DIPLOMA PROGRAMME

ACADEMIC INTEGRITY POLICY

Colegiul Național „Andrei Șaguna" from Brașov is a Candidate School* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Colegiul Național „Andrei Șaguna" believes is important for our students.

Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org.

CONTENTS

PURPOSE

This Academic Integrity Policy establishes and communicates to the entire school community the principles of academic honesty, the importance of maintaining a culture of academic integrity, the various responsibilities and expectations of different stakeholders, as well as the consequences of student academic misconduct and school maladministration.

CNAS Academic Integrity Policy is a document whose purpose is to promote the school mission and philosophy on the matter, in order to develop and maintain personal responsibility and academic honesty. It also aims to set the basis of lifelong learners' awareness of the importance of honesty in academic studies and beyond, and sets a framework of actions to be undertaken to prevent and address student academic misconduct.

SCOPE

This policy applies to the school leadership team, the administrators and the wider community responsible for creating and implementing the academic integrity policy, to the members of staff responsible for the teaching and preparation of work submitted to the IB for assessment, to the members of staff responsible for the delivery of IB examinations, to all students going through assessment and submitting work to the IB and to parents and legal guardians of IB students going through assessment.

The document is distributed as a newsletter to the community, and is revised annually. This policy will be presented to DP parents and students during an orientation meeting. The students will continue to be reminded of the principles of academic integrity routinely, as well as before any work is submitted (either for internal or external assessment, formative or formal).

This policy places greater focus on aligning the school policy for the final years of high school with DP requirements. In time, should other IB programmes be implemented, the present Academic Honesty policy will be supplemented by policies specific to each academic level. Great importance is to be given to refining students' research skills and study habits during the DP, as well as in the pre-DP (grade 10) as *DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats (Academic honesty in the IB educational context, 2014, updated 2016, p.16)*.

ACADEMIC INTEGRITY PRINCIPLE

Academic integrity is a guiding principle in education, the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. Its essence is making knowledge, understanding and thinking transparent. Academic integrity goes beyond being a school policy; it is a code of conduct embraced and promoted by the school community as a whole so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.

The guiding principle of academic integrity encompasses several simpler educational concepts students need to understand:

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

Therefore, IB educators play an important part in developing the approaches to learning and reinforcing the principle of academic integrity through all teaching, learning and assessment practices.

KEY TERMS

These are some key terms which are used in this policy:

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 happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

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 that 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 his or her involvement in another role or relationship. The individual does not need to exploit his or her 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.

(extract from IBO *Academic Integrity Policy,* 2019)

RELATION TO IB AND SCHOOL PHILOSOPHY

Colegiul Național "Andrei Saguna" from Brasov prides itself with the high academic standards set for its students and teachers, as well as with its reliance on moral and ethical practices. This translates both in the equal treatment of all students, as well as in the promotion of principled actions, of fairness and ethics in all aspects of student and teacher life.

In alignment with IB views, CNAS mission statement aims to nurture creativity, innovation, critical thinking in all students, able to express their ideas originally, transparently acknowledging the

relation between their products (visual, written, audio-visual, etc.) and the elements that have shaped their working process and outcome, sources used, the ideas embraced, and those they have come across but rejected.

As lifelong learners, students are expected to not only gain knowledge, but also develop the necessary skills to access the information independently and use it in order to apply, analyse and create. As such, CNAS values the promotion of learning through inquiry, guided/independent research and reflection on the outcome, as well as the personal and academic growth and the acquisition of soft skills, in order to prepare students to shape their own learning experiences and construct meaning.

Moreover, the continuously changing world and the interconnectedness of cultures and societies demands a focus on the development of collaborative, social and interpersonal skills, reflection and intrapersonal skills to render a citizen of the world, able to manage a variety of socio-cultural, academic, work relations and challenges, while remaining self-motivated and anchored in the present.

STEPS TOWARDS A CULTURE OF ACADEMIC INTEGRITY

There are three key educational reasons of promoting academic integrity:

- ❖ **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. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.
- ❖ **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, by following good academic practice it is expected that information is appropriately acknowledged.

(extract from IBO *Academic Integrity Policy,* 2019)

A first step in establishing a culture of academic integrity consists in informing students, from an early age about what academic honesty is, as well as what actions are in line with or against the idea of academic integrity. As such, from an early age, students are taught to differentiate between using sources of information responsibly (by adding references, and, later on, by using complete citations) and acts of dishonesty/plagiarism, so as to offer students the tools they require to engage in academic honesty. Moreover, eliminating the cause of inadequate academic behaviour and offering guidance along the way should result in proper academic conduct.

Thus, to best align our practices with IB recommendation, the emphasis will be on developing self-management, social, communication, thinking (critically and creatively) and research skills. Approaches to teaching in our national curriculum are already in line with IB views, with great focus on inquiry, collaboration, differentiation and teaching informed by assessment. With the shift towards an IB view on teaching, the elements that were felt to be less developed in the national system have been given greater attention, to ensure teachers are confident in planning their units that are truly conceptually driven and contextualised.

Teachers can encourage this engagement by establishing clear and engaging learning objectives and assessment practices while also providing time for individual evaluations of progress. As students undergo adolescence, along with increased peer and family scrutiny, attention is to be given to creating a safe environment where they can excel, in the context of academic honesty, with focus and practice on adequate means of conducting academic research.

PREVENTION OF STUDENT ACADEMIC MISCONDUCT

CNAS believes that any approach to academic integrity must stem from a joint partnership between school, family and community. All stakeholders hold equal responsibility and are expected to take active action towards the cultivation of academic integrity, towards students' understanding of academic honesty, through guidance, example, and positive reinforcement of honest behaviour. It is equally important to promote a safe environment and understanding, in which students feel safe to admit mistakes, and accept guidance towards best practices.

1.a Responsibilities of teachers

The main reason behind academic misconduct is students' inability to deal with tasks successfully. As the discrepancy between time, ability, and knowledge widens, the chances of academic misconduct increase. As such, it is up to every teacher to ensure proper scaffolding in task completion, sufficient time (including deadline extensions – on a needs basis), so that students have the skills to complete the task successfully.

Initially, it is the low-secondary school teacher who sets the basis of academic honesty, by reinforcing good practices and addressing dishonest ones. Posters may be (student and/or teacher) designed and added to each classroom as a reminder/teaching resource. Information in the curriculum often includes positive attitudes so as to present students with examples of fair actions. Teachers also act as an example, as they always point out sources for materials taken from others.

Gradually, teachers are to include formative assessment criteria not only for content / scientific, but also for how the sources are used, citations and formatting, including accuracy and appropriacy of: list of works cited, in-text citation, quality of sources used. Also, "[i]n order to promote academic honesty, teachers need to agree on their expectations and teaching strategies within and across subject groups. They must be supported by other school staff, such as librarians" (*Academic honesty in the IB educational context*, p. 12).

Overall, each teacher is expected to reinforce academic honesty practice before formative /summative tasks, to clarify what constitutes dishonest academic behaviour, and to outline negative outcomes of misconduct, in accordance with the present *Academic Integrity Policy*. One good practice is for teachers to give in-class formative assignments and to guide and supervise students in their selection of information and, attribution of sources using referencing tools to cater to their developmental stage (a full MLA citation – using a citation tool such as easybib.com)

Also the use of Turnitin (or similar plagiarism detection software) is a mandatory requirement. For pre-IB years, teachers are encouraged to demonstrate the ease with which dishonest attribution of material is identified, using Turnitin or other means. All teachers are encouraged to make use of Turnitin so as to accustom students to the tool, as well as to instil a clear idea that plagiarism is easily discovered, and consequences outweigh potentially perceived benefits.

Teachers are also expected to:

❖ understand what student academic misconduct and school maladministration are
❖ understand the consequences for those that engage in student academic misconduct and school maladministration
❖ understand that they are held accountable, when involved in a maladministration incident
❖ immediately notify the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations
❖ support the IB in any investigation into possible student academic misconduct or school maladministration

1.b Responsibilities of students

Students are responsible for ensuring that all work submitted for assessment is their own work and that they fully and correctly acknowledge the work or/and ideas of others. They are expected to review their work before submission for assessment in order to identify information, images, etc. that are not properly acknowledged.

Students must comply with all internal school deadlines, as this may help them to manage time and identify passages that need revision or acknowledgement of authorship. They should cautiously approach assistance in the completion or editing of work from friends, relatives, other students, private tutors, essay writing or copy-editing services, prewritten essay banks, file sharing websites or AI software (such as ChatGPT).

Students are also expected to:

❖ have a clear understanding of the IB's expectations in terms of the conduct of the written or on-screen examinations
❖ not take any unauthorised materials into the examination room and must follow invigilator instructions
❖ understand the consequences for those that engage in student academic misconduct and school maladministration
❖ understand that they are held accountable, when involved in a maladministration incident
❖ respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
❖ respond to acts of school maladministration and report them to their teachers and/or programme coordinators

1.c Responsibilities of parents

Parents also play a vital role in promoting moral behaviour at an early stage and are among the main protagonists in their children's upbringing. Teachers will remind parents of the expectation that students practise honesty in their academic endeavours and draw attention to positive attitudes and behaviour they are to nurture, in order to promote *careful, honest, authentic* academic products. Parents are also expected to

❖ encourage their children to plan assignments so that they can meet deadlines
❖ help them with planning their work to avoid time pressure when several deadlines are to be met
❖ encourage their children to do their own work
❖ encourage their children to ask a teacher or the DP coordinator for advice, in case they face any difficulty

1.d. Responsibilities of the programme coordinator

The programme coordinator is 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.

*(*extract from *IBO Academic Integrity Policy, 2019)*

MONITORING ACADEMIC INTEGRITY CONDUCT

CNAS will strive to identify academic misconduct and redress student behaviour well in advance of the submission deadline, as our purpose is to support students in proving their knowledge and abilities. CNAS will immediately notify IB should misconduct be discovered after coursework submission.

Teachers have the responsibility to guide students in the formation of academically honest practices, and to monitor the work they hand in to ensure it complies with IBDP regulations.

The Role of the Supervisor

For all assignments, the role of the supervisor is to ensure students are fully aware of the requirements of academic integrity, as well as what is considered academic misconduct (including the consequences).

As part of this process, the supervisors request that the students submit subsequent drafts of the work, and gradually guide students away from intentional / unintentional misuse of information, whether it is a slip in assigning sources, improper quotation, a tendency to imitate or assume ownership of ideas encountered in various sources or thought of as "common knowledge", etc. Starting from a clear plan, the supervisor should ensure students' real participation in the final product with rather personal ideas and views. As such, research and quotations should come in support of students' views and not as replacement.

Acknowledging sources should be a priority in any form of production. For both written and oral assignments, the use of MLA style for citations is strongly encouraged, including the use of sites to aid in this process (e.g. easybib.com). The same requirement that sources should be acknowledged in full stands for group 6 Art work, where all work reproducing / inspired by another work of art should bear the title *"After ... "*.

In addition, students collecting data directly, through experiments and/or interviews, must be made aware of their responsibility to only include complete, accurate data, whether the data obtained fully serves their purpose, or whether variation was present. Reporting data accurately should be a prime requirement, and the supervisor must stress the importance of correct practices, especially as students are required to sign off on the authenticity of their work. Attention should also be paid to the students understanding the severity of the consequences, should unfair practice be exposed.

INTERNAL (SCHOOL) SANCTIONS FOR ACADEMIC MISCONDUCT

CNAS has developed strategies and sanctions in order to address issues of academic misconduct and, thus, to better assist students, teachers and the whole school community in understanding the importance of enhancing and implementing an academic integrity policy regarding the Diploma Programme.

Overview of possible strategy to approach academically dishonest practices:
1. Class review of good citation practices
2. Survey (anonymous, using online tools) to help students realise whether they have acted in accordance with the school's academic honesty policy
3. Brainstorm possible instances of student citation mistakes (to check student understanding of the rules and expectations)
4. Brainstorm / devise solutions to mentioned misappropriation of text/ideas
5. Opportunity given to all students to redo their work, in light of the rules reviewed
6. Individual students who, despite the lengthy process, still have not redressed their work, are to be instructed outside class time on changes that are to be made
7. Reassessment of student work

A record of academic misconduct is to be kept, so as to highlight trends and track improvement. Students and parents are to be informed that this record shall be kept, and passed on from one educational step to another, so as to raise their awareness that mistakes may be corrected, yet ill intent is kept on record. Should the consequences go beyond reprimand, in case of higher stake assignments, a guardian may be present during the discussion, as moral support to the student. Professional judgement is to be used at all times, bearing in mind each student's unique situation (family issues, developmental issues, causes and personal motives, temperament, etc.), as the aim is to correct dishonest behaviour through guidance towards proper academic behaviour, rather than take punitive action.

The school retains the right to apply other sanctions when dealing with malpractice internally including internal exams, tests, coursework (internal assessments) and homework procedures. When the misconduct involves official IB examination procedures, these sanctions could also be enlarged to include suspension, expulsion, refusal to allow the student to attend the IB exam reception, the graduation ceremony, or the like.

In case of academic misconduct suspected in coursework submitted or the first drafts of an IA, the EE or the TOK essay, sanctions may include, but are not limited to:

Academic Misconduct	*first offence*	*repeated offence*
misuses information from various sources (without citation) despite clear criteria	-record event on file -discussion: teacher-student-DP coordinator	-grading is affected -official report is sent to guardian
copy-pastes large portion of work from various sources	-record event on file -discussion: teacher-student-DP coordinator -unless work is redone, it is awarded the lowest grade on scale (Ro: 1/10 or IB: 1/7)	-grading is affected -official report is sent to guardian -probation period -consistent academic dishonest conduct may result in inability to enrol in DP programme
appropriation of peer work (home assignments, tests, etc.)	-record event on file -discussion: teacher-student-DP coordinator -grading is affected (Ro: 1/10 or IB: 1/7) -may be allowed to redo work	-grading is affected -official report is sent to guardian -probation period -consistent academic dishonest conduct may result in inability to enrol in DP programme

IB SANCTIONS AND MONITORING PRACTICES

In case of academic misconduct identified in work that counts toward being awarded the Diploma, i.e. coursework (IAs, EE, TOK, oral exam) and final exams, the sanctions are assigned by the IB or by the school in compliance with IB regulations, following a certain investigation flowchart (*see appendices 1 and 3*). These sanctions regard school maladministration and student academic misconduct. For examples of school maladministration and possible penalties see Appendix 2 and for student academic misconduct and possible penalties see Appendix 4.

ACADEMIC HONESTY COMMITTEE

The responsibilities of the Academic Integrity Committee include offering regular in-house training on academic integrity for all staff members, analysing breaches in proper academic conduct and applying sanctions in accordance with this policy.

Academic honesty breaches are first signalled by individual teachers (though students may notify teachers of the event, as well), who inform the programme (DP) coordinator. A committee is established, alongside the Head of School, to establish the extent of the breach, the consequences of the breach, and appropriate action. Misconduct reactions depend on a variety of variables, from age to cause, and intent, and manifest in a range of corrective actions.

Name	Position
Carmen Felicia Tănăsescu	Head of School
Ciprian Satala	Deputy Head
Diana Elena Banu	DP Coordinator
Andreea Roxana Bell	English Teacher
Mircea Noru Parpalea	EE Coordinator
Cătălin Mihai Ciupală	CAS Coordinator/Maths Teacher

ACADEMIC INTEGRITY POLICY REVISION

All stakeholders can express electronically amendments, which are later discussed within an annually established focus group, and altered, need be. Review takes place annually or on a need-basis.

Academic Integrity Policy review committee:

Name	Position
Carmen Felicia Tanasescu	Head of School
Ciprian Satala	Deputy Head
Diana Elena Banu	DP Coordinator
Mircea Noru Parpalea	EE Coordinator
Claudia Knautz	Librarian
Daniela Mocanu	Teacher
	Parent
	Parent
	Student

REFERENCES
IBO Academic Integrity Policy (2019)
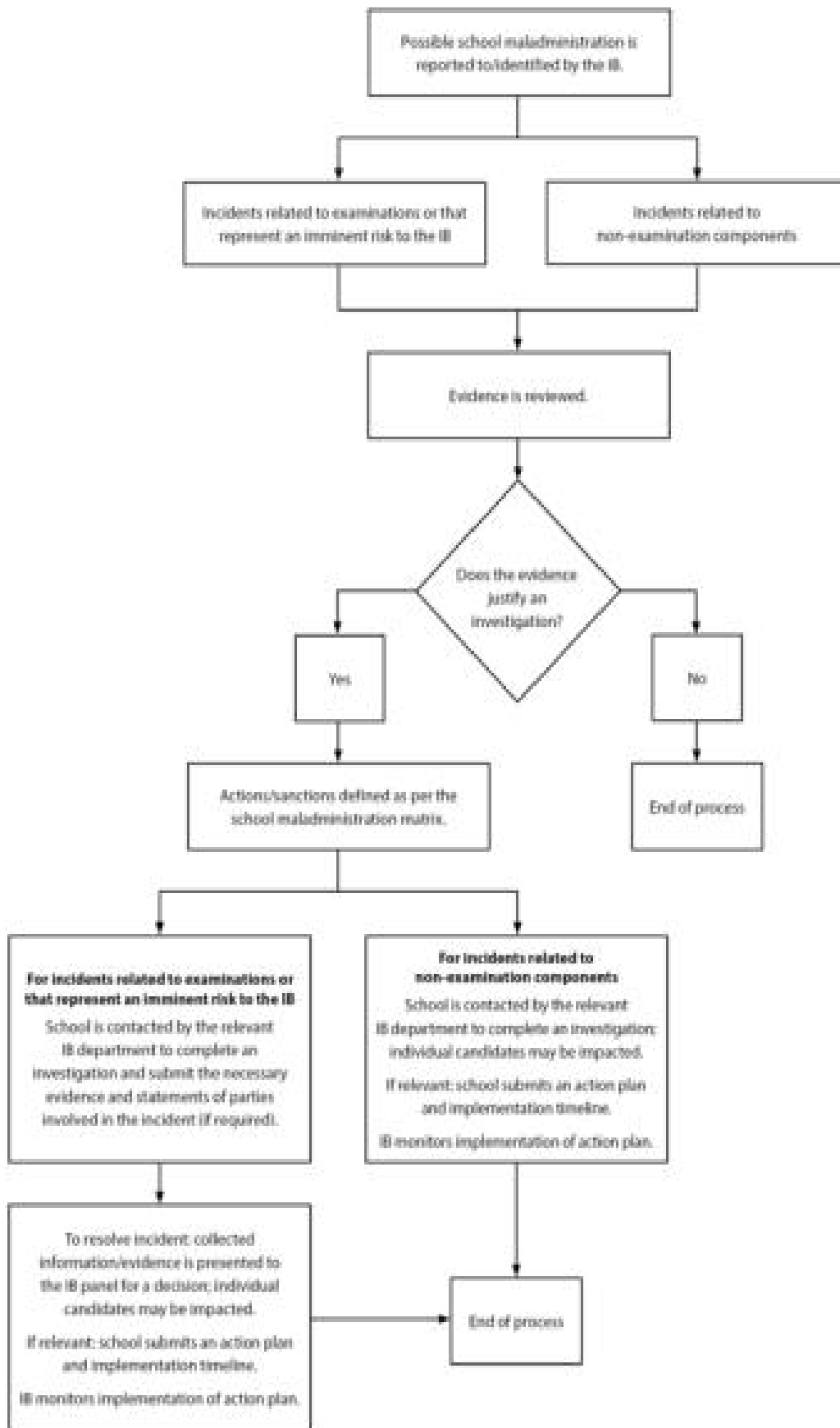*Diploma Programme: From principles into practice (2015)*
Ethical guidelines for extended essays research and fieldwork (2013)
Academic honesty in the IB educational context (2014; updated 2016)
Assessment principles and practices - Quality assessments in a digital age (2019, updated 2021)

Appendix 1: IB School maladministration investigation flowchart

Extract from *IBO Academic Integrity Policy (2019)*

Appendix 2: IB School maladministration penalty matrices

This section contains the IB penalty matrices detailing different aspects of school maladministration 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."

Completion of coursework

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
Providing undue assistance to candidates¹ such as over-editing or templating or manipulating finished pieces of work for improvement.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits
Allowing the submission of work produced by third parties such as teachers, tutors, parents, and peers.	• Formal warning letter and action plan to address incident
Awarding mark—zero (0)—for non-authentic or plagiarized work.	• Audit or monitor the internal assessment completion process
Authenticating work when there are doubts regarding its authenticity.	• Quality assurance checks in the entire cohort's work for the component(s) concerned
Having high proportion of plagiarism cases—more than 20% of cohort for a component.	• Bring forward the evaluation visit • Recommend relevant IB training
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	• Include school in session monitoring² for two consecutive sessions

Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits
Failing to provide appropriate invigilation for an examination.	• Request immediate corrective action
Giving unauthorized additional time to candidates.	• Formal warning letter and action plan to address incident
Unauthorized rescheduling of an examination.	• Immediate inspection visit
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	• Mandate relevant IB training
Allowing candidates to share materials or communicate during the examination.	• Include school in session monitoring for three consecutive sessions
Not complying with authorized inclusive	

Extract from *IBO Academic Integrity Policy (2019)*

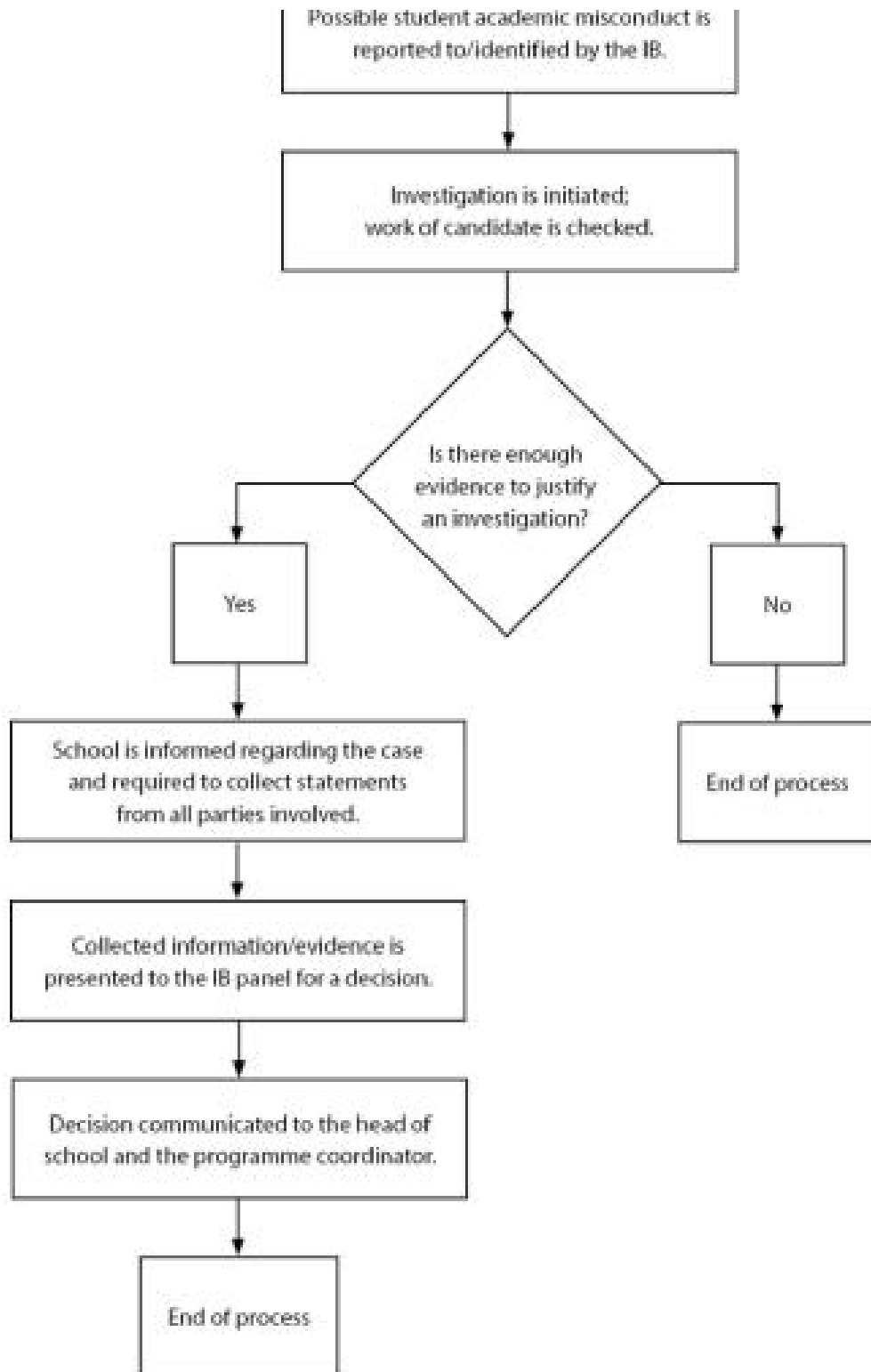| Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security.[1]	
Leaving candidates unsupervised during an examination or unaccompanied during toilet breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP candidate response files to the IB within three days without an acceptable reason.	

Undermining the integrity of assessments

Infringements relating to school leadership undermining the integrity of IB assessments	Actions or sanctions—multiple actions may be taken
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits
Failing to implement an action plan required by the relevant IB authority.	• Immediate inspection visit
Failing to report incidents of student misconduct or school or teacher maladministration.	• Controlled dispatch of IB examination papers[4] • Deployment of independent invigilators[5]
Failing to support an investigation into student misconduct or school or teacher maladministration.	• Relocation of candidates to another venue[6] • Annulment of grades for the candidates concerned or the entire cohort • Authorization withdrawal
Failing to report an examination security breach or alleged breach.	• Include school in session monitoring for five consecutive sessions

Extract from *IBO Academic Integrity Policy (2019)*

Appendix 3: IB Student academic misconduct investigation flowchart

Possible student academic misconduct is reported to/identified by the IB.

Investigation is initiated; work of candidate is checked.

Is there enough evidence to justify an investigation?

Yes

No

School is informed regarding the case and required to collect statements from all parties involved.

End of process

Collected information/evidence is presented to the IB panel for a decision.

Decision communicated to the head of school and the programme coordinator.

End of process

Extract from *IBO Academic Integrity Policy (2019)*

Appendix 3: **IB Student academic misconduct penalty matrices**

Infringements	Level 1 penalty **Warning letter to the student**	Level 2 penalty **Zero marks for component**	Level 3a penalty **No grade for subject(s) concerned—see note 1**	Level 3b penalty **No grade for "parallel" subjects —see note 2**
Plagiarism *Copying external sources.*	Not applicable.	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 *Copying work from another student.*	Not applicable.	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 *Student lending or facilitating their work.*	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 *Coursework only and when working collaboratively.*	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. *A penalty will be applied for any student in the same or different school providing the service or facilitating work.*	Student submits work that was entirely produced or edited by a third party. *A penalty will be applied for any student in the same or different school providing the service or facilitating work.*	For a student in the same or another IB World School providing the service.

Extract from *IBO Academic Integrity Policy (2019)*

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	**Zero marks for component**	**No grade for subject(s) concerned—see note 1**	**No grade for "parallel" subjects —see note 2**
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 same work for different assessment components or subjects. *Partial reuse of materials; penalties will be applied to both subjects with reused materials.*	Presentation of the same work for different assessment components or subjects. *Complete reuse of materials; penalties will be applied to both subjects with reused materials.*	Not applicable.
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	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	**Zero marks for component**	**No grade for subject(s) concerned—see note 1**	**No grade for "parallel" subjects —see note 2**
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. *Penalties could be applied to multiple subjects if incidents happen during the completion of*	Not applicable.

Extract from *IBO Academic Integrity Policy (2019)*

Infringements	Level 1 penalty **Warning letter to the student**	Level 2 penalty **Zero marks for component**	Level 3a penalty **No grade for subject(s) concerned—see note 1**	Level 3b penalty **No grade for "parallel" subjects —see note 2**
			different subject papers.	
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others. *Penalties will be applied to all candidates participating in the incident.*	For a candidate in the same or another IB World School aiding other candidates.
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. *If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.*
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administration.

Extract from *IBO Academic Integrity Policy (2019)*

Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects —see note 2
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 examination paper content before or during the examination's scheduled time, or within 24 hours after the examination	Not applicable.	Not applicable.	Candidate sharing partial or complete live examination content through any means, including but not limited to, email, text messages and the internet, even when shared information is general.	Assisted the sharing of partial or complete live examination content.
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 administration.	When student is aware of the act of misconduct, but decides not to report it to their school administration.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects —see note 2
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.

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Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	**Zero marks for component**	**No grade for subject(s) concerned—see note 1**	**No grade for "parallel" subjects —see note 2**
Providing misleading or demonstratively false information	Not applicable.	Not applicable.		
Attempting to influence witnesses	Not applicable.	Not applicable.		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable.	Not applicable.		

Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	**Zero marks for component**	**No grade for subject(s) concerned—see note 1**	**No grade for "parallel" subjects —see note 2**
Forgery or falsification of IB grades or certificates *Attempt to fraudulently amend a result in a subject —electronic or hard-copy certificates and transcripts.*	Not applicable.	Not applicable.	Students may receive additional sanctions depending on the number of subjects affected.	

Extract from *IBO Academic Integrity Policy (2019)*