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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

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

As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

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

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

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Purpose of this policy

As part of the IB's educational goal to award reliable, fair and recognized outcomes to our students through valid assessments, this policy has been created to ensure a common understanding of the IB's academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others.

Academic integrity is a responsibility of the whole IB community. By making the IB's commitment to academic integrity transparent, this document outlines the responsibilities and expectations of different stakeholders across the IB community. This policy also documents how the IB manages incidents of student academic misconduct and school maladministration cases, ensuring confidence is maintained among students, parents, schools and other stakeholders in the value and credibility of IB grades.

This policy document explains:

- the academic integrity principle that will be observed by the IB and expected of all its stakeholders
- the expectations and responsibilities of the different groups of stakeholders in upholding the IB's principle of academic integrity
- the terminology used by the IB regarding academic integrity, student academic misconduct and school maladministration
- how the IB deals with student academic misconduct and school maladministration
- good practice in embodying teaching and learning in a culture of academic integrity
- good practice for schools in their own academic integrity approaches and culture
- the broad definitions of terms to allow conversations about academic integrity at school level.

Scope of this policy

This policy applies to and should be read by:

- all IB World School leadership teams, administrators and the wider community responsible for creating and implementing the academic integrity policy
- all IB World School members of staff responsible for the teaching and preparation of work submitted to the IB for assessment
- all IB World School members of staff responsible for the delivery of IB examinations
- all students going through assessment and submitting work to the IB
- parents and legal guardians of IB students going through assessment
- all IB members of staff responsible for the design of curriculum content, and the creation and delivery of IB examinations
- all IB members of staff responsible for all support tasks within IB World Schools.

What is academic integrity?

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an "ethical culture" of any educational institution, be that a primary school or a university. It is an obligation that must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

Fostering an academic integrity culture, and a personal positive attitude towards it, requires the design of a school strategy that combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes.

The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the Primary Years Programme (PYP), be reinforced during the Middle Years Programme (MYP) and cemented later through the Diploma Programme (DP) and Career-related Programme (CP). Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

Educators supporting IB students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.

Key terms

These are some key terms that are used in this publication.

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct

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 digital. This includes behaviour in school, out of school and online.

Unprecedented or extraordinary incidents

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach

"Balance of probability" means that the decision-maker(s) with appropriate subject-matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

Why do we need academic integrity?

During the learning journey, students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future. By supporting learners, a culture of self-respect and respect for others can be nurtured and developed.

The key educational reasons to take such a strong line on academic integrity are the following.

To maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules. For more information see *Assessment principles and practices—Quality assessments in a digital age.*

To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others. Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged. For more information about IB expectations regarding citing and referencing, please see *Effective citing and referencing*.

Creating and maintaining a culture of academic integrity

Expectations

An education system can be considered effective if its recipients learn and develop the skills needed to face life beyond the classroom. In order to serve the needs of universities and employers, that learning must be subject to assessment.

Assessments can only be trusted and recognized by organizations if they are a true and genuine reflection of the personal level of achievement of a student and are carried out legitimately, under equal and comparable conditions. This requires educational institutions to create and foster academic integrity as an irrevocable principle.

If the assessment process is distorted by dishonest acts, the validity of the entire learning process is threatened. Schools should therefore do their utmost to promote academic integrity and ensure that all members of the community support the principle of academic integrity.

Regardless of whether an act of student academic misconduct or school maladministration is intentional or accidental, the damage caused by these incidents creates real barriers to the teaching and learning process, resulting in students not achieving their desired outcome. Further, a feeling of distrust and discontent can develop among members of the school community and other end-users of the endorsed grades or qualifications who may lose the confidence that the school promotes and embraces academic integrity. Subsequently, the reputation of the school can suffer negatively, as well as affecting the validity of the obtained grades or qualifications awarded to students.

Responsibilities for academic integrity

Maintaining academic integrity is a shared responsibility between the IB and IB World Schools. The IB needs to trust schools to complete due diligence and schools need to trust the IB to take its responsibility seriously in the interests of all their students. All stakeholders involved in IB education must meet the

expectations and do what is required to embrace, promote and maintain academic integrity to ensure a fair and genuine assessment process.

The IB and IB World Schools are partners in maintaining the reliability of the well-respected grades awarded by the IB and which are used by students to advance into further education and employment. Therefore, IB grades must be trusted by other educational institutions and employers. The IB is committed to protecting its reputation while maintaining the validity of its grades and awards.

Acts of student academic misconduct and school maladministration misrepresent students' achievements, but also disadvantage students and schools that are completing the assessment process with integrity. These practices completely undermine the credibility and trust that educational institutions or employers should have in IB grades.

Responsibilities of the IB

As part of an organization-wide stance on academic integrity, the IB takes steps to ensure that:

- schools receive authorization as IB World Schools only when they understand the expectations of what an IB education entails and are able to deliver its programmes to the highest of standards
- IB World Schools submit assessment materials that their students have completed with integrity and according to well-established criteria
- curriculum reviews consider academic integrity when redesigning assessment tools to prevent students and schools from gaining an unfair advantage while providing fair and meaningful assessment opportunities for all students who follow the rules
- subject guidelines are sufficiently explicit in what is expected of the teachers and students so they can complete the various assessment components with integrity
- all professional development workshops for teachers, school administrators and programme coordinators cover the topic of academic integrity in a comprehensive manner so that expectations are clear for all
- the creation, editing, printing and distribution of examination content is carried out according to highly recognized international standards to minimize the opportunities for examination security breaches
- secure storage policies designed by the IB are rigorously followed by IB World Schools to minimize the risk of students, or other interested persons, gaining access to those materials
- experienced and properly trained IB educators perform unannounced inspections of schools that are conducting IB examinations to verify and check on compliance
- student work is subject to quality assurance checks to ensure compliance with academic integrity standards. This includes a detailed comparison of coursework and examination components, and analyzing patterns within and across schools and sessions to detect irregularities.
- it detects and manages cases of academic misconduct by students or maladministration by IB World Schools following fair, thorough and transparent investigation procedures.

The school leadership team

Expectations

Academic integrity must be part of the teaching and learning process and an aspiration of the entire school community. Fostering and maintaining an environment where academic integrity is understood and adhered to is a key accountability of the school leadership team. It should inspire all members of the community to uphold the values of respect and trust where everybody assumes an equal responsibility to uphold this principle.

A common understanding of what academic integrity means is one of the most significant tasks a school leadership must ensure; any new member of staff and all students should start with a shared understanding and have an informed dialogue about the benefits of honest learning for the entire community.

Creating and maintaining an academic integrity culture requires a school-wide strategy to take into account the following key elements.

- The academic integrity policy.
- The teachers delivering IB programmes.
- The designated team or person responsible for academic integrity.
- The wider community such as students and their parents or legal guardians.

Embedding the policy into the school structure

An effective academic integrity policy should be a school-wide endeavour, offering a commitment to maintain an ethical culture; not just a list of rules and penalties or simply an administrative requirement to meet the expectations to become an IB World School. The school community must embed academic integrity at the heart of its strategy and appreciate the value it will bring to students for their learning and future endeavours.

Approaching academic integrity as a standalone issue will mean less chance of it being adopted by the school community. To achieve a lasting effect, the academic integrity policy should be holistic in nature, with long-term objectives and a consideration of how a successful strategy will impact the different members of the school community.

Schools should attempt to understand the context of rule breaches rather than simply adopting a stance of punishment and penalties. It is advisable to consider factors such as the learning environment, the relationships between the students and the previous pedagogical experiences of the students.

Emphasizing the policy from the exclusive angle of penalties will have a limited impact if the students fail to contextualize the objective of the policy, do not understand what constitutes unacceptable behaviour, or do not have the skills needed to be able to meet the required expectations.

It is important to implement an awareness campaign and schedule activities to reinforce the required skills, reaching not only students, but also their parents or legal guardians.

If students seem disinterested in the topic of academic integrity or misconduct, the number of incidents remain the same or increase, the school should review its current policy strategy. It is possible that the policy is poorly communicated and students do not understand the context or associated benefits.

For more details about developing, implementing and reviewing an academic integrity policy please refer to "Appendix 5".

Issuing guidance for teachers

The school's leadership team must ensure that all teachers have the same level of understanding of academic integrity as a first step in ensuring their engagement and commitment. Differences in understanding could lead to inconsistencies in the teaching strategies and unwanted repercussions for the students. It is therefore important to conduct an evaluation when a new teacher joins the school and offer them sufficient training opportunities. This is an area that should be promoted as an integral part of the professional development of all teachers.

Previous resolved cases of academic misconduct, if available, should be communicated and used as examples when developing teacher training. If teachers ignore past cases, or perceive reporting them as associated with unnecessary work and annoyance, they may be inclined to avoid doing so to prevent resentment on the part of their students in the future.

Teachers should be given guidance and support on when to take the necessary actions if confronted by a case of academic misconduct, otherwise the school's goal of promoting an academic integrity culture can be negatively impacted. For the whole system to work, it is essential that teachers see those responsible for academic integrity at leadership level as reliable members of staff with a clear vision, strategy and direction; able to take decisions that are fair, transparent and consistent.

Activities at classroom level should be developed according to a well-defined strategy. This will eliminate inconsistencies in the application of the rules and consequences for incidents of academic misconduct and subsequently ensure a clear message for students.

Guidelines for a designated team or person responsible for academic integrity

It is advised that schools have an administrative team, or a designated member of staff, responsible for supporting teachers in the reporting and investigation of student academic misconduct or maladministration cases.

Any designated person or team in charge must be properly trained and familiar with the topic. Their main tasks will be to provide advice specific to the nature of the incident and the subject affected, and recommend the appropriate penalty in line with internal school policy. They should also support the administrative process and maintain any files and documents associated with each case for future reference and precedents.

The designated person or team can also be responsible for training the teaching staff and students, offering workshops, designing support materials and establishing the appropriate strategy for students and/or teachers who need additional support to understand the requirements of academic integrity.

Communicating the principles of academic integrity to parents and legal guardians

A lack of knowledge and understanding of what constitutes academic misconduct or school maladministration can be a common factor in reported cases. To prevent this and clearly establish the expectations of all school community members, it is necessary to create and maintain open communication channels with parents and legal guardians of IB students.

The school administration must provide timely information about:

- what constitutes good academic practice and ethical behaviour
- resources the school has available to support students' learning and understanding in this area
- definitions of different types of student academic misconduct and school maladministration
- the investigation protocols that the school and/or the IB will observe when an incident of student academic misconduct or school maladministration is identified
- the sanctions or actions that the school and/or the IB will apply if it is confirmed that an infringement to the regulations occurred or the expectations of the school or the IB are not met.

Prevention should always be a preferred strategy for the school, and maintaining a clear and open communication with students and their parents or legal guardians will help all parties understand what is

required to adhere to the academic integrity policy. The objective should be that students assume their responsibilities and commit themselves to complete all their work honestly and without having unauthorized assistance, for example by a third party, and that parents and legal guardians understand and accept those expectations.

Responsibilities

The IB is independent from schools and does not provide teaching services to students. IB World Schools are responsible for the implementation of IB programmes and quality of teaching, regardless of whether courses are provided solely in the classroom or by means of a combination of classroom-based courses and online courses offered by an IB-approved online course provider.

IB World Schools that have been authorized to offer IB programmes commit to comply with all regulations and expectations as set within IB publications that govern the administration of the relevant IB programmes, including but not limited to the following.

- *Programme standards and practices*
- *Rules for IB World Schools*
- *Middle Years Programme Assessment procedures*, *Diploma Programme Assessment procedures* and *Career-related Programme Assessment procedures* (updated annually)
- MYP, DP and CP subject guides*
- *Secure storage of confidential IB examinations material booklet* (updated annually)
- *The conduct of IB Middle Years Programme on-screen examinations*
- *Conduct of examinations booklet* (updated annually)

*Note that subject guides are not available for PYP due to the nature of the programme.

IB World Schools must adhere to all IB requirements to prevent student academic misconduct and school maladministration; school administrators and teaching staff are expected to support the school in meeting the IB requirements. They are also responsible for adhering to the rules and regulations outlined in the above publications, ensuring that examinations and assessments are conducted according to the expected guidelines.

Focusing on processes for managing academic integrity incidents that are student and/or school staff related, IB World Schools are responsible for:

- having an academic integrity policy, with scheduled plans for reviews and updates
- teaching students about academic integrity from the start of their education
- ensuring that teachers, support staff, students and parents and legal guardians have a common understanding of the IB's expectations with regard to academic integrity. This includes what constitutes student academic misconduct and school maladministration, and the possible consequences.
- ensuring that students are held accountable, according to the school's own policies, when involved in an academic misconduct incident
- ensuring that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident
- immediately notifying the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents
- supporting the IB in any investigation into possible student academic misconduct and/or possible school maladministration, following guidance provided by the IB.

Programme coordinators

Expectations

Programme coordinators hold an essential role and must understand that the principle of academic integrity is fundamental to the educational philosophy of the IB. They should act as role models and must always exhibit honest, ethical and responsible behaviour.

Programme coordinators must maintain a pedagogical leadership and are responsible for ensuring that all teaching and learning activities are carried out in accordance with the rules, policies and guidelines stipulated by the IB. They must also ensure that all staff involved in the delivery of IB programmes, including teachers, teaching assistants, special education coordinators, counsellors, librarians and laboratory assistants, receive adequate training so that students have the best educational experience possible.

An important expectation of the coordinator's role is to organize meetings with teachers, students and their parents or legal guardians to explain the academic integrity policy and respond to any questions that may arise. All members of the school community should read and understand the expectations of the school and the IB regarding academic integrity; therefore, all the necessary policy and regulatory documents should be easily accessible to everyone, preferably available on the school's website.

As a pedagogical leader, the coordinator must ensure that the subject guides and all rules and regulations are strictly followed and that the IB regulations are applied consistently and fairly. In collaboration with teachers, the coordinator must take responsibility for ensuring that class schedules and calendars are appropriate, allowing students to realistically meet the demands of the programme and course of studies. Coordinators and teachers are expected to design and develop classroom activities and educational strategies to support all students, who must receive the time and opportunity to learn the skills necessary for overcoming any challenges of the programme.

Programme coordinators must avoid conflicts of interest, apparent or real, and acts that may constitute maladministration. Coordinators are also expected to act decisively when an incident of academic misconduct or maladministration occurs, which must be reported immediately to the school's leadership and the IB, as appropriate.

Responsibilities

The programme coordinators are responsible for maintaining an overall supervision of all activities related to the teaching and learning process at the school. As pedagogical leaders, they must maintain an excellent communication with the team of teachers, with the students and their parents or legal guardians.

The coordinators must also manage the necessary resources with the school leadership team to ensure that the teachers receive the training specified by the IB and that the other resources required for teaching, for example library, laboratories and computer equipment, receive sufficient budget.

To facilitate the tasks of those involved in IB programmes, the coordinators must ensure that all regulations, policies and subject guides are easily located both in printed format in the library and electronic in the school's web portal.

Focusing on processes for managing academic integrity incidents, programme coordinators must support all the tasks listed in "Responsibilities" in the "The school leadership team" section and are also responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations

- ensuring that teachers, students and parents and legal guardians have a copy of, read and understand the school's academic integrity policy and the programme-relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

Teaching and non-teaching staff

Expectations

Teachers are the main agents of academic integrity in the classroom and their role is as important as that of the programme coordinators. They must therefore have the same level of understanding of the expectations of the school's academic integrity policy and IB expectations. Teachers should be aware that their conduct sets an important example to students. Actions that exhibit infringements to the academic integrity policy, such as plagiarism, may lead students to believe that rules are irrelevant with severe consequences for their assessment. See "Appendix 3" for more information.

Subject guidelines, rules and regulations should be fully adhered to by teachers, particularly regarding the level of teacher support that is deemed acceptable when supporting students. Teachers must understand that students are expected to produce work autonomously and should not receive additional help, such as multiple edits of a piece of work.

Teachers should not view a lack of academic integrity on the part of a student as only a behavioural problem, where students are perceived as the offenders. It may also highlight an issue with an aspect of the teaching and learning process and teachers must therefore maintain a balance when they address the issue of academic integrity. It should not be forgotten that students will have different objectives about what they want to achieve with their education. Teachers should emphasize that the purpose of education is not only the attainment of high grades, but to acquire knowledge and develop skills for the future.

Teachers need to evaluate the views and conduct of students in regard to academic integrity, including any deficiencies, before developing an appropriate plan to address the topic. It may also be valuable to consider the reasons why students engage in acts of academic misconduct, such as:

- unintended acts caused by ignorance or lack of understanding of the expectations to create authentic work
- not understanding the IB's rules and regulations
- not understanding the consequences of their actions
- lack of training in the required skills, for example, on how to reference
- poor time management
- the trivialization of academic misconduct incidents
- poor satisfaction with their teachers and assessment tools
- lack of punishment for those who engage in academic misconduct
- the ease with which information is obtained on the internet and the general belief that the information available there belongs to all and can be used without the need to reference it
- the easy access to support services, such as writing or tutoring services
- the pressure to be successful in their studies and achieve excellent results
- inconsistent messages, instructions and training received from teachers as to what constitutes academic misconduct.

It is advisable that shortcomings on the part of students are not punished immediately. It is preferable to generate a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice. Given that students have the opportunity to simultaneously learn and practise, they will be better equipped to grasp the significance of academic integrity.

The topic of academic integrity must be a point of convergence in the curricular design, commencing with the inclusion of the topic at the beginning of the studies and continuing with it, providing contextualized examples as students' studies develop. This will allow students to use these opportunities as building

blocks and have the necessary foundations when they progress into further education or professional endeavours.

Assessment tools such as tests, projects, assignments, essays, reports and quizzes, can also be used as instruments to reinforce the topic of academic integrity as they provide an opportunity to give feedback and also allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization.

To support students' engagement with the school strategy on academic integrity, teachers can consider, in a mutually agreed manner, classroom strategies on teaching-learning activities that focus on prevention and mitigation of academic misconduct incidents while also ensuring a standardized understanding of regulations and expectations across the teaching body. Teachers must carry out activities that increase the acceptance of students and offer the ethical vision that every educational system must possess. In this way, students will understand and accept the reasons why it is important to have such a stance, which in turn will allow them to be advocates of a culture of integrity.

Declaring conflicts of interest, apparent or real, is also expected from teachers, as well as their support in all activities that the school undertakes to define the policy of academic integrity and ensure its distribution. When an incident arises that represents a form of student academic misconduct or school maladministration, teachers must act accordingly and report the incident to the relevant member of staff or the school administration.

Responsibilities

Teachers should have an extensive understanding of the requirements for teaching IB subjects regardless of the programme and should receive the necessary support from the school to attend IB-designed professional development workshops.

With a detailed knowledge of the regulations, policies and subject guides teachers will be able to offer adequate and fair support to their students, while they develop a conscientious and responsible attitude to their learning process, allowing them to understand the ethical implications of all scholarly work.

Students need time and support to gradually develop, for example, the technical skills to correctly reference a piece of work, how to produce genuine and authentic work or how to conduct research in a responsible and ethical manner. By creating a supportive environment, teachers can ensure that their students are properly prepared to complete their education and meet the assessment requirements of the IB.

Focusing on processes for managing academic integrity incidents, IB teachers must support their school and programme coordinators and are also responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- keeping electronic copies of students' past work for three years in case a plagiarism check is required
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.

Students

Expectations

All IB community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled" and all students participating in IB programmes are expected to act honestly, responsibly and ethically.

To achieve this, students regardless of age, need support from the entire school community; specifically, from the programme coordinator and their teachers, but also from their parents or legal guardians. A supportive environment will encourage students to understand the importance of academic integrity and the role that this principle has in IB education.

Appropriate to their age, students should receive support to learn how to act if they witness an incident that goes against this principle; for example, they should know who to refer to if they have doubts concerning academic integrity.

When completing school work, students must also adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation.

The IB encourages students to develop friendships with those from other cultures and other parts of the world as part of being a global citizen. However, this global approach must not undermine the principles of academic integrity. Students should be aware of the international nature of their associations and recognize that they need to behave according to the principles of academic integrity while using social media. This means, for example, adhering to the 24-hour rule regarding discussing examination content with people who are in different locations around the world as well as in the same physical classroom.

When students understand the role that they have in the process of their own learning, they can also understand that they are responsible for the production of work submitted for assessment and that all completed examinations must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort.

Students that engage in practices contrary to the IB's academic integrity principle are not only missing the opportunity to understand and accept their own strengths and weaknesses, but are also disadvantaging those students who complete assessment honestly and fairly.

Responsibilities

The IB's mission statement is clear about the active role students have in their own learning. Students are not just recipients of content, but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement.

It is expected that all IB students, regardless of the programme, understand and accept the principle of academic integrity and face the challenges associated with it. This is not a task that students can face in isolation, they must have the support of their teachers and the school.

In an age-appropriate format, schools and teachers are expected to present IB students with policies and rules so they understand the school's stance towards academic integrity from the outset. Once students understand what the school wants to achieve, it will be easier to have their support for any initiative that

the school proposes. Academic integrity should not be an imposition, but something that the whole school community aspires to.

Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- recognize that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms, including but not limited to:
    - not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination
    - not using inappropriate language or sentiments that may be aired at a future job or university interview
    - not expressing views, behaviour or language that brings the IB into disrepute.

Parents and legal guardians

Expectations

Parents and legal guardians play a crucial role in the education process, which includes reinforcing the values and importance of academic integrity. This is particularly important when it comes to an education in one of the IB programmes, given the wide recognition that institutions of higher education and other end-users have granted to IB graduates for many years.

Therefore, school leadership, programme coordinators and teachers must commit to an honest and open conversation with parents and legal guardians, emphasizing the position the school has in upholding the IB's principle of academic integrity and the commitment expected from all members of the school community.

In order to support their children and the school, parents and legal guardians must accept that the principle of academic integrity is a fundamental part of the IB's educational philosophy. They should also understand the regulations and policies that the IB expects schools, coordinators, teachers and all students to observe. If they have questions or doubts as to what is expected, they should be directed to approach the school for clarification. Schools are advised to encourage parents and legal guardians to take note of the IB's policy on all categories of academic misconduct. Parents and legal guardians are well placed to notice when students are particularly stressed or overloaded, which often leads to plagiarism rather than talking with teachers or planning time better. For more details see "Appendix 3".

In agreement with the school, parents and legal guardians can also be included in the group responsible for designing and updating the school's academic integrity policy. By actively participating, they become speakers and disseminators of the principle of academic integrity of the IB and the school, while serving as a counterbalance, ensuring that the school follows the policy correctly and that sanctions are applied fairly and consistently to those who fail to meet the expectations.

By understanding and accepting the expectations of the school and the IB, parents and legal guardians will be adequately equipped to support their children, as they will be able to explain these expectations to them. This means they can support their children to develop a conscientious and responsible attitude to their learning.

When parents and legal guardians agree with and support the position of the school and the IB, they will be less inclined to give unfair assistance to their children, for example, by writing or over-editing their work. On the contrary, they will try to provide the necessary conditions for their children to work independently and request the school's support when they identify that their children are not attending to their studies as required and are falling behind.

Responsibilities

Although they are not directly involved in daily tasks at school, parents and legal guardians are able to collaborate with the administrative and teaching team in the activities carried out by the school to promote academic integrity while encouraging their children to observe the rules and complete all work according to the expectations.

Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- understand IB policies, procedures and subject guidelines in the completion of coursework or examinations by their children
- support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity

- understand school internal policies and procedures that safeguard the authenticity of their children's work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.

Overview

The IB will act upon all reports of alleged student academic misconduct and school maladministration, regardless of when they reach the organization during the assessment cycle. Once the report or allegation is received the IB will initiate a thorough, fair and transparent investigation to collect the evidence needed to reach an impartial and proportionate outcome, following long established precedents. IB World Schools, through the head of school or programme coordinator, are expected to fully support the IB in any investigation, both student and staff related.

The IB will contact the school, normally the programme coordinator or head of school, as soon as evidence is gathered to justify an investigation. For those cases in which a conflict of interest is identified, for example, when the head of school is involved in a case, the IB will try to identify an alternative person within the school, such as a member of the school board, or an IB educator, with authority and experience to carry out the investigation. More details can be found in the sections that follow concerning communications during the investigation and its outcomes.

All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events. If a student is the subject of an investigation, the school must ensure that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation.

If a staff member is required to present a statement or evidence pertinent to a school maladministration investigation, they may require access to legal support.

Good practice for investigations

The main principle of a fair investigation is transparency and all parties under investigation must receive the relevant information that the school has about the allegation against a student and/or member of staff and any relevant evidence on which the IB is basing the case. This information should be anonymized when relevant.

The investigation must be conducted by the school administrators and/or programme coordinators following the instructions of the IB; it must be carried out in an impartial and unbiased manner, focusing exclusively on the evidence used for the allegation. In the case of students, the investigation will usually only focus on the subject in which irregularities were found. The exception to this is when a student assists a peer in engaging in academic misconduct in a subject for which they are not registered.

Those responsible for the investigation must work in a discreet manner and using the available evidence, make sure that the process is thorough and fair for those under investigation.

When communicating to the parties involved in the investigation, the school must also inform them of the probable duration and possible consequences of the investigation process. All those under investigation must have the opportunity to present a written statement and know the alternatives available when the IB communicates the outcome of the investigation.

Unprecedented or extraordinary incidents

Any dispute or controversy arising out of an unprecedented and/or extraordinary incident not included in the penalty matrices will be referred to senior members of staff from the IB Education Office to decide the course of action. The outcome of an investigation into school maladministration or student academic misconduct can be challenged via the IB appeals process. An appeal will only be considered if there is evidence that the IB has failed to follow its processes correctly or new evidence is present that was unknown to the IB at the time of the original decision. Further information about the appeals process can be found on the Programme Resource Centre.

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

While maladministration is an action taken by the school, the IB cannot allow students to gain an unfair advantage from such an action. In this instance, the IB will require the impacted student(s) to retake assessments in a future examination session in order to be eligible for a final grade in the subject concerned. This is not a "penalty" imposed by the IB on the student but the outcome of a failure on the part of the school, for which that institute is responsible (as per "Article 5: Responsibilities of schools" in *Rules for IB World Schools*).

Categories of school maladministration

Cases of school maladministration may occur at different times in the assessment cycle and may affect the assessment components of coursework, or the examinations.

When a subject teacher provides excessive assistance to their students during the coursework production process, they may be committing maladministration in an involuntary and/or well-intentioned manner. The subject guides provide clear information about what is or is not considered acceptable. For example, a teacher may provide a template or framework, but while this ensures that their students complete the task correctly, this level of support affects the very nature of the task and it negates the achievement expected from the students as it curtails creativity. Equally, if a teacher provides multiple edits to the work, in contradiction to the instructions of the subject guide, this extra help provided represents an unfair advantage to the student.

When an examination is under way, acts of maladministration can also be committed by school administrators or invigilators. Examples of this can include:

- additional time being granted to students without authorization from the IB
- an insufficient number of invigilators
- poorly trained invigilators
- failing to monitor student bathroom visits
- allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.

Similarly, the integrity of the examinations can be compromised if the invigilators fail to ensure that students' calculators are set to examination mode with, for example, memory cleared and prohibited functionalities disabled, or when the materials that the students take to their desks are not checked and include non-permitted dictionaries or data booklets. Any non-compliance with the conduct of examinations rules established by the IB harms the integrity of the process itself. For further details on the delivery of examinations, please refer to the relevant session version of the *Conduct of examinations booklet*.

Examination materials that are not securely stored can also compromise the integrity of the final assessment. It is considered a serious breach if a school does not safeguard these materials in accordance with IB policy, or chooses to access the content of the examination before the scheduled time. All schools are expected to inform the IB immediately if an act that compromises the integrity of the examination is identified. For more details on other forms of maladministration and its consequences, see "Appendix 1".

Procedures for dealing with policy breaches by schools

Cases of possible school maladministration are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers, whistle-blowers and school visitors or are identified by the IB through samples of work, review of responses to examinations, or after an inspection.

If required, the IB will carry out further investigations into the work submitted by the student(s) affected by the incident to establish whether action is needed against them. In some cases, this investigation will cover all work submitted by the entire cohort registered for the examination session, not only that submitted as part of the moderation sample, as a quality assurance check. If individual student academic misconduct is confirmed, the IB will apply the appropriate penalty for these cases, as set out in this policy document.

If a teacher is implicated in the incident, the IB reserves the right to request the IB World School does not allow that teacher to continue delivering IB programmes in the future. It is a matter for the IB World School to decide whether to continue their employment relationship with that teacher, but the IB will take such actions into account when considering its confidence in allowing the school to continue to be authorized to deliver IB programmes.

Notification and conduct of an investigation

The IB will contact the IB programme coordinator and/or the head of school to request an investigation into the alleged maladministration incident and provide as many details as possible. However, the origin of the allegation will not be divulged in accordance with the IB's policies on complaints and whistle-blowing.

If the IB considers that a conflict of interest may arise, for example, when the head of school is alleged to be involved in the maladministration incident, the IB reserves the right to delegate the investigation to an independent person. The head of school will be informed of this decision and the full cooperation of all parties is expected to ensure that the person appointed to the investigation receives the required support.

The person responsible for the investigation must submit a full report to the IB, using the form School staff statement (suspected maladministration) within ten working days of receipt of the notification.

Any individual being investigated must be immediately informed in writing of the allegation and possible outcomes. The person responsible for the investigation (head of school, IB programme coordinator or party designated by the IB) is responsible for communicating the investigation to all parties involved in a timely manner.

Individuals under investigation must be provided with the opportunity to respond in writing to the allegation using the templates provided by the IB (see "Appendix 4"), and an interview should also be conducted. To ensure the process is carried out correctly, it is recommended that any interview is conducted with witnesses being present. This usually means one witness for the school and one witness for the individual being investigated.

The report must contain:

- details of who was responsible for conducting the investigation
- details about how the investigation was conducted
- details of who was involved in the incident such as students, school staff and so on
- a detailed account of the circumstances surrounding the incident
- evidence collected that supports or refutes the allegation, and how was it collected
- information about whether the evidence can be corroborated
- details of witnesses to the incident
- information about people who have provided expert evidence; for example, who checked computer records and so on.

If necessary, the IB will request additional information, such as:

- how and when students and teachers were informed of the relevant sections of the "General regulations" within the relevant *Assessment procedures*

- seating plans from examinations
- photographic evidence of storage for IB examination materials
- internal calendars with due dates for all IB assessments
- student work including any drafts directly related to the investigation
- if applicable, any other evidence considered relevant to the investigation.

IB review and outcome of an investigation

Once all information pertaining to the case has been received from the person responsible for the investigation, it will be reviewed by experienced members of staff from the IB Education Office at the IB Global Centre, Cardiff. Based on the evidence provided, it will be decided whether a breach of the relevant "General regulations" or *Rules for IB World Schools* has occurred.

If the IB is satisfied that the assessment process has not been compromised, the head of school and IB programme coordinator will be notified of this decision and no further action will be taken by the IB.

If the IB determines that the assessment process has been compromised, the head of school and IB programme coordinator will be notified, and possible further actions and/or sanctions will be applied, as described in the "Penalty matrices".

All the available information and evidence, including any mitigation, will be considered before reaching a decision. However, the intention of the parties involved cannot be taken into account during deliberations.

Depending on the individual circumstances, cases may be presented to the Academic Integrity Subcommittee, which is part of the Final Award Committee, for further consideration and a decision. Final grades for the cohort or the involved students may be withheld until the investigation is completed.

If the first investigation into an alleged case of maladministration is found to be unsatisfactory, the IB Education Office at the IB Global Centre, Cardiff, may request an additional investigation, and will decide if it should be carried out by a third party. If evidence is inconclusive, subject-matter experts will be consulted and any sanction or action will be decided and applied using the balance of probabilities approach.

The IB will exchange information about school maladministration with other awarding bodies when required by law, regulators, or to ensure public confidence in the assessment process.

Student academic misconduct

The IB defines 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 is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and digital.

Categories of student academic misconduct

IB students may engage in acts considered as academic misconduct at different times in the assessment cycle, which may affect the completion of coursework or the examinations themselves. These acts may not be committed with a clear intention to gain an unfair advantage, but can also be a result of poor knowledge of the relevant subject guidelines.

This section is meant to provide guidance rather than an exhaustive list of student academic misconduct. For more details, and a matrix of penalties, please refer to "Appendix 2".

Coursework

When a student seeks and receives assistance from others such as teachers, peer students, tutors and parents or legal guardians, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. This also affects the assessment process since the work is not entirely produced by the student in question. As stated before in this document, the assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work.

Similarly, a student may be tempted to obtain support through the many resources available on the internet. For example, there are many websites that offer "help" and make available finished pieces of work in exchange for another. The condition of these websites is that this other document, shared by the student seeking support, will also be available in their repository to which other students in the world have access.

When a student faces the pressures associated with the final period in which all work must be completed, there is also the possibility of trying shortcuts and sometimes students "duplicate" work. For example, something that is prepared with the purpose of an internal assessment, may well be adapted to serve as an extended essay.

Written and digital examinations

During the writing time of the examinations, students can also engage in acts of academic misconduct, which may range from the possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour. Equally, students may not attempt to answer examination questions and instead invest their time writing offensive or obscene and/or irrelevant comments. Assisting other students in the same or a different school to commit academic misconduct also represents a serious offence.

Another inherent risk that is affecting the student community is the use of social media platforms on the internet. With very good intentions, student communities organize study groups in which they share review materials and strategies to better prepare themselves for the final examinations. However, there is a risk that participants of those groups obtain and share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices.

Students should be reminded about the responsible use of social media; everything that is posted or shared online leaves a digital footprint behind and can become public. Even conversations considered private such as the ones taking place in closed groups on social media platforms have the potential to be shared by any member of that group.

All IB students are expected to inform their school administrators and programme coordinators immediately if an act that compromises the integrity of the examination is identified.

Procedures for dealing with policy breaches by students

Cases of possible student academic misconduct are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers and whistle-blowers or are identified by the IB, such as through samples of work or review of responses to examinations.

Cases identified by the school

Incidents related to coursework

When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school's academic integrity policy, provided it specifies if resubmissions are permitted. However, the school should not submit to the IB a piece of work that does not meet the expectations regarding academic integrity. A school should also not submit work with a mark of zero in the relevant component.

If a final piece of work has plagiarized content, including inappropriate use of AI, or was not completed according to the subject guide requirements, that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.

When academic misconduct, including inappropriate use of AI, is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.

Internal assessments related to oral presentations or oral examinations are to be treated as examinations conducted under controlled examination conditions. As such, schools must ask students to surrender any unauthorized material.

Incidents related to examinations

IB World Schools must follow all instructions for the conduct of examinations as detailed in *The conduct of IB Middle Years Programme on-screen examinations* and the relevant session version of *Conduct of examinations booklet* and ensure that invigilators and students understand the rules.

All students must have a clear understanding of the IB's expectations in terms of the conduct of the written or digital examinations. Therefore, students must adhere to ethical and honest practices.

Students must not take any unauthorized materials into the examination and must follow invigilator instructions. A student found in possession of unauthorized materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB.

If a student is suspected or found to be involved in student academic misconduct, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination is disruptive to other students. The student's examination script should be submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.

Investigation of student academic misconduct cases

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the school can request the removal of the piece of work from the relevant session in which academic misconduct may have occurred. If the relevant piece of work has been removed from assessment, the student will not be eligible for a grade, but will be allowed to complete that subject in a future session.

When a student does retake the subject in a future session, they cannot include the work that was under investigation. For example, in a case of potential plagiarism in an internal assessment component an entirely new piece of coursework must be produced for the retake session.

Students suspected of academic misconduct must be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; however, the school will be requested to confirm in writing that the student declined the opportunity to present a statement.

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 Integrity Subcommittee. If the internal panel is unable to reach a decision, then the case will be referred to the academic integrity manager. Unprecedented and extraordinary cases will be referred to the Academic Integrity Subcommittee.

The Academic Integrity 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 Integrity 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.

Student sanctions

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.

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB-assessed components. The IB may investigate issues that could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available, and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject-matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

Using the matrix of penalties

The table of penalties detailed in the appendices sets out the level of penalty—1, 2, 3a or 3b—that will be applied for each type of academic misconduct. For example, if a student plagiarizes less than 50 words from

an external source—row 1—they will receive a level 2—zero marks—penalty. If they plagiarize more than 51 words then a level 3—no grade—penalty will be applied.

Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct.

- Retake in six months, depending on subject availability
- Retake in 12 months
- No retake allowed, but award of grades in subjects not affected by the incident

Additional sanctions

In addition to the described penalties in the matrix, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.

1. Change in registration category

There is no opportunity for MYP students to change registration category, and that in these instances the IB will not award the MYP certificate even if the student otherwise meets the requirements.

For DP students this would mean a change to the "course" category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.

2. Permanent disqualification from current and/or different programmes

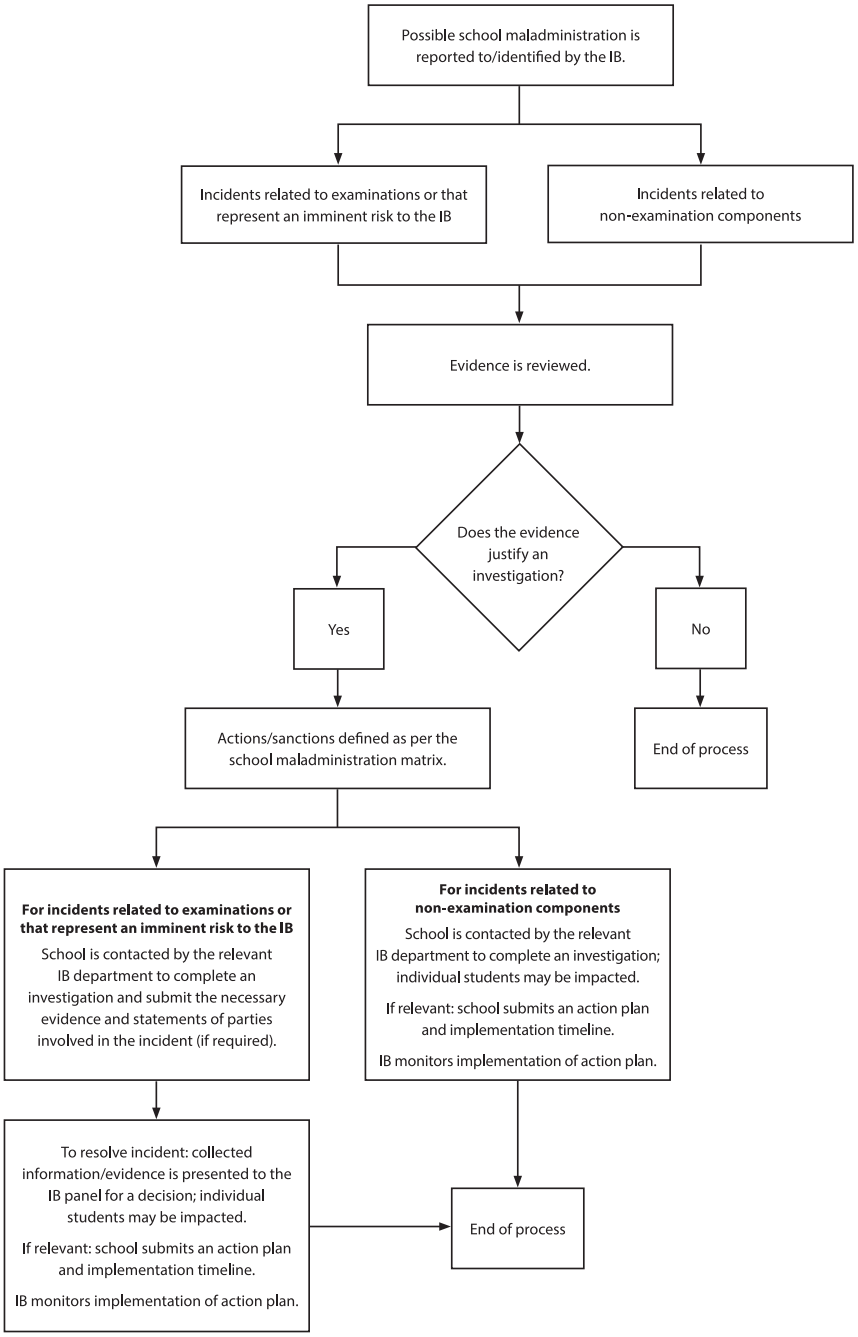
MYP students—no grade awarded in any subject; no retake session allowed and barred from enrolling in the DP or CP.

DP students—no grade awarded in any subject and no retake session allowed.

CP students—no grade awarded in any subject and no retake session allowed.

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 students[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 students 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 students.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that students are allowed to bring into the examination.	
Allowing students 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 students to surrender unauthorized materials before the start of the examination.	
Assisting students with the completion or the understanding of questions during the examination.	
Failing to maintain examination security.[3]	
Leaving students unsupervised during an examination or unaccompanied during bathroom breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending 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 student 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 students 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 content[4] • Deployment of independent invigilators[5] • Relocation of students to another venue[6] • Annulment of grades for the students 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

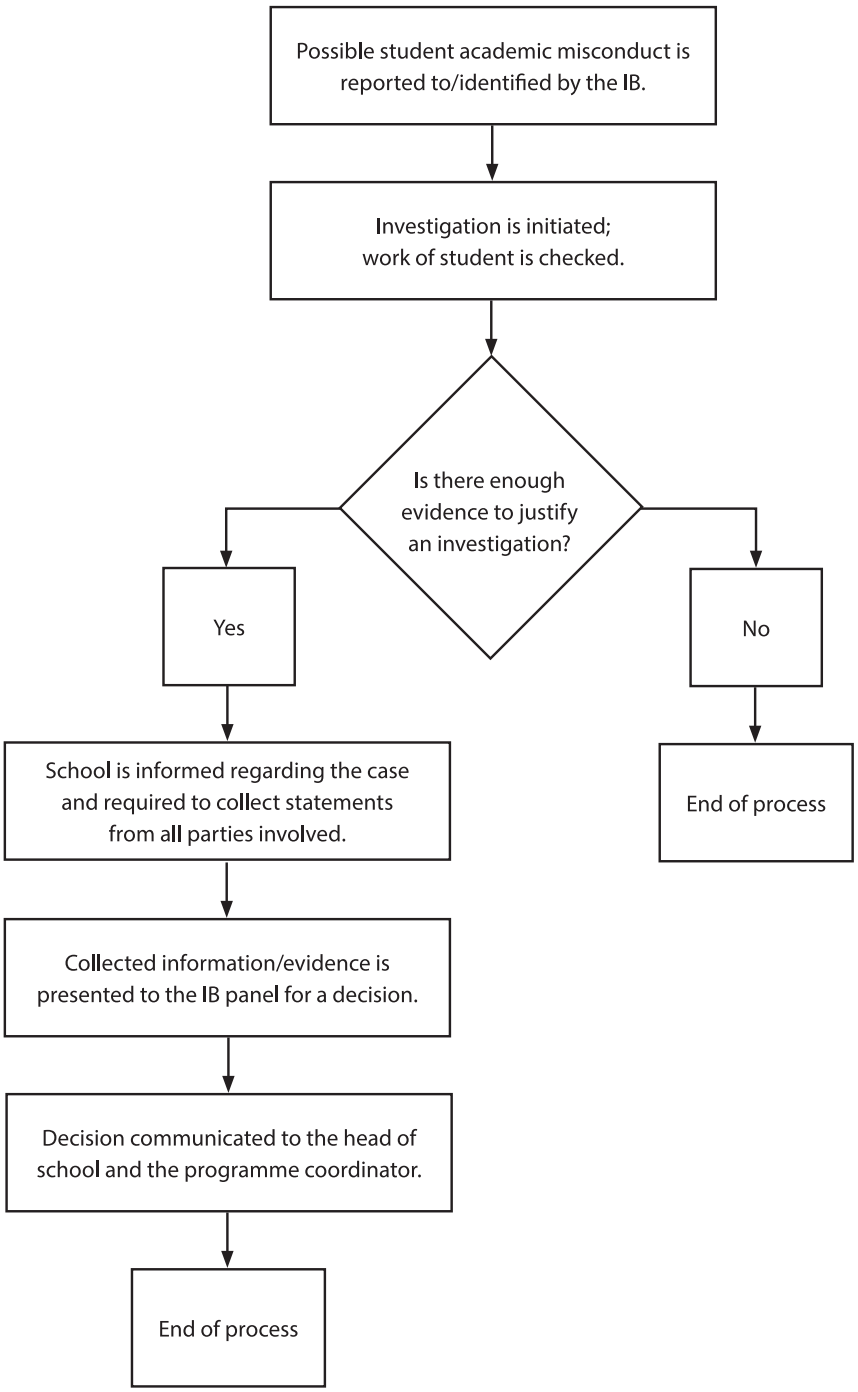
1. Undue assistance covers scenarios such as:
    - templating—subject teachers, or other third parties, prepare a template to ensure that all students follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. 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 examinations, including multiple-choice questions.
3. Failure to maintain examination security, including digital, oral and written examinations, includes examples such as:
   - non-secure storage of examination materials
   - not opening examination content in front of the students
   - obtaining examination content illicitly
   - logging in to see the content of a digital 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 content with subject teachers within a 24-hour period after the examination ending.
4. "Controlled dispatch of IB examination content" 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 content electronically.
6. If a school is not complying with the requirements for delivering the examinations securely, the IB may request that any students 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. This applies to all types of*	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
media, including text, visuals, videos, audio, interactive media, print, social media, multimedia, performance and data/infographics.				
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 material during the exam and supervision times —see note 8	Students who declare and surrender unauthorized materials within 10 minutes.	In student's possession but no evidence of it being used during the examination.	In student's possession and evidence of it being used during the examination.	Not applicable
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 examinations.*	Not applicable
Exchanging, passing, obtaining, or receiving verbal or written information from or colluding with others during the examination completion time, or attempting to	Not applicable	Not applicable	When a student tries, successfully or not, to share answers and/or examination content with others. *Penalties will be applied to all students participating in the incident.*	For a student in the same or another IB World School aiding other students.
Removal of secure materials such as examination content, questions and answer booklets, from the examination	Not applicable	Student attempting to remove secure materials but identified by invigilators before leaving examination.	Student successfully removing secure materials from the examination.	Not applicable
Impersonating an IB student—both impersonator and	Not applicable	Not applicable	For both students allowing or conducting an impersonation.	For the student conducting the impersonation.

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
person allowing impersonation				*If the impersonator is not an IB student, the IB will try to establish their identity and 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 the student is aware of the act of misconduct but decides not to report it to their school administrators.	When the 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 or attempting to gain access to IB examination content before the examination's scheduled time, be that via any form of communication platform—see note 10	If the student immediately reports they are in possession of live examination content, the IB will consider this as a "mitigating circumstance". See note 11 "Mitigating circumstance".	Not applicable	Student gained or attempted to gain possession of partial or complete live examination content.	Student gained or attempted to gain possession of partial or complete live examination content.
Sharing of IB examination content before or during the examination's	Not applicable	Not applicable	Student sharing partial or complete live examination content through any means—	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
scheduled time, or within 24 hours after the examination—see note 12			including but not limited to, email, text messages and the internet—even when shared information is general.	
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When the student is aware of the act of misconduct but decides not to report it to their school administrators.	When the 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 student'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. For cases of unauthorized materials during an examination, the IB reserves the right to determine the appropriate penalty based on the case, the evidence presented and established precedent. If a student declares unauthorized materials within the first 10 minutes, without being prompted, they will receive a level 1 penalty. The materials must be surrendered immediately, and the examination continues as normal. Unauthorized materials are prohibited during all supervision periods, including breaks and the two-hour minimum supervision requirement. Unauthorized materials or items may include but are not restricted to:
    - mobile phones
    - notes
    - study guides
    - student's own rough or scratch paper
    - non-permitted dictionaries
    - other prohibited electronic devices such as smart-watches, smart-glasses or other wearable technology.
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
    - leaving the examination without permission.
10. Social media or messaging/communication platforms and tools
11. Mitigating circumstance
    - In this specific context, if the student 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 students 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 student submitted a document containing several sections of	The student claimed to have made an honest mistake and forgot to add the bibliography.

Middle Years Programme		
Subject	**Example**	**Outcome**
	unreferenced text, more than 300 words in total. No bibliography was included.	The student received a level 3a penalty and no grade, an "N", was awarded for music.
Personal project	A student submitted a piece of work that was almost identical to an internet source—more than 80%. No reference was provided in the body of the work or in a bibliography.	The student claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. The student 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 student 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 student 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 student submitted artistic work that was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the student claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the student 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 student 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 student stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The student 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 students 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 students received a level 3a penalty for paper 3 and no grade, an "N", was awarded for history of the Americas HL.

Diploma Programme		
Subject	**Example**	**Outcome**
Theory of knowledge (TOK)—essay	A student submitted an essay that was almost entirely plagiarized from an English source that they translated into Spanish.	The student first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The student received a level 3a penalty for the essay component, which resulted in no grade for the subject concerned.

Peer plagiarism

Diploma Programme		
Subject	**Example**	**Outcome**
Economics HL—internal assessment	Student A was under pressure to finish their internal assessment task and asked a peer, student B, from the same school for support. Student B shared a draft of their work with student A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Student A submitted the shared draft work as their own.	Student A received a level 3a penalty and no grade, an "N", was awarded for economics HL. Student B received a level 1 penalty warning letter.
TOK—essay	Student A was working on their final version of the TOK essay and had a conversation with a friend, student B, who attended a different IB World School. Student B complained about the difficulty of the task; student A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered. Student B rewrote part of student A's essay but left many sections unchanged.	Both students 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 students submitted identical work for assessment despite the subject teacher advising that students must collect and record their own data and write their own conclusions.	Both students 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 students registered in different IB World Schools and who were unknown to each other submitted almost identical TOK essays. Student A admitted hiring a third-party essay writing service. Student B maintained that they were the author of the essay.	Both students 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 student included an inappropriate joke that contained sexual content and references to religion. Offensive and derogative language was used.	Student 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 student used offensive and derogative language against women in front of a live audience.	Student 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 student reworked their internal assessment and expanded on it to create their EE; however, both pieces showed extensive similarities.	Student 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

Diploma Programme		
Subject	**Example**	**Outcome**
Biology SL—paper 2	After students had entered the examination 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 content was distributed. Due to extreme anxiety, one student forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.	The student received a level 1 penalty warning letter.
Chemistry HL—paper 1	After students had entered the examination and the instructions had been read by the invigilator, students were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all students 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 student.	There was no evidence that the student had used the device during the examination, the browsing history being reviewed by the school's IT department. As the student was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination.
Business management—paper 2	After students 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 student moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the student and discovered a mobile phone; after reviewing the browser history, it	Student 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 student 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 student 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 student used a calculator in order to arrive at the answer given. The student 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 student refused to sit in their allocated desk. After being verbally reprimanded by the invigilator, the student 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 student 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 student A's behaviour. Student A was coughing repeatedly while putting their hands to their ears. Student A was approached and requested to lift up their hair. It became evident that student A was receiving information via a pair of wireless headphones from another student,	Student A received a level 3a penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Student B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting other students in committing an act of academic misconduct" category.

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

Breaches that threaten the integrity of the examination

Gaining or attempting to gain access to examination content before scheduled start time

Diploma Programme		
Subject	**Example**	**Outcome**
English A: literature SL—paper 1	One day before the examination was scheduled, three students 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 content and saw that the exact same poem was included in it.	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 students had commented in the discussion thread in that website. The IB was unable to prove whether the students had access to the examination before it was completed. The balance of probabilities approach was applied. All students 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 student 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.	Student 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 student posted a message on a social media platform sharing a picture of the stimulus used for one of the examination questions.	Student 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 student shared on a social media platform the content of the examination. The group with access to that chat was composed of students in different time zones.	Student 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 student who had completed examinations was offering fragmentary information on examination content. The source was located and the student in question identified.	The student 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 students identified in the group and that had access to the circulated materials.

Assisting other students in committing an act of academic misconduct

Diploma Programme		
Subject	**Example**	**Outcome**
Business management HL	A student assisted a peer completing a psychology examination from the outside by reading pre-prepared responses to examination questions using a wireless headset.	Student 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 student 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 student was part of a closed group on social media composed of students in different time zones. There were clear attempts by many of the group members to obtain live examination content from those students that had already completed the examinations. While the student in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.	Student 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.

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 integrity, 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.

Appendix 6: Guidance on the use of artificial intelligence tools

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools.

Such transparency needs to be taught and supported throughout the educational journey so that students understand how knowledge is constructed, as well as their own role in furthering knowledge construction and building understanding. While technical proficiency is crucial, conceptual and ethical knowledge should come first.

Recent technical advancements in AI tools have sparked some concerns in the educational community as students have the potential to use these tools to produce their assessments. In some ways this is not a new academic integrity issue for the IB. These tools can effectively produce a unique essay (or other product) for the student—this can be paralleled to a student buying an essay from the internet or having a third party (such as a parent or tutor) write it for them. As in these cases of another person creating the essay for them, teachers are well placed to identify when it is not the student's own work.

6.1 Teaching students about academic integrity

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

To initiate a conversation about this topic, teachers could consider the links between:

- TOK ways of knowing and acting with academic integrity
- arts, legitimately emulating a particular person's style and acting with academic integrity
- the scientific principle of testing another's hypothesis and acting with academic integrity.

The key message is that students need to be taught about academic integrity, and discussions about the ethical use of AI are a great classroom exercise.

6.2 The IB and AI tools

The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.

AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation and grammar. Where communication is assessed, we will need to think carefully what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

AI tools do not represent a crisis in education or assessment. However, in a world where everyone can use software to write newspaper articles, business reports and/or emails to friends, it is a game changer in terms of the skills students need. Instead of being able to produce complete essays, reports, and so on, students need to know how to get the best out of AI tools. For example, to edit text to personalize it, and most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators.

The IB aims to avoid joining the "arms race" between AI tools that claims to be able to tell the difference between AI and human authors. It is better to ensure that students can speak about their work with their teachers rather than accusing them of misconduct based on increasing small differences in the predictability of their word choices.

However, students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behaviour when using these tools, and why they often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows.

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

Teachers may have experienced problems when a student has been given an example essay that too closely matches what they are being asked to do. Consciously or unconsciously, the student can start to copy the content of the essay rather than using it to create their own work. Therefore, during the writing or creative process of any piece of work, the IB expects teachers to use the same processes they would use whenever they suspect that the work submitted is not the student's own and is not identifiable by plagiarism detection software—for example, work written by a third party or paid service.

Note that language acquisition is an exception to the rule about marks not being awarded for spelling, punctuation and grammar. However, it is probably impacted more by developments in translation software.

What does the IB expect when a teacher checks the authentication box to confirm that work is the student's own?

- The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening.

  This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student's own, it must not be submitted to the IB. If it has been written for them by their parents/guardians, sibling, tutor or obtained from an essay mill, the IB is less likely than the teacher to be able to identify this. The IB is very effective is in spotting similar work used by students in different schools—for example, two students

buying the same essay off the internet. While tools are being developed to detect essays written by AI tools, it is likely to be a while before they are reliable enough to be the sole evidence of academic misconduct that leads to a student losing their grade for the subject concerned.

It is a school's decision on how to deal with a student who submits work that is not their own, as per the school's academic integrity policy. For example, are students allowed to submit entirely new work, to rewrite it under supervision, or do they lose the opportunity to submit anything?

The IB's only requirement is that work that is not the student's own cannot be submitted for assessment; it does not accept a marking penalty for such work. Teachers must keep in mind that if a student does not submit coursework, then the IB will not award a grade in that subject.

How should teachers guide their students when using AI tools?

Students should be informed of the following rules.

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

Using software to improve language and grammar

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is **not** permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are **not** permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the *Access and inclusion policy* for more details.
- The IB allows students to use basic digital tools, such as spell-checkers and non-generative grammar checkers, to improve writing accuracy without changing meaning or adding content. Students must use these tools ethically to maintain clarity and originality.

Confidence in IB results

The IB and IB World Schools are partners in maintaining the value (currency) of IB grades to be trusted by institutions. The IB needs to trust schools to do due diligence, and schools can trust the IB to take its responsibility seriously in the interest of their students.

Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

Changes for February 2026

Throughout the publication

Alignment of language with other IB documentation.

The term "examination room" was changed to "examination".

A principled approach to academic integrity > Why do we need academic integrity?

"Responsibilities of the IB"

Introduction of revised or improved content.

In the second to last bullet point, "student work is subject to quality assurance checks to confirm it does not have plagiarized content or evidence of student collusion" was changed to "student work is subject to quality assurance checks to ensure compliance with academic integrity standards. This includes detailed comparison of coursework and examination components, and analyzing patterns within and across schools and sessions to detect irregularities"

Student academic misconduct > Procedures for dealing with policy breaches by students

"Cases identified by the school"

Introduction of revised or improved content.

In the second paragraph, "If a final piece of work has plagiarized content" was changed to "If a final piece of work has plagiarized content, including inappropriate use of AI,"

In the third paragraph, "When academic misconduct," was changed to "When academic misconduct, including inappropriate use of AI,"

After the last paragraph, a new paragraph was added, "Internal assessments related to oral presentations or oral examinations are to be treated as examinations conducted under controlled examination conditions. As such, schools must ask students to surrender any unauthorized material."

Appendix 2: Student academic misconduct > 2.2 Penalty matrices

"Conduct during an examination"

Introduction of revised or improved content.

Under "Infringements" and "Level 1 penalty, Warning letter to the student", "In student's possession but surrendered or removed during the first 10 minutes of the examination.)" was changed to "Students who declare and surrender unauthorized material within 10 minutes."

Appendix 2: Student academic misconduct > 2.2 Penalty matrices

"Conduct during an examination"

Introduction of revised or improved content.

Under "Infringements", "Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to" was changed to "Exchanging, passing, obtaining, or receiving verbal or written information from or colluding with others during the examination completion time, or attempting to"

Appendix 2: Student academic misconduct > 2.2 Penalty matrices

"Explanatory notes"

Introduction of revised or improved content.

Note 8, "For cases of unauthorized materials during an examination, the IB reserves the right to determine the appropriate sanction based on the case, the evidence presented and established precedent. Unauthorized materials or items may include but are not restricted to:" was changed to "For cases of unauthorized materials during an examination, the IB reserves the right to determine the appropriate penalty based on the case, the evidence presented and established precedent. If a student declares unauthorized materials within the first 10 minutes, without being prompted, they will receive a level 1 penalty. The materials must be surrendered immediately, and the examination continues as normal. Unauthorized materials are prohibited during all supervision periods, including breaks and the two-hour minimum supervision requirement. Unauthorized materials or items may include but are not restricted to:"

Appendix 6: Guidance on the use of artificial intelligence tools > 6.2 The IB and AI tools

"Using software to improve language and grammar"

Introduction of revised or improved content.

In the sub-section **"Using software to improve language and grammar",** the last bullet point "The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed." was changed to "The IB allows students to use basic digital tools, such as spell-checkers and non-generative grammar checkers, to improve writing accuracy without changing meaning or adding content. Students must use these tools ethically to maintain clarity and originality."

Changes for February 2025

Throughout the publication

Alignment of language with other IB documentation.

The term "candidate" was changed to "student".

The term "on-screen" was changed to "digital".

The term "(examination) paper" was changed to "examination" or "examination content".

The term "academic honesty" was changed to "academic integrity".

The name "Academic Honesty Subcommittee" was changed to "Academic Integrity Subcommittee".

A principled approach to academic integrity > Why do we need academic integrity?

"Expectations"

Correction of error in the previous version.

In the second paragraph, "a 'level playing field' where educational institutions" was changed to "educational institutions to": "This requires educational institutions to create and foster academic integrity as an irrevocable principle."

Expectations and responsibilities of the school community > The school leadership team

"Expectations"

Introduction of revised or improved content.

In the first paragraph, "Maintaining such a fostering environment" was changed to "Fostering and maintaining an environment": "Fostering and maintaining an environment where academic integrity is understood and adhered to is a key accountability of the school leadership team."

Expectations and responsibilities of the school community > Students

"Expectations"

Removal of out-of-date or incorrect content.

The following sentence/paragraph was deleted: "Plagiarism is the most common form of student academic misconduct. For more information on plagiarism, see 'Appendix 3'."

Expectations and responsibilities of the school community > Parents and legal guardians

"Expectations"

In the third paragraph, the text "but especially plagiarism, which is the most common form of misconduct" was removed. The sentence now reads "Schools are advised to encourage parents and legal guardians to take note of the IB's policy on all categories of academic misconduct."

Investigating school maladministration or student academic misconduct > Student academic misconduct

"Incidents related to examinations"

Introduction of revised or improved content.

In the final paragraph, additional wording was added concerning when a student is suspected or found to be involved in student academic misconduct: "If a student is suspected or found to be involved in student academic misconduct, the school must contact the IB within 24 hours of the examination to report the incident."

Appendices > Appendix 1: School maladministration

"Explanatory notes"

In note 3, in the third bullet point, "questions and papers" was changed to "content": "obtaining examination content illicitly".

Appendices > Appendix 2: Student academic misconduct

"Written and oral coursework and examinations"

Introduction of revised or improved content.

Under "Collusion", additional wording was added: "This applies to all types of media, including text, visuals, videos, audio, interactive media, print, social media, multimedia, performance and data/infographics."

"Conduct during an examination"

Introduction of revised or improved content.

Under "Infringements", "in the examination room" was changed to "during the exam and supervision times": "Possessing unauthorized material during the exam and supervision times—see note 8".

"Conduct that threatens the integrity of the examination"

Introduction of revised or improved content.

In the first row, under "Infringements", "Gaining" was changed to "Gaining or attempting to gain": "Gaining or attempting to gain access to IB examination content before the examination's scheduled time, be that via any form of communication platform—see note 10". In addition, the penalty was changed from level 2 to level 3 to reflect the severity of this infringement.

"Explanatory notes"

Introduction of revised or improved content.

In note 8, additional information was added: "For cases of unauthorized materials during an examination, the IB reserves the right to determine the appropriate sanction based on the case, the evidence presented and established precedent." In addition, in the final bullet point, "or other wearable technology" was added: "other prohibited electronic devices such as smart-watches, smart-glasses or other wearable technology".

"Breaches that threaten the integrity of the examination"

Introduction of revised or improved content.

In the table heading, "Gaining" was changed to "Gaining or attempting to gain": "Gaining or attempting to gain access to IB examination content before scheduled start time".

Appendices > Appendix 3: Plagiarism

Removal of out-of-date or incorrect content.

In the first paragraph, the following sentence was deleted: "It is the most common form of student academic misconduct identified by or reported to the IB."