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# Academic integrity



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Published October 2019

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd  
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Website: [ibo.org](http://ibo.org)

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The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

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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 which 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.



## 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 which 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 PYP, be reinforced during the MYP and cemented later through the DP and 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. For more information see the document *Academic honesty in the IB educational context*.

## Key terms

These are some key terms which 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 on-screen.

### **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 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.

## 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:

**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 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 honesty in the IB educational context*.

## 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 a "level playing field" where educational institutions 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.

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 student's 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 on 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 papers are 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 confirm it does not have plagiarized content or evidence of student collusion
- 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. Maintaining such a fostering 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 with the following key elements to be considered:

- 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 the IB publication *Academic honesty in the IB educational context*.

## 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 to 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 establish 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 the following:

- *Programme standards and practices*
- *Rules for IB World Schools: Primary Years Programme, Rules for IB World Schools: Middle Years Programme, Rules for IB World Schools: Diploma Programme and Rules for IB World Schools: Career-related Programme*
- *General regulations: Primary Years Programme, General regulations: Middle Years Programme, General regulations: Diploma Programme and General regulations: Career-related Programme*
- *Middle Years Programme Assessment procedures, Diploma Programme Assessment procedures and Career-related Programme Assessment procedures* (updated annually)
- Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP) subject guides\*
- *Diploma Programme: Secure storage of confidential IB examinations material booklet 2020.*
- *The conduct of IB Middle Years Programme on-screen examinations*
- *The conduct of IB Diploma Programme examinations*

\* Note that subject guides are not available for the Primary Years Programme (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 achieving 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
- ensuring that teachers, support staff, students and parents and legal guardians have a common understanding of the IB's expectations with regards to academic integrity
- ensuring that teachers, support staff, students and parents and legal guardians have a common understanding of what constitutes student academic misconduct and school maladministration
- ensuring that teachers, support staff, students and parents and legal guardians have a common understanding of possible consequences for those that engage in student academic misconduct and school maladministration
- 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, following guidance provided by the IB
- supporting the IB in any investigation into 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 the Responsibilities in 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, 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 which 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 practice, 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 conflict 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's 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
- 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.

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 examination papers 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.

Plagiarism is the most common form of student academic misconduct. For more information on plagiarism, see [Appendix 3](#).

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 on 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
- show a responsible use of the internet and associated social media platforms.

## 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 must accept that the principle of academic integrity is a fundamental part of the IB's educational philosophy. Parents 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, parents 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 plagiarism, which is the most common form of misconduct. For more details see [Appendix 3](#).

In agreement with the school, parents can also be included in the group responsible for designing and updating the school's academic integrity policy. By actively participating, parents 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 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 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 examination papers by their children
- support their children's understanding of IB policies, procedures and subject guidelines
- 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 assistance in the completion of work to their children.



## 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 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 for a subject in 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. For more information on appeals please see [Diploma Programme assessment appeals procedure](#).

## 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 Assessment Centre to decide the course of action.

## 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.

### 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 exam 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 examination papers, please refer to *The conduct of IB Diploma Programme examinations*.

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 examination papers, 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 the following information:

- 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](#)
- 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 Assessment Division 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 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 Assessment Division, 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.

## 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 on-screen.

### 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 and parents, 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. That is 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 on-screen 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 examination papers.

### 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 in regard to academic integrity or award a mark of zero.

If a final piece of work has plagiarized content 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 is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.

#### Incidents related to examinations

IB schools must follow all instructions as detailed in *The conduct of IB Middle Years Programme on-screen examinations* and *"The conduct of IB Diploma Programme examinations" (Diploma Programme Assessment procedures 2020)* informing about the conduct of examinations 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 on-screen examinations. Therefore, students must adhere to ethical and honest practices.

Students must not take any unauthorized materials into the examination room 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 found to be in breach of regulations, 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 room is disruptive to other students. The student's examination script should be submitted for assessment as usual.

### 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 student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination 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's Assessment Division at the IB Global Centre, Cardiff. Their decision is subject to approval by the Final Award Committee. If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Final Award Committee.

If the internal panel or Final Award Committee 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

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 which 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 Middle Years Programme (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 Diploma Programme (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 Career-related Programme (CP).

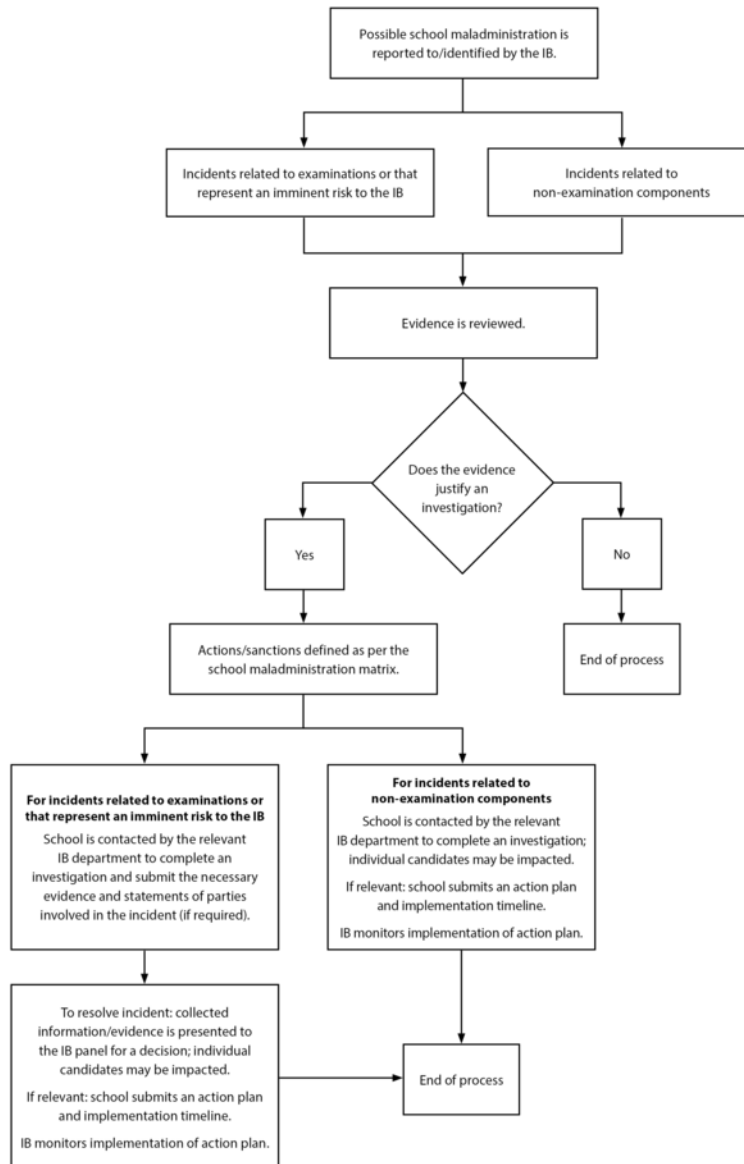
DP students—no grade awarded in any subject and no retake session allowed.

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 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 <sup>1</sup> such as over-editing or templating or manipulating finished pieces of work for improvement.	<ul style="list-style-type: none"> <li>Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits</li> <li>Formal warning letter and action plan to address incident</li> <li>Audit or monitor the internal assessment completion process</li> <li>Quality assurance checks in the entire cohort's work for the component(s) concerned</li> <li>Bring forward the evaluation visit</li> <li>Recommend relevant IB training</li> <li>Include school in session monitoring<sup>2</sup> for two consecutive sessions</li> </ul>
Allowing the submission of work produced by third parties such as teachers, tutors, parents, and peers.	
Awarding mark—zero (0)—for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases—more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	

### Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	<ul style="list-style-type: none"> <li>Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits</li> <li>Request immediate corrective action</li> <li>Formal warning letter and action plan to address incident</li> <li>Immediate inspection visit</li> <li>Mandate relevant IB training</li> <li>Include school in session monitoring for three consecutive sessions</li> </ul>
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	
Not complying with authorized inclusive assessment arrangements.	

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. <sup>3</sup>	
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.	<ul style="list-style-type: none"> <li>• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits</li> <li>• Immediate inspection visit</li> <li>• Controlled dispatch of IB examination papers<sup>4</sup></li> <li>• Deployment of independent invigilators<sup>5</sup></li> <li>• Relocation of candidates to another venue<sup>6</sup></li> <li>• Annulment of grades for the candidates concerned or the entire cohort</li> <li>• Authorization withdrawal</li> <li>• Include school in session monitoring for five consecutive sessions</li> </ul>
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of student misconduct or school or teacher maladministration.	
Failing to support an investigation into student misconduct or school or teacher maladministration.	
Failing to report an examination security breach or alleged breach.	

## Explanatory notes

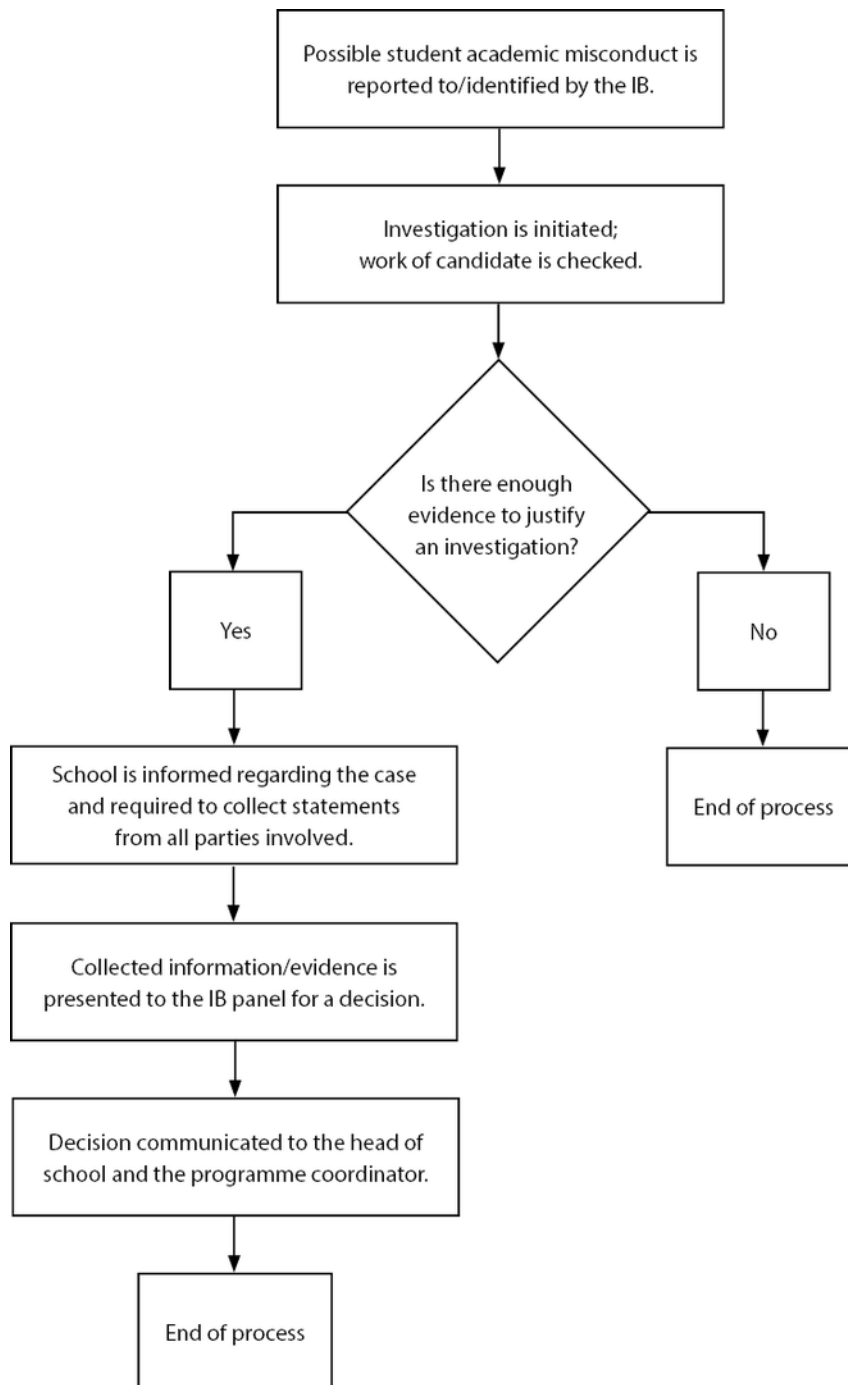
1. Undue assistance covers scenarios such as:
  - Templating—subject teachers, or other third parties, prepare a template to ensure that all candidates follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. While this could be construed by the teacher as an effective approach to the management of student workload, the creativity and originality of the task is restricted.
  - Over-editing—subject teachers, or other third parties, provide students with multiple rounds of editing that go against the instructions described in the relevant subject guides. Teachers are

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

2. Session monitoring covers actions such as:
  - quality assurance checks of all available pieces of work in IB systems for plagiarism
  - quality assurance checks of all available pieces of work in IB systems for overlap in content
  - check of response patterns to examination papers, including multiple choice questions.
3. Failure to maintain examination security, including on-screen, oral and written 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
<b>Plagiarism</b> <i>Copying external sources.</i>	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.
<b>Peer plagiarism</b> <i>Copying work from another student.</i>	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.
<b>Peer plagiarism</b> <i>Student lending or facilitating their work.</i>	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.
<b>Collusion</b> <i>Coursework only and when working collaboratively.</i>	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.
<b>Submitting work commissioned, edited by, or obtained from a third party—see note 4</b>	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	For a student in the same or another IB World School providing the service.

Infringements	Level 1 penalty <b>Warning letter to the student</b>	Level 2 penalty <b>Zero marks for component</b>	Level 3a penalty <b>No grade for subject(s) concerned—see note 1</b>	Level 3b penalty <b>No grade for “parallel” subjects—see note 2</b>
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
<b>Duplication of work</b>	Not applicable.	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable.
<b>Falsification of data</b>	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

## Conduct during an examination

Infringements	Level 1 penalty <b>Warning letter to the student</b>	Level 2 penalty <b>Zero marks for component</b>	Level 3a penalty <b>No grade for subject(s) concerned—see note 1</b>	Level 3b penalty <b>No grade for “parallel” subjects—see note 2</b>
<b>Possessing unauthorized material in the examination room—see note 8</b>	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.
<b>Exhibiting misconduct or disruptive behaviour during an examination—see note 9</b>	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. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of</i>	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
			<i>different subject papers.</i>	
<b>Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time—or attempting to</b>	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others.  <i>Penalties will be applied to all candidates participating in the incident.</i>	For a candidate in the same or another IB World School aiding other candidates.
<b>Removal of secure materials such as examination papers, questions and answer booklets, from the examination room</b>	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.
<b>Impersonating an IB candidate—both impersonator and person allowing impersonation</b>	Not applicable.	Not applicable.	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation.  <i>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.</i>  <i>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i>
<b>Failing to report an incident of academic misconduct</b>	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.



## Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
<b>Gaining access to IB examination papers before examination’s scheduled time</b>	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
<b>Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination</b>	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.
<b>Assisting another student(s) in committing an act of academic misconduct—see note 10</b>	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
<b>Failing to report an incident of academic misconduct</b>	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
<b>Not cooperating with an investigation, whether involved or not</b>	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
<b>Providing misleading or demonstratively false information</b>	Not applicable.	Not applicable.		
<b>Attempting to influence witnesses</b>	Not applicable.	Not applicable.		
<b>Showing threatening behaviour to the person carrying out investigation or to witnesses</b>	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
<b>Forgery or falsification of IB grades or certificates</b> <i>Attempt to fraudulently amend a result in a subject—electronic or hard-copy certificates and transcripts.</i>	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.

## 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
<b>Music—ePortfolio</b>	A candidate submitted a document containing several sections of unreferenced text, more than 300 words in total. No bibliography was included.	The candidate claimed to have made an honest mistake and forgot to add the bibliography. The candidate received a level 3a penalty and no grade, an “N”, was awarded for music.
<b>Personal project</b>	A candidate 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 candidate claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. The candidate received a level 3a penalty and no grade, an “N”, was awarded for the personal project.

Diploma Programme		
Subject	Example	Outcome
<b>Extended essay (EE)</b>	A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an “N”, was awarded for the EE.
<b>Visual arts higher level (HL)—exhibition</b>	As part of the exhibition, a candidate submitted artistic work which was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3a was applied to the exhibition component, which resulted in no grade, an “N”, being awarded for visual arts HL.
<b>English A literature HL—oral component</b>	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The candidate received a level 3a penalty for the oral component which resulted in no grade, an “N”, being awarded for English A literature HL.

Diploma Programme		
Subject	Example	Outcome
<b>History of the Americas HL—paper 3</b>	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a level 3a penalty for paper 3 and no grade, an “N”, was awarded for History of the Americas HL.
<b>Theory of knowledge (TOK)—essay</b>	A candidate submitted an essay that was almost entirely plagiarized from an English source which they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component which resulted in no grade for the subject concerned.

### Peer plagiarism

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

## Collusion

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

## Submission of externally commissioned work

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

## Inclusion of inappropriate, offensive or obscene materials

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

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

## Duplication of work

Diploma Programme		
Subject	Example	Outcome
<b>Environmental systems and societies—extended essay and mathematical studies SL—internal assessment</b>	The candidate reworked their internal assessment and expanded on it to create their extended essay; however, both pieces showed extensive similarities.	Candidate received a level 3a penalty which resulted in no grade, an “N”, being awarded for both subjects.

## Breaches occurring during an examination

### Possessing unauthorized material in the examination room

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

Diploma Programme		
Subject	Example	Outcome
	<p>invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.</p>	evidence of possession and use of the mobile phone.
<b>Mathematics HL—paper 1, non-calculator exam</b>	<p>An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject matter experts were consulted to confirm or dismiss the allegation.</p>	<p>On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received a level 3a penalty for paper 1 and no grade, an “N” was awarded for mathematics HL.</p>

### Exhibiting misconduct or disruptive behaviour during an examination

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



## Facilitating the exchange of live content during the examination completion time

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

## Breaches that threaten the integrity of the examination

### Gaining access to examination papers before scheduled start time

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

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

Diploma Programme		
Subject	Example	Outcome
<b>History HL—paper 1</b>	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing	Candidate received a level 3a penalty for the subject concerned.

Diploma Programme		
Subject	Example	Outcome
	how happy they were that one of the questions was the same topic of their extended essay. Details of the question were posted.	
<b>Philosophy SL—paper 1</b>	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3a penalty for the component concerned.
<b>Chemistry HL—paper 3</b>	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
<b>Biology SL—paper 2 and paper 3</b>	A whistle-blower report was received by the IB with evidence that a candidate who had completed examination papers was offering fragmentary information on exam content. The source was located and the candidate in question identified.	The candidate received a level 3a penalty across all subjects, with no retake possible in any future session, being permanently disqualified. The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.

### Assisting other candidates in committing an act of academic misconduct

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

### Failing to report an incident of academic misconduct

Diploma Programme		
Subject	Example	Outcome
<b>History SL, biology HL and mathematics SL</b>	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain	Candidate received a level 3b penalty for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.

Diploma Programme		
Subject	Example	Outcome
	live exam content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.	

## 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 accidentally 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 4: Statement templates for investigations

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

### 4.1 School maladministration

School staff statement form

### 4.2 Student academic misconduct

Coordinator statement form

Teacher statement form

Invigilator statement form

Candidate statement form