



III.GIMNAZIJA SPLIT

Academic Integrity Policy

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1. Philosophy behind the policy

Academic integrity is an integral part of our school, and that assumes fairness, trust and credibility, and respect for others. It means being honest in the work that you do at school. All participants of the IB school community must take responsibility in order to achieve these goals. **This policy** provides guidelines that will enable the school to achieve the ethical culture necessary to succeed in our mission. It introduces and summarizes the most important values, rules, and definitions contained in **IB Academic Integrity document (2019)**. Therefore, in case of any uncertainties or the need for more elaborate answers and clearer explanation of the academic integrity issues, the above document should be consulted.

2. Key Terms

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.

Student academic misconduct is 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.

Plagiarism is defined as the intentional or unintentional representation of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Collusion occurs when this goes beyond collaboration, for example, when a single version of a report is presented by several candidates as their own individual work. Collusion is academic misconduct and will be penalised.

School maladministration is 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.

Conflict of interest 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.

3. What is academic integrity?

...and how we can achieve it together!

Academic integrity refers to:

- Proper conduct in relation to examinations
- 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

Acknowledging sources

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/or 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 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, be that using a conventional system, or a system devised by the student/teacher/school. III.gimnazija prefers the use of the MLA system or similar when acknowledging sources, but teachers and supervisors are free to request the use of a citation system appropriate to their particular subject discipline. In larger assignments, such as the historical investigation and the Extended Essay footnotes are often appropriate.

The Role of the Librarian

The Librarian is a very useful resource for all DP students and teachers. This person is an expert in the area of academic integrity and can provide ethical guidance and general advice. The librarian will carry out information search workshops with introductions to the search for physical material and online material, including databases,

and guidance on choice of material for a given task. As part of the EE process (cf. EE guide), the librarian will assist the EE coordinator to carry out workshops on the academic essay: structure, the use of citations, etc.

The Use of plagiarism checkers

The school uses Turnitin, an online plagiarism checker, and all coursework, the EE and the TOK essay will be tested for plagiarism using this software. The DP coordinator will run this work through Turnitin when it is uploaded to the school systems by the internal deadlines. All teachers have access to Turnitin as well.

4. Expectations and responsibilities of the school community

Academic integrity must be part of the teaching and learning process and an aspiration of the entire school community. Expectations and responsibilities of all parts of school community are described in the document *IB Academic Integrity*. We will summarize some of the guidance and responsibilities here:

Guidance for Teachers

Teachers are the main agents of academic integrity in the classroom and their role is as important as that of the programme coordinators. They must therefore have the same level of understanding of the expectations of the school's academic integrity policy and IB expectations. Teachers should be aware that their conduct sets an important example to students. (IB Academic Integrity, p.13)

Teachers should be aware that acts of student misconduct may be caused by factors such as student ignorance, lack of training, time pressure and pressure to perform, and the easy access to information to information and support. Students may also come from previous schools and contexts which have not emphasized academic integrity to a sufficient degree. These and other reasons may lead to sanctions *not being* the first step, especially early in the programme. At the same time, the DP coordinator should always be informed of the more serious cases of misconduct, and the students always be made aware of the seriousness of such offences, intended or not.

Making clear the value of academic integrity and how to secure it should be an integral part of all teaching and learning activities, and the students should develop to be the principled life-long learners that the IB Learner Profile advocates, becoming “**advocates of a culture of integrity**” when moving on in life (*IB Academic Integrity*, p.14).

Teachers are responsible as follows (the first 8 points, *IB Academic Integrity*, p.14):

- Ensuring that students have a full understanding of the expectations and guidelines of all subjects
- Ensuring that students understand what constitutes academic misconduct and its possible consequences
- Planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- Giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- Ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- Developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion

- Responding to student academic misconduct and supporting the school's and IB's investigations
- Responding to school maladministration and supporting the school's and IB's investigations.

And in a more specific sense 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
- To read and check candidates' work for authenticity before submission. This refers to all internal and external DP assessments.

If the 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 suggests that one of two possible courses of action may be adopted:

- 1) The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the coordinator to send the work to the examiner by the appropriate IB deadline
- 2) If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded.

An F will be entered for candidate's work, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction that the work is his/her own, and the teacher on ethical grounds is unable to admit the work for upload to IBIS. Candidates must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented. 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. Cf. 'Monitoring and sanctions' below.

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.

Programme Coordinator

Programme Coordinator (DPC) understands the principle of academic integrity and its fundamental importance to the educational philosophy of the IB. DPC acts as role model and should exhibit honest, ethical and responsible behaviour.

DPC is a member of a Pedagogical Team and is responsible for all teaching-learning-assessing activities carried out according with the rules, policies and guides.

DPC has adequate budgetary means to be able to ensure that all staff involved in the delivery of IB programme, receive adequate training through professional development, so that students may have best educational experience possible.

DPC organises meetings with teachers, students and parents to explain the Academic Integrity policy, its rules, expectations, responsibilities and possible incidents and consequences. All questions should be answered. All involved in IB programme must read and understand the expectation of the school and the IB regarding academic integrity.

DPC must assure that all policies and regulatory documents are easily accessible in printed and digital way (Library, school website)

DPC must ensure that the subject guides and all rules and regulations are strictly followed and applied consistently and fairly.

DPC is responsible for appropriate class schedule and calendars, allowing students and teachers to meet the demands of the programme and course of studies.

DPC avoids every conflict of interest and activities that may constitute maladministration.

DPC must and will act decisively when an incident of academic misconduct or maladministration occurs and report immediately to the school leadership and the IB, as appropriate.

Responsibilities

- DPC is responsible for maintaining an overall supervision of all activities related to teaching and learning process at the school.
- DPC maintains good, constructive communication with team of teachers, students and parents.
- DPC must manage with the School leadership team, sufficient budget to ensure that teachers receive appropriate professional development training.
- DPC ensures access of School policies and other regulatory documents, to all involved in IB programme in printed and electronic form, as well as on school's web portal.
- Managing academic integrity incidents, DPC must support all the tasks listed in the Responsibilities listed in "School leadership team"
- DPC ensures that all School and IB Policies are applied fairly and consistently.
- DPC ensures compliance with secure storage of confidential IB material policy and the Conduct of IB examinations.
- DPC ensures that teachers, students and parents have a copy, read and understand the School Academic Integrity Policy and other IB regulations.
- DPC must report suspected instances of student academic misconduct and school maladministration cases to the school administration and/or the IB.
- DPC supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

What support can students expect from teachers and the IB coordinator?

- Through this Academic Integrity Policy, the school makes it clear what constitutes academic integrity and an authentic piece of work
- All DP students will be introduced to this policy by the DP Coordinator in the first month of their studies. They will also work with cases exemplifying good practise/lack of same.

Students

Students should aim to achieve and develop the IB learner profile attributes. They should be able to distinguish between what is right and what is wrong. They should be principled and expected to act honestly, responsibly and ethically.

To achieve this, students need support from the entire school community, specifically from DP Coordinator and DP Teachers.

Students must learn how to properly reference the sources of information, and when and how to apply those in every aspect of their work.

Students must act responsibly towards all rules and regulations, specifically deadlines agreed in annual calendar related to class-work and completion of the examination materials.

Students should understand their responsibility for their own process of learning, production of examination materials (EA, IA) and authenticity of their work.

Students are expected to respect and comply all regulatory documents related to the school and the IB, and to behave accordingly.

Responsibilities

- Students are responsible for their own learning and production of own authentic assessment materials.
- Students are expected to understand and accept the principle of academic integrity and face the challenges related to it.
- Students should learn and apply proper referencing of others' people work, comply to all regulatory documents, both school or IB.
- Students should understand and respect all the deadlines agreed with the teachers and written in the calendars.
- Students have a full understanding of their school's and the IB policies.
- Students must complete all assignments, tasks, examinations and activities in an honest manner and to the best of their abilities.
- Students should abstain from receiving or giving non-permitted assistance in completion or editing of work, specifically from essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- Students should abstain from giving or receiving undue assistance to/from peers in completion of their work.
- Students are expected to respond to acts of school maladministration or student misconduct to their teachers and/or programme coordinator.
- In case of integrity incident, student must cooperate during the process.

Parents and legal guardians

Parents must understand and accept that the principle of academic integrity is a fundamental part of the IB's educational philosophy. Parents should cooperate with the school, encourage their children to observe the rules and regulations and contribute to a mutual goal of all parties involve.

- 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.

- Strongly encourage your son or daughter do his or her own work, but support him or her in understanding the necessity of planning your 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 or counsellor for advice.

5. School maladministration and student misconduct

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. During coursework production process, or Examination process.

The most common forms of school maladministration may include:

Coursework production:

- Providing undue assistance to candidates – over-editing
- Allowing the submission of work produced by third party
- Awarding mark zero (0) for plagiarized, non-authentic work
- Authenticating work when in doubts regarding authenticity
- Having high proportion of plagiarism cases – more of 20% of cohort for a component
- Upload submission errors – duplicates

Conduct during examinations:

- Allowing candidates to use or refer to prohibited materials (use of notes etc.)
- Failing to provide appropriate invigilation
- Giving unauthorized additional time to candidates
- Unauthorized rescheduling of an examinations
- Failing to appropriately check materials (calculators or dictionaries), that candidates are allowed to bring into the examination
- Allowing candidates to share materials or communicate during the examination.
- Failing to act according to the instructions of conducting the examination from The conduct of examinations booklet for specific Examination session.

Undermining the integrity of assessment:

- Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage
- Failing to implement an action plan required by the relevant IB authority
- Failing to report incidents of student misconduct or school maladministration
- Failing to support an investigation into student misconduct or school or teacher maladministration

- Failing to report any security breach related to examination

Notification, conduct, IB review and outcome of an investigation procedures, are described in IB Academic Integrity Policy, School maladministration, page 21 – 22.

Student 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 happens before, during or after the completion of the assessment or examination, paper-based or on- screen.

The most common forms of academic misconduct are **Plagiarism** and **Collusion**. Other forms of academic misconduct may include:

Written and oral coursework and examinations:

- Disobeying the deadlines agreed in the course or examination process calendar
- All kinds of plagiarism of third-party work
- Peer plagiarism, whether copying another student work, or giving own work to be copied.
- Collusion – works of different students has similarities or identical sections
- Submitting work commissioned, edited by or obtained from a third party
- Inclusion of inappropriate, offensive or obscene material
- Duplication of work - same work for different assessment, components or subjects
- Falsification of data – presentation of work based on false or fabricated data

Conduct during an examination:

- Possessing unauthorised material in the examination room
- Exhibiting misconduct or disruptive behaviour during an examination
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination
- Removal of secure materials (examination papers or questions-answer booklets), from the examination room
- Impersonate an IB candidate – both impersonator and person allowing impersonation
- Failing to report an incident of academic misconduct

Conduct that threatens the integrity of the examinations:

- Gaining access to IB examination papers before examination's schedule time
- Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination
- Assisting another student(s) in committing an act of academic misconduct

Interfering with an academic misconduct investigation:

- Not cooperating with an investigation

- Providing misleading or demonstratively false information
- Attempting to influence witnesses
- Showing threatening behaviour to all involved to investigation
- Forgery or falsification of IB grades or certificates

Categories of student academic misconduct, procedures for dealing with policy breaches by students and student sanctions are described in **IB Academic Integrity Policy, Student academic misconduct, pages 23 – 26**. All cases of student misconduct, along with consequences are defined in IB Academic Integrity Policy (2019), **Appendix 2: Student academic misconduct, and Appendix 3: Plagiarism**.

6. 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 and ensuring academic integrity as regards 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 III.gimnazija Split, referring to coursework not yet uploaded, and to assignments and classwork which does not count towards the award of the final IB Diploma. **External sanctions** are those **applied by the IB organisation**, 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

When deciding on sanctions the school will always take a holistic view of the situation of the student and the gravity of the offence. The sanctions below form the basis of our approach in cases of serious student misconduct:

Student academic misconduct incident/sanction matrix -school

Offence level	Incident – SCHOOL WORK	Action/sanction
SCHOOL Level 1	<ul style="list-style-type: none"> Attempt of plagiarism, external source or peer plagiarism Attempt of Collusion in collaborative work Disobeying the deadlines Inappropriate or offensive behaviour or writing Disobeying school rules and regulations regarding attendance to classes, dynamic of fulfilling school/homework activities Conduct the research without permission of the participants Attempt to use pre-written essay or other materials, made by third parties, presented as student's work Failing to read, understand and apply IBDP regulations and expectations related to personal responsibilities 	<ul style="list-style-type: none"> Warning by the teacher Warning letter to the student Coordinator's attention School consequence-1 rule application Parents or legal guardians are informed
SCHOOL Level 2	<ul style="list-style-type: none"> Explicit evidence of repeated case of Plagiarism (external source or peer) Explicit evidence of Collusion (school work) Repeated and persistent disobeying deadlines Serious case of inappropriate or offensive behaviour – live, online, written or virtual case Poor attendance to school classes (general or specific subject) Evidence of using pre-written materials 	<ul style="list-style-type: none"> Coordinator's attention School consequence-2 rule application Official school notice to parents The disciplinary consequence* is written In School Online Register System (e-Dnevnik, Managebac).

SCHOOL Level 3	<ul style="list-style-type: none"> ● Third evidence of repeated case of Plagiarism (external source or peer) ● Further evidence of Collusion (school work or eCoursework in process) ● The issue of duplicating the work ● Further disobeying of deadlines, School or eCoursework ● Further poor attendance (more than 20% the subject) ● Further behaviour issues ● Further evidence of using pre-written materials in School and eCoursework materials in process ● Submitting the eCoursework materials commissioned, edited by or obtained from a third party 	<ul style="list-style-type: none"> ● School consequence-3 rule application ● Official School notice to parents ● Authorization material denial ● Incident reported to the IB ● Student may not gain the mark from the subject ● Student may not finish the school year ● Student may be advised to exit the IBDP
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School consequences: 1 – note to the student; 2 – official note to parents; 3 – Final official note to s. and p.

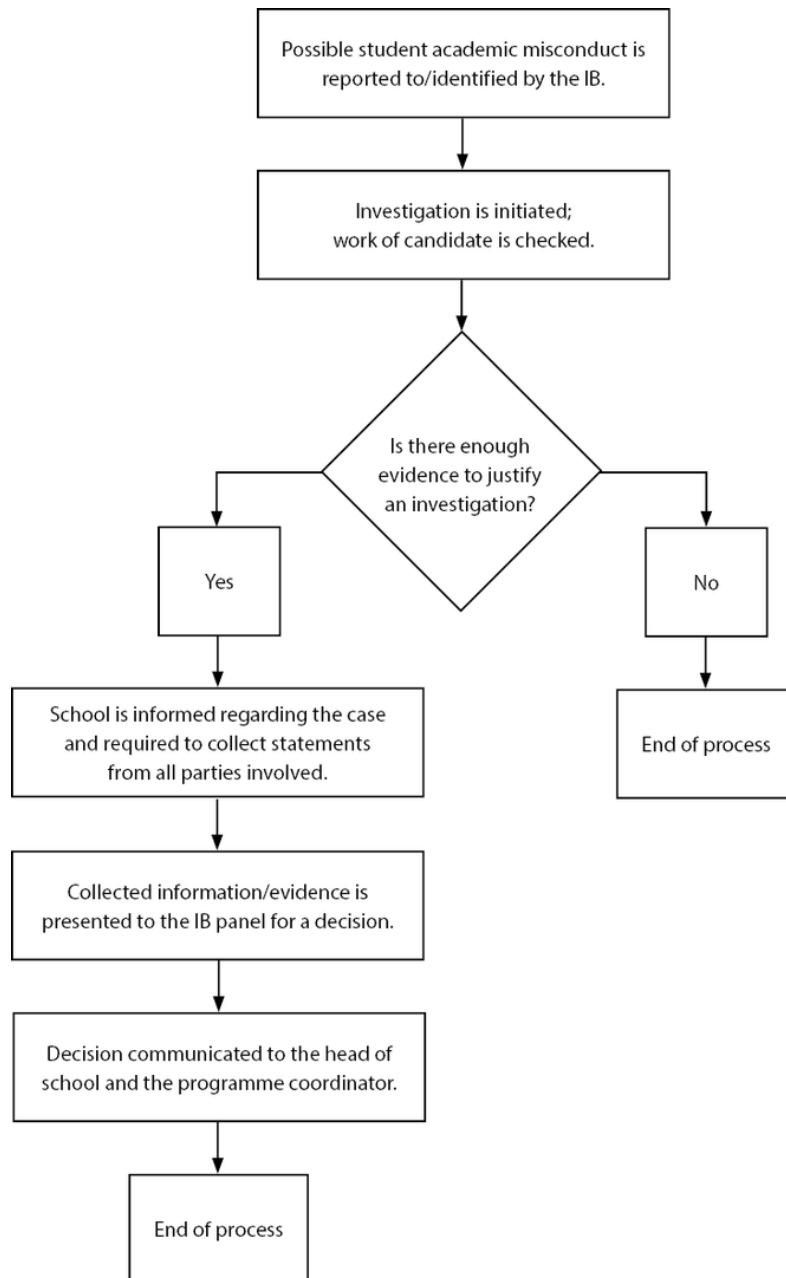
*In all cases involving official disciplinary consequences assigned by the school, article 84. of the Croatian Law on Education in Primary and Secondary School (*Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi NN 87/08*) applies.

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**, i.e. coursework (IAs, EE, TOK assessment, oral exams, and more) and final exams. As mentioned above, should such misconduct 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 malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in after internal deadlines, with little or no time before the final IB 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 malpractice 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 IB exam reception, the graduation ceremony, or the like.

Investigating academic misconduct – flowchart



Further details on investigations, penalties, etc., cf. *Academic Integrity* (IBO), Appendix 2, from where the above chart also comes.

7. Sources

This policy and a great deal of its wording is based on the full IBO policy:

Academic Integrity, IBO, Cardiff (2019):

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

This publication is the full IBO policy on this topic, further outlining the details on handling school maladministration, student academic misconduct (with penalty matrices), and much more.

School sanction matrix relies on the experience of some of the more experienced IB World schools in Croatia, I.gimnazija Varaždin and XV.gimnazija Zagreb.

Further reading

Academic integrity for internal assessments, IBO, Cardiff (2020),

https://resources.ibo.org/data/g_0_iboxx_amo_2009_1_e.pdf (for teachers, My IB login required)

APPENDIX 1 - TREMA – Student Declaration of Academic Honesty

I, _____ declare that I have read and that I understand Academic Integrity School Policy and its expectations, responsibilities and consequences. IB Diploma Programme at III.gimnazija Split and all related community, is determined to comply with all rules and regulations in the Integrity Policy, and to act according to expectations and responsibilities.

I declare that any work I submit will be my own authentic work. This includes all class assignments, homework assignments and work undertaken for IB assessments. I also declare that I will appropriately cite any references that I will be using to produce my work or any part of it. I am aware that any violation of the above would constitute consequences and carry serious penalties.

I declare that I will take all deadlines, both school internal and external, very seriously, and that I will fully respect them.

Student Signature:

Date:

Parent Signature:

Date:

