**IB Diploma Programme Academic Integrity Policy**

**Gimnazija Kranj**

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**The value of knowledge is in sharing.**

**Znanje deliti, pomeni svet razsvetliti.**

# Gimnazija Kranj mission statement

The aim of the IB Diploma Programme at Gimnazija Kranj is to educate young people in academic excellence and open-mindedness. Gimnazija Kranj provides solid, well-rounded education and aims to form caring, ambitious and positive young people who share a global perspective and responsibility for the humanity and the planet Earth. As educators we help students to develop their potential and encourage them to entertain their ideals and find their way in life.

# Poslanstvo mednarodne mature na Gimnaziji Kranj

Cilja programa mednarodna matura na Gimnaziji Kranj sta akademska odličnost in odprtost. Mednarodna matura zagotavlja trdno, vsestransko in poglobljeno izobrazbo ter oblikuje skrbne, ambiciozne in pozitivno misleče mlade ljudi s svetovljanskim pogledom na svet, ki se zavedajo, da so odgovorni za sočloveka in planet, na katerem živijo. Učitelji pomagamo dijakom razviti njihov potencial in jih spodbujamo, da gojijo svoje ideale ter najdejo svojo pot v življenju.

# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning*.* They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively

in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Academic honesty is part of being “principled”. Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection.

# Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

# Academic Integrity at Gimnazija Kranj

Gimnazija Kranj respects intellectual property and supports the effort of the humanity for respecting the ideas and work of authors worldwide. According to the IB Diploma Programme academic integrity principles and Zakon o avtorskih in drugih pravicah (1995) we encourage our students to be openminded and respectful towards other people intellectual property. Our school promotes the importance of personal, intellectual and academic integrity. Academic integrity principles at Gimnazija Kranj require that students refrain from any dishonourable and unethical conduct regarding their academic work. Gimnazija Kranj takes the academic integrity must seriously.

# Investigation Procedure at Gimnazija Kranj

Academic integrity is defined in Diploma Programme Academic integrity (2019) and in Zakon o avtorskih in sorodnih pravicah (UR. L. RS, 21/1995) and is essential for successful academic endeavour at Gimnazija Kranj. Students are responsible for ensuring that all of the work they submit is authentic and that any sources used are appropriately acknowledged. Should the student fail to meet the rules and regulations of academic honesty policy, the student could be expelled from the IB Diploma Programme or not be awarded the IB diploma.

**Investigation procedure at Gimnazija Kranj before submission for assessment to the IBO**

Gimnazija Kranj follows the two step procedure:

**First offence:** reminder: a formal meeting takes place with the student, teacher, class teacher and the IBDP coordinator.

**Second offence:** dismissal from the IB Diploma Programme: a formal meeting takes place with the student, parents, teacher, class teacher, the IBDP coordinator and the head of school.

**Investigation procedure at Gimnazija Kranj after submission for assessment to the IBO**

1. The IB Diploma coordinator informs the IBO immediately after receiving the information that the final work submitted for assessment may be affected by malpractice. The IBDP coordinator has to provide the IBO statements and relevant documentation regarding the case.
2. In case that the IBO or the examiner identifies a possible academic misconduct the IBDP coordinator will be informed by the IBO and asked to submit relevant documentation and evidence.
3. The IB DP coordinator informs the student about the possible academic misconduct and the student has to present a written statement.
4. The IBO investigates the case and if the misconduct has been proven a grade will not be issued. The candidate will be permitted to retake the subject in the next examination session. In case of repeated or very serious misconduct the student will be disqualified from participation in any future examination session.
5. When the IBO dismisses the academic misconduct a grade will be awarded.

# Investigation procedure by the IBO as described in General Regulations: Diploma Programme (2014), Article 21

**Article 21: Investigating cases of suspected academic misconduct**

21.1 If questions arise about the authenticity of a candidate’s work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate’s work has been submitted to the IB Organization for assessment, the school’s DP coordinator must inform the IB Organization as soon as possible. For work that is internally assessed, “submission” refers to the deadline by which teachers’ marks must be submitted to the IB Organization. For work that is externally assessed, other than the scripts from the written examinations, “submission” refers to the candidate signing the declaration of authenticity for their work.

21.2 When a school, an examiner or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

21.3 If the IB Organization notifies a school that a candidate is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

21.4 Candidates suspected of academic misconduct must be invited, through the school’s DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB Organization staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision then the case will be referred to the Final Award Committee.

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct. If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the subject(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.

21.8 If no grade is issued for a subject that contributes to a candidate’s IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate’s third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.10 If there is substantive evidence, the IB Organization is entitled to conduct an investigation into academic misconduct after a candidate’s results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate’s grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of their IB Diploma where applicable.

# The role of students (IBO, 2019)

In their academic work 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. Student academic misconduct is prohibited in two categories:

1. **Coursework**

Student may not seek and receive assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. The assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work. Student not obtain support through the many resources available on the internet. For example, there are many websites that offer "help" and make available finished pieces of work in exchange for another. Student may not "duplicate" work. That is for example, something that is prepared with the purpose of an internal assessment, may well be adapted to serve as an extended essay.

1. **Written and on-screen examinations**

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

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

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

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

Students are responsible for the work that they submit. The students are encouraged and thought to:

1. their responsibility for producing authentic and genuine individual and group work
2. how to correctly attribute sources, acknowledging the work and ideas of others
3. the responsible use of information technology and social media
4. how to observe and adhere to ethical and honest practice during examinations.
5. Acknowledge the ideas and work of another person. In written work the student is expected to cite in the text where he or she has used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough. A candidate’s failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.
6. If a student uses the work or ideas of another person, the student must acknowledge the source using a standard style of referencing in a consistent manner. A student must acknowledge all sources used in work submitted for assessment. The students submit work for assessment in a variety of media that may include audio/visual material, text, graphs, images and/or data published in print or electronic sources. A reader must be able to clearly distinguish between the words, illustrations, findings and ideas of the candidate and the words and work of other creators.
7. Use reliable and proven resources
8. Be consistent and create the bibliography simultaneously
9. Be in contact with the teacher or librarian regarding the acknowledgment of the work of otherswork
10. The student is the author of the results of his/her intellectual work
11. Gimnazija Kranj advises students to choose a referencing system (style) that the student is familiar with. Gimnazija Kranj advises students to use the Harvard Referencing Style or referencing style suggested by teachers. Students receive an academic integrity and referencing style booklet.

# The role of teachers (IBO, 2019)

Students may sometimes be tempted to plagiarize work because they are unable to cope with the task that has been set for them. They may recognize content that is relevant but may not be able to paraphrase or summarize, for example. To promote the development of conceptual understanding in students, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes.

1. Teachers familiarise themselves with the Academic Integrity Policy of Gimnazija Kranj and encourage students to do the same. Teachers are role models for the students.
2. Teachers are advised to dedicate time to explain to the students the research methods and consequently the referencing requirements specific to their subject. Teachers should provide students with examples (assignments, essays …) of good practices.
3. Teachers should set deadlines for the submission of the students’ academic work in order to supervise the independent research done by students and the student’s academic progress to prevent intentional or unintentional academic misconduct. Teachers demand first draft to be handed in prior the final draft. The first draft must include the whole bibliography and be cited and referenced effectively.
4. Teachers advise students to undertake research on what is already known, analyse the research in the context of the work to be produced, compare and/or contrast existing knowledge against our own findings/thoughts/opinions, synthesize and present the document in an appropriate way for the expected audience.
5. Teachers have strategies in place to support students in the research and writing the Extended Essay. Strategies and regulations are defined in the Subject handbooks.
6. Emphasizing the importance of academic integrity

# The role of the librarian

1. Organizes lectures for students on different referencing styles.
2. The librarian encourages students to use the Harvard Referencing Style and organizes two different workshop for year 3 and year 4 students. Gimnazija Kranj explains students only one referencing style in order to ensure a deep and accurate understanding of referencing.
3. Prepares information of different referencing styles and detailed handbook of the Harvard Referencing Style.
4. Emphasizes the importance of academic honesty
5. The librarian is available for students’ questions and helps students in research (books, internet, journals etc.)

# The role of the IB Diploma Programme coordinator

* Understands the importance of academic honesty in relation to the IB principles.
* Offers support to teachers and student to understand the principles and regulations of academic honesty.
* The IB Diploma Programme coordinator organizes at least one meeting a year with teachers, students and parents to communicate to them the academic honesty principles and the consequences of the academic misconduct.
* At the beginning of year 3 the IB Diploma Programme coordinator provides the students and their parents with a copy of the Academic Integrity Policy of Gimnazija Kranj and a copy of General regulations: Diploma Programme.
* The IB Diploma Programme coordinator supports the IBO investigation in case of possible academic misconduct and communicates the case to the student, parents, teacher, class teacher and the head of school.

# Examples of malpractice (IBO, 2019)

* **Plagiarism** - the representation of the ideas or work of another person as your own.
* **Collusion** - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
* **Duplication of work** - the presentation of the same work for different assessment components and/or IB diploma requirements.
* **Misconduct during an examination**, including the possession of unauthorized material.
* **Disclosing information to another candidate**, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.

 Headmaster

 mag. Aljoša Brlogar

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| With this written consent I declare, that I am familiar with the Academic Integrity Policy on the IB Diploma Programme at Gimnazija Kranj. Kranj, 23 June 2020 |
| Student’s name | Signature of the student: | Signature of the parent/guardian |
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