IB MYP INTEGRITY POLICY

PURPOSE OF THE POLICY

This policy has been created to ensure a common understanding of the IB's academic integrity principle. Academic integrity is a responsibility of the whole IB community. By making the IB's commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the IB community. This policy also documents how the IB manages incidents of student academic misconduct and school maladministration cases, ensuring confidence is maintained among students, parents, schools and other stakeholders in the value and credibility of IB grades. This document is based on the "Academic Integrity" document published in 2019.

1. Philosophy

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 behavior in the production of legitimate, authentic and honest scholarly work. Academic integrity is part of an "ethical culture" of any educational institution. It is an obligation which must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle. Fostering an academic integrity combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes. Academic integrity fosters the traits outlined in the IB Learner Profile and in particular the following:

"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."
"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."

Academic Honesty is in line with the IBO Approaches to learning.
Through:
- Self-management
- Social
- Communication

- Thinking
- Research

students develop skills that will allow to learn and be responsible of their learning

All IB students need to understand:
• 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.

Students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future. By supporting learners, a culture of self-respect and respect for others can be nurtured and developed.

The key educational reasons to take such a strong line on academic integrity are:
• To maintain fairness: Assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.
• To maintain trust and credibility: Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.
• To develop respect for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged

2. Students can incur in the following forms of malpractice:

During written and oral coursework and examinations

Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

Peer plagiarism: Copying work from another student.

Peer plagiarism: Student lending or facilitating their work

Collusion: supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another (Coursework only and when working collaboratively).

Note: It is very important to understand the difference between legitimate collaboration and unacceptable collusion as defined above.

Legitimate collaboration: working with other students to share ideas and synthesize existing and new knowledge to improve educational outcomes. In this case each student provides his/her own contribution and if any content has been taken from another source then the source is fully acknowledged.

Collusion: unintentionally or intentionally copying another students' work or allowing others to cheat or copy from one's original work. Assisting anyone in cheating/copying someone else's work is also termed as collusion. This also includes work produced by someone else in the students' life (tutor, parent etc), where the work is presented as the students own.

Submitting work commissioned, edited by, or obtained from a third party

Inclusion of inappropriate, offensive, or obscene material

Duplication of work: the presentation of the same work for different assessment components and/or diploma requirements

Falsification of data: Manufacturing data for an experiment and for mathematical exploration/project

Conduct during an examinations

Possessing unauthorized material in the examination room

Exhibiting misconduct or disruptive behavior during an examination

Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to

Removal of secure materials such as examination papers, questions and answer booklets, from the examination room

Impersonating an IB candidate— both impersonator and person allowing impersonation

Failing to report an incident of academic misconduct

Conduct that threatens the integrity of the examination

Gaining access to examination papers before examination's scheduled time

Sharing of examination paper content before or during the examination's scheduled time

Assisting another student(s) in committing an act of academic misconduct

Failing to report an incident of academic misconduct

Interfering with an academic misconduct investigation

Not cooperating with an investigation, whether involved or not

Providing misleading or demonstratively false information

Attempting to influence witnesses

Showing threatening behavior to the person carrying out investigation or to witnesses

3.   How can you avoid academic dishonesty?

•   Write in your own voice, not just in your own words. Make your work personal and uniquely yours. Express the ideas you have. Try to make as much of your work as original as possible.

•   Most of the time it is OK to use ideas from someone else, provided you give that person credit for those ideas. You must always credit where you found the information you are using, both in the body of your written work and in the bibliography at the end. List all of your sources of information (Internet web page URL, journal, books, magazine articles etc…). All teachers are responsible for inserting in their classes appropriate time to explain how to cite and quote properly. Students can seek help with the subject teachers or librarian and consult sites to further develop these skills.
Examples of websites:
https://www.plagiarism.org/article/how-do-i-cite-sources
https://www.scribbr.com/category/citing-sources/

•   Be organized and give yourself time to do the work properly. Last minute work often lends itself to cutting corners which can lead to academic dishonesty.

•   When you do research, keep good records of where you have found your information. For example, record the URL and date of webpages you access in case they disappear later.

4.   Roles & Responsibilities in Prevention

Implementing this policy is the collaborative work of all the members of the school community, even though each one has a specific role and responsibility.

Student Responsibilities

• have a full understanding of their school's and the IB's policies
• respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
• respond to acts of school maladministration and report them to their teachers and/or programme coordinators

• complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
• give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
• 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
 • show a responsible use of the internet and associated social media platforms

Parent Responsibilities

• understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
• support their children's understanding of IB policies, procedures and subject guidelines
 • understand school internal policies and procedures that safeguard the authenticity of their children's work
• support their children in planning a manageable workload so they can allocate time effectively
• understand what constitutes student academic misconduct and its consequences
• understand what constitutes school maladministration and its consequences
• report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
• 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 or obtaining assistance in the completion of work to their children

Teaching and non- teaching staff Responsibilities

• Begin each semester by reviewing the Academic Integrity Policy and ensure that students understand what constitutes academic misconduct and its possible consequences
• Ensure that students have a full understanding of the expectations and guidelines of all subjects
• Confirm, to the best of his or her knowledge, that all work accepted or submitted for assessment is the authentic work of each candidate
• Understand and implement all school policies
• Demonstrate and model academic integrity in all presentations and projects
• Provide guidance to students on study skills, academic writing, research, and acknowledging sources.
• Purposefully monitor testing environments
• Report and record academic dishonesty
• plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations
• give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
• ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB

• develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
• respond to student academic misconduct and supporting the school's and IB's investigations
• respond to school maladministration and supporting the school's and IB's investigations.

IB Coordinator Responsibilities

- Create the School Academic integrity Policy
- Ensure that all policies are posted on the school's website
- Plan and monitor all IB Exam testing sessions
- Provide teachers with materials and training necessary to guide students in maintaining academic Integrity
- Maintain parent contact and participate in the investigation of academic dishonesty and malpractice
- Document and report academic dishonesty and malpractice to IBO when necessary
- Ensure that all school and IB policies are applied fairly and consistently
- Ensure compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- Ensure that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations
- Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- Supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy

5.   Consequences of Malpractice

a.   Involuntary misconduct:

In case of involuntary misconduct, the student will be given a chance to submit the assessment later, take an assessment at a later time or redo the assessment. Parents will not be contacted but the involuntary misconduct will be mentioned on the student's file. A personal session will be held between student and teacher to explain the student why this act was considered to be an act of academic misconduct. In case this act is repeated by the same student, it will automatically be considered as an act of voluntary misconduct (2nd offence)

b.   Voluntary misconduct during internal coursework and assessments:

1st Offence
1. An automatic zero for the work in the case of a first offence.
2. No opportunity is to be given to make up the zero grade.
3. The document is to be collected by the teachers and filed with the Principal.

4. Parents are to be notified

2nd Offence
1. An automatic zero for the work with the same above specified notifications and qualifications for a second offence.
2. A two-day out of school suspension is to be assigned
3. A meeting of the Parents, student, teacher and Guidance Counselor called by the Principal is scheduled.
4. All work undertaken during the out of school suspension shall be given a grade of zero

3rd Offence
1. Indefinite suspension pending a recommendation for expulsion for a third offence with a grade zero being assigned to all work.

For each form of assessment, it is the teacher's responsibility to inform a student which objects are allowed during the assessment. This information should be mentioned on the question sheet and read by the teacher prior to starting the assessment. If any other object is introduced during assessments, this will be considered as a voluntary misconduct, 2nd offence.

c. Voluntary misconduct during eAssessments:

Cases of possible student academic misconduct are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers and whistle-blowers or are identified by the IB, such as through samples of work or review of responses to examination papers. Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix listed in the "IB Academic Integrity Policy".

6. School maladministration

The IB defines school maladministration as an action by an IB World School or an individual formally 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.

Cases of possible school maladministration are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers, whistle-blowers and school visitors or are identified by the IB through samples of work, review of responses to examination papers, or after an inspection. If required, the IB will carry out further investigations into the work submitted by the student(s) affected by the incident to establish whether action is needed against them. In some cases, this investigation will cover all work submitted by the entire cohort registered for the examination session, not only that submitted as part of the moderation sample, as a quality assurance check. If individual student academic misconduct is confirmed, the IB will apply the appropriate penalty for these cases, as set out in the "IB Academic Integrity Policy".

7. Procedures for misconduct of a student during internal coursework and assessments

1. Teacher or 3rd party will inform MYP Coordinator
2. Teacher or 3rd party will be asked to fill in form AI a and return signed to the MYP Coordinator
3. MYP Coordinator will inform student of suspicion of misconduct
4. Student is to fill in form AI b return signed to the MYP Coordinator
5. MYP Coordinator will call both parties individually and fill in form AI c
6. Decision is taken and parties will be informed

8. Midterm and Final Assessments (School developed)

Prior to each assessment period, teachers will review this academic honesty with students, providing concrete examples. Additionally, all written assessments must have a cover sheet which states:

"My teachers, the school administration, and fellow students have high expectations of academic honesty for me, and for all students at Institut Aurora. This cover sheet is an oath stating all the work submitted by me is my own. The consequences of violating the IA Academic Honesty Policy will be a failing grade.
I certify the work submitted is my own genuine work, and I have not violated the IA Academic
Honesty Policy, either directly or in spirit. I have asked for assistance from my teacher(s) in the event I was unclear or had any questions."

This cover sheet is to be read, signed and dated by the student before beginning their assessment. The MYP coordinator will provide the cover sheet template.

Academic integrity form a (AI a)			
Subject and Grade:		Teacher/3rd party:	
Date and time:			
Coursework		Assessment	
Type of Academic misconduct suspected:			

Statement addressing the concerns relating to academic misconduct involving the candidate(s)				
Was the student informed of the Academic Integrity policy		yes		no	
Teacher/3rd Party signature				

Academic integrity form b (AI b)	
Subject and Grade:	Student's Name:
Date and time:	

Statement addressing the concerns relating to academic misconduct involving the candidate(s)
Student's signature

Academic integrity form a (AI a)	
Subject and Grade:	Teacher/3rd party:
Date: time:	Student Name:
	Coordinator:

Coursework		Assessment	

Type of Academic misconduct suspected:

Additional Information by Teacher/3rd Party

Additional Information by Student

Decision by MYP Coordinator

Teacher/3rd Party signature	Student Signature	MYP Coordinator Signature