



Academic Integrity Policy

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IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CAIS MISSION STATEMENT

To cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.

CAIS VISION STATEMENT

At Christian Alliance International School, we aspire to be the best school *for* Hong Kong, *for* the world, and *for* Christ.

THE IBDP LEARNER PROFILE

The IB Learner Profile is a set of ten qualities we desire in our students. IB Diploma students strive to be...

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening to the views of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive change in the lives of others and the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

INTERNATIONAL-MINDEDNESS

In line with our school ethos and that of the IBO, we strive to foster an environment of caring individuals who promote a better world through intercultural understanding and respect. Our IB policies on Language, Assessment, Inclusion, Admission, and Academic Integrity are integral in helping us fulfill this aspect of our mission.

1. INTRODUCTION

- 1.1. The Academic Integrity Policy serves to ensure that the school's practice regarding academic integrity is consistent and transparent to all students and teachers of the school.
- 1.2. The Academic Integrity Policy aligns with the requirements of International Baccalaureate Organization (IBO) and internal policies of the school on matters of academic integrity.
- 1.3. The Academic Integrity Policy seeks to uphold justice and fairness which are integral to the qualities of the IB learner profile and inherent in integrity.
- 1.4. The Academic Integrity Policy serves to apprise our students and teachers of the strict requirements of the IBO so that they can find the greatest success in their studies and avoid accidental academic misconduct and to be aware of the consequences of academic misconduct.
- 1.5. The intention of this policy is to highlight the main points of the policy written by the IBO. Readers are advised to refer to the complete Academic Integrity Policy provided by the IBO for more detailed information.

1. SCOPE

- 2.1 This policy must be strictly followed by the faculty and students at CAIS, in particular, those students who are enrolled in the IB Diploma Programme.
- 2.2 This policy may be used by parents in assisting their child to understand and comply with the need for academic integrity.
- 2.3 This policy addresses the school's stance regarding acts of academic misconduct.
- 2.4 This policy assists the school in guiding procedures during programme delivery, assessments, and examinations.

2. ACADEMIC INTEGRITY POLICY STATEMENT

- 3.1 The mission of CAIS is to “cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity” (Christian Alliance International School, 2019). In accordance with this, the IBO states that, “the International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (International Baccalaureate Organization, 2019).
- 3.2 Academic Integrity plays a central role in achieving the school's mission statement to cultivate learners with integrity. The Academic Integrity Policy 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*” (International Baccalaureate Organization, 2019, p.3). For the full definition, refer to the Academic Integrity Policy.

As stated in the IB learner profile, students are principled when they strive to:

“...act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences” (International Baccalaureate Organization, 2013).

- 3.3 The school will promote consistency by ensuring teachers understand and adopt the Academic Integrity Policy with their students.
- 3.4 The school will ensure sure that all staff are aware to avoid any incidents which could be construed as school maladministration which is an action, “*that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination*” (International Baccalaureate Organization, 2019, p.3)

3.5 The school will publicize or provide parent education to promote awareness of academic integrity and how this is an integral part of the IB Learner Profile (International Baccalaureate Organization, 2013). With this understanding, parents will be better equipped to support their child to be principled students and scholars who behave with integrity.

3. ACADEMIC INTEGRITY RESPONSIBILITIES

The School, Teachers, Students, and Parents (Consult the Academic Integrity Policy published by IBO for complete information, 2019.)

4.1 The School administration fulfills the following responsibilities:

- School leadership team: Maintain consistent understanding and provide training.
- Teacher guidance and support: Handle misconduct cases and make fair decisions.
- Classroom-level strategy: Apply rules and consequences consistently.
- Designated person/team: Support teachers, investigate cases, recommend penalties.
- Open communication with parents: Share expectations, resources, and protocols.
- Adherence to IB requirements: Policy, teaching integrity, reporting breaches
- Programme coordinators: Provide leadership, training, follow guidelines, act promptly.

4.2 The teachers fulfill the following responsibilities:

- Teachers play a vital role in promoting academic integrity.
- They must understand and uphold the school's policy and IB expectations.
- Teachers should lead by example and not trivialize actions like plagiarism.
- Adherence to subject guidelines and regulations, particularly regarding teacher support, is essential.
- Teachers should address academic integrity issues while emphasizing the broader purpose of education.
- Teachers should make students aware of the different types of academic misconduct such as:
 - plagiarism - Copying from external sources or peers.
 - facilitating plagiarism - Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills.
 - collusion - the unauthorized collaboration or cooperation between candidates in the completion or submission of individual assessment components. Collusion includes any form of unauthorized communication, sharing of information, or joint work that goes against the principles of independent and individual assessment. Cooperation, on the other hand, is when the teacher permits students to work together to help each other study, discuss, prepare for exams, or learn.
 - submitting work, either partly or in whole, obtained from a third party.
 - using work from another assessment.
 - falsifying or using data gathered by other people without appropriate acknowledgement (See p. 31 of the Academic Integrity Policy for a complete list of infringements and penalties).

4.3 Students fulfill the following responsibilities:

- Students must fully comprehend the school's and the IB's policies regarding academic integrity.
- They should promptly report instances of student academic misconduct and school maladministration to their teachers and/or programme coordinators.
- Completing all assignments, tasks, examinations, and quizzes honestly and to the best of their abilities is expected.
- Giving proper credit to sources used in their work, both written and oral.
- Students should refrain from seeking or providing unauthorized assistance, maintain responsible online behaviour, and avoid actions that may bring disrepute to the IB.

4.4 The Parents fulfill the following responsibilities:

- Parents must reinforce the values of academic integrity and understand the IB's policies and regulations.
- They should actively participate in designing and updating the school's academic integrity policy.
- By supporting their children's understanding of academic integrity and promoting a responsible attitude towards learning, parents play a crucial role.
- Parents are responsible for reporting potential cases of misconduct or maladministration to the school and the IB.
- They should refrain from providing undue assistance and collaborate with the school in promoting academic integrity.

4. PRACTICES RELATING TO ACADEMIC INTEGRITY

Most incidents of plagiarism or collusion are not deliberate but occur through students' misunderstanding of academic writing; therefore, the school will support students by teaching academic writing, paraphrasing, research, and citation skills (Carroll, 2012).

5.1 Students will take responsibility for their own academic integrity; however, students will be supported by the school staff in the following ways:

- The library supports the culture of integrity through sessions on ethical use of information during library lessons starting from Preparatory through to Grade 6.
- Students in G7-10 are given instructions on citation styles during English Language Arts and Social Studies classes.
- Students in DP1 are given a dedicated session on academic integrity.
- Teachers and Librarians give lessons on plagiarism, collusion, duplication of work, and other areas of academic misconduct.
- Teachers and Librarians teach the students the difference between collaboration (e.g., students working together to problem solve, but still recording their own ideas) and collusion (e.g., students using the same words in an assignment rather their own words).
- The school ensures that each IB Diploma student receives and understands this Academic Integrity Policy at the beginning of DP Year 1, and receives a review at the start of DP Year 2. Teachers will also make the students aware of academic integrity.
- Students must be familiar with the following documents:
 - CAIS IB Academic Integrity Policy (this document)
 - Effective Citing and Referencing
 - Academic Integrity Poster

- Teachers provide students with opportunities to practice applying academic integrity in their work, and to teach students how to correct any occurrences of academic misconduct or suspected academic conduct found in their work.
- Librarians and teachers give direct instruction or support in understanding proper citation styles.
- Students are expected to be inquiring students able to use the work of others to support their own work with honesty and integrity.
- Students are to maintain academic integrity by respecting intellectual property giving credit to the original authors/creators of works used by using correct citation styles. CAIS may use APA or MLA citation styles as assigned by the teacher.
- Students are expected to produce and submit authentic work for any assessments. Any form of academic misconduct according to procedures in **Sections 6 and 8** of this document will be investigated and will be dealt with consistently and fairly. Academic misconduct includes plagiarism, collusion, or duplication of work, etc. (International Baccalaureate Organization, 2019, pp.31-39).
- For externally assessed work, students will read and sign a Declaration of Authenticity which will be submitted to the IBDP coordinator who will keep it in the student's file. (Appendix 9.4.)

5.2 The student and teachers will use similarity checking software, namely Feedback Studio + Originality (FBS) (Turnitin) to assess *degrees of possible* plagiarism or duplication of work.

- Each student and teacher will have access to FBS Feedback Studio (Turnitin) through the Managebac platform.
- Teachers are responsible for ensuring that all students under their supervision will use Feedback Studio + Originality (Turnitin) in all submitted work (and preferably their drafts as well).
- Students are required to read the similarity reports and make appropriate amendments, if needed, to prevent any possibility of academic dishonesty.

5. DEALING WITH STUDENT ACADEMIC MISCONDUCT

The School will handle matters of student academic misconduct according to the IB Diploma Programme's Academic Integrity Policy (International Baccalaureate Organization, 2019, pp. 22-25).

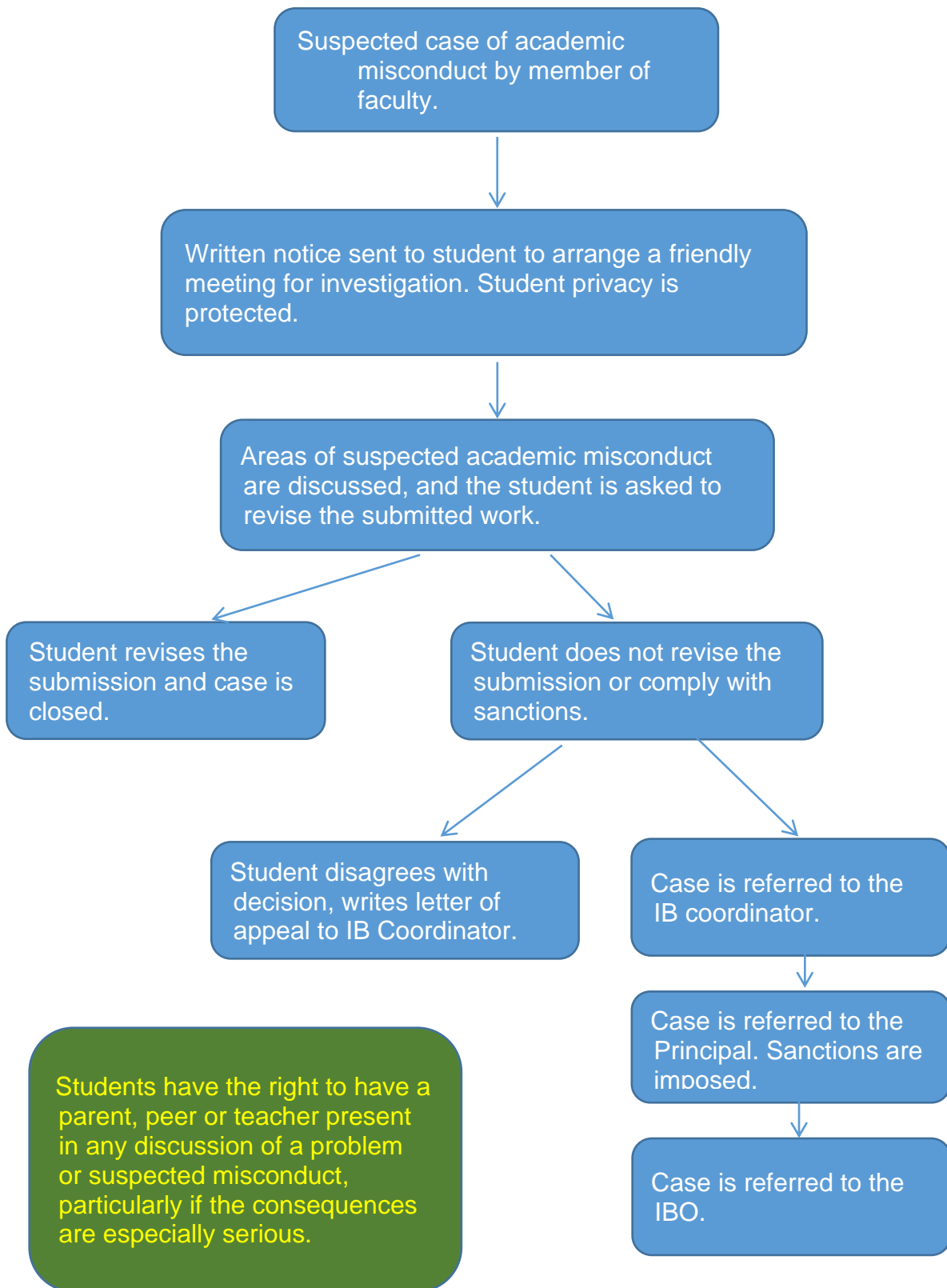
**Appeals: Please see Article 17: Admissibility of an appeal in the document titled B1 General Regulations (International Baccalaureate Organization, 2021, p. 12).

6. RECORDS OF STUDENT ACADEMIC MISCONDUCT

7.1 Staff must maintain a record of any incidences of academic misconduct. Students will be shown a copy and will sign it to show their acknowledgement of the document.

7.2 Records will be held in the IB room under the care of the IBDP coordinator.

7. PROCEDURE FOR HANDLING INITIAL OR SUSPECTED CASES ACADEMIC MISCONDUCT.



8. GUIDANCE ON THE USE OF ARTIFICIAL INTELLIGENCE TOOLS

The IB's stance on AI tools is that:

“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” (Academic Integrity Policy, 2019, Appendix 6, p. 53).

The school will give guidance on the use of generative AI tools during the “Research Integrity Series” of workshops each year. The school strongly recommends that students and teachers read **Appendix 6 of the Academic Integrity Policy** to understand how AI can be used to benefit our students, and how it can be used ethically with integrity.

9. KEY TERMS USED IN THIS POLICY

(International Baccalaureate Organization, 2019, pp.3-4)

Academic integrity

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

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct

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

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Unprecedented or extraordinary incidents

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach

“Balance of probability” means that the decision-maker(s) with appropriate subject-matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

Plagiarism

This is the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

10. APPROVAL AND REVIEW DETAILS OF THIS POLICY

Approval and Amendment History	Details
Proposer	Evelyn Guttinger (Librarian), June 2019
Original Approval Authority and Date	Principal/HOS, June 2019
Last Update	Evelyn Guttinger (Librarian), Nov 2023
Notes of Changes (last update)	<p>Page 4-5: Responsibilities of teachers, students, and parents have been expanded on.</p> <p>Page 5: Types of academic misconduct defined.</p> <p>Page 8: Added students' rights during incidents of misconduct.</p> <p>Page 9: Guidance on the use of artificial intelligence applications added.</p> <p>Page 9-10: Added "Key terms used in the IBO Academic Integrity Policy."</p> <p>-Minor grammatical changes throughout the document.</p> <p>-Deletions of duplicated materials as suggested by teachers.</p> <p>-Clarification on G7-10 practice regarding citations, input from teachers.</p> <p>-Major formatting</p> <p>-Addition of Learner Profile</p> <p>-Addition of International-Mindedness</p> <p>-Addition of Mission and Vision Statements</p>
Amendment Authority	Daniel Schick (Principal), Jan 2024 Richard Vanderpyl (HOS), Jan 2024

REFERENCES

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- Christian Alliance International School. (2023). Mission and vision. Accessed on October 2, 2023 from <https://www.caisbv.edu.hk/mission-vision-values/>
- International Baccalaureate Organization. (2013). IB learner profile. Accessed on October 2, 2023 from <https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>
- International Baccalaureate Organization. (2016). Diploma Programme assessment appeals procedure (2016) Accessed on October 27, 2023, from <https://resources.ibo.org/dp/resource/11162-39537?lang=en>
- International Baccalaureate Organization. (2019). Academic Integrity Policy. Date of access 3 November 2023. Available from <https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>
- International Baccalaureate Organization. (2021). General regulations: Diploma programme. Accessed on October 2, 2023 from <https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/general-regulations-diploma-programme-en.pdf>

APPENDICES

Appendix A: Tools for citation styles

<https://apps.csu.edu.au/reftool/apa-7>

https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/index.html

Appendix B: Investigating Student Academic Misconduct

(Diploma Year relevant excerpts taken directly from the Academic Integrity Policy, IBO, 2019, updated March 2023)

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

It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen.

Appendix C: Matters Related to Student Academic Misconduct

IB students may engage in acts considered as academic misconduct at different times in the assessment cycle, which may affect the completion of coursework or the examinations themselves. These acts may not be committed with a clear intention to gain an unfair advantage, but can also be a result of poor knowledge of the relevant subject guidelines.

This section is meant to provide guidance rather than an exhaustive list of student academic misconduct. For more details, and a matrix of penalties, please refer to Appendix 2.2 in the IBO's Academic Integrity Policy (2019).

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.

Similarly, a student may be tempted to obtain support through the many resources available on the internet. For example, there are many websites that offer "help" and make available finished pieces of work in exchange for another. The condition of these websites is that this other document, shared by the student seeking support, will also be available in their repository to which other students in the world have access.

When a student faces the pressures associated with the final period in which all work must be completed, there is also the possibility of trying shortcuts and sometimes students "duplicate" work. For example, something that is prepared with the purpose of an internal assessment may well be adapted to serve as an extended essay.

Written and On-Screen Examinations

During the writing time of the examinations, students can also engage in acts of academic misconduct, which may range from the possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour. Equally, students may not attempt to answer examination questions and instead invest their time writing offensive or obscene and/or irrelevant comments. Assisting other students in the same or a different school to commit academic misconduct also represents a serious offence.

Another inherent risk that is affecting the student community is the use of social media platforms on the internet. With very good intentions, student communities organize study groups in which they share review materials and strategies to better prepare themselves for the final examinations. However, there is a risk that participants of those groups obtain and share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices.

Students should be reminded about the responsible use of social media; everything that is posted or shared online leaves a digital footprint behind and can become public. Even conversations considered private such as the ones taking place in closed groups on social media platforms have the potential to be shared by any member of that group.

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

Procedures for Dealing with Policy Breaches by Students

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

Cases Identified by the School and 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

All students must have a clear understanding of the IB's expectations in terms of the conduct of the written or on-screen examinations. Therefore, students must adhere to ethical and honest practices.

Students must not take any unauthorized materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorized materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB.

If a student is found to be in breach of regulations, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student's examination script should be submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.

Investigation of Student Academic Misconduct Cases

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the 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.

Students suspected of academic misconduct must be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; however, the school will be requested to confirm in writing that the student declined the opportunity to present a statement.

Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB Education Office at the IB Global Centre, Cardiff. Their decision is subject to approval by the Academic Honesty Subcommittee. If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Academic Honesty Subcommittee.

The Academic Honesty Subcommittee consists of IB staff and members external to the IB—for example, IB World School teachers, academic integrity experts, university admissions staff and senior examiners. Its role is to ensure that IB decisions are aligned with the published policy, penalty matrices and principles and values of the IB. A strong external voice also ensures transparency and fairness in this emotive area.

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 there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student's results have been issued. This could be identified, for example, through the enquiry upon results process. If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.

Student Sanctions

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.

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB-assessed components. The IB may investigate issues that could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available, and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject-matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

Using the Matrix of Penalties

The IB Penalties Matrices, found in the IB Academic Integrity Policy Appendix 2.2, details the levels of infringements and penalties that will be applied for each type of academic misconduct (International Baccalaureate Organization, 2019, p. 31).

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:

1. Retake in six months, depending on subject availability
2. Retake in 12 months
3. 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

For DP students this would mean a change to the “course” category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.

2. Permanent disqualification from current and/or different programmes

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

Appendix D: Acceptance of Academic Integrity Policy

This document is given to students at the onset of IBDP Year 1.

Declaration of Authenticity

I, _____, understand and agree to abide by the Academic Integrity Policy. I also declare that all the work/assignments/assessments will be my original work and will not have been previously submitted for any other assignment or to any other educational institute.

Signature _____

Name and Date (printed) _____

Appendix E: Notice of meeting to investigate suspected academic misconduct.

Dear *[NAME OF CANDIDATE]*,

Please could we arrange to meet this week so that you can help me clarify a few areas of your assignment *[NAME OF ASSIGNMENT]*. I will be available at the following times: *[AVAILABLE TIMES AND DATES]*. Please tell me which date you prefer.

I look forward to meeting with you soon.

Regards,

[NAME OF MEMBER OF FACULTY]

Appendix F: Referral to IB Coordinator in case of suspected academic misconduct.

Dear *[NAME OF IB COORDINATOR]*,

This letter is being written with regards to the submission *[ASSIGNMENT/TEST/ESSAY]* completed by *[NAME OF CANDIDATE]* who is suspected of *[NAME OF ALLEGATION]*. The submission was written for *[NAME OF COURSE]* taking during *[DATES OF THE COURSE]*.

The events leading to this referral are as follows.

[DETAIL OF EVENTS SHOULD INCLUDE:

- Date of suspected case
- Sequence of events leading to the first interview
- Date of first interview
- Finding of the interview and results
- Sequence of events which show that the candidate did not revise the submission or comply with sanctions]

I would like to refer this candidate to you for your recommendation and further action.

Regards,

[NAME OF MEMBER OF FACULTY INVOLVED IN THE CASE]

Appendix G: Letter of Appeal to the IB Coordinator

Dear *[NAME OF IB COORDINATOR]*,

I am writing this letter of appeal to defend my position against the allegation of *[NAME THE ALLEGATION]*. The details are as follows:

[FILL IN THE ALLEGATION DETAILS. THEY SHOULD INCLUDE:]

- Name of candidate
- Class name
- Name of teacher who made the allegation
- Course name
- Date of assignment/test
- Events which took place
- Reasons against the allegation

May I request a time to meet with you. Please let me know when you will be available. I thank you for your consideration in allowing me the opportunity to express my appeal.

Sincerely yours,

[NAME OF CANDIDATE]