



# ACADEMIC INTEGRITY POLICY

## The IB Diploma Programme

Last review: May 2021  
Next review: January 2024

Academic integrity is valued highly by the school, by the IB and by universities and employers. Academic malpractice is viewed as a serious transgression of the values which VK seeks to impart and uphold. There can be no tolerance of deliberate academic misconduct.

## What is academic integrity?

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

## Student academic misconduct

### What is student academic misconduct?

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

Academic 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)
- All other forms of misconduct – see below.

Academic misconduct also includes:

- Making up data for an assignment
- Falsifying a CAS record
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, wearable technology, smart watches or other form of smart technology, own rough paper, notes...
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Copying the work of another candidate
- Referring to, or attempting to refer to, unauthorised material that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination
- Impersonating another candidate

- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Using an unauthorised calculator during an examination
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations

## More on the definitions of academic misconduct

**Collaboration** involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or

summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. Working together is collaboration. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is academic misconduct and will be penalised.

**Plagiarism** is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own, **inadvertently or intentionally**. Plagiarised work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic honesty. It is also a criminal offence.

## 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. Viborg Katedralskole & IB World School generally 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 who is also the EE coordinator will carry out workshops on the academic essay: structure, the use of citations, etc.

## **The Use of Turnitin and other 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. As for the EE, this is for instance already before the summer holiday of IB1. For the other assignments during the years, the teachers have ready access to other plagiarism checkers (Lectio, Urkund), and with the support of the coordinator also Turnitin.

## **The expectations and responsibilities of the student**

*(...) all students participating in IB programmes are expected to act honestly, responsibly and ethically. When students understand the role that they have in the process of their own learning, they can also understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort. (Academic integrity, IBO, Cardiff (2019), p.15)*

As a student, your responsibilities in respect of academic integrity include the following:

- You are responsible for ensuring that all work submitted for assessment is authentically yours
- You are responsible for fully and correctly acknowledging the work and ideas of others
- You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship
- You must abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites

- You must abstain from giving undue assistance to peers in the completion of their work
- You must show a responsible use of the internet and associated social media platforms.

## The expectations and responsibilities of the teacher

*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. (ibid., 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 developed 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 (ibid., p.14)

Teachers are in responsible as follows (the first 8 points, cf. ibid., 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.

### **The responsibility of parents/guardians (esp. if students are below the age of 18)**

- 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 counselor for advice.

### **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 IB1 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. For those students who have been in PreIB, they will also during classes have been made familiar with the concept of academic integrity

- All students will get a copy of the IB folder 'Academic honesty in the Diploma Programme' and get direct online access to this policy.
- All students, in the second semester of IB1 will experience a two-day course in academic writing, where correct citing, the principles of academic integrity etc. will be at the core of the work. During this course the students will also produce a mini academic essay for the purpose of practice.
- Students will be informed on how misconduct will be investigated, and what the consequences are of having been found guilty of this
- Teachers must also actively use correct citing conventions when providing candidates with reference material
- Candidates will be advised at all times to act as honestly and as accurately as possible to acknowledge the ideas and work of others.
- Candidates will be informed of the exam rules and regulations of examinations before both rounds of mock exams (June IB1, Feb. IB2) and the final exams.

## Academic integrity and the approaches to learning (ATL)

In an IBO publication, the special challenges for the IB Diploma level is outlined as follows:

*In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6). (Academic honesty in the IB educational context, p.16 (IBO, Cardiff, (2014)).*

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

## Monitoring and sanctions

Teachers retain responsibility both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to ensure it complies with IBDP regulations. To assist students and teachers in understanding the importance of developing 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 VK, 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, 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:

**1st Offense:** The student is called in for a talk with the coordinator, receives a written warning and is reminded of this policy. If the work is coursework (i.e. intended for upload as part of the IB grading process), the student is required to re-do the work. Parents of students below 18 and students above 18 who gives permission for this are notified by the school. The misconduct is noted in school records on lectio and the relevant teachers are notified.

**2nd Offense:** The student is called in for a talk with the coordinator, receives a second written warning, and parents are notified (cf. above), and the student receives disciplinary consequences depending on the gravity of the offence and the context of it. This second misconduct offense is noted in school records (lectio) and the relevant teachers are notified. The student is clearly informed at the meeting and in the written warning that in the case of a third offence, the consequence is likely to be expulsion.

**3rd Offense:** If a student is found guilty of a 3rd serious case of academic misconduct, he or she will get a chance to argue their case to the IB coordinator and the Head of School. If there are no mitigating circumstances the student will either be withdrawn from sitting exams in the subject in question, and as such unable to finish the full DP, or, with a warning of typically two weeks, be expelled from the school. This decision will be communicated in writing to student and parents (cf. above). See more details below in the section 'Investigating academic misconduct'.



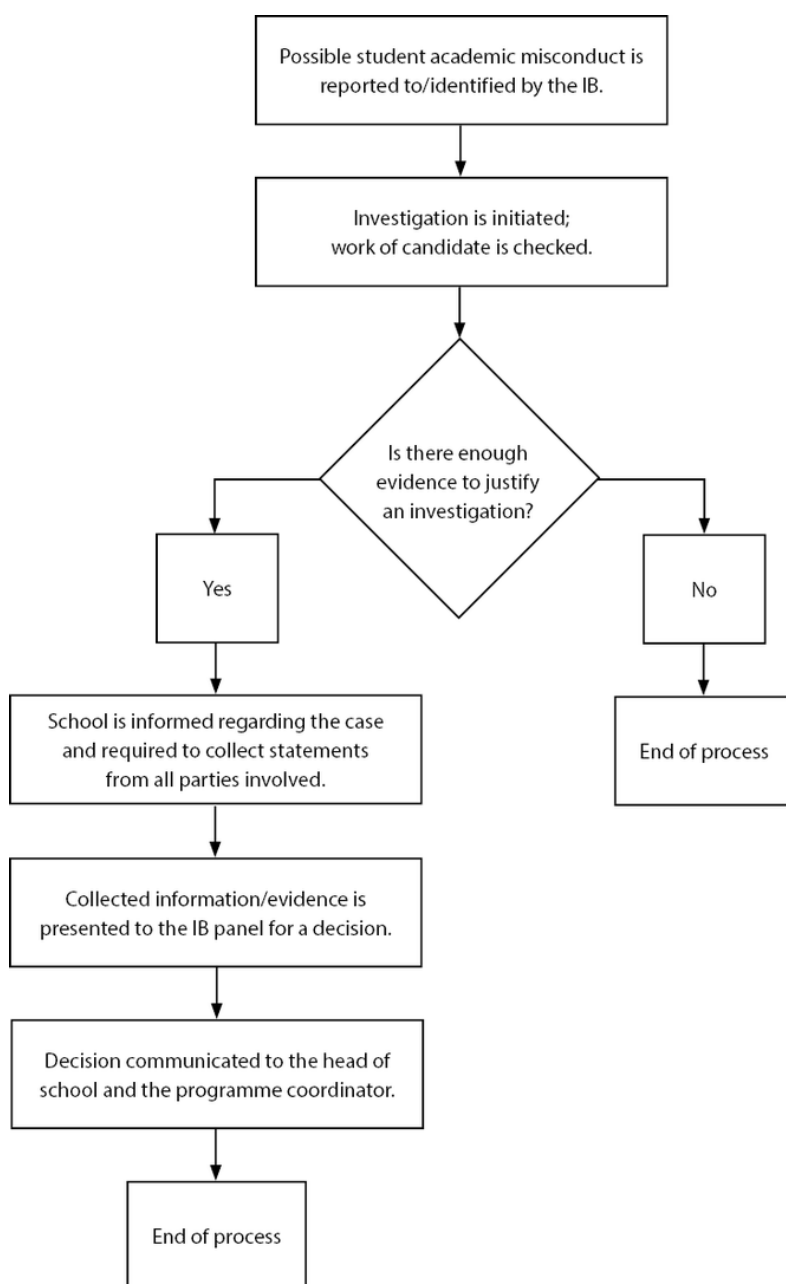
In all cases, and according to Danish law, the student/parents will have the opportunity of being heard in the case, in writing, before sanctions can be carried out. Their arguments must be presented in writing to the school within one working week of the receipt of the written warning. The involvement of parents of students above the age of 18 is always dependent on the consent of the student. This also includes cases of expulsion.

### **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.

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## **Sources**

This policy and a great deal of its wording is based 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.

The wording and content of the policy in many respects and by agreement follow that of previous Danish IB World Schools, such as Hasseris IB, Copenhagen International School and Nørre G IB. It has, however, been updated in 2021 with respect to the above publication *Academic Integrity*.

## **Further reading**

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

[https://resources.ibo.org/data/g\\_0\\_iboxx\\_amo\\_2009\\_1\\_e.pdf](https://resources.ibo.org/data/g_0_iboxx_amo_2009_1_e.pdf) (for teachers, My IB login required)