

Rudjer Boskovic School Academic integrity policy

Middle Years and Diploma Programme

Policy Review: April 2023

School Mission Statement:

Rudjer Boskovic School inspires learners to become honorable, principled, knowledgeable and caring individuals, capable and willing to make considerable contributions to their local and worldwide communities.

Contents

Purpose of this document	2
Academic Integrity Philosophy.....	2
Academic Integrity and Assessment	3
Academics Misconduct.....	3
Citation and Formatting Style	4
Advice on student responsibilities.....	5
The next guidelines about effective citing and referencing are taken from IB Academic Integrity	5
Why cite	5
What to cite.....	5
When to cite	5
Students are invited to discuss any doubts with subject teachers,.....	5
Details on teacher's responsibilities.....	5
Details on school responsibilities.....	6
Details on parent responsibilities.....	6
Reporting, recording and monitoring.....	6
Consequences of academic misconduct.....	7
Before the work is submitted to the IBO	7
After the work is submitted to the IBO.....	7
Photographing assessments	9
Assessments during online classes	9
Plagiarism	9
Policy Review Process	10
References.....	10
Academic Integrity - Principles to Practice, Dr. Celina Garza' s presentation, retrieved from	10
Academic integrity in IB educational context, IBO, 2014.....	11

Purpose of this document

This document has been created in order to outline the academic integrity requirements at Rudjer Boskovic School and make them available to the school community. As such, this document is part of the contract that students, parents and school leadership signs upon admission. Particular attention has been paid to the following International Baccalaureate requirements as published in *Programme Standards and Practices (2020)* for the Middle Years Programme and Diploma Programme:

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: integrity, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

Academic Integrity Philosophy

At Rudjer Boskovic School we understand that academic integrity is an essential part of

teaching and learning. We strive to help our students celebrate their personal and educational developments while also acting with integrity in their daily lives. Additionally, we expect Rudjer Boskovic School students to be principled inquirers, meaning that they both take pride in their own work and recognize the work of others that has contributed to their understanding.

Academic Integrity and Assessment

Academic integrity stands opposed to Academic Misconduct and means respect for intellectual property (of other researchers or student creations) and acknowledgement of authentic authorship of ideas or work presented. This is primarily achieved through promotion of independence and confidence in students when it comes to developing ideas and writing about them. It also means avoiding any academic misconduct and proper use of referencing and citation tools.

IB students must avoid any form of academic misconduct in their daily work, internal and external assessment work, EEs and Personal Projects as well as all formative and summative assessments.

Please see the *Assessment Policy* for further details.

Academics Misconduct

The IB defines academic misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

Behavior that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes and it refers to:

- a. **Plagiarism**—this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. For example, students use verbatim quotations without quotation marks and references.
- b. **Collusion**—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another. For example, an older sibling allows their younger sibling to copy their work from

previous years. Collaboration is not a synonym with collusion. Unlike unacceptable collusion, students who collaborate do not willingly support each other in academic misconduct but legitimately work together to explore or solve a problem/task.

- c. **Duplication of work**—this is defined as the presentation of the same work for different assessment components and/or DP core requirements. For example, part of Extended essay in Psychology presented as a part of a TOK essay.
- d. **Misconduct during an IB examination** (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate). For example, candidates using smart watches for communication during exam.
- e. **Unethical behavior** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research. For example, not obtaining informed consent when conducting experiments.
- f. **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 of IB regulations. For example, posting social media photos about the content of the exam in the first 24 hours after the exam.
- g. **Any other behavior that gains an unfair advantage for a candidate** or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination).

Citation and Formatting Style

Rudjer Boskovic staff and students use the American Psychological Association, or APA, citation and formatting style (APA, 2020; 2022).

Guidance about the APA style can be provided by the MYP Coordinator, DP Coordinator, subject teachers and may also be found in Publication manual of the American Psychological Association (APA, 2020).

Examples of appropriately inserted in-text references are present throughout this document while an example of a list of references is present at the end of this document. For further guidance, we suggest consulting APA Style common reference examples guide (APA, 2020).

General rule of thumb is to always acknowledge original authorship of ideas, even when they are paraphrased, with in-text references and a list of references. When using verbatim quotations, aside from references, quotations marks are necessary.

Advice on student responsibilities

The following guidelines about effective citing and referencing are taken from IB Academic Integrity Manager, IBO, Dr. Celina Garza' s presentation on Academic Integrity - Principles to Practice.

Why cite

- To show respect for the work of others.
- To give the reader the opportunity to follow up references.
- To help a reader to distinguish between the work of the creator and the work of others.
- To give the reader the opportunity to check the validity of creator's interpretation.
- To receive proper credit for the research process.
- To establish credibility and authority of own knowledge and ideas

What to cite

Authis are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Written or electronic source materials may include: visual, audio, graphics, lectures, interviews, broadcasts, maps.

When to cite

Citation is expected in the body of the author's work where the external source has been used. The reader must be able to clearly distinguish between the words/work of the author and the words/work of others. Including the reference ONLY in the bibliography is not enough.

Students are invited to discuss any doubts with subject teachers, IBDP/MYP Coordinator or Head of School.

Details on teacher's responsibilities

All subject teachers are responsible for the implementation of the academic integrity policy. It is expected that students may have many doubts and teachers should encourage open communication about this topic having in mind the age and academic

experience of students. Teachers must report any suspected case to the IB DP Coordinator in order not only to enable this policy to be fully implemented, but to make sure that students' rights are protected in case the misconduct is due to the lack of student's understanding.

It is the responsibility of MYP and DP teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic integrity, especially authenticity and intellectual property. Teachers must use appropriate means to ensure that the candidate's work is, to the best of their knowledge, authentic. Teachers are obliged to promote the Academic Integrity Policy within the school community. In addition, teachers should help students with the clarification of any subject specific academic integrity issues. Some examples include citing sources of data, works of art, computer programs, photographs, diagrams, illustrations, maps and so on.

Additionally, teachers should:

- Encourage students to present the work of their own;
- Model good practices for academic integrity;
- Explicitly teach APA citation/formatting style;
- Advise students appropriately whenever they raise doubts or concerns;
- Explain to students different forms of academic misconduct.

Details on school responsibilities

The school is responsible for making and implementing this policy. All students in the first year of the programme will be provided with the guidance by attending the workshop Academic Integrity Policy, delivered by the IB DP Coordinator.

Details on parent responsibilities

This policy has become the part of the Basic Contract on Terms and Conditions on Enrolment and Education. Parents are invited to cooperate on or legal guardian.

Reporting, recording and monitoring

Subject teachers are obliged to report on any suspected case of misconduct. It is the

responsibility of the MYP and DP Coordinators to make records of each case of academic misconduct and inform parents/legal guardians through *GoSchool* platform and the School management through their weekly report. This information will be used as the material for educating next generations and reviewing process of this policy.

Consequences of academic misconduct

If a student makes one academic misconduct, they are asked to have a consultation with the school principal, program coordinator, homeroom teacher, school counselor or their subject teacher. If misconduct is repeated, their grade for general conduct in school is affected by this and academic misconduct becomes a part of their school reports.

Before the work is submitted to the IBO

If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. Students are warned that after the first attempt of academic misconduct the work will be given 0 marks. The second attempt will lead to the suspension from the school and the third attempt to the termination of the Basic Contract on Terms and Conditions on Enrolment and Education.

After the work is submitted to the IBO

It is the IB policy that:

21.2

When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

21.3

If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion

of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

21.4

Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5

The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

21.6

Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the subcommittee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

21.7

If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.

21.8

If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination

sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

Photographing assessments

The dissemination of school's assessment tasks is subject to the initiation of educational and disciplinary procedure against the student. This is a serious violation of the student's obligation, as defined by the Law on the Fundamentals of the Education System. If this happens, the student will be penalized by the decision of the school administration.

Students are prohibited from taking photographs of formative and summative tests. Parents/legal guardians may receive a copy of students' tests only upon written request. Due to the test design, parents can get a copy of the student's test only when all students of a certain group / class / grade do it. Upon receiving the request from a parent, teachers may create a digital (photo, scan) copy of the test and are obliged to inform the parent of their responsibility towards the school's intellectual property.

Assessments during online classes

Assessments can be held during online classes, according to the decision of the school administration and subject teachers. Teachers are obliged to remind students of the school's Policy of Academic Integrity, and students to avoid academic misconducts. If misconduct is noticed, the student will be penalized according to the decision of the subject teacher and the school administration.

Plagiarism

Within the ManageBac platform, which is used for lesson planning, assessment, vertical and horizontal curriculum planning, reporting and analytics, school uses TurnItIn, which checks the percentage of plagiarism in submitted papers. Teachers have the responsibility to filter the received TurnItIn report, excluding: quotes, bibliographies, formulas, names and similar content. If, after filtering the report, paper still raises a

suspicion that it violated the rules of academic integrity, the teacher reports the misconduct to the coordinator, the school principal and the psychologist. Students and parents are informed of the final TurnItIn report. Since April 2023; TurnitIn registers texts generated by AI tools. It is a student's responsibility to quote tools used in their work. When the percentage of plagiarism is higher than 85% the student is automatically graded with MYP 0 (national grade 1). When this percentage is lower, the teacher will reject the plagiarized part and assess the authentic parts.

Policy Review Process

Rudjer Boskovic School's Language, Assessment, Academic Integrity and Special Educational Needs Policies are reviewed once per a school year. The programme coordinators, in cooperation with a school psychologist, selection of teachers and the Heads of the Primary and High Schools form the Policy Review Committee who will:

- Review current IB standards and practices as well as policy guidelines;
- Review the current policy to assess alignment with IB standards, practices and guidelines;
- Revise the current policy as needed;
- Share revised policy with all faculty;
- Review questions/comments/suggestions from faculty;
- Prepare the final policy draft;
- Submit the final policy draft to management for approval;
- Share the approved policy with faculty, students, parents and greater school community.

Policy Review Procedures and Dates

Policy adopted: February, 2018

Revisions: June, 2019; November, 2020; April, 2021; June, 2022; April, 2023.

REFERENCES

Academic Honesty - Principles to Practice, Dr. Celina Garza' s presentation, retrieved from

<http://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf>

Academic honesty in IB educational context, IBO, 2014

Academic honesty in the DP for students:

https://resources.ibo.org/dp/topic/Resources-for-candidates/resource/11162-occ-file-g_0_malpr_sup_1410_1f_e/

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000>

American Psychological Association. (2022). *APA Style common reference examples guide*. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

DP: From Principles into Practice. Cardiff, Wales: International Baccalaureate Organization (UK), August 2015.

General regulations: Diploma Programme

Handbook of Procedures for the Middle Years Programme: Assessment, IBO, 2017.

Middle Years Programme Assessment procedures 2020, IBO, 2020.

MYP: From Principles into Practice. Cardiff, Wales: International Baccalaureate Organization (UK), 2014.