



Academic Integrity Policy 2025 - 2026

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**Information for Staff at Leigh Academy Mascalls**

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## 1. Introductory statement

Leigh Academy Mascalls provides a challenging and rigorous curriculum with knowledge acquisition at its core. Our curriculum is broad and balanced, with a rich variety of subjects allowing students to study widely. The diversity within the curriculum offers stimulating and challenging learning meeting the needs of all our students regardless of background or ability. The learning opportunities are both innovative and inclusive. We have designed a curriculum that not only instils value in all subjects and across all key stages. Our curriculum provides opportunities for children to develop as independent, confident and successful learners with high aspirations. Our curriculum ensures that academic success, creativity, problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning and enable them to become well-rounded, global citizens. Through our digital strategy students are able to access the best curricular resources from within the academy and beyond to enhance, support, assess and review their learning at any time for all learners.

This Academic Integrity Policy has been developed to set out the principles and practices applied by Leigh Academy Mascalls in the detection and prevention of academic misconduct and malpractice. The document contains details of the academy's academic code of conduct, and outlines situations which would breach these guidelines as well as potential consequences arising from this. Leigh Academy Mascalls strives to ensure that its guidelines for academic integrity and its procedures to ensure and enshrine best practice across the academy align with the principles and mission of the International Baccalaureate Middle Years Programme. At Leigh Academy Mascalls we place a high value on honesty and integrity, and this extends to all work completed in class and submitted for assessment. Our expectations are set out below. All members of the community need to be aware that we treat academic dishonesty or plagiarism as a very serious matter.

It is the responsibility of all staff to explicitly teach and model the core principles of academic integrity, helping students to understand and uphold the values of honesty, fairness, and accountability in their learning. We must be aware of the reasons why malpractice occurs within the student body and ensure that action is taken to prevent this. Just as importantly, we recognise the vital role of parents and carers in reinforcing these values at home. A strong connection between home and school is essential in supporting students to consistently demonstrate principled behaviour and make ethical choices in their academic work.

## 2. Principles and Practices

The IB Learner Profile is embedded in Leigh Academy Mascalls academic and pastoral curriculum and is integral to the daily life of the academy, underpinning our aims of Academic Excellence -

Character - Culture. It is the cornerstone of this policy. Further guidance comes from the IBO publication *Academic Honesty: Guidance for Schools*, September 2012. In developing the Academy's academic integrity policy we encourage our students to be:

- Inquirers – who acquire the skills necessary to conduct inquiry and research.
- Knowledgeable – who explore concepts, ideas and issues.
- Principled – who act with integrity and honesty, take responsibility for their own actions.
- Open-minded – who are accustomed to seeking and evaluating a range of points of view.
- Risk takers – who are brave and articulate in defending their beliefs.

These qualities, when applied to learning and student work, will establish skills and behaviour, which support good practices to be found in the classroom, used for Independent Learning and continued to examination level. The good practices are expected to be introduced, modelled and implemented throughout the academy. These practices will also be clearly articulated in schemes of work and curriculum maps for the IB MYP.

In terms of academic honesty a key IB learner profile trait is being principled. The International Baccalaureate Organization (IBO) identifies **'Principled'** as one of the ten aptitudes that learners should be developing during the course of their education, and defines this as the ability to:

*“act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere [and] take responsibility for...actions and their consequences”* [IBO, Learner Profile, 2013].

As such, the IBO *“upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment”* [Garza, 2014].

Leigh Academy Mascalls seeks to enshrine these principles in its practice by ensuring that all members of the school community (including teachers, students and parents) *“understand their shared responsibility in upholding academic honesty [...] openly discuss this topic and share “good practice”* [Garza, 2014].

It is therefore the duty of all staff to explicitly teach and model the key elements of academic integrity, helping students to develop a strong ethical foundation in their academic work.

### 3. Academic Misconduct

The IBO defines academic misconduct as any *“behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or*

*more components of assessment*” and further stipulates that “*behaviour that may disadvantage another candidate is also regarded as academic misconduct*” [IBO, 2014]. In principle, academic misconduct will be unacceptable at all times at Leigh Academy Mascalls. Students are to be encouraged at all times to develop their own thinking and ideas and to reference the ideas of others when needed.

The IB goes on to cite several examples of breaches of its regulations, including but not limited to:

- **Plagiarism:** this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. ‘the practice of taking someone else’s work or ideas and passing them off as one’s own.’
- **Collusion:** this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- **Cheating:** this can be defined as; ‘act dishonestly or unfairly in order to gain an advantage.’ Within the context of Leigh Academy Rainham, academic cheating can be identified as ‘acting dishonestly or unfairly in order to gain an advantage.’ This can be identified as:
  - Basic level: Copying classwork or independent learning e.g. using google translate in languages to generate answers which are copied and pasted.
  - Medium level: Concealing answers within an internal test and using these, or during an assessment in languages using Google Translate to generate answers.
  - High level: Cheating within an external exam. All allegations of cheating would always be investigated and the consequences of such actions would be dealt with by the academy’s behaviour policies and if deemed of a very serious nature, by the regulations of the Examinations Boards, JCQ and Ofqual.

Leigh Academy Mascalls recognises the shared responsibility of all stakeholders in preventing and detecting academic misconduct. This includes ensuring that parents and students understand what constitutes academic misconduct and know how to conduct research and how to acknowledge sources, and that teachers set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted, whilst devoting time to teach and practise these skills, making them “second nature”. It is also essential that both parents and students know the consequences of being in breach of IB regulations [Garza, 2014].

## 4. Roles and Responsibilities

Leigh Academy Mascalls recognises that, as per the IBO's guidance on academic integrity published in 2014, *"teaching and learning [...] must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically"* [IBO, 2014].

#### 4.1 Principal and Senior Leadership Team

The Principal and Senior leadership team are committed to:

- Working with stakeholders to establish an academic integrity policy.
- Ensuring that all stakeholders understand academic integrity and the consequences for students if they engage in academic misconduct.
- Ensuring that the academic integrity policy is shared with and adhered to by all stakeholders, including parents and students.
- Furnishing teachers with relevant and up to date professional development on academic integrity.
- Keeping central records of each situation and the consequences to ensure consistency and highlight trends.
- Ensuring teachers are trained in the correct academic integrity around digital Artificial Intelligence (AI) tools (see Appendix C)

#### 4.2 MYP Coordinator

The MYP Coordinator is responsible for overseeing the entire assessment process, from admissions to incidents of academic misconduct committed by staff or students. This includes:

- Ensuring that the school's academic integrity policy is aligned with IB expectations and undergoes a periodic review.
- Ensuring that all stakeholders are aware of IB stipulations surrounding academic integrity.
- Ensuring all stakeholders, including candidates and invigilators, are provided with relevant information about examination regulations.
- Developing an internal calendar alongside IB teachers to collate all deadlines for the receipt and submission of candidate's assessment materials.
- Ensuring that suspected incidents of academic misconduct are dealt with in line with the Sanctions and Policies section of this document.
- Ensuring the teachers and Senior Leadership Team are knowledgeable about updates to digital AI tools (See Appendix C)

#### 4.3 Teachers

Teachers will have access to a copy of the Academic Integrity policy on the Leigh Academy Mascalls website. They can also expect to receive relevant professional development to support them in adhering to and advancing the Academic Integrity Policy in their lessons. Teachers have a

responsibility to ensure their students are aware of the expectations surrounding academic integrity and authenticity, and to prevent and detect academic misconduct in line with the Academic Integrity Policy. This includes:

- Reading, signing and returning a copy of the Academic Integrity Policy
- Discussing the benefits of submitting assignments that are correctly referenced
- Devoting time to teach and practise these skills – making them “second nature”
- Acting as role models, ensuring all shared materials (handouts, presentations etc.) are correctly referenced
- Designing assignments that do not lend themselves to academic misconduct and set deadlines that allow for staff to identify and address any incidents of academic misconduct
- Setting clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted
- Where possible, requesting that all assignments be submitted both electronically and in a hard format.
- Allow students the opportunity to practise and learn how to use other people’s work in support of their own, in an age- and skill-appropriate way
- Teach awareness of misconduct and procedures
- Understand that students sometimes make mistakes, and will give students the opportunity to learn from their mistakes
- Report any detected plagiarism or cheating
- Educate students on the benefits and disadvantages of digital AI tools (See Appendix C)

In a cohesive and comprehensive way, students will receive instruction from their teachers in:

- Use of the Library and Internet.
- Basic note taking skills.
- Simple paraphrasing and adaptation of source material.
- Ways to acknowledge informally in writing and speech.
- Relevant use of direct quotations and citations.
- Simple ways to acknowledge information derived from electronic sources.
- Writing a bibliography.
- What constitutes cheating
- What the consequences of cheating are
- Benefits and disadvantages of digital AI tools (See Appendix C)

#### 4.4 Students

Students will have access to a copy of the Academic Integrity Policy on Leigh Academy Mascalls website. Students can also expect teachers to spend time in lessons explaining what is meant by ‘authentic ideas’ and providing examples of plagiarism and academic misconduct. It is students’ individual responsibility to ensure that all work submitted during the course of their studies adheres to the Academic Integrity Policy. This includes:

- Reading, signing and returning a copy of the Academic Integrity Policy.
- Upholding the principles of academic integrity by submitting work that is authentic and

appropriately referenced.

The academically honest student:

Will...

- ✓ Acknowledge help from parents, older students and friends
- ✓ Acknowledge help from teachers and other adults
- ✓ Acknowledge the source of direct quotations
- ✓ Acknowledge information taken from books and the Internet
- ✓ Acknowledge all reference materials in a bibliography
- ✓ Know what constitutes cheating and abides by the rules
- ✓ Follow all exam rules.

Won't...

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied from another source.
- Do homework for another student
- Give another student his/her own work to copy.
- Incorrectly use digital AI tools.

## 4.5 Parents

Parents have a responsibility to ensure that students are completing independent study tasks and homework in a manner compliant with the Academic Integrity Policy. This includes:

- Reading, signing and returning a copy of the Academic Integrity Policy
- Actively fostering an understanding of right and wrong, with particular reference to intellectual ownership and authenticity in relation to academic integrity
- Ensuring that their support for students in completing independent study tasks does not transcend the boundary into completing the work for them and support students in completing academically honest work
- Promoting and supporting students in accessing a range of sources including websites, library books and academic publications
- To support teachers in any consequences stemming from cheating or plagiarism
- To discuss the ethical use of digital AI tools and the correct way to reference (see Appendix C)

## 5. Citing and Referencing

Leigh Academy Mascalls expects all students to include a bibliography citing any materials, both written and digital, that have influenced their work. The academy also expects students to make explicit reference to any ideas from these sources that have been quoted, paraphrased or summarised in their text through the appropriate use of citations and referencing systems. Leigh Academy Mascalls uses the Harvard referencing system for all academic submissions, and further guidance on the application of this system can be [found here](#). Students and staff will take part in workshops run by the librarian that will demonstrate how the Harvard referencing system will be used. This will then be re-enforced through effective teaching and learning within lessons and pastoral programmes.

As set out in the document Academic Honesty - From Principles into Practice [Garza, 2014] ‘...the IBO expects full citations and references for any ideas used other than the author’s own, and a complete bibliography listing any source material that was consulted and ultimately influenced the final work. These could include written or electronic works, examples of which include but are not limited to the following media:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

## 6. Sanctions and Procedures

The following list of sanctions applies across all subjects. Any instances of academic misconduct should be addressed with the relevant course leader and the MYP Coordinator.

| Offence | Consequence |
|---------|-------------|
|---------|-------------|

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1st Offence | <ul style="list-style-type: none"> <li>• The student automatically receives a score of zero.</li> <li>• The teacher and Director of Learning for that subject will contact parents, describing the alleged misconduct and reiterating the Academic Integrity Policy, with a copy of the communication kept on file.</li> <li>• At the course leader's discretion, the student may have the opportunity to resubmit the assignment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
| 2nd Offence | <ul style="list-style-type: none"> <li>• The student automatically receives a score of zero for the assignment.</li> <li>• The Director of Learning and MYP Coordinator will contact parents, describing the alleged misconduct and reiterating the Academic Integrity Policy, with a copy of the communication kept on file.</li> <li>• The student will receive an after school detention - 45 minutes.</li> <li>• A parent meeting will take place until a parental meeting with both the course leader and the MYP Coordinator, at which the student will have the opportunity to present their case.</li> <li>• If in Sixth Form, at the Head of Sixth Forms discretion, the student may be placed on probation with regard to candidate registration until such time as the allegation has been resolved.</li> </ul> |
| 3rd Offence | <ul style="list-style-type: none"> <li>• The student automatically receives a score of zero for the assignment.</li> <li>• The student will be isolated until a parental meeting has taken place with the course leader, Head of School / Head of Sixth Form and the Principal, at which the student will have the opportunity to present their case.</li> <li>• The student will receive an escalated sanction based on level of offence.</li> <li>• If in Sixth Form, the student will be withdrawn from the course for having repeatedly failed to meet its standards.</li> </ul>                                                                                                                                                                                                                                       |

## 7. Appendices:

### Appendix A - Case Studies

The IBO provides the following scenarios in its document Academic honesty in the IB educational context.

#### Case Study 1:

##### Scenario

An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on Astérix et Cléopâtre and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video

platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed.

### **Resolution**

The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).

### **Case Study 2:**

#### **Scenario**

An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea?

#### **Resolution**

The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realises that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.

### **Case Study 3:**

#### **Scenario**

As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.

#### **Resolution**

Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.

### **Case Study 4:**

#### **Scenario**

An IBCP student is completing his reflective project on an ethical dilemma stemming from his career-related studies. He researches data for the reflective project and subsequently uses this data in a graph. The graph lacks the source of the data, and the source is also not noted in the references section of his reflective project.

### **Resolution**

The supervisor checks the reflective project and discovers the omission of the source of the data. The supervisor explains the relevance of academic honesty and the responsibilities of students to ensure all sources are quoted. The supervisor advises him to find the source of the data and to include this both at the bottom of the graph and in the references section of the reflective project.

### **Case Study 5:**

#### **Scenario**

An IBCC student is working with four others on a service learning project involving creating an information booklet for a non-profit charity group. The student discovers that one member of the group used material from a web page, copying and pasting sentences and, in one case, an entire paragraph into a section of the booklet.

#### **Resolution**

The student quietly takes the group member aside and explains the reasons why all materials must be referenced, and that the group members' own words are more powerful than those of someone else. The student offers to help the group member rewrite the section using her own words with appropriate quotes where necessary.

### **Case Study 6:**

#### **Scenario**

An IBCP student is asked by her PPS teacher to create an oral presentation on an aspect of the environment. The student is excited by the project and chooses to do an oral presentation on pollution of a local lake. She interviews a number of people involved with the lake using a digital recorder. In her oral presentation, she uses the ideas of the interviewees without saying the ideas are not her own. Her teacher realizes the ideas are not original when the student provides the teacher with digital recordings of the interviews as her references.

#### **Resolution**

The teacher listens to the interviews, notes a few examples of the ideas appropriated by the student and then calls for a meeting with the student. The teacher explains what academic honesty is, and specifically details what could be considered academic dishonesty where the actions of the student are concerned. The student is given another opportunity to do the oral presentation, this

time making clear reference to which ideas are hers and which are not.

### **Case Study 7:**

#### **Scenario**

An IBCP student is studying film as one of his DP courses for the IBCC. He is tasked with creating a short documentary film. The student asks two friends to help him with the making of the film. One of his friends contributes towards the documentary by personally filming a few scenes. The student uses his friend's footage but fails to reference his friend's footage at the end of the documentary, creating the impression that all filming had been done by him. The friend discovers this and complains to the film teacher.

#### **Resolution**

The student argues that he has done nothing wrong as the friend's footage was filmed at his request and he also gave his friend ideas on what to film. He therefore believes the footage, while not created by him personally, was the product of his own inspiration and, as such, belongs to him. The teacher discusses with the student what is and is not academic honesty in order to clarify what he believes to be true. Once the teacher understands his position, she carefully explains that the work of another, even when requested by him and with ideas provided by him, could not be considered to belong to him. The teacher follows this explanation with a number of examples, satisfying the student that his initial perception of what could be considered his was incorrect. The student subsequently accords the footage to his friend in the film credits.

### **Case Study 8:**

#### **Scenario**

An IBCP student is undertaking language development as a self-study and is required to include in his language portfolio examples of the written exercises he has been given. The student finds this difficult to do as he is not motivated by the language he is learning. Instead, he asks a friend who speaks and writes the language he is learning to complete some of the language exercises for him. His friend does a few exercises for him and the student writes the answers into his language portfolio. The supervisor checks the exercises but becomes concerned when he cannot explain some of his answers. It soon becomes apparent that the student has not done the work himself. The teacher seeks reasons for the academic misconduct of the student and soon realizes that his lack of interest was the catalyst.

#### **Resolution**

The student and his friend are both reprimanded by the teacher. The student is asked to submit a new set of exercises and organizes for him to work with two other students in a study group for the remainder of the language development self-study. The subsequent group work creates a more

interesting study environment for the student and he finds the language study more enjoyable.

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## **Appendix B - Bibliography**

Celina Garza, Academic honesty - principles to practise, 2014:

<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty-principles-into-practice---celina-garza.pdf>

International Baccalaureate Organisation, Academic honesty in the IB educational context, 2014:

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>

International Baccalaureate Organization, IB Learner Profile, 2013:

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

International Baccalaureate Organization, General regulations: Diploma Programme, 2014:

<https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>

University of Leeds, Citing quotations using Leeds Harvard:

[https://library.leeds.ac.uk/info/1402/referencing/50/leeds\\_harvard\\_introduction/](https://library.leeds.ac.uk/info/1402/referencing/50/leeds_harvard_introduction/)

## **Appendix C - Update on use of Artificial Intelligence 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 about 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 personalise it, and most importantly, to recognise 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 claim 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 subjects 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.