



Academic Integrity Policy

The IB Diploma Programme



The IBO mission statement:

The International Baccalaureate Organization 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 IBO works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

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

The IB Learner Profile

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 analyze 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 carefully to the perspectives 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 difference in the lives of others and in 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 challenge 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 with 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 in order to support our learning and personal development.

Academic Integrity: Philosophy and Practice

Per Brahegymnasiet, guided by the philosophy of the IB, believes very strongly in the ethics of academic integrity. Academic integrity is expected of all members of the school community – students, teachers, administration, and parents. We believe in the importance of the Learner Profile attributes and two of these are strongly related to Academic integrity:

Principled: Students act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, group, and communities. They take responsibility for their own actions and the consequences that accompany them.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

What is academic integrity?

Academic integrity is defined by the IBO document, *Academic Integrity Policy*, as *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. [...]*

The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education [...]. Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB students 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 examination*

Students must understand what academic integrity is and what the most common violations are. A strong policy on academic integrity is also necessary to maintain the integrity of the IB's assessment structure, particularly at the Diploma Programme level, as all candidates should have an equal opportunity to achieve the highest marks.

It is the responsibility of each student, faculty member and administrator to understand these policies. A lack of understanding is not an adequate defense against a charge of academic misconduct.

What is student academic misconduct?

Student academic misconduct can take several forms. According to the IB, academic misconduct can be defined as *deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.*

Academic misconduct includes:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **Collusion:** this is defined as supporting misconduct by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- **Any other behavior that gains an unfair advantage** for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record or using the same piece of work for an EE and an IA).

Academic misconduct also includes:

- Making up data for an assignment
- Misbehaving during an examination
- Copying the work of another candidate
- Referring to or attempting to refer to unauthorized material that is related to the exam
- Failing to comply with the instructions of the invigilator or other member of school staff during an examination.
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours of the examination.
- Using an unauthorized calculator or unauthorized software on a graphing calculator.
- Seeking support and resources that is beyond what is recommended in the subject guidelines.
- Using generative AI tools without authorization to produce or complete course assignments.

Defining and clarifying forms of academic misconduct

Collusion/Collaboration

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. However, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate's own words and cannot be the same as another candidate.

Working together is collaboration.

Copying someone else's work is collusion. Collusion is misconduct and will be punished.

Plagiarism

Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music, and ideas as your own. Plagiarized work is works which fails to acknowledge the sources which it uses or upon which it is based. It is a clear breach of academic integrity.

Paraphrasing is writing a text out in your words. You are allowed to do this, but you must acknowledge your source.

Acknowledge your sources

The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work.

All ideas and work of other persons, regardless of their source, must be acknowledged.

Web sites and any other electronic media must be treated in the same way as books and journals.

The sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual and similar material must be acknowledged.

Passages that are quoted verbatim must be enclosed within quotation marks and references provided.

Material cannot be paraphrased without acknowledging the source.

Use of generative AI: Always discuss the thought of using AI as a reference or source with the subject teacher. If AI is used, cite the AI sources with both parenthetical citations of the used prompt and full citations in the reference list. Also add information about the company that constructed the AI, as the name of the AI and the year and date that you accessed the AI.

Responsibility

The responsibility of authenticating IB assessed work lies both with the candidate and the teachers. Candidates must sign a **Declaration of authenticity** for all externally assessed work (excluding May exams) verifying that his or her work is authentic.

*The **candidate** is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. It is the responsibility of each **teacher** to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.*

Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion.

Because of this, IB teachers will closely monitor all assessed work and candidates will post their papers on Vklass and be checked with Urkund to help ensure authenticity. **The IB also randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service.**

As students, your responsibilities in respect of academic integrity include the following:

- You are responsible for ensuring that all work submitted for assessment is authentically yours.
- You are responsible for fully and correctly acknowledging the work and ideas of others.
- You are expected to review your own work before submission for assessment to identify any passages, computer programs, data, photographs, and other material which require acknowledgement.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship
- Once a student has signed the Declaration of authenticity, indicating that an internally assessed piece of work is authentically theirs, there is no opportunity to re-submit different work, if the first submission is deemed to be plagiarized.
- You should be aware that teachers have the right to refuse to accept your work if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or the satisfaction of the IB Coordinator. The IB will accept the teacher's decision in this case.
- It is the student's responsibility, if academic misconduct is suspected, to prove that all pieces of work are his/her own and have not been plagiarized.

Teachers are responsible for the following:

- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student.
- Subject teachers are in the best position to identify work which may not be the authentic work of the student.
- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal assessments.
- Teachers must use Urkund to check for authenticity for IA's and EE's and any other externally assessed material produced in school.
- Teachers should teach how to correctly cite sources in their subjects, so the students have the skills and knowledge to avoid unintentional academic misconduct.
- Any issues of authenticity arising from use of AI, plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IB Diploma coordinator.
- If the coordinator or teacher has reason to suspect that part or the whole of a candidate's work, which counts towards the final IB Diploma grade in that subject may not be authentic, that work must not be accepted or submitted for assessment. In such cases, the IB suggest that one of two possible courses of action may be adopted:
 1. The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed in time for the IB Diploma coordinator to send the work to the examiner by the appropriate IB deadline.
 2. If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned. This means that **no Diploma** will be awarded.
 3. An F will be entered for candidate's work, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Candidates must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented.

Teachers will do their best to detect plagiarism and AI generated work but the final responsibility will always come back to the student.

The school may make further decisions, in line with its own disciplinary policy, which may include expulsion, in addition to, or even prior to, the suggested course of action noted above.

If academic misconduct is detected after a candidate's work has been accepted or submitted for assessment, the International Baccalaureate's Curriculum and Assessment office (IBCA) must be informed.

Parental responsibilities

The school shall inform parents of how they can help their children in this area. Parents can be involved by:

- Knowing and understanding the rules of academic integrity as outlined in this document and elsewhere, including the definitions of academic misconduct.
- Encouraging their children to practice academic integrity and promote understanding of the importance and value of personal integrity.
- Encouraging their children to support a culture of academic integrity at their school.

Consequences

Plagiarism, use of AI in a prohibited way, and other forms of academic misconduct must not be viewed as a trivial offence with only minor consequences. They must be viewed as a serious academic transgression with a community attitude that shows no tolerance and imposes severe penalties when it is discovered.

Internal sanctions

These are the consequences decided by the school, for homework assignments, classroom examinations and draft work that is not submitted to the IB.

If a teacher suspects academic misconduct, he or she should report it to the IB Diploma coordinator within 3 working days. Together with the school principal and the subject teacher, an appropriate sanction will be decided for the student. The following are possible sanctions for academic misconduct:

- 1st offense: The student is required to re-do the work and reminded of Per Brahegymnasiet's Academic Integrity Policy. Parents are notified by the teacher, if the student is under 18, and the misconduct will be noted in the school records. All of the student's teachers will be informed as well as the IB Diploma coordinator and the principal.
- 2nd offense: The student is not offered the chance to re-do the work; no grade is awarded. Parents are notified if the student is under 18 and there will be a meeting with the mentor and the IB Diploma coordinator. All of the student's teachers and the principal will be informed and the misconduct will be noted in the school records.
- 3rd offense: If a student is found guilty of academic misconduct a third time, the principal may suspend the student from school and the student may be recommended to withdraw from the IB Diploma Programme.

External sanctions

These are consequences taken by the IB and are related to coursework that is turned in as a final draft or academic misconduct during the final exams. If misconduct is suspected after the final version has been turned in and the student has signed the cover sheet/clicked the box to confirm it is their own work, the

IBO will initiate an investigation into academic misconduct. If academic misconduct is discovered after a candidate has been awarded marks or a diploma, the diploma can be withdrawn.

Investigations take place when:

- A coordinator informs IBCA that academic misconduct may have taken place during an examination. An examiner suspects academic misconduct and provides evidence to justify his or her suspicion.
- An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion.

An investigation of academic misconduct detected by an examiner outside the school may take the following form:

- The head of examinations administration will inform the IB Diploma coordinator that a candidate is being investigated for suspected misconduct.
- The coordinator immediately informs the head of the school that a candidate is being investigated.
- The coordinator will provide IBCA with:
 1. A statement from the candidate
 2. A statement from the subject teacher or extended essay supervisor
 3. A statement from the coordinator
 4. A summary of the interview with the candidate about the allegation of plagiarism
- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate.
- The candidate's parents should be informed, but this decision will depend on the age of the candidate. (The parents of a candidate who is under 18 will always be informed.)
- The planning and conduct of the investigation are left to the discretion of the coordinator, but the candidate's personal rights must be protected.
- It is normal practice to interview the candidate with a relative or friend in attendance.
- The candidate must be shown the evidence and be invited to present an explanation or defense.
- With the candidate's permission, a transcript of the interview may be taken and submitted to IBCA. The candidate must also be given the opportunity to provide a written statement.
- The candidate and their parents have a right to see evidence, statements reports and correspondence about the case. Evidence may be withheld to protect the identity of an informant.
- The candidate must be given sufficient time to prepare a response to the allegation.

An investigation of academic misconduct which happens during an IB Diploma exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption as possible should take place.

- The coordinator should be immediately informed by the invigilator of his/her suspicions.
- The coordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator.
- The principal should be informed as soon as possible.
- The candidate's parents/guardians should be contacted – if the candidate is under 18, and with the candidate's agreement if she/he is over 18.
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents.
- The candidate must be allowed to complete all other exams in that Diploma session.
- The IB will make the final decision as to whether or not there should be consequences.

An investigation of suspected or proven misconduct relating to internal assessments may take the following form:

- The candidate is told that there are doubts about the authorship of his/her work.
- If the candidate agrees that the work is not his/her own, if time allows, and if the cover sheet has not been signed off by the candidate, then the work can be re-done.
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this cannot be the case.
- The candidate, his/her parents, the subject teacher and the IB Coordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept.
- The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work – and the subject.
- The subject teacher's decision will be final, and the candidate must be aware that the school can award an F for the work, which the IB is extremely unlikely to question or dispute.
- If time does not allow, or the Declaration of authenticity has been signed, the candidate should be informed of the situation, and that an F has been entered. Although the candidate can dispute this, it may be too late, as IA marks have already been entered. While the school will remain open to discussion with the candidate, it should be made clear that any further investigation may not be worthwhile or result in a positive outcome.

Consequences of academic misconduct/Sanctions

(As outlined by the IB)

- If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'.
- If a candidate is found to have plagiarized more than 51 words from an external source then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.

- Misconduct during an examination will result in no grade being awarded for the specific subject involved.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.
- If the case of academic misconduct is very serious, the candidate may not be allowed to re-register for examinations in any future session.
- An IB Diploma may be withdrawn from a candidate at any time if academic misconduct is subsequently established.

An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.

Some examples to illustrate:

1. A student turns in an assignment for English class in PreIB where the teacher suspects academic misconduct. The teacher discovers that the text has largely been taken from a site on the Internet. This is the student's first offense. The teacher calls the parents, informs the IB Coordinator and all of the student's teachers. The IB Diploma coordinator puts the information into the student's record. The student must re-do the assignment and review the school's Academic Integrity Policy.
2. This same student turns in a Biology report with large sections that have been copied from a previous IB student. The student will not be allowed to re-do the assignment. There will be a meeting with the student, parents, teacher, mentor and IB Diploma coordinator. All of the student's teachers will be informed and this will be noted in the student's school record as the student's second offense.
3. A student asks a classmate to look at their essay in Swedish, to get some help in how to write their own essay. The student copies large portions of the friend's essay. Both students are guilty of collusion, even the friend who just wanted to be helpful. Both students will have to deal with the school's internal sanctions.
4. A student turns in a first draft of their History IA in IB2. The teacher discovers that parts of the text are taken from other sources, without those sources being cited. If it seems to be a misunderstanding or lack of knowledge, the teacher will help the student understand what needs to be done in order to avoid it becoming an issue with serious consequences in the final draft. If the student appears to have willfully copied large amounts in hopes of passing it off as their own, the policy for internal sanctions will be followed.
5. A student turns in their final draft of their Psychology IA in IB2 and has signed the Declaration of Authenticity. Large sections of the text are plagiarized from other sources. This is a matter for the IB and the policy for external sanctions will be followed. The teacher and the student will both be allowed to write their versions of what has happened and the IB will make the final decision. If the

IB decides that it is a case of academic misconduct, the student will not receive a grade in Psychology which means that the student will not receive their IB Diploma.

6. A student asks a generative AI tool to write whole or parts of the TOK exhibition and hopes of passing it off as their own, the policy for internal sanctions will be followed.

A few final points:

- You should be aware that the IB randomly checks candidates' work for academic misconduct.
- Academic Integrity is valued highly by Per Brahegymnasiet, by the IB and by universities and employers. There can be no tolerance of deliberate academic misconduct.
- The school will review its Academic Integrity Policy on an annual basis, during the evaluation days in June.
- The school actively discusses new technology, such as language improving programs and AI text generators in a transparent way with the students making them reflect on the consequences using them.

Remember – IB Diploma students are expected to be principled.

We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

Roles and Responsibility

The Assessment Policy was discussed and written at a teacher's meeting. The policy is reviewed every other year.

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Bibliography:

Academic integrity policy (2019). Updated 2023. Published by the IBO, Geneva, Switzerland.

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IB Learner Profile Booklet (2009), Published by the IBO, Geneva

* The text of Per Brahegymnasiet's Academic Honesty Policy follows largely the wording/policy of Copenhagen International School – with their understanding and approval.



I have read and understood the Academic Integrity Policy for the IB Diploma Programme at Per Brahegymnasiet.

Student's signature

Legal guardian's signature (if under 18)

Printed name (student)

Printed name (legal guardian)