MORA GYMNASIUM

Academic Integrity policy IBDP Mora gymnasium

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance... DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual's end result over the work (individual or collective) required to get there… Thus, teaching and learning in the DP must develop the positive behavior that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically (IB, 2014).

In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (IB, 2014).

The mission statement of Mora gymnasium

The upper secondary school administration in Mora municipality and its activities, Mora gymnasium, Mora vuxenutbildning, Mora gymnasiesärskola, Mora Yrkeshögskola and Mora Högskolecentrum, shall be characterized by high quality with the student in center.
The upper secondary school administration is a successful administration where our aim is that every student who starts an education should receive the help and knowledge that the student needs to develop towards their full potential in their studies, their future job and as a world citizen. Our aim is for students to learn for life and understand the value of living in a global society. Our vision is for each student to develop towards their full potential and our daily work is characterized by the four bywords: Safety,

respect, dedication and quality. We work together in a positive spirit so that everyone will feel joy, respect, participation but also responsibility in the work.

In our day-to-day work, everyone's equal value and respect for each other should be one of our guiding principles, and the school should be a safe environment.

Leadership should be health-promoting, meaningful, communicative and clear.
(https://moragymnasium.se/om-skolan/ledningsdeklaration.html).

A Guide for IBDP Students at Mora Gymnasium

All students enrolled in the IB diploma program are subject to its *General regulations: Diploma programme*. Article 16. (IB, 2023b) The regulation refers to the publication *Academic integrity* (IB, 2019) which defines student academic misconduct as following: *The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.* (IB, 2019, p, 3).

In order to satisfy this requirement, four kinds of malpractice must be avoided, namely, plagiarism, collusion, duplication and cheating in exams, expressed to students as follows:

Plagiarism

Your work should be authentic. Plagiarism is theft. It involves the use, without due acknowledgement, of someone else's words or ideas as though they were your own (IB, 2019). In principle, there is no distinction between stealing someone's work and stealing their property – both belong to someone else. Note that "plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution. Copying work is not restricted to published text on the internet or elsewhere, but can include the reuse of work submitted in past examination sessions by the same or other student(s) that might not be published. Copying pieces of art such as paintings and music is also considered plagiarism as is copying computer programming codes. Plagiarism even occurs when students memorize text and then reproduce it in written or oral examinations or when a source is translated and used in the target language of the assessment." (IB, 2019 p. 45, 46) In a sense, everyone's words and ideas come from someone else but the key phrase here is "without due acknowledgement". It is not acceptable to copy a phrase or sentence from a book and use it as though it was your own words. It is perfectly acceptable to quote a phrase or sentence from a source as long as you properly acknowledge it using an accepted academic convention for referencing. You will receive guidance on different ways of quoting and conventions for referring to them from subject teachers.

Collusion

Collusion is supporting dishonest behaviour by another candidate. It involves such things as copying the work of another student and submitting it for assessment as one's own or allowing one's work to be copied and submitted for assessment purposes by someone else (IB, 2019). It includes also working together with someone else to produce a joint piece of work, which will then be submitted as separate and supposedly independent pieces of work by the students involved. Collusion is not acceptable and is dishonest academic behaviour. You are expected to work independently of other students.

Duplication

Duplication of work is when you turn in or present the same work for different assessment components and/or DP core requirements (IB, 2019).

NOTE that: *For all coursework and oral components* ***(non-written examination components)****, teachers and supervisors should follow the flow diagram (figure 7) as a standard practice for checking authenticity of the candidate's work.* (see appendix 3) *(IB, 2022b C.5.2.1)*

The IB and the use of AI (tools)

"The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must understand how to correctly reference and ethically use any external information in their work, including text/images obtained from artificial intelligence (AI) tools. For the IB, **transparency** is the key, and we expect students to give full credit to any source/material that they have used when writing and creating their own work." (IB, 2023d)

Any type of work produced by AI must by referenced in the text by a citation. Note that it is not enough the make a reference in the end of a paper. It must be clear if text is produced by AI and be clearly referenced in the main body and added in the bibliography. If this is not done, the student would be misrepresenting content which is a form of academic misconduct. For more information about the IB and AI, see Appendix 6 (IB, 2019).

See following quotes from IBO about referencing AI:

"The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: *"the development of the tools and variables required for....."* (text taken/paraphrased from ChatGPT, 2023). " (IB, 2023d)

“The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to *example* prompt about *example* topic. “ (IB, 2023d)

Behaviour in exams

The guidelines for what are expected of you in exams is clearly covered by the IB in the paper *Conduct of IB examinations booklet 2024* (IB, 2023a). Examples of misconduct during an IB examination are taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate. As well as other behaviour that can gain an unfair advantage for a candidate or that affects the results of another candidate as, for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media (IB, 2023a).

Division of Responsibilities

It is clear from the previous sections that in order to prevent these academic misconducts from occurring there is a division of responsibilities among the IBDP Coordinator, teachers, students, IB examiners and the IB. This division needs to be made more explicit.

First of all it is the responsibility of Mora gymnasium to ensure secure storage of all confidential IB material as well as the conduct of IB examinations. (IB, 2023a, IB 2023c). Breaches of this are seen as maladministration of Mora gymnasium and should be reported directly to the the IB. Mora gymnasium should be of assistance in helping the IB investigate any reported student misconduct as well as school maladministration as well as follow the guidance provided by the IB. (IB, 2019) Mora gymnasium is to make sure that the student is aware of what is and what is not regarded as academically honest behaviour. This is the purpose of producing this document and the student will be required to sign a paper saying that he/she has read this document and will adhere to it (see appendix 1). In addition to that every student must sign declarations of authenticity from for every item of coursework submitted that is to be submitted to the IBO (see template form in appendix 2). These declarations are to be submitted by every teacher to the IBDP coordinator for safe-keeping. (IB, 2023b, C5.2)

It is the responsibility of the school to ensure that these declarations have been properly made, recorded and stored, and that they are available to the IB if the authenticity of the work is called into question during the assessment process.

Schools must ensure that the authentication from a candidate is for the work submitted for assessment. No replacement work will be accepted by the IB after the authenticity of a piece of work is called into question or the deadline for submission has passed. (IB, 2021, p. 9).

It is the teacher's responsibility to make sure that the students are aware of what is and what is not regarded as academically honest behaviour in so far as each subject has its own criteria for what is and what is not acceptable behaviour. The teacher should:

- Inform the students clearly what applies, what rules exist for the use of other sources and what can happen if you are caught with cheating. Be clear with the boundaries so that the students understand what plagiarism is and not.
- Teach in depth about referencing and ensure that the students get a high level of competence when it comes to using, processing and referring to other sources in their reports and essays. (IB, 2022a)
- Discuss plagiarism from a copyright perspective and explain that it is against the non-profit copyright to put your own name during a work that someone else has done.
- Talk about the students' attitude toward cheating and plagiarism, not just about the legal aspects but also the ethical and moral aspects of it.
- Make sure to be involved in the process during the students' essay work through supervision.
- Strive to design tasks that make it difficult or impossible to cheat.
- Let the students present oral presentations of the work - they have to argue with their own words and thus show that they really master the content.
- Mora gymnasium uses digital tools for plagiarism control called Ouriginal (ouriginal.com) (IB, 2023b C5.2.2)

Note that teachers need to have seen student work develop over time. IB coursework is not designed to be completed over night. Students should be able to explain their work and also have made references through the text. The work should also be in line of what the teacher expect of the student. If the teacher suspects that the work is not the student´s own the work should not be sent to the IB. It is up to the school to decide if the student is to be given a second choice to write a new assignment under supervision. See appendix 6 (IB, 2019).

It is the responsibility as a student of both Mora gymnasium and the IBDP to make sure to act in accordance with the mission statements of the school as well as in accordance with the guidance and advice of the IBDP coordinator and the teachers.

Practical advice to succeed in this:

The Academically honest student:

DOES

- Document source material in a formal and appropriate manner. Make clear which words, ideas, images and works are not your own.
- Use direct quotation appropriately.
- Understand the concept of plagiarism.

- Give credit for copied, adapted and paraphrased material.
- Acknowledge explicitly and appropriately help provided by another person.

DOES NOT

- Copy the internal assessment work of other students.
- Give another student his/her own work to copy.
- Use notes or technology during a test unless allowed by the teacher and permitted by the examination rules.
- Do homework for another student.
- Present material written by another person as his/her own.
- Purchase and submit pieces of writing written by someone else.
- Write essays for other students.
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.
- NOTE that: **Candidates are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment.** (IB, 2023b B.1 Article 9.1)

Parents and legal guardians

Must read the Academic honesty policy together with their children as well as co-sign that they have read this document (see appendix 1). They need to make sure that they understand the expectations and responsibility that their children have toward Mora gymnasium and the IBO when it comes to being academically honest. Parents and legal guardians should support their children in understanding the IB policies. (IB, 2019)

What Mora gymnasium will do if Academic dishonesty is established

1. The teacher contacts the student.

2. The student's completed or ongoing work is counted as non-approved. Part of the subject or the entire subject can be withdrawn from grading.

3. Teachers, IBDP coordinator or principal contacts parents of an underage student.

4. The principal has the right to expel students in the event of serious misconduct. (SFS 2010:800, Swedish School Law Chapter 5 § 17) (moragymnasium.se)

Procedures for preventing cheating during writing exams in the assembly hall.

1. On the occasion of the examination, the student must not be left alone.

2. The student must bring the material that has been agreed. (IB, 2022c, IB 2022c)

3. The exam supervisor must move in the assembly hall to avoid cheating.

For full information about the procedures of examinations see *Conduct of examination booklet 2024* (IB, 2023a).

Final note:

If malpractice occurs during the IBDP, all teachers at the IBDP will be informed about any case of malpractice and a letter will be sent to the parents for pupils who are under 18 years old.

Mora gymnasium will also make pupils do some IA under supervised conditions if the school feels that it is necessary in order to guarantee that the work submitted is the pupils own work. It is up to the subject teacher to decide if the work in questions is the student´s own work. Mora gymnasium can decide to not give the student a second chance on the assignment in question. The teacher, IBDP coordinator together with vice principal will decide in each case that the student´s work is questioned.

Mora gymnasium will follow both the IB regulations and its own mission statement. It is the responsibility of IB examiners of Mora gymnasium to report to the IB any suspected cases of academically dishonest behavior.

What the IB will do if Academic dishonesty is established

Mora gymnasium will follow the appendices in *Academic integrity* (IB, 2019 Appendix 1.1.2) concerning Penalty matrices (see appendix 4). Any case of academic misconduct will be judged on the evidence that are available and the sanction will be applied according to the penalty matrix.

Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB Education Office at the IB Global Centre, Cardiff. Their decision is subject to approval by the Academic Honesty Subcommittee. If the internal panel is unable to reach a decision, then

the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Academic Honesty Subcommittee.

The Academic Honesty Subcommittee consists of IB staff and members external to the IB—for example, IB World School teachers, academic integrity experts, university admissions staff and senior examiners. Its role is to ensure that IB decisions are aligned with the published policy, penalty matrices and principles and values of the IB. A strong external voice also ensures transparency and fairness in this emotive area.

If the internal panel or Academic Honesty Subcommittee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices in the appendices.

If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student's results have been issued. This could be identified, for example, through the enquiry upon results process. If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation. (IB, 2019, p. 24)

NOTE: *By registering for an IB education, the student recognizes the authority of the IB to apply sanctions, including withdrawal of services, if the organization believes academic misconduct has occurred.* (IB, 2019 p. 24)

Note that if the candidate has received a penalty for academic misconduct and the student´s grade for a subject is withdrawn that results in that a student cannot receive an IB Diploma. (IB, 2019)

The Academic Integrity policy is to be updated yearly in October-November by the IBDP coordinator. It is worked with in collaboration with the IBDP teachers in January and August.

Date of latest revison: October 9, 2023.

References

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SFS 2010:800. Skollag. http://rkrattsdb.gov.se/SFSdoc/10/100800.PDF

Ouriginal.com www.ouriginal.com

Appendix 1.

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Appendix 2.

Candidate consent (school template)

For students who do not use the candidates.ibo.org site to upload their eCoursework, the IB requires that student's IB school (via the programme coordinator or any other staff member authorized by the school) obtains consent and/or permission from the students (and their parents if required by your local law or school policies) allowing the upload of eCoursework on the student's behalf.

Below is a consent that students may sign to permit your school to upload eCoursework. If parental notice and consent is also required under your local law or school policies, please obtain these and ensure that copies are kept together with the Candidate consent.

The IB relies on legitimate interest when processing coursework of candidates to carry out its educational mandate. For additional information about the use of personal data and privacy for eCoursework, please refer to the eC3 Privacy Supplement. For additional terms and conditions applicable to eCoursework, please make reference to the T&Cs on IBIS, specifically the "Additional terms for eCoursework".

Candidate consent

By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system.

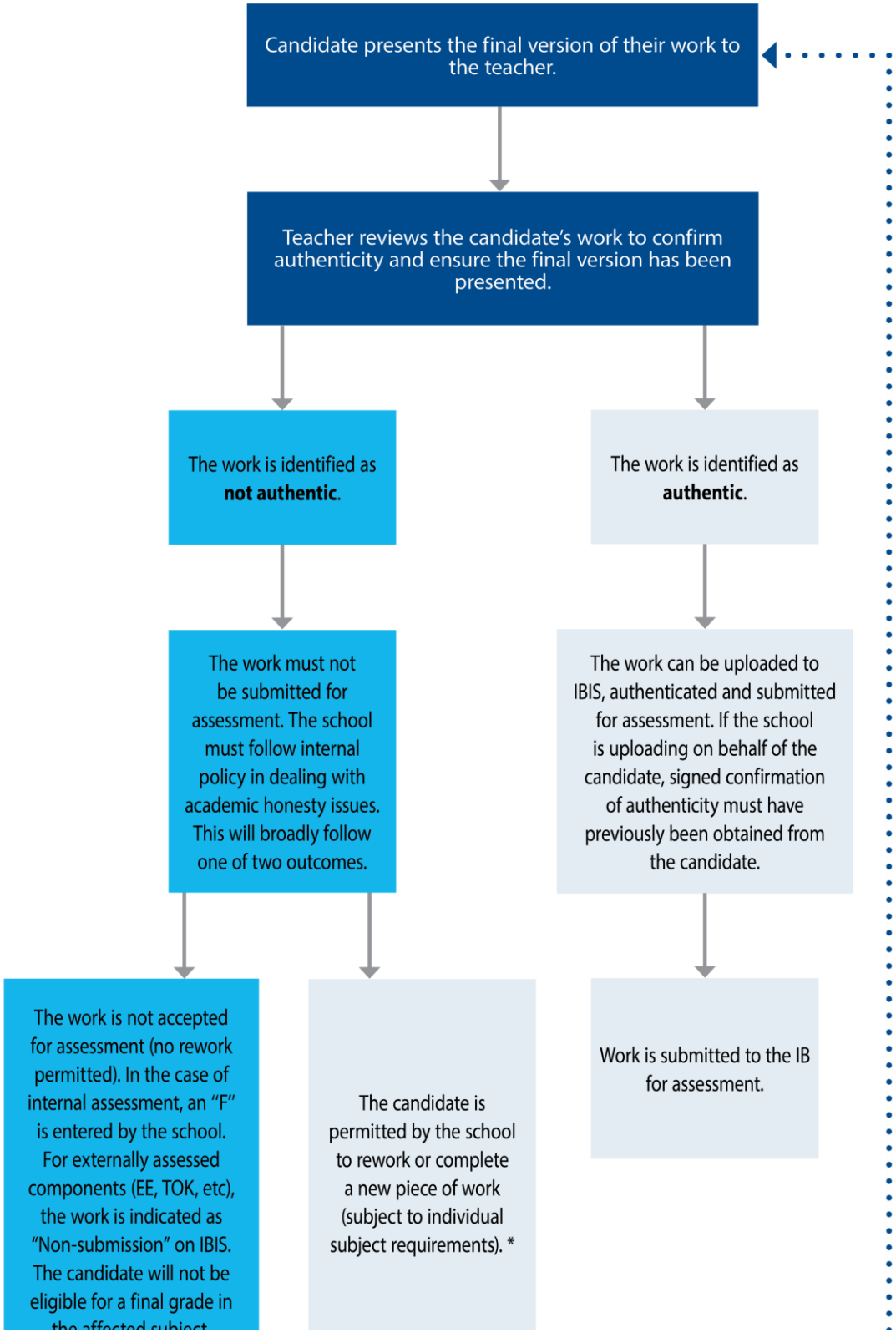
You also confirm that you are **at least** 15 years old and that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

Signature.....

Print name.....

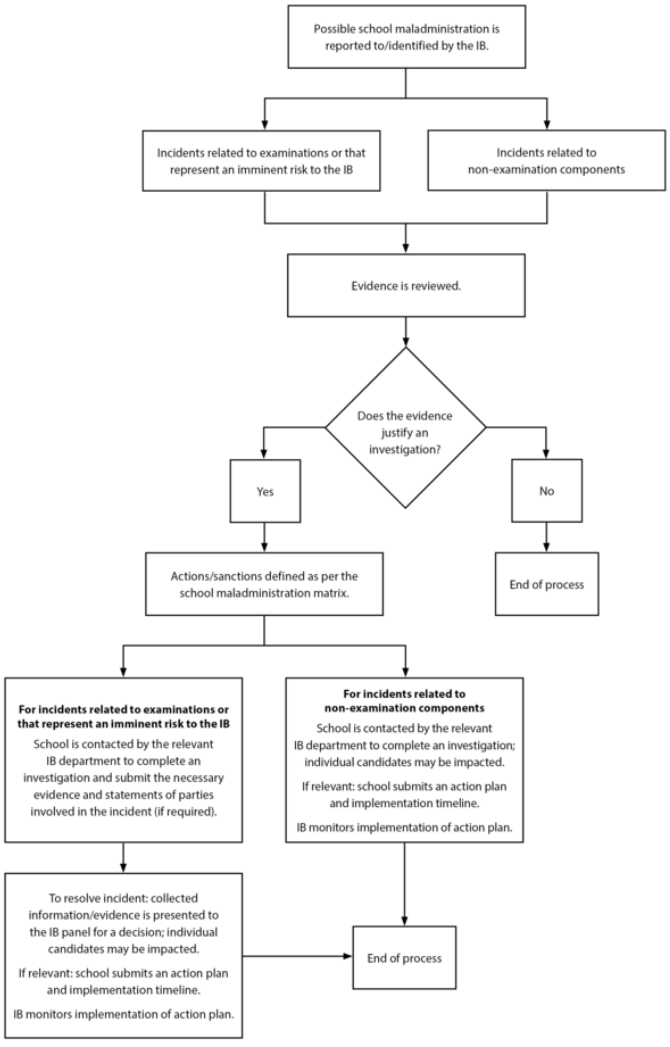
Date.....

Appendix 3


Candidate presents the final version of their work to the teacher.
Teacher reviews the candidate's work to confirm authenticity and ensure the final version has been presented.
The work is identified as **not authentic**.
The work is identified as **authentic**.
The work must not be submitted for assessment. The school must follow internal policy in dealing with academic honesty issues. This will broadly follow one of two outcomes.
The work can be uploaded to IBIS, authenticated and submitted for assessment. If the school is uploading on behalf of the candidate, signed confirmation of authenticity must have previously been obtained from the candidate.
The work is not accepted for assessment (no rework permitted). In the case of internal assessment, an "F" is entered by the school. For externally assessed components (EE, TOK, etc), the work is indicated as "Non-submission" on IBIS. The candidate will not be eligible for a final grade in
The candidate is permitted by the school to rework or complete a new piece of work (subject to individual subject requirements). *
Work is submitted to the IB for assessment.

Appendix 1: School maladministration

1.1 Investigation flowchart



1.2 Penalty matrices

This section contains the IB penalty matrices detailing different aspects of school maladministration and the level of penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident please see "Good practice for investigations".

The infringements and related penalties detailed in this matrix apply to all IB schools authorized to deliver IB programmes. However, schools going through the authorization process are subject to these same principles of academic integrity. If there is evidence that a school going through the authorization process is acting unethically or infringing IB rules and regulations, the authorization process could be affected.

Completion of coursework

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
Providing undue assistance to candidates[1] such as over-editing or templating or manipulating finished pieces of work for improvement.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Formal warning letter and action plan to address incident • Audit or monitor the internal assessment completion process • Quality assurance checks in the entire cohort's work for the component(s) concerned • Bring forward the evaluation visit • Recommend relevant IB training • Include school in session monitoring[2] for two consecutive sessions
Allowing the submission of work produced by third parties such as teachers, tutors, parents/legal guardians and peers.	
Awarding mark—zero (0)—for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases—more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	

Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Request immediate corrective action • Formal warning letter and action plan to address incident • Immediate inspection visit • Mandate relevant IB training • Include school in session monitoring for three consecutive sessions
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Not complying with authorized inclusive assessment arrangements.	
Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security.[3]	
Leaving candidates unsupervised during an examination or unaccompanied during bathroom breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP candidate response files to the IB within three days without an acceptable reason.	

Undermining the integrity of assessments

Infringements relating to school leadership undermining the integrity of IB assessments	Actions or sanctions—multiple actions may be taken
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Immediate inspection visit • Controlled dispatch of IB examination papers[4] • Deployment of independent invigilators[5] • Relocation of candidates to another venue[6] • Annulment of grades for the candidates concerned or the entire cohort • Authorization withdrawal • Include school in session monitoring for five consecutive sessions
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of student misconduct or school or teacher maladministration.	
Failing to support an investigation into student misconduct or school or teacher maladministration.	
Failing to report an examination security breach or alleged breach.	

Explanatory notes

1. Undue assistance covers scenarios such as:
    - templating—subject teachers, or other third parties, prepare a template to ensure that all candidates follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. While this could be construed by

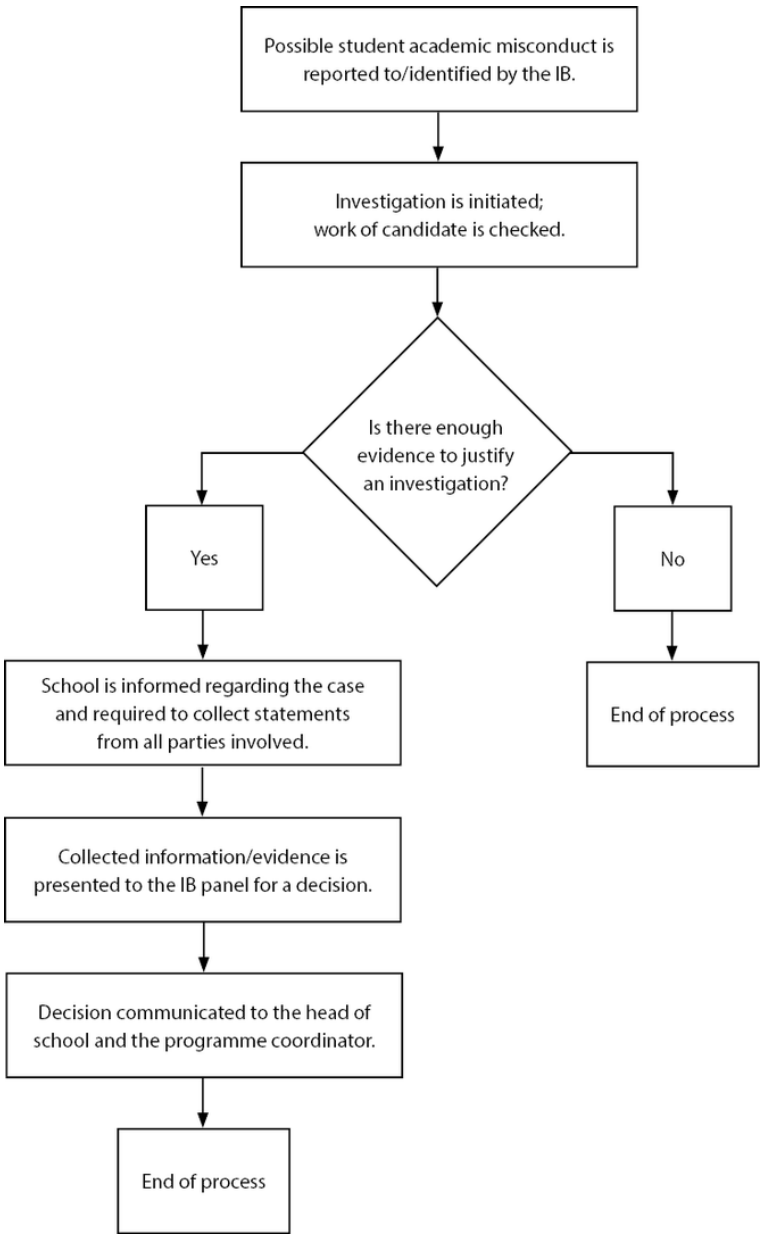
the teacher as an effective approach to the management of student workload, the creativity and originality of the task is restricted.

- over-editing—subject teachers, or other third parties, provide students with multiple rounds of editing that go against the instructions described in the relevant subject guides. Teachers are only expected to provide comments in the margins of a piece of work, but not to extend their support to become a full editing exercise.

2. Session monitoring covers actions such as:
   - quality assurance checks of all available pieces of work in IB systems for plagiarism
   - quality assurance checks of all available pieces of work in IB systems for overlap in content
   - check of response patterns to examination papers, including multiple-choice questions.
3. Failure to maintain examination security, including on-screen, oral and written examinations, includes examples such as:
   - non-secure storage of examination materials
   - not opening examination papers in front of the candidates
   - obtaining examination questions and papers illicitly
   - logging in to see the content of an on-screen examination before the scheduled time
   - sharing extracts and guiding questions or photographs or prompts for individual oral examinations and commentaries
   - discussing or sharing information within a 24-hour period after the examination ending
   - sharing examination papers with subject teachers within a 24-hour period after the examination ending.
4. "Controlled dispatch of IB examination papers" means that the IB will decide where and when to send the papers and whether they will be sent to a third party that will oversee the delivery of all examinations, at the school's expense.
5. "Deployment of independent invigilators" means that the IB will appoint independent invigilators to oversee the conduct of all examinations, at the school's expense. If deemed appropriate, the IB will send the examination papers electronically.
6. If a school is not complying with the requirements for delivering the examinations securely, the IB may request that any candidates registered at that school complete their examinations at an alternative venue, as determined by the IB, and at the school's expense.

Appendix 2: Student academic misconduct

2.1 Investigation flowchart



2.2 Penalty matrices

This section contains the IB penalty matrices detailing infringements by a student and the level of penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident refer to "Good practice for investigations".

Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects —see note 2
Plagiarism *Copying from external sources or peers*	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism *Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills*	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that "selling" does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
Collusion *All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own*	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects—see note 2
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. *A penalty will be applied for any student in the same or different school providing the service or facilitating work*.	Student submits work that was entirely produced or edited by a third party. *A penalty will be applied for any student in the same or different school providing the service or facilitating work*.	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. *Partial reuse of materials; penalties will be applied to both subjects with reused materials*.	Presentation of the same work for different assessment components or subjects. *Complete reuse of materials; penalties will be applied to both subjects with reused materials*.	Not applicable
Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

Conduct during an examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects—see note 2
Possessing unauthorized	In candidate's possession but	In candidate's possession but no	In candidate's possession and	Not applicable

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects —see note 2
material in the examination room —see note 8	surrendered or removed during the first 10 minutes of the examination.)	evidence of it being used during the examination.	evidence of it being used during the examination.	
Exhibiting misconduct or disruptive behaviour during an examination—see note 9	Not applicable	Non-compliance with the invigilator's instructions during one component.	Repeated non-compliance with the invigilator's instructions during one examination or non-compliance during two or more examinations. *Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.*	Not applicable
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to	Not applicable	Not applicable	When a candidate tries, successfully or not, to share answers and/or examination content with others. *Penalties will be applied to all candidates participating in the incident.*	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable	Candidate attempting to remove secure materials but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable
Impersonating an IB candidate—both impersonator and person allowing impersonation	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. *If the impersonator is not an IB student, the IB will try to establish their identity and*

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects—see note 2
				inform the relevant awarding body that impersonator is or was registered for. *If the impersonator is an IB graduate, the IB will apply penalties retrospectively.*
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects—see note 2
Gaining access to IB examination papers before the examination's scheduled time, be that via any form of communication platform—see note 10	If the candidate immediately reports they are in possession of live examination content, the IB will consider this as a "mitigating circumstance". See note 11 "Mitigating circumstance".	Candidate in possession of partial or complete live examination content.	Not applicable	Not applicable
Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the	Not applicable	Not applicable	Candidate sharing partial or complete live examination content through any means—including but not limited to, email, text messages and the internet—even	Assisted the sharing of partial or complete live examination content.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects—see note 2
examination—see note 12			when shared information is general.	
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects—see note 2
Not cooperating with an investigation, whether involved or not	Not applicable	Not applicable	When a student shows any of these behaviours and/or refuses to submit a statement.	
Providing misleading or demonstratively false information	Not applicable	Not applicable		
Attempting to influence witnesses	Not applicable	Not applicable		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable	Not applicable		

Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects—see note 2
Forgery or falsification of IB grades or certificates *Attempt to fraudulently amend a result in a subject—electronic or hard-copy certificates and transcripts*.	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

Explanatory notes

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
    - friends, family members, or other students in the same or different school, college or university
    - private tutors
    - essay writing or copy-editing services
    - pre-written essay banks
    - file sharing sites.
5. Minor offences may include but are not restricted to:
    - conducting research without permission of the participants
    - including offensive or obscene comments or graphic materials in any assessment component
    - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offences may include but are not restricted to:
    - conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
    - conducting research or fieldwork that damages the environment
    - including offensive or obscene comments or graphic materials in any assessment component.
7. Major offences may include but are not restricted to:

- producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
- falsification or fabrication of data in producing any work
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

8. Unauthorized materials or items may include but are not restricted to:
   - mobile phones
   - notes
   - study guides
   - candidate's own rough or scratch paper
   - non-permitted dictionaries
   - other prohibited electronic devices such as smart-watches or smart-glasses.
9. Misconduct during examinations may include but is not restricted to:
   - failing to abide by invigilator instructions
   - disruptive behaviour
   - attempting to remove examination materials from the examination room
   - leaving the examination room without permission.
10. Social media or messaging/communication platforms and tools
11. Mitigating circumstance
    - In this specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not applying a penalty for academic misconduct.
12. Assisting other student(s) in committing an act of misconduct may include but is not restricted to:
    - facilitating information to other candidates during the completion time of the examination
    - distributing live examination content before, during or after the scheduled time of that examination through any means.

2.3 Precedents

This section provides examples of breaches of the IB academic integrity policy, and the subsequent outcome for students. The list is not exhaustive and is meant to provide real-life guidance on a range of issues and how they were dealt with.

Breaches related to written and oral coursework and examinations

Plagiarism—external sources

Middle Years Programme		
Subject	**Example**	**Outcome**
Music—ePortfolio	A candidate submitted a document containing several sections of unreferenced text, more than 300 words in total. No bibliography was included.	The candidate claimed to have made an honest mistake and forgot to add the bibliography. The candidate received a level 3a penalty and no grade, an "N", was awarded for music.
Personal project	A candidate submitted a piece of work that was almost identical to an internet source—more than 80%. No reference was provided in the	The candidate claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. The candidate

Middle Years Programme		
Subject	**Example**	**Outcome**
	body of the work or in a bibliography.	received a level 3a penalty and no grade, an "N", was awarded for the personal project.

Diploma Programme		
Subject	**Example**	**Outcome**
Extended essay (EE)	A candidate submitted an EE that contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an "N", was awarded for the EE.
Visual arts HL—exhibition	As part of the exhibition, a candidate submitted artistic work that was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3a was applied to the exhibition component, which resulted in no grade, an "N", being awarded for visual arts HL.
English A: literature HL—oral component	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The candidate received a level 3a penalty for the oral component, which resulted in no grade, an "N", being awarded for English A: literature HL.
History of the Americas HL—paper 3	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a level 3a penalty for paper 3 and no grade, an "N", was awarded for history of the Americas HL.
Theory of knowledge (TOK)—essay	A candidate submitted an essay that was almost entirely plagiarized from an English source that they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component, which

Diploma Programme		
Subject	**Example**	**Outcome**
		resulted in no grade for the subject concerned.

Peer plagiarism

Diploma Programme		
Subject	**Example**	**Outcome**
Economics HL—internal assessment	Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	Candidate A received a level 3a penalty and no grade, an "N", was awarded for economics HL. Candidate B received a level 1 penalty warning letter.
TOK—essay	Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB World School. Candidate B complained about the difficulty of the task; candidate A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered. Candidate B rewrote part of candidate A's essay but left many sections unchanged.	Both candidates received the level 3a penalty for the component, which resulted in no grade, an "N", for the subject concerned.

Collusion

Diploma Programme		
Subject	**Example**	**Outcome**
Environmental systems and societies SL—internal assessment	Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.	Both candidates received the level 3a penalty for the component which resulted in no grade, an "N", for environmental systems and societies SL.

Submission of externally commissioned work

Diploma Programme		
Subject	**Example**	**Outcome**
TOK—essay	Two candidates registered in different IB World Schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received the level 3a penalty for the component which resulted in no grade, an "N", for the TOK subject.

Inclusion of inappropriate, offensive or obscene materials

Middle Years Programme		
Subject	**Example**	**Outcome**
Drama—ePortfolio	During the completion of the oral component recording, an MYP candidate included an inappropriate joke that contained sexual content and references to religion. Offensive and derogative language was used.	Candidate received a level 1 penalty warning letter.

Diploma Programme		
Subject	**Example**	**Outcome**
Theatre HL—research presentation	During the completion of the 15-minute video, a candidate used offensive and derogative language against women in front of a live audience.	Candidate received a level 1 penalty warning letter.

Duplication of work

Diploma Programme		
Subject	**Example**	**Outcome**
Environmental systems and societies—EE and mathematics SL—internal assessment	The candidate reworked their internal assessment and expanded on it to create their EE; however, both pieces showed extensive similarities.	Candidate received a level 3a penalty which resulted in no grade, an "N", being awarded for both subjects.

Breaches occurring during an examination

Possessing unauthorized material in the examination room

Diploma Programme		
Subject	**Example**	**Outcome**
Biology SL—paper 2	After candidates had entered the examination room and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.	The candidate received a level 1 penalty warning letter.
Chemistry HL—paper 1	After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.	There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school's IT department. As the candidate was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination paper.
Business management—paper 2	After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it	Candidate received a level 3a penalty—no grade for the subject—as there was evidence of possession and use of the mobile phone.

Diploma Programme		
Subject	**Example**	**Outcome**
	was confirmed that the candidate was using the internet to search for answers to the examination questions.	
Mathematics HL—paper 1, non-calculator	An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject-matter experts were consulted to confirm or dismiss the allegation.	On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received a level 3a penalty for paper 1 and no grade, an "N" was awarded for mathematics HL.

Exhibiting misconduct or disruptive behaviour during an examination

Diploma Programme		
Subject	**Example**	**Outcome**
Physics SL—paper 1	When entering the examination hall, a candidate refused to sit in their allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, they maintained their disruptive behaviour. They were warned by the invigilator but became increasingly aggressive and were eventually removed from the examination hall.	The candidate received a level 2 penalty: zero marks for component.

Facilitating the exchange of live content during the examination completion time

Diploma Programme		
Subject	**Example**	**Outcome**
Psychology SL—paper 2	Halfway through the examination, an invigilator had noticed and become suspicious of candidate A's behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that candidate A was receiving information via a pair of wireless headphones from another	Candidate A received a level 3a penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting other candidates in committing an act of academic misconduct" category.

Diploma Programme		
Subject	**Example**	**Outcome**
	candidate, candidate B, who was in a different room. Through a "cough code", candidate B identified and read subject relevant information to assist candidate A in completing the examination.	

Breaches that threaten the integrity of the examination

Gaining access to examination papers before scheduled start time

Diploma Programme		
Subject	**Example**	**Outcome**
English A: literature SL—paper 1	One day before the examination was scheduled, three candidates approached their teacher to ask how to "tackle" a poem they were using in a revision session. The teacher did not recognize the poem from lessons during the teaching cycle. Twenty-four hours after the examination, the teacher reviewed the examination paper and saw that the exact same poem was included in the paper.	After further investigation by the IB, a website was found where the specific poem was being discussed, albeit not in an IB context. One of the three candidates had commented in the discussion thread in that website. The IB was unable to prove whether the candidates had access to the paper before it was completed. The balance of probabilities approach was applied. All candidates received a level 2 penalty: zero marks for component.

Sharing examination content before or during an examination, or within 24 hours of scheduled ending

Diploma Programme		
Subject	**Example**	**Outcome**
History HL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing how happy they were that one of the questions was the same topic of their EE. Details of the question were posted.	Candidate received a level 3a penalty for the subject concerned.
Philosophy SL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3a penalty for the component concerned.

Diploma Programme		
Subject	**Example**	**Outcome**
Chemistry HL—paper 3	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
Biology SL—paper 2 and paper 3	A whistle-blower report was received by the IB with evidence that a candidate who had completed examination papers was offering fragmentary information on examination content. The source was located and the candidate in question identified.	The candidate received a level 3a penalty across all subjects, with no retake possible in any future session, being permanently disqualified. The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.

Assisting other candidates in committing an act of academic misconduct

Diploma Programme		
Subject	**Example**	**Outcome**
Business management HL	A candidate assisted a peer completing a psychology paper from the outside by reading pre-prepared responses to examination questions using a wireless headset.	Candidate received a level 3b penalty, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently disqualified.

Failing to report an incident of academic misconduct

Diploma Programme		
Subject	**Example**	**Outcome**
History SL, biology HL and mathematics SL	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain live examination content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.	Candidate received a level 3b penalty for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.

Appendix 3: Plagiarism

The IB defines plagiarism "as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (*Assessment principles and practices—Quality assessments in a digital age*). This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB.

Plagiarism is not a new phenomenon and occurred before large quantities of information from all over the world could be accessed via the internet. It is not always due to a devious behaviour. Students can plagiarize accidently because they ignore the referencing technicalities, although many people would respect any attempt to indicate an idea came from someone else. There are students who knowingly plagiarize content from others and some try to hide it through poor paraphrasing or word substitution.

When plagiarism occurs in coursework or examinations, the validity of the assessment outcome is called into question, and widespread plagiarism will lead to a mistrust in results. To maintain high levels of confidence in any assessment system, all stakeholders participating in the teaching and learning journey of students should instruct them in the technical skills required to master referencing while understanding the need to be transparent in the way they have built any piece of work.

Students need to understand how knowledge is constructed and to develop their own thinking while showing an honest behaviour by giving credit where credit is due. Technical skills of referencing are important and students should have the opportunity to master these techniques during their learning journey. But understanding the principle of academic integrity in any educational endeavour comes first.

There are many reasons why students plagiarize.

- Perceived lack of interest by their teachers; why should students invest their time in writing something that may not receive attention?
- Poor or irrelevant tasks; students will not engage with a task if they do not see the connection with their learning or career goals.
- Need to succeed; the imperative notion that high grades are expected for all tasks.
- Lack of confidence in their abilities; students feel unprepared or incapable to meet the task requirements.
- Poor time management; students may procrastinate in completing a task and choose to copy the work of others to produce something on time.
- No fear of consequences; students may not care about being caught or may be willing to take the risk just to "beat the system".

Many educational institutions have acquired plagiarism detection software on the assumption that it will act as a deterrent and decrease plagiarism cases. However, these systems become redundant if the students truly understand what the purpose of their education is. Plagiarism detection software should not be a substitution for responsible and purposeful teaching.

There is the belief among some scholars that the internet is exacerbating the problem of plagiarism due to the easy access to information. With a culture of "cut and paste" and blurred ownership lines it may be easy for students to assume that the information available on the internet is free to use without acknowledgement.

However, plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution. Copying work is not restricted to published text on the internet or elsewhere, but can include the reuse of work submitted in past examination sessions by the same or other student(s) that might not be published. Copying pieces of art such as paintings and music is also considered plagiarism as is copying computer programming codes. Plagiarism even occurs

when students memorize text and then reproduce it in written or oral examinations or when a source is translated and used in the target language of the assessment.

3.1 How teachers can support their students

- Make sure that students are able to locate the school's academic integrity and honesty policy.
- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
- Consider incentives for tasks that meet the requirements with regard to referencing and not just penalties for failing to do this.
- Devote teaching time for students to practise your chosen referencing or bibliography format.
- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where you can show students the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Avoid general topics for tasks and make them as interesting as possible.
- Role model: giving others credit for their work every day in your teaching.

3.2 How students can avoid committing plagiarism

- Read and understand their school's academic integrity and honesty policy.
- 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 their teachers or tutors when doubts arise about referencing.
- 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.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

For further details about the IB's expectations with regard to referencing see the publication *Effective citing and referencing*.

Appendix 4: Statement templates for investigations

This section contains official templates for statements that must be completed as part of an IB investigation into student academic misconduct and school maladministration.

4.1 School maladministration

School staff statement form (PDF)

4.2 Student academic misconduct

Coordinator statement form (PDF)

Teacher statement form (PDF)

Invigilator statement form (PDF)

Candidate statement form (PDF)

Appendix 5: Making academic integrity a school priority

5.1 Developing, implementing and reviewing an academic integrity policy

Programme standards and practices

Academic integrity is embedded as follows in the IB *Programme standards and practices*.

Standard: Leadership and governance (0201)

Reviewing and following IB rules, regulations and guidelines to support programme implementation and development; and ensuring structures and processes are in place to ensure compliance.

Standard: Student support (0202)

Providing all relevant resources to implement IB programmes to ensure compliance with IB assessment requirements with regard to the security and administration of examination materials, and the provision and delivery of access arrangements (all programmes).

Standard: Culture through policy implementation (0301)

Implementing, communicating and regularly reviewing the academic integrity policy that creates cultures of ethical academic practice.

Standard: Students as lifelong learners (0402)

Ensuring that students and teachers comply with IB academic integrity guidelines and acknowledge the intellectual property of others in their work.

Ensuring that the school and the teachers provide adequate support, so students learn the skill of citing and referencing and understand the significance and importance of producing authentic and original work.

Standard: Approaches to assessment (0404)

Ensuring that students receive support so they can grow in their ability to make informed, reasoned, ethical judgements and that the administration of all assessments is completed in accordance with IB rules, regulations, and/or relevant programme documentation.

5.2 Why are IB World Schools required to have a written academic integrity policy?

An academic integrity policy ensures that a school's procedures for this practice are transparent, fair and consistent as well as age-appropriate and accessible to the learning community. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, student academic misconduct and school maladministration, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work and that teachers are properly trained to offer the required support. The policy should be a reflection of the authentic school practice and processes related to academic integrity.

5.3 Building an effective academic integrity policy

Auditing existing policies

The audit of a school's existing practices regarding the development of a culture of academic integrity is the first stage in devising or revising a coherent and well-based policy. The school's philosophy should be made clear and should be aligned with the IB's academic integrity policy. Practices already in place should be considered in the light of this philosophy. If the audit reveals lack of agreement, or variance with IB and/or school requirements, then an action plan must be devised to address the issues as part of the policy in action.

It is strongly recommended that the audit process should be a collaborative effort among the school community. The policy should be easily accessed, located and understandable by all members of the school community—students, teachers, leadership and parents/legal guardians.

While auditing the current academic integrity policy, schools should ensure that it is an example of the IB's academic integrity practices—authentically representing the schools' own practices while being properly referenced if resources are used.

The following questions can serve to stimulate initial discussions that will provide information about general understanding of academic integrity within the school. The list is neither exhaustive nor prescriptive.

Initial considerations

- Does your school have an academic integrity policy?
- How is it publicized?
- How do/where can members of the community find the policy?
- When was the policy last reviewed?
- Who was involved in compiling or reviewing your current academic integrity policy?
- When problems arise, is the policy adhered to?
- Do teachers think the policy is adhered to?
- Who decides whether the academic integrity policy has been breached?
- What resources (people, spaces, objects) support the academic integrity policy and practice?

The use of other people's work—citation and referencing

- How are the practices of referencing and citation introduced, developed and scaffolded across ages? What does this look like?
    - When is it taught?
    - How is it taught? Who teaches it? Is this the case in all subjects?
    - What reinforcement is given?
    - What opportunities do students get for practice?
    - What professional development is available for staff awareness?

Infringements of the academic integrity policy

- Does your school policy describe all categories of student academic misconduct in line with this publication?
- Does your school policy describe all categories of school maladministration in line with this publication?
- Does the school leadership provide proper training in the area of academic integrity to all new teachers so they understand the IB's expectations in this area?
- Does your school deliver a presentation to students (and their parents/legal guardians) about the IB's expectation in the area of academic integrity and potential consequences for any transgressions?

- Does your school deliver a special session to students to raise awareness of how examinations are conducted with integrity?
- Does your school have clear guidelines and rules on the use of tutors (and/or any other third party) regarding written work produced outside the classroom?
- Do stakeholders (teachers, students, parents/legal guardians) know how to report possible cases of student academic misconduct and school maladministration?

Academic integrity in the PYP

While it is recognized that not all PYP learners engage in standardized assessment and/or examinations, the principle of academic integrity and its five fundamentals—honesty, trust, fairness, respect, and responsibility—apply to all elements of learning, teaching and assessment. These concepts are relevant to all members of the learning community. From an early age, learners can begin to construct an understanding of what these five fundamentals mean as they explore them through the programme elements, the units of inquiry, school events, the learning environment and their interactions with peers and the broader school community.

The development of an academic integrity policy can support PYP communities in building a deeper understanding of this guiding principle, helping to establish and embed it in within the culture of the school. Schools offering the PYP should contextualize their policies to ensure that IB requirements are introduced and addressed in a manner that reflects the age and developmental needs of their learners.

Developing an academic integrity policy collaboratively with a variety of stakeholders can also contribute to building a shared understanding, and support the implementation of principles into practice as well as help all stakeholders to better understand their roles and responsibilities in modelling, teaching/facilitating and promoting academic integrity at the school. Schools offering the PYP are encouraged to explore how concepts like academic misconduct and maladministration are relevant to their PYP context and translate this into a language that is accessible and relevant for young learners.

Good practice in composing or updating an academic integrity policy

The following outline is an example of good practice, showing the key sections in composing an academic integrity policy. All the elements in the outline should be considered in the policy and responses shaped to reflect the age and developmental needs of learners within the IB programmes offered. The academic integrity policy must be clearly communicated to the whole school community—as well as informing teaching and learning practices across the curriculum—otherwise it will not lead to the development of the necessary school ethical culture.

Rationale/statement of purpose for the policy	An introduction that explains why there is a policy. Include reference to the school's mission statement, to the learner profile, and to the essential elements of integrity in a social setting.
Details and advice on school responsibilities	Articulate responsibilities for teaching a variety of practices related to academic integrity, and reflecting its five fundamentals—honesty, trust, fairness, respect and responsibility. Include responsibility for maintaining fairness and consistency, providing a safe environment, providing professional development for teachers, promoting parent awareness, and assisting student learning. Include responsibility to ensure that the required budget is obtained to provide professional development for teachers, promote parent awareness, and assist student learning.
Details and advice on teacher rights and responsibilities	Teachers should have the full support of the school administration in receiving the training required to understand academic integrity.

	Teachers should understand how to provide opportunities for students to practise and to learn how to use other people's work in support of their own, including the responsibility to teach awareness of misconduct and procedures. Articulate responsibilities for teaching a variety of practices related to academic integrity. Include how teachers can model academic integrity practices and how they can support students in learning academic integrity practices and expectations.
Details and advice on librarian/ media specialist responsibilities	Include how librarians/media specialists can guide and support the development of academic integrity within the school community. What resources can they provide?
Details and advice on student rights and responsibilities	Detail expectations and responsibilities with regard to producing authentic work. This can include responsibilities for teaching a variety of practices related to academic integrity, and reflecting its five fundamentals—honesty, trust, fairness, respect and responsibility.
Measures to provide education and support to students	Detail the support and teaching students are entitled to receive. It is important that students be given the opportunity to make mistakes, and to learn from their mistakes, in safety. Measures and support should reflect the age and developmental needs of learners. Include consideration of virtual and physical space and resources (human, natural, built and/or virtual).
Student rights, both internally at the school and within the IB, if suspected of a breach of academic integrity	To ensure consistency and fairness, detail students' rights—perhaps to have a parent, peer or teacher present in any discussion of a problem or incident, particularly if the consequences are especially serious. These rights should highlight the internal school procedures and processes in addition to the rights of students from the point of view of the IB if a student is suspected of a breach of academic integrity. For schools offering the PYP this section can also be linked to general procedures and processes for addressing student conduct and well-being.
For students: consequences of academic misconduct/remedial action/penalty tariff/follow-up/ consequences of misconduct in external and internal assessments **For teachers: consequences of unethical practice**	Detail possible consequences—both internal school consequences and IB consequences—especially if these might be different depending on a student's background, character history, history in terms of academic integrity, age and level of awareness (previous teaching), severity of the incident, intent or non-intent, and/or other factors. Detail possible consequences for teachers if they engage in school maladministration. For schools offering the PYP this section can also be linked to general procedures and processes for addressing student and teacher conduct and well-being.
Details and advice on responsibilities of parent or legal guardian	Explain how parents or legal guardians can help students—what is helpful/accepted and what is not helpful/accepted.

Definitions and examples of academic misconduct	Include age-appropriate definitions and examples of academic honesty, intellectual property, authenticity, duplication of work and authentic authorship.
Guidance on the difference between legitimate collaboration and unacceptable collusion	Detail recognition of and guidance for the difference between student collaboration and collusion.
Age-appropriate guidance on expected behaviours—examples of good referencing/good examination practice counterbalanced with examples of poor referencing/unacceptable practice	Provide examples of good/bad referencing practice. It is important that the policy is presented in age-appropriate language, and that the examples and other support material are typical of the age group; contributions may be invited from teachers, and from students, thus further garnering an element of ownership.
Scenarios and/or frequently asked questions	Provide age-appropriate situations, to which students can relate and that they can understand.
Procedures—reporting, recording and monitoring	Detail procedures for reporting, recording and monitoring academic integrity issues. To ensure consistency and fairness when mistakes are made, it is important that the school keeps central records of each situation and the consequences in formal assessment situations; while each incident may be treated on a case-by-case basis by the teachers themselves, or by a senior administrator or panel if serious enough, central records will help ensure consistency, and may also highlight general trends or problems with particular students. For schools offering the PYP this section can also be linked to general procedures and processes for addressing student conduct and well-being.
Representation in the body responsible for policy formulation and review committees	Explicitly mention who is part of the body formulating/reviewing/ updating the academic integrity policy. Explicitly mention who is part of the committee making decisions on cases of student misconduct or teacher maladministration.
Review of the policy	Schedule a policy review to ensure the policy is up to date, and to increase opportunities for general awareness and ownership.

Please note that the IB requires all school policies—at submission point of the application for authorization—to explicitly:

- consider physical and virtual spaces
- articulate a planned integration of human, natural, built and/or virtual resources
- consider the learner profile
- consider international-mindedness.