any way writing with other candidates during test or exam

In case of suspected malpractice in the assessed work or examination paper it is the teachers' duty to inform the coordinator who then passes this information to the IB. The investigation follows as defined by the IBO. Full details of the investigation procedure and possible repercussions can be found in *Academic integrity policy, 2023* published by the IBO.

ROLES AND RESPONSIBILITIES -PREVENTION OF MALPRACTICE

In order to prevent malpractice the whole school community must recognize, accept and fulfil their obligations.

The responsibilities of the head of school and the IB DP coordinator

1. Introduce and thoroughly explain *Academic Integrity Policy* to the whole school community.
2. Provide the school community with professional guidance on how to comply with the rules and regulations included in this document.
3. Create the atmosphere of mutual support and respect within the school community.
4. Provide the teachers with professional development opportunities on citation as well as on how to avoid and detect plagiarism.
5. Instruct the teachers what IB procedures shall be undertaken in case of malpractice.
6. Ensure that students and their legal guardians are aware of what constitutes the abuse of this policy.

7. Ensure that students and their legal guardians are aware of the penalties of malpractice.
8. Ensure that the examinations are conducted and supervised according to IB DP regulations.
9. Investigate and subsequently report any violation of this document provisions to the IB.
10. Review and update/amend the Policy on regular basis.

The responsibilities of the teachers

1. Thoroughly study and fully understand this document in order to be able to act in accordance with it.
2. Seek professional guidance with the head of school and IB DP coordinator.
3. Attend professional development workshops organized at school on citation and plagiarism.
4. Instruct the students about the rules of this document in each subject respectively.
5. Introduce the students to the IBO publication on citing and referencing systems *Effective citing and referencing, 2022*
6. Emphasize ethical research habits, the need to use reliable and legal sources of information.
7. Explain the rules of cooperation and group work.
8. Provide the students with continuous guidance and assistance in their work helping to detect and avoid plagiarism.
9. Be a model for the students in their own work consistent with *Academic Integrity Policy*.
10. Report cases of academic malpractice to the IB DP Coordinator

The responsibilities of the student

1. Thoroughly study and fully understand this document in order to be able to act in accordance with it.
2. In case of any doubt seek professional guidance with the teachers, IB DP coordinator or the head of the school.
3. Attend all workshops on academic integrity organized for students by the school.
4. Sign *the Academic Integrity Policy contract* at the start of the IB DP Year 1.
5. Acquire knowledge related to research, citation and referencing systems.
6. Submit for assessment only authentic and consistent with the IBO regulations work.
7. Acknowledge all sources on all occasions.
8. Restrain from any behaviour that may be perceived as malpractice.

9. Strictly follow the instructions of teachers and exam invigilators.
10. In case of policy abuse be aware of the consequences as outlined by the IBO.

Students must be aware that they themselves are responsible for work submitted for assessment. In case of detected plagiarism, whether deliberate or due to neglectful research, the student bears the consequences of violating *Academic Integrity Policy*.

The responsibilities of the legal guardians

1. Study and understand *Academic Honesty Policy* with the assistance provided by the school
2. Attend the workshops for legal guardians on academic integrity organized by the school.
3. Sign *the Academic Integrity Policy contract* at the start of the IB DP Year 1.
4. Provide help and support to their children throughout the education process.
5. Contact teachers or IB DP coordinator in case any clarification regarding academic honesty is required.

PROCEDURES FOR DEALING WITH STUDENT ACADEMIC MISCONDUCT

Investigating academic student misconduct at school

Once a student is suspected of academic misconduct, the following steps will be taken:

1. The teacher will inform the IB DP Coordinator about the incident.
2. The teacher will investigate the matter with the student or students involved. The IB DP coordinator may be asked to assist.
3. If the investigation finds that malpractice occurred, the Head of School, as well as the student's or students' legal guardians will be informed about the incident by the IB DP coordinator.
4. The formal letter describing the incident will be placed in the student's or students' files.
5. If the student or students disagree with the charge and deny malpractice, they may appeal in writing to the Head of School.
6. Once the student or students have appealed to the Head of School denying malpractice or the teacher is incapable of thoroughly investigating the matter, the Academic Integrity Committee will be designated by the Head of School to investigate the incident and the charges during a hearing.

6. The Academic Integrity Committee will consist of: the IB DP coordinator and IB DP teachers.

7. The Committee will:

- inform the legal guardians prior to the hearing of the student or students
- invite and hear the student or students accused of academic misconduct
- interview other staff members and other students involved if relevant
- decide on the disciplinary consequences
- inform the student or students involved and their legal guardians of the outcome of the investigation in writing

8. Students and legal guardians have the right to see evidence, statements, reports about the case.

9. After the hearing if the Academic Integrity Committee decides academic misconduct occurred, a formal letter will be placed in the student's files.

Internal consequences of student academic misconduct

In the case of a confirmed student academic misconduct, penalties outlined in the VI Liceum Ogólnokształcące w Krakowie Statutes (*Statut VI Liceum Ogólnokształcącego im. Adama Mickiewicza w Krakowie, ul. Wąska 7*) are applied. A letter describing the incident is placed in the student's file, and the legal guardians are informed of the situation in writing.

An assignment that violates *Academic Integrity Policy*, completed for internal assessment and educational purposes at school, receives grade 1 (failing) and cannot be redone. An assignment that violates *Academic Integrity Policy*, completed for submission to the IBO, must be redone by the student.

If the assignment is submitted for assessment by the IBO and a suspicion of an academic misconduct arises later, the IB DP coordinator immediately informs the IBO. When this occurs, an investigation begins during which the student's work is reviewed. If there are sufficient grounds for the IBO to investigate the matter, statements from all parties are collected and presented to the IBO panel to decide on the violation. This decision is then communicated to the head of school and the IB DP coordinator. The IBO imposes penalties on students guilty of academic misconduct, applying appropriate gradation.

Consequences of Student Academic Misconduct Approved by the IBO

Examples of student academic misconduct, along with descriptions and gradation of consequences approved by the IBO, are detailed in Appendix No. 2 of the IBO publication *Academic integrity policy, 2023* (pp. 30-44).

THE USE OF ARTIFICIAL INTELLIGENCE TOOLS

The guidelines for the use of artificial intelligence tools are outlined in Appendix No. 6 of the IBO publication *Academic integrity policy, 2023* (pp. 53-55). The use of AI tools is **not** forbidden, however **any** work generated by an AI tool and used by students, should be properly cited in the text and referenced in the bibliography, as any other source. Failure to do so **will be** considered a form of student academic misconduct.

FINAL PROVISIONS

- *IB Diploma Programme Integrity Policy VI Liceum Ogólnokształcące w Krakowie* shall be presented on the website of VI Liceum Ogólnokształcące w Krakowie in order for the whole school community to have access to its content.
- *Academic Integrity Policy* provisions shall be promoted starting from the first year of the international programme (“oddziały międzynarodowe”).
- Compulsory workshops will be organized for both students and their legal guardians so they will fully understand and thus be able to comply with this document
- Workshops for teachers will be organized on referencing, citation and academic integrity.

This document was prepared in accordance with the VI Liceum Ogólnokształcące w Krakowie Statutes (Statut VI Liceum Ogólnokształcącego im. Adama Mickiewicza w Krakowie, ul. Wąska 7) and the publications published by the IBO: *Academic integrity policy, 2023*; *Effective citing and referencing, 2022*; *Academic honesty in the IB educational context, 2016*.

This information was reviewed and updated in June 2024.

ACADEMIC INTEGRITY CONTRACT

I, (name) _____ have read, understood and agree to abide by *IB Diploma Programme Integrity Policy VI Liceum Ogólnokształcące w Krakowie*.

As a student of IB Diploma Programme at VI Liceum Ogólnokształcące w Krakowie, I recognise:

1. Any work that I submit will be my own.
2. Any text that I include from external resources in my own work will be acknowledged and cited in accordance with an accepted convention for citing.
3. Neither will I copy the work of another student nor will I lend my work to another student to be submitted for assessment.
4. I will not submit work commissioned, edited by or obtained from a third party.
5. I will not present the same work for different assessment components or subjects.
6. I will show academic integrity at test and examinations.
7. I will not use unauthorised material in the examination room.
8. Any attempts of exchanging, passing or receiving any information from other students during the examination is considered malpractice.
9. Gaining access to and sharing examination papers before examination's scheduled time is a serious breach of the academic integrity policy.
10. Assisting another student in committing an act of academic misconduct is unacceptable.

I understand that a breach of the expectations included in the school Academic Integrity Policy and other academic misconduct, which might not be mentioned in this document, will result in an investigation and subsequent penalties imposed by the school or the IBO.

Date _____

Student's signature _____

Legal guardian's signature _____