Academic Integrity Policy

Prva gimnazija Varaždin
International Baccalaureate Diploma Programme

Diploma Programme
Academic Integrity Policy

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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.

PGV mission statement

We aim to provide students with the opportunity to develop their knowledge and skills according to contemporary educational practice.

We want to develop curious, inquiring and knowledgeable young people who will understand, respect and care about others.

Our goal is to produce future citizens of the world who will know how to accept challenges, how to act in global reality, be active lifelong learners and competitive collaborators within international society.

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.

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.	**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.
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.	**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.
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.	**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.
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.	**BALANCED** We understand the importance of balancing different aspects of our lives-intellectual, physical and emotional-to achieve well-being four ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and right of people everywhere. We take responsibility for our actions and their consequences.	**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.

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Introduction

Academic Integrity School Policy is a document focusing on ethical practice of providing teaching-learning-assessment processes during two years course of International Baccalaureate Diploma Programme at Prva gimnazija Varaždin. It addresses all parties in that process defining ethical stands and standards of the IBO.
The IBO document is made after former Academic Honesty, but is clearer and more resolute in defining particular maladministration or misconduct case and possible consequences that may be applied.
Academic Integrity School Policy is made after Academic Integrity Policy published by IBO, (October 2019), and Academic Honesty in the IB Educational context (November 2016), to comply with rules in specific circumstances of Prva gimnazija Varaždin and with legislative of Republic of Croatia.
Academic Integrity School Policy replaces Academic Honesty Policy (February 2021).

IBDP School community aligns with Academic Integrity School Policy, fully aware of responsibilities of all parties in its application.

Purpose of this Policy

The purpose of this document is to explain:

- The academic integrity principle
- Expectations and responsibilities of the different groups of stakeholders
- Distinctive terminology in use
- School maladministration
- Student misconduct
- Good practice of building a culture of academic integrity in the school and beyond

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" (academic Integrity 2019)

Prva gimnazija Varazdin comply with the standards developed and presented in Academic Integrity Policy, and will work on further fostering an academic integrity culture and individual positive attitude towards it, in entire School community. We will make sure that academic integrity ethical standards become the crucial part in the School strategy.

Key terms

- **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 on-screen.

- **Unprecedented or extraordinary incidents**

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

- **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 his or her involvement in another role or relationship. The individual does not need to exploit his or her 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.
(Academic Integrity 2019)

- **Plagiarism**

Plagiarism is the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment (*General Regulations: Diploma Programme*). More details on Plagiarism in **Appendix 3: Plagiarism**, from *Academic Integrity Policy* (2019)

- **Collusion**

Work made by different students show close similarity. Students should work independently, producing their own work and properly acknowledging the work of others.

Why do we need academic integrity?

- **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.

- **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 that 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 see the document
 (Academic Integrity 2019)

Expectations and responsibilities of the School community

IB World School Leadership Team (Head, Administration, Decision-making staff)

Expectations

Embedding the policy into the School structure. Academic integrity must be a part of teaching, learning, assessing processes, as well as aspiration of the entire school community. The school has to develop and maintain an academic integrity culture, through school-wide strategy.

- The School has an effective academic integrity school policy
- The School is building and maintaining an academic integrity culture
- Academic Integrity ethical values are important part of School strategy

Guidance for Teachers

- Ensure that Teachers (experienced and new) have the same level of understanding of academic integrity and are committed to comply with it.
- Guidance and support of Academic Integrity values presence in teaching-learning-assessment processes, should be organized according to a well-defined strategy.

Guidelines for a designated team or person responsible for academic integrity

Communicating the principles of academic integrity to parents and legal guardians

- Enable the open communication with parents and students
- Providing timely information about: academic practice and ethical behaviour, definition of different types of student misconduct and school maladministration, investigation protocols, sanctions and actions in case of breaching the rules.

Responsibilities

PGV, as an authorized IB World School is committed to comply with all regulations and expectations as set within **IB Publications**:

- Programme Standards and Practices (2020)
- From Principles into Practices, DP (2015)
- Rules for IB World Schools: DP (2015, 2020)
- General Regulations: DP (2019)
- DP Assessment Procedure (updated annually)
- Diploma Programme Subject Guides
- DP: secure storage of confidential IB examination materials booklet (2020)
- The Conduct of IB Diploma Programme examinations (annually)
- Approaches to teaching and learning (2015)
- Academic Integrity, DP (2019)

IBWS-PGV will adhere to all IB Requirements to prevent any Academic misconduct (students), or Academic maladministration (School).

In maintaining possible academic integrity incidents, The School is responsible to:

- Have an **updated Academic Integrity School Policy** and act accordingly
- **Understand the IB expectations** with regards to academic integrity
- Understanding of **what constitutes student misconduct and school maladministration**

- Understanding of **possible consequences** for all engaged in misconduct or maladministration.
- Ensuring Student or School staff **member in question, to be accountable** when involved in academic misconduct or school maladministration.
- Immediately **notifying the IB** of any breach of the rule during the assessment procedure (as stated in programme-relevant document)
- **Supporting the IB** in any Investigation into possible student academic misconduct or school maladministration.

Programme Coordinator

Expectations

Programme Coordinator (DPC) **understands the principle of academic integrity** and its fundamental importance to the educational philosophy of the IB. DPC acts as role model and should exhibit honest, ethical and responsible behaviour.

DPC is a **member of a Pedagogical Team** and is responsible for all teaching-learning-assessing activities are carried out according with the rules, policies and guides.

DPC should be allocated **adequate budgetary means** to be able to ensure that all staff involved in the delivery of IB programme, receive adequate training through **professional development**, so that students may have best educational experience possible.

DPC organises **meetings** with teachers, students and parents **to explain the Academic Integrity policy**, its rules, expectations, responsibilities and possible incidents and consequences. All questions should be answered. All involved in IB programme must read and understand the expectation of the school and the IB regarding academic integrity.

DPC must assure that **all policies and regulatory documents** are **easily accessible** in printed and digital way (Library, school website)

DPC must ensure that the **subject guides and all rules** and regulations are **strictly followed** and applied consistently and fairly.

DPC is responsible for **appropriate class schedule and calendars**, allowing students and teachers to meet the demands of the programme and course of studies.

DPC avoids every conflict of interest and activities that may constitute maladministration.

DPC must act **decisively when an incident** of academic misconduct or maladministration occurs and report immediately to the school leadership and the IB, as appropriate.

Responsibilities

- DPC is responsible for maintaining an **overall supervision** of all activities related to teaching and learning process at the school.
- DPC maintains good, **constructive communication** with team of teachers, students and parents.
- DPC must **manage with the School leadership team, sufficient budget** to ensure that teachers receive appropriate professional development training.
- DPC ensures **access of School policies and other regulatory documents**, to all involved in IB programme in printed and electronic form, as well as on school's web portal.

- Managing academic integrity **incidents**, DPC must support all the tasks listed in the Responsibilities listed in "School leadership team"
- DPC ensures that all **School and IB Policies are applied fairly** and consistently.
- DPC ensures compliance with **secure storage** of confidential IB material policy and the Conduct of IB examinations.
- DPC ensures that teachers, students and parents **have a copy, read and understand the School Academic Integrity Policy and other IB regulations.**
- DPC must **report suspected instances** of student academic misconduct and school maladministration cases to the school administration and/or the IB.
- DPC **supervise 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**. The level of understanding academic integrity expectations is the same as DP coordinators. Teachers should be aware that **their conduct sets an important example to students.**

Teachers should **adhere to Subject guidelines, rules and regulations fully and consistently**. Particularly regarding the level of teachers support. Students should not receive additional help, not more than required in subject guides.

Teachers should approach to possible issue of academic integrity with understanding and balanced reaction. Depending on particular situation during the courses activities, teachers need to evaluate reasons and deficiencies before addressing the topic (details in Academic Integrity Policy, IBO 2019).

Teachers should **generate a supportive environment during their classes**, to allow students to learn, develop skills and understanding of good academic practice.

The topic of **academic integrity should be imbedded in curriculum design** during two years of DP programme. Academic integrity expectations should be reinforced during all kinds of formative assessments, and fully applied during Summative, particularly Final exams.

Teachers are **expected to declare any conflict of interest**, and support all activities undertaken by the school to promote and distribute values of academic integrity.

In case of incident, misconduct or maladministration, teachers **must act and report the incident** to the relevant person or administrative office.

Responsibilities

- Teachers should have an **extensive understanding of the requirements** for teaching IB subjects. Teachers should receive the necessary support from the school to attend IB designed **professional development workshops.**
- Teachers should apply their best knowledge of regulations, policies and subject guides, to offer **adequate and fair support to their students**.
- Teachers should create a **supportive environment**, to ensure that their students are properly prepared to successfully complete their education.
- Teachers must ensure that **students fully understand the expectations** and guidelines of all subjects.

- Teachers must ensure that **students understand** what constitutes academic misconduct and its **possible consequences**.
- Teachers must plan a **manageable workload**, so students can allocate time effectively, to produce work according to IB's expectations
- Teachers must provide students with **appropriate Feedback**, on agreed time, accurately and in expected number of drafts (no additional editing).
- Teachers should **appropriately manage students work**, label, save, upload to e-Coursework, avoiding any error when submitting assessment to the IB.
- Teachers must respond to student academic misconduct and support the school's and IB's investigations.
- Teachers must respond to school maladministration and support the school's and IB's investigations.

Students

Expectation

Students should aim to achieve and develop the IB learner profile attributes. They should be able to distinguish between what is right and what is wrong. They should be principled and expected to act honestly, responsibly and ethically.

To achieve this, students need support from the entire school community, specifically from DP Coordinator and DP Teachers. A **supportive school environment** will help them to understand importance of academic integrity principles in IBDP education.

Students should have support to learn **how to act if they witness an incident** against academic integrity principles, and to know who to refer to.

Students must learn how to **properly reference** the sources of information, and when and how to apply those in every aspect of their work.

Students must **act responsibly towards all rules** and regulations, specifically **deadlines** agreed in annual calendar related to class-work and completion of the examination materials.

Students should understand **their responsibility for their own process of learning**, production of examination materials (EA, IA) and authenticity of their work. Possible student misconduct cases and consequences are described in detail in Appendix 2 and Appendix 3.

Students are expected to **respect and comply all regulatory documents** related to the school and the IB, and to behave accordingly.

Responsibilities

- Students are **responsible for their own learning** and production of own authentic assessment materials.
- Students are expected to **understand and accept the principle of academic integrity** and face the challenges related to it.
- Students should learn and apply **proper referencing** of others' people work, comply to all regulatory documents, both school or IB.
- Students should understand and **respect all the deadlines** agreed with the teachers and written in the calendars.
- Students have a **full understanding of their school's and the IB policies**.
- Students must complete all assignments, tasks, examinations and activities in an **honest manner and to the best of their abilities.**

- Students should **abstain from receiving or giving non-permitted assistance** in completion or editing of work, specifically from essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- Students should **abstain from giving or receiving undue assistance to/from peers** in completion of their work.
- Students are expected to **respond to acts of school maladministration or student misconduct** to their teachers and/or programme coordinator.
- In case of integrity incident, student must cooperate during the process.

Parents and legal guardians

Expectations

Parents must understand and accept that the principle of academic integrity is a fundamental part of the IB's educational philosophy.

Parents must have open access to school policies and IB regulatory documents, to be able to understand the programme demands and to be able to manage adequate support to their children. As for the integrity policy, parents should be aware of specific expectation and better support their children to develop a **conscientious and responsible attitude** to their learning (rather than helping with content or private tutors or other easiest ways).

Parents should cooperate with the school, encourage their children to observe the rules and regulations and contribute to a mutual goal of all parties involve.

Responsibilities

- Understand IB and School policies, procedures and guidelines
- Support their children's understanding of IB and School policies, procedures and guides
- Support their children in planning a manageable workload
- Monitor their children's development, be in touch with the homeroom teacher
- Understand what constitutes student academic misconduct and school maladministration, and the consequences that may apply

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. During coursework production process, or Examination process.

The most common forms of school maladministration may include:

Coursework production:
- Providing undue assistance to candidates – over-editing
- Allowing the submission of work produced by third party
- Awarding mark zero (0) for plagiarized, non-authentic work
- Authenticating work when in doubts regarding authenticity
- Having high proportion of plagiarism cases – more of 20% of cohort for a component
- Upload submission errors – duplicates

Conduct during examinations:
- Allowing candidates to use or refer to prohibited materials (use of notes etc.)
- Failing to provide appropriate invigilation
- Giving unauthorized additional time to candidates
- Unauthorized rescheduling of an examinations
- Failing to appropriately check materials (calculators or dictionaries), that candidates are allowed to bring into the examination
- Allowing candidates to share materials or communicate during the examination.
- Failing to act according to the instructions of conducting the examination from *The conduct of examinations booklet* for specific Examination session.

Undermining the integrity of assessment:
- **Misrepresenting language proficiency**, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage
- Failing to implement an action plan required by the relevant IB authority
- Failing to report incidents of student misconduct or school maladministration
- Failing to support an investigation into student misconduct or school or teacher maladministration
- Failing to report any security breach related to examination

Both maladministration activities, along with adjacent consequences are defined in IB Academic Integrity Policy **Appendix 1: School maladministration**

Notification, conduct, IB review and outcome of an investigation procedures, are described in IB Academic Integrity Policy, School maladministration, page 21 – 22.

Student 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 on-screen.

The most common forms of academic misconduct are **Plagiarism** and **Collusion.** Other forms of academic misconduct may include:

Written and oral coursework and examinations:
- Disobeying the **deadlines** agreed in the course or examination process calendar
- All kinds of **plagiarism** of third party work
- **Peer plagiarism**, whether copying another student work, or giving own work to be copied.
- **Collusion** – works of different students has similarities or identical sections
- Submitting work commissioned, edited by or **obtained from a third party**
- Inclusion of **inappropriate**, offensive or obscene material
- **Duplication of work** - same work for different assessment, components or subjects
- **Falsification of data** – presentation of work based on false or fabricated data

Conduct during an examination:
- **Possessing unauthorised material** in the examination room
- Exhibiting misconduct or disruptive behaviour during an examination
- **Exchanging, passing**, obtaining or receiving verbal or written information from other students during the examination
- **Removal of secure materials** (examination papers or questions-answer booklets), from the examination room
- **Impersonate an IB candidate** – both impersonator and person allowing impersonation
- **Failing to report** an incident of academic misconduct

Conduct that threatens the integrity of the examinations:
- Gaining **access to IB examination papers before examination's** schedule time
- **Sharing of IB examination paper** content before or during the examination's scheduled time, or within 24 hours after the examination
- **Assisting** another student(s) in **committing an act of academic misconduct**

Interfering with an academic misconduct investigation:
- Not cooperating with an investigation
- Providing misleading or demonstratively false information
- Attempting to influence witnesses
- Showing threatening behaviour to all involved to investigation
- Forgery or falsification of IB grades or certificates

All cases of student misconduct, along with adjacent consequences are defined in IB Academic Integrity Policy (2019), **Appendix 2: Student academic misconduct, and Appendix 3: Plagiarism**

Categories of student academic misconduct, **procedures for dealing with policy breaches by students and student sanctions** are described in IB Academic Integrity Policy, Student academic misconduct, pages 23 – 26.

References:

- *Academic Integrity Policy (2019)*
- *Academic honesty in the IB educational context (2014)*
- *General Regulations: Diploma Programme (2019)*
- *Diploma Programme Assessment Procedure (annually review)*
- *Approaches to teaching and learning in the Diploma Programme (2015)*
- *Programme Standards and Practices (2014-16, 2018-19)*
- *From Principle to the Practice (2015)*
- *Rules for the World Schools-DP (2015, 2020)*
- *School (PGV) Rules (annualy)*

Prva gimnazija Varazdin – Student Declaration of Academic Honesty

I , _____ declare that I have read and that I understand Academic Integrity School Policy and its expectations, responsibilities and consequences. IB Diploma Programme at Prva gimnazija Varazdin and all related community, is determined to comply with all rules and regulations in the Integrity Policy, and to act according to expectations and responsibilities.

I declare that any work I submit will be my own authentic work. This includes all class assignments, homework assignments and work undertaken for IB assessments. I also declare that I will appropriately cite any references that I will be using to produce my work or any part of it. I am aware that any violation of the above would constitute consequences and carry serious penalties.

I declare that I will take all deadlines, both school internal and external, very seriously, and that I will fully respect them.

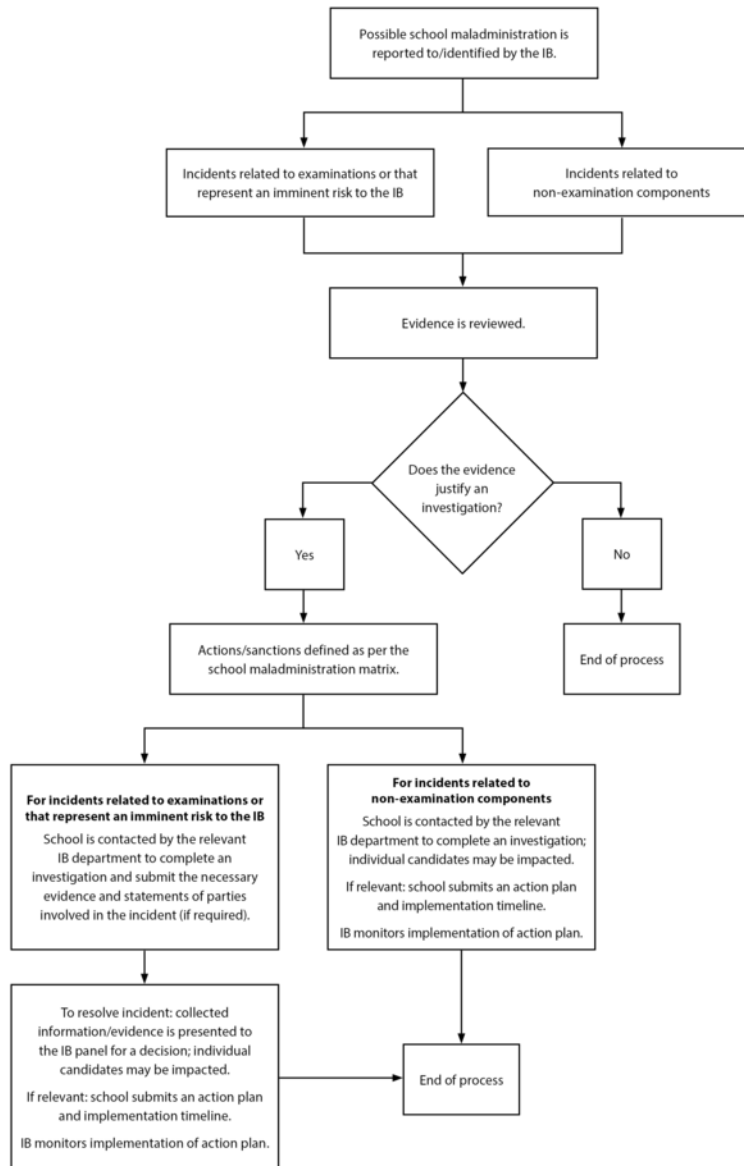Student Signature: Date:

Parent Signature: Date:

Appendix 1: School maladministration

1.1 Investigation flowchart

Possible school maladministration is reported to/identified by the IB.

Incidents related to examinations or that represent an imminent risk to the IB

Incidents related to non-examination components

Evidence is reviewed.

Does the evidence justify an investigation?

Yes

No

Actions/sanctions defined as per the school maladministration matrix.

End of process

For incidents related to examinations or that represent an imminent risk to the IB

School is contacted by the relevant IB department to complete an investigation and submit the necessary evidence and statements of parties involved in the incident (if required).

For incidents related to non-examination components

School is contacted by the relevant IB department to complete an investigation; individual candidates may be impacted.

If relevant: school submits an action plan and implementation timeline.

IB monitors implementation of action plan.

To resolve incident: collected information/evidence is presented to the IB panel for a decision; individual candidates may be impacted.

If relevant: school submits an action plan and implementation timeline.

IB monitors implementation of action plan.

End of process

1.2 Penalty matrices

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

Completion of coursework

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

Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits
Failing to provide appropriate invigilation for an examination.	• Request immediate corrective action
Giving unauthorized additional time to candidates.	• Formal warning letter and action plan to address incident
Unauthorized rescheduling of an examination.	• Immediate inspection visit
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	• Mandate relevant IB training • Include school in session monitoring for three consecutive sessions
Allowing candidates to share materials or communicate during the examination.	
Not complying with authorized inclusive assessment arrangements.	

Academic integrity

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

Undermining the integrity of assessments

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

Explanatory notes

1. Undue assistance covers scenarios such as:

    • Templating—subject teachers, or other third parties, prepare a template to ensure that all candidates follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. While this could be construed by the teacher as an effective approach to the management of student workload, the creativity and originality of the task is restricted.

    • Over-editing—subject teachers, or other third parties, provide students with multiple rounds of editing that go against the instructions described in the relevant subject guides. Teachers are

only expected to provide comments in the margins of a piece of work, but not to extend their support to become a full editing exercise.

2. Session monitoring covers actions such as:

   • quality assurance checks of all available pieces of work in IB systems for plagiarism

   • quality assurance checks of all available pieces of work in IB systems for overlap in content

   • check of response patterns to examination papers, including multiple choice questions.

3. Failure to maintain examination security, including on-screen, oral and written exams, includes examples such as:

   • non-secure storage of examination materials

   • not opening examination papers in front of the candidates

   • obtaining examination questions and papers illicitly

   • logging in to see the content of an on-screen exam before the scheduled time

   • sharing extracts and guiding questions or photographs or prompts for individual oral exams and commentaries

   • discussing or sharing information within a 24-hour period after the examination ending

   • sharing examination papers with subject teachers within a 24-hour period after the examination ending.

4. "Controlled dispatch of IB examination papers" means that the IB will decide where and when to send the papers and whether they will be sent to a third party which will oversee the delivery of all examinations, at the school's expense.

5. "Deployment of independent invigilators" means that the IB will appoint independent invigilators to oversee the conduct of all examinations, at the school's expense. If deemed appropriate, the IB will send the examination papers electronically.

6. If a school is not complying with the requirements for delivering the examinations securely, the IB may request that any candidates registered at that school complete their exams at an alternative venue, as determined by the IB, and at the school's expense.

Appendix 2: Student academic misconduct

2.1 Investigation flowchart
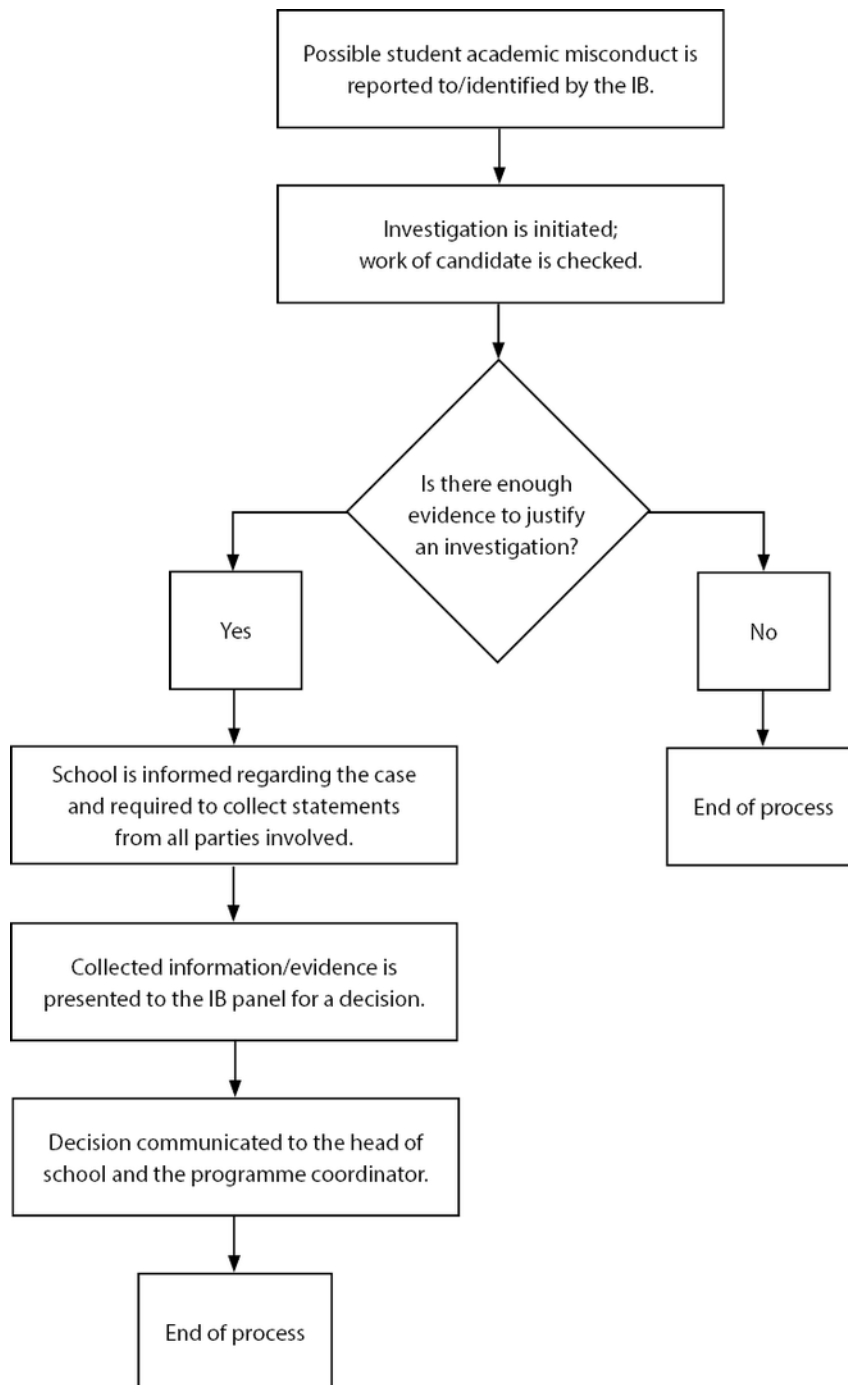
2.2 Penalty matrices

This section contains the IB penalty matrices detailing infringements by the student and the level of penalty which may be applied by the IB. In the event of an unprecedented and/or extraordinary incident please see "Good practice for investigating academic misconduct."

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 external sources.*	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given—see note 3.	Not applicable.
Peer plagiarism *Copying work from another student.*	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else's work as one's own.	Not applicable.
Peer plagiarism *Student lending or facilitating their work.*	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion *Coursework only and when working collaboratively.*	Work of students show close similarity.	Work of students has similarities— less than 30%— and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.
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.*	For a student in the same or another IB World School providing the service.

Academic integrity

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**
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	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	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 in the examination room —see note 8	In candidate's possession but surrendered or removed during the first 10 minutes of the examination.	In candidate's possession but no evidence of it being used during the examination.	In candidate'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*	Not applicable.

| Infringements | Level 1 penalty | Level 2 penalty | Level 3a penalty | Level 3b penalty |
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned—see note 1	No grade for "parallel" subjects —see note 2
			different subject papers.	
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others. *Penalties will be applied to all candidates participating in the incident.*	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable.	Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable.
Impersonating an IB candidate— both impersonator and person allowing impersonation	Not applicable.	Not applicable.	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. *If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.*
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Academic integrity

Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects —see note 2
Gaining access to IB examination papers before examination's scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination	Not applicable.	Not applicable.	Candidate sharing partial or complete live examination content through any means, including but not limited to, email, text messages and the internet, even when shared information is general.	Assisted the sharing of partial or complete live examination content.
Assisting another student(s) in committing an act of academic misconduct—see note 10	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects —see note 2
Not cooperating with an investigation, whether involved or not	Not applicable.	Not applicable.	When a student shows any of these behaviours and/or refuses to submit a statement.	When a student shows any of these behaviours and/or refuses to submit a statement.

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
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.	

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 subject, only one assessment component (the level 2 and level 3a penalties) have the same outcome on the candidate's final result, the non-award of diploma. Therefore, plagiarism cases in EEs will only be considered when a considerable amount (more than 100) of consecutive words lacks 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 risks 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 shows disrespect of personal, political and/or spiritual values, and/or contain offensive remarks about race, gender, or religious beliefs
- • falsification or fabrication of data in producing any work
- • inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

8. Unauthorized materials or items may include but are not restricted to:

- • mobile or cellular phones
- • notes
- • study guides
- • own rough or scratch paper
- • non-permitted dictionaries
- • other prohibited electronic devices such as smartwatches or smartglasses.

9. Misconduct during examinations may include but are not restricted to:

- • failing to abide by invigilator instructions
- • disruptive behaviour
- • attempting to remove examination materials from the examination room
- • leaving the examination room without permission.

10. Assisting other student(s) in committing an act of misconduct may include but are not restricted to:

- • facilitating information to other candidates during the completion time of the examination
- • distributing live examination content before, during or after the scheduled time of that examination through any means.

Student academic misconduct incident/sanction matrix - SCHOOL

Offence level	Incident – SCHOOL WORK	Action/sanction
SCHOOL **Level 1**	• Attempt of **plagiarism**, external source or **peer plagiarism** • Attempt of **Collusion** in collaborative work • Disobeying the **deadlines** • **Inappropriate** or offensive behaviour or writing • Disobeying school rules and regulations regarding **attendance** to classes, **dynamic of** fulfilling school/homework **activities** • Conduct the research without permission of the participants • Attempt to use **pre-written essay** or other materials, made by third parties, presented as student's work • **Failing to read, understand** and apply IBDP regulations and expectations related to **personal responsibilities**	• Warning by the teacher • Warning letter to the student • Coordinator's attention • School **consequence-1** rule application • Warning letter to parent
SCHOOL **Level 2**	• Explicit evidence of **repeated case of Plagiarism** (external source or peer) • Explicit **evidence of Collusion** (school work) • **Repeated** and persistent **disobeying deadlines** • **Serious case** of inappropriate or offensive behaviour – live, online, written or virtual case • **Poor attendance** to school classes (general or specific subject) • **Evidence of using pre-written** materials	• Coordinator's attention • School **consequence-2** rule application • Official school notice to parents • The consequence is written In School Online Register System (e-Dnevnik).
SCHOOL **Level 3**	• **Third evidence** of repeated case of **Plagiarism** (external source or peer) • Further evidence of **Collusion** (school work or eCoursework in process) • The issue of **duplicating** the work • **Further disobeying of deadlines**, School or eCoursework • **Further poor attendance** (more than 20% the subject) • **Further behaviour issues** • Further evidence of using **pre-written materials in School and eCoursework** materials in process • Submitting the **eCoursework materials commissioned, edited by or obtained from a third party**	• School **consequence-3 rule** application • Official School notice to parents • Authorization material denial • Incident reported to the IB • Student may not gain the mark from the subject • Student may not finish the school year • Student may be advised to exit the IBDP

School consequences: 1 – note to the student; 2 – official note to parents; 3 – Final official note to s. and p.

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" (*General regulations: Diploma Programme*). This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB.

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

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

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

There are many reasons why students plagiarize.

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

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

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

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.

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 in regards 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.

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 in regards to referencing see the publication *Effective citing and referencing*.

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 room 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

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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.

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Appendices

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 subject 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 tools to support their spelling and grammar when this is not what is being assessed.

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.

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