

AICS Academic Integrity Policy



Learning is at the **heart** of everything we do!

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1. Introduction - Academic Integrity & Misconduct

Academic integrity is demonstrated when we develop our personal understanding by integrating information from existing sources and properly acknowledging them through correct citation methods. This policy aims to help students demonstrate their progress in forming and assessing new ideas. The objective is to encourage all stakeholders to be honest, act with principles, maintain integrity, and recognise the essential role of academic integrity in the learning process.

Understanding the ethical aspects of academic integrity is an ongoing process. Students and staff are provided with regular opportunities to develop their understanding and to keep up with new developments in AI (Artificial Intelligence). Where needed, additional one-on-one support can be provided.

Our practices and perspectives on AI at AICS align with the International Baccalaureate's addendum to the Academic Integrity policy. We view AI as a tool that our community must learn to use to enhance learning. Work generated by AI is not considered the student's own and must be cited just like any other source. Misuse of AI tools constitutes academic misconduct and should be treated as regular plagiarism.

2. Roles & Responsibilities

a. Primary Roles & Responsibilities

Students Primary School	Teachers Primary School
Groups 1, 2 & 3	Groups 1, 2 & 3
Groups 4 & 5	Groups 4, 5, 6 & 7
<ul style="list-style-type: none"> Learn to share understanding and perspectives through group participation, collaboration skills, and dialogue. Express concerns about unfair collaboration. 	<ul style="list-style-type: none"> Teach about plagiarism and intellectual property.
Groups 6 & 7	
<ul style="list-style-type: none"> Learn the importance of producing and submitting their own work. Think critically about sources. Be proactive in learning how to research, reference, and cite their own work. 	<ul style="list-style-type: none"> Teach and reinforce research and referencing skills. Provide feedback and training on referencing. Address differences between reliable and unreliable sources and, provide examples of reliable sources. For groups 6 & 7, introduce the school's referencing system (MLA 9) (See Appendix 3)

b. Secondary Roles & Responsibilities

Students Secondary School	Teachers Secondary School
<ul style="list-style-type: none"> • Think critically about the quality and reliability of sources. • Be proactive in research and referencing and ask for support from the library • Actively seek a variety of sources and request help when needed. • Properly cite their research work. • Produce and submit an original piece of work. • Use information technology, including AI tools, responsibly. • Ask for help in case of doubt • Use Google Docs for all written tasks. 	<ul style="list-style-type: none"> • Address differences between reliable and unreliable sources. • Help students with the process of big writing tasks in class (for example, 20 hours of in-class teaching of DP Internal Assessment) • Teach the school's referencing system (MLA 9) and use NoodleTools • Explain and use Turnitin in ManageBac and Google Docs Draft Coach to check for plagiarism. • Provide feedback on referencing. • Act as role models by participating in standardisation, referencing their work, respecting fair use, and reporting suspected misconduct. • Request co-teaching and resource/research assistance from librarians. • Use class time to provide guidance with research and the ethical use of AI • Keep a record in ISAMS for each student involved in academic dishonesty.

c. Additional Roles & Responsibilities

Whole school	Parents/Guardians
<ul style="list-style-type: none"> • Make this policy accessible to all stakeholders. • Inform stakeholders of expectations, MLA, and the Academic Integrity Policy. • Ensure training for teachers and parents on academic integrity. • Provide access to relevant documentation. • Follow up on procedures, ensuring fairness, transparency, and consistency. • Ensure referencing is part of the curriculum. • Monitor and review the implementation of the Academic Integrity Policy. • Ensure new students and parents receive the Academic Integrity Policy. • Ensure communications are appropriately sourced. 	<ul style="list-style-type: none"> • Support and encourage student independence. • Ensure they know about the policies and where to find them. • Promote respect for others' work. • Discuss the reliability and quality of sources with students. • Help, review, and advise, but do not produce students' work. • Ensure documentation presented to the school is genuine. • Help students acknowledge sources appropriately.
Library Staff	IB Programme Coordinators
<ul style="list-style-type: none"> • Provide workshops and training for teachers, students, and parents. • Help students develop research skills and understand academic integrity. • Assist in finding reliable resources and formulating research questions. 	<ul style="list-style-type: none"> • Ensure students and parents receive/have access to the necessary documentation. • Provide individual support to teachers with policy implementation. • Follow up on school, Pearson, and IB procedures. • Make decisions on academic misconduct allegations.

- Provide feedback on referencing.

ATL Coordinators	Student Support Staff
<ul style="list-style-type: none"> • Develop and articulate relevant (Approaches to Learning) ATL skills. 	<ul style="list-style-type: none"> • Provide individual guidance and support. • Advise on available tools and relevant academic integrity documents. • Help with research and point students in the right direction.

3. Overview of expectations per year level

a. Expectations in Primary School

The focus per community is highlighted below. Students build on their skills and understanding over time. In general terms, we aim to make connections between academic integrity and the Learner profile, as many of the success criteria below link to being respectful, principled and caring inquirers.

PYP groups 1-3	<ul style="list-style-type: none"> • Self-Management: Understanding how to participate and share ideas in a small group; follow classroom routines • Social: Understand the difference between fair and unfair • Communication: Learn how to take turns and to join in • Thinking: Listen to different viewpoints and perspectives and respect others' opinions • Research skills: Taking turns and finding out together through experiential activities
PYP groups 4 & 5	<ul style="list-style-type: none"> • Introduction to the concept of intellectual honesty and respect of personal ideas • Self-Management: Understand how to work effectively in a team • Social: Understand how to represent own ideas • Communication: Learn how to share ideas, listen to others' ideas and respond • Thinking: Learn to separate own constructed ideas from other people's ideas or knowledge; crediting your own thinking and the thinking of others • Research skills: Use primary and some secondary sources and the library for research • Learn how to formulate Inquiry questions.

PYP groups 6 & 7	<ul style="list-style-type: none"> • Introduction to concepts of plagiarism and reliability • Self-Management: PYP Exhibition • Social: Understand the value of collaboration • Communication: Learn how to represent own ideas and another student's as equally valid • Thinking: Recognise the sources of concepts that enable the construction of personal ideas. • Research Skills: be able to correctly cite sources, references, and create a Works Cited list. • Understand how the resources are organised in the library, using keywords for effective searching online, and filter reliable online sources. <p><i>PYP Exhibition</i></p>
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b. Expectations in Secondary School

Following on from Primary School, the development of the various Approaches to Learning (ATL) skills continues.

In addition to the whole secondary articulation of the ATL skills, and the Assessment Policy (see website), the table below shows the expectations for each year level.

MYP1 to MYP3	<p>Self-Management Skills (Affective and Reflective):</p> <ul style="list-style-type: none"> • Develop self-awareness and responsibility for producing authentic work • Reflect on the process of creating their own work, distinguishing between original ideas and those sourced from others. <p>Social Skills (Collaboration):</p> <ul style="list-style-type: none"> • Understand the value of collaboration while respecting diverse perspectives. • Recognise the importance of contributing personal insights while appreciating and integrating the ideas of peers. <p>Communication Skills:</p> <ul style="list-style-type: none"> • Learn to express personal ideas clearly while acknowledging the contributions of others as equally valid. • Integrate quotations effectively and use in-text referencing to enhance the credibility of their work. <p>Thinking Skills (Critical Thinking):</p> <ul style="list-style-type: none"> • Recognise and evaluate different types of sources, understanding their reliability and validity. • Think critically about how personal understanding develops through the combination of original thought and sourced material. <p>Research Skills:</p> <ul style="list-style-type: none"> • Use effective strategies for locating and evaluating reliable online and library resources, including the use of keywords. • Develop a clear understanding of primary and secondary sources and how to differentiate between them. • Keep track of sources systematically as part of the research process, using MLA 9 citation standards to create a Works Cited list <p>Understanding and Applying Academic Integrity:</p> <ul style="list-style-type: none"> • Appreciate the concept of “own work” by combining personal insights with properly credited information from sources. • Understand and apply copyright and fair use principles across all subjects, including arts and music. • Citing sources accurately reflects on the importance of the research and creative process, particularly in
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	<p>disciplines like the arts, where distinguishing between creator and performer is key.</p> <p>By the end of MYP3, students will:</p> <ul style="list-style-type: none">• Demonstrate the ability to critically evaluate and integrate sources into their work.• Understand the ethical use of information and its impact on the quality and integrity of their academic work.• Be prepared to apply these skills consistently in all academic and creative endeavours.
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MYP4 & MYP5	<p>MYP 4 & MYP 5 build upon the foundational skills developed in MYP 1 to MYP 3, creating a coherent pathway that enables students to master the IB requirements. Through the progressive development of the ATL skills. Students are prepared to apply academic rigour, ethical research practices, and collaborative strategies as they advance in their learning journey.</p> <p>Self-Management:</p> <ul style="list-style-type: none"> • Students will develop strong organisational and self-management skills through the extended Personal Project (starting in MYP4), managing time effectively across the two years. • They will understand the importance of participating in group work, following classroom routines, and taking responsibility for their own learning. <p>Social Skills:</p> <ul style="list-style-type: none"> • Students will understand the ethical boundaries between inspiration and plagiarism, learning to credit sources appropriately in individual and group work. • They will work collaboratively, respecting the contributions of others and understanding the distinction between fair and unfair use of ideas and resources. <p>Communication Skills:</p> <ul style="list-style-type: none"> • Through the use of a variety of sources and critical application, students will effectively communicate their findings and ideas. • They will engage in discussions, taking turns and respectfully listening to others' viewpoints, ensuring the exchange of ideas constructively. <p>Thinking Skills:</p> <ul style="list-style-type: none"> • Students will develop critical thinking skills by evaluating sources and applying their understanding to produce original work. • They will learn to listen to diverse perspectives, respect different opinions and incorporate them into their own academic development. <p>Research Skills:</p>
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	<ul style="list-style-type: none">• Students will refine their research abilities by identifying, evaluating, and using a variety of sources in their work.• Through the Personal Project, they will experience hands-on, collaborative research, enhancing their ability to find, analyse, and apply information in an academically rigorous manner. <p>Understanding and Applying Academic Integrity:</p> <ul style="list-style-type: none">• Appreciate the concept of “own work” by combining personal insights with properly credited information from sources.• Understand and apply copyright and fair use principles across all subjects, including arts and music.• Cite sources, and accurately reflect on the importance of the research process
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CP & DP	<p>MYP 4 & MYP 5 serve as a vital bridge to the DP and CP, challenging students with tasks requiring higher-order thinking, such as analysis and evaluation, while fostering critical perspectives and transferable skills. Through the progressive development of ATL skills, students are equipped for academic rigour, ethical research, and effective collaboration</p> <p>Self-Management skills:</p> <ul style="list-style-type: none"> • To be able to plan and organise the work for Internal Assessment deadlines, Extended Essay, Reflective Project, Theory of Knowledge and all other Exam components • Require students to revise and improve on work previously submitted <p>Social skills</p> <ul style="list-style-type: none"> • Understand different perspectives and synthesise ideas • Have students discuss their understanding of a text or idea among themselves and come up with a shared understanding <p>Communication skills:</p> <ul style="list-style-type: none"> • Formulation of their own arguments with the help of research • Ask students to formulate arguments clearly and coherently • Students should avoid using AI grammar tools, as it is important to hear their authentic voice <p>Thinking skills</p> <ul style="list-style-type: none"> • Understand the importance of their own creativity and evaluating a wide range of sources • Task which required higher-order thinking skills (such as analysis or evaluation) • Students have time to think through their answers before asking them for a response • While students may use AI, it should never replace their own thinking or writing style. <p>Research Skills:</p> <ul style="list-style-type: none"> • In-text citation according to MLA 9, understand the use of others' and their own work • Students will understand and demonstrate their understanding of the concept of academic integrity and the relevance of this to their personal and
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	<p>professional development. They will have a grasp of the importance of intellectual property about their own work as well as that of others.</p> <ul style="list-style-type: none">• The extent of referencing that is expected of them could be quite intricate, and they will be expected to ask for and be provided with specific support. <p>The ultimate aim for students in their final two years of the DP or CP is to master integrity, become experts in their field, develop a critical perspective and transferable skills needed to navigate complex situations.</p>
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4. Definition of Academic Misconduct by the International Baccalaureate (IB) & Pearson

a) Academic integrity (IB)

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

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

b) Student academic misconduct (IB)

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 happen before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

“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” (“Academic Integrity”).

This may include:

- Plagiarism
- Collusion
- Duplication of work
- Misconduct during an examination
- Communication of the content of the examination
- Fabrication of evidence

Plagiarism

The International Baccalaureate (IB) defines plagiarism as the intentional or unintentional presentation of another person's ideas, words, or work without appropriate, clear, and explicit acknowledgement. This encompasses the use of translated materials, the purchase of essays online, and the use of artificial intelligence (AI) tools. The number and frequency of plagiarism incidents are cumulative during the entire school career. In other words, if a student plagiarised in MYP3 once and then again in MYP4, the latter should count as a second infraction.

Collusion

All students must submit individual and unique work for IB assessment, even when teamwork is permitted for data collection, as specified by the subject guide. Collusion, defined as supporting academic misconduct by allowing one's work to be copied or submitted by another candidate, includes cases where students use a common write-up for the group instead of writing their own

Duplication of work

The presentation of the same work for different assessment components or subjects is defined as submitting identical or very similar work for various assessment components for all the programmes.

Misconduct during an examination

Students using prohibited materials during an examination. Students are informed before an examination which materials and devices are prohibited during the examination.

Fabrication of data

Fabrication or falsification of data involves presenting information as findings resulting from research activities such as experiments, where these have not been carried out, or different data has been presented.

5. Consequences of academic misconduct and procedures

Cases of academic conduct are treated with the utmost care. We work towards a fair handling of each case in which all parties are treated with respect.

The procedures below outline the most frequent procedures the school needs to follow up on. The student's confidentiality is maintained during the process, only involving students, caregivers and staff directly involved. The information is saved in the school's administrative system - iSAMS and can only be accessed by school staff.

The information is treated in line with GDPR (General Data Protection Regulations), in line with other personal information retained by the school.

Whistleblowing

Information provided to the school about academic misconduct will be treated confidentially, and each case will be investigated.

Appeals

If a student does not agree with the outcome, the student has the right to appeal the decision. In order to appeal, the student may approach the Principal directly and explain their case.

5.1 Plagiarism

Note: For explanation of the IB MYP and CP/DP grading system please see the [AICS Assessment Policy](#)

a) Plagiarism cases identified by the school in summative assessments and IB Components

If a school identifies issues with a final piece of work before submission to the IB and before the IB deadline, the matter must be addressed in accordance with the school's academic integrity policy and the guidelines outlined below.

To ensure authenticity, we use Turnitin to detect plagiarism from online sources and a separate AI detection tool to identify AI-generated content. However, if a teacher suspects plagiarism despite a clean Turnitin report, they have the right and the responsibility to ask students specific questions about their work. If a student is unable to sufficiently explain their content, the teacher may determine that the work cannot be authenticated and is seen as plagiarism.

The school is responsible for handling cases of academic misconduct related to coursework submissions on ManageBac and recording them on iSAMS.

First infraction
<p>1. The Subject Teacher discovers a case of academic misconduct (incident).</p> <p>2. The Subject Teacher will check the student's record on iSAMS to check that this is a first infraction and there are no records of prior infraction or any other concerns in iSAMS (Reward and Conduct Manager).</p> <p>3. The Subject Teacher discusses the incident with the student to gain input from them regarding the incident – no decision will be taken at this point.</p> <p>4. First infraction confirmed? => NO => see Second infraction First infraction confirmed? => YES => see point 5</p> <p>5. The Subject Teacher will inform (via email) the mentor and cc the Subject Area Coordinator (SACO). The SACO is involved only in monitoring the quality of the teaching and learning and flagging matters to be addressed within the team.</p> <p>6. The Subject Teacher will explain the consequences (based upon the Subject Teacher's discretion) of the academic misconduct. Most importantly, the Subject Teacher will explain how to avoid academic misconduct in the future.</p>

7. The Subject Teacher will ask the student to explain the situation at home
8. The Subject Teacher makes the final decision based on the overview below (see consequences) and records the incident in iSAMS. NOTE: this process does not apply to official IB exam components.
9. The subject teacher signs up the student for a session with the library to go over the necessary skills.

Consequences MYP 1	Consequences MYP 2-3	Consequences MYP 4-5	Consequences DP/CP
MYP1: The student is allowed to retake/ resubmit the assignment for a grade and feedback within a timeframe set by the subject teacher.	MYP2-3: The student receives an N/A (not assessed). The student is allowed to retake/ resubmit the assignment within a timeframe set by the subject teacher. The student will receive a grade and feedback for the resubmission/retake.	The student receives an achievement level 1 (out of 8) and may receive feedback at the discretion of the Subject Teacher.	The student receives an N/A (not assessed); no feedback is given.

Second infraction

1. The **Subject Teacher** discovers a case of academic misconduct (incident).
2. The Subject Teacher will check the student's record on iSAMS (See Appendix 2: How to record Academic dishonesty on iSAMS) to check that this is a first infraction and there are no records of prior infractions or any other concerns in iSAMS (Reward and Conduct Manager).
3. The Subject Teacher discusses the incident with the student to gain input from them regarding the incident – no decision will be taken at this point.
4. Second infraction => No, Refer to First infraction process flow.
Second infraction=> Yes, proceed with step 5.
5. The Subject Teacher will inform (via email) the Programme Coordinator and the Mentor of the student, and cc the SACO.
6. The Mentor and Subject Teacher inform the student and parents and explain the consequences of academic misconduct.
7. The subject teacher signs up the student for a session with the library to go over the necessary skills.

Consequences MYP1	Consequences MYP2-3	Consequences MYP4-5	Consequences DP/CP
The student receives an achievement level 1 (out of 8), and feedback. - -	The student receives an achievement level 1 (out of 8) and may receive feedback at the discretion of the Subject teacher.	The student receives N/A (not assessed); no feedback is given.	The student receives a Grade 1 (out of 7); no feedback is given
More than 2 infractions			
Consequences MYP1	Consequences MYP2-3	Consequences MYP3-5	Consequences DP/CP

Conversation with the Programme Coordinator and Deputy Principal for Curriculum to evaluate the student's challenges.	Conversation with the Programme Coordinator and Deputy Principal for Curriculum to evaluate the student's challenges.	Conversation with the Programme Coordinator and Deputy Principal for Curriculum to evaluate the student's challenges.	Conversation with the Programme Coordinator and Deputy Principal for Curriculum to discuss the student's continuation in the IB programme
IB component- First draft			
MYP5/DP/CP			
<ol style="list-style-type: none"> 1. The teacher reviews infractions on iSAMS. 2. The teacher discusses the plagiarism case with the student and informs the IB Programme Coordinator with the meeting details and Turnitin report. 3. The student arranges a meeting with the IB Programme Coordinator. 4. The teacher records the plagiarism on iSAMS and emails the mentor. 			
IB components - Final draft			
MYP5/DP/CP			
<p>Meeting with the IB Programme Coordinator and /or exam committee Consequences could include the following:</p> <ul style="list-style-type: none"> - Use in-text citations for the parts where the citation is missing - Use the first draft version as the final draft - Exclude parts of copied phrases from the internet/ AI-generated or paraphrased - Referral to another IB exam session 			

b) Plagiarism for formative assessments

Formative assessments follow the same process as summative assessments, without assigning grades. The focus still remains on the learning and feedback (if applied to the year level, see table above).

All other procedures remain unchanged. The record of infractions for both formative and summative assessments provides valuable insight for the IB

Programme Coordinator, teachers and mentors, helping them identify challenges a student may face and determine appropriate consequences.

c) Plagiarism cases identified by the IB

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.

Any instance of candidate misconduct during an official IB exam component must be reported by the school to the IB as soon as possible and within 24 hours of the occurrence.

5.2 Academic Misconduct During Examinations

a) Academic misconduct during an in-class test or test week

Students cheating in an in-class test or just manipulating the test by having their phone on hand/ smart watch is regarded as Academic dishonesty. Consequences may result in 0 marks out of 8 per criterion which is equivalent achievement level 1 out of 8 per criterion for the test and grade 1 out of 7. The student is not allowed to redo the test at another time.

b) Cases where groups of students are affected by academic misconduct

In situations such as these, the respective Programme Coordinator will guide the process and determine the final outcome. Each case needs to be determined individually. The guiding principle will be the students' learning.

Teachers are responsible for minimising risks and

- will ensure the safe storage of assessments
- use different versions of tests if there is a time difference in classes taking the test.
- Make sure students know that they only need to have the necessary materials needed for the assessments (eg. no phones or other materials that may encourage academic misconduct). The teacher actively invigilates throughout the assessment.

Avoidance of Group Punishment

At AICS, we uphold the principle of individual responsibility in matters of academic integrity. When an incident of academic misconduct is identified, consequences will be applied only to the student(s) directly involved in the misconduct.

However, we recognise that certain breaches—such as the unauthorised sharing of examination materials (e.g., photographs of exam papers)—may affect the integrity of assessments for other students who were not involved in the misconduct.

In such cases:

- The school will take appropriate measures to protect the fairness and validity of the affected assessments for all students.
- These measures will focus on preserving assessment integrity without imposing punitive consequences on students who have not engaged in misconduct.
- For example, affected students may be given alternative assessments or rescheduled exams to ensure equity, but they will not be penalised for the actions of others.
- The school will communicate transparently with all affected parties regarding any changes or accommodations made.
- This approach ensures fairness by holding individuals accountable for their actions while safeguarding the rights and academic standing of uninvolved students.

c) Procedures for assessments towards BTEC components of the Career-related Programme

For the Career-related Programme, the same process and relevant IB criteria apply as for the Diploma Programme. In addition, the Pearson Guidelines apply to the BTEC Level 3 Diploma in Business as outlined in *Centre Guidance: Dealing with Malpractice and Maladministration in Vocational Qualifications* (available [online](#)).

Pearson has the final decision in academic misconduct cases within the BTEC programme. It should be noted that students may be barred from taking exams with Pearson again for a number of years ("Centre Guidance").

d) Misconduct during an official IB examination

Academic misconduct affects not only the candidates involved but everyone who has taken the assessment, as it reduces the validity of the qualification. The IB therefore takes academic misconduct very seriously, and details of its prevention and consequences can be found in the various programme Assessment procedures and publications on academic integrity. Possessing unauthorised material in the examination room (such as electronic equipment, wearable technology, books or guides, scratch paper or notes and communicating with other candidates), repeatedly not complying with an invigilator's instructions during an exam, or multiple exams, and failing to report incidents of academic misconduct are all violations as outlined in the General Regulations of the various programmes. If a student is found to have engaged in academic dishonesty during an official IB examination, they may receive no grade for the subject.

e) Communication of the content of an IB examination

Sharing IB examination content before, during, or within 24 hours after the scheduled exam—whether through social media or any other form of communication—is a serious violation. If the IB discovers a breach, the student will not receive a grade for that subject (N).

6. Policy Review & Development

This Academic Integrity Policy will be reviewed regularly to ensure its continued relevance and effectiveness. In particular, how we address the use of Generative Artificial Intelligence (AI) tools is in constant development with the intention of keeping pace with rapid technological developments and emerging ethical considerations. We collect and consider feedback from all stakeholders as an ongoing process in order to maintain a fair and up-to-date framework for academic integrity in line with IB guidelines.

6.1 Areas of Further Research and Development

- Periodically assess and amend according to advancements in Artificial Intelligence and emerging technologies
- How to further optimise the processes
- Develop a periodic report to share information with the community and enhance practices to support Academic integrity

6.2 Creation of this Document

The Policy was reviewed with input from representatives of various stakeholder groups (the committee included parents/guardians, students, teachers, support staff, librarians, the Student Council (with representatives from various age groups), Subject Area Coordinators, Leadership Team and IB Programme coordinators.

Last revised: January 2026

7. Useful Links

- Turnitin via ManageBac (only accessible for teachers)
- Google Docs Draft Coach
- [Noodletools](#)
- MLA Handbooks provided in the library
- MLA online support: <https://style.mla.org/>
- [Academic Honesty in the IB educational context](#) November 2016)
- [Academic Integrity](#) (October 2019)
- [Effective Citing and Referencing](#) (2022)

8. Works Cited

(Please note that some of these links are password protected and only accessible to staff)

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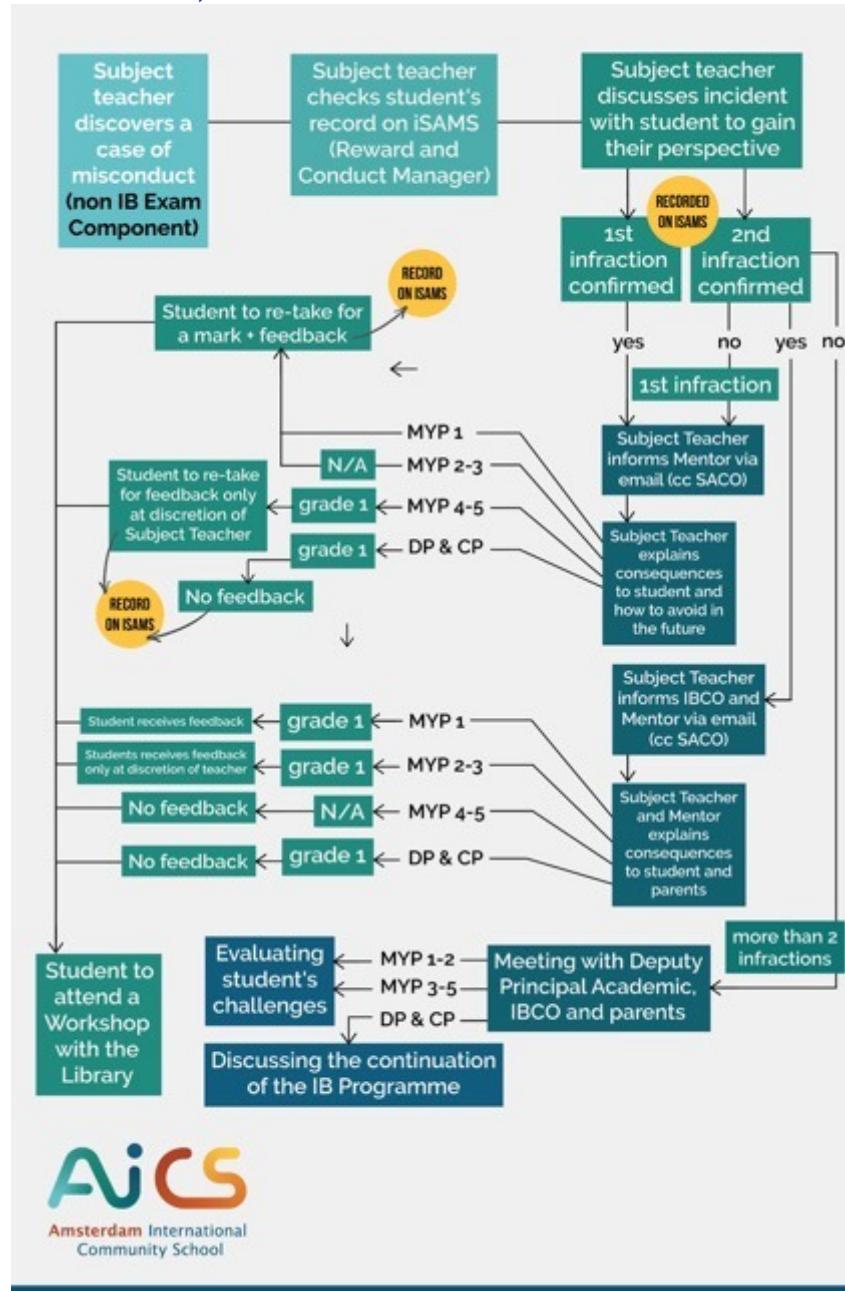
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Appendices

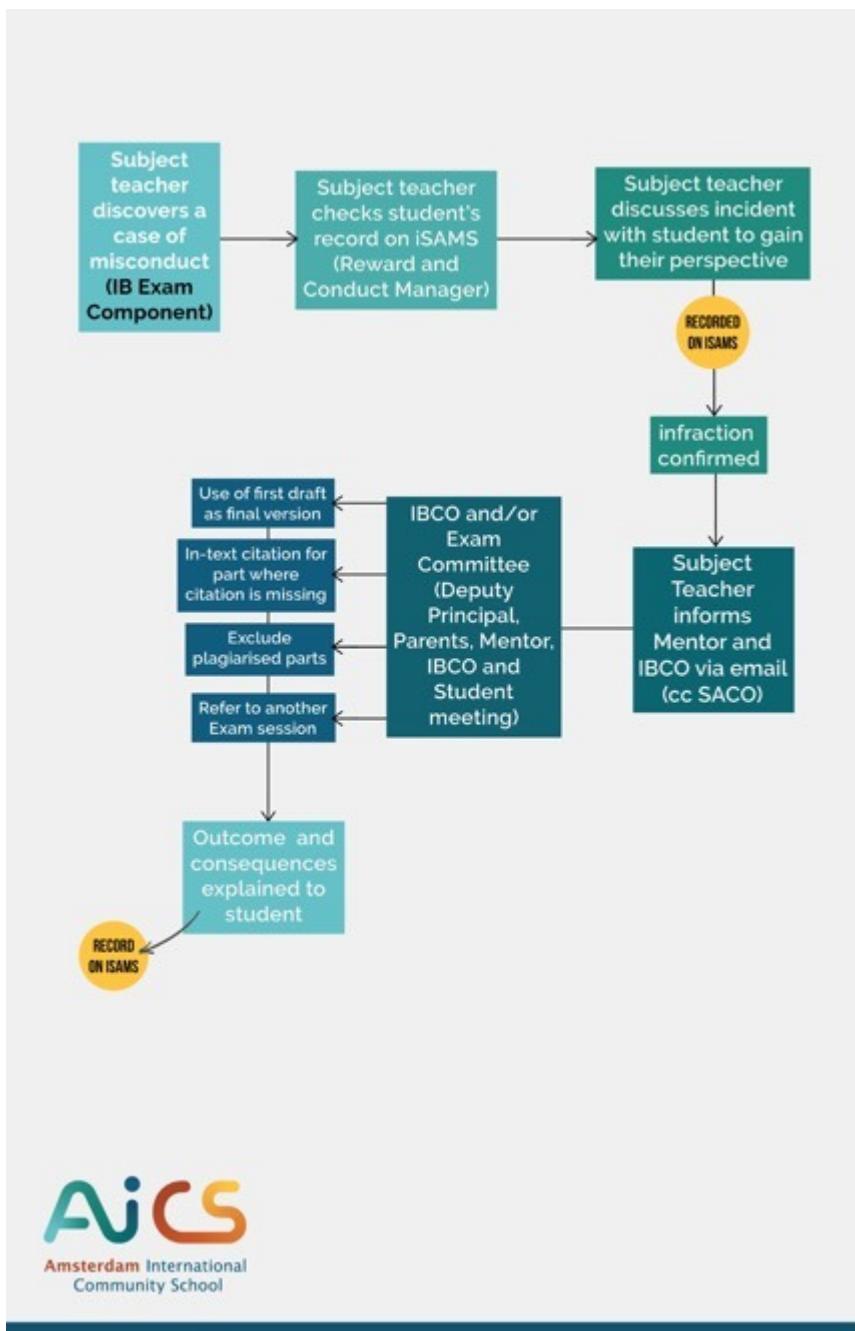
Appendix 1 Flowchart Plagiarism summative assessment

(Abbreviations: IBCO – IB Programme Coordinator, SACO – Subject Area Coordinator)



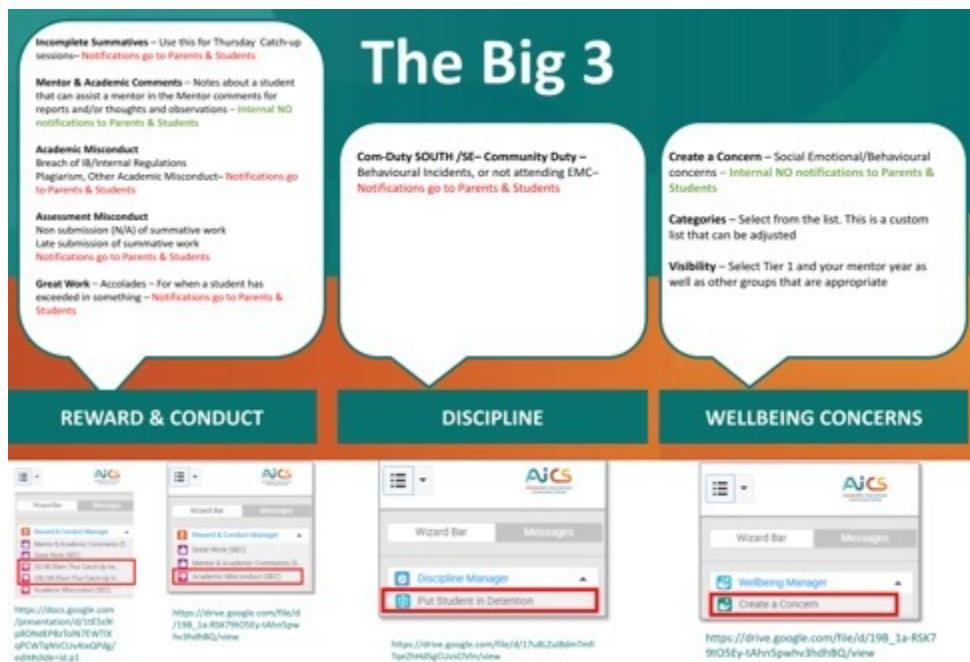
Flowchart - Plagiarism IB components

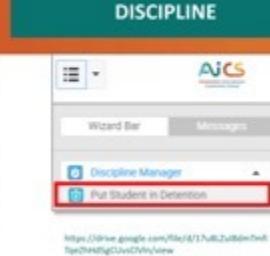
(Abbreviations: IBCO – IB Programme Coordinator, SACO – Subject Area Coordinator)



Appendix 2 - How to record Academic dishonesty on iSAMS

The Big 3



Category	Description	Screenshot
REWARD & CONDUCT	<p>Incomplete Summatives – Use this for Thursday Catch-up sessions – Notifications go to Parents & Students</p> <p>Mentor & Academic Comments – Notes about a student that can assist a mentor in the Mentor comments for reports and/or thoughts and observations – Internal NO notifications to Parents & Students</p> <p>Academic Misconduct Breach of IB/Internal Regulations Plagiarism, Other Academic Misconduct – Notifications go to Parents & Students</p> <p>Assessment Misconduct Non submission (N/A) of summative work Late submission of summative work Notifications go to Parents & Students</p> <p>Great Work – Accolades – For when a student has exceeded in something – Notifications go to Parents & Students</p>	
DISCIPLINE	<p>Com-Duty SOUTH /SE – Community Duty – Behavioural Incidents, or not attending EMC – Notifications go to Parents & Students</p>	
WELLBEING CONCERN	<p>Create a Concern – Social Emotional/Behavioural concerns – Internal NO notifications to Parents & Students</p> <p>Categories – Select from the list. This is a custom list that can be adjusted</p> <p>Visibility – Select Tier 1 and your mentor year as well as other groups that are appropriate</p>	

Appendix 3- MLA format

The school uses a single citation format (MLA 9) because students learn citation skills in a wide variety of contexts throughout the school, and a standardised approach ensures that they are not learning conflicting guidelines.

Students are expected to **format any texts** related to any assignment based on research including presentations in **MLA 9**.

This applies to :

- In-text citations
- List of works cited
- Text formatting (titles, paragraphs)

More information about [MLA styles guides](#).

Google docs - in-text citation functionality

Students may use the Google in-text citation tool (which currently uses MLA 8. There are no differences with regards to references between MLA 8 and MLA 9)

IB essay requirements may differ from MLA style requirements but always overrule them.

When you produce work other than written work that requires the use of sources, remember that it is important that you share your sources in these situations as well: either by handing them in separately or by overlaying them at the end for videos.

Appendix 4 - AI guide for students

Guide for the use of Artificial Intelligence MYP and DP/CP

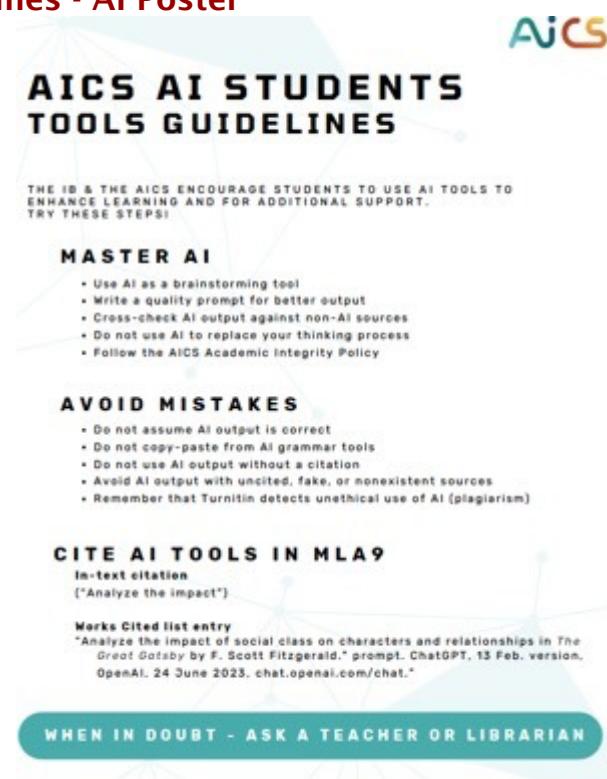
1. What is AI?

Artificial Intelligence

refers to programs or machines that simulate tasks that typically require human intelligence. An AI system is a "machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments" (OECD, 2024). The varied definitions and applications of AI and its recent pace of development make it a challenge to regulate.

("Foundational Policy Ideas")

2. Tool guidelines - AI Poster



**AICS AI STUDENTS
TOOLS GUIDELINES**

THE IB & THE AICS ENCOURAGE STUDENTS TO USE AI TOOLS TO ENHANCE LEARNING AND FOR ADDITIONAL SUPPORT. TRY THESE STEPS!

MASTER AI

- Use AI as a brainstorming tool
- Write a quality prompt for better output
- Cross-check AI output against non-AI sources
- Do not use AI to replace your thinking process
- Follow the AICS Academic Integrity Policy

AVOID MISTAKES

- Do not assume AI output is correct
- Do not copy-paste from AI grammar tools
- Do not use AI output without a citation
- Avoid AI output with uncited, fake, or nonexistent sources
- Remember that Turnitin detects unethical use of AI (plagiarism)

CITE AI TOOLS IN MLA9

In-text citation
("Analyze the impact")

Works Cited list entry
"Analyze the impact of social class on characters and relationships in The Great Gatsby by F. Scott Fitzgerald," prompt, ChatGPT, 13 Feb. version, OpenAI, 24 June 2023, chat.openai.com/chat."

WHEN IN DOUBT - ASK A TEACHER OR LIBRARIAN

Mandatory use of Google Docs for bigger writing tasks that can be shared with teachers to check progress and for all IB components (ePortfolios, PP, EE, RP, IA).

Grammar and spelling check with Google Docs extension called *Turnitin Draft Coach*.

3. Scenarios of the IB

#1 A student uses AI for a summary of key points for their essay and suggests references to cite.

Acceptable: As a teacher, ensure that the student truly understands the points that are being made.

#2 A student uses AI for a summary of counter-positions or alternative viewpoints on a question or issue and explores these further.

Acceptable: If the student has used the ideas offered by AI to investigate and understand alternative views similar to how students would explore counter-positions in textbooks. But it is not acceptable for students to present arguments exactly as presented in a textbook, or as generated by AI.

#3 A student uses AI to find quotes on the essay topic and simply copies them without investigating further.

Not acceptable: The student is not using AI to identify sources to investigate but is using AI to replace part of the thinking process. A student must actively read and engage with the sources and references suggested by AI, not just simply acknowledge that they were found through AI.

#4 A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.

Not acceptable: A student should work with their teacher or supervisor to identify the subject and topic of interest and may then instruct AI to provide examples of research questions in this area. This is not dissimilar to reviewing past essays/projects in a school library for inspiration.

#5 A student uses AI to write an example of this particular essay for them and uses this as an example or a model answer for their response (translating it into their own words).

Not acceptable: This is like a student finding an essay online or borrowing an essay from a former student to inspire all the ideas for their essay. The student's understanding of the content should be tested using a viva or oral quiz. If they can demonstrate their understanding, allow the student to submit the work without penalty, while emphasising that using AI in this way misses wider learning opportunities. If the student does not display clear understanding of the content, it can be treated as plagiarism.

#6 A student uses AI to generate a paragraph or two for the essay, such as the introduction or summary of an argument and then uses this as a model for their own content.

Acceptable. If the student has used AI to provide references and examples.
Not acceptable. If the student has used AI to replace their own thinking.

#7 A student writes an essay, then copies it into AI and asks the tool to rewrite it for them.

Not acceptable. The teacher should mark the original essay, but teacher judgement is required. The IB requires teachers to be strict with IB assessment tasks, requiring students to submit their original work. Teachers may exercise more discretion in the context of in-class work.

#8 A student writes the essay in one language and then uses AI to translate it into another language for submission.

Not acceptable. The IB certifies that the student has studied the subject in a particular language. Universities and employers are likely to assume the student can work in this language based on their IB certificate.

#9 A student uses AI to suggest improvements for grammar and sentence construction but not a wholesale rewrite.

Acceptable. Good practice would be for the student to state somewhere (at least to the teacher) that they have used AI in this way.

#10 A student uses AI to "mark" their work and provide feedback for improvement.

Not acceptable. For IB assessments, this use of AI is discouraged because it violates the "one set of written feedback" rule. The IB believes that the teacher is better placed to provide that feedback.
Acceptable. In a non-assessment context, using AI for feedback can be a valuable educational tool.

#11 A student asks AI to "reflect" on a topic, process or question and uses this unchanged in their assessment.

Not acceptable. Reflection requires students to think about the process they have been through, evaluate it, and decide what – for them – has been valuable, and what they can learn from the experience. Teachers and supervisors attest to authenticity when they upload work for assessment and submitting an AI-generated reflection would constitute fabrication.

#12 A student tries to hide their use of AI.

Not acceptable. Ethical use of AI involves being clear and transparent about its use. This means informing the teacher who is authenticating the work for the IB even if the use of AI does not need referencing.

#13 A student uses AI to generate a template for the structure of their essay.

Acceptable. If the student acknowledges the use of AI when submitting their work for assessment, it presents no misconduct, similar to using sample essays or textbooks to obtain a framework for their essay.



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4. Turn it in guidelines

Ethical AI use checklist for students

A checklist is an easy way to guide your usage of AI to avoid any appearance of academic misconduct.



Points to consider before/during the assignment

The goal is to check off "yes" for most, if not all, of the points. If you checked "no," consider what steps can be taken to address the issue or complete the task.

	Yes	No
Can I produce artifacts of my writing process such as brainstorming, drafting, revisions, and/or reflections?	<input type="checkbox"/>	<input type="checkbox"/>
Pro tip #1: Use Draft Coach or ask your instructor to allow the option of multiple submissions in Turnitin Feedback Studio.		
Pro tip #2: Keep a record of your documents, such as multiple drafts.		
Did I follow the instructor's guidance on exactly what and how generative AI tools can be used for this assignment?	<input type="checkbox"/>	<input type="checkbox"/>
Pro tip #3: Ask clarifying questions as needed.		
Did I make the effort to be certain that my writing style and voice are evident in my work?	<input type="checkbox"/>	<input type="checkbox"/>
Did I cite any AI used to complete my assignment?	<input type="checkbox"/>	<input type="checkbox"/>

Points to consider after the final submission

The goal after you've submitted your work is to answer "yes" to ensure you are able to respond to any questions that may arise regarding the ethical use of AI in your assignment. If the answer is "no," what steps can you take to address these areas?

	Yes	No
Am I prepared to respond calmly to any questions regarding how and why I used AI in these questions areas?	<input type="checkbox"/>	<input type="checkbox"/>
Consider the following:		
<ul style="list-style-type: none"> How can I prepare for the discussion? What reason(s) did I have for using AI to complete a particular passage or section? Was it used for idea generation or to create an outline, for example? Did my use of AI follow the guidelines given for this particular assignment? Did I cite my usage correctly according to instructor or institution guidelines? 		
Am I prepared to discuss my writing process?	<input type="checkbox"/>	<input type="checkbox"/>
Consider the following:		
<ul style="list-style-type: none"> Where/when did I work on the assignment? Who else read it and possibly provided feedback? What changes did I make and why? How did I conduct the necessary research? 		
Can I clearly outline and explain the writing choices I made?	<input type="checkbox"/>	<input type="checkbox"/>
Consider the following:		
<ul style="list-style-type: none"> What sources did I include or choose not to? Why did I take this position? How and why did I select each example/evidence? Are my personal ideas or experiences evident? 		
Can I share documentary artifacts of my writing process?	<input type="checkbox"/>	<input type="checkbox"/>
Provide the following as needed:		
<ul style="list-style-type: none"> Notes, outlines, rough sketches, or drafts - handwritten or electronic, i.e. If you used Turnitin's Draft Coach or the instructor enabled multiple submissions in Turnitin's Feedback Studio. Feedback from a peer or other trusted reviewer. 		

To explore more ideas about academic integrity in the age of AI, visit www.turnitin.com/resources/academic-integrity-in-the-age-of-AI



("Academic Integrity in the Age")