



# ACADEMIC INTEGRITY POLICY

*The policy is annually reviewed and revised by IBDP Coordinator, Group Representatives, School's Librarian and Faculty - Current version September 2025*

### **International Baccalaureate Organization (IBO) Mission Statement**

“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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

### **Pierce - The American College of Greece Mission Statement**

“The mission of Pierce is to provide a holistic education to form intellectually independent, morally responsible, socially engaged global citizens. “Non ministrari sed ministrare” (“Not to be served but to serve”) defines our institutional character and our aspiration for our students.”

## VALUES

The Academic Integrity Policy is grounded in the fundamental values of honesty, trust, fairness, respect, responsibility, and courage. These values foster a culture of ethical conduct that extends beyond assessment to the wider school community. By embracing these principles, students, teachers, parents, and administrators commit to upholding a shared ethos that prioritizes transparency, respect for intellectual property, and a dedication to academic and personal growth.

## PURPOSE

The purpose of this policy is to cultivate an environment of academic honesty and ensure the credibility of student achievement within the International Baccalaureate Diploma Programme. It seeks to minimize incidents of academic misconduct—such as plagiarism, collusion, duplication of work, and misrepresentation—by promoting a deep understanding of ethical scholarship. In doing so, it aligns with both IB standards and international best practices, preparing students for future academic and professional endeavors.

## PRINCIPLES

This policy operates on the principle that all stakeholders share responsibility in fostering academic integrity. Students are expected to submit authentic work and acknowledge sources accurately, teachers to guide and support students in ethical practices, and parents to reinforce these values at home. The school leadership ensures that IB regulations and internal policies are consistently applied, with clear procedures in place to prevent, identify, and address misconduct. The overarching principle is that integrity is an integral part of learning and character development.

## IMPLEMENTATION

Implementation of the policy is achieved through structured procedures and ongoing education. Students and parents sign an acknowledgement form at the start of the programme, and teachers explicitly teach proper referencing (MLA) and research skills. Technological tools such as Turnitin are employed to monitor originality, while staff and coordinators investigate suspected cases of misconduct in accordance with IB and school regulations. Regular review, clear communication, and consistent application of rules ensure that the policy remains effective and relevant, while also promoting a culture of fairness and accountability.

## **A. Academic Integrity Policy**

Academic Integrity is a cornerstone of the school's ethos. This policy is aligned with the International Baccalaureate regulations and informed by the standards and best practices of leading international universities, such as Harvard University, Yale University and University of Oxford. By drawing on these models, the school ensures that its approach reflects internationally accepted expectations of academic integrity. This alignment strengthens the credibility of the IB Diploma Programme within the school and prepares students for the academic culture of higher education, where ethical research, independent scholarship, and respect for intellectual property are fundamental.

All members of the community—students, teachers, parents or legal guardians, and staff—contribute to fostering an environment of credibility, respect, and ethical behavior, both on and off campus.

The policy is grounded in six fundamental values, which must be embraced by all members of the school community:

- **Honesty** – giving credit where it is due, providing genuine evidence, and striving for objectivity.
- **Trust** – establishing clear expectations, acting with sincerity, and encouraging mutual understanding.
- **Fairness** – applying rules consistently, engaging openly with others, and taking responsibility for one's actions.
- **Respect** – listening actively, accepting feedback, valuing diverse ideas, and promoting open communication.
- **Responsibility** – being accountable, following agreed procedures, and respecting academic boundaries.
- **Courage** – demonstrating integrity even when it is challenging, and taking intellectual risks in pursuit of learning.

To ensure these values are consistently upheld, the Academic Integrity Policy is introduced to students, parents, and teachers before the start of the Diploma Programme. The school also provides explicit guidance on respecting intellectual property, the importance of proper referencing, and the adopted system of citation (Modern Language Association – MLA, Section C). In addition, students are taught how to develop sound research practices and to make effective use of a wide range of online and printed resources, ensuring that integrity is embedded in both their daily learning and formal assessments.

### **Academic Misconduct**

Academic Misconduct is a "behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components". The most common forms include:

- **Failure to reference** sources in IBDP assessments, whether in written, visual, oral, or digital formats (texts, graphics, photographs, interviews, conversations, broadcasts, blogs, social media, etc.).

- **Plagiarism** – presenting the words, ideas, or work of others as one’s own without proper acknowledgment.
- **Self-plagiarism** – reusing one’s own previously submitted work for a new assignment.
- **Falsification** – altering or inventing data, results, or citations.
- **Unauthorized materials** – using unlicensed or prohibited resources during examinations.
- **Collusion or disruption** – exchanging or passing on information during assessments, supporting another student’s misconduct, or disturbing the exam environment.
- **Impersonation** – sitting an exam or submitting work on behalf of another student.
- **Misuse of technology** – using translation applications, file-sharing websites, pre-written essays, or generative AI tools without appropriate acknowledgment.
- **Theft or dishonesty** – stealing or attempting to steal exam papers, or paying for work to be completed by others.

Students are expected to produce work in their own words, demonstrate independent thinking, and give proper credit to the contributions of others by using the school’s adopted referencing style (MLA, see **Section C**). Misconduct undermines both the credibility of the student’s achievement and the integrity of the IB Diploma Programme as a whole.

### **Student responsibilities**

Students are responsible for submitting authentic work that reflects their own learning and acknowledges the contributions of others. Proper attribution must be given for all sources—whether written, visual, oral, or digital—using the school’s adopted citation style (Modern Language Association, MLA, **See Section C**). This includes references to texts, graphics, photographs, artistic works, interviews, conversations, broadcasts, blogs, and online content.

In line with the principles of academic integrity, students are expected to:

- Familiarize themselves with the Academic Integrity Policy and revisit it regularly throughout the programme.
- Ensure that all assessments are their own work and correctly reference the ideas and words of others.
- Uphold honesty and originality in both formative and summative tasks.

To safeguard integrity, all assignments are checked for originality through plagiarism-detection software (e.g., Turnitin). This IB-recommended tool compares student submissions against a comprehensive database of academic and online sources, helping students and teachers alike uphold the highest standards of academic honesty.

## **B. How to Avoid Academic Misconduct / Responsibilities and Roles**

Promoting a culture of academic integrity requires collective commitment from the entire school community. The school recognizes that integrity in teaching and learning is a long-term investment in student development and the credibility of the IB Diploma Programme.

To prevent misconduct, students must be supported not only in understanding what constitutes unacceptable behavior but also in acquiring the skills necessary to meet expectations. This includes explicit instruction on referencing and citation, ongoing guidance in research and writing, and opportunities to practice responsible academic behaviors in a safe and supportive environment.

### **Responsibilities**

#### **IB Coordinator**

The Coordinator, as the school's lead for the Diploma Programme, focuses on programme-specific responsibilities by:

- Ensuring that all school and IB policies are applied fairly and consistently across subjects and assessment components.
- Guaranteeing that the secure storage of confidential IB materials and the conduct of examinations comply fully with IB regulations.
- Informing and explaining expectations regarding academic honesty to teachers, students, and parents/guardians, and ensuring that all parties have received, read, and understood the school's Academic Integrity Policy and relevant IB regulations.
- Maintaining thorough records of all academic integrity cases, including documentation, investigation processes, and outcomes.
- Reporting any suspected instances of academic misconduct or maladministration to the school administration and/or the IB, and supervising all related investigations to ensure transparency and fairness.
- Providing teachers with appropriate teaching resources, training, and ongoing support in line with the IB educational philosophy.
- Overseeing the academic calendar and ensuring assessment schedules are manageable for students and in compliance with IB programme requirements.
- Maintaining open communication with students and parents/guardians to reinforce awareness of both school and IB rules and expectations.

*(Adapted from IB DP Academic Integrity, pp. 11–12)*

#### **Teachers**

Teachers play a central role in cultivating an ethos of academic integrity within the school community. Having been thoroughly informed about IB regulations and school policies, teachers are expected to guide students in developing sound academic practices, supporting them in becoming principled learners and preparing them to meet the demands of the Diploma Programme successfully.

A key part of this responsibility is recognizing why students may be tempted to resort to academically dishonest solutions and providing targeted support to help them overcome difficulties. Through careful use of assessment tools, clear feedback, and open communication, teachers can help students strengthen areas of weakness while maintaining integrity in their work.

In managing academic integrity, teachers support both the school and the IB Coordinator by:

- Ensuring that students clearly understand the expectations and guidelines for each subject.
- Explaining what constitutes academic misconduct and its possible consequences.
- Planning a manageable workload that enables students to meet IB requirements without unnecessary pressure.
- Providing constructive feedback without over-editing, in line with IB subject guide requirements.
- Ensuring all student work is appropriately labelled, stored, and submitted correctly to the IB.
- Cross-checking student work across groups to minimize risks of collusion.
- Responding to suspected cases of academic misconduct in a fair and consistent manner, and supporting related investigations.
- Supporting the school and the IB in addressing any issues of maladministration.

By modelling ethical academic behaviour and consistently applying these practices, teachers foster a culture where honesty, responsibility, and fairness guide all aspects of student learning.

## **Students**

Students are at the heart of the school's commitment to academic integrity. They are supported by their teachers, the IB Coordinator, and their parents/guardians in understanding the principles of honesty, fairness, and responsibility in all academic work.

Students are expected to take ownership of their learning by producing original work that reflects their genuine effort. This includes acknowledging all sources appropriately using the MLA referencing style, giving proper credit in group projects to ensure fair recognition of contributions, and adhering to IB rules and regulations. Acting with integrity protects the credibility of their own achievements and prepares them for the expectations of higher education.

While mistakes or pressures may sometimes lead students to consider dishonest practices, they are encouraged to seek help from teachers or the Coordinator rather than compromise their integrity. Support systems are in place to help them develop strong research and writing skills, manage deadlines, and reflect on areas for growth.

In line with IB requirements, students are expected to:

- Understand their school's and the IB's academic integrity policies.
- Report incidents of academic misconduct or maladministration to their teachers or the IB Coordinator.

- Complete all tasks, assignments, and examinations honestly and to the best of their ability.
- Give credit to all sources in written, oral, and artistic work submitted for assessment.
- Refrain from receiving or providing unauthorized assistance, including from peers, family members, tutors, essay services, or file-sharing websites.
- Avoid giving undue help to others in completing their work.
- Use technology, the internet, and social media responsibly and ethically.

(Adapted from *IB DP Academic Integrity*, p. 16)

By upholding these responsibilities, students contribute to a culture of fairness and trust. To affirm this commitment, at the beginning of each academic year, students and their parents or legal guardians are informed of and acknowledge the school's published policies (<https://www.pierce.gr/to-sxoleio-mas/politikes-kai-kanonismoi/pierce-ib-dp-policies-and-regulations/>). Furthermore, students are required to sign an **Academic Integrity Pledge** upon submission of their Internal Assessments (IAs) and Extended Essay (EE), confirming that all work submitted represents their own independent effort and adheres to the school's academic integrity standards (**See Appendix A**).

### **Parents and Guardians**

Parents and guardians play a fundamental role in fostering a culture of academic integrity. By working in partnership with the school, they help ensure that students not only understand the rules and expectations but also develop the habits and values that underpin honest academic work.

Parents are encouraged to familiarize themselves with the school's and the IB's academic integrity policies so that they can guide and support their children in meeting expectations. Their role is not one of enforcement, but of encouragement—helping students plan their workload, manage deadlines responsibly, and understand the importance of producing original work.

Parents and guardians are expected to:

- Understand IB policies, procedures, and subject guidelines so they can provide informed support to their children.
- Reinforce the importance of honesty, fairness, and responsibility in their children's academic work.
- Support their children in managing time effectively and balancing academic demands.
- Encourage correct use of referencing and respect for intellectual property.
- Provide only genuine and authentic documentation when applying for inclusive access arrangements or special consideration.
- Refrain from offering or obtaining non-permitted assistance with their child's work.
- Collaborate with the school constructively if concerns about academic misconduct arise.

(Adapted from *IB DP Academic Integrity*, pp. 17-18)

## C. Method of Referencing

As part of fostering academic integrity, all written work must demonstrate accurate referencing practices. Proper referencing is essential to maintaining academic integrity. It demonstrates respect for the intellectual property of others and enables readers to verify sources of information. The Pierce IB Diploma Programme follows the **Modern Language Association (MLA)** referencing style for all written work, presentations, and research-based projects, unless otherwise specified by the subject guide.

### General Principles

- Every idea, quotation, image, or piece of data that originates from another source must be acknowledged.
- Common knowledge (facts known by most people or easily verified in multiple general sources) does not require citation.
- References must be clear, consistent, and complete so that others can locate the original material.
- Both **in-text citations** and a **Bibliography/Works Cited list** are required for every assignment.

### Formatting Guidelines

- In-text citations should include the author's surname and page number (e.g., *Fitzgerald 23*).
- The *Works Cited* page should list all sources alphabetically by author's last name.
- Titles of books and larger works are italicized, while titles of shorter works (articles, chapters, poems) are placed in quotation marks.
- Electronic sources must include the **URL** and the **date accessed**.

### Digital and Non-Text Sources

For online materials, images, videos, or other digital media, the same principles apply:

- Cite the **creator or organization, title, platform or website name, publication or upload date, URL, and date accessed**.
- When referencing AI-generated material, include the **AI tool's name, prompt or description of its use, and date accessed** (see *Use of Artificial Intelligence* section).

### Support and Tools

Students are encouraged to use the **OWL Purdue MLA Formatting and Style Guide** as a reliable reference for citation rules: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/](https://owl.purdue.edu/owl/research_and_citation/mla_style/)

Teachers will provide instruction and guidance on how to cite appropriately, and students are expected to consult this section regularly when preparing assignments or research work.

## D. Use of Artificial Intelligence (AI) Tools

Artificial Intelligence (AI) is becoming an increasingly common tool in education and research. The school recognizes its potential to support learning, while also acknowledging the ethical risks associated with its

misuse. In line with the **IB Academic Integrity Policy (Appendix 6: Guidance on the use of artificial intelligence tools)**, the school does not ban AI but regulates its use carefully to ensure that students' work remains authentic and reflects their own abilities.

### **Guiding Principles**

The use of generative AI tools is strictly governed by the principles of academic integrity as set forth in the IB Academic Integrity Policy. Students must not submit AI-generated content—whether partially or fully—as their own original work, unless explicitly permitted by the teacher and appropriately acknowledged.

### **Acceptable Use of AI**

Students may use AI tools in ways that support their learning, provided they remain transparent and accountable. Acceptable uses include:

- Brainstorming ideas or generating prompts to support research.
- Checking grammar, spelling, or clarity in written work (except where language skills themselves are assessed, such as Language A and Language B courses).
- Exploring alternative explanations of concepts to deepen understanding.
- Generating practice questions for self-study.

### **Unacceptable Use of AI**

AI tools must never replace students' independent work or be used to gain an unfair advantage. Unacceptable uses include:

- Submitting AI-generated text, images, data, or code as one's own work.
- Using AI during examinations or other assessments where it is prohibited.
- Relying on AI to translate entire pieces of work from one language to another for submission in a different language.
- Using AI to fabricate or falsify data, citations, or sources.
- Collusion, such as sharing AI-generated content for others to present as their own.

This policy is aligned with the International Baccalaureate Organization's official policy on the use of AI in assessments, which are provided in **Appendix B** for details.

### **Transparency and Citation**

All uses of AI must be explicitly acknowledged. Students are required to:

- Clearly cite AI tools used, including the name of the tool, the prompt (or a description of it), and the date accessed.
- Include AI-generated material in both in-text references and the bibliography, using MLA or other required citation styles.
- Ensure that any AI output incorporated into work is clearly distinguished from the student's own original contribution.

Failure to properly acknowledge AI use will be treated as a case of **academic misconduct**.

For detailed guidance and examples of how to reference AI tools correctly, see **Appendix C** for details.

### **Institutional Commitment**

- Teachers will actively discuss the ethical use of AI in class and guide students on proper citation.
- Teachers are responsible for authenticating student work, which includes reviewing drafts, monitoring development over time, and asking students to explain or justify how AI tools were used.
- The school will provide ongoing training and workshops for both teachers and students on responsible AI use and academic integrity.

### **Alignment with IB Guidance**

This section is directly aligned with the **IB Academic Integrity Policy – Appendix 6**, and students are reminded that IB may update its stance on AI use. In such cases, the school will adapt its guidance accordingly.

## **E. Implementation of Academic Integrity in Teaching Practice**

Teachers play a central role in cultivating a culture of academic integrity across the IB Diploma Programme. Their professional actions, classroom practices, and assessment design directly model and reinforce ethical scholarship.

### **Teacher Responsibilities in Practice**

To implement the school's Academic Integrity Policy, teachers:

- **Model integrity** by consistently acknowledging their own sources of materials, images, and ideas used in instruction.
- **Explicitly teach citation skills**, referencing conventions (MLA), and ethical research practices through guided activities and feedback on written work.
- **Design assessments** that promote authentic thinking and discourage plagiarism by requiring personal reflection, analysis, or connections to classroom learning.
- **Use formative feedback** to help students understand and correct errors in citation or paraphrasing before summative submissions.
- **Familiarize students with academic honesty tools**, including plagiarism detection software (e.g., Turnitin), and teach them how to interpret similarity reports constructively.
- **Discuss AI use ethically**, demonstrating appropriate prompts, acknowledgements, and limitations in line with IB and school policy.
- **Collaborate across subjects** to ensure consistency in expectations and procedures related to academic integrity.

- **Maintain transparency** by explaining how integrity is assessed and by keeping a record of any academic misconduct incidents.
- **Engage in professional learning** related to academic integrity and assessment design, ensuring alignment with current IB standards.

### **Monitoring and Reflection**

Teachers regularly reflect on their classroom practices to ensure that academic integrity is not only a disciplinary expectation but a learning objective. Through departmental discussions and IB faculty meetings, teachers share effective strategies, address challenges, and review emerging tools or risks (such as AI or online sources).

By embedding these practices, the teaching staff reinforces academic integrity as a core value of the IB learning community—preparing students for ethical scholarship at university and beyond.

## **F. Internal Processes for Academic Integrity issues**

The school approaches academic integrity issues as opportunities for learning and growth. While disciplinary processes are in place to ensure fairness and accountability, their primary aim is to help students understand the importance of ethical scholarship and to restore integrity where it has been compromised. The school adheres to the regulations of the Greek Ministry of Education and the International Baccalaureate Organization (IBO) regarding academic integrity. All cases of academic misconduct are handled with fairness, transparency, and full documentation, distinguishing between minor internal assignments (e.g., homework, classwork, quizzes) and major IB-assessed components (e.g., Internal Assessments, Extended Essay, Theory of Knowledge essay or presentation).

### **1. Process for Homework, Classwork, and Non-IB Internal Assessments (Minor Infractions)**

#### **First Instance**

- When a teacher identifies a potential act of academic misconduct (e.g., copied homework, plagiarism in a class task, unauthorized collaboration), they discuss it with the student, collect relevant evidence and complete the **Academic Misconduct Report Form (See Appendix D)**.
- The student then reviews the documentation, adding a short **written statement** acknowledging awareness of the issue.
- The teacher informs the **IB DP Coordinator**, submitting the report within two working days.
- The **Coordinator contacts the parents/guardians in writing**, outlining the incident, the evidence, the student's rights, and the next procedural steps.
- A brief meeting between the **teacher and student** reinforces proper academic practice.
- The student is allowed to redo the work correctly, with guidance, **without grade penalty**, but the incident is formally recorded.
- The student submits a **Reflective Statement** explaining how they will avoid future misconduct.
- The reflection and corrective action are filed in the student's record.

### **Second Instance**

- When a teacher identifies a potential act of academic misconduct **for the second time** (e.g., copied homework, plagiarism in a class task, unauthorized collaboration), they discuss it with the student again, collect relevant evidence and complete the **Academic Misconduct Report Form**.
- The student is informed of the concern and reviews the documentation, adding a short **written statement** acknowledging awareness of the issue.
- The teacher informs the **IB DP Coordinator**, submitting the report within two working days. The **Coordinator contacts the parents/guardians in writing**, and a meeting is convened with the **teacher, Coordinator, student, and parents/guardians**.
- **Consequences** may include:
  - a partial credit or zero on the assignment,
  - and/or a formal written warning placed in the student's record.
- The student and parents receive a written summary of findings and outcomes.

## **2. Process for IB-Assessed Work (Major Infractions: Internal Assessments, Extended Essay, TOK)**

### **First Instance**

- When a teacher suspects academic misconduct in an IB-assessed component (e.g., Internal Assessment, Extended Essay, TOK Essay or Presentation), they discuss it with the student, gather evidence such as Turnitin reports, drafts, or irregularities in supervision notes.
- The teacher completes the **Academic Misconduct Report Form** and immediately informs the **IB DP Coordinator**, submitting all documentation within two working days.
- The **student is informed in writing**, shown the evidence, and invited to provide a **written explanation** or clarification before any decision is made.
- The **Coordinator informs the parents/guardians in writing**, attaching copies of the report and evidence and outlining the procedural next steps, including the review meeting and possible outcomes.
- A **formal meeting** takes place between the **student, teacher and IB DP Coordinator** to review the evidence, student statement, and determine intent (distinguishing between misunderstanding, negligence, or deliberate misconduct).
- If the case is deemed **unintentional or procedural** (for example, incomplete citation or misunderstanding of academic practice), the student may be allowed to **revise or resubmit** the work under teacher supervision within a clearly defined timeframe.
- If the misconduct is **intentional or repeated**, the student receives a **zero (failing grade)** for the component, and the case is formally **reported to the IB** as per IBO Academic Integrity regulations.

### **3. Escalation and Record Keeping**

- All records (teacher report, student statement, parent correspondence, final resolution) are stored securely in the student's confidential file and the Coordinator's records.
- The IB Coordinator maintains a confidential Academic Integrity Log to identify patterns and inform future preventive actions.
- Serious or repeated offenses may result in loss of eligibility for school awards, university references, or, in extreme cases, recommendation for withdrawal from the IB Diploma Programme.

### **4. Student Rights**

Students have the right to:

- Be informed in writing of the alleged misconduct and evidence.
- Provide their written response and explanation.
- Receive a fair hearing with the teacher and Coordinator.
- Expect confidentiality throughout the process.

## **Bibliography:**

International Baccalaureate Organization, *Effective Citing and Referencing*, 2023

International Baccalaureate Organization, *Academic Integrity for IA*, 2022

International Baccalaureate Organization, *DP Assessment Procedures* 2023

International Baccalaureate Organization, *General Regulations*, 2023

International Baccalaureate Organization, *DP from Principles into Practice*, 2023

International Center for Academic Integrity. *The fundamental values of Academic Integrity*, 2023,

International Baccalaureate Organization, *Academic Integrity*, 2021.

International Baccalaureate Organization, *Use of Artificial Intelligence in IB Assessment*, 2023.

International Baccalaureate Organization, *Learning Diversity and Inclusion in IB Programmes*, 2010.

International Baccalaureate Organization, *Artificial Intelligence in IB assessments: Understanding the IB's position*, 2023.

Council of Europe, *Ethical guidelines on the use of AI and education*, 2022.

OECD, *AI and the Future of Skills: Policy Brief on the Ethical Use of AI in Education*, 2023.

[https://academicintegrity.org/images/pdfs/20019\\_ICAI-Fundamental-Values\\_R12.pdf](https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf).

Harvard University – Writing Program, *Academic Integrity Guidelines*

<http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page355322>

University of Oxford – *Guidance on Plagiarism and Academic Practice*

<http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

Yale University – Writing Center, *Addressing Academic Integrity and Plagiarism*

<http://ctl.yale.edu/writing/wr-instructor-resources/addressing-academic-integrity-and-plagiarism>

## APPENDICES:

### Appendix A: Academic Integrity Pledge

#### Pierce IBDP Academic Integrity Pledge

*(To accompany submission of Internal Assessments and the Extended Essay)*

Student Declaration

I, \_\_\_\_\_ (full name), a student of the Pierce International Baccalaureate Diploma Programme, hereby confirm that the work I am submitting represents my own independent effort and complies fully with the Pierce Academic Integrity Policy and the IB Diploma Programme Academic Integrity Policy.

I understand that:

1. I must appropriately acknowledge all sources using the Modern Language Association (MLA) referencing style.
2. I may not receive unauthorized assistance from individuals, online platforms, or artificial intelligence tools.
3. Any form of plagiarism, collusion, duplication of work, falsification of data, or other academic misconduct is strictly prohibited.
4. I have reviewed the relevant guidance on responsible use of AI tools and understand the conditions under which they may or may not be used (see Appendix C).
5. I am aware that academic misconduct may lead to penalties ranging from resubmission requirements to reporting to the IB Organization, which may affect my eligibility for the Diploma.

By signing below, I affirm that:

- The attached work is entirely my own, except where properly acknowledged.
- I have not shared my work with others in a way that constitutes collusion.
- I have acted honestly and ethically throughout the research, drafting, and submission process.

**Title of Work:** \_\_\_\_\_

**Type of Submission:**  Internal Assessment     Extended Essay     TOK

**Subject / Course:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Supervisor / Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Appendix B: International Baccalaureate Regulations on Artificial Intelligence (AI) in Assessment

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.

## **Appendix C: Referencing Artificial Intelligence (AI) Tools**

To maintain transparency and authenticity, students must acknowledge any use of AI tools in their academic work. This includes specifying the tool, the prompt used, the date accessed, and a description of how the AI output was used.

### **General Guidance**

- Always cite AI tools when they contribute to your work, even indirectly.
- Make clear what part of the work is your own and what was assisted by AI.
- Modify and build upon AI outputs to ensure your work reflects personal authorship.

## MLA Style Example

If you use ChatGPT to generate a summary or brainstorm ideas:

**In-text citation:** (OpenAI, response to author’s prompt, 3 Oct. 2025)

### Works Cited:

OpenAI. ChatGPT, response to author’s prompt “Explain the causes of World War I in simple terms.” 3 Oct. 2025. <https://chat.openai.com/>.

## APA Style Example

If you use ChatGPT to check grammar or provide a draft paragraph:

**In-text citation:** (OpenAI, 2025)

### Reference List:

OpenAI. (2025, October 3). ChatGPT [Large language model]. <https://chat.openai.com/>

### Key Reminders

- Cite the specific prompt you gave the AI when possible.
- Do not present AI outputs as your own original ideas.
- Only use AI in ways permitted by your teacher and aligned with IB regulations.
- Failure to cite AI tools appropriately may be considered academic misconduct.

## Appendix D: Academic Misconduct Report Form

### Pierce IBDP Academic Misconduct Report Form

*(To be completed jointly by the teacher and student in the event of suspected academic misconduct)*

#### Section 1: Basic Information

**Date**                      **of**                      **Report:** \_\_\_\_\_

**Teacher**                      **Name:** \_\_\_\_\_

**Subject**                      **/**                      **Course:** \_\_\_\_\_

**Type of Work:**  Homework  Classwork  Internal Assessment  Extended Essay  TOK

Other: \_\_\_\_\_

**Date of Incident / Submission:** \_\_\_\_\_

**Student**                      **Name:** \_\_\_\_\_

**Grade**                      **/**                      **Year:** \_\_\_\_\_

**Parent(s)/Guardian(s):** \_\_\_\_\_

**Section 2: Description of Incident (to be completed by teacher)**

Provide a factual summary of the suspected misconduct (attach supporting evidence such as Turnitin reports, copies of work, etc.):

---

---

---

**Type of Misconduct Suspected (check all that apply):**

Plagiarism     Collusion     Duplication of Work     Misrepresentation     Use of AI tools without acknowledgement     Other: \_\_\_\_\_

**Evidence Attached:**  Yes     No

If yes, please specify: \_\_\_\_\_

**Section 3: Student Acknowledgment and Statement**

*(to be completed by the student after reviewing the above description)*

**I have read and understood the description of the concern stated above. My written explanation is as follows:**

---

---

---

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Section 4: Administrative Review**

*(to be completed by the IB DP Coordinator)*

**Coordinator’s Comments / Summary of Meeting:**

---

---

**Parent(s)/Guardian(s) Contacted:**  Yes     No    **Date:** \_\_\_\_\_

**Parent(s)/Guardian(s) Response:**

**Determination:**

- Misconduct not established (case closed)
- Misconduct established – warning issued
- Misconduct established – resubmission allowed
- Misconduct established – zero (failing grade)
- Escalated to IB for review

**Follow-Up Actions (if any):**

Reflective statement submitted     Meeting held     Academic Integrity log updated

**Coordinator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Section 5: Final Documentation Checklist**

- Report filed in student record
- Copies shared with student and parents/guardians
- Logged in Academic Integrity Register

**Confidentiality Notice:**

This document is confidential and will be stored securely in accordance with Pierce’s data protection policy. It may be shared with the International Baccalaureate Organization if required under IB regulations.