



Academic integrity at SIEC



It is the foundation for ethical decision-making and behavior

in the production of legitimate, authentic and honest scholarly work.

Beyond a definition and a well-structured SIEC policy, is an obligation that must be embraced and fostered by the entire SIEC community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

At SIEC students must understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

The key terms which are used in academic integrity:

- Academic integrity
- School maladministration
- Student academic misconduct
- Unprecedented or extraordinary incidents
- Balance of probabilities approach
- Conflict of interest

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We apply academic integrity in order to student's development into responsible and caring world citizens of the future. By supporting learners, a culture of self-respect and respect for others can be nurtured and developed.

Key educational reasons on academic integrity are the following:

- To maintain fairness.
- To maintain trust and credibility.
- To develop respect for others.



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The school leadership team

A common understanding of what academic integrity means is one of the most significant tasks. At SIEC leadership ensures any new member of staff and all students should start with a shared understanding and have an informed dialogue about the benefits of honest learning for the entire community.

SIEC use the following strategies:

- The academic integrity policy.
- The teachers delivering IB programmes.
- The designated team or person responsible for academic integrity.
- The wider community such as students and their parents or legal guardians.

It is SIEC's responsibility to understand the context of rule breaches rather than simply adopting a stance of punishment and penalties.

At SIEC we put emphasis on all teachers have the same level of understanding of academic integrity as a first step in ensuring their engagement and commitment.

At SIEC a designated team is responsible for academic integrity.

An educational coordinator, education consular, IB assistant and IB coordinator will be involved to implement academic integrity policy and misconduct at school. The students will be provided advice specific to the nature of the incident and the subject affected, and recommend the appropriate penalty in line with internal school policy.

IB World Schools are responsible for the implementation of IB programmes and quality of teaching, regardless of whether courses are provided solely in the classroom or by means of a combination of classroom-based courses and online courses offered by an IB-approved online course provider.

SIEC have been authorized to offer IB programmes to comply with all regulations and expectations as set within IB publications that govern the administration of the relevant IB programmes, including but not limited to the following.



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- *Programme standards and practices*
- *Rules for IB World Schools*
- *Middle Years Programme Assessment procedures* (updated annually)
- MYP and subject guides
- *Secure storage of confidential IB examinations material booklet* (updated annually)
- *The conduct of IB Middle Years Programme on-screen examinations*
- *Conduct of examinations booklet* (updated annually)

SIEC must adhere to all IB requirements to prevent student academic misconduct and school maladministration.

As we know the principle of academic integrity is fundamental to the educational philosophy of the IB.

SIEC acts as role models and must always exhibit honest, ethical and responsible behavior.

At SIEC, coordinators must maintain a pedagogical leadership and are responsible for ensuring that all teaching and learning activities are carried out in accordance with the rules, policies and guidelines stipulated by the IB.

The SIEC coordinator organizes meetings with teachers, students and their parents or legal guardians to point out important policies like integrity policy, misconduct,...

At SIEC a pedagogical leader, the coordinator ensures that the subject guides and all rules and regulations are strictly followed and that the IB regulations are applied consistently and fairly. Class schedules and calendars are appropriate, allowing students to realistically meet the demands of the programme and course of studies. Classroom activities and educational strategies to support all students, who must receive the time and opportunity to learn the skills necessary for overcoming any challenges of the programme.

Why do students engage in acts of academic misconduct?



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- unintended acts caused by ignorance or lack of understanding of the expectations to create authentic work
- not understanding the IB's rules and regulations
- not understanding the consequences of their actions
- lack of training in the required skills, for example, on how to reference
- poor time management
- the trivialization of academic misconduct incidents
- poor satisfaction with their teachers and assessment tools
- lack of punishment for those who engage in academic misconduct
- the ease with which information is obtained on the internet and the general belief that the information available there belongs to all and can be used without the need to reference it
- the easy access to support services, such as writing or tutoring services
- the pressure to be successful in their studies and achieve excellent results
- inconsistent messages, instructions and training received from teachers as to what constitutes academic misconduct.

It is advisable that shortcomings on the part of students are not punished immediately. It is preferable to generate a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice.

Assessment tools such as tests, projects, assignments, essays, reports and quizzes, can also be used as instruments to reinforce the topic of academic integrity as they provide an opportunity to give feedback and also allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization.

To support students' engagement with the school strategy on academic integrity, teachers can consider, in a mutually agreed manner, classroom strategies on teaching-learning activities that focus on prevention and mitigation of academic misconduct incidents while also ensuring a standardized understanding of regulations and expectations across the teaching body. Teachers must carry out activities that increase the acceptance of students and offer the ethical vision that every educational system must possess. In this way, students will understand and accept the reasons why it is important to have such a stance, which in turn will allow them to be advocates of a culture of integrity.



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Teachers should have an extensive understanding of the requirements for teaching IB subjects regardless of the programme and should receive the necessary support from the school to attend IB-designed professional development workshops.

Students need time and support to gradually develop, for example, the technical skills to correctly reference a piece of work, how to produce genuine and authentic work or how to conduct research in a responsible and ethical manner. By creating a supportive environment, teachers can ensure that their students are properly prepared to complete their education and meet the assessment requirements of the IB.

SIEC teachers must support their school and programme coordinators and are also responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- keeping electronic copies of students' past work for three years in case a plagiarism check is required
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.

At SIEC students must achieve and develop the IB learner profile attributes. Students are expected to act honestly, responsibly and ethically.



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Students specifically, need support from the entire school community, coordinator and teachers.

In collaborative projects, they must exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation.

The IB encourages students to develop friendships with those from other cultures and other parts of the world as part of being a global citizen.

Plagiarism is the most common form of student academic misconduct

The IB's mission statement is clear about the active role students have in their own learning.

IB students must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- recognize that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms, including but not limited to.

Parents and legal guardians



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Parents and legal guardians play a crucial role in the education process, which includes reinforcing the values and importance of academic integrity.

parents and legal guardians must accept that the principle of academic integrity is a fundamental part of the IB's educational philosophy.

If parents or student need clarification they need to refer to school

Responsibilities

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity
- understand school internal policies and procedures that safeguard the authenticity of their children's work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.

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IB World Schools, through the head of school or programme coordinator, are expected to fully support the IB in any investigation, both student and staff related.

The IB will contact the school, normally the programme coordinator or head of school, as soon as evidence is gathered to justify an investigation.

All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events. If a student is the subject of an investigation, the school must ensure that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation.



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If a staff member is required to present a statement or evidence pertinent to a school maladministration investigation, they may require access to legal support.

The investigation must be conducted by the school administrators and/or programme coordinators following the instructions of the IB; it must be carried out in an impartial and unbiased manner, focusing exclusively on the evidence used for the allegation.

Those responsible for the investigation must work in a discreet manner and using the available evidence, make sure that the process is thorough and fair for those under investigation.

The IB defines school maladministration as an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments.

Categories of school maladministration

Cases of school maladministration may occur at different times in the assessment cycle and may affect the assessment components of coursework, or the examinations.

When a subject teacher provides excessive assistance to their students during the coursework production process, they may be committing maladministration in an involuntary and/or well-intentioned manner. The subject guides provide clear information about what is or is not considered acceptable. For example, a teacher may provide a template or framework, but while this ensures that their students complete the task correctly, this level of support affects the very nature of the task and it negates the achievement expected from the students as it curtails creativity. Equally, if a teacher provides multiple edits to the work, in contradiction to the instructions of the subject guide, this extra help provided represents an unfair advantage to the student.

When an examination is under way, acts of maladministration can also be committed by school administrators or invigilators. Examples of this can include:

- additional time being granted to students without authorization from the IB
- an insufficient number of invigilators
- poorly trained invigilators
- failing to monitor student bathroom visits



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- allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.

Similarly, the integrity of the examinations can be compromised if the invigilators fail to ensure that students' calculators are set to examination mode with, for example, memory cleared and prohibited functionalities disabled, or when the materials that the

students take to their desks are not checked and include non-permitted dictionaries or data booklets. Any non-compliance with the conduct of examinations rules established by the IB harms the integrity of the process itself.

Examination materials that are not securely stored can also compromise the integrity of the final assessment.

All schools are expected to inform the IB immediately if an act that compromises the integrity of the examination is identified.

If a teacher is implicated in the incident, the IB reserves the right to request the IB World School does not allow that teacher to continue delivering IB programmes in the future.

IB review and outcome of an investigation

Once all information pertaining to the case has been received from the person responsible for the investigation, it will be reviewed by experienced members of staff from the IB Education Office at the IB Global Centre, Cardiff. Based on the evidence provided, it will be decided whether a breach of the relevant "General regulations" or *Rules for IB World Schools* has occurred.

If the IB is satisfied that the assessment process has not been compromised, the head of school and IB programme coordinator will be notified of this decision and no further action will be taken by the IB.

If the IB determines that the assessment process has been compromised, the head of school and IB programme coordinator will be notified, and possible further actions and/or sanctions will be applied, as described in the "*Penalty matrices*".

Student academic misconduct

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Categories of student academic misconduct



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IB students may engage in acts considered as academic misconduct at different times in the assessment cycle, which may affect the completion of coursework or the examinations themselves.

1. Coursework

When a student seeks and receives assistance from others such as teachers, peer students, tutors and parents or legal guardians, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. This also affects the assessment process since the work is not entirely produced by the student in question. As stated before in this document, the assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work. A student may be tempted to obtain support through the many resources available on the internet. For example, there are many websites that offer "help" and make available finished pieces of work in exchange for another. Sometimes students "duplicate" work. For example, something that is prepared with the purpose of an internal assessment, may well be adapted to serve as an extended essay.

2. Written and on-screen examinations

During the writing time of the examinations, students can also engage in acts of academic misconduct, which may range from the possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour. Equally, students may not attempt to answer examination questions and instead invest their time writing offensive or obscene and/or irrelevant comments. Assisting other students in the same or a different school to commit academic misconduct also represents a serious offence. The student community is the use of social media platforms on the internet. With very good intentions, student communities organize study groups in which they share review materials and strategies to better prepare themselves for the final examinations. However, there is a risk that participants of those groups obtain and share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices.

Students should be reminded about the responsible use of social media; everything that is posted or shared online leaves a digital footprint behind and can become public. Even



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conversations considered private such as the ones taking place in closed groups on social media platforms have the potential to be shared by any member of that group.

All IB students are expected to inform their school administrators and programme coordinators immediately if an act that compromises the integrity of the examination is identified.

Procedures for dealing with policy breaches by students

Cases of possible student academic misconduct are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers and whistle-blowers or are identified by the IB, such as through samples of work or review of responses to examination papers.

Incidents related to coursework

When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school's academic integrity policy, provided it specifies if resubmissions are permitted. However, the school should not submit to the IB a piece of work that does not meet the expectations regarding academic integrity. A school should also not submit work with a mark of zero in the relevant component.

If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.

When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.

Incidents related to examinations

SIEC must follow all instructions for the conduct of examinations as detailed in *The conduct of IB Middle Years Programme on-screen examinations* and the relevant session version of *Conduct of examinations booklet* and ensure that invigilators and students understand the rules.



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regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB.

If a student is found to be in breach of regulations, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student's examination script should be

submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.

If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the school can request the removal of the piece of work from the relevant session in which academic misconduct may have occurred. If the relevant piece of work has been removed from assessment, the student will not be eligible for a grade, but will be allowed to complete that subject in a future session.

When a student does retake the subject in a future session, they cannot include the work that was under investigation. For example, in a case of potential plagiarism in an internal assessment component an entirely new piece of coursework must be produced for the retake session.

If the internal panel or Academic Honesty Subcommittee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices in the appendices.

If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.

Student sanctions

By registering for an IB education, the student recognizes the authority of the IB to apply sanctions, including withdrawal of services, if the organization believes academic misconduct has occurred.

Using the matrix of penalties



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The table of **penalties** detailed in the appendices sets out the level of penalty—1, 2, 3a or 3b—that will be applied for each type of academic misconduct. For example, if a student plagiarizes less than 50 words from an external source—row 1—they will receive a level 2—zero marks—penalty. If they plagiarize more than 51 words then a level 3—no grade—penalty will be applied.

Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct.

- Retake in six months, depending on subject availability
- Retake in 12 months
- No retake allowed, but award of grades in subjects not affected by the incident

Additional sanctions

In addition to the described penalties in the matrix, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.

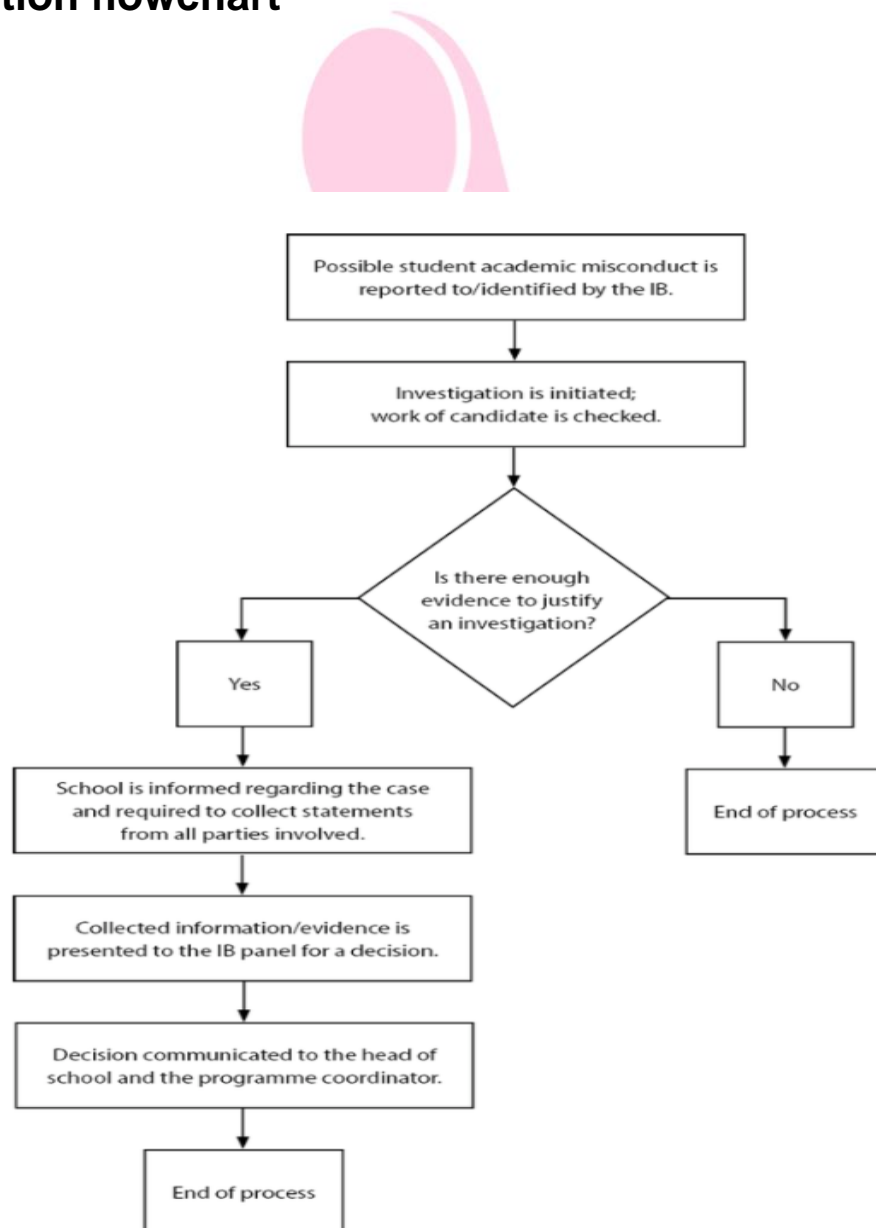
1. Change in registration category

There is no opportunity for MYP students to change registration category, and that in these instances the IB will not award the MYP certificate even if the student otherwise meets the requirements.

2. Permanent disqualification from current and/or different programmes

MYP students—no grade awarded in any subject; no retake session allowed and barred from enrolling in the DP or CP.

Investigation flowchart





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Penalty matrices

Written and oral coursework and examinations

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned—see note 1	No grade for “parallel” subjects —see note 2
Plagiarism Copying from external sources or peers	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.



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<p>Collusion</p> <p>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own</p>	<p>Work of students shows close similarity.</p>	<p>Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.</p>	<p>More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source— see note 3.</p>	<p>Not applicable</p>



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<p>Submitting work commissioned, edited by, or obtained from a third party—see note 4</p>	<p>Not applicable</p>	<p>Student submits work heavily edited by a third party to circumnavigate the rules on teacher support.</p> <p>A penalty will be applied for any student in the same or different school providing the service or facilitating work</p>	<p>Student submits work that was entirely produced or edited by a third party.</p> <p>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</p>	<p>Applicable for a student in the same or different IB World School providing the service.</p>
<p>Inclusion of inappropriate, offensive, or obscene material</p>	<p>Minor offence—see note 5</p>	<p>Moderate offence—see note 6</p>	<p>Major offence—see note 7</p>	<p>Major offence</p>
<p>Duplication of work</p>	<p>Not applicable</p>	<p>Presentation of the same work for different assessment components or subjects.</p> <p>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</p>	<p>Presentation of the same work for different assessment components or subjects.</p> <p>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</p>	<p>Not applicable</p>

Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable
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Conduct during an examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Possessing unauthorized material in the examination room—see note 8	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.)	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable
Exhibiting misconduct or disruptive behaviour during an examination—see note 9	Not applicable	Non-compliance with the invigilator’s instructions during one component.	Repeated non-compliance with the invigilator’s instructions during one examination or non-compliance during two or	Not applicable



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			<p>more examinations.</p> <p>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</p>	
<p>Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to</p>	Not applicable	Not applicable	<p>When a candidate tries, successfully or not, to share answers and/or examination content with others.</p> <p>Penalties will be applied to all candidates participating in the incident.</p>	<p>For a candidate in the same or another IB World School aiding other candidates.</p>
<p>Removal of secure materials such as examination papers, questions and answer booklets, from the examination room</p>	Not applicable	<p>Candidate attempting to remove secure materials but identified by invigilators before leaving examination room.</p>	<p>Candidate successfully removing secure materials from the examination room.</p>	Not applicable



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Impersonating an IB candidate—both impersonator and person allowing impersonation	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.



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Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned—see note 1	No grade for “parallel” subjects —see note 2
Gaining access to IB examination papers before the examination’s scheduled time, be that via any form of communication platform—see note 10	If the candidate immediately reports they are in possession of live examination content, the IB will consider this as a “mitigating circumstance”. See note 11 “Mitigating circumstance”.	Candidate in possession of partial or complete live examination content.	Not applicable	Not applicable
Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination—see note 12	Not applicable	Not applicable	Candidate sharing partial or complete live examination content through any means—including but not limited to, email, text messages and the internet—even when shared information is general.	Assisted the sharing of partial or complete live examination content.



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Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.
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Interfering with an academic misconduct investigation

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

Providing misleading or demonstratively false information	Not applicable	Not applicable
Attempting to influence witnesses	Not applicable	Not applicable
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable	Not applicable

Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned—see note 1	No grade for “parallel” subjects —see note 2
Forgery or falsification of IB grades or	Not applicable	Not applicable	Students may receive additional sanctions	Not applicable



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certificates Attempt to fraudulently amend a result in a subject — electronic or hard-copy certificates and transcripts.			depending on the number of subjects affected.	
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Explanatory notes

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs).
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
 - a. friends, family members, or other students in the same or different school, college or university
 - b. private tutors
 - c. essay writing or copy-editing services
 - d. pre-written essay banks
 - e. file sharing sites.
5. Minor offences may include but are not restricted to:
 - a. conducting research without permission of the participants
 - b. including offensive or obscene comments or graphic materials in any assessment component
 - c. inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offences may include but are not restricted to:



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- a. conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
 - b. conducting research or fieldwork that damages the environment
 - c. including offensive or obscene comments or graphic materials in any assessment component.
7. Major offences may include but are not restricted to:
 8. producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
 9. falsification or fabrication of data in producing any work
 10. inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
 8. Unauthorized materials or items may include but are not restricted to:
 - mobile phones
 - notes
 - study guides
 - candidate's own rough or scratch paper
 - non-permitted dictionaries
 - other prohibited electronic devices such as smart-watches or smart-glasses.
 9. Misconduct during examinations may include but is not restricted to:
 - failing to abide by invigilator instructions
 - disruptive behaviour
 - attempting to remove examination materials from the examination room
 - leaving the examination room without permission.
 10. Social media or messaging/communication platforms and tools
 11. Mitigating circumstance

• In this specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not applying a penalty for academic misconduct.

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

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



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Precedents

Breaches related to written and oral coursework and examinations

Plagiarism—external sources

Middle Years Programme

Subject	Example	Outcome
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Music—ePortfolio	A candidate submitted a document containing several sections of unreferenced text, more than 300 words in total. No bibliography was included.	The candidate claimed to have made an honest mistake and forgot to add the bibliography. The candidate received a level 3a penalty and no grade, an “N”, was awarded for music.
Personal project	A candidate submitted a piece of work that was almost identical to an internet source—more than 80%. No reference was provided in the body of the work or in a bibliography.	The candidate claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. The candidate received a level 3a penalty and no grade, an “N”, was awarded for the personal project.

Inclusion of inappropriate, offensive or obscene materials

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



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Plagiarism

The IB defines plagiarism “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment”

When plagiarism occurs in coursework or examinations, the validity of the assessment outcome is called into question, and widespread plagiarism will lead to a mistrust in results.

There are many reasons why students plagiarize.

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

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

- plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution. Copying work is not restricted to published text on the internet or elsewhere, but can include the reuse of work submitted in past examination sessions by the same or other student(s) that might not be published. Copying pieces of art such



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as paintings and music is also considered plagiarism as is copying computer programming codes. Plagiarism even occurs when students memorize text and then reproduce it in written or oral examinations or when a source is translated and used in the target language of the assessment.

How teachers can support their students

- Make sure that students are able to locate the school's academic integrity and honesty policy.
- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
- Consider incentives for tasks that meet the requirements with regard to referencing and not just penalties for failing to do this.
- Devote teaching time for students to practise your chosen referencing or bibliography format.
- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where you can show students the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Avoid general topics for tasks and make them as interesting as possible.
- Role model: giving others credit for their work every day in your teaching

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How students can avoid committing plagiarism

- Read and understand their school's academic integrity and honesty policy.
- Design time schedules or plans to manage tasks sensibly.
- Maintain organized notes and sources consulted during the production of work.
- Seek guidance and support from their teachers or tutors when doubts arise about referencing.
- Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.



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- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

Making academic integrity a school priority

Developing, implementing and reviewing an academic integrity policy

Programme standards and practices

Standard: Leadership and governance (0201)

Standard: Student support (0202)

Standard: Culture through policy implementation (0301) : reviewing the academic integrity policy that creates cultures of ethical academic practice.

Standard: Students as lifelong learners (0402): Ensuring that the school and the teachers provide adequate support, so students learn the skill of citing and referencing and understand the significance and importance of producing authentic and original work.

Standard: Approaches to assessment (0404): Ensuring that students receive support so they can grow in their ability to make informed, reasoned, ethical judgements and that the administration of all assessments is completed in accordance with IB rules, regulations, and/or relevant programme documentation.

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An academic integrity policy ensures that a school's procedures for this practice are transparent, fair and consistent as well as age-appropriate and accessible to the learning community. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, student academic misconduct and school maladministration, and what actions are to be taken if there are transgressions.



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Initial considerations

- How do/where can members of the community find the policy?
- Who decides whether the academic integrity policy has been breached?

The use of other people's work—citation and referencing

How are the practices of referencing and citation introduced, developed and scaffolded across ages? What does this look like?

- When is it taught?
 - How is it taught? Who teaches it? Is this the case in all subjects?
 - What reinforcement is given?
 - What opportunities do students get for practice?
 - What professional development is available for staff awareness?
- school leadership provide proper training in the area of academic integrity to all new teachers so they understand the IB's expectations in this area
 - school deliver a presentation to students (and their parents/legal guardians) about the IB's expectation in the area of academic integrity and potential consequences for any transgressions

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The academic integrity policy must be clearly communicated to the whole school community.

Integrity policy is published in SIEC based on the mission of the school which is embedded in the learner profile.

<p>Rationale/statement of purpose for the policy</p>	<p>There is a policy. Include reference to the school’s mission statement, to the learner profile, and to the essential elements of integrity in a social setting.</p>
<p>Details and advice on school responsibilities</p>	<p>five fundamentals—honesty, trust, fairness, respect and responsibility.</p> <p>Include responsibility for maintaining fairness and consistency, providing a safe environment, providing professional development for teachers, promoting parent awareness, and assisting student learning.</p>
<p>Details and advice on teacher rights and responsibilities</p>	<p>Teachers should understand how to provide opportunities for students to practise and to learn how to use other people’s work in support of their own, including the responsibility to teach awareness of misconduct and procedures.</p>
<p>Details and advice on student rights and responsibilities</p>	<p>Detail expectations and responsibilities with regard to producing authentic work.</p> <p>This can include responsibilities for teaching a variety of practices related to academic integrity, and reflecting its five fundamentals— honesty, trust, fairness, respect and responsibility.</p>
<p>Measures to provide education and support to students</p>	<p>It is important that students be given the opportunity to make mistakes, and to learn</p>



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	from their mistakes
Student rights, both internally at the school and within the IB, if suspected of a breach of academic integrity	These rights should highlight the internal school procedures and processes in addition to the rights of students from the point of view of the IB if a student is suspected of a breach of academic integrity.
Guidance on the difference between legitimate collaboration and unacceptable collusion	Detail recognition of and guidance for the difference between student collaboration and collusion.
Age-appropriate guidance on expected behaviours—examples of good referencing/good examination practice counterbalanced with examples of poor referencing/unacceptable practice	Provide examples of good/bad referencing practice. It is important that the policy is presented in age-appropriate language, and that the examples and other support material are typical of the age group; contributions may be invited from teachers, and from students, thus further garnering an element of ownership.
Representation in the body responsible for policy formulation and review committees	Explicitly mention who is part of the committee making decisions on cases of student misconduct or teacher maladministration.

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Please note that the IB requires all school policies—at submission point of the application for authorization—to explicitly:

- consider physical and virtual spaces
- articulate a planned integration of human, natural, built and/or virtual resources
- consider the learner profile
- consider international-mindedness.

Guidance on the use of artificial intelligence tools

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools.

Recent technical advancements in AI tools have sparked some concerns in the educational community as students have the potential to use these tools to produce their assessments.

Teaching students about academic integrity

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

To initiate a conversation about this topic, teachers could consider the links between:

- TOK ways of knowing and acting with academic integrity
- arts, legitimately emulating a particular person's style and acting with academic integrity
- the scientific principle of testing another's hypothesis and acting with academic integrity.



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The key message is that students need to be taught about academic integrity, and discussions about the ethical use of AI are a great classroom exercise.

The IB and AI tools

The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically. AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation and grammar. Where communication is assessed, we will need to think carefully what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

AI tools do not represent a crisis in education or assessment. However, in a world where everyone can use software to write newspaper articles, business reports and/or emails to friends, it is a game changer in terms of the skills students need. Instead of being able to produce complete essays, reports, and so on, students need to know how to get the best out of AI tools. For example, to edit text to personalize it, and most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators.

The IB aims to avoid joining the “arms race” between AI tools that claims to be able to tell the difference between AI and human authors. It is better to ensure that students



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can speak about their work with their teachers rather than accusing them of misconduct based on increasing small differences in the predictability of their word choices.

However, students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

that schools should explain ethical behaviour when using these tools, and why they often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows.

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

Teachers may have experienced problems when a student has been given an example essay that too closely matches what they are being asked to do. Consciously or unconsciously, the student can start to copy the content of the essay rather than using it to create their own work. Therefore, during the writing or creative process of any piece of work, the IB expects teachers to use the same processes they would use whenever they suspect that the work submitted is not the student's own and is not identifiable by plagiarism detection software—for example, work written by a third party or paid service.

Note that language acquisition is an exception to the rule about marks not being awarded for spelling, punctuation and grammar. However, it is probably impacted more by developments in translation software.



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What does the IB expect when a teacher checks the authentication box to confirm that work is the student's own?

- The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening. This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce. Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student's own, it must not be submitted to the IB.

It is a school's decision on how to deal with a student who submits work that is not their own, as per the school's academic integrity policy. For example, are students allowed to submit entirely new work, to rewrite it under supervision, or do they lose the opportunity to submit anything?

The IB's only requirement is that work that is not the student's own cannot be submitted for assessment; it does not accept a marking penalty for such work. Teachers must keep in mind that if a student does not submit coursework, then the IB will not award a grade in that subject.

- they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt
- given to the AI tool and the date the AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.



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IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is **not** permitted.

- students are **not** permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subject other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the *Access and inclusion policy* for more details.
- The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

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