Schloss Krumbach International School

Academic Integrity Policy

Collaborative Development

This policy was developed collaboratively by the IB DP Coordinator, Head of School, School Principal, and the SKIS pedagogical team to ensure its relevance for both IB Diploma Programme students and students in earlier grade levels.

Review Cycle

This policy is reviewed every two years to ensure compliance with IB expectations and current school practices. If the IB publishes updated guidance that affects this policy, an earlier review and revision will be undertaken. All reviews are conducted collaboratively by the IB DP Coordinator, Head of School, School Principal and IB pedagogical team

Last Reviewed: April 2025
Next Review: September 2027

Table of Content

Introduction

Schloss Krumbach International School (SKIS) is committed to upholding the highest standards of academic integrity which is essential to the pursuit of knowledge and the development of critical thinking skills. This policy outlines our expectations for students, teachers, and staff regarding academic honesty and integrity in all aspects of teaching, learning and assessment.

"Academic integrity is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. All IB community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled". To this end, all students participating in IB programmes are expected to act honestly, responsibly, and ethically." (www.ibo.org)

Definition of 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.(International Baccalaureate Organization's *Academic integrity policy* (2025, p. 3).

At SKIS, academic integrity further encompasses a range of values and behaviours, including honesty, fairness, respect for intellectual property, and the ethical use of information. It involves acknowledging and citing sources properly, completing assignments independently, and adhering to the rules and guidelines set forth by the school and external accrediting bodies, such as the International Baccalaureate (IB).

Academic integrity is defined in the following way:

- All submitted work is truly and genuinely the student's authentic, original work.
- All sources are correctly acknowledged within the work
- Students may engage in collaboration (working together to push each other's thoughts and ideas for their own work), but not collusion (copying from another student's work)
- Students must maintain proper conduct during all written examinations
- Students avoid all forms of plagiarism, including illegal downloads from the internet
- Students avoid any kind of work duplication or collusion
- Students maintain authenticity and originality in the arts

Definition of Academic Misconduct and Maladministration

What is academic 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 happen before, during or after the completion of the assessment or examination, paper-based or digital. This includes behaviour in school, out of school and online.
(International Baccalaureate Organization's *Academic integrity policy* (2025, p. 3)

Misconduct may include:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit referencing
- **Collusion:** supporting academic misconduct by another candidate – allowing one's work to be copied or submitted for assessment by another
- **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)
- Falsifying a CAS record and data
- Violating exam rules
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.

Maladministration

Maladministration refers to any action or failure to act by a school or an individual associated with the school that infringes upon IB rules and regulations, thereby potentially compromising the integrity of assessments and examinations. These actions can occur before, during, or after the assessment process and may lead to unfair advantages or invalidate student results.
(International Baccalaureate Organization's *Academic integrity policy* (2025, p. 3)

Maladministration includes, but is not limited to:
- Providing excessive assistance to students in the preparation of coursework (e.g., templating or multiple rounds of editing).
- Authenticating student work that shows clear signs of plagiarism or third-party involvement.

- Allowing unauthorized rescheduling or extra time during examinations without IB approval.
- Failing to properly invigilate or monitor exams, including bathroom breaks.
- Not securing IB exam materials as per official requirements.
- Failing to report incidents of academic misconduct or breaches of exam protocol.
- Manipulating completed student scripts or uploading incorrect files intentionally.
- Failing to support investigations or withholding evidence during inquiries into misconduct.

School responsibilities

At SKIS, academic integrity is fundamental to our mission of delivering rigorous academic programs and outcomes. In collaboration *with the school community*, the SKIS administration and pedagogical team has developed the SKIS Academic Integrity Policy to align with IB standards and uphold the school's core values. This policy is accessible to the entire community, and SKIS administrators will regularly review it with faculty and staff to ensure awareness and compliance.

To provide students with helpful instruction for avoiding charges of plagiarism and to ensure consistency of attribution across all discipline areas, SKIS uses the (APA) format as its chosen referencing system. SKIS commits to providing access to sufficient resources, both through online databases and in our physical library so that students can carry out their research autonomously and effectively.

Instruction on the concepts and practices of academic integrity begins with an introductory course already in middle school. Academic integrity is also explored within subject classes and during the Extended Essay sessions. Resources containing guidelines on academic integrity (and citation methods) are made available to students via Google Classroom and Visually displayed in the classrooms. Teachers are regularly available to provide assistance and guidance on academic integrity practices. At the beginning of the academic year, IB DP1 lessons are dedicated to provide further instruction on academic integrity within the IB Diploma Programme.

Major coursework, internal and external assessments, and extended essays are submitted through Turnitin.com, an IT tool for electronically collecting work that also identifies quotations with their sources. Turnitin is the baseline safeguard in ensuring that submitted work is authentic and original.

Online plagiarism detection services have their limitations, and should be used with caution: teacher observations of progress and discussions with students are expected to help provide evidence for authenticity.

IBDP Coordinator maintains communication with DP staff reminding them of responsibility and best practices along with any new requirements and the emerging concerns identified by the IBO in regards to academic integrity during DP collaborative weekly meetings.

Responsibilities of Teachers, Staff and Students

Educators at SKIS supporting the students in their learning understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.

Teachers are responsible for:

- Clearly communicating expectations regarding academic integrity to students at the beginning of each course or academic year
- Providing guidance and support to students on how to properly cite sources, avoid plagiarism, and uphold academic integrity
- Designing assessments and assignments that promote critical thinking and discourage cheating or plagiarism
- Investigating and addressing suspected violations of academic integrity in a fair and consistent manner
- Collaborating with colleagues and school administrators to **implement** the academic integrity policy and promoting a culture of honesty and integrity within the school community

When a teacher checks the authentication box to confirm that work is the student's own it is expected that

- The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening. This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework
- The student can explain their work sufficiently—to give confidence that it has been created by them
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce

Responsibilities of IB Diploma Coordinator

- Ensures that Academic Integrity is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible
- Facilitates staff training in the conduct of internal assessments and in the invigilation of examinations
- Ensures that internal assessment and exam procedures are thoroughly followed in accordance with IB requirements. Investigates any suspected breaches of the standards in an open and fair way, in accordance with the IB requirements

The Head of School/ School Principal, in consultation with the IB Diploma coordinator, will decide each case on its merits, with reference to this policy and IB expectations and will communicate their decision clearly to all of those concerned with reasons for any finding.

Responsibilities of Tutors

Tutors, while not part of the school staff, may have a significant influence on student learning. To support academic integrity, they are expected to:
- Refrain from completing, rewriting, or over-editing any part of a student's coursework or assessment
- Support students in understanding concepts and skills rather than providing finished work
- Respect the Academic Integrity Policy set by the school and the IB

Responsibilities of the Librarian

The librarian plays a key role in supporting academic integrity through resource access and information literacy education.
Responsibilities include:
- Supporting students in developing research skills, including how to locate, evaluate, and use sources ethically and responsibly
- Teaching and reinforcing proper citation and referencing techniques, particularly in line with the school APA reference style
- Ensuring all educational resources in the library promote and align with the school's academic integrity policy

Responsibilities of Students / Students are expected to:

- Complete all assignments, assessments, and examinations independently unless otherwise specified by the teacher
- Understand their responsibility for producing authentic and genuine individual and group work, to correctly attribute sources, acknowledging the work and ideas of others. Be responsible for use of information technology and social media
- Properly cite and acknowledge all sources used in their work, including text, images, and ideas
- Refrain from cheating, plagiarism, collusion, or any other form of academic dishonesty
- Seek clarification from teachers if unsure about the rules or expectations regarding academic integrity
- To observe and adhere to ethical and honest practice during examinations

Responsibilities of Parents

- Read and understand the Academic Integrity Policy in its entirety and sign an Academic Integrity Contract
- Support children with upholding the SKIS core values of respect, honesty and integrity

Guidance on the Use of Artificial Intelligence Tools

At SKIS, students are not allowed to use AI tools to complete assessment tasks unless the teacher clearly says it is allowed. If a student submits work that was created (fully or partly) by AI—like ChatGPT, Google Bard, Grammarly, or other similar tools—it will be treated as academic misconduct.

When AI tools are allowed for learning, the teacher will give clear instructions on how and when they can be used. Students must follow these rules and give proper credit if they use any AI support.

Teachers are responsible for checking if AI was used inappropriately. If a student's work looks very different from their usual style or ability, the teacher may become concerned. In the Diploma Programme (DP), all official assessment work submitted to the IB is checked by Turnitin's AI detection tool. However, since these tools are not always accurate, any suspicion must be carefully reviewed.

If a teacher believes that AI may have been used dishonestly, they will speak with the student in a short, unplanned viva voce (oral conversation) to check if the student understands and can explain the work. If the teacher confirms misconduct, they must report the case and follow the school's academic integrity procedures.

Avoiding Malpractice

To ensure academic integrity, all IB Diploma students and their parents must sign the Academic Integrity Contract (Addendum to in this document).

The International Baccalaureate Organization (IBO) avoids malpractice by having all candidates sign a cover sheet when they turn in their work. The IBO also uses a web-based plagiarism prevention system in order to detect malpractice.

In order to avoid malpractice during exams, students must refrain from misconduct, bringing in unauthorized material, passing information to other students, copying, impersonating another candidate, stealing exam papers, using a calculator that is not allowed, discussing exam content, and/or fabricating data. The candidate is ultimately responsible for any malpractice issues that may arise.

Procedure for Investigating Suspected Cases of Academic Dishonesty

SKIS follows a tiered intervention framework to ensure consistency, fairness, and transparency when addressing academic misconduct. A summary of procedures is provided in *Appendix : SKIS Academic Misconduct Interventions Framework*

Consequences of Academic Misconduct

Violations of academic integrity will be taken seriously and may result in disciplinary action, including but not limited to:

- Receiving a failing grade for the assignment or assessment in question
- Requiring the student to redo the assignment or assessment under supervision
- Notifying parents or guardians of the violation and the consequences imposed
- Placing a notation of the violation on the student's academic record
- Suspension or expulsion from the school in cases of serious or repeated violations

Student Rights in Academic Integrity Cases

When academic misconduct is suspected, students are given the chance to share their perspective with the subject teacher and, if needed, the IB DP Coordinator, depending on the severity of the situation. If the matter is escalated to the *Academic Integrity Committee*, students also have the right to submit written statements or additional information they wish the Committee to take into account.

Prevention of academic dishonesty

Teaching and learning about academic integrity is an essential part in all subjects and, as stated in IB's "Academic Integrity in the Diploma Programme", proper citation is a key element to academic scholarship and intellectual exchange. Making sure that the students are aware and acquainted with good practices is the best form of prevention.

The school provides a guide to students which will help them provide the correct citations and references in their work. In principle, the school has chosen to use the APA style. During class time, teachers provide examples of academic misconduct and of proper citations and references in their subject. They also discuss where collaboration is possible and where not, i.e. where it would be considered collusion.

For IB DP students

11th and 12th-grade students are subject to the IB Academic Integrity Policy. Any infringement regarding the completion of coursework, conduct during an examination, or undermining the integrity of assessments will require students to complete actions or sanctions as prescribed by the IB Penalty Matrices. Specific information can be found on page 31 of the IB's Academy Integrity Policy ((International Baccalaureate Organization's *Academic integrity policy* (2025 at p.31-44).

The International Baccalaureate (IB) maintains strict academic integrity standards for all externally assessed work submitted by Diploma Programme students. If plagiarism is

identified after the work has been submitted to the IB, the student may become ineligible to receive a grade in the subject, risk losing their IB Diploma, and in severe cases, face permanent disqualification from retaking the subject or participating in other IB programmes International Baccalaureate Organization. International Baccalaureate Organization's *Academic integrity policy* (2025, pp. 23–25).

Policy Review and Revision

This academic integrity policy was drafted jointly by the full teaching faculty and administration. The SKIS policy is reviewed every two years to ensure its effectiveness and relevance to the evolving needs of our school community. Collaborative meetings on policy review are held as part of this regular review cycle. However, should the IB introduce any updates or changes, the policy will be revised accordingly to reflect those amendments. In such cases, additional collaborative meetings will be held to address and implement the necessary updates. Feedback from students, teachers, and parents is considered in the review process, and revisions will be made as necessary.

Conclusion

Our school is committed to promote a culture of academic integrity where honesty, fairness, and respect for intellectual property are valued and upheld. By adhering to this policy, students, teachers, and staff contribute to creating a learning environment where academic excellence flourishes and integrity is paramount.

Students are expected to submit work that is entirely their own and reflects their individual understanding, effort, and integrity. Maintaining academic honesty ensures that grades and qualifications accurately reflect a student's achievements and that all learners are treated equitably.

References :

International Baccalaureate Organization. (2025). Academic Integrity Policy (originally published 2019; updated March 2023). International Baccalaureate Organization

International Baccalaureate Organization. (2022). IB learner profile and academic integrity. International Baccalaureate Organization.

International Baccalaureate Organization. (2022). Effective citing and referencing. International Baccalaureate Organization.

International Baccalaureate Organization. (2024). Assessment principles and practices: Quality assessments in a digital age. International Baccalaureate Organization.

What is academic integrity? What is plagiarism? Strategies to avoid plagiarism. https://www.turnitin.com/

ThinkIB.net. *Academic Integrity & Honesty Policy*. Retrieved from https://thinkib.net/leadership/page/21458/academic-integrity-honesty-policy (Access available via SKIS paid subscription).

Q: What is considered academic misconduct at SKIS?

A: At SKIS, academic misconduct is defined in accordance with the IB's standards. It includes any action that gives, or appears to give, a student an unfair advantage in assessments. Examples include plagiarism, collusion, resubmitting the same work for multiple assignments, and unauthorized use of tools such as AI during evaluations.

Q: How can parents help support academic integrity?

A: Parents are important partners in promoting academic honesty. They are encouraged to read and understand the SKIS Academic Integrity Policy, guide their children in completing original work, maintain open communication with school staff, and learn about the principles of academic integrity in the IB context.

Q: What steps does SKIS take to educate students about academic integrity?

A: SKIS follows a clear and age-appropriate Academic Integrity Scope and Sequence, which outlines expectations across grade levels. Students are taught research skills, critical thinking, proper citation methods, and the importance of academic integrity. Teachers regularly reinforce these values through classroom practice and guidance.

Q: What are the consequences of using AI in assessments?

A: The use of AI in assessments is not permitted at SKIS. If AI-generated content is suspected, the teacher will investigate the matter, which may include a verbal interview (viva voce) with the student to confirm the originality of the work.

Q: What is the procedure when academic misconduct is suspected?

A: In suspected cases of academic dishonesty, the teacher completes a Student Incident Report Form and conducts a detailed investigation. Outcomes depend on the severity of the offense and can range from a discussion or resubmission to formal review by the Academic Integrity Committee. The process is designed to be educational, helping students reflect and grow from the experience.

Q: How is academic integrity reinforced across different subjects?

A: Teachers across all subjects integrate academic integrity into their instruction, ensuring students understand expectations in every discipline. They model ethical behavior and support students in developing the skills needed for honest academic work.

Q: What support is available to help students avoid academic misconduct?

A: Students have access to citation tools, writing support, and clear guidelines for referencing. Teachers provide formative feedback and teach strategies to avoid unintentional misconduct, such as plagiarism.

Q: Can academic misconduct affect a student's IB grades or diploma eligibility?

A: Yes. In the IB Diploma Programme, confirmed academic misconduct can impact coursework, assessment results, and even eligibility for the diploma. SKIS ensures that students and parents are aware of these implications.

Q: How often is the Academic Integrity Policy updated?

A: The policy is reviewed every two years, or earlier if required by changes to IB expectations. Collaborative meetings are held during each review cycle to ensure the policy remains current and relevant.

Academic Integrity Contract for IB Diploma Programme Students

In line with IB requirements, Schloss Krumbach International School requires all students to only submit work which is authentic and produced by the student herself or himself. Any material taken from other sources will be cited and references will be made using **the APA format.**

Failure to comply with these requirements will have several consequences:

1. The work will not be accepted by the school and no grade will be awarded.
2. The work will not be submitted to IB.
3. Depending on time and individual circumstances, the student may be granted the opportunity to resubmit the work but this is not always guaranteed.
4. The decision on whether the student can resubmit will be taken by the IB Coordinator Students can appeal in writing to the Head of School within one week of being informed of the decision. The Head of School will decide to maintain or modify the decision. The Head of School's decision will be final.
5. More than one case of academic dishonesty will lead to disciplinary action and may result in the student being asked to leave the school.

Please read and sign the following statements if you agree:

- *I will give proper credit for any work created by others, including content generated by chatbots or digital tools*
- *I will use quotation marks when directly using someone else's words*
- *I will follow **the APA citation format** for in-text references and the bibliography*
- *I will seek assistance if I am unsure how to properly cite or acknowledge someone else's work or ideas*
- *I understand that **submitting plagiarized work**—using the ideas, words, or work of another without appropriate referencing—may result in receiving a zero*
- *I understand that **collusion**—copying someone else's work or allowing my work to be copied or submitted by another—may lead to a zero*
- *I understand that **duplication of work**—submitting the same work for different assignments or subjects—may result in a zero*
- *I understand that **cheating** during any form of assessment (tests, exams, etc.) may result in a zero*
- *I will not engage in any behavior that gives me or others an unfair advantage or negatively affects another student's results (e.g., falsifying data, misconduct during exams)*
- *I understand that serious breaches of academic integrity may prevent me from receiving the IB Diploma*

By signing below, I confirm that all work I submit for assessment will be my own, original work. Any content from external sources will be correctly cited in line with the school's and the IB's academic integrity expectations. I acknowledge and accept the consequences outlined above if I fail to uphold these standards.

Student's name:

Student' signature:

The student's parents indicate their understanding and acceptance of this policy by signing their name below.

Parent's name:

Parent's signature

Attachment 3

Guidance for students on plagiarism

Plagiarism is the use of someone else's ideas, words or other original material without clearly acknowledging the source of that information.

With regards to **plagiarism**, students should remember that:

● using the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavour, and integrating these words and ideas with one's own in accepted ways is an important academic skill

● all ideas and work of other persons, regardless of their source, must be acknowledged

● e-mail messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals

● the sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged if they are not the candidate's own work

● passages that are quoted verbatim must be enclosed within quotation marks and references provided

● Turning in someone else's work as your own is plagiarism Why is plagiarism wrong?

● Plagiarism is **stealing** another person's words, ideas or other material.
● Plagiarism is **lying** that the words/ideas/material you used are your own.

● Plagiarism is **cheating** yourself out of an opportunity to learn.

Preventing Plagiarism Checklist

- Consult with your teacher
- Plan your assignment
- Make a draft
- Take good notes throughout the research process which record your sources of information systematically
- Make it clear who said what
- When in doubt, cite sources
- Know how to paraphrase correctly
- Evaluate your sources of information

Reference: This guidance is based on SKIS academic expectations and principles outlined in the IB Academic Integrity Policy (2025). (originally published 2019; updated March 2023). International Baccalaureate Organization

SKIS Academic Misconduct Intervention Framework

Misconduct Level	Example Case	SKIS Response (Intervention)	Educational/Restorative Element
Level 1 – Minor	Presenting another person's ideas, words, or work as one's own (plagiarism). Copying another student's homework or classwork, or allowing others to copy. Submitting work that includes unattributed content from sources such as books, websites, or peers. *If a Level 1 offense is **repeated once** in the same academic year, it will be treated as a Level 2 offense.* *If a Level 1 offense is **repeated more than once** within the same academic year, it will be treated as a Level 3 offense.*	**Subject Teacher:** Seeks to understand the reason for the misconduct. Gives the student a verbal warning. Records the incident using the Incident Report Form. Meets with the student to discuss academic integrity and provides guidance on proper referencing. **Student:** Re-submits the assignment by a new deadline, applying appropriate citation practices.	Brief citation refresher session with the teacher. Student completes an Academic Integrity Reflection Form to reflect on the incident and how to improve future academic practices.
Level 2 – Moderate	Repetition of a Level 1 offense (first repetition). All or most of the submitted work has been plagiarized. Plagiarism, copying, or other forms of academic misconduct on an assignment or task that does not directly impact the student's final grade (applicable to both formative and summative assessments). *If a Level 2 offense is **repeated once** within the same academic year, it will be treated as a Level 3 offense.* *If a Level 2 offense is **repeated more than once** within the same academic year, it will be treated as a Level 4 offense.*	**Subject Teacher:** Seeks to understand the reason behind the misconduct. Issues both a verbal and written warning (via email, with the Principal and DP Coordinator copied; Incident Report Form attached). Meets with the student to discuss academic integrity and provides guidance on proper citation and referencing practices. Requires the student to re-submit the assignment by a new deadline, in line with academic integrity standards. If a student permits another student to copy their work, that student will also be held accountable and subject to the same intervention measures. **Student:** Re-submits the assignment by the specified deadline, demonstrating correct use of citation and adherence to academic integrity expectations. **School Administration:** Notifies the student's parents/guardians via email, requesting a written acknowledgment of receipt.	Completion of a short written reflection task titled: "Why Academic Integrity Matters." Participation in a teacher-led review session covering citation practices and key academic integrity principles. Submission of the completed Academic Integrity Reflection Form.

		Subject Teacher:	
Level 3 – Serious	Repetition of a Level 1 or Level 2 offense (see above) Plagiarism, copying, or academic misconduct on an assessment that has a direct impact on the student's final grade. Examples include, but are not limited to: Final drafts of IB official assessments (e.g., Internal Assessments, Individual Orals). Official examinations or other externally assessed coursework.	**Subject Teacher:** Issues both a verbal and written warning (via email, with the Principal and DP Coordinator copied; Incident Report Form attached). Withholds grades until the academic misconduct case has been reviewed and resolved. Meets with the student to reinforce academic integrity expectations and provide further guidance. Discusses the incident with the School Administration and ensures the outcome is documented in the student's personal file. Conducts a one-on-one reflective meeting with the student, in the presence of the IB DP Coordinator. Oversees the student's completion of the Academic Integrity Reflection Form and submits it to the School Administration. **School Administration:** Informs the student's parents/guardians via email, outlining the situation. Reviews the student's academic record and details of the current case. Determines appropriate consequences, which may include: Resubmission of the original task, Completion of a new assignment, and/or Awarding the minimum possible grade or marks in line with IB regulations and school policy.	Completion of the Academic Integrity Reflection Form. Participation in a citation review session (led by either the teacher or the student), with the DP Coordinator present to support and reinforce academic integrity expectations.
Level 4 - Severe	Repetition of a Level 2 or a Level 3 offense (see above) or severe misconduct including theft of examination materials, bribery, or coercion.	**Subject Teacher:** Records the incident using the Incident Report Form. Issues a verbal and written warning to the student (email copied to the Principal and IB DP Coordinator; Incident Report Form attached). Meets with the student to discuss the misconduct and reinforce academic integrity expectations. Discusses the incident with the IB DP Coordinator and submits relevant documentation. **IB DP Coordinator:** Conducts a one-on-one reflective meeting with the student. Oversees the student's completion of the Academic Integrity Reflection Form. Convenes the Academic Integrity Committee (made up of the Subject Teacher, IB DP Coordinator, and School Principal/Head of School) and presents the case with supporting evidence. Documents the committee's findings and decision. Informs the parents/guardians via email with a summary of the incident and outcomes. Consults with the school administration regarding appropriate actions. **School Administration:** Reviews the student's academic record and the details of the current case. Determines the appropriate consequences, which may include: Awarding a zero for the affected assessment. Suspension from school. Permanent exclusion in cases of severe or repeated violations.	Completion of the Academic Integrity Reflection Form. Participation in a citation review session (led by either the teacher or student), with the IB DP Coordinator present. The student prepares and delivers a presentation on the importance of academic integrity, to be shared with peers, staff, or as part of a learning reflection process.

Ten tips for acting with integrity

Always act with honesty and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.

Familiarise yourself with the school's rules and ensure that you understand what academic integrity means and consists of.

Don't try to gain an **unfair** advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.

Always reference and cite other people's work that you have used in your essays—be **proud** of explaining that you understood someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.

Stand up for what is **right**—alert a member of staff at your school if you suspect that someone has cheated.

Learn to **accept** your strengths and weaknesses and do the best that you can.

Take responsibility for your own actions and their consequences.

Know how to **safely collaborate** and share work when using social media and digital collaborative platforms.

Be mindful of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.

Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.

APA STYLE

7th Edition
Avoiding Plagiarism Guide

There are two common types of plagiarism: (a) improper use of someone else's **words** and (b) improper use of someone else's **ideas**. Both forms of plagiarism involve using someone else's words or ideas **without appropriately acknowledging the author or source.**

Word plagiarism occurs when you use another author's exact words or phrases without quotation marks.

- Whenever possible, paraphrase sources in your own words rather than directly quoting them. Paraphrasing helps you to synthesize ideas and integrate them into the context of your paper.

- Use direct quotes sparingly and only when it is important to reproduce both what was said and how it was said.

- If you use an author's words directly, even your own words from a previous paper, you must use quotation marks (in addition to an in-text citation) to let readers know that these are not your original words.

- The most blatant form of word plagiarism occurs when students copy an author's exact words and knowingly do not use quotation marks or include an in-text citation.

- A more common type of word plagiarism is when students think they can use an author's exact (or very similar words) and include only an in-text citation. (The citation gives the author credit for the ideas, but the quotation marks give the author

credit for the wording of the idea.) If you use an author's exact words, quotation marks and location information must accompany the in-text citation.

- Another common type of word plagiarism occurs when students mistakenly think they have paraphrased an author's words because they added or removed a few words or replaced some of the words with synonyms. This is called patchwriting. If your wording has a similar sentence structure and uses the same words and phrases of the original author, you are patchwriting. (See the example next.) Paraphrase the idea in your own words instead.

Example passage from Ward et al. (2006): Findings indicate that media content is not uniformly negative. Information about sexual health, risks, and thoughtful decision-making is sometimes present.

Plagiarized (patchwritten) example: According to Ward et al. (2006), media content is not all negative, and information is sometimes present concerning sexual health, risks, and thoughtful decision-making.

Avoiding Word Plagiarism

- It is important to paraphrase other authors' works in your own words.

- When reading a description of an idea or study, it can be hard to represent that idea or finding as clearly and succinctly as the author did without plagiarizing. The easiest way to avoid repeating sentence structure or lifting phrases is to read a section of a work, and then put the work down and write notes in your own words.

- As a general rule, paraphrase when taking notes on a source. Do not write the author's words verbatim without putting them in quotation marks and including the source location in your notes.

- Always attribute every idea, fact, or finding you put in your paper when you write it.

Idea plagiarism occurs when you present an idea from another source without citing the author and year.

- Any time you write about a concept or idea in a paper without including an in-text citation (or clearly linking it to a previous sentence containing an in-text citation), you are claiming the idea as your own (if it is not, that is plagiarism). For examples, see Sections 8.1 and 8.24 in the seventh edition *Publication Manual* on underline appropriate level of citation and long paraphrases.

- The most blatant form of idea plagiarism occurs when students see a good argument or idea in a paper and then represent that argument or idea as their own.

- A more common form of idea plagiarism is when students cite a source incorrectly because they do not follow proper in-text citation guidelines, as described in Chapter 8 of the *Publication Manual*.

For example, they may write a whole paragraph about a study and then cite the study's author and year in the last sentence in parentheses, thinking that citation covers the previous sentences. Instead, the in-text citation should appear at the beginning of the paraphrased passage, to establish its origin at the outset.

- Another common form of idea plagiarism is when students remember a fact they learned in class and put it in their paper without citing it or when they write about a fact they heard somewhere and mistakenly assume it is common knowledge.

Avoiding Idea Plagiarism

- To avoid idea plagiarism, use (a) signal phrases (e.g., "I believe that") to designate your own idea, or (b) include an in-text citation to a source to signal someone else's idea.

- Most important, always search the literature to find a source for any ideas, facts, or findings that you put in your paper.

- See Chapter 8 of the *Publication Manual* and the In-Text Citations and Instructional Aids pages of the APA Style website for more information on creating in-text citations, integrating source material, and paraphrasing and quoting from a work.