THE INTERNATIONAL SCHOOL OF EGYPT

IBDP Academic Integrity Policy

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Approved by: School Leadership & Head of School

1. Philosophy of Academic Integrity

The International School of Egypt (ISE) is committed to developing a culture in which academic integrity is embedded in teaching, learning, assessment and the wider life of the school.

Academic integrity is understood as a commitment to **honesty, trust, fairness, respect and responsibility** in all academic work and interactions. These five fundamentals are central to the IB approach to academic integrity.

Academic integrity is closely connected to the IB Learner Profile, particularly the attribute of being **principled**. ISE expects students to act honestly, responsibly and ethically, to acknowledge the ideas and contributions of others, and to take ownership of their own learning.

The IB describes academic integrity as a responsibility shared by the entire school community. It is therefore not treated simply as a set of rules concerning examinations or plagiarism; rather, it is developed continuously through teaching and learning.

ISE aims to develop students who are **content creators rather than content imitators**, who understand how knowledge is constructed, communicated and acknowledged, and who can demonstrate their learning authentically.

The school therefore promotes academic integrity through explicit teaching, modelling by adults, consistent expectations, appropriate support, transparent procedures and fair responses to breaches.

2. Purpose of the Policy

The purpose of this policy is to:

- establish a shared understanding of academic integrity across the ISE community;
- communicate the school's philosophy and expectations regarding academic integrity;
- define good academic practice and academic misconduct;
- clarify the rights and responsibilities of students, teachers, parents/guardians, coordinators, leadership and other members of the school community;
- ensure that students are explicitly taught the skills required to work with academic integrity;
- establish transparent, fair and consistent procedures for responding to suspected misconduct;
- ensure that ISE practices are aligned with current IB requirements and procedures;
- protect the authenticity and credibility of student work;
- promote fairness for all students;
- provide appropriate support and guidance before, during and after assessment;
- monitor the implementation and effectiveness of the policy.

The policy applies particularly to students enrolled in the IB Diploma Programme, but the principles of academic integrity are encouraged throughout the school.

3. Scope of Academic Integrity

Academic integrity applies to **all forms of academic work**, including but not limited to classroom assignments, homework, projects, presentations, examinations and tests, laboratory reports, investigations, oral work, internal assessment components, the Extended Essay, the TOK essay and other TOK work, CAS-related academic reflections where applicable, externally assessed coursework, mock examinations and school assessments, digital and online assessments, collaborative activities, research and use of sources.

The expectations may differ according to the nature of an assignment. Teachers are responsible for making clear to students what forms of collaboration, assistance, technology and resources are permitted for each task.

4. The Five Fundamentals of Academic Integrity

ISE explicitly reflects the five IB fundamentals of academic integrity:

4.1 Honesty

Students present their own work truthfully, acknowledge sources and do not misrepresent their learning or achievements.

4.2 Trust

Students, teachers and other members of the school community develop an environment in which academic work can be trusted as authentic and fairly produced.

4.3 Fairness

Students are given equitable opportunities to demonstrate their knowledge and skills, and academic misconduct is addressed consistently and fairly.

4.4 Respect

Students respect the intellectual property, ideas, words, research and creative work of others.

4.5 Responsibility

Students take responsibility for their academic decisions, the authenticity of their work, appropriate use of sources and technology, and compliance with school and IB requirements.

These five fundamentals are embedded throughout the teaching, assessment and implementation of this policy.

5. Good Academic Practice

ISE considers the following behaviours to represent good academic practice.

Students are expected to:

- submit work that authentically represents their own knowledge, skills and understanding;
- acknowledge the ideas, words, images, data and work of others;
- use appropriate citation and referencing conventions;
- distinguish clearly between their own ideas and those obtained from other sources;
- paraphrase appropriately rather than simply changing a few words from an original source;
- use quotations appropriately and acknowledge them;
- maintain accurate records of research sources;

- ask teachers for clarification when unsure whether assistance or collaboration is permitted;
- follow assessment-specific instructions;
- use technology and digital resources responsibly;
- acknowledge assistance received from others where required;
- maintain the authenticity of work throughout the drafting and submission process;
- meet assessment requirements and deadlines honestly;
- report concerns about unfair academic practices through appropriate school channels.

Teachers explicitly teach these practices as part of normal teaching and learning.

6. Teaching Academic Integrity

ISE recognizes that academic integrity must be **taught**, rather than assumed.

Academic integrity skills are integrated into teaching across subjects and are reinforced throughout the Diploma Programme.

Teaching includes research skills, citation and referencing, paraphrasing and summarizing, quotation, source evaluation, intellectual property, collaboration and appropriate cooperation, examination conduct, responsible use of technology, responsible use of artificial intelligence and other digital tools, authentic authorship, use of third-party assistance, academic writing, subject-specific conventions.

The EE Coordinator explicitly teaches research and referencing skills through Extended Essay lessons, including regular guidance on appropriate citation of sources.

Teachers reinforce these skills within their individual subjects rather than relying solely on one academic integrity orientation session.

This whole-school approach reflects the IB expectation that academic integrity forms part of the teaching and learning process.

7. Authenticity of Student Work

Student work submitted for assessment must be authentic.

Authentic work is work that represents the student's own knowledge, understanding, thinking, skills and contribution.

Students must not submit work produced substantially by another student, a parent or guardian, a friend, a private tutor, a commercial service, an online service, another third party, artificial intelligence or another digital tool where its use is not permitted or where the resulting work is represented as the student's own.

Where collaboration or assistance is permitted, students must follow the teacher's instructions and remain responsible for demonstrating their own learning.

Teachers may use appropriate methods to establish authenticity, including discussion with students, review of drafts, examination of research notes, comparison of work produced in supervised conditions, or appropriate digital tools.

8. Artificial Intelligence and Digital Tools

ISE recognizes that students increasingly use artificial intelligence and digital technologies as part of learning.

The use of AI and other digital tools must be consistent with the instructions of the teacher, the requirements of the particular assessment, ISE expectations, current IB rules and guidance.

Students must not present AI-generated or substantially AI-produced material as their own original work when such use is prohibited or when doing so would misrepresent authorship.

Teachers will provide students with clear instructions regarding when AI or other digital tools may be used and how such use must be acknowledged.

The school will review its guidance as IB requirements and educational technology evolve.

9. Definition of Academic Misconduct

For the purposes of this policy, academic misconduct refers to behaviour that breaches academic integrity expectations and/or IB rules and may provide a student or another person with an unfair academic advantage.

The IB identifies academic misconduct as behaviour that infringes IB rules and regulations and may threaten the integrity of IB assessment. Examples include plagiarism, collusion and examination misconduct.

Academic misconduct may occur **before, during or after** an assessment.

Examples include, but are not limited to:

9.1 Plagiarism

Presenting another person's ideas, words, work or intellectual property as one's own without appropriate acknowledgement. This includes material obtained from books, articles, websites, classmates, other students, translated sources, digital resources, other published or unpublished material.

9.2 Collusion

Unauthorised collaboration between students, including allowing one's work to be copied or submitted by another person.

9.3 Duplication of Work

Submitting the same or substantially the same work for more than one assessment component or requirement when this is not permitted.

9.4 Contract Cheating / Third-Party Assistance

Having another person or service produce work that is submitted as the student's own.

9.5 Examination Misconduct

Examples include:

- possessing unauthorized materials;
- using unauthorized electronic devices;
- accessing unauthorized information;
- communicating with another candidate when prohibited;
- copying;
- attempting to obtain or provide unauthorized assistance;
- disrupting an examination;
- any other breach of examination regulations.

9.6 Falsification or Fabrication

Inventing, manipulating or misrepresenting data, sources, evidence, records or other academic information.

9.7 Unfair Academic Advantage

Any action that gives a student or another person an unfair advantage or compromises the fairness or authenticity of an assessment.

9.8 Misrepresentation of Authorship

Submitting work that does not genuinely represent the student's own contribution or understanding.

9.9 Unauthorized Use of Technology or AI

Using AI, online tools, translators, software, electronic resources or other technology in a manner that violates the instructions for a particular assessment or IB requirements.

This list is not exhaustive. Current IB rules and assessment procedures take precedence where they apply.

10. Student Responsibilities

Students have the right to understand academic integrity expectations and to receive appropriate instruction and guidance.

Students are responsible for:

- ensuring that submitted work is authentic;
- appropriately acknowledging sources;
- following the required referencing conventions;
- understanding the conditions of each assessment;
- asking for clarification when expectations are unclear;
- complying with examination and assessment regulations;
- using technology appropriately;
- following rules concerning collaboration;
- protecting the authenticity of their work;
- not allowing another student to copy their work;
- reporting concerns about unfair academic practices;
- accepting responsibility for their academic decisions.

Students are expected to understand that ignorance of the rules does not automatically remove responsibility; however, ISE prioritizes **explicit teaching, guidance and prevention**.

11. Teacher Responsibilities

Teachers have a responsibility to teach, model and reinforce academic integrity.

Teachers will:

- explicitly teach academic integrity practices relevant to their subjects;
- provide clear instructions regarding collaboration and permitted assistance;
- teach appropriate research and referencing practices;

- explain assessment-specific requirements;
- model ethical use of sources and information;
- provide appropriate feedback and opportunities for students to improve their academic practice;
- monitor student work for authenticity;
- maintain fair and consistent expectations;
- discuss concerns with the DP Coordinator when potential misconduct is identified;
- maintain appropriate documentation;
- follow current IB procedures for externally assessed work;
- participate in professional development relating to academic integrity when appropriate.

Teachers should not assume that students already possess the research, citation or academic writing skills required by the DP.

12. DP Coordinator Responsibilities

The DP Coordinator will:

- maintain and communicate the Academic Integrity Policy;
- ensure that students, staff and parents/guardians are informed of relevant expectations;
- coordinate academic integrity education across the DP;
- ensure that current IB academic integrity and assessment requirements are communicated to teachers and students;
- support teachers in preventing and identifying potential misconduct;
- coordinate investigations of suspected academic misconduct;
- maintain appropriate records;
- communicate with parents/guardians where appropriate;
- ensure that IB reporting requirements are followed when applicable;
- liaise with the IB regarding cases requiring IB involvement;
- monitor implementation of the policy;
- contribute to annual policy review and improvement.

13. EE Coordinator Responsibilities

The EE Coordinator will:

- teach students about academic research and academic integrity;
- explicitly teach appropriate citation and referencing;
- explain plagiarism, paraphrasing and source acknowledgement;
- monitor the authenticity of the Extended Essay process;
- support supervisors in identifying concerns regarding authenticity;
- ensure that students understand the requirements concerning authorship and research;
- follow current IB procedures relating to the Extended Essay.

14. School Leadership Responsibilities

School leadership will:

- support a school-wide culture of academic integrity;
- ensure that appropriate resources and structures are available;
- provide staff with appropriate professional development;
- support fair and consistent implementation of the policy;
- ensure that concerns are investigated appropriately;
- protect the rights of students and staff throughout the process;
- approve and periodically review the policy;
- ensure that school procedures align with current IB requirements and applicable school regulations.

15. Parent/Guardian Responsibilities

Parents and guardians are important partners in maintaining academic integrity.

Parents/guardians are expected to:

- understand the school's academic integrity expectations;
- encourage students to complete their own work;
- avoid completing or substantially rewriting student work;
- ensure that private tutoring or outside assistance does not compromise authenticity;

- encourage students to ask teachers for clarification when needed;
- support students in developing independent research and study skills;
- cooperate with the school when concerns regarding academic misconduct arise.

The school will communicate relevant academic integrity expectations to parents/guardians

16. Rights of the School Community

All members of the school community have the right to:

- clear information about academic integrity expectations;
- appropriate instruction and guidance;
- fair and consistent procedures;
- respectful treatment;
- confidentiality appropriate to the circumstances;
- an opportunity to respond to allegations;
- access to relevant appeal procedures;
- an educational environment based on honesty, trust, fairness, respect and responsibility.

Students have the right to know the expectations governing an assessment before completing it.

17. Prevention and Monitoring

ISE places greater emphasis on **prevention and education** than on punishment.

Academic integrity is promoted through:

- student induction and orientation;
- subject-specific instruction;
- Extended Essay lessons;
- TOK teaching;
- teacher guidance;
- assessment instructions;
- academic integrity workshops;
- research and referencing instruction;

- examination preparation;
- review of student work;
- appropriate digital tools;
- teacher-student discussions;
- parent communication.

The school may use plagiarism-detection or other appropriate digital tools as **one source of evidence**, rather than treating a similarity report by itself as proof of misconduct.

Teachers may also consider the student's drafts, research process, writing style, understanding of the submitted work and other relevant evidence.

18. Procedure for Suspected Academic Misconduct

When academic misconduct is suspected:

1. **Identification**

The teacher identifies a concern and gathers relevant information.

2. **Notification**

The teacher informs the DP Coordinator and provides supporting documentation.

3. **Initial Review**

The DP Coordinator reviews the available evidence and determines the appropriate procedure.

4. **Student Opportunity to Respond**

The student is given an appropriate opportunity to explain their work, process and circumstances.

5. **Investigation**

The school investigates the concern fairly and confidentially. Relevant evidence may include the submitted work, drafts, research notes, source material, teacher observations, assessment instructions, correspondence, examination materials, other relevant evidence.

6. **Decision**

The appropriate school authority determines whether a breach of school academic integrity expectations has occurred.

7. Communication

The student and parent/guardian are informed of the outcome where appropriate.

8. Consequences

Any school consequence is applied according to the seriousness of the incident and applicable school procedures.

9. IB Reporting

Where the incident relates to an IB assessment and requires reporting to the IB, the school follows the current IB procedures and deadlines.

The school will not substitute its own procedure for an IB investigation where the matter falls under IB jurisdiction.

19. Consequences of Academic Misconduct

ISE recognizes that responses to academic misconduct must be fair, proportionate and educationally appropriate.

For **school-based assessments**, consequences may include:

- requirement to redo or resubmit work where educationally appropriate;
- loss of marks or credit according to the assessment rules;
- a zero for the affected assessment where appropriate;
- parent/guardian notification;
- academic monitoring;
- behavioural consequences under school procedures;
- suspension or other disciplinary action in serious or repeated cases.

For **IB assessment components**, the school follows current IB rules and procedures.

The consequences of misconduct in an IB assessment may be significantly more serious than those applied to ordinary classroom work. The IB states that academic misconduct can affect the student's grade and, in serious cases, eligibility for the Diploma.

ISE will therefore distinguish clearly between:

A. School-based academic misconduct
and
B. Misconduct relating to an official IB assessment.

Where IB regulations apply, **current IB regulations take precedence**.

20. Appeals

Students and parents/guardians have the right to request a review of a school decision concerning academic misconduct.

An appeal should:

- be submitted in writing;
- identify the decision being appealed;
- provide the reasons for the appeal;
- include relevant evidence where appropriate.

The appeal will be reviewed by an appropriate member of school leadership who was not directly responsible for the initial investigation, where practicable.

For matters governed directly by IB procedures, the school will follow the relevant IB process.

21. Confidentiality and Record Keeping

ISE will treat academic integrity investigations confidentially and will share information only with individuals who need the information to perform their responsibilities or where disclosure is required by school, legal or IB requirements.

Records may include:

- the assessment concerned;
- evidence collected;
- student statements;
- correspondence;
- investigation outcomes;
- consequences;

- appeals and decisions;
- relevant IB correspondence.

Records will be maintained in accordance with school procedures and applicable data protection and record-retention requirements.

22. Academic Integrity Resources

ISE will maintain appropriate resources to support the implementation of this policy, including:

- Academic Integrity Policy;
- student academic integrity guidance;
- assessment-specific instructions;
- referencing and citation guidance;
- Extended Essay research guidance;
- teacher guidance;
- examination regulations;
- IB academic integrity materials;
- current IB assessment procedures;
- appropriate digital tools;
- staff professional development materials.

This supports the IB requirement that schools implement relevant resources, structures and support materials connected with their academic integrity policy.

23. Communication of the Policy

The Academic Integrity Policy will be communicated to IB students and teachers, school leadership, parents/guardians, relevant support staff.

The policy will be introduced to new DP students during orientation and reinforced throughout the programme.

Teachers will communicate assessment-specific expectations before students begin relevant work.

The policy will be made available through the school's appropriate communication platforms and/or student and parent resources.

24. Monitoring and Evaluation

ISE will monitor the effectiveness of the Academic Integrity Policy rather than simply reviewing the document itself.

The school may review:

- academic integrity incidents;
- patterns of plagiarism or other misconduct;
- student understanding of academic integrity;
- teacher feedback;
- parent feedback;
- student feedback;
- implementation of citation/referencing instruction;
- Extended Essay processes;
- assessment practices;
- effectiveness of professional development;
- use of academic integrity resources;
- consistency of procedures;
- changes in IB requirements.

The findings will inform the annual review of this policy.

This reflects the IB expectation that schools monitor and evaluate the impact of their academic integrity policy and ensure that procedures are transparent, fair and consistent.

25. Policy Review

This policy will be formally reviewed **annually**, normally during the first term of the academic year.

The annual review will consider:

1. current IB academic integrity requirements;
2. current IB assessment procedures;

3. implementation of the policy during the previous academic year;
4. academic integrity incidents and their resolution;
5. feedback from teachers and students;
6. effectiveness of academic integrity teaching;
7. resources and support structures;
8. any changes in school procedures;
9. developments in digital technology and AI;
10. applicable legal or regulatory requirements.

Any significant changes will be documented in a **Policy Review Record**.

The policy will be updated whenever necessary to remain aligned with current IB requirements.

26. Review and Revision Record – September 2026

Policy reviewed: September 2026
Previous version: ISE Academic Integrity Policy submitted/used during IB authorization
Current version: ISE Academic Integrity Policy – 2026–2027

Reason for Review

The ISE Academic Integrity Policy was originally developed in preparation for IB authorization. The 2026 review was undertaken to ensure that the policy reflects the school's current IB Diploma Programme context, current school practices, and current IB expectations for academic integrity.

The review also considered the need to move from a primarily **rules-and-consequences-based document** toward a more comprehensive whole-school approach in which academic integrity is explicitly taught, modelled, implemented, monitored and evaluated.

The IB's current Programme Standards and Practices require schools to implement and review an academic integrity policy that clearly communicates the school's philosophy, defines good practice and misconduct, establishes responsibilities and responses, provides appropriate resources and structures, and monitors the policy's impact.

The IB's current guidance also emphasizes that academic integrity is the responsibility of the entire school community and should be part of teaching and learning.

26.1 Main Features of the Previous Policy

The authorization-era ISE policy:

- focused strongly on academic honesty and the IB Learner Profile;
- defined plagiarism, collusion, duplication of work and unfair advantage;
- described student expectations concerning authentic work;
- identified responsibilities of the Programme Coordinator, teachers and students;
- included a procedure for investigating intentional misconduct;
- specified consequences for internal assessment misconduct;
- included information concerning externally assessed IB components;
- required teachers and students to use Turnitin;
- stated that the policy would be reviewed annually.

The previous policy provided an important foundation for ISE's academic integrity practices.

26.2 Why the Previous Policy Needed Revision

The 2026 review identified several areas requiring strengthening.

1. Whole-school responsibility

The previous policy primarily described responsibilities for Programme Coordinators, teachers and students.

The revised policy expands responsibilities to include:

- school leadership;
- DP Coordinator;
- EE Coordinator;
- teachers;
- students;
- parents/guardians;
- librarian/library support;
- other relevant members of the school community.

This better reflects the IB's current position that academic integrity is everyone's responsibility.

2. Five fundamentals

The previous policy referred strongly to honesty and the Learner Profile but did not explicitly organize the policy around all five IB fundamentals.

The revised policy explicitly incorporates:

Honesty – Trust – Fairness – Respect – Responsibility.

This directly addresses Culture 3.3.

3. Teaching academic integrity

The previous policy stated expectations but provided less detail about **how academic integrity is taught**.

The revised policy explicitly identifies responsibility for teaching:

- research;
- citation;
- referencing;
- paraphrasing;
- source evaluation;
- collaboration;
- examination conduct;
- technology use;
- AI use;
- authentic authorship.

4. Broader definition of misconduct

The previous policy identified plagiarism, collusion, duplication and unfair advantage.

The revised policy expands the definition to include, where applicable:

- contract cheating/third-party assistance;
- falsification/fabrication;
- examination misconduct;

- misrepresentation of authorship;
- unauthorized technology or AI use.

This reflects the broader contemporary academic integrity environment and current IB guidance.

5. Artificial intelligence and digital technology

The authorization-era policy did not address generative AI.

The 2026 policy therefore introduces a dedicated section explaining that students must use AI and digital tools only in ways permitted by the teacher, school and applicable IB assessment requirements.

6. Distinction between school and IB assessment

The revised policy clearly distinguishes between:

- school-based academic misconduct; and
- misconduct involving official IB assessment.

This is important because IB assessment is governed by specific IB rules and procedures.

7. Consequences updated

The previous policy included fixed consequences such as automatic zeros and specified suspension periods.

The revised policy avoids presenting school consequences as universally applicable to every case. Instead, consequences are proportionate to the nature and seriousness of the incident and follow applicable school procedures, while **IB rules take precedence for IB assessments**.

8. Investigation procedure strengthened

The revised policy provides a clearer process. This improves transparency and consistency.

9. Rights of students and the school community

The previous policy focused mainly on responsibilities.

The revised policy explicitly establishes rights. This directly strengthens alignment with Culture 3.2.

10. Resources and support structures

The revised policy explicitly identifies the resources and structures needed for implementation, including student guidance, teacher guidance, referencing resources, EE guidance, examination regulations and IB resources.

This strengthens alignment with Culture 3.4.

11. Monitoring and evaluation

The previous policy stated that it would be reviewed annually.

The revised policy goes further by explaining **what will actually be evaluated**. This strengthens alignment with Culture 3.5.

27. Evidence of Implementation

For IB evaluation purposes, ISE will maintain evidence demonstrating that this policy is **implemented**, not simply published.

Evidence may include:

- DP student orientation materials;
- student acknowledgement/learning agreement;
- parent communication;
- teacher academic integrity training;
- EE research and citation lessons;
- subject-specific referencing guidance;
- assessment instructions;
- examination regulations;
- examples of academic integrity teaching;
- anonymized academic integrity investigation records;

28. Approval

Approved by:

School Superintendent _____

Date: _____

Effective from: September 2026

Next scheduled review: September 2027

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