



Impington International College

Academic Integrity Policy

First adopted	June 2024
Review cycle	Three Years
Reviewed by	Victoria Hearn, Johanna Sale, Governing Body



Academic integrity in the Diploma Programme (IBDP) and Careers Programme (IBCP) is a set of values and behaviours informed by the attributes of the learner profile and particularly through being principled and caring. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. It shapes students' sense of personal responsibility with the aim of shaping lifelong learners with a strong sense of integrity.

At IIC, all work submitted for assessment is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. All subject groups work collaboratively on the development and implementation of academic integrity to ensure that students gain a clear idea of referencing and citation in each subject area. When teaching research skills and when using secondary sources in lessons, discussions are encouraged which invites students to explore the lines between plagiarism, collaboration and engaging with the wider academic community. The DP and CP coordinators deliver assemblies and workshops on the importance of academic integrity and lessons on academic integrity are incorporated into the pastoral tutor programme which is based on the learner profile traits. Academic integrity will focus on the importance of being principled and caring with particular reference to the importance of accreditation, the use of citations and an appreciation of academic conventions.

Impington International College (IIC) publishes style guidance for academic work and APA referencing is used. All DP and CP students sign a copy of the document at the beginning of Year 12 signaling their understanding of the policy. The policy fully upholds the policies and principles found within the latest IB guidelines on academic integrity "Academic Integrity in the IB educational context" published in 2014.

Parents are invited to attend a presentation and discussion on Academic Integrity at the onset of their child's academic journey at IIC to inform them of:

- Key aspects of academic integrity
- Examples of what may constitute academic misconduct
- How academic misconduct will be investigated



- Sanctions or actions that could be imposed because of confirmed academic misconduct.

All students will:

- Undertake to practice academic integrity in all areas of their programme of study, in accordance with this policy and the IIC Behaviour and Relationships policy, based on the IB learner profile.

All parents/Carers will:

- Be aware of what academic integrity is in the context of the IB programmes, support and encourage their child to be academically honest and to manage workload so they can allocate time efficiently to the completion of coursework.

All staff will:

- Model integrity and practise academic integrity themselves
- Undergo regular training via both faculty and whole school CPD sessions in what academic integrity is and how to identify disintegrity
- Be rigorous in checking for disintegrity
- Play an active role in educating students about how to avoid academic disintegrity and practice academic integrity
- Actively seek to understand and practice the reporting system for suspected academic disintegrity
- Adhere to IIC's IB assessment calendar so that students can allocate their time effectively to the completion of coursework
- Provide students with feedback that is in line with the guidance given in subject specific guides
- The Role of the Librarian: The librarian is a very useful resource for all DP & CP students and teachers. The librarian is an expert in academic integrity and can provide ethical guidance alongside information on how to use the citation system in each assignment, particularly in the Extended Essay and the Reflective Project.



What is academic disintegrity?

Academic disintegrity can take several forms. According to the IB, malpractice can be defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorised material into an examination room, misconduct during an examination, falsifying a CAS record or using the same piece of work for an Extended Essay (EE) and an Internal Assessment (IA))
- In a collaborative or group situation candidates failing to present work in their own words and acknowledging the work of others

Malpractice also includes:

- Making up data for an assignment
- Misbehaving during an examination
- Copying the work of another candidate
- Referring to or attempting to refer to unauthorised material that is related to the examination
- Memorising a mark scheme for a mock examination
- Failing to comply with the instructions of the invigilator or other member of school staff during 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 of the examination
- Using an unauthorised calculator or unauthorised software on a graphing calculator
- Using an AI tool to produce text or any other product without appropriate referencing

An honest piece of work is one that is based on the student's "individual and original ideas with the ideas and work of others fully acknowledged".¹ Therefore, all IIC students' work, "regardless of ...format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged."²

A key difference: the distinction between legitimate collaboration and unacceptable collusion. Collaboration means working together when allowed, supposed, or directed to do so, for example in groups set by a teacher. Collusion means working together when not allowed, supposed, or directed, for example when the teacher directed a task to be individual, or in an individual assessment or exam.

The consequences of academic disintegrity at IIC: Role of the KS5 leaders, the Programme Coordinators and Principal

If a member of staff or another student suspects a student is academically dishonest in any way, they should immediately contact the most relevant KS5 leader. Teachers should always monitor students' work carefully for signs of authenticity, comparing finished pieces to drafts. Faculty and subject leaders will also monitor academic integrity during all quality assurance checks. In the case of plagiarized homework or another one-off incident, it might be appropriate to ask the student to redo the piece of work under controlled conditions. In cases of more persistent

¹ "Academic Integrity in the IB educational context" published 2014.

² "Academic Integrity in the IB educational context" published 2014



academic disintegrity, the KS5 leader will investigate, ensuring that students have the right to respond either themselves or with the support of an advocate they nominate, and if there is evidence of academic disintegrity, refer the case to the IBDP or IBCP coordinator who will determine sanctions in consultation with members of the Senior Leadership Team, that may include any of the following depending on the severity of the incident:

- A reminder of the academic integrity expectations and an opportunity to complete the assignment honestly under supervision. Alteration of the assignment to meet the criteria of the assessment will be at the teacher and/or programme coordinator's discretion.
- A report to the student's parents and other members of staff asking for extra vigilance in future assessments/examinations
- A zero mark for the assessment/examination
- A suspension from the College
- In relation to written and oral coursework and examinations where student academic misconduct is reported to or is identified by the IB, and following the IB's formal investigation process, sanctions applied will be based on the IB's penalty matrix. For further details please refer to Appendix A.

Information for producing a bibliography, checking sources of information, and referencing.

What is a bibliography? A bibliography is a list of all the sources you have used in your research.

Example:

Bibliography

1. Felluga, Dino. Guide to Literary and Critical Theory. Purdue U, 28 Nov. 2003. Web. 10 May 2006.
2. Jolie, Angelina. Phone interview. 11 Feb. 2009.
3. Jones, Patrick. "Studies in pop rocks and Coke." *Weird Science* 12 (2009): 78-93. Print.
4. Smith, John. "Homelessness." *Encyclopedia Britannica*. 2009. Print.



Use the examples below for your bibliography.

Books: Last Name, First Name. Book Title. Publisher City: Publisher Name, Year Published.
Medium.

Smith, John. The Sample Book. Pittsburgh: BibMe, 2008. Print.

Magazines: Last Name, First Name. "Article Title." Journal Name Volume Number (Year Published): Page Numbers. Medium.

Smith, John. "Studies in pop rocks and Coke." *Weird Science* 12 (2009): 78-93. Print.

Newspaper Articles: Last Name, First Name. "Article Title." Newspaper Name Publication Date: Page Numbers. Medium.

Smith, John. "Steelers win Super Bowl XLIII." *Pittsburgh Post-Gazette* 2 Feb. 2009: 4-6. Print.

Websites: Editor, author, or compiler name (if available). Name of Site. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

Felluga, Dino. Guide to Literary and Critical Theory. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

Interviews: Last Name, First Name. Type of interview. Date conducted.

Jolie, Angelina. Phone interview. 11 Feb. 2009.

Surveys: (use the same format as Interviews)

Print Survey: Smith, John. "Hot Lunch Options." Survey. 6 June 2012.

Web Survey: Smith, John. "Hot Lunch Options." Survey. Name of Web Site. Publisher, 6 June 2012. Web. 29 Aug. 2012.



Citation (making references to other people's work in your own)

References to all the other works you have used must appear in the text of your work at the point where the borrowed fact or idea appears. These are known as in-text citations.

You are still required to include a complete list of sources at the end of the work. This is known as your reference list or bibliography

IN-TEXT CITATIONS

For in-text citations in APA, provide at least the author's name and the year of publication. For direct quotations and some paraphrases, give a page number as well. For online sources without page numbers, indicate the paragraph number. Use the abbreviation para.

Short quotations: Incorporate quotations that are fewer than 40 words in the text of your paper. Enclose the quotation in quotation marks.

Frisch (2008) has stated that "teams should continue to reframe their options in ways that preserve their original intent, be it a higher return on net assets or greater growth" (p. 126).

Long quotations: Quotations that are longer than 40 words should be displayed in a freestanding double-spaced block of text without quotation marks. Start the quotation on a new line, indented five to seven spaces from the left margin.

Frisch (2008) stated the following:

Teams should continue to reframe their options in ways that preserve their original intent, be it a higher return on net assets or greater growth. When they feel the impulse to shoehorn decisions into an either/or framework, they should step back and generate a broader range of options. (p. 126)

Indirect quotations: You should always try to access the original source of quotations. When this is not possible, use "as cited in" to identify the source you accessed that contains the quotation.



Certainly there is a perception, as described by one employee (Evans & Bartolome, 1980), that the “price one has to pay [to be company president] is too high. I’ve seen those guys on the sixth floor, and the stress that they are under. God help them.” (as cited in Handy, 1999, p. 251).

Note 1: In the above example, the writer accessed the quote from Handy, although the original source was Evans and Bartolome.

Note 2: The information provided in square brackets ‘[]’ in the above example is added by the writer to give

clarification of what the quotation is about. In other cases, a word or phrase might be inserted to make the sentence grammatical. This should be done sparingly, and in all cases the meaning of the original should remain.

Note 3: Handy would be cited in the Reference List.

Paraphrases

Paraphrasing – putting someone else’s ideas into your own words – is an important writing tool. In APA, the in-text citation format is the same as with quotations except that the page number is not required. When paraphrasing, be sure to reword the original as much as you can.

Paraphrasing that is too close to the original might be considered plagiarism. Below is an example of an effective and of an ineffective paraphrase.

Original excerpt: When decision failures occur, many executives focus on the issues involved, and they seek to identify the mistaken judgements and flawed assumptions that they made. However, many leaders do not push further to investigate why they made these errors.

Source: Roberto, M. A. (2013). *Why great leaders don’t take yes for an answer: Managing for conflict and consensus* (2nd ed.). Upper Saddle River: FT Press.

Incomplete paraphrase: When decision errors happen, plenty of executives look at the issues, and they try to identify the mistaken judgements and assumptions that they made. However, many do not go deeper to investigate why they made these mistakes (Roberto, 2013).



Note: The above example might be considered plagiarism, as it retains too much of the original's words and structure.

Complete paraphrase: *Roberto (2013) has argued that business leaders frequently avoid analysis of the ultimate causes of bad decision-making and are instead too often satisfied with an understanding of proximate factors.*

Referencing work produced by an AI tool:

The in-text citation should contain quotation marks using APA style referencing for example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023). The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023).



Checking online sources of information

ABCDS of Website Evaluation		
Name of web site: URL:		
ABCDS	Consider using this site if:	Question this site if:
URL of site:	<input type="checkbox"/> .gov (government) <input type="checkbox"/> .edu (college or university) <input type="checkbox"/> .org (non-profit organization)	<input type="checkbox"/> .com (business) <input type="checkbox"/> .k12 (school) <input type="checkbox"/> Geocities, yahoo, etc. (personal)
A Authorship <i>Who created this site?</i>	<input type="checkbox"/> Author seems to be an expert in the field or subject <input type="checkbox"/> Organization is governmental or non-profit and is respected organization in this field.	<input type="checkbox"/> Author does not seem to have relevant qualifications <input type="checkbox"/> Organization has commercial interest in this subject
B Bias <i>What is the purpose of this site?</i>	<input type="checkbox"/> Informative <input type="checkbox"/> News <input type="checkbox"/> Educational/Scholarship	<input type="checkbox"/> Advocacy (promotes a point of view) <input type="checkbox"/> Personal interest <input type="checkbox"/> Advertising <input type="checkbox"/> Entertainment



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<p style="text-align: center;">D</p> <p style="text-align: center;">Date</p> <p style="text-align: center;"><i>When was this page created or updated?</i></p>	<p><input type="checkbox"/> This is a continuously updated page or site</p> <p><input type="checkbox"/> Links to information work</p>	<p><input type="checkbox"/> This site was last updated more than a year ago</p> <p><input type="checkbox"/> Links to other information are broken</p>
<p style="text-align: center;">Evaluation complete</p>	<p>_____ Total number of checkmarks in this column</p> <p><input type="checkbox"/> I am comfortable that the information on this site is reliable</p>	<p>_____ Total number of checkmarks in this column</p> <p><input type="checkbox"/> I probably should not use this site for academic work</p>



Appendix A : IB Penalty Matrix

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned—see note 1	No grade for “parallel” subjects—see note 2
Plagiarism <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
Collusion All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable



than written their own				
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	<p>Student submits work heavily edited by a third party to circumnavigate the rules on teacher support.</p> <p>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</p>	<p>Student submits work that was entirely produced or edited by a third party.</p> <p>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</p>	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
Duplication of work	Not applicable	<p>Presentation of the same work for different assessment components or subjects.</p> <p>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</p>	<p>Presentation of the same work for different assessment components or subjects.</p> <p>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</p>	Not applicable
Falsification	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable



Explanatory notes

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
 - friends, family members, or other students in the same or different school, college or university
 - private tutors
 - essay writing or copy-editing services
 - pre-written essay banks
 - file sharing sites.
5. Minor offences may include but are not restricted to:
 - conducting research without permission of the participants
 - including offensive or obscene comments or graphic materials in any assessment component
 - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offences may include but are not restricted to:



- conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
- conducting research or fieldwork that damages the environment
- including offensive or obscene comments or graphic materials in any assessment component.

7. Major offences may include but are not restricted to:

- producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
- falsification or fabrication of data in producing any work
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.