Seaquam Secondary School – Academic Integrity Policy

Academic Integrity in the Diploma Programme

Purpose of this policy

As part of the IB's educational goal to award reliable, fair and recognized outcomes to our students through valid assessments, this policy has been created to ensure a common understanding of the IB's academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others.

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 policy document explains:

- the academic integrity principle which will be observed by the IB and expected of all its stakeholders

- the expectations and responsibilities of the different groups of stakeholders in upholding the IB's principle of academic integrity

- the terminology used by the IB regarding academic integrity, student academic misconduct and school maladministration

- how the IB deals with student academic misconduct and school maladministration

- good practice in embodying teaching and learning in a culture of academic integrity

- good practice for schools in their own academic integrity approaches and culture

- the broad definitions of terms to allow conversations about academic integrity at school level.

What is academic integrity?

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic integrity are: making knowledge, understanding and thinking transparent. Students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. An essential aspect of this is an understanding of the technical aspects of academic integrity, of citing and referencing.

Academic integrity is an essential principle of the IB's academic programmes that enhances the organization's credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities".

Academic integrity involves:

- Acting with integrity and honesty by producing your own authentic work
- Avoiding any behaviour that gains one student an unfair advantage and negatively impacts the results of other students
- Following the rules for all examinations as set out by a teacher, a department, the school administration or any other organization for which examinations are given on behalf of Seaquam

Examples of academic integrity:

- Acknowledging as honestly and accurately as possible the ideas and work of others, even when the source cannot be stated with absolute accuracy
- It is alright for students to work collaboratively or supportively
  - collaboration can occur when students discuss ideas for a paper or brainstorm sources that they might use to research a common idea
  - collaboration can also occur when students are assigned to work on a group project in which the individual roles are decided upon or defined by the group or teacher

What is academic misconduct?

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. Unfortunately, in every Diploma Programme examination session there are students who are investigated for alleged "academic misconduct".

Categories of academic misconduct in the IB:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination. Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Inappropriate use of artificial intelligence (AI) is defined as using artificial intelligence agents for direct copying into student work or not acknowledging the use of artificial intelligence agents in research through referencing and in-text citation.

Examples of academic misconduct:

- Using the ideas of another person within your work without citing the source from which those ideas were gained (plagiarism)
- Copying or paraphrasing from websites, books, journals, essays or any other source without citing the source of origin of the information (plagiarism)
- The use of photographs, graphs, data or computer programs without citing the source from which the information is taken (plagiarism)
- Copying text from an AI search directly into text or paraphrasing such text without in-text citation and acknowledgment in references
- Allowing your work to be copied or reproduced in some fashion by another person (collusion), including copying off others' tests or allowing another to copy your test
- Handing in work completed by another person and taking credit for it (collusion)
- Missing class to gain additional preparation time (eg. for tests) or falsifying an excuse, in any fashion, for an absence

Avoiding academic misconduct:

- Teachers must make students aware of what constitutes academic misconduct and establish expectations for academic honesty in their classrooms
- Teachers will model examples of academic honesty in the classroom (eg. citing/referencing sources for information used in class)
- Students must cite all sources for ideas, notes, quotations, visuals, etc, in footnotes and/or a formal bibliography as required by each assignment
- As requested by individual subject teachers, students will submit assignments to turnitin.com to screen for possibilities of plagiarized information
- Teachers are expected to confirm, to the best of their ability, that students have submitted authentic work for assessment

Consequences for academic misconduct:

SOME or ALL of the following consequences will apply when students engage in academic misconduct:
- A mark of zero on the assignment that involves examples of academic misconduct
- Notification of the parents that an academic misconduct offence has occurred so that such behaviour can be more closely monitored in the future
- Notification and/or referral to the appropriate administrator (by grade assignment)

Good practice—recommendations for students
• Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
• Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.

The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination. For these reasons, a student's intent cannot be taken into account if the IB

investigates an alleged breach of the General regulations: Diploma Programme. Be aware that a breach of IB regulations will have serious consequences.

Essentials
• Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
• Give credit for copied, adapted and paraphrased material.
• When using text, make clear where the borrowed material starts and finishes.
• All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

Acknowledging the work of others
Proper citation is a key element to academic scholarship and intellectual exchange.
More guidance can be found in the IB publication *Effective citing and referencing* available in the Digital toolkit section on the IB website:
(http://www.ibo.org/myib/digitaltoolkit/brochuresflyersposters/)

Artificial Intelligence (AI) and Academic Integrity
The use of Chat GPT and other AI tools is not forbidden by the IB, but it is not recommended either. There are strict rules around its use. AI tools can be used very much like a google search to inspire ideas, but work produced by AI must not be copied and pasted, and, if the ideas are used, must be cited with properly formatted in-text citations and properly formatted references. If use of Artificial Intelligence tools is suspected, the responsibility is on the student to be able to defend the research and writing process through an in-depth interview with the subject teacher and DP Coordinator. If Coordinators are unable to determine the authenticity of the student's work, the work will not be uploaded on the student's behalf and a failing grade may be the result.

As the parent/ legal guardian of a Diploma Programme student, how can we support our children?
• encourage them to plan each assignment.
• provide support with the scheduling of their work, as they may have many assignments to complete.
• 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.
• encourage them to ask their teacher for advice if they are having difficulty with their work.

Dispute Resolution
It is the teacher's professional responsibility to assess and evaluate student work. Where there are questions, issues or concerns, students/parents/guardians should discuss these with the student's teacher. Where resolution cannot be reached, the matter should be brought to the Diploma Coordinator, and then, if necessary, the school administration. School coordinators or administrators will consult with the teacher to come to a resolution. This decision is binding.

Academic integrity policy review

The academic integrity policy will be reviewed annually, at the commencement of each school year to ensure it meets the needs of all learners and reflects the changing views of the school community.

*Academic Integrity Policy reviewed November 2025.