ACADEMIC INTEGRITY POLICY

The IB Diploma Programme

Document prepared by: Mary Donnellan
Updated: September 2020
Next review: August 2021

Contents based on:
Academic integrity (2019), IBO, Geneva Switzerland
Academic integrity in the Educational Context, (2014), IBO, Geneva, Switzerland

Copenhagen International School's Mission Statement

EDUCATING CHAMPIONS OF A JUST AND SUSTAINABLE WORLD

Learning to build community. Copenhagen International School will develop the potential of each learner by offering educational excellende in a stimulating environment of cultural diversity and mutual respect.

Integrity
We are honest and do the right thing even when no one is looking.

Inclusion
We create a welcoming environment where everyone feels a sense of belonging and has equitable opportunities every day.

Creativity
We perceive the world in new ways to generate solutions to complex problems.

Compassion
We understand another's feelings and respond supportively.

Growth
We make progress every day, and persevere through difficult circumstances.

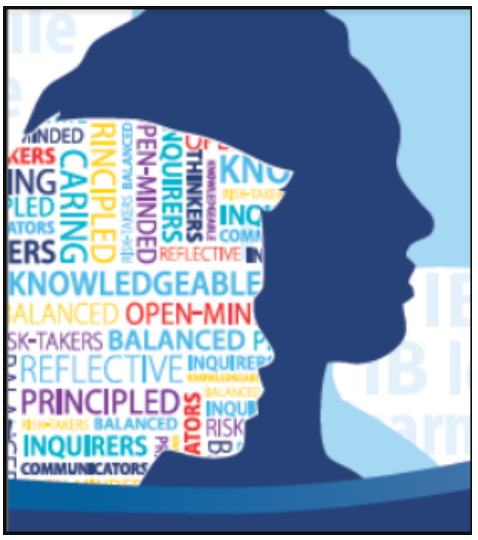


The International Baccalaureate's Mission Statement

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.

The IB Learner Profile



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 challenge 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 recognise 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.

Academic integrity: Philosophy and Practice

Academic integrity refers to:

- The full acknowledgement of the original authorship and ownership of creative material
- The production of 'authentic' pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright
- Proper conduct in relation to the conduct of examinations

Copenhagen International School, guided by the philosophy of the IB, places great value on the ethical qualities of personal and academic integrity. Academic integrity is expected of all members of the school community; students, teachers, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes which describe students as:

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

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.

It is the policy of Copenhagen International School that:

- All Diploma Programme students understand the basic meaning and significance of academic integrity
- All work produced by Diploma Programme students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion
- This policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB

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, the librarian and the DP Coordinator for support when completing assessed 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 Copenhagen International School shows no tolerance
- Explain to students precisely what penalties will be imposed should they be found guilty of misconduct.

Academic Misconduct

What is Academic Misconduct?

Academic misconduct is defined as behaviour, **whether deliberate or inadvertent**, that results in or may result in the candidate or any other candidate gaining an unfair advantage in one or more components.

Misconduct may include:

- **Plagiarism:** 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. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. Plagiarism is a clear breach of academic integrity. It is also a criminal offence.
- **Collusion**: 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 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 the History Internal Assessment)
- **All other forms of misconduct** – see below.

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 …
- 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
- Including offensive, hateful, obscene or inflammatory material in a script
- 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

Avoiding academic misconduct

How can I make sure that I am not plagiarising material?

- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of your work, and in a bibliography at the end, each and every piece of material you used in the production of your work.
- All ideas and work of other persons, regardless of their source, must be acknowledged
- Information located via email messages, web sites on the internet, social networks and any other electronic media must be treated in the same way as information found in books and journals
- The sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided
- All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged
- Always use Turnitin in accordance with the school's regulations
- Material cannot be paraphrased without acknowledging the source

The CIS Library website contains links to sites that give detailed instructions on citing sources using different styles such as APA, MLA, Chicago/Turabian, CBE and more. Copenhagen International School generally prefers the use of the MLA system when acknowledging sources, but teachers and supervisors are free to request the use of a citation system appropriate to their particular subject discipline.
The IB does not require the use of any particular citation system – there is however a clear expectation that all information will be fully and correctly referenced in a consistent manner, using a conventional system.

The Role of the Librarian

The Librarian is a very useful resource for all DP students and teachers. She 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. She is also responsible for our Turnitin subscription and will provide teaching staff with individual log-in information.

The Use of Turnitin

Students are required to submit the final version of most internally and externally assessed work through Turnitin before it is submitted to the IB. It is possible that the school may refuse to submit student work to the IB on the basis of a Turnitin search outcome, or if a student refuses to submit the work through Turnitin. Subject teachers may, in addition, request that drafts of assignments be submitted through Turnitin.
Students should note that the IB also randomly submits work through Turnitin, and through their own software, thus creating an even larger database through which student work can be compared.
Turnitin should not be seen as a plagiarism detection device - rather, students should be encouraged to use it to learn and understand where and why citations are required.

Roles and Responsibilities

Students:

As students, your responsibilities in respect of academic integrity 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 programmes, data, photographs and other material which require acknowledgement.
- You may be required to submit your work using Turnitin. 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 indicated that a piece of work is authentically his/hers,(either by signing the consent form, or clicking on the authenticate button on candidates.ibo.org, there is very little, possibly no opportunity to re-submit different work, if the first submission is deemed to be plagiarised.
- You should be aware that teachers have the right to refuse to 'authenticate' your work if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or the satisfaction of the DP Coordinator. The IB will accept the teacher's decision in this case.
- It is the student's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised or produced dishonestly.

Teachers:

Teachers are responsible as follows:

- 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 Turnitin to check major assignments. Turnitin **mus**t 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 preference is to first deal with the issue internally.
    - The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the DP 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 section of the screen. This will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded.

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.

Parents and 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 his or her 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 him or her to ask a teacher for advice.

The School, the Coordinator

- Through its 'academic integrity Policy', the school makes it clear what constitutes academic integrity and an authentic piece of work
- All Grade 11 students will be introduced to the academic integrity Policy by the DP Coordinator, in Advisor Class, in the first Quarter.
- Students will be clearly informed how misconduct will be investigated, and what the consequences are of having been found guilty of academic misconduct.
- Teachers must also actively use correct citing conventions when providing candidates with reference material, including on Powerpoints, Google Slides, etc
- The Librarian is always willing to provide support and assistance in terms of research, and the correct use of citations. The Library website also provides considerable advice regarding these aspects of academic integrity.
- Candidates will be advised at all times to act with integrity, and to as honestly and as accurately as possible to acknowledge the ideas and work of others.
- Candidates will be provided with the 'Conduct of Examinations' prior to the Diploma exams, and this will be discussed fully in Advisor classes before the Mock and final DP exams.

Academic integrity and ATL (Approaches to Learning)

In their academic work, DP students develop **research skills** and study habits that are needed to demonstrate academic integrity in more formal ways than would be appropriate to expect of younger learners. 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.

This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the **organizational and self-management skills** to demonstrate clearly that their work meets a formal standard of academic integrity. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

Teachers, students and administration are encouraged to **reflect** on the work they are completing, presenting and assessing. This self-reflective approach, coupled with a school ethos which values personal and academic integrity, and constant **communication** between students, teachers and the Coordinator, should result in an environment where the monitoring of academic integrity is consistent, student-led and non-invasive.

Monitoring and Sanctions

Teachers retain responsibility both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to ensure it complies with IBDP regulations. To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Diploma Programme, internal and external sanctions are in place in order to respond consistently should issues related to academic misconduct arise. Internal sanctions are those used by CIS, and generally refer to assignments and classwork (general homework and ‘drafts’) which do not count towards the award of the final IB Diploma. External sanctions are those applied by the IB, and relate specifically to all pieces of work, usually ‘final version’ (internal assessments, final exams, TOK assessment, CAS folders, the EE…) which count towards the final IB Diploma. However, there is some overlap to be expected between the application of these sanctions, so they should not be seen as acting in isolation from each other.

Internal Sanctions

Internal sanctions may be imposed by the school for incidences of academic misconduct relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work, and will include:

- **1st Offence:** The student is required to re-do the work and reminded of CIS's academic integrity policy. Parents are notified by the teacher and the misconduct is noted in school records.
- **2nd Offence:** The student is given a zero for the work, parents are notified by the Principal, and the student receives disciplinary consequences. This second misconduct offense is noted in school records.
- **3rd Offence:** If a student is found guilty of a 3rd breach of academic integrity, they will receive no credit for the relevant course, and may be recommended for withdrawal.

External Sanctions

External sanctions are those assigned by the IB, or by the school, in compliance with IB regulations, and relate specifically to the perception that academic misconduct has taken place in work which counts towards the award of the final Diploma. Should such academic dishonesty be suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected misconduct occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in with little or no time before the final submission date, misconduct investigation and sanctions will take place as detailed in the section below.

The school retains the right to apply other sanctions when dealing with misconduct internally including internal exams, tests, coursework (internal assessments) and homework procedures. When the misconduct involves official IB examination procedures, these sanctions could also be enlarged to include suspension, expulsion, refusal to allow the student to attend the Graduation Ceremony, or to receive the school's High School Diploma.

Investigating academic misconduct

- Investigations take place when:
    - A coordinator informs the IB that academic misconduct may have taken place during an examination
    - An examiner suspects misconduct and provides evidence to justify his or her suspicion
    - A member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion

An investigation of misconduct detected by an examiner outside the school may take the following form:

- The head of examinations administration will inform the DP Coordinator that a candidate is being investigated for suspected academic misconduct
- The DP Coordinator immediately informs the Director and Senior School Principal that a candidate is being investigated.
- The DP Coordinator will provide the IB with:
    - A statement from the candidate

    - A statement from the subject teacher or extended essay supervisor
    - A statement from the DP Coordinator
    - A summary of the interview with the candidate about the allegation of misconduct.
- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate
- The candidate's parents should be informed, but this decision will be taken by the Director/Principal and Coordinator and will depend on the age of the candidate. (The parents of a candidate who is under 18 will always be informed)
- The planning and conduct of the investigation are left to the discretion of the DP Coordinator, but the candidate's personal rights must be protected.
- Those who will investigate external allegations include the Principal and/or the Director, the IB DP Coordinator and the subject teacher.
- It is normal practice to interview the candidate with a relative or friend in attendance.
- The candidate must be shown the evidence and be invited to present an explanation or defence
- With the candidate's permission, a transcript of the interview may be taken and submitted to IBCA. The candidate must also be given the opportunity to provide a written statement.
- The candidate and his/her parents have a right to see evidence, statements, reports and correspondence about the case. Evidence may be withheld to protect the identity of an informant.
- The candidate must be given a copy of the Regulations and his/her attention drawn to the articles which concern misconduct
- The candidate must be given sufficient time to prepare a response to the allegation

An investigation of misconduct which happens during an IB Diploma exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption as possible should take place.
- The DP Coordinator should be immediately informed by the invigilator of his/her suspicions
- The DP Coordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator
- The Director (and Senior School Principal) should be informed as soon as possible.
- The candidate's parents/guardians should be contacted – if the candidate is under 18, and with the candidate's agreement if she/he is over 18
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents
- The candidate must be allowed to complete all other exams in that Diploma session
- The IB will make the final decision as to whether or not there should be consequences.

An investigation of suspected or proven misconduct relating to internal assessments may take the following form:

- The candidate is told by the teacher and the Coordinator that there are doubts about the authorship/honesty of his/her work
- If the candidate agrees that the work is not his/her own, if time allows, then the work can be re-done – under close supervision
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this can not be the case.
- The candidate, his/her parents, the subject teacher, the Principal and the IB DP Coordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept.
- The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work – and the subject.
- The subject teacher's decision will be final, and the candidate must be aware that the school can still refuse to submit the work, or can submit a coded grade indicative of its belief that the work is not the candidate's own when entering grades on the IB system, that this will not be questioned or investigated by the IB, and that this will result in failure of the component, subject and Diploma.
- The school may choose to withdraw the student from his/her exam registration in the particular component, subject or the Diploma as a whole.
- It is important to note that the IB expects schools to deal with this situation internally. We are not allowed to submit work about which we may have academic integrity concerns.

Consequences of academic misconduct (sanctions) as outlined by the IB

- If the academic misconduct is deemed to be minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'
- If a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved – which means no Diploma can be awarded.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.
- If the case of academic misconduct is very serious, the candidate may not be allowed to re-register for examinations in any future session
- An IB Diploma may be withdrawn from a candidate at any time if misconduct is subsequently established

An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.

Remember – IB Diploma students are expected to be **'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