

IB Academic Integrity Policy

New Westminster Secondary
IB World School



International Baccalaureate (IB) World Schools are required to have a written Academic Integrity Policy that supports and encourages the integrity of academic practice and coincides with the philosophy and tenets of the IB programme. What follows is the IB Academic Integrity Policy at New Westminster Secondary School (NWSS). As an IB World School, the NWSS IB programme follows the General Regulations set forth by the International Baccalaureate Organization (IBO).

Philosophy

Academic integrity is central to any academic pursuit, and academic integrity is implied in the NWSS mission statement, where the school aims “to develop responsible citizens and lifelong learners who respect learning, the environment, themselves and others.” The NWSS IB Academic Integrity policy is an ethics-based policy that is educative, and not punitive in order to create a supportive environment for students and is based on the *IB Academic Integrity Policy (2019)*. Our teachers understand that students are still early in their education in academic methods, and therefore, the Diploma Programme provides an opportunity for students continue to learn to responsibly approach their work during their two years in the DP. All members of the school community are expected to articulate the ethical parameters of schoolwork and teach students what constitutes both good practice and misconduct. The policy is designed to reflect the 5 fundamentals of academic integrity outlined in the *IB Diploma Programme Standards and Practices (2020)*: honesty, trust, fairness, respect, and responsibility. (Culture 3.3)

Responsibilities of the School

The school’s primary role is educative. In addition to Coordinator-led and teacher librarian-led academic integrity instruction by grade group, it is expected that each teacher will instruct, model, assess, and monitor subject appropriate best practice. Based on the subject, emphasis may vary, but generally the following will be addressed:

- the extent to which collaboration, duplication of work, or group participation is permissible,
- the extent to which the use of study aids, online sources (blogs, IB student websites), or other information is permissible, including the use of generative AI in an ethical manner as outlined in the *IB Academic Integrity Policy (2019)*
- the appropriate guidance regarding what constitutes ethical behaviour,
- the appropriate guidance regarding what constitutes plagiarism and how one cites sources correctly following a recognized style manual.
- Ensuring that school and IB academic integrity policies are consistently applied.
- Instances of academic malpractice will be investigated and fairly acted upon.

Definitions of Malpractice

- *Plagiarism*: “is the representation of a source’s words or ideas as one’s own. Plagiarism occurs when a writer fails to supply quotation marks for exact quotations; fails to cite the sources of his or her ideas; or adopts the phrasing of his or her sources, with changes in grammar or word choice” (Howard 799).
- *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 (Messenger, 491).
- *Duplication of work*: or self-plagiarism “happens when a writer submits the same work—in whole or in part—for two different courses or assignments” (Messenger, 491).
- *Unfair advantage*: behaviour that leads to an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record) (*Academic Integrity Policy*). Such behaviour includes, but is not limited to, any form of deception, attempted deception, or fraud (for example, lying to the IB Coordinator and/or teachers or the falsifying of academic documentation).

Suspected Malpractice Protocol

When an instructor (or other person in authority) alleges an act of malpractice has occurred on a school-based assessment, the instructor will complete an “IB Academic Malpractice Instructor Report” and provide it to the DP Coordinator. Teachers have the professional autonomy to determine the outcome of individual incidents of academic malpractice, but will adhere to the guidelines below. If a student feels a malpractice allegation is untrue, they may request a meeting with the teacher and DP coordinator to provide evidence of no malpractice occurring.

On a **first infraction** the instructor will indicate where the student went wrong and how the student can avoid making the same mistake in the future; a redo of the assignment for marks is permissible; a record will be kept on file. Depending on the severity of the malpractice, the student may meet with the teacher and DP coordinator to discuss the incident and steps forward.

On a **second infraction** the instructor will indicate where the student went wrong and how to avoid making the same mistake in the future. A zero will be awarded on the assignment. Parents/guardians will be informed and told that a subsequent incident will see the student removed from the course. Depending on the severity of the malpractice, the student may meet with the teacher and DP coordinator to discuss the incident and steps forward.

On a **third infraction**, the student will meet with the DP Coordinator and Head of School to discuss removal from the IB Programme. Parents/guardians will be informed. A record will be kept on file and an exit meeting held including the student, the student’s counsellor, and the DP Coordinator.

If the *IBO makes the allegation*, the DP Coordinator will seek input from the instructor and the student and write a report detailing the instructor’s and the student’s statements. The student’s parents/guardians will be informed. A record will be kept on file. The IBO will establish whether malpractice has occurred and the appropriate consequences.

Works Cited

"Academic Integrity Policy." International Baccalaureate Organisation. Web. 12 September 2023.

Brown, Verity J., and Mark E. Howell. "The Efficacy of Policy Statements on Plagiarism: Do They Change Students' Views?" *Research in Higher Education*: Vol. 42, No. 1 (Feb., 2001), 103-18. Print.

Howard, Rebecca Moore. "Plagiarisms, Authorships, and the Academic Death Penalty." *College English*: Vol. 57, No. 7 (Nov., 1995), 788-806. Print.

Messenger, W. E. *The Canadian Writer's Handbook*. 4th ed. Don Mills, Ont.: Oxford UP, 2005. Print.

"Programme Standards and Practices (2020)." International Baccalaureate Organisation. Web. 12 September 2023.