

**VI Liceum Ogólnokształcące im. J. Słowackiego
in Kielce**

IB Diploma Programme

Academic Integrity School Policy

School Mission Statement:

The Mission of VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce is to develop an open-minded and inquiring young men who always obeys the principles of academic honesty and appreciates the value of education without borders as well as independently and responsibly functions in modern society respecting both native and foreign tradition.

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Part I

Explanation of academic integrity concept based on International Baccalaureate Organisation documents

Academic integrity means that students act according to academic standards concerning acknowledgment of others' intellectual property and authenticity of any work submitted for assessment, whether written papers or oral presentations.

To maintain academic honesty a student should:

1. Learn the rules of using sources
2. Ensure proper citation and acknowledge the sources and ideas of others every time.
3. Submit for assessment only the learner's own written assignments and independently prepared oral presentations.
4. Work individually during written tests and quizzes.
5. Learn the principles for collaboration and sharing knowledge that protect students' own and others' intellectual property.
6. Use information technology and social media with responsibility
7. Learn how to observe and adhere to ethical and honest practise during examination

Independent and authentic written assignment / oral presentation denotes written work or oral presentation based on individually collected and worked out ideas and conclusions. When using different sources, the author is required to acknowledge others' work through ensuring accurate and detailed citation system.

Malpractice involves any behaviour that gains an unfair advantage for a student in assessment components. Malpractice includes:

1. **plagiarism** defined as the representation of the work, ideas or conclusions of another person as the student's own.
2. **collusion** which denotes supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
3. **duplication** described as the presentation of the same work for different assignments or assessment components within one or more subjects.
4. **Falsification** of data, results or sources.
5. **Submission of externally commissioned work** which describes a situation when a candidate submits a piece of work with has been completed by a third-part writing service.
6. **any behaviour** that gains an unfair advantage for a student as a result of malpractice (possession of unauthorized material during an examination, breaching examination regulations including communication with other students, providing false record for creativity, action, service – CAS, disclosing the content of examination papers within 24 hours after the examination).

PART II

Academic integrity and the IB learner profile

Following the rules of academic integrity, the student maintains and develops qualities of IB learner. The IB learner profile includes a list of attributes that students are encouraged to develop:

1. **Inquirers** become inquisitive when they want to learn more through conducting their own inquiries and when they show independence in learning. These will prevent the learners from unauthorised use of others' intellectual property.
2. **Knowledgeable** students continue searching for new solutions; they do not want to use others' ideas. Instead, knowledgeable learners attempt to make their own, independent judgement.
3. **Principled** students are aware of and obey the rules. They take responsibility for their own actions and the consequences that accompany them. In this respect, students avoid breaking the rules of academic honesty.
4. **Open-minded** students are accustomed to seeking and evaluating a range of points of view. They are willing to learn from experience instead of copying others' solutions.
5. **Risk-takers** approach unfamiliar situations with courage and effectively defend their opinions. They are brave enough to express their views and able to support them using convincing and independent arguments.

Part III

Definition of academic integrity in relation to school mission statement

The Mission of VI Liceum Ogólnokształcące im. Juliusza Słowackiego in Kielce is to develop an open-minded and inquiring young man who always obeys the principles of academic honesty and appreciates the value of education without borders as well as independently and responsibly functions in modern society respecting both native and foreign tradition.

Based on the school mission statement, one of the main principles that need to be promoted is academic integrity. Students are encouraged to respect the rights and actions of other people, particularly their intellectual work products. As a result, they develop responsibility for their behaviour and ability to predict the consequences of their own decisions.

Part IV

The IB learner and academic integrity

The IB learner is always expected to:

1. Follow the rules of academic honesty. Have a firm understanding of IB' policy.
2. Submit for assessment only original, authentic, and individual work, whether written assignments or oral presentations.
3. Use name and surname upon submission of any assignment to certify authentic and independent work.

4. Acknowledge sources of information using appropriate citation system with clear instruction on how to do so received from class teachers across subject areas.
5. Know that paraphrasing needs citation.

Paraphrasing is the rendition of another person's words whilst still preserving the main ideas of the original. If done correctly, with proper referencing system, paraphrasing is a legitimate way to use a source. If conducted inappropriately, however, paraphrasing will be treated as plagiarism.

6. Understand the distinction between collaboration and collusion.

Even required to work as a part of a group, the IB learner will finally submit authentic and independent work. Doing so, a group member protects his or her intellectual property and does not gain an unfair advantage from others' intellectual property. The final work must be produced independently, despite the fact that it may be based on the same or similar data as other students in the group. This means that the introduction, content and conclusion of a piece of work must be written in each student's own words, individually, and cannot therefore be the same as another group member's. If two or more learners submit nearly the same work or its part (e.g. an introduction) as a result of collaborative work, the IBO will interpret this as collusion and take further steps.

7. Competently offer help to other students.

Offering help to other students, the IB learner remembers to follow the rules of academic honesty. To comply with the other student's request, the IB learner discusses different ideas and possible solutions. He or she does not, however, share their own work or its components. The students understand that they need to protect their work from being copied by other students. Also, they never do work for other students as they realize the consequences of being found guilty of collusion. Therefore, both the school and IBO show no tolerance and impose severe penalties when it is discovered.

8. Use the internet properly respecting others' intellectual property.

The IB students understand the need for acknowledgement any information taken from the internet. They must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed, as well as the author's first name and surname, if accessible. Simply stating in References the search engine that was used to find the website is not acceptable and does not constitute a form of acknowledgment. Furthermore, the learners are aware of the requirement to cite the source of material when copying maps, illustrations, graphs and so on. Copying any visual material from a website without acknowledging its source constitutes plagiarism. Any sources available on CDs, DVDs and any other electronic media must be treated in the same way as the internet or books.

9. On the teacher's request, students agree to check their works for authenticity accepting different methods to detect plagiarism (e.g. plagiarism prevention software, interview, quiz on the work content).
10. Be aware that the students are responsible for their actions and conduct online including an awareness of ethical behaviour when expressing their views or sharing their opinions so that they do not bring the IB into disrepute.
11. React to other student's academic misconduct and inform the teachers and/or programme coordinators about it.

The IB learner never:

1. submits the same work for different assessment components (for example, if a student submits the same or substantially similar work as a research paper and as an extended essay in history).
2. fabricates data.

3. writes papers for other students.
4. shares his or her work, whether the electronic or paper version, with other students.
5. uses the translated text without acknowledging its source.
6. cheats during tests, quizzes and examinations.
7. uses unauthorised material or tools during tests or examinations.

It is very important to note that guilt will be confirmed by supervisors regardless of whether the material is used, was or was not intended for use during an examination. The actual possession of unauthorised material constitutes malpractice.

8. discloses the content of an examination paper with a person outside the school community within 24 hours after the examination or publishes information on the content of an examination paper on the internet.

Part V

The IB teacher and academic integrity

The IB teacher is always expected to:

1. As an IB preparatory class teacher, he or she introduces the principles of academic honesty to the class.
2. As a 1M class teacher, he or she presents the principles of academic honesty in detail and makes sure that the students understand the consequences of academic misconducting.
3. Each teacher involved in IB programme creates a positive attitude towards academic integrity.
4. Cooperate with other teachers in undertaking activities that promote academic honesty.
5. Provide students with examples of how to acknowledge sources.
6. Provide students with the sources based on which teaching materials are prepared, according to the rules for specific subject group.
7. Require students to respect the rules of academic integrity in all their actions regarding subject assignments and their research work.
8. Implement different methods to verify authenticity of his or her students' works (e.g. plagiarism prevention software, interview, quiz on the work content).
9. Confirm with his or her signature that, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic and individual work of each student. This includes all work for each internally and externally assessed component.
10. Investigate any suspicions of malpractice, interview the student and report to the coordinator.
11. If a teacher suspects that work submitted for assessment may not be authentic or individual work of the student, he or she may not accept it. In such circumstances it is the role of a student to convince the teacher that the student is not in breach of the rules of academic honesty.
12. On reviewing the draft of a student's work a teacher may have reason to suspect that part of the work may be in violation of the principles of academic honesty and therefore constitute malpractice. In such circumstances the teacher discusses the issue with the author and draws his or her attention to the risk as well as to the requirement to respect academic honesty.

13. Immediately implement the necessary procedures to be followed when investigating instances of suspected malpractice.
14. Retain electronic copies of students' past work for three years to check whether plagiarism has happened.
15. Plan a manageable workload which allows students to allocate a sufficient amount of time to produce authentic work.

The IB teacher never:

1. accepts the work for assessment without the student's signature that proves its authenticity.
2. assesses the student's work unless the report based on plagiarism prevention service is included, if required.
3. discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination; the IB teacher never publishes information on the content of an examination paper on the internet.

Part VI

Parents and legal guardians

Parents legal guardians should support the administrative and teaching team in promoting school academic integrity policy and encourage their children to respect the rules and complete all assignments according to the expectations.

Parents and legal guardians of IB students are expected to:

1. Have a clear understanding of the IB academic integrity policies, procedures and subject guidelines related to their children's coursework and examinations.
2. Be role models for their children by displaying and discussing IB policies, procedures and subject guidelines of academic integrity with their children.
3. Have a clear understanding of school internal policies and procedures used to ensure the authenticity to their children's work.
4. Help their children in planning a manageable workload so they have enough time to produce authentic work for all components of their course.
5. Have a clear understanding of what academic misconduct is, as well as an understanding of what its possible consequences are.
6. Have a clear understanding of school maladministration, as well as an understanding of what its consequences are.
7. Refrain from giving or obtaining any unauthorised assistance in the completion of their children's work that would violate the academic integrity policy.

Part VII

Procedures for dealing with malpractice

The role of school in supporting academic integrity.

1. If malpractice is suspected concerning the work which does not require either external or internal IB assessment, the lowest possible failing grade will be awarded for the assessment component concerned. The student is not eligible to re-submit the assignment. Furthermore, the student receives negative grade points that influence the final mid-year and / or year conduct grade.
2. If two identical or substantially similar works are submitted for assessment, the procedure described above refers to both students.

3. If malpractice is suspected concerning the work which requires either external or internal IB assessment, the subject teacher together with the coordinator investigates the matter and prepares the subsequent report. The student is given the opportunity to provide a written statement to explain whatever occurred as part of the report on the investigation.
 - a) if malpractice is suspected before a student signs IBO declaration of authenticity, the decision about the student is made by the head of school,
 - b) if malpractice is suspected after a student signs IBO declaration of authenticity, a report on the investigation including any attachments is immediately sent to IBO and the subsequent procedure is conducted by IBO.
4. If a student is found guilty of malpractice, the head of school may:
 - a) take into consideration any mitigating circumstances and offer the possibility to submit a completely new work if the student is able to comply with the deadline imposed,
 - b) withhold the work for assessment; in such circumstances the student has no right to apply for acknowledgement of uncompleted examination paper. If the relevant piece of work has been removed from assessment, the student will not be eligible for a grade, but will be allowed to complete that subject in a future session”.
 - c) unregister the student from the examination session,
 - d) exclude the student from the IB programme.
5. If it is determined that student has breached the regulations, the school must contact the IB within 24 hours of the examination to notify about the incident. Students are allowed to continue with the examination in question, unless their behaviour in the examination room is disruptive to other students. The student’s examination script will be submitted for assessment as usual to allow them to receive a grade if it is decided that no misconduct has occurred.

The role of IBO in supporting academic honesty:

1. As a result of investigation, the IBO may designate a case an academic infringement and not malpractice. It occurs when the student in the work submitted for assessment fails to acknowledge the sources properly but has no intent to gain unfavourable advantage from others’ intellectual property. There is some attempt by the student to acknowledge the sources in the bibliography, although the author fails to acknowledge the ideas or words of another person using quotation marks. If an academic infringement has been established, no mark will be awarded for the component, but the student is still eligible for a grade in the subject. The head of school is notified about the case.
2. The IBO investigates all the cases of suspected malpractice. If there is no sufficient evidence of malpractice, the investigation is closed. There is no penalty for the student who is still eligible for the grade in the subject concerned.
3. If the student is found guilty of malpractice, no grade will be awarded. The student will not receive a diploma, although, he or she is still eligible for the certificate of the results from other subjects. In such a case, the student is still permitted to register for the next examination session, including the session after six months, if registration is still open.
4. If a case of malpractice is very serious, the IBO may decide that the student will not be permitted to register for examinations in any future session.
5. If the student has already been found guilty of malpractice, he or she will not be permitted to register for examinations in any future sessions.

6. If malpractice is subsequently established after the issue of a diploma or a certificate, the documents are invalidated.

Part VIII

Encouraging academic honesty – good practice

1. Before you submit your work for assessment, always use plagiarism prevention software, even if not required by your teacher.
2. If you are not fully convinced how to acknowledge sources properly, always ask your subject teacher, class tutor, coordinator or librarian for help.
3. If you have any doubts about usefulness or reliability of the sources that you want to use in your work, ask your subject teacher, class tutor, coordinator or librarian for help.
4. Collaborate with other students respecting the principles of academic honesty.
5. Always share your knowledge (devote 30 minutes to talk to your friends and suggest possible solutions), but never allow other students to copy your work.
6. Collaborate but never collude.
7. Establish clear boundaries and rules for group work.
8. Critically evaluate the internet sources.
9. Respect other people's rights to protect intellectual property.
10. If you want to use an interesting idea of your friend or teacher which has been discussed in the classroom, remember to acknowledge the source in your work. In such a case, you may use footnotes and the following formula: "This point of view has been presented by other student / teacher during the class discussion within TOK course".
11. Visit your school library to receive information about different methods to search for and acknowledge sources.

Part IX

Guidance on the use of AI tools

Recent developments of technology have led to the creation of tools which have the potential to enable students to use these tools to produce their assessed components of the course. AI tools are a good way to enhancing teaching about academic integrity and sparking key conversations on the ethical use of AI.

Students must be aware of the fact that any work produced by AI tools is not regarded as the student's own work and therefore as with any sourced material needs to be properly referenced in the bibliography.

The responsibility of the school and academic team is to explain to students the ethical behaviour when using AI tools and also explain that the work produced by these tools is often of a lower quality than is required to be awarded high marks. Students should also be aware that AI tools can be used to research particular topics and gather different information sources, however using AI tools to complete whole pieces of work would violate the academic integrity policies.

Referencing AI tools

Any work produced by AI tools should be referenced in the students' work. Text produced by AI tools, be that copying or paraphrasing must be clearly referenced in the body of their work and added to the bibliography.

The in-text citation should contain quotation marking using the particular referencing style that has been chosen for the given piece of work. The citation should also include information regarding the prompt which was given to the AI tool to produce the given work as well as the date the text was generated.

Part X

Supporting academic policy by school library

Library workers:

1. gather and give students access to referencing styles for each subject group
2. gather and give students access to teaching aids which students may find useful while writing various papers in the Ib programme, for instance, when writing an extended essay
3. give advice how to search successfully for sources and later how to use them adhering to academic policy
4. help students (if it is necessary) to contact other libraries in order to find proper sources and use them.

Attachments

- Attachment 1: APA, CSE/CBE, MLA Referencing guide
- Attachment 2: Referencing guide for papers written in Polish
- Attachment 3: Contract / Obligation to adhere to academic honesty policy

Bibliography

Academic integrity policy published October 2019, updated March 2023 by IBO (UK)ltd.
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