



Colegio Albania

ACADEMIC INTEGRITY POLICY

Approved by the Board of Directors and the Academic Council (January 2026).

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Justification

What is Academic Integrity?

"Academic integrity is a guiding principle in education and consists of making a personal commitment to act responsibly and in ways that inspire the trust of others. Academic integrity is the foundation of ethical behavior and decision-making in the creation of legitimate, original, and honest academic work."
(Adapted from the Academic Integrity Policy, IB, 2025)

The Academic Integrity Policy within the School Handbook

The School Handbook (Manual de Convivencia) sets forth the regulations and procedures that foster and promote the creation of an environment conducive to forming individuals of integrity within a process of learning and coexistence.

Cases related to alleged breaches and/or malpractice in academic integrity will be reviewed in light of the guiding principles established in the School Handbook, which support the educational process: respect, objectivity, presumption of innocence and due process, equity, dialogue, intentionality, and justice.

The School Handbook establishes that Colegio Albania:

- Encourages students to carry out actions grounded in integrity that support their performance in society. Therefore, members of the school community will promote ongoing awareness and reflection on academic integrity procedures through educational opportunities that include the appropriate use of information and proper referencing.
- Educates students in recognizing the importance of academic integrity and ensures that their actions are directed toward maintaining transparency in their work and acting with conviction in respecting the ideas and work of others. For this reason, two components must be considered and applied when addressing the consequences of a breach of academic integrity: Academic Corrective Measures and Disciplinary Sanctions

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Breaches of Academic Integrity

The following are considered breaches of academic integrity in both internal and/or external assessment processes at Colegio Albania:

1. **Copying:** Transcribing or reproducing, in whole or in part, work completed by another person without properly acknowledging the author.
2. **Collusion:** Allowing others to reproduce, in whole or in part, one's own work.
3. **Plagiarism:** Using any type of academic information or material taken from bibliographic, electronic, or oral sources without proper acknowledgment of authorship and copyright.
4. **Misconduct during an examination:** Possessing and/or using unauthorized materials (e.g., dictionary, calculator, etc.).
5. **Possession and/or use of unauthorized information:** Having or using information that is not permitted for a specific task or assessment.
6. **Revealing or receiving unauthorized information:** Disclosing or obtaining confidential content, or failing to follow established time parameters to ensure the confidentiality of assessments.

The Student Handbook (Manual de Convivencia) establishes the academic corrective measures and disciplinary sanctions applicable to each school section, including specific references to external assessments.

Academic Integrity in the International Baccalaureate Programmes

Academic integrity is the responsibility of the entire school community. In the International Baccalaureate document "*Academic Integrity Policy*", the responsibilities and expectations of the different members of the school community are outlined; these are incorporated into this document.

Responsibilities of the School Leadership Team

- Ensure that teachers, support staff, students, parents, and legal guardians share a common understanding of what constitutes student

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academic misconduct and school maladministration, as well as the possible consequences of such actions.

- Guarantee that students, teachers, and members of the leadership team are held accountable when involved in incidents of academic misconduct, in accordance with the school's internal policies.
- Provide full cooperation and support to the IB in any investigation of suspected student misconduct and/or possible cases of school maladministration, following IB guidance and procedures.

Responsibilities of Programme Coordinators

With regard to procedures for managing incidents related to academic integrity, Programme Coordinators must support all the responsibilities outlined in the section concerning the School Leadership Team. In addition, they are responsible for the following:

- Ensuring that all school and International Baccalaureate policies are applied fairly and consistently.
- Ensuring compliance with regulations regarding the secure storage of confidential IB materials and the proper administration of IB examinations.
- Ensuring that teachers, students, parents, and legal guardians have access to, read, and understand the school's Academic Integrity Policy as well as the relevant IB programme regulations.
- Informing the School Leadership Team, the IB, or both, of any suspected cases of student academic misconduct or school maladministration.
- Overseeing, in accordance with IB and/or school policy, all activities related to the investigation of suspected cases of student misconduct and school maladministration.
- Immediately notifying the IB of any breach in procedures related to the secure storage of IB examination materials or the administration

of examinations, following the procedures outlined in the relevant programme documentation.

Responsibilities of Teaching and Student Support Staff

- Ensure that students fully understand the expectations and guidelines for all subjects.
- Ensure that students understand what constitutes academic misconduct and the possible consequences of such behavior.
- Plan a manageable workload so that students can organize their time effectively and produce work that meets IB expectations.
- Ensure that students are not provided with multiple rounds of corrections, as this would contradict the instructions outlined in the relevant subject guides.
- Ensure that all student work is properly labeled and securely stored to prevent errors when submitting assessment materials to the International Baccalaureate.
- Develop a process to compare student work across different groups when preparing final versions for submission, in order to prevent cases of collusion.
- Retain electronic copies of previous student work for three years, in case verification of potential plagiarism is required.
- Respond to cases of student academic misconduct and school maladministration, and support school and IB investigations as necessary.

Responsibilities of Students

- Fully understand the policies of the school and the IB.
- Respond appropriately to cases of student misconduct and instances of maladministration by the school, and report them to teachers and/or programme coordinators.
- Take responsibility for their own instances of misconduct and report them to their teachers or programme coordination staff.

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- Complete all assignments, tasks, examinations, and assessments honestly.
- Cite all sources used in any work submitted to the IB for assessment, whether part of written and/or oral materials or artistic products.
- Refrain from receiving unauthorized assistance when completing or editing their work, whether from friends, family members, other students, private tutors, academic writing or proofreading services, pre-written work banks, or file-sharing websites.
- Refrain from providing inappropriate assistance to classmates in completing their work.
- Understand that they are responsible for their online actions and behavior, and demonstrate responsible use of the internet and social media, for example:
 - Not discussing IB examinations or exam questions within 24 hours after completing an examination, in order to respect students who have not yet taken it.
 - Not using inappropriate language or expressing inappropriate sentiments.
 - Not expressing views or engaging in conduct or language that could bring the IB into disrepute.

Responsibilities of Parents and Legal Guardians

- Support their children in understanding IB subject policies, procedures, and guidelines.
- Understand the school's internal policies and procedures that safeguard the authenticity of their children's work.
- Help their children plan a manageable workload so they can organize their time effectively.
- Understand what constitutes student misconduct and school maladministration, as well as the consequences of such actions.

- Report any suspected cases of student misconduct and/or school maladministration to the school leadership team, the IB, or both, as appropriate.
- Provide certified official documentation to support requests for inclusive access arrangements or special consideration due to adverse circumstances affecting their children.
- Refrain from giving or obtaining unauthorized assistance to help their children complete their academic work.

Case Studies

To ensure a clear and consistent understanding of the principles of academic integrity, specific examples are included to illustrate both acceptable conduct and inappropriate practices. These examples enable members of the school community to interpret and apply the policy effectively.

The document *Academic Integrity in the IB Educational Context* (International Baccalaureate, 2014) presents several case studies related to academic integrity across different programmes and courses:

Activity	Culminating Project
DP Assessment Task	English A Extended Essay
Case Study	A DP student is working on their English A Extended Essay. They have scheduled a meeting with their supervisor on Monday, during which they are expected to present a draft. As they were unable to attend their previous meeting due to illness, they are somewhat behind schedule and submit a draft that consists primarily of several quotations hastily extracted from internet sources. The supervisor reminds the student of the importance of developing their own ideas on the topic and establishing a clear plan for the essay before consulting external sources. Without this preparation, the student risks producing an essay that merely compiles the ideas of others and may be tempted to present those ideas as their own.

Activity	Group Work
DP Assessment Task	DP Internal Assessment – Psychology
Case Study	A DP student is completing a group assignment for the

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	Internal Assessment in Psychology. A dominant member of the group pressures her to write the experimental study reports for the rest of the group. The student is aware that this is not permitted, but she wishes to gain popularity among her peers. The teacher notices that the group is being dominated by one member and speaks privately with the student to remind her that, although data collection is conducted collaboratively, each student must write and submit an individual report. The teacher offers to support her in communicating this requirement to the rest of the group.
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Activity	Oral Presentation
DP Assessment Task	Theory of Knowledge (TOK) Presentation
Case Study	A DP student is planning their Theory of Knowledge (TOK) presentation. During the research phase, they consult various sources, including books, websites, and newspaper articles. The student is unsure how to include references to these sources in an oral presentation—or even whether this is necessary, given that it is not a written task. They seek guidance from the teacher, who explains that citing sources in an oral presentation is just as important as in any other type of academic work. The teacher also suggests several ways to do so: verbally during the presentation, in written form on presentation slides, or by including a bibliography on the final PowerPoint® slide.

Activity	Creative Work
DP Assessment Task	Visual Arts – Studio Work
Case Study	A Visual Arts student is considering whether it is acceptable to create a variation of a well-known artwork for one of her studio pieces. She is unsure whether this would be considered “copying” and seeks guidance from her Visual Arts teacher. The teacher explains that this is an acceptable practice and that artists commonly draw inspiration from or adapt the ideas of other artists. However, the teacher emphasizes the importance of explicitly acknowledging the original work. They advise her to title the piece “Based on...” to ensure that the reference is clear and transparent.

Activity	Independent Work
DP Assessment Task	DP Internal Assessment – ITGS
Case Study	A DP student is working on her Internal Assessment in

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	ITGS. As part of the task, she must interview a client and submit a written transcript of the interview. When she begins drafting her analysis, she realizes that she forgot to ask several questions that would have been useful. She feels tempted to fabricate responses to those questions, believing that doing so would strengthen her analysis and proposed solution, and help her achieve a higher mark. As the submission deadline approaches, the teacher discusses with the class the importance of accurately reporting data and reminds students that each of them must sign a coversheet confirming the authenticity of their work. The student recognizes that inventing the client's responses could have serious consequences, as it would constitute academic misconduct.
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Academic Integrity and the Use of Artificial Intelligence

In light of the rapid growth of artificial intelligence (AI) tools, teachers must apply their professional judgment to determine the acceptable or inappropriate use of these tools within the school context, taking into account the following principles:

1. Has the student used AI as a support for learning? If so, the use is acceptable.
2. Has the student used AI to misrepresent work as their own that they did not actually complete? If so, the use is not acceptable.

Below is a summary of the key ideas from the document "*Evaluating 13 Hypothetical Scenarios of Artificial Intelligence Use in Classroom Work*" (International Baccalaureate, 2024).

Situation	Evaluation
A student uses an AI tool to generate a summary of key ideas from her essay and suggestions of references that may be cited.	Acceptable
A student uses an AI tool to generate a summary of opposing arguments or alternative perspectives on a question and subsequently explores them in greater depth.	Acceptable
A student uses an AI tool to search for quotations related to her essay topic and simply copies them without further investigation.	Not acceptable
A student asks an AI tool to generate a research question based on an IB subject, with or without expanding on the topic area.	Not acceptable

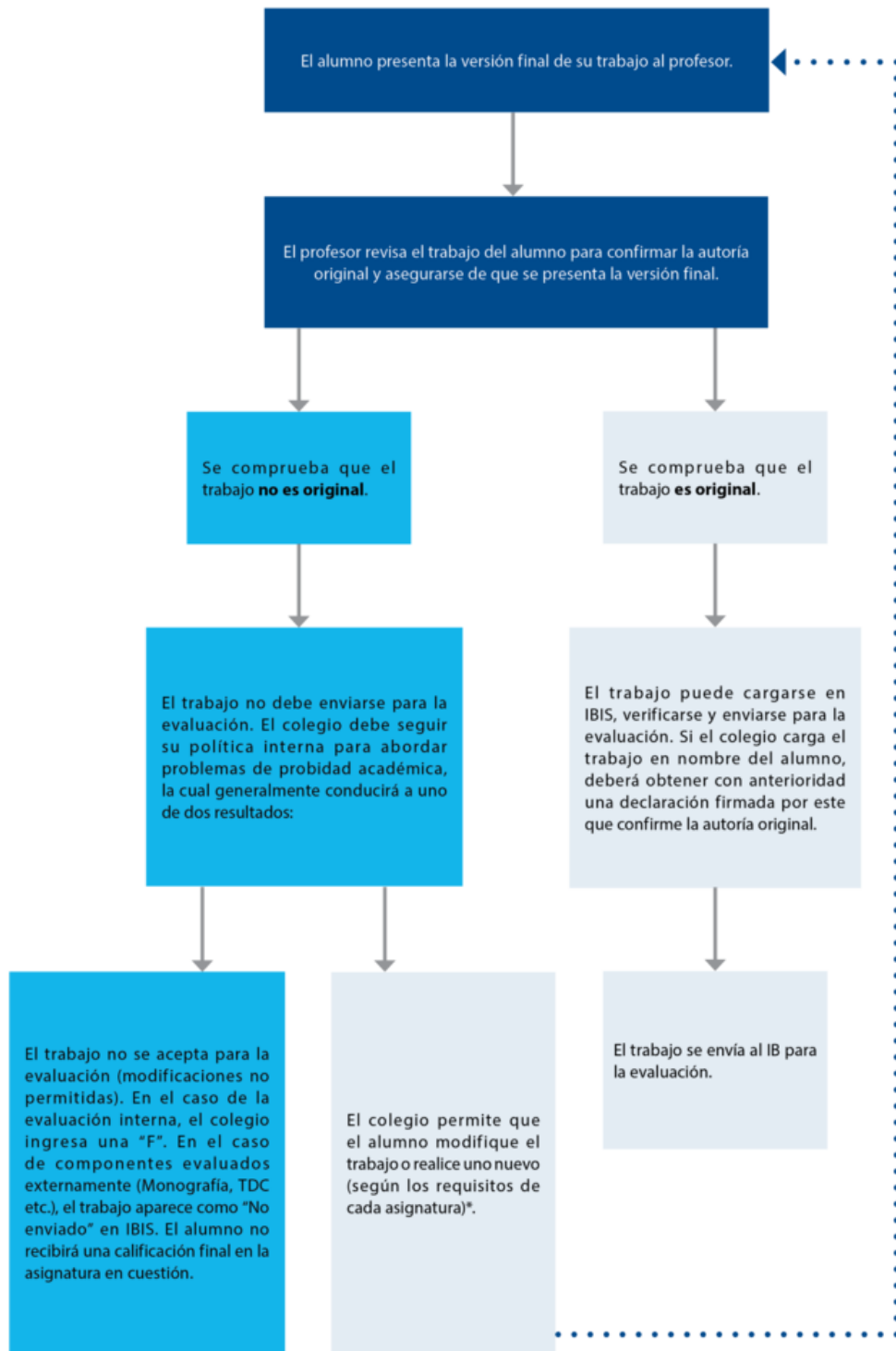
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A student uses an AI tool to draft a sample essay and uses it as a model for her own response (expressing it in her own words).	Context-dependent, but generally not acceptable
A student uses an AI tool to generate one or two paragraphs for an essay (e.g., the introduction or a summary of an argument) and then uses them as a model to draft his own content.	Context-dependent, but generally acceptable
A student writes an essay, then copies it into an AI tool and asks for it to be rewritten.	Generally not acceptable, though nuanced
A student writes an essay in one language and then uses an AI tool to translate it into another language for submission.	Not acceptable in IB assessment tasks, though possibly acceptable in other contexts
A student uses an AI tool to generate suggestions for grammatical and sentence structure improvements, but not to rewrite the work.	Context-dependent, but generally acceptable
A student uses an AI tool to “correct” his work and provide evaluative feedback for improvement.	Not acceptable in IB assessment tasks, though possibly acceptable in other contexts
A student asks an AI tool to “reflect” on a topic, process, or question and uses the results unmodified in an assessment task.	Not acceptable
A student attempts to conceal that they have used artificial intelligence.	Not acceptable, even if the AI use itself may have been acceptable
A student uses artificial intelligence to generate a structural template for an essay.	Context-dependent, but generally acceptable

Framework for Verifying the Authenticity of Students’ Work

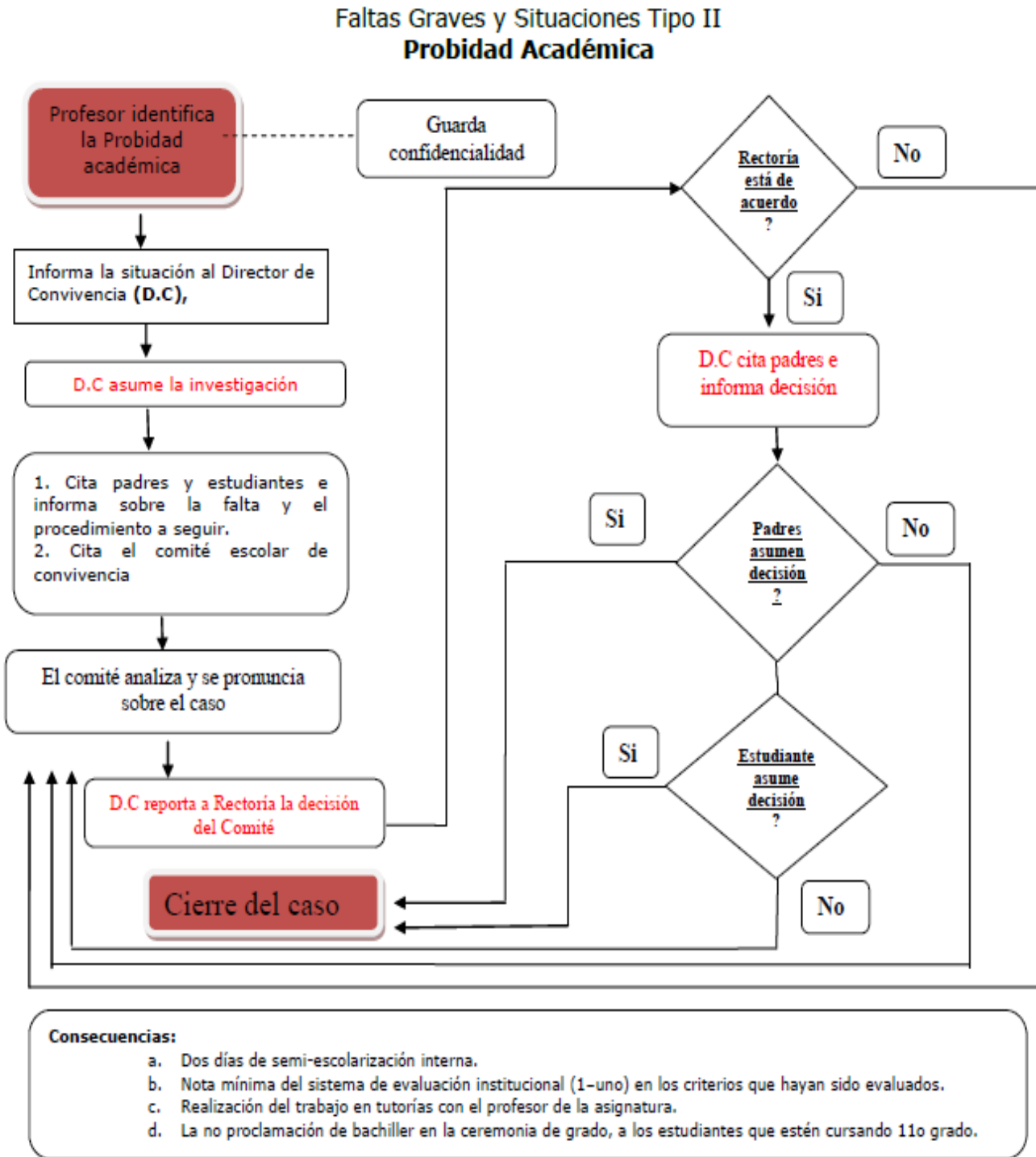
The International Baccalaureate establishes the following framework for verifying the authenticity of students’ work (Diploma Programme Assessment Procedures, *p. 140, 2025*).

If you would like, you can share the specific points of the framework and I can translate or format them in official IB-aligned policy language for consistency within your document.



* Tenga en cuenta que algunos componentes de evaluación solo pueden completarse una vez, por lo que no pueden presentarse nuevamente. En estos casos, no se deberá enviar para evaluación. Consulte la guía de la asignatura correspondiente para obtener más información.

Academic Integrity Flowchart



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