Goetheschule Essen
Academic Integrity Policy

Academic integrity is a fundamental value at our school, and all students are expected to adhere to the highest standards of honesty and ethical conduct in their academic work. '*Academic integrity is a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.*'[1]

1. Purpose

This policy it to educate students on the importance of maintaining academic integrity and to establish guidelines for the appropriate use of online tools. It is based on the IBO's "Academic Integrity Policy", published in October 2019 and updated in March 2023, and **was last revised on 2nd April 2023.** All members of the school community may obtain a copy of this document from the Diploma Programme coordinator or download it from the school's IB website.

2. Scope

This policy applies to and should be read by:

- all students going through assessment and submitting work to the IB at Goetheschule Essen;
- all members of staff responsible for the teaching and preparation of work submitted to the IB for assessment;
- all members of staff responsible for the delivery of IB examinations;
- parents and legal guardians of IB students going through assessment;
- all members of the extended school management responsible for creating and implementing the academic integrity policy.

3. Responsibilities

It is the responsibility of our **administrative team**, including the IB coordinators and the extended school management team, to

- support teachers in the reporting and investigation of student academic misconduct or maladministration cases[2].
- provide advice specific to the nature of the incident and the subject affected
- recommend the appropriate penalty in line with internal school policy.

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[1] Academic integrity policy. Ed. by International Baccalaureate Organization 2019, p. 3
[2] See Academic integrity policy, p. 19ff

The **IB Coordinators** are to ensure that
- teachers, support staff, students, and parents and legal guardians have a common understanding of
  -- the IB's expectations with regards to academic integrity,
  -- what constitutes student academic misconduct,
  -- possible consequences for those that engage in student academic misconduct.
- students are held accountable when involved in an academic misconduct incident.

Teachers are to ensure that all students
- have a copy, read and understand our school's academic integrity policy, the relevant IB regulations, and possible consequence of academic misconduct;
- suspected instances of student academic misconduct will be reported to the school administration.

Students are to
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities;
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials;
- abstain from receiving non-permitted assistance in the completion or editing of their work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, paraphrasing programmes, AI chat bots, pre-written essay banks or file sharing websites;
- abstain from giving undue assistance to peers in the completion of their work;
- show a responsible use of the internet and associated social media platforms.

Parents and legal guardians are expected to
- support their children's understanding of IB policies, procedures and subject guidelines;
- support their children in planning a manageable workload so they can allocate time effectively;
- abstain from giving or obtaining assistance in the completion of work to their children.

4. The Principles of Academic Integrity

The principles of academic integrity are quite simple: *honesty, trust, fairness, respect and responsibility.* Following good and honest academic practice means that information is appropriately acknowledged and we respect the intellectual property of others. IB assessments can only be fair if all students are provided with an equal opportunity and if students take responsibility for their own learning.

All work submitted for assessment must therefore be the candidate's own work. Advice, discussion and supervision are allowed, but responsibility for the words produced must be the candidate's own. An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression.

5. Helping Students to Learn about the Importance of Maintaining Academic Integrity

At the beginning of the IB Diploma Programme, the school offers a mandatory tutorial for all students to discuss what constitutes good academic practice and ethical behaviour. Students will get to know

- resources the school has available to support students' learning and understanding in this area;
- definitions of different types of student academic misconduct;
- the investigation protocols that the school and/or the IB will observe when an incident of student academic misconduct is identified;
- the sanctions or actions that the school and/or the IB will apply if it is confirmed that an infringement to the regulations occurred.

6. Categories of Student Academic Misconduct

Students must avoid academic misconduct. This includes

- **Plagiarism** (= the representation of the ideas or work of another person as the candidate's own);
- **Collusion** (= supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another);
- **Duplication** (= 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** (= such as taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, using AI or paraphrasing programs to generate content for academic assignments).

7. Exam Conduct

During written examinations candidates are not allowed to

- take unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination;
- disrupt the examination or distract another candidate;
- copy the work of another candidate;
- fabricate data for an assignment;
- take exam material out of the exam room;
- disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.

During each examination session the IBO takes a random sample of candidates' work and submits it to a web-based plagiarism prevention system. The school will also check all written assignments with the help of a plagiarism software.

8. Penalties and Sanctions for Academic Misconduct

When the school identifies issues with **a first draft or a final piece of work before submission to the IB and before the IB submission deadline**, the candidate's work will be reviewed by the IB coordinators and experienced members of staff. Depending on the individual circumstances, cases may be presented to the Head of School for further consideration and a decision.

The school may decide that the student needs to rewrite the assignment. Resubmissions may, however, only be permitted if the work in question will be rewritten on a new topic.

If a **final piece of work** has plagiarized content or was not completed according to the subject guide requirements, but the candidate insists that it is authentic, the school will provide the IB with statements from all parties involved. According to German law, the school is required to submit the work in question to the IBO, but the school will notify the examiner about the suspected academic misconduct.

When **academic misconduct is identified after the work has been submitted** to the IBO, the programme coordinator will also inform the IB0 as soon as possible. Students suspected of academic misconduct will be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed.

Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB's Assessment Division at the IB Global Centre, Cardiff. Their decision is subject to approval by the Final Award Committee.

If the internal panel or **Final Award Committee** confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned according to the penalty matrices in IBO's Academic Integrity Policy.[3] For example, if a student plagiarizes more than 40 words from an external source, they will receive a *zero marks penalty*. If they plagiarize more than 51 words, a *no grade penalty* will be applied.
(Please note: The paragraph above contains more than 60 words.)

The IBO will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. The Final Award Committee may decide that no retake session will be allowed and the student will not be eligible for the full IB diploma.

An IB diploma, or a certificate, may be withdrawn at any time if malpractice is subsequently established.

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[3] Cf. Academic integrity policy. Ed. by International Baccalaureate Organization 2019, p. 32ff

9. How Students can Avoid Committing Plagiarism

• Design time schedules or plans to manage tasks sensibly.

• Maintain organized notes and sources consulted during the production of work.

• Seek guidance and support from your teachers or tutors when doubts arise about referencing.

• Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. Give credit for copied, adapted, paraphrased and translated materials from others. Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.

Direct Quotations: When using the words of another person it must become habitual practice for a candidate to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own.

Indirect Quotations/Paraphrase: Paraphrasing is the rendition of another person's words presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source.

Citing online sources: Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. Simply stating the search engine that was used to find the website is not acceptable. To cut and paste from a website without acknowledging the source constitutes plagiarism. DVDs, emails, online videos, computer programmes and any other electronic media must be treated in the same way as books and journals.

• Make sure that information used is acknowledged in a footnote and is fully listed in the bibliography. The school recommends the use of the Chicago referencing style.

• Seek help and guidance from your teachers and tutors. If you have questions about the appropriate use of digital tools in academic work, speak with your tutor.

10. Guidance on the Use of Artificial Intelligence Tools

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use artificial intelligence (AI) tools. AI tools will rapidly become commonplace, but often they are not the most useful piece of software. Text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks.

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.

In practice, AI tools may be used in the following ways:

• Before writing a piece of work, students should find research material. It is entirely reasonable to use a search engine to do this. AI tools may help in the research process, as they will give students ideas and help them shape their arguments.

• Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.

• Students should ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

• **If students use a 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 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.

11. Using Software to Improve Language and Grammar

There are software programmes 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.

12. Learn more about Academic Integrity