

ACADEMIC INTEGRITY POLICY

The purpose of this policy

The purpose of this policy is to give the students, parents, teachers and teacher trainees a clear picture of the protocols and processes related to academic honesty in the Diploma Programme in Turun normaalikoulu.

The IBO's learner profile describes the attribute "Principled" in the following way: *"We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences"*. This is a principle that is followed by all actions of the school staff, teachers and students.

From the beginning of the studies, academic honesty is an integral part of everyone working in the school community. The entire school community gives credit to other people's work and respects the rights of other people. Maintaining trust and credibility in the school community creates stability in society.

Academic integrity and academic misconduct

Academic integrity is defined as "a guiding principle in education and a choice of 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." (IBO: *Academic Integrity Policy*)

"Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components." (IBO: *Academic honesty in the Diploma Programme*)

Table 1. The types of academic misconduct in the IB and examples of them. (IBO: *"Academic honesty in the Diploma Programme"*)

The type of academic misconduct	Examples/description
Plagiarism	• Not acknowledging the work of others in any kind of presentation, including ideas, work, pictures etc. • The use of translated material without proper acknowledgement • The use of artificial intelligence tools without proper acknowledgement.
Collusion	• Copying work from another student and submitting it as your own.

	Using commercial services to write the student's work and submitting it as your own.
Misconduct	- Taking unauthorised material, such as wrist watches, smart watches, electrical devices, notes, mobiles, calculators or dictionaries to the examinations where they are not allowed - Having access to materials not allowed in the examination, if the examination is done on an electrical platform
Communication	- Communication outside the immediate cohort about the contents of the DP final exams within 24 hours after the examination. - Communication with other candidates in the examination room - Attempt to find information about upcoming examinations on social media
Duplication	- The same or very similar work is submitted for different assessment components of the same student - The same or very similar work is submitted for the same assessment component of a different student
Behaviour	Any disruptive behaviour during the assessment components (e.g. causing noise during the orals) or examinations

Responsibilities of the student, teacher and school

All students are responsible for their own work. They are expected to study in the Diploma Programme following the guidelines for responsible academic working. All work submitted by the student must be the student's own, authentic work. If sources are used in the work, they must be properly acknowledged. The bibliography in the end should list all sources used.

Students should follow good academic practises. This means, for example, that all sources (written, oral, or digital) are acknowledged in an appropriate way, citations are correctly marked and referenced, and referencing and bibliography follow the generally accepted, subject specific protocol.

These responsibilities are also applied to the use of artificial intelligence. If students use the text (or any other product) produced by an AI tool, 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 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, e.g. images.

Students submit all final versions of IB assessments via web-based plagiarism detection software. Turnitin is a plagiarism detecting software used in Turun normaalikoulu. The Turnitin software is built in on the digital platforms (e.g. ManageBac, Moodle) that are used by the teachers and students.

Students are encouraged to actively consult the teachers on matters that are unclear to them.

As poor planning may expose the student to academic misconduct, students are required to plan their work and time management in a way that allows them to dedicate adequate time for completing the tasks. To support this, the school has published the IB deadline calendar for DP1 and DP2 students in Managebac. For further assistance in planning their working, the student can contact their homeroom teacher or special education teacher.

If a student notices any form of misconduct, they should immediately inform the subject teacher, homeroom teacher, DP coordinator or deputy principal of upper secondary.

Subject teachers inform the students about the subject specific instructions for the referencing styles. The subject teachers and core element supervisors ensure that the students have the relevant knowledge and skills for citing and referencing. The methods of teaching include models of appropriate practises as well as examples of inadequately acknowledged sources. The ways of teaching may vary depending on the subject, but all teachers should follow the following guidelines:

- The teacher gives the students a model and instructions for academic work during the course of studies. Teachers must ensure that students have the possibility to practice the skills needed for appropriate acknowledging and receive constructive feedback on their performance.
- The teacher accepts the final version of any written IB assessment component only after it has been checked by the Turnitin program.
- If the teacher suspects plagiarism in the draft version of the assessment task, they may ask the student to submit also the draft via Turnitin.
- The student's work that is not submitted on Managebac, can be uploaded to Turnitin directly or by using suitable digital platform, e.g. Moodle. The uploading can be done by the student or the teacher.
- Subject teachers discuss the role and use of AI tools in their subject with their students.

All staff members of the school act as role models in academic honesty, e.g. disclosing all sources in an appropriate way and respecting copyrights. As a teacher training school, supervising teachers teach the principles of academic honesty to the teacher trainees.

How can parents support academic integrity?

This academic Integrity policy is available for all parents on the school website <https://sites.utu.fi/tnk/>. As there may be cultural differences in understanding academic honesty, the school informs the parents about the existing policies and their contents at the parents' evenings.

Parents are encouraged to support academic honesty at home. This can have a large variety of forms, e.g. supporting the student's time management. Parents should also understand that

giving assistance in the completion of IB assessments for their children can be considered academic misconduct.

Education and support for the students and the school staff

Each subject teacher and core element (EE, TOK, CAS) supervisor teaches the relevant academic skills (including the principles of academic honesty) in the course of studies. This includes the description of the subject specific principles of citing and referencing, as well as creating a complete and generally accepted bibliography.

The IBO's document "Effective citing and referencing" is available for all students and teachers in Managebac. This document is introduced to the students in different subjects as well as in core element activities, such as in the beginning of the Extended Essay process.

All DP1 students attend in the beginning of the EE process a session, where they get tutoring for searching scientific information in the resources of Turku University. This session also provides guidance on appropriate ways of acknowledging the used sources.

Teachers and teacher trainees receive training in copyrights in every few years. *Kopiosto* is a Finnish copyright organisation that trains the school staff and teacher trainees in copyrights and legislation related to copyrights.

Consequences of academic misconduct and rights of the students

There is no difference in whether the malpractice/misconduct is intended or not. In case of group work (oral or written), the whole group is responsible for the authenticity of the work. The consequences follow the protocol described below.

1. If the teacher suspects misconduct of any kind, the teacher is responsible for discussing the matter with the student. If the explanation given still indicates the possibility of malpractice, and/or Turnitin shows a great similarity index or high percentage of the use of AI without any reasonable explanation, the teacher informs the deputy principal. The teacher may also use other IT tools to detect the possible malpractice and determine the origin of the work.
2. When there is serious suspicion of the academic misconduct (described in part 1), the student, teacher and homeroom teacher have an educational discussion, where the student has the opportunity to present their views. This educational discussion takes place before any decision on the penalty.
3. If malpractice is detected, the educational discussion will be recorded in Primus (digital platform for in-school use) by the deputy principal. This record is available for the administrative staff in the school. If the student is under 18-years old, the homeroom teacher contacts the guardians.

The work concerned is failed. If the work is a course work, the student is not entitled to submit a new work, thus the student's course grade will be lower. The student also loses their opportunity to get feedback for their work.

For the IB assessments, the student is required to submit a totally new piece of work within the school's internal deadlines.

If malpractice is detected for the second time, the consequences are the following:

4. The student, teacher, homeroom teacher and deputy principal have an educational discussion, where the candidate has an opportunity to present their views. If the student is under 18 years old, a guardian is also invited to the discussion. After this discussion, the principal writes a written warning.

If the misconduct continues, the principal considers disciplinary actions, e.g. a temporary suspension of studies for a limited period of time.

Academic misconduct or suspicions of misconduct of any kind in the final exams will be reported to the IBO. The Final Award Committee decides consequences of the malpractice in the final examinations.

*) Wilma is a secured electrical platform that is used for secured communication between students, teachers, school staff and guardians.

Reviewing this policy

This policy is reviewed once every two years in the beginning of the school year in September. In addition, this policy is reviewed every time there are major changes in the DP curriculum.

This document has been updated in September 2022, January 2025 and May 2026.

This document is available for students, teachers, teacher trainees and the parents/guardians on the school's webpage <https://sites.utu.fi/tnk/>.

Bibliography

International Baccalaureate; Academic honesty in the Diploma Programme (poster)

International Baccalaureate; Academic Integrity Policy, 2019, 2023, 2025, 2026

International Baccalaureate, Effective citation and referencing, 2025