

**CJD International School
Braunschweig-Wolfsburg**

Academic Integrity Policy

Academic Honesty - Values & Beliefs

The CJD International School Braunschweig-Wolfsburg strongly believes in the principles of adequately conducted academic research and academic integrity in all assessment forms. As an International Baccalaureate World School and Cambridge International School, we acknowledge both Cambridge's and International Baccalaureate Organization's advocacy of ethical behaviour as an essential part of their programme in conducting academic research and submitting authentic work. We value the concept of intellectual property and the need to hold students accountable for the ethical use of the ideas and words of others.

Purpose

Maintaining a culture of honesty and integrity is integral to our purpose of developing students based on the IB Learner Profile and is underpinned by the core values of our school: honesty, trustworthiness, respect and responsibility. The presentation of authentic work is essential to good scholarship and practice. This policy explains our expectations for honest academic practice. It sets out the responsibilities of our staff in developing and promoting academic honesty and penalising plagiarism and other forms of dishonesty.

Principles: Elements of Academic Honesty

An authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, whether written or oral, completed by a candidate for assessment must completely and authentically use that candidate's language and expression. Where sources are used or referred to, whether, in direct quotation or paraphrase, such references must be fully and appropriately acknowledged. Candidates must recognise all of the ideas and work of another person (s), which includes but is not limited to the following:

- Verbatim (word for word) quotes.
- Rendition of another person's words presented in a new style and integrated grammatically into the writing.
- Digital sources and correspondence: email messages, websites, blogs, etc.
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, and audio-visual.
- Works of art including music, film, dance, theatre arts, and visual arts.

Please consult the IB Guide to Effective Citing and Referencing for more information.

Misconduct

Students are required to act responsibly and ethically at all times. They must avoid any form of misconduct. The IBO defines 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. (IBO, p. 23) Malpractice most commonly involves collusion or plagiarism.

Examples of Misconduct include but are not confined to:

- Falsification of research or research data
- Intentional plagiarism: Representing the ideas or work of another person as their own.
- Unintentional plagiarism: Careless paraphrasing and citing source material such as improper or misleading credit is given.
- Collusion: Supporting misconduct by another student – allowing work to be copied or submitted for assessment by someone else.
- Duplication of work: Presenting the same work for different assessment components in the IB.
- Impersonating another candidate.
- Communicating information on an exam within 24 hours of the test OR seeking out information about a test online from others engaging in misconduct.
- Any other misconduct: Any other behaviour that gains an unfair advantage, e.g. cheating in an exam or falsifying a CAS record.

Maladministration

The IBO defines Maladministration as when either a school or an individual associated with a school infringes upon the IB rules and regulations and potentially threatens the integrity of IB examinations and assessments (IBO, p. 20). Teachers, administrators and other school personnel must be vigilant and monitor student misconduct in all forms. Additionally, they must all comport themselves in a manner that maintains the honesty and integrity of the programme.

Additionally, staff, teachers and coordinators must be aware of the following points:

Personnel must not provide inappropriate assistance or feedback. Feedback should follow the guidelines for feedback set by the IBO and Cambridge. For example, teachers are allowed to give feedback on ONLY ONE draft of an Internal Assessment for most subjects.

Teachers must check authenticity reports through external software, e.g., Turnitin, to ensure that students have cited sources accurately and that the work is the authentic work of the candidate.

Teachers should model accurate citations in their materials, e.g., assignments and PowerPoints, and advise students how to cite accurately in lessons.

Personnel must be vigilant and adhere to all guidance for both Cambridge and IB Diploma Examinations. For example, invigilators MUST NOT leave candidates unsupervised during an examination or allow additional time in examinations without Cambridge or IBO approval.

Teachers must report any misconduct or suspected misconduct to the respective coordinator.

Collaboration

Collaboration includes working in groups to achieve a shared goal and is a common form of assessment in which all members of the group are expected to participate equally. Group work may be face to face, on discussion boards, blogs and wikis, for example. The protocols of acknowledging sources still apply.

Permissible collaboration includes the following:

- Discussion with other students regarding issues or concerns about assessment or assessment methodology/accuracy.
- Discussion with other students regarding means by which to address the issue raised by the assessment.
- In many instances, peer assessment can be used as a tool for students to discuss and evaluate their work.
- Collaboration for specific group projects is allowed. The scope and context of the collaboration will be explained so that students are clear on the boundaries (between acceptable and unacceptable collaboration); for example, students conduct research in groups of 2 to 4 for the Psychology Internal Assessment.

Impermissible collaboration includes the following:

- Collaborating with another student (s) or person(s) in the writing of all or part of the student's submissions for the assessment item.
- Collaboration beyond the context and boundaries set by the teacher.

Collusion

Collusion is a form of plagiarism that can result from inappropriate collaboration during group work.

Collusion occurs when two or more people work secretly to mislead others or misrepresent work deliberately. For example, if a student allows another to copy an assignment but makes intentional changes to the wording to create the appearance of authentic individual work. This is collusion and a form of malpractice.

For further examples of malpractice, refer to the IB Guide on Academic Integrity.

Roles and Responsibilities

IB Coordinator

- Understand what constitutes academic honesty and an authentic piece of work.
- Know the consequences of being found guilty of malpractice.
- Establish a school culture that actively encourages academic honesty.
- Support the IBO fully in the prevention, detection and investigation of malpractice.

Teachers

- Provide instruction and scaffolding necessary for students to use ethical research practices, including opportunities for feedback during the drafting process.
- Provide students with consistent advice on good academic practise whenever necessary.
- Support the CJD-International School Braunschweig-Wolfsburg's Academic Integrity Policy and complies with it.
- Must use an accepted standard for acknowledging sources, e.g., MLA, APA, etc.
- Confirm, to the best of their knowledge, that all students' work accepted or submitted for assessment is the authentic work of the student.
- Provide students with clear guidelines on academic writing and referencing styles required in each subject.
- Provide clear information on assessment requirements in each Unit Outline, especially concerning aspects involving individual and collective assessment.
- Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring group work to ensure a fair assessment.

Students

- Have ultimate responsibility for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Should seek clarity from teachers and the school librarian during the assignment process and regarding any aspect of academic integrity guidelines.
- Are responsible for meeting deadlines.

Academic Processes and Procedures

The Academic Integrity Policy has been developed in accordance with the IB Diploma Programme and Cambridge University general regulations. All students and teachers will receive a copy and explanation of the policy at the beginning of the course. All teachers will receive training on the implementation and monitoring of the policy.

Students will sign a statement for submitted component work that each submission is their authentic work and has accurately acknowledged the ideas, words or intellectual property of others.

Teachers will advise students on implementing the CJD International School Academic Honesty Policy and also help students develop good academic research practices.

We believe that through proactive teaching and learning and consistent monitoring, any behaviour which may lead to malpractice will be identified early and rectified before an incident occurs.

Unintentional Malpractice

In some instances, students may not be advertently attempting to engage in malpractice due to ignorance, carelessness or a misunderstanding. For example, students might have tried to cite a source but did not do so accurately. If a teacher suspects a student has engaged in unintentional malpractice, they should discuss the issue with the student and guide them toward best practice. If a student continues to make subsequent errors (after being directed to best practice) in citing works accurately, this will be considered intentional malpractice.

Investigation of Intentional Malpractice

- The Cambridge/ IB Coordinator will investigate any suspected malpractice.
- The teacher will notify the IB Coordinator / Cambridge Coordinator with supporting documentation if malpractice is suspected. The teacher will not make an open allegation to the student, and any suspicion of malpractice will be kept confidential during the process.
- The relevant coordinator and teacher will determine whether malpractice has occurred based on information gathered through the investigation. The investigation will include interviewing and allowing the student to explain the incident.
- The Coordinator will inform the parents of the process irrespective of the outcome.
- If evidence of malpractice is confirmed, the student and parents will be notified in writing and informed of the consequences. Appeal provisions will accompany this correspondence.
- An appeal must be submitted within seven school days of the date of the letter. The Head of School will consider the appeal. The Head of School's decision will be final and communicated to the student and parents in writing.
- Copies of all investigation records, correspondence and the assessment item will be kept on the student's subject file.

Consequences of malpractice

Summative Assessments

If any part or whole of the student's work is suspected of not being authentic, that work must not be submitted to Cambridge or the IBO. One of the following courses of action may be followed:

Prior to Final Submission

1. First Infraction – Reprimand + Repeat. A student that has committed malpractice will be required to meet with the teacher and coordinator. The expectations, rules and consequences will be explained once more. The school will inform the parents of the infraction. The student will be required to repeat the assessment.
2. Second Infraction – The student will be placed on academic probation. A warning will be sent home to the parents. The student will meet with the relevant coordinator and teacher to understand the consequences. They will have one final opportunity to submit their work.
3. Third Infraction – The registration for the relevant IB / IGCSE course or exam will be cancelled. The IGCSE or IB Diploma will no longer be achievable.

Note: Intention and severity are also factored into the system. For example, if a student deliberately cheats by purchasing a ghostwriter or online essay, this student will only be afforded one warning. If the student continues to engage in egregious misconduct, they will be deregistered and potentially face expulsion from school.

Post Submission

If teachers detect malpractice after work has been formally submitted and accepted for assessment to the examination board, the Assessment Division of Cambridge or IB will be informed. The IB Diploma or a Certificate may be withdrawn from a candidate at any time if malpractice is subsequently established.

Academic formative assessment

Following an investigation of an allegation of malpractice, if, on the balance of probabilities, a student has committed malpractice, the following consequences will be applied:

Intentional malpractice

- If malpractice is identified before the formal submission date, the work must be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an F, NC or 0 will be recorded.
- If malpractice is detected once the assessment has been formally submitted on the due date and confirmed following investigation, an F will be recorded on the appropriate mark sheet.
- The end-of-term report card will reflect that the student has failed to fulfil the course requirements. No grade will be awarded for the subject concerned.

Works Cited

"Academic Integrity - International Baccalaureate." *International Baccalaureate Organization*, Cardiff, 2019

Source: <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf> (date accessed: 27.6.2022)

Works Consulted

"Effective Citing & Referencing - International Baccalaureate." *International Baccalaureate Organization*, Cardiff, 2022

Source: https://resources.ibo.org/data/effective-citing-and-referencing_37834da8-43f2-477d-8946-9e225ca65613/effective-citing-and-referencing-en_4c61b5c2-da4c-4e1d-bf5a-0790be5a7304.pdf (date accessed: 28.6.2022)

I, (student's name), hereby acknowledge that I understand the expectations and rules outlined above. I will do my best to adhere to the principles of proper academic conduct. I also understand and accept the consequences set out by the academic integrity policy.

Student's signature: _____ Date: _____

Parent's/Guardian's signature: _____ Date: _____