

Academic Integrity Policy

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Purpose

At UWC Dilijan, we recognise that our students come from a wide variety of educational backgrounds and that they have vastly different experiences of education. This policy aims to set out the College's approach to academic honesty, and also to outline the support systems in place to make all students aware of the expectations in line with the UWC values of personal responsibility and integrity, as well as action and personal example.

Scope

This policy applies to all students of the college.

Policy Statement

Presenting pupils with the requirement to take responsibility for their own academic development is embedded in the educational philosophy that underpins the United World Colleges. Subject teachers, mentors and other pastoral staff have a responsibility to instil appropriate attitudes. Understanding the difference between honest and dishonest work practices is, therefore, a key element.

Our [Definition of Global Citizenship](#) emphasises our commitment to taking responsibility for contributing to a peaceful and sustainable future. Academic Integrity lies at the heart of all our teaching and learning

Procedure

All assignment work done by pupils is subject to the same level of expectation: that it will be the student's own work, done largely unaided, and where assistance has been used that will be acknowledged. The IB Diploma Programme bases its expectations concerning Academic Honesty on the Learner Profile:

Principled students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take

responsibility for their own actions and the consequences that accompany them. ([IB Learner Profile](#))

This statement is mirrored in the UWC values of personal responsibility and integrity, as well as action and personal example. Every student has to understand that the expectations are

- *To follow the standards of work and effort required for each subject*
- *To meet the UWC Dilijan Academic Honesty guidelines*
- *To follow teachers' advice on the research, writing and presenting stages of academic work, but to understand that they are ultimately responsible for the final piece of work submitted either internally or externally to the IB.*

However, UWC students come from a variety of different backgrounds and education systems. We understand that academic honesty is a process of continuous learning, and therefore we have a system of student support in place throughout the school which is outlined below. In addition, teachers are required to demonstrate the importance of academic honesty at all times by acknowledging sources when presenting information to students. They will thereby be modelling the use of academic conventions and encouraging pupils to adopt an appropriate convention according to the subject being studied.

Where there is a specific preferred method this must be communicated to the pupils from the outset of studying the subject, to ensure that they are familiar with these conventions by the time they reach the point of submitting final pieces of coursework, either for internal or external assessment.

Every teacher is aware that the expectations are:

- *To make clear the standards of work and effort required for each assignment deadline.*
- *To assist the pupil to meet the UWC Dilijan Academic Honesty guidelines.*
- *To educate the pupil on the responsible use of the internet as a tool, which includes the use of AI in all academic work (see Appendix)*
- *To advise the pupil at the research, writing and presenting stages.*
- *To provide feedback and guidance on general aspects of the pupil's essay, but not to proofread or edit the document.*

Student Support

- All students and parents are informed of the school's views on the importance of academic honesty and how such dishonesty stands in opposition to the UWC ethos. In the first weeks of the DP1 year, the academic honesty policy will be explained to all students. In addition, each subject will include a lesson on subject-specific citation conventions into their DP1 unit plans, and set an assignment giving opportunity for practice.

- Students are given opportunities for independent research in lessons across the curriculum, allowing them to prepare for the high level of research skills required for DP study and in Higher Education.
- All students are taught how to reference correctly by their subject teachers, in collaboration with the Librarians and the IT Department. The school has a range of support materials and reference tools available for this purpose.
- Care is taken by individual teachers to remind students at the start of each academic year and whenever necessary or appropriate of the content of the Academic Honesty Policy, as well as the different levels of sanctions when malpractice is discovered.

Definitions and Sanctions

As part of the learning process, we understand that expectations will not always be met, be it from genuine error or lack of knowledge or from intentional deceit. The following is to clarify the procedures we have in place for the eventuality of malpractice.

Definitions

Malpractice is universally recognized as a serious academic offence. Ignorance of malpractice is not a valid excuse and any student suspected of having committed this offence will be investigated by the relevant teacher in charge of that particular incident. **Malpractice** includes, but is not limited to:

- **Plagiarism:** to represent another person's ideas or work as one's own.
- **Collusion:** to allow one's work to be copied or submitted for assessment by a different person.
- **Duplication:** submitting the same work in different assessments.
- **Falsification:** purchasing and/or submitting pieces of written work by someone else, misrepresenting actions or signing documents in someone else's name.

It is understood, however, that learning occurs along a developmental continuum and academic honesty will involve different specific practices in and across the different year groups. Internal consequences of academic malpractice are outlined in the following steps.

Sanctions

- **A genuine error:** If the teacher suspects malpractice in a piece of work he or she will speak to the student privately to ascertain if malpractice has taken place. If a genuine error has occurred, the teacher will clarify with the student how to source correctly. The teacher will make the mentor aware of the incident, so that the incident can be discussed in a different context, and the mentor can respond to the student's individual circumstances.

- The first instance of malpractice: If malpractice appears to be evident, the teacher must notify the Head of Faculty who will check with the mentor if this is the first instance. If it is, the Head of Faculty will speak to the student concerned and warn him or her of the serious consequences of any further misconduct. This conversation will be recorded as a 'Formal Conversation' and the student will be asked to repeat the assignment in question, observing the guidelines for academic honesty.
- Repeat malpractice: Any student who has previously been warned about such malpractice and repeats the offence, irrespective of subject, will be reported to the Deputy Head. The teacher / Head of Faculty will provide a report, giving evidence of the malpractice and the student will be given an opportunity to respond in an interview with the teacher, mentor and Deputy Head. Should malpractice be confirmed, parents and the National Committee will be informed of the incident.
- Malpractice in coursework: If there is evidence of malpractice in coursework for any of the examination boards before the final authentication forms are signed, the student will have to re-write the work. This new piece of work will be undertaken under the close supervision of the teacher, the mentor and/or the Head of Faculty. The sanctions outlined above (letter) will be applied, depending on the nature of the offence.
- Examination Board Sanctions: Coursework submitted to the IB Examination Board will be subject to the IB's scrutiny. If malpractice is discovered, the student will face sanctions, in most cases a failed Diploma. The subject in question may be re-taken in one of the following examination sessions, depending on the nature of the malpractice.
- Other possible consequences: In addition to the above, students who have faced serious disciplinary action due to academic dishonesty should be aware that UWC Dilijan will be obliged to report this information to universities that may require it.

All students are required to confirm that the work they submit for external assessment or moderation is their own and that any assistance given and/or sources used have been acknowledged. It is also a requirement that teachers confirm that all of the work submitted for assessment/moderation was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned.

Internal Deadlines

The calendar of internal deadlines for coursework in the school is binding for both staff and students. The deadlines are designed to manage the workload for all, as well as ensuring academic honesty, and should not be moved. Of course, there can be reasons to give extensions such as illness or a failed experiment in science, but these are carefully monitored:

- The student lets his or her teacher know at least 24 hours in advance that a deadline cannot be met and an extension of up to one week may be given if appropriate. The mentor and TP might be involved in this decision.

- If the extension is not met, or if more time is requested, the head of the department and the mentor have to be informed. If there is no apparent acceptable reason, the deputy head is notified and a letter will be sent to parents and NC, informing them that the student has forfeited the right to receive feedback on a first draft. This may seriously affect the quality of work that is submitted.
- The school is not required to upload internally assessed coursework to the IB exam platform if it is not submitted by the deadline. It is up to the student to negotiate an acceptable deadline for submitting coursework with the teacher, head of department and deputy head so that it can be confirmed that the work is the student's own.

An extract from the IB documentation: Diploma Programme Assessment Procedures: 2021/22

B3.7 Candidates with incomplete work for assessment

B3.7.1 Eligibility for a grade

A candidate is normally eligible for a grade only if work has been submitted for all components of the assessment in the subject. If a candidate fails to attend an examination, or to submit work for any other component in a subject, no grade is normally awarded. An “N” will be issued for the subject and level.

Unacceptable reasons for work being incomplete include circumstances that would be considered as being reasonably within the control of the candidate.

Circumstances considered as being reasonably within the control of the candidate include:

- misreading or misunderstanding the examination timetable
- oversleeping and, therefore, being late for an examination
- holidays/vacations
- family moving house
- social and sporting commitments
- attendance at interviews
- taking part or attendance in events such as competitions, concerts and graduation ceremonies
- the candidate not providing work by the internal school deadline(s)
- the candidate not completing work owing to a lack of diligence or personal organization

- the school identifying academic misconduct (for example, work is plagiarized) and not submitting the candidate's work.

Short-term illness is not an acceptable reason for incomplete work, other than for missing an examination in May or November. If a candidate is ill shortly before an internal school deadline for the submission of work, such as the EE or an internal assessment requirement, contact IB Answers for advice. An extension to the deadline may be authorized. See also section “[B6.3](#)”.

In cases where it is not clear whether the circumstances were reasonably within the control of the candidate, the Assessment Division, IB Global Centre, Cardiff, may rely on the judgment of the coordinator.

A diploma candidate has a maximum of three examination sessions in which to obtain the diploma. This includes any examination session in which the assessment was incomplete owing to an unacceptable reason and any subsequent retake sessions.

B3.7.2 Procedure for internally assessed work

If no work has been submitted by the candidate, or if the work cannot be authenticated, enter an “F” on IBIS for the candidate’s internal assessment mark and predicted grade for the subject/level concerned. Do not use a zero mark for candidates who have failed to submit work, even when there is an acceptable explanation.

See section “[B4.9.1](#)” for the procedure that applies to externally assessed work.

Further guidance and information can be found in the following documents:

- [IB Programme Standards and Practices](#) (2020)
- [Academic Honesty in the IB Educational Context](#) (2014)

Appendix: Statement on the use of ChatGPT and AI

The recent emergence of Artificial Intelligence tools (AI) in education has both enormous beneficial potential, but is also a concern in terms of making sure that students maintain academic integrity. This tool will certainly help generate ideas and improve writing, but the potential misuse for plagiarism and ‘cheating’ is a risk.

In the IB students are encouraged to reflect on their work, and indeed, in TOK, on the nature of knowledge and the processes involved in acquiring it. While there has been some talk of banning ChatGPT in schools, we believe that it offers an opportunity for students to learn about the details and also ethical implications of new technologies. Our academic integrity policy prohibits the use of content produced by anyone other than the student without reference, and this applies to Chat GPT as well. On the other hand, we hope to teach our students to understand this software, and enable them to use it as a tool where appropriate. They can use AI

as a learning aid, or for summarising longer material as long as they can authenticate the source of knowledge. Students who understand the problems of a text generated by AI will be less inclined to rely on it for ideas as such. The nature of the software means that it produces formulaic and sometimes meaningless language, so students will understand that their own choice of tone, style etc. cannot be replaced

The IB assessment procedures are designed in a way that does not promote the use of such technology. Assignments are developed in stages, reflection is built in and the teacher is part of the process, which is part of the assessment; the outcome without the process is not rewarded.

- Students will be introduced to the software and its limitations during lesson time in each subject
- AI can be used to generate primary material that will then be analysed and interpreted by the student. This material needs to be referenced. Should that not be the case, the step by step procedure outlined in this [UWCD Academic Integrity](#) policy has to be followed.
- Students should not use AI generated material to support, further, or counter an argument unless they can correctly cite the sources of the information produced by AI.
- If AI tools are used to improve the quality of language in Group 1, 3, 4, 5 and 6 subjects, including the Extended Essay and TOK, students should always retain a copy of their original work and be willing to submit it to the teacher.
- AI tools pertaining to the use of language are not allowed for any work produced in Group 2 Language Acquisition.

[From the IB Policy on Academic Integrity](#)

How should teachers guide their students when using AI tools?

Students should be informed of the following rules.

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

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 (Group 2 subjects), 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 subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the Access and inclusion policy for more details.
- The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

Resources

1. [Academic Integrity](#)
2. [IB Learner Profile](#)
3. [IB Programme Standards and Practices](#)