The European Azerbaijan School

ACADEMIC INTEGRITY POLICY

Academic Integrity at the European Azerbaijan School

The European Azerbaijan School (EAS), values honesty and academic integrity. We encourage all students to conduct themselves in a responsible way. In this spirit, we expect all students to refrain from misconduct. EAS believes that instruction in academic and personal honesty is a fundamental part of a student's education. Honesty and integrity are character traits that are expected from every student. Academic dishonesty is generally defined as cheating or creating a false impression of a student's performance.

At the beginning of every academic year we organize meetings for students and parents in our three different programmes, explaining how important academic integrity is in our school. We take this opportunity to share with parents our policy and review with them the practice and the vital support they can give to us and to our students.

According to the International Baccalaureate, academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. All students at EAS are expected to strive to develop attributes of the IB Learner Profile. Therefore, the IB Learner Profile is the cornerstone of the school's academic honesty policy.

We encourage students to be:

- Inquirers who acquire the skills necessary to conduct investigation and research.
- Knowledgeable who use their own words and thoughts to demonstrate their understanding and learning.
- Thinkers who reason for themselves and are honest in the work they complete
- Communicators who effectively convey oral and written information, citing accurate sources.
- Principled who act with integrity and honesty, taking responsibility for their own actions
- Open-minded who are accustomed to seeking and accepting a range of points of view
- Caring who would never willingly claim credit for answers, information or knowledge that was not their own.
- Risk takers who are brave and articulate in defending their beliefs
- Balanced who value the need for attaining knowledge to enhance their academic skills and abilities.
- Reflective who constantly weigh their choices and actions based on maintaining academic integrity and the IB tradition.

EXPLANATION

Students will be informed as to what academic integrity means including an understanding of what constitutes academic misconduct. They will be instructed in the skills necessary to avoid committing

academic dishonesty. Students will also be taught the difference between dishonest practices like collusion and healthy practices like collaboration. The school defines academic misconduct as behaviour that results in, or may result in, a student gaining an unfair advantage in assessment. Misconduct includes, but is not limited to:

1. **Collusion**

This involves supporting misconduct by another student, as in deliberately allowing one's work to be copied or submitted for assessment by another student. In instances of collusion, both parties are equally guilty.

Examples include:

- Letting someone copy your homework or assisting in their cheating in any way
- Letting your partner do all of the work on a project and then putting your name on the project as if you had done an equal share of the work. In this case the partner is also guilty of collusion.

Collaboration, on the other hand, is the healthy partnership between two or more students who share equally in the workload. Teachers will advise the student when it is required to collaborate on work, and how to do so properly and effectively

2. **Duplication of work**

This is defined as the presentation of the same work by the same student for different assessment components and school requirements.

Examples include:

- Turning in a project done previously by you
- Using the same piece of work for two assessments

3. **Plagiarism**

This is defined as the act of presenting another person's intellectual property or work as one's own work without crediting the source of that material. Such material could include written words, ideas, visual images, auditory expressions, graphs, charts, data, maps, solutions, or any material that comes from another source, including the Internet, digital resources, and text-based reference materials. Even material that has been paraphrased is considered plagiarized unless proper credit or explicit reference is given.

Examples include:

- Copying another person's homework
- Looking at another person's paper and copying their answers
- Copying directly from the internet by cutting and pasting someone else's work and presenting it as your own

- Copying directly from a printed source by taking someone else's work and presenting it as your own
- Rewording someone else's words and not giving them credit for the ideas, thereby representing someone else's ideas as your own
- Using a foreign language translator to change a source from one language to another, without citing, and then using that translation as if it were your own words
- Forging another person's signature, including a parent's signature
- Having someone do your work for you, including a tutor or family member

CONVENTIONS FOR CITING AND ACKNOWLEDGING ORIGINAL AUTHORSHIP
The details of the sources of information should be recorded when the research is being conducted. In their work students may use a citation (in text - author last name, year), a reference (a list of full details of the sources used at the end of the work) and a bibliography (a list of all sources which were used to generate ideas in the work). The purpose of detailing sources of information is:

- To acknowledge the source of information
- To enable that source to be found again.

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 programs 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.

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 have 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:

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- 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.

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- 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.

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- 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.

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- 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.

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- 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.
- The school uses the MLA for citing and referencing to acknowledge original authorship.

Subject teachers and supervisors utilise multiple tools to check for the authenticity of work.

A NOTE ON THE ROLE OF TUTORS AND FAMILY MEMBERS

At times students may seek the assistance of family members or external tutors who may advise them with their work. Students who receive such assistance should ensure that they still work within the regulations of this academic integrity policy and it was strongly advised that they communicate this to those who advise them. There is often a thin line between acceptable and unacceptable assistance, but the following guidelines must be observed:

Students must take full responsibility for the authenticity of any school assignment which they submit.

- Others may provide feedback as advice, but the student must do the work on his/her own.
- The student's role is to generate his/her own initial ideas and written work; they may receive comments on these ideas.

Acceptable and unacceptable practice

Revised by the Director, Principals, Deputy Principals, IB coords, Teachers 23/08/23

Ideas

- It is acceptable for others to discuss and comment on the student's own ideas
- It is acceptable for others to suggest a new idea to the student
- It is unacceptable for others to give the student new ideas (such that the student abandons his/her own ideas), which the student then passively uses, claiming that the ideas are his/her own. This is plagiarism

Writing

- It is acceptable for others to comment on and suggest possible improvements to a student's written work
- It is unacceptable for others to write the student's assignment, which the student then claims as his/her own. This is plagiarism.

Primary Years Programme (PYP)

In the PYP classroom teachers utilize a constructivist, inquiry-based approach to teaching and learning that promotes critical thinking skills. These are monitored at the classroom level through teacher observations and conversation with learners. On the other hand, when PYP work is completed out of the classroom, others share responsibility for ensuring a piece of work is the student's own.

The school encourages academic honesty in the PYP by:

- Discussing appropriate help regularly with parents (see above section on the role of tutors and family members).
- Ensuring parents and learners understand what the IB Learner Profile statement of academic integrity means in practice.
- Making sure all staff clearly understand all aspects of the academic integrity policy and how best to implement them in the Azerbaijani cultural context.
- Setting up a coordinated curriculum/teaching programme between IT and school librarian focusing on the basic skills of research and information which will be appropriate for the elementary grades.
- Making clear what will happen if submitted work is not the learner's own.
- Teachers encourage honest, creative and critical work from students by: In the first years of elementary creating a clear understanding in students of the difference
- between opinion and facts and how the reporting of facts should be handled.
- Creating inquiry-based assessment tasks that ask students to use knowledge rather than just record it; that encourage creativity by creating tasks that use information to solve problems.
- Designing assessment criteria that value and reward the work required, rather than focusing solely on the result
- Teaching ways to acknowledge the work of others through the use of quotation marks and making regular notes when an idea is borrowed from specific sources

- Teaching the value of reflection in the learning process whereby students comment freely and openly on the impact of outside information on their thinking, as well as distinguishing between their own ideas and those of others.

The Middle Years Programme (MYP)

It is the conviction of the school that all standards applicable to the IB in general should apply to our MYP students (grades 5-9) as they apply to academic integrity. All the approaches suggested for the PYP should apply to students in the MYP, plus the school will ensure that:

- Parents/carers and students at these grade levels will be fully informed about the school's academic integrity policy with special concern for students joining EAS from other institutions where expectations might differ.
- Students as they move beyond the primary level, are clear about the seriousness of the issue of academic integrity as well as their growing personal responsibility for their own conduct.
- Adequate guidance is given on the increasingly complex issue of the use and proper citation of sources.
- A coordinated program between IT and the library staff focused on teaching basic research skills and issues of citation/referencing appropriate for this academic level.
- Teachers will reinforce academic honesty in the MYP by:
- Offering task-specific clarification of assessment requirements and the use of the work of others.
- Making sure that assessment tasks require inquiry and the creative application of knowledge.
- Actively tracking students' uses of outside sources to make sure that students clearly understand and apply proper standards.
- Actively promoting self-management skills for students by dividing large scale projects, when feasible, into stages with specific deadlines
- Creating opportunities for students to reflect on the evolution of their thinking and to clearly distinguish between their ideas and those of others.
- Introducing students especially at the older levels to a more formal examination
- environment so as to prepare them for demands at the IB diploma level.

Personal Project
The students in MYP 5 - Grade 9 will complete their Personal Project and submit a bibliography page with all the sources cited, using MLA citation style. Each candidate and supervisor will meet three times during the process of the project and record the meetings on an academic honesty form, the form is then signed by the supervisor and the student once the project is completed as a guarantee that the work is the students.

Diploma/Career-relatedProgrammes (DP/CP)

From the IBO's General Regulations: Diploma Programme (2019):

A student should not:

- Talk with another student during a quiz or test
- Use hidden notes on a quiz or test
- Perform any act of dishonesty in regard to his/her academic achievement

  Invent or change actual laboratory data

- Share information about what is on a quiz or test with students in another section of that class

THE DETECTION OF PLAGIARISM

Candidates are expected to review their own work before submission for assessment and before the cover sheet is signed to identify any passages, data, graphs, photographs, computer programs, etc. that still require acknowledgment.

The teacher must be vigilant for familiar passages and, if necessary, check that such passages have not been copied from a textbook. In the case of an extended essay, the supervisor may quiz the candidate on the content of the essay at any point during their supervision or during the summative viva voce to determine the authenticity of the work.

The internet can also be used for detecting academic dishonesty. Online plagiarism detection services have their limitations, and should be used with caution. These services are best used to help students improve their writing, avoiding plagiarism and also over-reliance on someone else's work.

Additionally, students can find more specific information, which supports academic integrity, in the TOK, CAS and EE guidelines.

HOW TO UPHOLD ACADEMIC INTEGRITY

THE ROLE OF THE STUDENT

Students should be encouraged to write in their own words.

- Students should understand that it is always appropriate to use ideas from someone else, as long as they give that person credit for those ideas. They should make sure always to credit where they got the information from, both in the body of the written work and in the references and bibliography at the end.
- Organizational skills should be encouraged so that students do not produce work at the last minute. Such last-minute preparation often lends itself to cutting corners which in turn can lead to issues with academic dishonesty.
- When students do research, they should keep good records of where they have found useful information.
- Students should always include a bibliography/references, which is a list at the back of their research project of all sources of information used (web pages, books, magazine articles, and so on).

THE ROLE OF THE TEACHER

- All subjects teachers are responsible for explaining to students the right ways to use someone else's ideas in their work and to encourage discussion about any unclear areas. Teachers educate students about the seriousness of cheating and plagiarism.
- Teachers make every effort to create an environment that reduces the pressure to cheat and plagiarize thereby support student learning.
- Our school librarian actively assists students both in locating sources and in their proper citation/referencing.
- If a teacher recognizes cheating or plagiarism, or even suspects such a case, he/she will take immediate steps to deal with it, including informing the relevant people (see sanctions/consequences). Each case will be treated individually.

Teaching Support

Teachers and the librarian will assist students by carefully demonstrating good practices in order to help students to act with academic integrity. As part of examining the IB learner profile trait "principled," with students, teachers will give instructions in proper note-taking, referencing, and source acknowledgement to guide students in the ways of proper academic practice. Students are always free to consult their teachers and librarian for assistance whenever needed. Teachers will endeavour to avoid assigning tasks that are simply generalized "reports". Students will be encouraged to form and develop their own analysis and problem solving. Teachers will consider the steps taken by students along the way to submitting ultimately the finished assignment. Teachers will reinforce concepts of intellectual property and the need to credit outside sources of information and ideas within the written work, as well as in the bibliography/citations.

THE ROLE OF THE COORDINATOR

- Ensure that students understand the IBO expectations regarding academic honesty.
- Ensure that the school's academic integrity policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic integrity.
- Agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure candidates and invigilators are provided with relevant information about examination regulations.
- Establish a calendar for assignments.
- Plan regular meetings with faculty members to verify that all parties have a clear understanding of IB expectations.
- Ensure that policies and procedures are easily available to all interested parties (teachers, students and their legal guardians).
- Organize regular briefings with student's legal guardians.

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SANCTIONS and CONSEQUENCES

Consequences may be different depending on a student's background, character history and history in terms of academic integrity, age and level of awareness, severity of the incident, intent or non intent, or other factors (IBO, 2014).

However, teachers retain responsibility both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to ensure it complies with IB regulations. To assist students and teachers in understanding the importance of developing an approach with academic integrity to all aspects of the IB Programme, internal and external sanctions are in place in order to respond consistently should issues related to academic misconduct arise.

Internal sanctions are those used by EAS, and generally refer to assignments and classwork, which do not count towards the award of the final IB Diploma. External sanctions are those applied by the IB, and relate specifically to all pieces of work which count towards the final IB Diploma.

Internal Sanctions

Internal sanctions may be imposed by the school for incidents of academic misconduct relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work. These sanctions will take the following form:

- 1st Offense: The student is required to re-do the work and reminded of The EAS Academic Integrity Policy. Parents are notified by the DP Coordinator/Secondary Principal, and the misconduct is noted in school records.
- 2nd Offense: The student is awarded a grade '1' for the work, parents are notified by the DP Coordinator/Secondary Principal, and the student receives disciplinary consequences. This second misconduct offense is noted in school records.
- Subsequent Offenses: Sanctions will become more serious with any subsequent offense and may take the form of exclusions.

External Sanctions

External sanctions are those assigned by the IB, or by the school, in compliance with IB regulations, and relate specifically to the perception that academic misconduct has taken place in work which counts towards the award of the final Diploma. Should such academic dishonesty be suspected in the first draft of an eAssessment, IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in with little or no time before the final submission date, misconduct investigation and sanctions will take place as detailed in the section below.

Investigating academic misconduct

During external IB examinations

Practice at EAS is in line with the IB's Code of Conduct for Examinations and it is this

document which is used in the event of any suspected incident.

Any behaviour which gains an unfair advantage for a student or which affects the assessment results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying any record, disclosure or receipt of confidential information about examinations, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer when this is prohibited in the syllabus/component, disruptive behaviour in the examination room, failure to abide by the instructions of an invigilator, impersonation of another person or forgery of their signature, failure to abide by the conditions of supervision designed to maintain the security of the examinations, the inclusion of offensive or obscene material in scripts or coursework) constitutes malpractice.

Investigations take place when:

The Coordinator informs the IB that academic misconduct may have taken place during an official examination

- An examiner suspects misconduct and provides evidence to justify his or her suspicion
- A member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion
- An investigation of misconduct detected by an examiner outside the school may take the following form:
- The head of examinations administration will inform the Coordinator that a candidate is being investigated for suspected academic misconduct
- The coordinator immediately informs the Secondary Principal that a candidate is being investigated.

The Coordinator will provide to the IB with:

- A statement from the candidate
- A statement from the subject teacher or extended essay supervisor
- A statement from the Coordinator
- A summary of the interview with the candidate about the allegation of misconduct.
- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate
- It is normal practice to interview the candidate with a relative or friend in attendance.
- The candidate must be shown the evidence and be invited to present an explanation or defense.
- With the candidate's permission, a transcript of the interview may be taken and submitted to IB.
- The candidate must also be given the opportunity to provide a written statement.
- The candidate and his/her parents have a right to see evidence, statements, reports and correspondence about the case. Evidence may be withheld to protect the identity of an informant.

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- An investigation of misconduct which happens during an IB Diploma exam may take the following form:
- The candidate will be allowed to complete the exam. As little disruption as possible should take place.
- The Coordinator should be immediately informed by the invigilator of his/her suspicions
- The Coordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator
- The Secondary Principal should be informed as soon as possible.
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents
- The candidate must be allowed to complete all other exams in that Diploma session
- The IB will make the final decision as to whether or not there should be consequences.

During Internal Assessments (IA) which contribute towards the awarding of the final IB grade

An investigation of suspected or proven misconduct relating to internal assessments may take the following form:

- The teacher reports to the DP Coordinator/Secondary Principal that they have concerns about the authenticity of the work
- A meeting is held to discuss the case and to present the evidence. This is likely to involve examples of previous work completed by the candidate.
- The candidate is told by the DP Coordinator/Secondary Principal that they wish to discuss the authenticity of his/her work
- If the candidate agrees that the work is not his/her own, then the work can be re-done – under close supervision
- If the candidate continues to insist that the work is his/her own, the subject teacher will provide a statement explaining why he/she believes that this can not be the case.
- The candidate, his/her parents, the Secondary Principal and the DP Coordinator will hold a meeting to discuss the situation fully. A record of the meeting is kept.
- The school may choose to withdraw the student from his/her exam registration in the particular component, subject or the Diploma as a whole.

During Portfolio Assessments which contribute towards the awarding of BTEC qualifications.

In line with Pearson BTEC regulations, EAS ensures that all students' work is their own when being considered for assessment towards BTEC qualifications, either as part of the IB CP or as stand alone qualifications. The procedures followed in the event of any concern are as detailed for the IB DP Assessments for IAs, as the qualifications are portfolio-based. .

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References

International Baccalaureate Organisation (IBO). 2014. General regulations: Diploma Programme. Geneva.

International Baccalaureate Organisation (IBO). 2014. Academic honesty in the IB educational context. Geneva.

International Baccalaureate Organisation (IBO). Academic Integrity Policy, Published 2019 and updated March 2023.

https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf

ACKNOWLEDGEMENT OF ACADEMIC INTEGRITY POLICY

Please sign and return this form to the IB PYP/MYP/DP/CP Coordinator in the Secondary campus.

I fully understand the Academic Integrity Policy for students of The European Azerbaijan School. I have read the policy and my teachers have given me opportunities to ask questions in order that I may completely understand the policy and how it may affect me.

My signature below shows that I have a full understanding of what is considered dishonesty or cheating. I am aware of the serious consequences involved if I should choose to be academically dishonest while I am a student at the European Azerbaijan School.

_____   _____
 Student's Signature Date

_____
 Student's Printed Name

Class: _____

I have discussed this policy with my child.

_____   _____
 Guardian/Parent's Signature Date

<u>Appendix 1</u>

The European Azerbaijan School

International Baccalaureate Diploma Programme

Academic Integrity Form

All IB learners strive to be principled, acting with integrity and honesty, with a strong sense of justice and respect for the individual, groups and individuals.

Student Name: _____ Year: _____

Read the following statement carefully and sign.

I am aware that all work submitted must be entirely in my own work and in my own words. Where the ideas of work of another person are represented within my work, the source(s) of those ideas or

the work have been fully and appropriately acknowledged.

I am aware that I may be required to do the following to justify my results:

- Discuss my work with the teacher

- Explain my methods and summarize my results

- Produce a list of resources used to obtain my results

I am aware that academic misconduct includes:

- **Plagiarism**: The representation of the ideas or work of another person as your own.

- **Collusion**: Supporting malpractice by another candidate, for example, allowing your work

  to be copied or submitted for assessment by someone else.

- **Duplication of work**: The presentation of the same work for different assessment

  components and/or diploma requirements.

Submitting work that is not your own is considered malpractice by the IB and grounds for disqualification from the programme.

Signature_____