

ACADEMIC INTEGRITY POLICY AND PROCEDURES

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Our Guiding Statements

IB Mission

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.

QAD Vision

Empowering students to achieve high levels of academic growth and personal wellbeing and to be responsible citizens who are locally rooted and globally connected.

QAD Mission

At Qatar Academy Doha we offer a rigorous academic program with strong Arabic and Islamic Studies. Our school community develops and challenges learners to be active, internationally minded citizens who demonstrate environmental consciousness.

QAD Values

At Qatar Academy Doha we are **SAFE**, **RESPECTFUL** and **RESPONSIBLE** learners

QAD Definition of High Quality Learning and Teaching

High quality learning begins with building healthy relationships and cultural identities within the school community through meaningful collaboration. It is a process which includes using a range of strategies to engage and empower students to have agency over their learning. Our focus is on creating a positive environment which encourages academic success, personal growth, risk-taking and resilience.

The learning process incorporates:

- Making connections to prior knowledge, within and between disciplines
- Developing conceptual understandings, knowledge, skills and attributes
- Reflecting on new understandings, acting on new knowledge and applying new skills and attributes

The teaching process incorporates:

- Using evidence based practices
- Using effective differentiation
- Providing opportunities to self-assess
- Using authentic and rigorous data that is qualitative and quantitative

QAD Academic Integrity Philosophy

At QAD, we believe that students and teachers should act with integrity and academic honesty at all times. We aim to instill in each student an approach to learning and communicating information that reflects the IB values of being principled, inquiring and knowledgeable risk-takers. Students should be provided with detailed guidance in developing the skills necessary to uphold academic honesty standards.

Academic integrity is “a set of values and skills that promote personal honesty and good practice in teaching, learning and assessment”*. Academic integrity means acting with honesty for each other’s intellectual property – words, ideas, images - and producing our own authentic pieces of work. We include our own ideas, but the words, ideas, and images of others are always acknowledged in citations and bibliographies.

QAD Academic Integrity Expectations and Responsibilities

Student Expectations and Responsibilities

All IB community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled" and all students participating in IB programmes are expected to act honestly, responsibly and ethically.

When students understand the role that they have in the process of their own learning, they can also understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort.

Plagiarism is the most common form of student academic misconduct. For more information on plagiarism, see Appendix 1.

Students that engage in practices contrary to the IB’s academic integrity principle are not only missing the opportunity to understand and accept their own strengths and weaknesses, but are also disadvantageous to those students who complete assessment honestly and fairly.

Student Responsibilities

At QAD it is expected that all IB students, regardless of the programme, understand and practice the principles of academic integrity and face the challenges associated with it. This is not a task that students face in isolation; they have the support of their teachers and the school.

Focusing on processes for managing academic integrity incidents, at QAD all IB students must support the school and 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, lead teachers and/or programme coordinators

- respond to acts of school maladministration and report them to their teachers lead 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 school and 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
- show a responsible use of the internet and associated social media platforms

Teacher Expectations and Responsibilities

At QAD teachers are expected to be the main agents of academic integrity in the classroom. They must have a sound level of understanding of the expectations of the school's academic integrity policy and IB expectations.

Actions undermining the Academic integrity policy, may lead students to believe that rules are irrelevant with severe consequences for their assessment.

When an incident arises that represents a form of student academic misconduct or school maladministration, teachers must act accordingly and report the incident to their lead teacher and the school administration (inform programme coordinator).

At QAD students are supported by considering the reasons why students engage in acts of academic misconduct, and support structures are created and put in place:

School structures to support students avoid plagiarism:

School	
Common reasons why students engage in acts of academic misconduct:	Support from the school and teachers
Unintended acts caused by ignorance or lack of understanding of the expectations to create authentic work.	Make sure that students are able to locate the school's academic integrity policy. Put the topic into context: why plagiarism is a problem and the value of honest scholarly work. Consider incentives for tasks that meet the requirements in regards to referencing and not just penalties for failing to do this.
Not understanding the IB's rules and regulations.	Ensuring that students understand what constitutes academic misconduct and its possible consequences Plan for activities where you can show students the different forms that plagiarism can take.
Not understanding the consequences of their actions	The topic of academic integrity must be a point of convergence in the curricular design, commencing with the inclusion of the topic at the beginning of the studies and continuing with it, providing contextualized examples as students' studies develop. This will allow students to use these opportunities as building

	blocks and have the necessary foundations when they progress into further education.
Lack of training in the required skills, for example, on how to reference	<p>Ensuring that students have a full understanding of the expectations and guidelines of all subjects</p> <p>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</p> <p>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.</p>
Poor time management	Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
The trivialization of academic misconduct incidents	Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
Poor satisfaction with their teachers and assessment tools	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
Lack of punishment for those who engage in academic misconduct	Responding to student academic misconduct and supporting the school's and IB's investigations
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	<p>All tasks will be submitted through Turn-it for similarity check. (accepted percentage to be determined by departments for grades 6 to 12 tasks, personal project grade 10, EE,TOK, Internal Assessments)</p> <p>Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.</p>
<p>The easy access to support services, such as writing or tutoring services</p> <p>The pressure to be successful in their studies and achieve excellent results</p>	<p>Teachers must explain to the students that they are expected to produce work autonomously and should not receive additional help, such as multiple edits of a piece of work.</p> <p>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.</p>
Inconsistent messages, instructions and training received from teachers as to what constitutes academic misconduct.	Subject guidelines, rules and regulations should be fully adhered to by teachers, particularly regarding the level of teacher support that is deemed acceptable when supporting students.

School Expectations and Responsibilities

School Expectations

At QAD Academic integrity is part of the teaching and learning process and an aspiration of the entire school community. School leadership team strives to foster an environment where academic integrity is understood and adhered to.

QAD has created and maintained an academic integrity culture with a school-wide strategy where the following key elements are considered:

- 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

Embedding the policy into school structure

At QAD the school leadership team implements an awareness campaign and schedules activities to reinforce the required skills, reaching not only teachers but also to students, their parents or legal guardians at the start of every academic year.

Issuing guidance for teachers

The school's leadership team at QAD ensures that sufficient training opportunities are offered when a new teacher joins the school. Academic integrity is an area that is promoted as an integral part of the professional development of all teachers.

Teachers are given guidance and support on when to take the necessary actions if confronted by a case of academic misconduct.

Teachers are provided guidance to develop activities according to a well-defined strategy to eliminate inconsistencies in the application of the rules and consequences for incidents of academic misconduct and subsequently ensure a clear message for students.

The school leadership ensures that all teachers are familiar with and have a Turnit account ,a software used by the school to detect plagiarism.

Communicating the principles of academic integrity to parents and legal guardians

The school administration provides timely information about:

- what constitutes good academic practice and ethical behaviour
- resources the school has available to support students' learning and understanding in this area
- definitions of different types of student academic misconduct and school maladministration
- the investigation protocols that the school and/or the IB will observe when an incident of student academic misconduct or school maladministration is identified
- the sanctions or actions that the school and/or the IB will apply if it is confirmed that an infringement to the regulations occurred or the expectations of the school or the IB are not met.

Programme Coordinators Expectations and Responsibilities

IB Programme coordinators at QAD 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. They also ensure that all staff involved in the delivery of IB programmes, including teachers, teaching assistants, special education coordinators, counsellors, librarians and laboratory assistants, receive adequate training so that students have the best educational experience possible.

The coordinators also organize meetings with teachers, students and their parents or legal guardians to explain the academic integrity policy and respond to any questions that may arise.

As 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. Coordinators are also expected to act decisively when an incident of academic misconduct or maladministration occurs, which must be reported immediately to the school's leadership and the IB, as appropriate.

The programme coordinators support the "School leadership team" and are also responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

Parent Expectations and Responsibilities

At QAD efforts are made for parents to understand the regulations and policies that the IB expects schools, coordinators, teachers and all students to observe. If they have questions or doubts as to what is expected, parents are directed to approach the school for clarification. Parents and legal guardians are encouraged to take note of the IB's policy on plagiarism, which is the most common form of misconduct. For more details see Appendix 1.

Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- 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
- 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 assistance in the completion of work to their children

Academic Integrity and the Learner Profile

At Qatar Academy Doha we are guided by the IB Philosophy and place great value on personal integrity and academic honesty. We expect that all members of our community, administration, teachers, students and parents, adhere to the guidelines stated below. We are guided in our expectations by the three IB Learner Profile attributes outlined below.

Principled - we make sure that our work is always our own and reference others' work by quoting, citing, or paraphrasing appropriately. We respect copyright and intellectual property.

Risk-Takers - we always complete our tasks ethically, with the understanding that we might not always be correct.

Knowledgeable - we know and use good practices such as referencing for our written tasks, in order to enact academic integrity.

Inquirers - we acquire the skills necessary to conduct inquiry and research. We co-create lines of inquiry with our teachers and our fellow students, and develop and follow lines of inquiry inspired by our research.

During the learning journey, students need support in understanding that academic integrity is fundamental in their 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.

The key educational reasons to take such a strong line on academic integrity are:

- **To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement.
- **To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.
- **To develop respect for others.** Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

Connections to other IB Policies

Academic Integrity and Language

The QAD Academic Integrity Policy includes clear definitions, practices and consequences of academic dishonesty. Through their language learning, students are expected to be principled learners in furthering their language development.

Academic Integrity and Assessment

At QAD, we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

Academic Integrity and Inclusion

At QAD, we believe that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic integrity standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organises seminars on related topics (plagiarism, copyrights, etc.).

Academic Integrity and Admissions

On submission of admission documents, students and parents are required to follow all integrity aspects laid out in the process of admissions. If there are discrepancies, there will be follow up with previous schools or institutions during the process. Should integrity transgression occur during admissions, a student's admittance to the school will be questioned and could be denied. Previous student transgressions in other schools may also affect admission status.

For more information see the document [Academic honesty in the IB educational context](#).

PYP

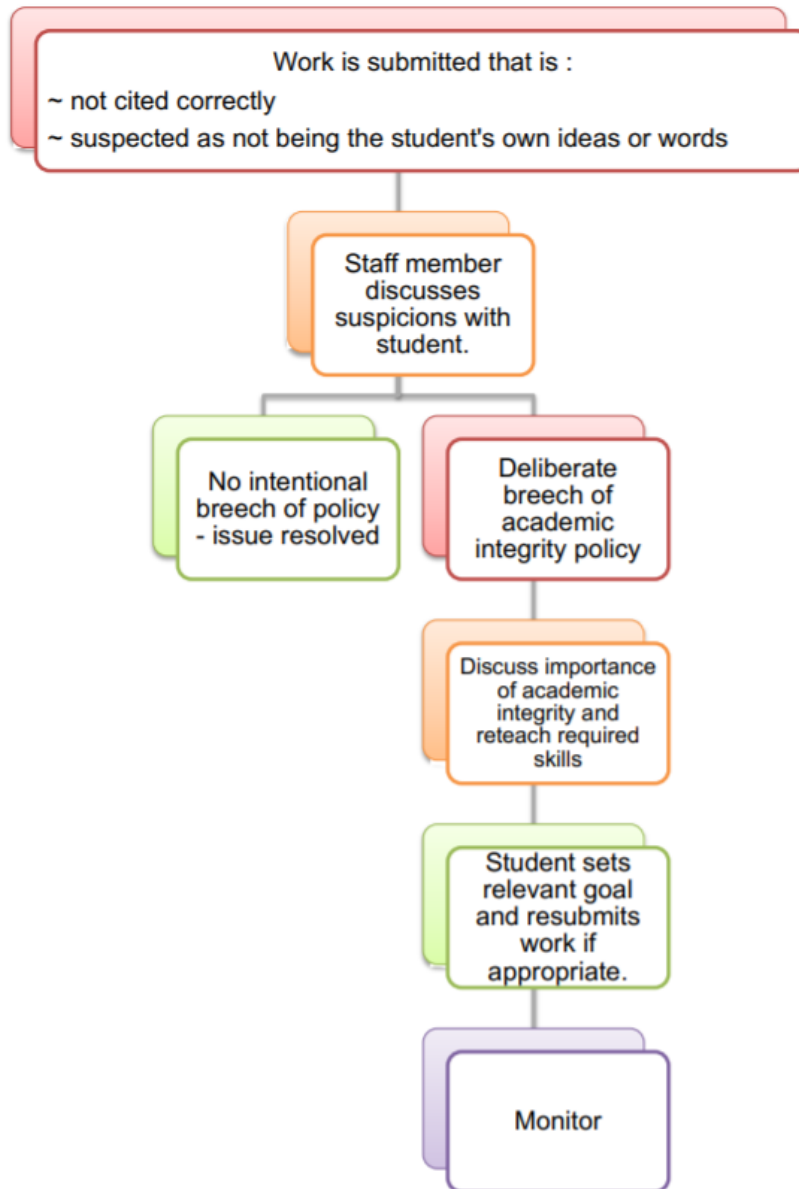
The PYP follows the IB Academic Integrity Policy (2019) in reinforcing the following honesty procedures for students:

- 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.

All students and families are required to sign an acceptable use of technology policy at the beginning of the year which references the criteria above. If academic integrity transgressions occur, teachers will follow the flow chart below.

At QAD Primary School, we believe that mistakes are an important part of learning and provide an opportunity to foster growth. Students are guided in all aspects of academic integrity, on an ongoing basis as part of their learning. In keeping with this, we offer students the opportunity to

resubmit work to demonstrate new learning. It may take longer for some students to acquire these skills and this may be an ongoing process that some students need to work through repeatedly.



Coromandel Valley Primary School, 2020

MYP and DP

In the MYP and DP, we strive to educate the students and avoid punitive consequences and encourage ethical behaviour and integrity. In order to depersonalise conversations and ensure fairness and consistency, in contentious cases, the school will convene a committee that deals with specific instances of suspected academic misconduct.

For all cases of academic dishonesty there are clearly defined procedures in place. To ensure consistency and fairness, students may have the right to have an adult or peer present during any conversations dealing with instances of academic misconduct. Consequences are age-appropriate for different sections of the school, distinguishing between MYP 1 to 5 and Diploma.

All consequences regarding incidents of academic integrity will be effective for one academic year.

All incidents of academic integrity will go through the panel to determine the level of infringement and the consequences. (refer to appendix 2 for the details). The panel will constitute the Principal, Lead teacher, teacher and the librarian.

Once a case of academic misconduct has been established, the subject teacher sends a letter home signed by the Principal ([see templates at the end](#)) and it is the Principal's responsibility to add the student to the relevant academic honesty form and ensure a copy is in the student's file. Teachers should discuss with their Lead Teacher any additional measures that need to be taken to ensure integrity of assessment.

Students of all grade levels will not be eligible to receive Honours or High Honours in case of any incident of academic misconduct.

First incident MYP 1, 2 and 3 (based on the IB matrix)

- the assignment is repeated and the student receives a grade .
- the parents will be notified by letter, prepared by the subject teacher but countersigned by the Lead Teacher, which will be placed in the student file.

Second incident MYP 1, 2 and 3 (based on the IB matrix)

- the assignment is repeated and the student receives a grade. Students will be given the opportunity to redo the assignment based upon agreed time with student and administration (i.e. during a Saturday, Thursday after school) in a supervised setting.
- a parent meeting will be held with the Assistant Principal and subject teacher, in addition to the parents being notified by letter, prepared by the subject teacher but countersigned by the Principal, which will be placed in the student file
- the student receives a lowered achievement level for the relevant ATL.

Third incident MYP 1, 2 and 3 (based on the IB matrix)

- the student receives a 0 for the work and the opportunity to repeat the assignment for feedback purposes..
- a parent meeting will be held with the Principal and subject teacher, in addition to the parents being notified by letter, prepared by the subject teacher but countersigned by the Principal, which will be placed in the student file
- the student receives a lowered achievement level for the relevant ATL.

First incident MYP 4 and 5 (based on the IB matrix)

- the assignment is repeated and the student receives a grade. Students will be given the opportunity to redo the assignment based upon agreed time with student and administration (i.e. during a Saturday, Thursday after school) in a supervised setting.
- the parents are notified by letter, prepared by the subject teacher but countersigned by the Lead Teacher, which is placed in the student file.
- the student receives a lowered achievement level for the relevant ATL.

Second incident MYP 4 and 5 (based on the IB matrix)

- the student will receive a '0' for that assessment
- a parent meeting will be held with teacher and the lead teacher
- the assessment may be repeated for teacher feedback
- the parents are notified by letter, countersigned by the Assistant Principal, which is placed in the student file. If requested by college or university this information will be shared.

- the student receives a lowered achievement level for the relevant ATL.

Third incident MYP 4 and 5 (based on the IB matrix)

- the student receives a '0' for the assessment
- a meeting will be held with the parents, student, and the Principal
- the parents are notified by letter, prepared by the subject teacher but countersigned by the Principal, which is placed in the student file. If requested by college or university this information will be shared.
- the student receives a lowered achievement level for the relevant ATL.

DP (based on the IB matrix)

- a grade of 0 will be recorded for that assessment.
- a parent meeting will be held with teacher, lead teacher
- the assessment repeated for teacher feedback.
- the parents are notified by a letter countersigned by the Principal, which is placed in the student file. If requested by college or university this information will be shared.
- the student receives a lowered achievement level for the relevant ATL.

Penalty Matrices

The IB penalty matrices detailing infringements by the student and the level of penalty which may be applied by the IB is given in the Appendix 2 . QAD follows the penalty matrix as suggested by the IBO.

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. 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.

Categories of 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 and 3.

Academic Integrity Committee

The academic integrity committee/panel consists of the Principal, Librarian , teacher and a Lead teacher.

Their main tasks will be to provide advice specific to the nature of the incident and the subject affected, and recommend the appropriate penalty in line with internal school policy. They should

also support the administrative process and maintain any files and documents associated with each case for future reference and precedents.

Programme coordinators will mainly be responsible for training the teaching staff at the start of the year in collaboration with the Librarians. Programme coordinators will also be available to advise and ensure that IB requirements are met.

[Academic integrity template MYP 1,2 & 3](#)

[Academic integrity template MYP 4 & 5](#)

[Academic integrity template DP 1 & 2](#)

Appendix

Appendix 1 : 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” (*General regulations: Diploma Programme*). This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB.

Plagiarism is not a new phenomenon and occurred before large quantities of information from all over the world could be accessed via the internet. It is not always due to devious behaviour. Students can plagiarize accidentally because they ignore the referencing technicalities, although many people would respect any attempt to indicate an idea came from someone else. There are students who knowingly plagiarize content from others and some try to hide it through poor paraphrasing or word substitution.

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. To maintain high levels of confidence in any assessment system, all stakeholders participating in the teaching and learning journey of students should instruct them in the technical skills required to master referencing while understanding the need to be transparent in the way they have built any piece of work.

Students need to understand how knowledge is constructed and to develop their own thinking while showing honest behaviour by giving credit where credit is due. Technical skills of referencing are important and students should have the opportunity to master these techniques during their learning journey. But understanding the principle of academic integrity in any educational endeavour comes first.

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.

There is the belief among some scholars that the internet is exacerbating the problem of plagiarism due to the easy access to information. With a culture of “cut and paste” and blurred ownership lines it may be easy for students to assume that the information available on the internet is free to use without acknowledgement.

However, 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 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 in regards 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.

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 organised 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.
- 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.

For further details about the IB's expectations in regards to referencing see the publication *Effective citing and referencing*.

Appendix 2 : Penalty Matrices

This section contains the IB penalty matrices detailing infringements by the student and the level of penalty which may be applied by the IB. In the event of an unprecedented and/or extraordinary incident please see "*Good practice for investigating academic misconduct*"

Written and oral coursework examinations

Infringements	Level 1 Penalty <i>Warning Letter to the Student</i>	Level 2 Penalty <i>Zero marks for the component</i>	Level 3A Penalty <i>No grade for subject(s) concerned - See Note 1</i>	Level 3B Penalty <i>No grade for parallel subject(s) - See Note 2</i>
Plagiarism <i>Copying external sources</i>	Not applicable Less than 40 consecutive words.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given— see note 3.	Not applicable
Peer plagiarism <i>Copying work from another student.</i>	Not applicable Less than 40 consecutive words.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable
Peer plagiarism <i>Student lending or facilitating their work</i>	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion <i>Coursework only and when working collaboratively</i>	Work of students show close similarity.	Work of students has similarities— less than 30%— and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.
Submitting work commissioned, edited by, or obtained from a third party —see note 4	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	For a student in the same or another IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
Duplication of work	Not applicable.	Presentation of the	Presentation of the	Not applicable.

		same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

Conduct during an examination

Infringements	Level 1 Penalty <i>Warning Letter to the Student</i>	Level 2 Penalty <i>Zero marks for the component</i>	Level 3A Penalty <i>No grade for subject(s) concerned - See Note 1</i>	Level 3B Penalty <i>No grade for parallel subject(s) - See Note 2</i>
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 more examinations. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</i>	Not applicable.
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others. <i>Penalties will be</i>	For a candidate in the same or another IB World School aiding other candidates.

completion time— or attempting to			<i>applied to all candidates participating in the incident.</i>	
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable.	Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable.
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. <i>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.</i> <i>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i>
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.

Conduct that threatens the integrity of the examination

Infringements	Level 1 Penalty	Level 2 Penalty	Level 3A Penalty	Level 3B Penalty
	<i>Warning Letter to the Student</i>	<i>Zero marks for the component</i>	<i>No grade for subject(s) concerned - See Note 1</i>	<i>No grade for parallel subject(s) - See Note 2</i>
Gaining access to IB examination papers before examination's scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
Sharing of IB	Not applicable.	Not applicable.	Candidate sharing	Assisted the sharing

examination paper content before or during the examination's scheduled time, or within 24 hours after the examination			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.	of partial or complete live examination content.
Assisting another student(s) in committing an act of academic misconduct—see note 10	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
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.

Interfering with an academic misconduct investigation

Infringements	Level 1 Penalty <i>Warning Letter to the Student</i>	Level 2 Penalty <i>Zero marks for the component</i>	Level 3A Penalty <i>No grade for subject(s) concerned - See Note 1</i>	Level 3B Penalty <i>No grade for parallel subject(s) - See Note 2</i>
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.	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
	<i>Warning Letter to the Student</i>	<i>Zero marks for the component</i>	<i>No grade for subject(s) concerned - See Note 1</i>	<i>No grade for parallel subject(s) - See Note 2</i>
Forgery or falsification of IB grades or certificates <i>Attempt to fraudulently amend a result in a subject —electronic or hard-copy certificates and transcripts.</i>	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	

Explanatory Notes

- Level 3a penalty. This depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
- Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
- As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the subject, only one assessment component (the level 2 and level 3a penalties) have the same outcome on the candidate's final result, the non-award of diploma. Therefore, plagiarism cases in EEs will only be considered when a considerable amount (more than 100) of consecutive words lacks proper reference.
- Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
 - friends, family members, or other students in the same or different school, college or university
 - private tutors
 - essay writing or copy-editing services
 - pre-written essay banks
 - file-sharing sites.
- Minor offences may include but are not restricted to:
 - conducting research without permission of the participants
 - including offensive or obscene comments or graphic materials in any assessment component
 - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
- Moderate offences may include but are not restricted to:
 - conducting field experiments or investigations that inflict pain or risks the well-being or survival of live organisms
 - conducting research or fieldwork that damages the environment
 - including offensive or obscene comments or graphic materials in any assessment component.
- Major offences may include but are not restricted to:
 - producing any work that shows disrespect of personal, political and/or spiritual values, and/or contain offensive remarks about race, gender, or religious beliefs
 - falsification or fabrication of data in producing any work

- 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 or cellular phones
 - notes
 - study guides
 - own rough or scratch paper
 - non-permitted dictionaries
 - other prohibited electronic devices such as smartwatches or smart glasses.
9. Misconduct during examinations may include but are 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. Assisting other student(s) in committing an act of misconduct may include but are 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.

Appendix 3 : Categories of Student Academic Misconduct

Breaches related to written and oral coursework and examinations

Plagiarism - External Sources

Middle Years Programme		
Subject	Example	Outcome
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.
Diploma Programme		
Subject	Example	Outcome
Extended essay (EE)	A candidate submitted an extended essay which contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an “N”, was awarded for the EE.
Visual arts higher level (HL)—exhibition	As part of the exhibition, a candidate submitted artistic work which was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3a was applied to the exhibition component, which resulted in no grade, an “N”, being awarded for visual arts HL.
English A literature HL—oral	A candidate presented their oral	The candidate received a level 3a

component	assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	penalty for the oral component which resulted in no grade, an “N”, being awarded for English A literature HL.
History of the Americas HL—paper 3	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a level 3a penalty for paper 3 and no grade, an “N”, was awarded for History of the Americas HL.
Theory of knowledge (TOK)—essay	A candidate submitted an essay that was almost entirely plagiarized from an English source which they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component which resulted in no grade for the subject concerned.

Peer Plagiarism

Diploma Programme		
Subject	Example	Outcome
Economics HL— internal assessment	Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	Candidate A received a level 3a penalty and no grade, an “N”, was awarded for economics HL. Candidate B received a level 1 penalty warning letter.
TOK—essay	Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB school. Candidate B complained about the difficulty of the task; candidate A shared their	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for the subject concerned.

	draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered. Candidate B rewrote part of candidate A's essay but left many sections unchanged.	
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Collusion

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies standard level (SL)—internal assessment	Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for environmental systems and societies SL.

Submission of externally commissioned work

Diploma Programme		
Subject	Example	Outcome
TOK—essay	Two candidates registered in different IB schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for the TOK subject.

Inclusion of inappropriate, offensive or obscene materials

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

Theatre HL— research presentation	During the completion of the 15-minute video, a candidate used offensive and derogative language against women in front of a live audience.	Candidate received a level 1 penalty warning letter.
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Duplication of work

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies—extended essay and mathematical studies SL—internal assessment	The candidate reworked their internal assessment and expanded on it to create their extended essay; however, both pieces showed extensive similarities.	Candidate received a level 3a penalty which resulted in no grade, an “N”, being awarded for both subjects.

Breaches occurring during an examination

Possessing unauthorized materials in the examination room

Diploma Programme		
Subject	Example	Outcome
Biology SL—paper 2	After candidates had entered the examination room and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.	The candidate received a level 1 penalty warning letter.
Chemistry HL—paper 1	After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway	There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school’s IT department. As the candidate was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination paper.

	through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.	
Business management—paper 2	After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it was confirmed that the candidate was using the internet to search for answers to the examination questions.	Candidate received a level 3a penalty—no grade for the subject—as there was evidence of possession and use of the mobile phone.
Mathematics HL— paper 1, non-calculator exam	An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject matter experts were consulted to confirm or dismiss the allegation.	On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received a level 3a penalty for paper 1 and no grade, an “N” was awarded for mathematics HL.

Exhibiting misconduct or disruptive behaviour during an examination

Diploma Programme		
Subject	Example	Outcome
Physics SL—paper 1	When entering the examination hall, a candidate refused to sit in his allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, he maintained his disruptive behaviour. He was warned by the invigilator but became increasingly	The candidate received a level 2 penalty: zero marks for component.

	aggressive and was eventually removed from the examination hall.	
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Facilitating the exchange of live content during the examination completion time

Diploma Programme		
Subject	Example	Outcome
Psychology SL— paper 2	Halfway through the examination, an invigilator had noticed and become suspicious of Candidate A's behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that Candidate A was receiving information via a pair of wireless headphones from another candidate, Candidate B, who was in a different room. Through a "cough code", Candidate B identified and read subject relevant information to assist Candidate A in completing the examination.	Candidate A received a level 3a penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting another candidate(s) in committing an act of academic misconduct" category.

Breaches that threaten the integrity of the examination

Gaining access to examination papers before scheduled start time

Diploma Programme		
Subject	Example	Outcome
English A literature SL—paper 1	One day before the examination was scheduled, three candidates approached their teacher to ask how to "tackle" a poem they were using in a revision session. The teacher did not recognize the poem from lessons during the teaching cycle. Twenty-four hours after the examination, the teacher reviewed the examination paper and saw that the exact same poem was included in the paper.	After further investigation by the IB, a website was found where the specific poem was being discussed, albeit not in an IB context. One of the three candidates had commented in the discussion thread in that website. The IB was unable to prove whether the candidates had access to the paper before it was completed. The balance of probabilities approach was applied. All candidates received a level 2 penalty: zero marks for component.

Sharing examination content before or during an examination, or within 24 hours of scheduled ending

Diploma Programme		
Subject	Example	Outcome
History HL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing how happy they were that one of the questions was the same topic of their extended essay. Details of the question were posted.	Candidate received a level 3a penalty for the subject concerned.
Philosophy SL— paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3a penalty for the component concerned.
Chemistry HL— paper 3	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
Biology SL—paper 2 and paper 3	A whistle-blower report was received by the IB with evidence that a candidate who had completed examination papers was offering fragmentary information on exam content. The source was located and the candidate in question identified.	The candidate received a level 3a penalty across all subjects, with no retake possible in any future session, being permanently disqualified. The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.

Assisting other candidates in committing an act of academic misconduct

Diploma Programme		
Subject	Example	Outcome
Business management HL	A candidate assisted a peer completing a psychology paper from the outside by reading pre-prepared responses to exam questions using a wireless headset.	Candidate received a level 3b penalty, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently

		disqualified.
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Failing to report an incident of academic misconduct

Diploma Programme		
Subject	Example	Outcome
History SL, biology HL and mathematics SL	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain live exam content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.	Candidate received a level 3b penalty for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.

[School Staff Statement \(Suspected Maladministration\)](#)

[Coordinator Statement](#)

[Teacher Statement](#)

[Invigilator Statement](#)

[Candidate Statement](#)

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Policy Review

Review – Pedagogical Leadership Team (June 2020)

Review – Leads and faculty (October 2021)

This policy shall be reviewed on a 2-year cycle, at the end of academic year.