



DUBAI INTERNATIONAL ACADEMY

DREAM  INSPIRE  ACHIEVE

Academic Integrity Policy



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Our Mission, Values, and Philosophy

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world.

Our Core Values

- Achievement
- Collaboration
- Integrity
- Respect
- Responsibility

Our Philosophy

- To be recognised by the success of our students in achieving their personal goals.
- To make student development the centre of all school decisions.
- To aspire to the highest internationally recognised performance standards.
- To celebrate our diversity of cultures, backgrounds and perspectives.
- To build and celebrate a culture based on internationalism
- To create a learning environment that will positively contribute to international and local communities.
- To implement the IB Learner Profile in an innovative way.

Our Beliefs

- We believe that a healthy mind and body, a positive attitude and behaviour help one focus and learn.
- We believe in the pursuit of excellence whilst balancing the academic, aesthetic and athletic facets of education.
- We believe that teamwork between students, teachers and parents is critical to the overall learning process.
- We believe in encouraging students to take pride in their achievements and applaud others' achievements.
- We believe that internationalism is vital for holistic education
- We believe that effective teaching in a safe, positive school environment enables children to develop academically and socially.
- We believe that the IB Learner Profile leads to the holistic development of students.

Our Approach

- By benchmarking with the highest internationally recognised performance standards.
- By developing each student's individual potential for leadership.
- By empowering students with a global and a local perspective
- By responding sensitively to the full range of students' educational needs.
- By using technology to enhance learning.
- By utilising the IB curriculum and reinforcing the core of the programme models for our curriculum.

Central Definitions

Academic Integrity

As typified within the IB Standards and Practices, “Academic integrity in the IB is a principle informed by the attributes of the IB learner profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. Why do we need Academic Integrity? To maintain fairness, to maintain trust and credibility, to develop trust for others” (IBO, 2020).

The IB Learner Profile attributes and Approaches to Learning (ATL) skills are embedded in DIA’s daily life. DIA students are:

- *Inquirers* who acquire the skills necessary to conduct inquiry and research
- *Knowledgeable* by exploring concepts, ideas and issues
- *Principled* by acting with integrity and honesty, taking responsibility for their own actions
- *Open-minded* and are accustomed to seeking and evaluating a range of points of view
- *Risk takers* who are brave and articulate in defending their beliefs

These qualities, when applied to learning and student work, will establish skills and behavior for learning, which support academic honesty.

Academic Honesty

This term represents a set of values that promote personal integrity and good practice in teaching, learning and assessment. Whenever possible, the topic should be treated in a positive way, stressing respect for the integrity of all forms of assessment. All students are made to understand the basic meaning and significance of academic honesty with regard to authenticity and intellectual property as well as proper conduct in tests and examinations.

Teachers will make students aware that all forms of intellectual and creative expression must be respected and that unauthorised use of the same is illegal. All assignments, written or oral, completed by a student for assessment must wholly and authentically use their own language and expression. Where sources are used, they must be fully and properly acknowledged. Teachers are responsible for ensuring that students receive guidance on how and when to include acknowledgements.

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 (IBO, 2020).

Academic Integrity in the Primary School

DIA encourages students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing.

A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviours and help to instil the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment.

This policy is shared with the whole Primary School community and will support teachers and parents in providing such a learning environment and in helping students of all ages be academically honest in all their studies.

Although children in the PYP may not as yet fully appreciate the definition and implications of "Academic Honesty" and "Academic Dishonesty", and what distinguishes the one from the other, at DIA we believe that all good practices should be introduced in a form that is readily understood and assimilated by the students at every year group level, including the early years.

In the primary school, our Academic Honesty policy will be introduced and practiced through the following:

- Learner Profile: opportunities are provided for students to learn about and practice all aspects of the learner profile through a balance in the various attributes. Of particular significance to academic honesty is the attribute of being Principled.
- The school informs parents about the Academic integrity policy of the school and discusses its implications for the primary school.
- Citations, quotations and paraphrasing: Age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing. Work attributed to another author must be identified through quotation marks, colour coding or other visual markers.
- Agreements related to the responsible use of information technology and media resources. 'Copy and Paste' practices are discouraged at all levels. Instead, strategies for note taking, analysis, summary, assimilation and reconstruction are taught throughout Primary School.

Teachers' Responsibility

All teachers talk to students about acknowledging their peers when they help them in completing a task.

Teachers also encourage students to acknowledge when their parents have helped them and to what extent.

Teachers acknowledge sources of information while making presentations and/or teaching.

The teacher librarian plans and conducts sessions with students of Year 5 and 6, to introduce the different software that is used to identify plagiarism so as to help them develop familiarity with the concept of checking their own work. These sessions are used for teaching students to identify how much and to what extent their work resembles someone else's work.

Students' Responsibility

Students are encouraged and required to acknowledge sources of information.

Students are commended for their acknowledgment of help sought/given by parents/peers/others while completing a task.

Students are encouraged to try and attempt home learning tasks independently and understand that it must be their individual effort.

Parents' Responsibility

Parents understand the school's policy on Academic Integrity and support the school in implementing the policy by creating an environment of trust and integrity at home.

Secondary School Academic Integrity Support

At DIA, we place a high value on honesty and this extends to all work submitted for assessment. To this end, it is important that we communicate our expectations clearly and support students to act with integrity. In a cohesive and comprehensive way, teachers and librarians will provide instructions in academic integrity by instructing year groups with the following foci:

Years 7 – 9

- Use of the Library and Internet;
- Basic note taking skills;
- Simple paraphrasing and adaptation of source material;
- Ways to acknowledge informally in writing and speech;
- Relevant use of direct quotations and citations;
- Simple ways to acknowledge information derived from electronic sources;
- Writing a bibliography;
- What constitutes academic dishonesty and academic misconduct.

Year 10 – 11

- Techniques for acknowledging direct quotation with an in-text citation;
- Skills of paraphrasing;
- Techniques for acknowledging paraphrasing and the use of in-text citations;
- Considering bias in reference materials;
- Evaluation of sources, text and internet sites;
- Techniques for using translated material;
- Formal skills for acknowledging source material.

Years 12 – 13

- The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies);
- Research writing techniques;
- Data gathering techniques;
- The planning, preparation and execution of research writing assignments;
- Considering bias in reference material.

Secondary School Academic Integrity Expectations

All members of the community need to be aware that the school treats academic dishonesty as a very serious matter. Parents need to be made aware of this policy document as it applies to the relevant year group. This policy should be read and an acknowledgement signed by the parent. As students progress towards the final years of study at DIA, both students and parents will be asked to sign various documents related to academic integrity and the authentication of assessment material. Year-level expectations are outlined as follows:

Years 7 – 9

Year 7 – 9 students with Academic Integrity **WILL**:

- Acknowledge help from parents, older students and friends;
- Acknowledge the source of direct quotations;
- Acknowledge information taken from books, and the Internet;
- Acknowledges reference materials in a bibliography;
- Knows what constitutes cheating and abides by the rules;
- Follow all exam rules.

Year 7 – 9 students with Academic Integrity **WILL NOT**:

- Use notes during a test unless allowed by a teacher;
- Copy from another student during a test;
- Copy from the homework of another student;
- Hand in work as his/her own that has been copied;
- Do homework for another student;
- Give another student his/her own work to copy.

Years 10 – 11

Year 10 – 11 students with Academic Integrity **WILL**:

- Keep and maintain accurate, personal course notes;
- Understand and abides by the school's rules concerning cheating;
- Acknowledge, in a specific manner, help from another person;
- Ask beforehand what kind of external help is permissible;
- Acknowledge, in a specific manner, information taken from books, magazines, and the Internet;
- Follow all exam rules.

Year 10 – 11 students with Academic Integrity **WILL NOT:**

- Copy work of another student;
- Give another student his/her work to copy;
- Do the homework of another student;
- Submit work done by another student, a parent, a friend or a private tutor;
- Use notes during a test unless allowed to by the teacher or the examination rules.

Years 12 – 13

Year 12 – 13 students with Academic Integrity **WILL:**

- Document source material in a formal and appropriate manner;
- Use direct quotations appropriately;
- Understand the concept of plagiarism;
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments;
- Acknowledge explicitly and appropriately help provided by another person;
- Follow all exam rules.

Year 12 – 13 students with Academic Integrity **WILL NOT:**

- Copy the internal assessment work of other students;
- Give another student his/her work to copy;
- Use notes during a test unless allowed by the teacher or permitted by the examination rules;
- Do homework for another student;
- Present material written by another student as his/her own;
- Purchase and submit pieces written by someone else;
- Write essays for other students;
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules;
- Disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours after the external examination.

Types of Academic Dishonesty in the Secondary School

As referenced in the section above, academic dishonesty can result from a number of actions. The list below outlines the categories recognized as academic dishonesty at DIA:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **Peer plagiarism:** Copying work from another student, or lending/facilitating work to be used by another student.
- **Collusion:** Duplication of coursework when working collaboratively.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- The term academic dishonesty also covers any other behaviour that gains an unfair advantage for a candidate or an action that affects the results of another candidate. (For example, taking unauthorized material into an examination room, observing digital materials during an examination, or falsifying a CAS record.)

While, for the most part, students produce assessed work independently with support from the subject teacher, there are occasions when collaborative work is encouraged. Regardless of the collaborative nature of formative tasks, the final work must be produced independently (even if based on the same data). It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work accepted for assessment is the authentic work of each student.

Teachers are expected to detect plagiarism and support the school's policy on good academic practice; however, it is ultimately the student's own responsibility to ensure that all work submitted for assessment is authentic, with the sources of information fully and correctly acknowledged. Students are expected to comply with all internal school deadlines as this may allow time for teachers to revise work that is of doubtful nature.

Academic Integrity in the MYP

The guidance below relates specifically to the nature of MYP eAssessment as the final, terminal assessments for Year 11 students at DIA. The following constitute academic dishonesty during MYP examinations:

- During the examination, and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the IB.
- All work completed during an examination and then submitted for assessment must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorised material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the IB. The impersonation of another candidate will be treated as a breach of regulations.
- If a candidate finds that he/she has accidentally taken unauthorised material into an examination (for example, a mobile phone), this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.
- No candidate is permitted to borrow anything from another candidate during an examination.
- A candidate attempting either to gain or solicit information about the content of an examination within 24 hours of the examination ending will be in breach of IB regulations and may not receive a grade for the subject concerned.
- No candidate is permitted to access external content during an eAssessment which may aid them in their examination. Regardless of the degree of cheating or if the information is used or not, if there was intent to cheat then this will be dealt with by the MYP Coordinator.

Consequences of Academic Dishonesty in the MYP

The elements below outline the next step(s) to be taken at DIA following the confirmation of a case of academic dishonesty in the MYP:

- Work that is deemed to be academically dishonest will not be accepted; however, the student may be allowed one opportunity to resubmit at the discretion of the teacher, after receiving feedback and within the timeline for the assignment. If a zero is awarded in the case of students who are not allowed to resubmit the work, this is likely to have a seriously detrimental effect on a semester grade.
- Plagiarism or instances of academic dishonesty during an examination session, an ePortfolio task, the Personal Project, and/or internal assignments may result in a 0 grade for that task.
- Any student who breaches our school Academic Integrity Policy will receive a year-level detention in which staff and the student concerned will discuss the issue while reflecting on the lesson learned from the incident.
- In the first instance of academic dishonesty, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with. The relevant Head of Year will also receive a

copy of this letter. The student's name and details of the assessment will be recorded on a central whole-school spreadsheet.

- If there is a future case of academic dishonesty, a letter will be sent from the Head of Year and copied to the MYP coordinator. Parents will be asked to attend a meeting to discuss the issue and this letter will be retained on the student's file. Depending on the circumstances and level of recalcitrance, students may be suspended from the school. Subsequent instances of academic dishonesty will put at risk the student's place in the school.
- If there are incidents of Academic Dishonesty in Year 11, this places the student's MYP Certificate at risk and the MYP Coordinator may have to inform the IB of any such instances.

Our school-specific consequences in the MYP are also governed by Article 21 of the IB's General Regulations for the Middle Years Programme. This article deals specifically with 'Investigating Cases of Suspected Academic Misconduct' (IBO MYP, 2014).

Article 21.1 If questions arise about the authenticity of a candidate's personal project or e-Portfolio before submission for assessment (or moderation), the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB Organization for assessment (or moderation), the school's MYP coordinator must inform the IB Organization as soon as possible. For the personal project and e-Portfolios that are internally assessed, "submission" refers to the deadline by which teachers' grades must be submitted to the IB Organization.

Article 21.2 When a school, an examiner/moderator or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the assessment(s) concerned.

Article 21.3 If the IB Organization notifies a school that a candidate is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school, it is permissible for the candidate to be withdrawn from the session or from the assessment(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization, the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct.

Article 21.4 Candidates suspected of academic misconduct must be invited, through the school's MYP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a

candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

Article 21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will comprise IB staff, school representatives, MYP principal examiners, or any combination of these persons.

Article 21.6 Decisions of the sub-committee are made on behalf of, and under the supervision of, the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision then the case will be referred to the Final Award Committee.

Article 21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct.

Article 21.8 If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the assessment(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.

Article 21.9 If no grade is issued for an assessment (or completion of community service) that contributes to a candidate's MYP Certificate, no MYP Certificate will be awarded to the candidate. MYP Course Results will be awarded for other assessments in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an MYP Certificate Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the MYP Certificate, no further IB examination sessions will be permitted.

Article 21.10 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

Article 21.11 If there is substantive evidence, the IB Organization is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the assessment(s) concerned may be withdrawn from the candidate. In the case of an MYP Certificate

Candidate, the withdrawal of a grade for an assessment (or withdrawal of completion of community service) will also result in the withdrawal of their MYP Certificate.

Academic Integrity in the DP/CP

Academic dishonesty commonly involves plagiarism or collusion during the formative years of the DP or CP Programmes; however, there are other ways in which a candidate may commit malpractice and, in doing so, be in breach of IB regulations. The following examples of academic dishonesty do not constitute an exhaustive list and refer only to the written terminal examinations:

- Taking unauthorised material into an examination room (such as a mobile phone or written notes);
- Leaving and/or accessing unauthorised material in a bathroom/restroom that may be visited during an examination;
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate;
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination;
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination;
- Impersonating another candidate;
- Stealing examination papers;
- Using an unauthorised calculator during an examination, or using a calculator when one is not permitted for the examination paper;
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

Consequences of Academic Dishonesty in the DP or CP

The elements below outline the next step(s) to be taken at DIA following the confirmation of a case of academic dishonesty in the DP or CP.

Consequences related to internal classwork and home assignments designed by DIA teachers:

- Work that is deemed to be academically dishonest will receive zero as a grade. The teacher may give some feedback to the student and allow him/her to resubmit, but this will be done at the discretion of the teacher. This zero is likely to have a seriously detrimental effect on a semester grade or predicted grade.
- In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with. A copy of this letter will be forwarded to the DP or CP Coordinator and will be retained in the student's file.
- In the event that there is a second instance of academic dishonesty, the piece of work will again receive no marks. In addition, parents will be asked to attend a meeting with a panel made up of the concerned teacher, the DP coordinator and the Head of Secondary or Deputy Head Academic. This panel will try to discern whether there was a clear attempt to deceive on the part of the student.
- Based on the panel's findings, a number of sanctions may be employed, ranging from having the student being put on report to recommending that the student not be put forward as DP or CP candidate.
- Subsequent instances of academic dishonesty will put at risk the student's place in the school.
- In the case of malpractice during an internal school exam, the student will be removed from the examination room and will receive no grade for that paper. The steps above will apply.

- It is understood that all cases of academic dishonesty will adversely impact the student's school report, the extent of which will depend upon the dates concerned.

Consequences related to assessments that are marked by DIA teachers, but moderated by the IB:

- Work that is deemed academically dishonest will be returned to the student, provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher.
- If the deemed work is not handed in within the deadline set, it will not be assessed and a student will automatically receive no internal assessment marks. This will automatically result in a loss of grade in the subject and therefore a loss of the Diploma or Career-related Programme Diploma.
- The student will be allowed to resubmit the piece in the following examination session, a process which will be determined in meetings with the Deputy Head Academics and the DP/CP Coordinator.

Consequences related to externally assessed components (Extended Essay, Reflective Project or coursework):

- Students must submit outlines and drafts as per the school's internal deadlines.
- The topic must not be changed or new material introduced without the knowledge of the supervising teacher.
- Work that is deemed academically dishonest will be returned to the student, provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher.
- If the student refuses to comply, the teacher will refuse to sign the declaration of authenticity and the matter is reported to IB by the DP/CP Coordinator. This will automatically result in a loss of grade in the subject and therefore a loss of the Diploma or Career-related Programme Diploma.
- The student will be allowed to resubmit the piece in the following examination session, a process which will be determined in meetings with the Deputy Head Academics and the DP/CP Coordinator.
- In case the instance of plagiarism is not detected by the teacher, but is detected by the IB examiner, an inquiry is conducted by IB. Full details regarding this are provided in the next section, but statements are required from the student, the teacher and the DP/CP Coordinator in this case. The final decision regarding the academic dishonesty allegation is made by the IB (please see further section for specific information related to the articles from the IB's General Regulations).

Consequences related final examinations:

- If one of the cases outlined above is confirmed, the DP/CP Coordinator is entitled to remove the student from the exam room and must submit a report to IB immediately.
- In such a case, please read carefully the article information extracted from the DP General Regulations.
- The student will be allowed to re-sit the component only after one year.
- The student may or may not be allowed to take the remaining papers depending on the feedback from IB.

Our school-specific consequences in the DP/CP are also governed by various articles within the IB's General Regulations for the Diploma Programme. The main article is Article 21, which deals specifically with 'Investigating Cases of Suspected Academic Misconduct'; however, there are a few other articles worth noting below (IBO DP, 2016).

Article 13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Article 16.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases (as defined in Section IV) with respect to the award of the IB Diploma and DP Course Results.

Article 21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.

Article 21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

Article 21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

Article 21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

Article 21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

Article 21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the subcommittee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

Article 21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.

Article 21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

Article 21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

Article 21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

Suggested Penalties:

In addition to the consequences outlined above, DIA will also adhere to the advice provided by the IB in their Academic Integrity Policy (IBO, 2019), specifically related to suitable ‘penalties’ for candidates suspected of academic misconduct. The pertinent details are outlined below:

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism <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.
Peer plagiarism <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.
Peer plagiarism <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.
Collusion <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.
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <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 Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
Duplication of work	Not applicable.	Presentation of the same work for different assessment components or subjects. <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.
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

Additional Notes:

- When the results are issued to schools in July or January, a candidate found guilty of academic misconduct will be issued an “N” in the subject or diploma requirement concerned. The candidate’s results screen on IBIS will show this “N” for the subject and will also state that the candidate is guilty of academic misconduct. Similarly, when the candidate views his or her results, the same information will appear.
- However, this will not appear on any IB results documents and will not be conveyed to universities or colleges either electronically or otherwise. This information is regarded as confidential.
- In all cases where the final award committee has considered a breach of regulations, the head of school will be informed of the decision. The correspondence will be sent via email before the issue of results and copied to the school’s Diploma Programme coordinator, appropriate IB personnel and the chair of the examining board.
- The IB’s Academic Integrity Policy (2019) also provides a series of ‘precedents’ related to student academic misconduct that help to support decision making across all three programmes (MYP, DP and the CP). These have been used to help support consequences and actions at DIA.

Academic Integrity and School Maladministration

The IB's Academic Integrity Policy (IBO, 2019) also contains a section related to different aspects of school maladministration of assessment. These possible infringements and related sanctions are used to ensure all staff at DIA approach IB assessment in a principled way. Below you will find extracts of pertinent elements.

School Actions Related to the Completion of Coursework:

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
Providing undue assistance to candidates ¹ such as over-editing or templating or manipulating finished pieces of work for improvement.	<ul style="list-style-type: none"> Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits Formal warning letter and action plan to address incident Audit or monitor the internal assessment completion process Quality assurance checks in the entire cohort's work for the component(s) concerned Bring forward the evaluation visit Recommend relevant IB training Include school in session monitoring² for two consecutive sessions
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.	

School Actions Related to 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"> Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits Request immediate corrective action Formal warning letter and action plan to address incident Immediate inspection visit Mandate relevant IB training Include school in session monitoring for three consecutive sessions
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	
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. ³	
Leaving candidates unsupervised during an examination or unaccompanied during toilet breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP candidate response files to the IB within three days without an acceptable reason.	

School Actions that Undermine 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"> Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits
Failing to implement an action plan required by the relevant IB authority.	<ul style="list-style-type: none"> Immediate inspection visit Controlled dispatch of IB examination papers⁴
Failing to report incidents of student misconduct or school or teacher maladministration.	<ul style="list-style-type: none"> Deployment of independent invigilators⁵ Relocation of candidates to another venue⁶
Failing to support an investigation into student misconduct or school or teacher maladministration.	<ul style="list-style-type: none"> Annulment of grades for the candidates concerned or the entire cohort Authorization withdrawal
Failing to report an examination security breach or alleged breach.	<ul style="list-style-type: none"> Include school in session monitoring for five consecutive sessions

The IB and AI tools

The IB will not prohibit the use of AI software because it believes that banning it is not the right response to innovation. Instead, they advocate for adapting and teaching students how to use AI tools ethically, as these tools are becoming increasingly common. AI tools do not undermine the core values of the IB, which prioritize research and communication skills. While AI can assist with generating text, students must still understand how to improve it and recognize biases in AI-generated content. The IB aims to avoid an "arms race" in AI detection and encourages open communication between students and teachers. However, students must credit AI-generated work in their assignments to avoid academic misconduct.

Students must adhere to the following rules when using AI-generated content:

- When incorporating AI-produced text or other AI-generated products, they must provide clear references within their work and include it in the bibliography.
- The in-text citation should follow MLA 9, include quotation marks, specify the AI tool's prompt, and mention the date when the AI generated the content.
- These rules also apply to any material obtained from other categories of AI tools, such as images

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