



# Academic Honesty Policy The IB Diploma Programme

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## School Mission Statement

We strive to prepare all students to become life-long learners and responsible citizens both locally and globally ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students – both inside and outside the classroom - that help them develop the knowledge, critical thinking skills and character necessary to succeed in a technologically advanced world.

## IB Learner's profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

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

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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

## Academic honesty – philosophy and practice

Gymnázium Šrobárova 1 places a great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community: students, teachers, other school members, parents. We are guided in our expectations and practices by two of the IB Learner Profile attributes, which describe students as principled and reflective. This policy exists to ensure that the school's procedures for this practice are transparent, fair and consistent. All the DP students understand the basic meaning and significance of academic honesty. All the work produced by the DP students is their own, authentic work with their own ideas. All the words and ideas used in their work are fully acknowledged.

All IB students are asked to read and sign this academic honesty policy. They will receive a printed copy of the policy and it will be published on our school website.

The aim of the policy is to:

- Promote good academic practice and a school culture that actively encourages academic honesty
- Enable students to understand what constitutes academic honesty and academic misconduct
- Encourage students to look to their teachers, supervisors and coordinator for support when completing assessed work in order to prevent any possible form of misconduct.
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- Explain to students that they have an important role in ensuring that their work is academically honest
- Impact to students that plagiarism is a serious offence
- Explain to student precisely what penalties will be imposed should they be found guilty of misconduct

## Academic misconduct

According to the IBO, students are guilty of malpractice if they plagiarize, work too closely together with another student, use the same work for two different assignments, or in any other way, gain an unfair advantage or affect the result of others. Malpractice is also present in other situations, for example: if a student falsifies a CAS record, or brings unauthorised material into an exam room.

The IB organisation defines academic misconduct as behaviour (deliberate or not) that results in, or may result in, the candidate or other candidate gaining an unfair advantage in one or more components of assessment.

Misconduct may also include:

- Plagiarism – the representation of the ideas or work of another person as the person's own without proper, clear and explicit referencing
- Collusion – supporting academic misconduct by another candidate by allowing one's work to be copied or submitted for assessment by another student
- Duplication of work – the presentation of the same work for different assessment components and/or diploma requirements
- Making up the data for a table or a survey
- Translation from other languages and presenting it as one's own ideas
- Taking unauthorised material into an examination room (mobile phone, any electronic device, wearable technology, smart watches, notes and others)
- Leaving and accessing unauthorised material in a bathroom that may be visited during an examination
- Misconduct during the examination, including any attempt to disrupt an examination or distract another candidate
- Exchanging information or in any way supporting the passing on of information to another candidate about content of an examination
- Failing to comply with the instructions of the member of the school's staff responsible for the conduct of the examination
- Impersonating another person
- Using unauthorised calculator during an examination
- Stealing examination paper
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community, including online discussions, within 24 hours after the examination
- Including offensive material in a script

The difference between collusion and collaboration

Collusion – allowing one's work to be copied or submitted for assessment by another student

Collaboration – involves working together with other students.

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

### **How to avoid the academic misconduct**

- Do not collaborate in externally set exams, internal assessment or when handing in written work during regular class time
- Always obey the rules in exam situations

- Be very careful to cite all sources, whether you have paraphrased them, quoted them directly or used the ideas of a writer, scientists, historian, etc.

The IB does not require the use of any particular referencing system, however, we prefer to use Harvard referencing system, the same for our whole school. The teachers and students should be trained in using referencing and bibliography. For appropriate ways why, what, how, when to cite see Effective Citing and Referencing, published by IBO, 2014.

## **Roles and responsibilities**

### **Head of school**

- Establish academic honesty policy
- Provide teachers with effective training opportunities
- Inform teachers, students, legal guardians

### **DP Coordinator**

- Make sure that academic honesty aligns with IB expectations and is reviewed regularly
- Ensure that teachers, candidates and legal guardians are aware of the IB requirements and sign the academic honesty policy
- Is responsible that internal calendar of all the dates for the receipt submission of candidates' assessment material does not include any collision
- Deals with all the issues arising from concern about academic misconduct

### **Teachers**

- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted
- Support the students so they may not find themselves under significant amounts of pressure to achieve
- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free and more characteristic of an experienced academic than a secondary school student
- Subject teachers are in the best position to identify work which may not be the authentic work of the students. They may use all available plagiarism detection devices to check the authenticity of the draft or final work, e.g. Turnitin.
- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal and external DP assessment
- Any issues of authenticity arising from concerns about plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IB DP coordinator

### **Students**

- Are responsible for ensuring that all the work submitted for assessment is authentically theirs
- Are responsible for fully and correctly acknowledging the work and the ideas of others

- Are expected to review their own work before submission for assessment to identify any passages, computer programmes, data, photographs, and other material that requires acknowledgement
- Are expected to keep all internal school deadlines
- Should be aware that teachers have the right to refuse to sign their cover sheet if they do not believe they completed the work, and if they cannot prove their ownership to teacher's satisfaction
- It is the student's responsibility to prove that all pieces of work are his/her own and have not been plagiarised if academic dishonesty is suspected

### Parents/guardians (for students under the age of 18)

- Encourage their child to plan each assignment to avoid stressful situations before deadlines
- Provide support with scheduling child's work
- Establish a good level of communication with the school so that they understand the requirements and are aware of the deadlines
- Encourage their child to ask a teacher in case of difficulties

Gymnázium Šrobárova 1 takes its role in teaching all students about academic honesty seriously. One of the main roles of the EE committee will be to ensure that all students and staff understand best practices in research and citing. The cases of academic dishonesty will be dealt with on a case-by-case basis. The teacher who discovers the dishonesty will report the case to the class teacher who will immediately inform the parents and the IB DP coordinator. The IB DP Coordinator will investigate the accusation, interview the student and issue a report of his/her findings.

### Consequences of academic dishonesty

If academic misconduct arise, internal or external sanctions are used.

Internal sanctions are those used by Gymnázium Šrobárova and generally refer to assignments and classwork which do not count towards the award of the final IB Diploma.

Students will meet with the teacher and the DP coordinator to discuss the incident, the policy and the consequence which might be:

- 1<sup>st</sup> offence: a warning and rewrite of the assignment
- 2<sup>nd</sup> offence: suspension and a warning of dismissal
- 3<sup>rd</sup> offence: dismissal from Gymnázium Šrobárova

External sanctions are those applied by the IB and relate specifically to all pieces of work, which count towards the final IB Diploma. Where the school or the IB suspects that malpractice has taken place in work submitted for assessment by the IB, this will be dealt with in line with DP Assessment Procedures.

If the misconduct occurs during an examination, the report must include a full account of the incident, a statement from the candidate(s) involved, a statement from the invigilator, a seating plan of an examination room, and original of any unauthorised material.

## \*ARTIFICIAL INTELLIGENCE – IB ACADEMIC INTEGRITY POLICY

Appendix 6: Guidance on the use of artificial intelligence tools

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The publication *Academic honesty in the IB educational context* will be removed from all platforms as it now forms part of the *Academic integrity policy* publication.

- The terms “academic integrity” and “academic honesty” are used interchangeably, until all IB publications are updated.
- The categories of student academic misconduct and school maladministration detailed in the policy have historically been used by the IB.
- Penalties applied to confirmed cases of student academic misconduct and school maladministration have, and continue to follow, the penalty matrices published in the updated version of *Academic integrity policy*. Schools are encouraged to follow the same guidelines.
- Two new appendices:
  1. “Appendix 5: “Making academic integrity a school priority”—contains the expectations that IB World Schools, and those going through the authorization process, must go through when auditing, updating and creating their academic integrity policy.
  2. “Appendix 6: Guidance on the use of artificial intelligence tools—helps schools to support students with the ethical use of these tools, in line with the IB’s principles of academic integrity.

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.



## 6.1 Teaching students about academic integrity

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

To initiate a conversation about this topic, teachers could consider the links between:

- TOK ways of knowing and acting with academic integrity
- arts, legitimately emulating a particular person's style and acting with academic integrity
- the scientific principle of testing another's hypothesis and acting with academic integrity.

The key message is that students need to be taught about academic integrity, and discussions about the ethical use of AI are a great classroom exercise.

## 6.2 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. 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—for example, work written by a third party or paid service.

Note that language acquisition is an exception to the rule about marks not being awarded for spelling, punctuation and grammar. However, it is probably impacted more by developments in translation 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. Please refer to the [Access and inclusion policy](#) for more details.
- 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.

*These rules of academic honesty and integrity were developed before we began teaching the Diploma Programme. As we have had no practical experience of using AI in this programme, our Policy includes text developed by the IB and copied verbatim from the Academic Integrity Policy, which was updated in March 2023.*

#### **Bibliography:**

Diploma Programme Assessment Procedures

Academic honesty in the IB educational context. IBO. 2014

Effective citing and referencing. IBO. 2014

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