



IB DIPLOMA PROGRAMME

ACADEMIC INTEGRITY POLICY

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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.¹

PURPOSE OF ACADEMIC INTEGRITY POLICY

Academic integrity policy outlines the responsibilities and expectations of different stakeholders within the school's IB DP community. This policy also documents how the IB manages incidents of student academic misconduct and school maladministration cases, ensuring confidence in maintenance among students, parents/guardians, teaching and administrative staff in the value and credibility of IB grades.

Tauragès “Versmès“ gimnazija sets high standards for the IB DP students and teaching staff for maintaining academic integrity and honesty in their academic performance and overall behavior at school and beyond. To promote such behaviour the IB DP teaching and administrative staff work closely with students, parents/guardians, and the community through guiding the students towards attaining their academic potential and acquiring skills to become productive and conduct themselves in a responsible way avoiding academic misconduct.

PURPOSES OF ACADEMIC INTEGRITY

The aim is to foster an academic integrity culture in the school and personal positive attitude towards it by supporting students to create a culture of self-respect and respect for others.

Tauragès “Versmès“ gimnazija as an IB World School acknowledges, supports, and actively endorses the IB Academic Integrity Policy, which includes promoting personal integrity and responsible practices in teaching, learning and assessment. So, the goal of this document is to ensure that all school's IB DP students understand:

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

¹ IB mission (<https://www.ibo.org/about-the-ib/mission/>)



Meanwhile educators supporting IB DP students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.

The educational purpose of this policy is:

- **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, following good academic practice it is expected that information is appropriately acknowledged, including the text generated by OpenAI tools.

KEY TERMS

Academic integrity

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

School maladministration

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

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Unprecedented or extraordinary incidents

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

Balance of probabilities approach

"Balance of probability" means that the decision-maker(s) with appropriate subject-matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on



a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest

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

RESPONSIBILITIES OF THE SCHOOL IB DP COMMUNITY

Students:

- have a full understanding of their school's and the IB's policies,
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators,
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators,
- complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities,
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products,
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites,
- abstain from giving undue assistance to peers in the completion of their work,
- recognize that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms, including but not limited to:
 - ✓ not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination,
 - ✓ not using inappropriate language or sentiments that may be aired at a future job or university interview,
 - ✓ not expressing views, behaviour or language that brings the IB into disrepute.

Teaching and non-teaching staff:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects,
- ensuring that students understand what constitutes academic misconduct and its possible consequences,
- planning a manageable workload so students can allocate time effectively to produce work according to IB expectations,
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides,



- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB,
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion,
- keeping electronic copies of students' past work for three years in case a plagiarism check is required,
- responding to student academic misconduct and supporting the school's and IB's investigations,
- responding to school maladministration and supporting the school's and IB's investigations.

IB DP coordinator:

- 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 of, 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.

The school leadership team:

- having an academic integrity policy, with scheduled plans for reviews and updates,
- teaching students about academic integrity from the start of their education,
- ensuring that teachers, support staff, students and parents and legal guardians have a common understanding of the IB's expectations with regard to academic integrity. This includes what constitutes student academic misconduct and school maladministration, and the possible consequences,
- ensuring that students are held accountable, according to the school's own policies, when involved in an academic misconduct incident,
- ensuring that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident,
- immediately notifying the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents,
- supporting the IB in any investigation into possible student academic misconduct and/or possible school maladministration, following guidance provided by the IB.

Parents/guardians:

- understand IB policies, procedures, and subject guidelines in the completion of coursework or examination papers by their children,
- support their children's understanding of IB policies, procedures, and subject guidelines by discussing and being role models for academic integrity,



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

TYPES OF STUDENT ACADEMIC MISCONDUCT

As stated above, student academic misconduct is 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. IB DP 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.

Academic misconduct when completing coursework:

- a student seeks and receives assistance from others such as teachers, peer students, tutors and parents or legal guardians, beyond what is recommended in the subject guidelines which also affects the assessment process.
- a student may be tempted to obtain support through the many resources available on the internet such as websites that offer "help" and make available finished pieces of work in exchange for another.
- duplication of work, which is defined as the presentation of the same work by the same student for different assessment components and/or diploma and/or school requirements, when it is contrary to the regulations of either the school or the external body assessing the work, for example, something that is prepared with the purpose of an internal assessment, may well be adapted to serve as an extended essay,
- plagiarism which means intentionally (or not) copying external sources including the text generated by AI tools, taking the ideas or works of other authors without acknowledging their intellectual product by proper citing and referencing. Even material that has been paraphrased in the student's own words is considered plagiarised material unless proper acknowledgment or explicit reference is given.
- peer plagiarism is considered as misconduct when a student copies a work from another student or lending the work.

Academic misconduct when sitting written and on-screen examinations:

- attempt to use banned items such as notes, mobile phones, and other IT equipment during the writing time of the examinations,



- the exhibition of disruptive behaviour,
- writing offensive or obscene and/or irrelevant comments on the examination materials,
- assisting other students in the same or a different school to commit academic misconduct during the examination,
- excessive use of social media platforms on the internet which are created for sharing review materials and strategies to better prepare themselves for the final examinations which may be of high risk as participants of those platforms could obtain and share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices.

The school informs the IB immediately in case of a student academic misconduct.

PROCEDURES FOR DEALING WITH POLICY BREACHES BY STUDENTS

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

Incidents related to coursework:

- When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school's academic integrity policy, provided it specifies if resubmissions are permitted. The school should not submit to the IB a piece of work that does not meet the expectations regarding academic integrity or work with a mark of zero in the relevant component.
- If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.
- When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.

Incidents related to examinations:

- The school must follow all instructions for the conduct of examinations as detailed in the relevant session version of Conduct of examinations booklet and ensure that invigilators and students understand the rules.
- All students must have a clear understanding of the IB's expectations in terms of the conduct of the written or on-screen examinations. Therefore, students must adhere to ethical and honest practices.
- Students must not take any unauthorized materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorized materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB.

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



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

TYPES OF SCHOOL MALADMINISTRATION

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

- When a subject teacher provides excessive assistance to their students during the coursework production process, they may be committing maladministration in an involuntary and/or well-intentioned manner. The subject guides provide clear information about what is or is not considered acceptable.
- If a teacher provides multiple edits to the work, in contradiction to the instructions of the subject guide, this extra help provided represents an unfair advantage to the student.
- Maladministration is considered when during an examination additional time being granted to students without authorization from the IB, an insufficient number of invigilators are assigned, poorly trained invigilators invigilate examinations, invigilators fail to monitor student bathroom visits, when the teacher responsible for the subject being examined are allowed to enter the examination hall and assist their students.
- The integrity of the examinations can be compromised if the invigilators fail to ensure that students' calculators are set to examination mode with, for example, memory cleared and prohibited functionalities disabled, or when the materials that the students take to their desks are not checked and include non-permitted dictionaries or data booklets. Any non-compliance with the conduct of examinations rules established by the IB harms the integrity of the process itself.
- Examination materials that are not securely stored can also compromise the integrity of the final assessment. It is considered a serious breach if a school does not safeguard these materials in accordance with IB policy or chooses to access the content of the examination before the scheduled time.

The school informs the IB immediately if an act that compromises the integrity of the examination is identified.

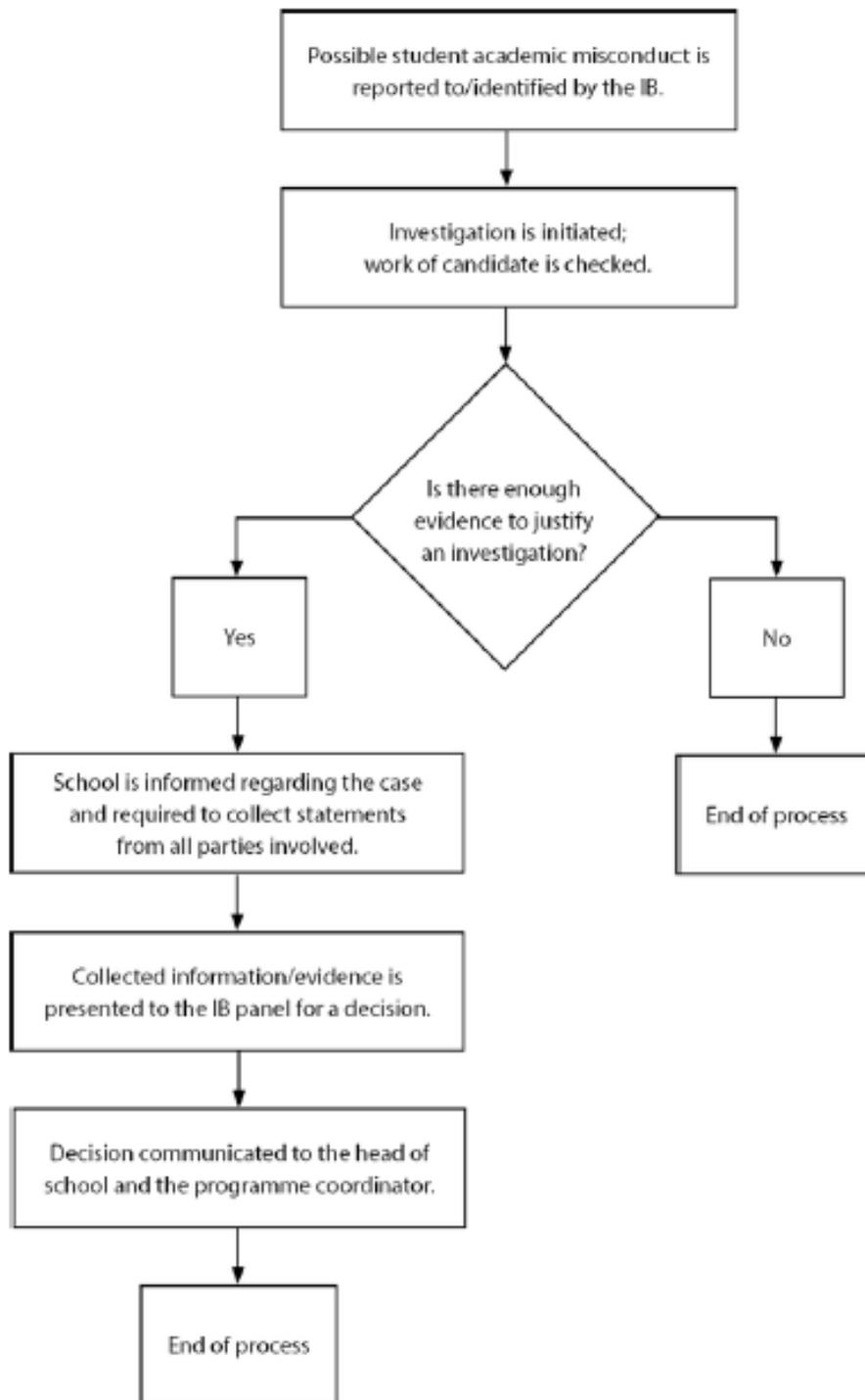
PROCEDURES FOR DEALING WITH POLICY BREACHES BY SCHOOLS

Cases of possible school maladministration are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers, whistle-blowers, and school visitors or are identified by the IB through samples of work, review of responses to examination papers, or after an inspection.

If required, the IB will carry out further investigations into the work submitted by the student(s) affected by the incident to establish whether action is needed against them. If individual student academic misconduct is confirmed, the IB will apply the appropriate penalty for these cases, as set out in this policy document.

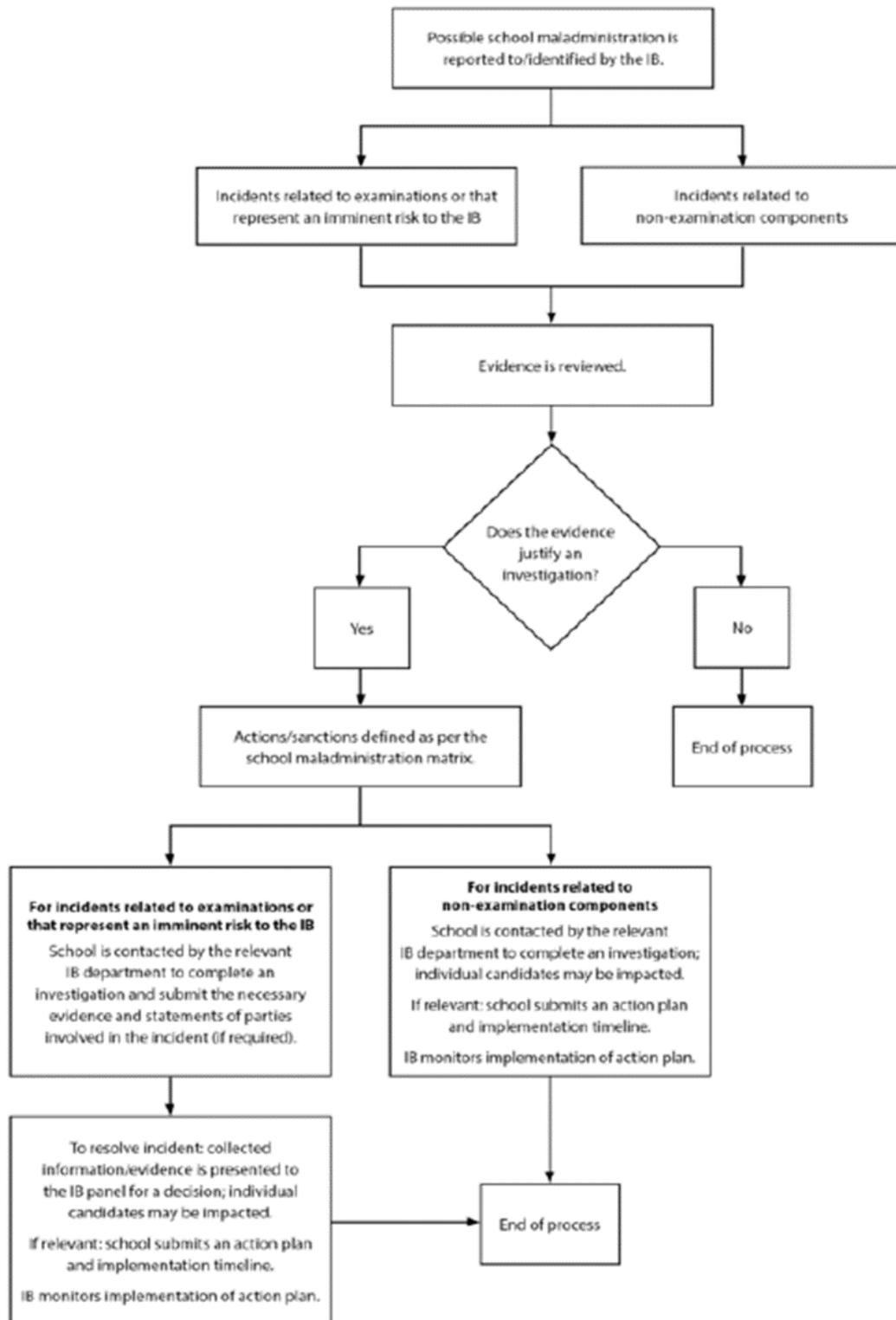
If a teacher is implicated in the incident, the IB reserves the right to request the school should not allow that teacher to continue delivering IB DP in the future.

INVESTIGATION OF STUDENT ACADEMIC MISCONDUCT CASES²



² Academic integrity policy (IBO, October 2019, updated March 2023)

INVESTIGATION OF SCHOOL MALADMINISTRATION CASES³



³ Academic integrity policy (IBO, October 2019, updated March 2023)



ACTIONS OF PENALTY

School maladministration

- Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits.
- Formal warning letter and action plan to address incident.
- Request immediate corrective action.
- Audit or monitor the internal assessment completion process.
- Quality assurance checks in the entire cohort's work for the component(s) concerned.
- Bring forward the evaluation visit or immediate inspection visit (conduct during an examination).
- Recommend relevant IB training.
- Include school in session monitoring for two consecutive sessions (infringements related to the completion of coursework), for three consecutive sessions (infringements related to examination conditions), for five consecutive sessions (infringements relating to school leadership undermining the integrity of IB assessments).
- Controlled dispatch of IB examination papers.
- Deployment of independent invigilators.
- Relocation of candidates to another venue.
- Annulment of grades for the candidates concerned or the entire cohort.
- Authorization withdrawal.

Student academic misconduct

The IB investigates the issues that could be considered academic misconduct. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available, and any sanction applied will be based on the penalty matrix (**Appendix 2: Student academic misconduct. See in *Academic integrity policy (Updated March 2023)* [academic-integrity-policy-en.pdf \(ibo.org\)](#)**). When evidence is not conclusive, subject-matter experts are consulted and any sanction is applied using the balance of probabilities approach.

- The level of penalty—1, 2, 3a or 3b—is applied for each type of academic misconduct depending on the seriousness of the incident (**Appendix 2: Student academic misconduct. See in *Academic integrity policy (Updated March 2023)* [academic-integrity-policy-en.pdf \(ibo.org\)](#)**).
- The IB decides if the student found in breach of regulations is allowed to retake the examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:
 - ✓ Retake in six months, depending on subject availability.
 - ✓ Retake in 12 months.
 - ✓ No retake allowed, but award of grades in subjects not affected by the incident.

As additional sanction, the change in registration category can be applied which would mean a change to the “course” category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma. Also, the



permanent disqualification from current and/or different programmes could be applied which mean — no grade awarded in any subject and no retake session allowed.

LINKS TO OTHER SCHOOL POLICIES

This policy has been produced in alignment with the school’s IB DP Inclusion policy and Assessment policy:

- Inclusion policy – in all classes IB DP teachers are required to foster a curriculum that is creative and differentiated to support all the students in reaching their unique potential, utilize a variety of assessment strategies and methods to determine individual student’s needs, ensure that students with inclusive access arrangements will follow the same curriculum as their peers, making modification of content or assessment when required and provide in-class and/or out-of-class (individual consultation, extra lessons, etc.) learning support. Conducting the examinations there should be ensured authorized inclusive assessment arrangements but not to give candidates an unfair advantage. It is a responsibility of parents/guardians to submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Assessment policy – the IB DP teachers supporting students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices. The educational purpose of this policy is 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. Also, to maintain trust and credibility as 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.

ACADEMIC INTEGRITY POLICY REVIEW

This policy is a working document. It is reviewed every 2 years or when the IB policies/regulations change and when it is required due to other circumstances. To ensure it aligns with the school’s and IB DP procedures and regulations, the policy is reviewed at a general meeting of IB DP teachers, organized by school’s IB DP coordinator at the end of the school year. Beforehand, the observations about implementation of academic integrity procedures are gathered and communicated to the IB DP teaching staff and administrative staff of the school and considered during the review of the policy.

COMMUNICATION OF THE SCHOOL’S ACADEMIC INTEGRITY POLICY

At the beginning of DP Year 1 students and their parents/guardians are presented with the policy provision. The policy is also available on the school website (<https://versme.org/>). New IB staff will be familiarised with the document during orientation.

References:

1. *Academic integrity policy (IBO, October 2019, updated March 2023)*
2. *Assessment principles and practices—Quality assessments in a digital age (IBO, July 2019, updated November 2023)*



3. *IB mission* (<https://www.ibo.org/about-the-ib/mission/>)
4. *Programme standards and practices* (IBO, March 2019)
5. *The IB and artificial intelligence (AI) tools* (poster; IBO, 2023)

Appendices:

Appendix 1: Plagiarism

Appendix 2: Guidance on the use of artificial intelligence tools

Appendix 1: Plagiarism

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 an 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”.

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 organized notes and sources consulted during the production of work.
- Seek guidance and support from their teachers or tutors when doubts arise about referencing.
- Cite sources by making clear which words, ideas, images, and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- 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* ([Effective citing and referencing \(ibo.org\)](https://www.ibo.org/effective-citing-and-referencing))

Appendix 2: Guidance on the use of artificial intelligence tools

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

Such transparency needs to be taught and supported throughout the educational journey so that students understand how knowledge is constructed, as well as their own role in furthering knowledge construction and building understanding. While technical proficiency is crucial, conceptual, and ethical knowledge should come first.

Recent technical advancements in AI tools have sparked some concerns in the educational community as students have the potential to use these tools to produce their assessments. In some ways this is not a new academic integrity issue for the IB. These tools can effectively produce a unique essay (or other product) for the student—this can be paralleled to a student buying an essay from the internet or having a third party (such as a parent or tutor) write it for them. As in these cases of another person creating the essay for them, teachers are well placed to identify when it is not the student's own work.

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make, so they need to be taught about academic integrity, and discussions about the ethical use of AI are a great classroom exercise.

The IB and AI tools

The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.



AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today’s technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation, and grammar. Where communication is assessed, we will need to think carefully what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

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

The IB aims to avoid joining the “arms race” between AI tools that claims to be able to tell the difference between AI and human authors. It is better to ensure that students can speak about their work with their teachers rather than accusing them of misconduct based on increasing small differences in the predictability of their word choices.

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

In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography. Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image — they must clearly reference it in the body of their work and add the reference in the bibliography. The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023). The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023).

It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behaviour when using these tools, and why they often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows:

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own



work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.

- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

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

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

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

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student’s own, it must not be submitted to the IB. If it has been written for them by their parents/guardians, sibling, tutor or obtained from an essay mill, the IB is less likely than the teacher to be able to identify this. The IB is very effective in spotting similar work used by students in different schools—for example, two students buying the same essay off the internet. While tools are being developed to detect essays written by AI tools, it is likely to be a while before they are reliable enough to be the sole evidence of academic misconduct that leads to a student losing their grade for the subject concerned.

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

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

How should teachers guide their students when using AI tools?

Students should be informed of the following rules:

- If they use the text (or any other product) produced by an AI tool — be that by copying or



paraphrasing that text or modifying an image — they must clearly reference the AI tool in the body of their work and add it to the bibliography.

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

Using software to improve language and grammar

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

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

The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore, students are **not** permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subject other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.

The IB will always consider the use of software to support access and inclusion requirements for students.

The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

Confidence in IB results

The IB and IB World Schools are partners in maintaining the value (currency) of IB grades to be trusted by institutions. The IB needs to trust schools to do due diligence, and schools can trust the IB to take its responsibility seriously in the interest of their students.