GYMNÁZIUM ŠROBÁROVA

Diploma Programme

# Academic Integrity Policy

September 2025

Next revision: September 2026

## IB Learner's Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners strive to be:

**Inquirers** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** We act with integrity and honesty, with strong sense of fairness and justice, and with respect for the dignity and right of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers** We approach uncertainty with forethought and determination, we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our independence with other people and with the world in which we live.

**Reflective** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## School Mission Statement

We strive to prepare all students to become life-long learners and responsible citizens both locally and globally ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students – both inside and outside the classroom - that help them develop the knowledge, critical thinking skills and character necessary to succeed in a technologically advanced world.

## Academic integrity – philosophy and practice

Gymnázium Šrobárova 1 places a great value on the ethical qualities of personal integrity and academic honesty. Academic integrity is expected of all members of the school community: students, teachers, other school members, parents. We are guided in our expectations and practices by two of the IB Learner Profile attributes, which describe students as principled and reflective. This policy exists to ensure that the school´s procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practise and misconduct, and what actions are to be taken if there are transgressions. All the IB students understand the basic meaning and significance of academic honesty. All the work produced by the IB students is their own, authentic work with their own ideas.

The aim of the policy is to:

- promote good academic practice and a school culture that actively encourages academic honesty
- enable students to understand what constitutes academic honesty and academic misconduct
- encourage students to look to their teachers, supervisors and coordinator for support when completing assessed work in order to prevent any possible form of misconduct.
- ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- explain to students that they have an important role in ensuring that their work is academically honest
- impact to students that plagiarism is a serious offence
- explain to student precisely what penalties will be imposed should they be found guilty of misconduct

Academic Integrity refers to:

- appropriate behaviour while examinations (projects / assignments / academic research) are being conducted.
- the full acknowledgement of the original authorship and ownership of creative material.
- the production of the authentic pieces of work
- the protection of all forms of intellectual property – which includes forms of intellectual and creative expression, as well as patents, registered designs,

trademarks, moral rights and copyright. Respecting intellectual property is a crucial part of academic integrity.

Academic integrity must be seen as a set of values and skills that promote personal integrity and good practise in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

When students consistently adhere to the academic integrity policy, they actively strengthen their Approaches to Learning (ATL) skills. By engaging in proper research, accurate citation, and honest assessment practices, students develop critical thinking, information literacy, self-management, and communication skills. Respecting academic integrity encourages reflection, ethical decision-making, and personal responsibility, which are central to ATL development. Through these practices, students build a foundation for independent learning and lifelong intellectual growth while fostering a culture of trust and accountability within the school community.

## Academic misconduct

According to the IBO, students are guilty of malpractice if they plagiarize, work too closely together with another student, use the same work for two different assignments, or in any other way, gain an unfair advantage or affect the result of others. Malpractice is also present in other situations, for example: if a student falsifies a journal, or brings unauthorised material into an exam room.

The IB organisation defines academic misconduct as behaviour (deliberate or not) that results in, or may result in, the candidate or other candidate gaining an unfair advantage in one or more components of assessment.

Examples of Academic misconduct

- plagiarism is defined as the representation, intentionally or unwillingly, of the ideas, words or work of another person without proper, clear, explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- using and taking unauthorised material to an assessment, such as cheat sheets or using notes on devices.
- use of essay-writing services offering assistance in writing essays or other assessment materials.
- asking about and sharing questions and / or answers about quizzes and assessment.
- submitting the same work for more than one assignment without permission from the teacher.
- allowing one's work to be copied or submitted for assessment by another student – collusion.
- making up the data for a table or a survey or any other assignments

- taking unauthorised material into an examination room (mobile phone, any electronic device, wearable technology, smart watches, notes and others)
- leaving and accessing unauthorised material in a bathroom that may be visited during an examination
- unethical use of AI – copying and pasting AI-generated content or misrepresenting AI-assisted work as original student input.

There are some occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion summary of a piece of work must be written in each candidate´s own words and cannot therefore be the same as another candidate´s.

## How to avoid the academic misconduct

- the simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body work, and/or in a bibliography at the end, each piece of material used in the production of work.
- all ideas and work of other persons, regardless their source, must be acknowledged.
- email messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals.
- the sources of all photographs, maps, illustrations, computer programs, data, graphs, audio visual and similar material must be also acknowledged.
- material cannot be paraphrased without acknowledging the source.

The IB does not require the use of any particular referencing system, however, we prefer to use Harvard referencing system, the same for our whole our school. The teachers and students should be trained in using referencing and bibliography. For appropriate ways why, what, how, when to cite see Effective Citing and Referencing, published by IBO, 2022.

## Rights and responsibilities

### Head of school

- establish academic integrity policy
- provide teachers with effective training opportunities
- inform teachers, students, legal guardians

### MYP Coordinator

- make sure that academic honesty aligns with IB expectations and is reviewed regularly
- ensure that teachers, candidates and legal guardians are aware of the IB requirements
- is responsible that internal calendar of all the dates for the receipt submission of candidates´ assessment material does not include any collision
- makes sure that both teachers and students clearly understand this policy
- deals with all the issues arising from concern about academic misconduct

## Teachers

- have the right to use tools and methods to verify the authenticity of students work.
- set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.
- set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding.
- support the students so they may not find themselves under significant amounts of pressure to achieve.
- to be vigilant for obvious changes in a candidate´s style of writing, for work which is too mature, too error-free and more characteristic of an experienced academic than a secondary school student.
- subject teachers are in the best position to identify work which may not be the authentic work of the students. They may use all available plagiarism detection devices to check the authenticity of the draft or final work, e.g. Turnitin.
- are expected to read and check candidates´ work for authenticity before submission. This refers to all internal assessment.
- guide and support students to understand the philosophy of and need for academic integrity.
- encourage integrity and communicate the consequences of breaching IB regulations.
- explain the students' importance of independent research work and reporting data accurately.
- guide the students to maintain a process journal while working on personal project.
- discuss with students what is piracy, responsible use, alternative royalty, free print and multimedia resources.
- discuss the ethical use of AI in the classroom exercises.

## Students

- have the right to receive clear guidelines and expectations regarding academic integrity.
- are responsible for ensuring that all the work submitted for assessment is authentically their own work.
- are responsible for fully and correctly acknowledging the work and the ideas of others.
- seek clarification from teachers if uncertain about what constitutes academic misconduct.
- are expected to review their own work before submission for assessment to identify any passages, computer programmes, data, photographs, and other material that requires acknowledgement.
- are expected to keep all internal school deadlines.
- should be aware that the IB randomly checks candidates' work for plagiarism using web-based plagiarism prevention service.
- for MYP Personal Project, the students and their supervisors use the MYP Projects academic integrity form provided by the IB to note their meeting dates and the main points discussed and to declare the academic honesty of their work.
- familiarize themselves with what constitutes academic misconduct by attending a workshop conducted by a librarian, so that they submit work that is authentic.
- are expected to comply with all internal school deadlines.

- if the academic dishonesty is suspected, it is student's responsibility to prove that all pieces of work are his/her own, and have not been plagiarised.

### Parents/guardians (for students under the age of 18)

- have the right to be informed if their child is involved in an academic misconduct use.
- encourage their child to plan each assignment to avoid stressful situations before deadlines.
- ensure that homework and assignments are completed be the student without inappropriate external assistance.
- provide support with scheduling child´s work.
- establish a good level of communication with the school so that they understand the requirements and are aware of the deadlines.
- encourage their child to ask a teacher in case of difficulties.

Gymnázium Šrobárova 1 takes its role in teaching all students about academic honesty seriously. Teachers have primary responsibility for guiding students in adapting academically honest practises, and monitoring the work they submit to ensure, it complies with IB regulations. Equally, students are responsible in ensuring that the work submitted complies with all regulations contained with this Academic Integrity Policy. The cases of academic dishonesty will be dealt with on a case-by-case basis. The teacher who discovers the dishonesty will report the case to the class teacher who will immediately inform the parents and the IB Coordinator. The IB Coordinator will investigate the accusation, interview the student and issue a report of his/her findings.

## Consequences of academic dishonesty

Any kind of academic dishonesty detected in the completion of homework, class assignments, research papers, projects, portfolios, creative works, lab or field reports, presentations, digital products, quizzes, exams, tests or late submission of assignments will face the following consequences:

- **first offence** – the teacher will discuss misconduct with the student and give a warning. Opportunities are given to learn from their mistakes and clarify understanding of that mistake and how to avoid it in the future. Students will be given a chance to submit the assessment, do it at a later time or will be given an alternative assessment. The first submission of the assignment will not be graded. The student will also receive counselling on academic integrity to reinforce the importance of originality and proper citation.
- **second offence** – parents will be informed of the academic misconduct and the action taken. The student will be referred to the IB coordinator for further action and support in understanding academic integrity. The student will receive a zero for the assignment.
- **repeated offense** – parents will be contacted via a message on EduPage by the teacher, making the parents aware of what students need to do to correct the academic misconduct. A meeting to discuss the importance of academic integrity and the consequences of repeated academic misconduct will be held to ensure all are fully aware of impending consequences (the student, the student's parents/guardians, the subject teacher, the homeroom teacher and the IB coordinator). In most cases, if there is clear and repeated academic dishonesty, the

student will be given an admonition or reprimand by the head of school. In the most severe cases the conduct grade will be lowered.

- **plagiarism in the Personal Project or Extended Essay** is considered a serious breach of academic integrity**.** If plagiarism or other forms of academic misconduct are detected in the MYP Personal Project, the student may be awarded a failing condition for the project, which can affect the award of the MYP certificate. In the Diploma Programme, plagiarism in the Extended Essay or other externally assessed components must be reported to the IB, and the candidate will not be awarded a grade for the subject or for the diploma if misconduct is confirmed. In both cases, the school will investigate thoroughly, inform parents/guardians, and provide a formal report. Beyond the academic penalty, students will also receive guidance and support to reflect on the misconduct and rebuild their skills in ethical research and citation.

## Appeal process

At Gymnázium Šrobárova 1, we are committed to ensuring that all cases of academic misconducts are handled fairly and transparently. Students who believe that an academic integrity decision has been made in error have the right to appeal the decision through the structured process. The student must meet with the teacher who reported the academic misconduct to clarify any misunderstandings and present their perspective. If the student wishes to contest the decision further, they must submit a written appeal to the IB coordinator within a within five school days. The appeal should include a clear statement explaining why the students believes the decision was incorrect and any supporting evidence that demonstrate original work or proper attribution. The appeal will be reviewed by an impartial panel, which may include school leadership and, where appropriate, external advisors. During the process, students have the right to present evidence and be heard. The outcome of the appeal will be communicated in writing, and decisions will aim to ensure fairness, transparency, and compliance with both IB standards and Slovak legal requirements. The decision of committee is final.

## Guidance on the Use of AI Tools

1. **Purpose of AI Tools**: AI tools can aid learning but must be used responsibly. They should not replace students' original thinking or work.

2. **Permitted Use**: Students may use AI for tasks like brainstorming, idea generation, or refining their writing. However, AI-generated content cannot be submitted as their own work.

3. **Student Responsibility**: Students must understand and accurately represent their own knowledge. If AI tools are used, they should acknowledge this, detailing how and where AI was applied.

4. **Academic Integrity**: Submitting AI-generated content as original work is a breach of academic integrity. Students must verify that the final product reflects their understanding, analysis, and insight.

5. **Teacher Role**: Teachers should guide students in ethical AI use, helping them discern when and how it adds value without compromising integrity.

6. **Consequences**: Misusing AI, including failing to cite its use or presenting AI work as personal effort, may result in disciplinary actions as per IB's academic integrity standards.

## Review process

This policy will be reviewed annually to ensure it remains effective, relevant and aligned with IB standards and school regulations. The review will be conducted by an Academic Integrity Review Committee:

- IB Coordinator
- Heads of Department
- A student representative from the IB programme
- Librarian and EE Coordinator

## Bibliography:


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