

# Academic Integrity Policy

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*“UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.” (UWC Mission Statement, 2006)*

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## Introduction

One of the nine UWC values is personal responsibility and integrity. RBC views academic honesty as part of the integrity of life-long learners. Similarly, the International Baccalaureate (IB) aspires to develop principled students, who “act with integrity and honesty, with a strong sense of fairness, justice and respect” and who “take responsibility for their own actions and the consequences that accompany them” (*IB Learner Profile*). In addition, the IB has clear expectations and standards regarding academic honesty which, which apply to a student’s engagement throughout the IB Diploma Programme. These are rooted in the fundamental values of honesty, trust, fairness, respect and responsibility.

## What is Integrity in the Context of UWC Robert Bosch College?

To act with integrity means more than just being honest. Integrity can best be seen as a set of values and skills to promote ethical practice. In a school, this is often reduced to teaching, learning and assessment. In a UWC context, integrity is the concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes. Integrity is regarded as the honesty and truthfulness or accuracy of one’s actions.

Integrity is closely related to personal accountability. It includes the principle that academic and non-academic work presented under someone’s name is indeed the authentic work of that person, and that a person identifies those elements that have been inspired by the work of others. In some cases, using the work of others to inform and develop one’s own work is encouraged or expected, but ideas and data inspired or collected by others must always be explicitly acknowledged.

The aim of this document is to define and explain the notion of academic integrity and, further, what in turn constitutes malpractice. It also sets out how RBC tries to maintain its integrity standards and how cases of potential malpractice are investigated. Although this policy is primarily written to address academic integrity and malpractice, the same expectations apply to all work done in relation to CAS (e.g. Portfolios, reflections).

## Academic Integrity and Approaches to Teaching and Learning

Students at UWC RBC come from a wide variety of backgrounds and academic cultures. For many, developing independent research skills and study habit needed to demonstrate academic honesty is a challenge. This includes learning the “organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty” (“Academic Honesty in the IB Educational Context”, 2014, p. 16).

UWC RBC explicitly teaches both the principles of academic honesty and the required skills through a variety of opportunities in and outside of the classroom. This is done continuously throughout the two-year program. Additionally, students and staff are given multiple opportunities to reflect on and discuss

matters of academic honesty. With support and guidance from their teachers, students are expected to produce their own work with integrity.

**Teachers** are expected to provide clear guidelines on a given assignment. Teachers should also explain, demonstrate, and model specific expectations on how to incorporate researched information into specific assignments. Further, teachers are expected to model ethical behaviour, including in the area of academic integrity.

**Students** are expected to use only the tools and resources permitted for each assignment. Students must turn in their own work for each assignment and may not allow or enable another student to turn in work that they did not complete as their own. When in doubt, students are expected to ask their teachers for clarification before completing or submitting a piece of work.

Plagiarism is one of the most common forms of academic malpractice. Both teachers and students should be familiar with the IB publication *Effective citing and referencing*; copies of this document will be made available in the school library. One of the fundamental principles is that anytime students make use of an external source in their work, they must clearly acknowledge that source both through a citation at the point of use and through a reference which provides relevant information about the source.

## Notes on artificial intelligence and grammar/translation tools

Advances in technology, including in the area of artificial intelligence, can change the ways in which we learn and work, but they do not change the principles and expectations of academic integrity. When using AI tools—just as when using any other tool or service—students and staff members should always consider the ethics of their choices and actions. In general, AI tools are permitted and encouraged when they can be used as tools to support learning. However,

...students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

(“Academic integrity policy, Appendix 6: Guidance on the use of artificial intelligence tools”)

The IB publications on *Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework* help to clarify the relationship between acceptable and unacceptable uses of AI within the context of IB courses and assessments. Again, when in doubt about the appropriate use of AI or any other tools or resources in completing an assignment, students must check with their teacher for clarification before using that tool or resource and before submitting the assignment.

Regarding the use of software to translate or to improve language and grammar the IB explains:

### Using software to improve language and grammar

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is **not** permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are **not** permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subject other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- ...
- The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

(“Academic integrity policy, Appendix 6: Guidance on the use of artificial intelligence tools”)

## Authentication of student work

When coursework is submitted to the IB for assessment, teachers are asked to authenticate the piece of work, confirming that it is indeed work completed by the student, adhering to the principles and practices of academic integrity. RBC follows this same principles of authentication for all academic assignments, not only those which are submitted to the IB for assessment. (In other words, teachers will accept and students will receive credit only for work which can be authenticated.) The IB offers the following explanation of the authentication process:

### **What does the IB expect when a teacher checks the authentication box to confirm that work is the student’s own?**

- 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.

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student’s own, it must not be submitted to the IB.

(“Academic integrity policy, Appendix 6: Guidance on the use of artificial intelligence tools”)

The school may use tools such as Turnitin to help teachers authenticate student work. For official pieces of coursework, both the draft and the final version are to be submitted and reviewed via Turnitin. If a teacher suspects that any type of malpractice has occurred, the teacher must not authenticate the piece of work and should follow the process outlined in Appendix A.

Students are expected to complete written assignments in a way which allows them to show the full development of their work at different stages (e.g. the revision history of a Google doc or the Version History in Word). Showing the development of an assignment over time is one way in which students can help to demonstrate the authenticity of their work.

## What Constitutes Malpractice?

The IB defines malpractice as “Any practice which subverts the principles of academic honesty” (“Assessment principles and practices”). Malpractice also includes all forms of academic misconduct.

### What is academic misconduct?

Academic misconduct is behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. [...]

### Categories of “academic misconduct” in the IB:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.
- **Misconduct during an IB examination** includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.
- **Communication about the content of an examination 24 hours before or after the examination** with others outside their school community is also considered a breach to IB regulations.
- **Duplication of work** is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

(“Academic Honesty in the Diploma Programme”)

The IB’s *Academic integrity policy* includes further examples of academic misconduct which may not fit directly into those categories (e.g. the falsification of data; the inclusion of inappropriate, offensive or obscene materials) as well as matrices showing the penalties for certain types of misconduct. Penalties range from a warning letter (for minor offences) to receiving a final grade of N (no grade) for a subject or even permanent disqualification from IB programmes (for major offences).

RBC provides some resources (e.g. library books, study spaces, wireless network access, or online subscriptions) with the intention of providing equal or fair access to all students. Any actions which give some students an unfair advantage or disadvantage in accessing school-provided resources may be considered a form of malpractice.

If a student engages in or is suspected of engaging in malpractice, the concern must be reported to the Director of Studies (DOS), who then has the primary responsibility to investigate and to determine any further actions or consequences. The recommended process is outlined in Appendix A. If a staff member engages in or is suspected of engaging in malpractice, the DOS or Rektor will investigate. If the

investigation confirms that malpractice has more than likely occurred, this may be treated as a disciplinary matter in line with the procedures outlined in the Staff Handbook.

## Maintaining Academic Integrity: A Shared Responsibility

Every member of the RBC community plays a role in establishing and maintaining a culture which values and upholds the principles of academic integrity.

It is the responsibility of the College, and especially of the **Director of Studies**, to ensure that:

- All students and staff are informed about the meaning and significance of academic integrity, as well as the potential consequences of malpractice;
- The Academic Integrity Policy is accessible to students as well as to parents/guardians;
- All students and teachers receive guidance on skills such as research, citation and referencing;
- The College and its employees administer IB assessments in accordance with IB regulations and uphold the IB's policies on Academic integrity, including by cooperating with any investigations of potential malpractice conducted by the IB.

It is the responsibility of every **teacher** to:

- Support the College's academic integrity policy to the best of their ability, including by modelling best practices;
- Seek guidance or clarification from the Director of Studies in case of uncertainty;
- Inform students about best practices related to academic integrity, and provide appropriate guidance;
- Review subject-specific forms of malpractice early in the school year and regularly throughout the school year in all classes;
- Adhere to the IB regulations on the conduct of assessments, including the amount and nature of feedback permitted on drafts of work to be submitted;
- Work with the students in seeking to confirm that all student work is, to the best of their knowledge, the authentic work of the student;
- Report any suspicion or detection of malpractice to the Director of Studies;
- Cooperate with any investigations of potential malpractice.

It is the responsibility of the **student** to:

- Review and understand the College's and the IB's policies on academic integrity;
- Ensure that all their work, in academics and in CAS, conforms to the College's and the IB's expectations of academic integrity and contains no instance of malpractice;
- Ask for clarification about expectations before completing or submitting a piece of work;
- Understand that the ultimate responsibility for academic integrity and proper conduct lies with the student, and that RBC or the IB cannot be held responsible for the consequences of malpractice.

It is the responsibility of the **parents/guardians** to:

- Review and understand the College's and the IB's policies on academic integrity;
- Support the school's academic integrity policy to the best of their ability, and provide guidance to their children when appropriate;
- Understand and accept that the school must report any suspicion or detection of malpractice in officially submitted components to the IB.

## Policy details

This policy is to be published on the school website. The Director of Studies (DOS) has the primary responsibility to ensure its implementation. Under the guidance of the DOS, and with input from key stakeholders, this policy should be reviewed and updated at least once every three years. The date of last review is noted on the first page.

## Sources

International Baccalaureate. *Academic Honesty in the Diploma Programme*.

- . *Academic Honesty in the IB Educational Context*.
- . *Academic integrity policy*.
- . *Assessment principles and practices—Quality assessments in a digital age*.
- . *Effective citing and referencing*.
- . *Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework*.
- . *IB Learner Profile*.

## Appendix A

# Recommended Process for Investigating Suspected Malpractice by a Student

The teacher should approach the student involved and inform the student about / discuss the suspicion or detection of malpractice.



The teacher must report the concern to the Director of Studies in writing, including the following information:

- 1) a description of the assignment and of the concern, as well as evidence for the allegation;
- 2) what information the student has been given about malpractice and plagiarism.



The Director of Studies conducts further investigation into

- 1) Whether the student engaged in malpractice;
- 2) Whether the malpractice was intentional or not.

The student may be asked to write and sign a written statement regarding the suspected malpractice and plagiarism. Throughout the investigation and any meetings, the student has the right to be supported by their personal tutor or by another student or member of staff.



### **Unintentional first instance:**

The student will receive guidance on how to avoid malpractice and, for example, will be asked to redo a specific assignment.



### **Unintentional second instance:**

The student will receive guidance on how to avoid malpractice. The student may not be able to redo this specific assignment. The student is informed that any subsequent concern will be treated as intentional.



### **Intentional first instance:**

If it is an internal assignment or examination, the student will receive 0 points for the assignment and a Written Warning, copied to parents and National Committee.



### **Intentional second instance:**

If it is an internal assignment or examination, the student will receive 0 points for the assignment and a Rektor's Warning, copied to parents and National Committee. Further consequences are outlined in the *Student Handbook*.

### **Malpractice in an official IB assessment:**

This may take one of two forms.

- **Malpractice suspected or identified by a staff member at RBC:** The Diploma Coordinator informs the IB that malpractice may have taken place during an examination or in an IB submission;
- **Malpractice identified or suspected by an examiner or other IB official:** The IB notifies the College that there is a suspicion of malpractice in the work of an RBC student and provides evidence to justify his or her suspicion.

In each case, RBC will comply with the procedures set by the IB and will inform the student, parents and National Committees of this process and the potential outcomes.