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IB Diploma Programme
Academic Integrity Policy

Name of Policy	Academic Integrity Policy
Reviewed by	IBDP Teachers and IBDP Coordinator, librarian and school leadership
Last Reviewed	Dec 2025
Next review:	Dec 2026

Policy review

This policy is reviewed annually to ensure alignment with IB regulations and best practice. The review process includes input from IB Diploma Programme leadership, teachers, the librarian, and school leadership. The policy is communicated to students, parents and staff at the start of each academic year.

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1. Rationale

Integrity is a guiding principle in education and underpins a society in which individuals can trust one another. It is fundamental to the concept of citizenship. Our guiding statements, our Reason to Believe, demonstrates a commitment to creating a more just society. Our goal of academic integrity is to make knowledge, understanding, and thinking transparent.

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work. (IBO, 2020) individuals can trust one another. It is fundamental to the concept of citizenship. Our guiding statements, our Reason to Believe, demonstrates a commitment to creating a more just society. Our goal of academic integrity is to make knowledge, understanding, and thinking transparent.

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2. Aims

The aims of this policy are to:

- To define good academic practice
- To define academic misconduct and how it will be addressed
- To set out a framework for preventing academic misconduct by acknowledging sources effectively.

3. Definitions

Authenticity - a piece of work that is based on the student's individual and original ideas where they correctly attribute sources, acknowledging the work and ideas of others.

Academic misconduct - deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of examinations and assessments that can happen before, during, or after the completion of the assessment, or the writing time of an examination.

Plagiarism - the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism as well as work produced by third parties such as tutors, parents or other agents.

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Collusion - supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Duplication of work - the presentation of the same work for different components.

Misconduct during an examination - for example taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate.

Unethical behavior - for example the inclusion of inappropriate material in any assessment materials or breach of ethical guidelines when conducting research.

Other behaviors - any action that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media. (IBO, 2016)

Contract cheating (commissioned work)

Contract cheating refers to work that has been wholly or partially produced by a third party and submitted by a student as their own. This includes, but is not limited to, purchasing or commissioning work from online services, submitting work completed by private tutors, family members or peers, or using any service that generates assessment content on the student's behalf.

Fabrication or falsification of data

Fabrication refers to the invention of data or results, while falsification refers to the manipulation, alteration, selective omission or misrepresentation of data. This includes inventing results, altering measurements, or adjusting data to fit a hypothesis in internal assessments, investigations, or examinations.

Unauthorized assistance

Unauthorized assistance occurs when a student receives support that exceeds what is permitted for a specific assessment. This may include excessive editing or correction by teachers, parents or tutors, inappropriate peer assistance, unacknowledged translation tools, or the use of digital tools (including artificial intelligence) in ways that are not permitted or not transparently acknowledged.

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4. School responsibilities

At every age, Vocational School for Computer Programming and Innovationfosters an ethos of academic integrity. This is embedded in daily practice through our Ten Learning Essentials and The Shaper Profile which includes the importance of responsibility and citizenship.

The School will aim to ensure that:

- Teachers, students and parents have an understanding of expectations regarding academic integrity through workshops and meetings at the start of each academic year.
- Teachers, students and parents understand what constitutes academic misconduct and school maladministration.
- The timetable allows time to inform new teachers / remind teachers of the policy and to discuss how it applies to their subject or key stage.
- Students, teachers and the Extended Leadership Team are held accountable when involved in academic misconduct or maladministration.

4.1. Teacher responsibilities

- Teachers will provide students with opportunity to practise referencing in their subjects. It is important that students are given the opportunity to practise how to research and reference in an academically honest manner.
- To ensure consistency and fairness, teachers initiating a discussion about suspected misconduct with a student will avoid using judgmental language, allowing for the fact that the mistake may be unintentional.
- Teachers must ensure that all written coursework assignments which are to be submitted to external bodies for assessment (for example internal assessments for the IB Diploma Programmes) are checked by plagiarism software. The results of this check are available to students. This applies to both first drafts and final versions. This software can also be used to check the authenticity of other classwork and homework assignments.
- For coursework that will be submitted to external bodies, "*Teachers should be careful not to intervene excessively in the support provided to their students. It is acceptable to guide them on how to structure an essay (the usual: introduction, body and conclusion). However, providing a rigid step by step outline of what to write where and when, becomes a template, particularly if the work submitted by the cohort is almost identical in the structure and flow of ideas.*" Academic integrity for IAs, IBO, 2020.

4.2. Student responsibilities

- Students are responsible for ensuring they produce work in an academically honest way. This applies to all work including that which is submitted for assessment to awarding bodies such as the IBO, Pearson Edexcel and Cambridge Assessment.
- In written assignments, students must ensure that information, ideas and sources used are acknowledged in the body of the text and are fully listed in the bibliography using the recommended form of citation (see appendix). This may also apply to some oral tasks.
- Students should cite sources, at point of use, so that readers can find them. It is very important that they carefully plan assignments, allowing adequate time for completion, taking good notes, recording dates, sources etc.
- Students should develop the skills to evaluate sources of information and aim to create content rather than imitate content.
- Students should always consult their teacher or the Librarian if in any doubt about what and how to cite correctly.
- The general mantra for students is 'If in doubt, cite!'
- Students are also expected to know and follow the rules of acceptable behaviour in the exam room and around the time of the examination.
- Students will recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone.

4.3. Parent responsibilities

If a student is having extra help or guidance outside of school (for example, though not limited to, private tutors, friends, family members), parents should ensure that this help does not constitute academic misconduct. (IBO, 2019)

5. Procedures in the event of academic misconduct

To ensure consistency and fairness when mistakes are made, it is important that the school keeps central records of each situation and the consequences. While each incident may initially be treated on a case-by-case basis by the teachers themselves, or by a senior leader or panel if serious enough, this should be recorded on iSAMS by using a Flag or issuing a Learning Notification. This will help ensure consistency and may also highlight general trends or challenges which may warrant further intervention.

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If suspected of a breach of academic honesty, as per the Behaviour Policy, students will be given the opportunity to explain how they produced the work. The meeting between the student and teacher may also include the Head of Department, tutor or Head of Year. Students can request the presence of their tutor or another teacher. In such a meeting the severity of the situation will be explained, the particular misconduct discussed and strategies offered for how this can be avoided in the future. In some situations, the meeting may involve the appropriate Deputy Principal and/or the Secondary Principal or Head.

Each incident will be treated on a case-by-case basis and viewed in conjunction with the Behavior Policy. Consequences and actions **can** be **one or more** of the following:

- The work may need to be redone. This may need to be done under supervision in school. The new work will be checked and whether feedback will be given on the work will be determined on a case-by-case basis.
- The parents of the student may be called to a meeting to explain the situation, sanctions given and the consequences.
- The work (or the plagiarised section of the work) may receive a mark of zero.
- The work may not be submitted to external bodies such as the IBO.
- External bodies such as IBO may be informed of the breach. If they investigate an alleged breach of rules a student's intent cannot be taken into account; they can only evaluate the evidence.
- The student might be internally suspended, externally suspended or possibly permanently excluded.

5.1. Distinction between school-managed cases and IB assessment misconduct

The school distinguishes clearly between:

a) Academic integrity breaches related to internal school learning tasks or formative assessments, which are managed by the school in accordance with this policy and the Behaviour Policy; and

b) Suspected academic misconduct related to IB Diploma Programme assessment components, including internal assessments, the extended essay, TOK components, and examinations.

In cases relating to IB assessment components, the IB Diploma Programme Coordinator is responsible for managing the case, collecting evidence and communicating with the International Baccalaureate Organization where required. The IB makes the final determination regarding academic misconduct and any applicable penalties for IB assessments, in accordance with IB regulations.

5.2. Investigation process

To ensure fairness, transparency and consistency, suspected cases of academic misconduct will follow the process below:

1. **Identification**
   A concern may be raised by a teacher, coordinator or school leader based on evidence such as similarity reports, assessment observations, inconsistencies in student work, or examination irregularities.
2. **Evidence collection**
   Relevant evidence is gathered, which may include drafts, version histories, similarity reports, process journals, research notes, teacher observations and assessment materials.
3. **Student meeting**
   The student is invited to explain how the work was produced. This meeting is conducted in a supportive, non-judgmental manner and may include the Head of Department, tutor or IB Diploma Programme Coordinator.
4. **Review and decision**
   The case is reviewed to determine whether it:
   - can be resolved as a learning issue,
   - should be managed as a school academic integrity breach, or
   - must be escalated as suspected IB academic misconduct.
5. **Outcome and communication**
   Outcomes, consequences and learning actions are communicated to the student and parents and recorded centrally.
6. **Follow-up and support**
   Where appropriate, students receive guidance and instruction to strengthen academic integrity skills and prevent recurrence.

Students may request a review of the process in line with school procedures.

Appendix 1: Recommended form of citation

The school will default to APA (American Psychological Association) referencing in all subjects to support consistency in approach and make referencing simpler for students. This will help to reduce barriers to referencing being carried out correctly. The APA system provides:

- Simple in-text citation.
- Is very similar to the Harvard style, which is the most common in UK universities.
- Is available as a tool in Google Docs to simplify the process of referencing for students.

Appendix 2: Effective citing and referencing

This guide provides useful examples and definitions, as well as a documentation checklist. Please note that this IB publication is intended for guidance only.

Appendix 3: Artificial Intelligence (AI) software and Academic Integrity

The use of AI software is not banned as this is an ineffective way to deal with innovation. However, the use of AI tools should be in line with our academic integrity policy.

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. In this sense transparency is the key, and we expect students to give full credit to any source/material that they have used when writing and creating their own work.

Acceptable and unacceptable use of AI

AI tools may be used to support learning where their use is **ethical, transparent and appropriately acknowledged**.

Examples of acceptable use include:

- brainstorming ideas or research questions,
- generating outlines or planning structures,
- receiving feedback on clarity or organization,
- supporting language development.

Examples of unacceptable use include:

- generating whole or partial assessment responses submitted as final student work,
- using AI to replace independent analysis or thinking,
- failing to acknowledge AI-assisted content.

Failure to disclose or appropriately acknowledge the use of AI-generated content constitutes academic misconduct.

How do students reference AI?

In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography.

If students are using ChatGPT responses as a primary source (e.g., studying the abilities of AI language models), students should cite it for this purpose, just as they would any piece of evidence.

If students use ChatGPT to help them in their research or writing process (e.g., using it to develop research questions or create an outline), they should cite it.

When citing, the prompt used to generate AI feedback should be given and the owner of the AI credited for the response. For example (McAdoo, 2023):
When prompted with "Is the left brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are

somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).
Reference: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. *https://chat.openai.com/chat*

Students should not cite ChatGPT as a source of factual information (e.g., asking it to define a term and then quoting its definition). ChatGPT is not always trustworthy and is not considered a credible source for use in academic writing.

References

- IBO. *Academic Integrity*. Updated 2020. *Academic integrity* - International Baccalaureate Organization(UK) Ltd, https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf. Accessed February 2022.
- IBO. *General regulations: Diploma Programme*. 2016. *General regulations: Diploma Programme*, https://www.ibo.org/globalassets/publications/become-an-ib-school/general-regulations-diploma-programme-en.pdf.
- IBO. *General Regulations: Diploma Programme*. *International Baccalaureate Organization*, https://fdocuments.in/document/general-regulations-diploma-programme.html.
- McAdoo, T. (2023, April 7). *How to cite ChatGPT*. APA Style. Retrieved January 30, 2024, from https://apastyle.apa.org/blog/how-to-cite-chatgpt

Other resources

- *Academic honesty in the IB educational Context* International Baccalaureate Organization (UK) Ltd, 2014, updated 2016. https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf
- Posters:
  - *Are you completing your IB assignments honestly?* IBO, 2012. https://p10cdn4static.sharpschool.com/UserFiles/Servers/Server_19402919/File/IB%20Academics/Policies/Academic_honesty_flyer.pdf
  - *Ten tips for acting with integrity* IBO 2022. https://www.ibo.org/globalassets/digital-toolkit/pdfs/academic-integrity-poster-en.pdf