

Academic Integrity Policy 2023



Olga Gudynn Int'l School



A Note for Parents

Dear OGIS parents,

At OGIS, our school policies are rooted in IB philosophies and practices. We aim to embody the principles of the IB learner profile and the mission in each of our policies.

Our policies have been developed via discussions with teachers, psychologists, parents and students to determine both the content and its priorities. These are the policies we have as an IB World School:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

OGIS is a growing and diverse community and this is a source of pride for our school that we embrace our Romanian identity while appreciating and including students of all identities, social situations, learning abilities and language abilities, as long as we can cater for their particular needs. Our school policies are intended to embrace and encourage our diversity.

We look forward to working at home and at school to ensure that our students receive a quality education that meets our high standards and the standards of the International Baccalaureate.

Thank you in advance, for reading these policies thoroughly.

Warmest regards,

Lucia Serban Principal	Andra Anton Vice Principal & IB Head of School	Jack Constant IB and DP Coordinator	Cristina Dobre MYP Coordinator

Academic Integrity Policy

Olga Gudynn International School

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Olga Gudynn International School is authorised to deliver the Diploma Programme. This school is authorised as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students. The school is currently pursuing authorisation to offer the Middle Years Programme*

* Only schools authorised by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).

Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit <http://www.ibo.org>.

OGIS Mission

Through its educational and formative character, Olga Gudynn Int'l School (OGIS) aims at a well-organized and structured educational system that includes knowledge, beliefs, and behavioral patterns, thus contributing to the formation of a well-balanced personality in accordance with the demands of today's global society.

Our Core Values

In today's society, which is marked by constant change and rapid modernization, academic achievements are not enough to create successful people. The successful people of today's and tomorrow's world respect values such as **empathy, tolerance, creativity, modesty, integrity and respect**. We have high expectations from our students in this regard and we call on parents to work together to encourage students to be **actively involved** in academic and extracurricular activities so as to **shape their character and develop their skills, demonstrate responsibility and autonomy in their own education, form relationships based on respect and compassion, and take the initiative to spread kindness** around them.

Our teachers aim for the holistic development of each student, not only by cultivating their intellect, for it is not enough to simply meet the requirements of the curriculum, but also by creating the environment required for:

- Challenging the intellect and developing practical skills
- Stimulating critical thinking, creativity and innovation in any field of knowledge
- Providing education with respect for fundamental human rights and freedoms
- Demonstrating a spirit of tolerance and inclusion
- Cultivating sensitivity to human dignity and moral-civic values
- Promoting transparency - which involves dialogue and the free exchange of views
- Encouraging accountability for one's actions
- Inspiring respect for nature and the environment

Our school prepares students for the demands of modern society so that, at the end of their school experience, students are prepared for higher education in Romania and abroad. OGIS is an IB-certified school and through the Diploma Programme, aims to develop internationally minded students who will become active global citizens and leaders of the future.

Our Vision

OGIS aims to become internationally recognized as a school that develops and empowers future innovators and leaders that shape the world of tomorrow.

Purpose of this document

The *OGIS Academic Integrity Policy* establishes and communicates to the entire school community the principles of academic honesty, examples of academic dishonesty, the importance of creating and maintaining a culture of academic integrity and the responsibilities of and expectations of stakeholders. In addition, it also arranges a framework in order to prevent potential student academic misconduct and actions to address it, if it occurs.

The aim of this document is to educate and set the basis of principles of academic honesty so our students can utilise these ideals as part of their lifelong learning.

Scope

The *OGIS Academic Integrity Policy* is a working document designed for all stakeholders, based on the school's own philosophy and the IB's regulations in order to develop each student's personal responsibility in developing and maintaining academic honesty.

The document is public and will be revised annually.

Special attention goes to students in Grade 12 who are either completing the Romanian Baccalaureate or the International Baccalaureate. The contents of all DP policies shall be explained in full to all DP students and their parents in order to ensure that they understand the requirements, with a specific focus on academic integrity on work submitted internally and externally.

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

OGIS, in support of the **IB Learner Profile** and our **IB curriculum**, also champions the aims and goals of the International Baccalaureate Mission:

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 organisation works with schools, governments and international organisations 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.

Statement of Philosophy

At Olga Gudynn International School, we promote and demonstrate our values in everything we do, not purely because this is in line with the expectations of the IB (Middle Years Programme & Diploma Programme) but because it reflects who we are as a school. We believe that showing compassion and illustrating responsibility as life-long learners is fundamental to who we are and who we aspire to be.

We at OGIS recognise the role that the school has in both the academic and ethical development of each student and as such, approach each child's learning holistically. We assume responsibility for building and maintaining a culture of academic integrity and trustworthiness and conduct ourselves in a manner that embodies that to our entire school community: students, staff and parents.

It is crucial that all teachers, across all disciplines, provide accurate and reliable guidance when it comes to students working collaboratively, properly citing sources using MLA formatting, and supporting a transparent learning environment so that students can be academically honest from the beginning. Therefore, all teachers will contribute to advancing students' research and information literacy skills.

Since it is during these formative years that students' personality is formed and shaped, one of the skills of the 21st Century is that they are able to be independent and take on their own responsibility. Therefore, OGIS students are inspired to be lifelong learners. Projects and evaluations demand that students use critical thinking skills so that they learn to conduct research on their own, synthesise their ideas, and work collaboratively to create original ideas.

As stated in the IB Learner Profile, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere". All students must give evidence of academic honesty and avoid any form of academic misconduct. It is our goal for the entire school community to view the principles of the Academic Integrity Policy positively.

Steps to creating a school-wide culture of academic integrity

A first step in establishing a culture of academic integrity consists in informing students from an early age (from Primary School) about what academic honesty is, as well as what actions are in line with or against the idea of academic integrity. This practice should be revisited on a yearly basis and it should be developed according to the students' age group and level of comprehension.

Some students are ill-equipped to deal with academic challenges and thus resort to academic misconduct or fail to be consistently transparent about their sources. Offering necessary guidance and support to the students should result in better adherence to the academic honesty policy.

As such, from their formative years, students are taught to differentiate between using sources of information responsibly (adding references and later citations) and acts of dishonesty/ plagiarism in accordance with the national requirements and IB policies. Students will acknowledge their responsibilities by discussing and signing an academic honesty statement that includes the following:

- It is my responsibility to produce authentic and genuine individual and group work.
- It is my responsibility to correctly attribute sources and acknowledge others' work.
- It is my responsibility to observe and adhere to ethical and honest practice during examinations.
- It is my responsibility to use information technology and social media responsibly

Ensuring Academic Integrity

The main reason behind academic misconduct is due to the student's inability to complete tasks successfully. As the discrepancy between time, ability and knowledge widens, the potential for academic misconduct increases. Additionally, there is also a particular societal element in Romania in which plagiarism has not been dealt with in various institutions. ¹

Academic honesty is the responsibility of the entire school community, teachers and students, and is developed across the curriculum as part of the school's Approaches to Learning development. To support learning and encourage students to complete work with integrity, OGIS has adopted a number of strategies across the school in order to best create the climate for the students to best engage with the MYP & subsequently the DP:

1. Academic Honesty Policy Introduction

- a. Students will discuss the school's academic honesty policy at the beginning of the year with their class coordinator and they will sign it upon finishing the discussion.
- b. Students will receive an age-appropriate guide of the policy that they will discuss at length in their Romanian and English courses in September.

2. ATL Skill Development

- a. Students will learn and practise academic honesty across subject groups and their Community and Personal Projects.
- b. Students will be reminded of academic honesty expectations before any formative or summative assessments are assigned.

3. Citation Style (MLA)

- a. For consistency, we will use MLA (Modern Language Association) Citation style across all subjects and grade levels.
- b. Students will learn how to use MLA to properly reference sources using this method which includes both in-text citations as well as a works cited page.
- c. Teachers will consistently teach how to cite using MLA using examples online and in their classes.

4. Explicit Assessment Instructions

- a. Teachers will clearly inform students whether work is to be completed individually or collaboratively in groups (known as legitimate collaboration).
- b. Teachers will instruct students as to how research is to be carried out.
- c. Students will be encouraged to talk with their teachers when they do not know when or how to reference a source.

¹ Kelner, S. *Romania: plagiarism, a gateway to corruption*, <https://www.balkanicaucaso.org/eng/Areas/Romania/Romania-plagiarism-a-gateway-to-corruption-222223>

5. Assessment Conditions

- a. Teachers will ensure that assessments are carried out under appropriate conditions: students will not sit in close proximity. When possible, students will receive different versions of assessments and teachers will ensure that there are no disruptions.
- b. During an evaluation, students will not be permitted to possess materials (Phone, Smart Devices, etc.) other than those strictly required for completing the exam (i.e- Calculator, etc)
- c. Assessment tasks will be designed to offer more opportunities for critical and innovative thinking and fewer opportunities for copying and pasting
- d. Teachers will ensure proper scaffolding in completing tasks and provide sufficient time (including deadline extensions depending on need) so that students have the time and the skills to complete a task successfully.

6. Workshops

- a. Teachers are offered in-house training on academic awareness, within the framework of periodic training sessions.
- b. Guest speakers will be invited to present upon the topic of academic honesty within our school-wide assemblies.

7. Adjustments for the DP

- a. The use of Turnitin (or a similar plagiarism detection software) will be a mandatory requirement for assignments completed within the Diploma Programme.
- b. For Pre IB years, teachers teaching grades 9 and 10 will be encouraged to use the plagiarism detection software for their assignments.
- c. Students will complete a mandatory unit of study with the Extended Essay Coordinator covering best practices in conducting research and citing sources.

Definitions and Examples of Academic Dishonesty and Expectations

Plagiarism

Violation	IB Definition	Examples
Plagiarism	The representation of the ideas or work of another person as the student's own.	<p>Presenting someone else's work as your own (with or without the author's permission) <i>And</i> Collecting information that was previously collected, organised, or written by someone else.</p> <p>Plagiarism can be both intentional and unintentional, but both are treated the same way. Some examples:</p> <ul style="list-style-type: none"> • Copying an article from a website and not giving credit--but not understanding you had to give credit is still plagiarism. • Copying and pasting information from a website into your work, and then failing to give the website credit. • Reading an article or other text, taking ideas from it, and then claiming them as your own ideas.
How To Avoid Plagiarism?	If you ever use someone else's words or ideas, give them credit. You can do this by taking the website or the source and writing and pasting it as part of the project. Secondly, using outside sources makes a better argument and gives your work greater credibility.	

Collusion

Violation	IB Definition	Examples
Collusion	Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.	<ul style="list-style-type: none"> You let another student copy from your homework. The teacher gives a project to be completed individually and you work with other students but then submit the work with only your name on it. Or if you give your work to your friends to copy. In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz. You are allowed to take an exam, test or quiz earlier than your peers and you share the material with them before they take it.
To Avoid Collusion:	Always do your own work. If you are unsure, ask your teacher before you ask a classmate. During an exam or other assessment, avoid talking or looking at classmates. Raise your hand to make a request to the teacher.	

Duplication

Violation Examples	IB Definition	Examples
Duplication	The presentation of the same work for different assessment components.	You completed an information essay in Romanian about a country and you copied parts of it to complete a report in Geography.
To Avoid Duplication:	Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow an idea from a previous piece of work.	

Cheating

Violation	IB Definition	Examples
Cheating	Behaviour that gives an unfair advantage e.g. saying you have turned in an assignment when you did not, using cheat sheets, electronic devices, fabricating information trying to earn more time or credit on an assignment, project, or exam.	<ul style="list-style-type: none"> ● Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not. (Another person did it- your parents and you tell your teacher that you did it) ● Using restricted material during an assessment task, such as cheat sheets, or electronic devices. ● Leaving the room during an assessment task (online/in school) and using restricted materials (a website/ a notebook) prior to returning. ● Fabricating information to try to earn more time or credit on an assignment, project, or exam.
To Avoid Cheating:	Leave all electronic devices in your locker when taking an assessment. Avoid talking to or looking at classmates during an assessment. Be a principled human being and tell the truth.	

Roles and Responsibilities

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

IB Coordinator

- Create the academic honesty policy with teachers, reviewed by students and parent representatives promoting good practice and fostering a school environment that motivates the school community to act honestly.
- Promote and encourage teachers to educate students regarding the policy.
- Enforce the consequences, in collaboration with the discipline committee, when a student violates the policy.

Teachers

- Implement the school's academic honesty policy through relevant ATL skills development in all subject group classes.
- Be role models in honesty for students.
- Provide guidance regarding studying, writing an academic document, inquiring and citing sources so that students gain a clear idea of the purpose of correct citation and referencing in a variety of disciplines.
- Promote a classroom environment that encourages academic honesty and critical thinking.
- Enforce the consequences when a student violates the policy.

Librarian

- Helps students obtain reliable information from various sources.

Students

- Learn and practise academic honesty as part of their ATL skill development and be aware that the coordinator, librarian and teachers are available to offer further advice and guidance.
- Support the spirit of academic honesty both in attitude and action when completing all assignments.
- Understand that no assignment is excluded from this policy.

Families

- Support the ethical values of honesty and integrity.
- Share school's enforcement of the academic integrity policy, especially with regard to work done outside of school.
- Help and encourage students with schoolwork, but never do it for them.

Consequences for Violation of the Academic Honesty Policy

Olga Gudynn International School believes that preparing students for the world of tomorrow requires preparing students to work hard without taking any shortcuts. One of the most important values upheld by the school is integrity and, thus, it is imperative that Olga Gudynn students demonstrate their own personal integrity and academic honesty. Consequently, it is crucial that all stakeholders (students, staff, teachers, and parents) contribute to upholding the academic integrity policy.

Following every suspected violation of our academic integrity policy, the following procedure will apply:

1. The teacher who assigned the work will first investigate and clarify. In the process, the teacher will:

- Consult the Discipline Committee/IB Coordinator to determine a plan.
- Consult with the student involved.
- Consult with any other individuals who may be involved.
- Ensure the rights of the student and those involved are not violated.

2. If the teacher determines the student is responsible for the misconduct, he/she will file an official Incident report. The form is sent to the Head of the Discipline Committee (All Grades) and the IB Coordinator.

3. Student misconduct shall be dealt with depending on extent, causes, and circumstances in an age appropriate manner. The specific consequences are as follows:

Primary School

The consequences are limited to teacher-student discussions, corrective / re-teaching activities, teacher-parent meetings, record keeping of misconduct, and a necessity to redo faulty work.

Middle School and High School (RO)

The consequences of misconduct are treated differently based on the action. Each case will be treated as a case by case basis as the aim is to educate and correct such misconduct through guidance rather than punitive action.

Misuses information from various sources (without citation) despite clear criteria

Teacher-student discussions, corrective / re-teaching activities and a necessity to redo faulty work.

Copy-Pastes large portions of work from various sources

Appropriation of peer work (home assignments, tests, etc.)

Appropriation of other's work (parent, sibling, private tutor, etc.)

1st Offence

In addition to the procedure outlined, the following will take place:

- The class coordinator discusses the situation with the student and reminds him/her of the school rules (ROF) and of the school values
- Parents are notified that the conversation concerning the academic integrity policy took place
- Students will be allowed to redo work.
- To ensure the violation is not repeated, the student will meet with the class coordinator to learn what steps should be taken in the future to avoid this type of academic misconduct. A notification of this meeting will be sent to the student's parent/guardian.

2nd-3rd Offence

In addition to the procedure outlined, the following will take place:

- The student receives a written warning and parents are informed of the incident via email - policies regarding future violations are outlined
- Students may be allowed to redo work.

4th Offence

In addition to the procedure outlined, the following will take place:

- The student receives a "*mustrare scrisa*" and their behaviour grades drops by one point
- Procedure for "*mustrare scrisa*" is followed (see Discipline Policy)

5th Offence

- Parents are notified that student is required to transfer to another educational institution

DP Specific Actions in the Event of Academic Misconduct

Given the fact that our school is implementing the DP programme, greater focus is placed on aligning our school policy for the final years of high school with the DP requirements.

Great importance is to be given to refining students' research skills and study habits during the DP, as well as in the MYP grades before the DP (grade 9-10) as "DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats" (*Academic honesty...*, p.16).

Teachers are responsible for ensuring that submitted work is completed by the student. They will use Turnitin (or a similar plagiarism detection software) to check the authenticity of student work.

The consequences for Academic Misconduct within the DP are as follows:

1. Coursework: Misconduct Identified BEFORE Final Submission

Students will be allowed to rectify the work before the established deadline for submission. If it is not rectified, the student will receive a 0 (F grade) for their IA/EE. The school will not submit a piece of work that does not meet the Academic Integrity Policy standards.

2. Coursework: Misconduct Identified AFTER Final Submission

The IB Coordinator will inform the IB immediately. This will be investigated by the IB. The decision will not be made by the school, but by an external IB committee.

3. Examination: Misconduct identified before/during/after the examination.

The IB Coordinator will inform the IB immediately. This will be investigated by the IB. The decision will not be made by the school, but by an external IB committee.

Role of the supervisor

For all assignments, the role of the supervisor is to ensure students are fully aware of the requirements of academic integrity, as well as what is considered academic misconduct (including the varying degrees of consequences).

As part of this process, the supervisors request that the students submits subsequent drafts of the work, and gradually guides students away from intentional / unintentional misuse of information, whether it be a slip in assigning sources, improper quotation, a tendency to imitate or assume ownership of ideas encountered in various sources or thought of as “common knowledge”, etc.

Starting from a clear plan should ensure students’ real participation in the final product with rather personal ideas and views, and a stirring away from assimilation without prior processing of others’ ideas. As such, research and quotations should come in support of students’ views and not as replacement.

Acknowledging sources should be a priority in any form of production. For both written and oral assignments, the use of MLA style for citations is strongly encouraged, including the use of sites to aid in this process (ex. easybib.com). The same firm requirement that sources should be acknowledged in full stands for Group 6 Art work, where all work reproducing / inspired by another work of art should bear the title “*After ...*”.

In addition, students collecting data directly, through experiments and/or interviews, must be made aware of their responsibility to only include complete, accurate data, disregarding whether the data obtained fully serves their purpose, or whether variation was present. Reporting data

accurately should be a prime requirement, and the supervisor must stress the importance of correct practices, especially as students are required to sign off on the authenticity of their productions. Attention should also be paid to the students understanding the severity of the consequences should their unfair practice be exposed.

Examination

Note: the ethical approach to DP work goes beyond academic honesty, and reaches into the students' attitude towards nature, the environment, and living things. As such, their academic activity and productions (art forms, research, essays, etc.) must be undertaken with utmost respect for the physical, mental, and emotional well-being of all participants, exclude excessive or gratuitous violence or explicit sexual activity, in full knowledge of local communities and traditions, whose sensitivities are to be taken into account so as not to purposely harm, hurt or offend members of any culture, ethnic group, religious denomination, etc.

Policy Alignment

The Olga Gudynn International School Academic Integrity Policy aligns with the school's internal regulations as outlined in the parent contract and the document “*Statutul Elevului*” developed by the Romanian Ministry of Education.

References

IBO Academic integrity (2019)

DP Assessment Procedures (2013)

Effective citing and referencing (2014)

Ethical practice in the diploma programme (2006)

Diploma Programme: From principles into practice (2015)

Ethical guidelines for extended essays research and fieldwork (2013)

Academic honesty in the IB educational context (2014; updated 2016)

Policy Review

This policy will be reviewed at the beginning of each school year by all IB teachers. Review cycle is every year, including directors, teachers and students guided by the IB Coordinator.

Appendix 1: Categories of student academic misconduct

Excerpt from *IBO Academic integrity* (2019), pp. 23-24

Coursework

When a student seeks and receives assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. This also affects the assessment process since the work is not entirely produced by the student in question. As stated before in this document, the assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work.

Similarly, a student may be tempted to obtain support through the many resources available on the internet. For example, there are many websites that offer "help" and make available finished pieces of work in exchange for another. The condition of these websites is that this other document, shared by the student seeking support, will also be available in their repository to which other students in the world have access.

When a student faces the pressures associated with the final period in which all work must be completed, there is also the possibility of trying shortcuts and sometimes students "duplicate" work. That is for example, something that is prepared with the purpose of an internal assessment, may well be adapted to serve as an extended essay.

Written and on-screen examinations

During the writing time of the examinations, students can also engage in acts of academic misconduct, which may range from the possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour. Equally, students may not attempt to answer examination questions and instead invest their time writing offensive or obscene and/or irrelevant comments. Assisting other students in the same or a different school to commit academic misconduct also represents a serious offence.

Another inherent risk that is affecting the student community is the use of social media platforms on the internet. With very good intentions, student communities organise study groups in which they share review materials and strategies to better prepare themselves for the final examinations. However, there is a risk that participants of those groups obtain and share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices.

Students should be reminded about the responsible use of social media; everything that is posted or shared online leaves a digital footprint behind and can become public. Even conversations considered private such as the ones taking place in closed groups on social media platforms have the potential to be shared by any member of that group.

All IB students are expected to inform their school administrators and programme coordinators immediately if an act that compromises the integrity of the examination is identified.

Excerpt from DP Assessment Procedures (2013) pp. 51-52

Plagiarism

Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs. All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person in any work they may submit for assessment by using a standard style of referencing.

Collusion

Coordinators need to be aware that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single version of a report is presented by a number of candidates as their own individual work.

Other forms of academic misconduct

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- taking unauthorised material into an examination room
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be 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 the examination
- impersonating another candidate
- theft of examination papers
- disclosure or discussion of the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing
- essays or other assessment materials.

Appendix 2: IB Academic Integrity Key terms

Excerpt from *IBO Academic integrity (2019)*, pp. 3-4

These are some key terms which are used in this publication.

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.

School maladministration

The IB defines [school maladministration](#) as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

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. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

Unprecedented or extraordinary incidents

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach

“Balance of probability” means that the decision maker(s) with appropriate subject matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual does not need to exploit his or her position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.