

**FAITH COLLEGES
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
ACADEMIC INTEGRITY POLICY**

I. THE IB MISSION STATEMENT

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

II. THE FAITH COLLEGES VISION AND MISSION

Vision

Transforming ourselves,
Transforming our world:

We are an academic community with a strong passion for excellence in education.

The FAITH Colleges community is engaged in forming young minds and hearts towards lifelong learning guided by the core values of Competence, Commitment, and Compassion.

Mission

The FAITH Colleges commits to build character and competence one student at a time by linking faith and life through the integration of technology and humanities.

III. IB LEARNER PROFILE

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

Through the mapping process to align FAITH Colleges’ philosophy of education with the International Baccalaureate (IB) Learner Profile, we identified attributes that correspond to our school’s three core values: Competence, Commitment, and Compassion.

For Competence, learners should be inquirers, thinkers, knowledgeable, communicators, balanced, and reflective. Commitment requires a balanced, caring, principled, and risk-taking attitude. Lastly, Compassion fosters open-mindedness among learners.

This alignment supports our mission to nurture well-rounded individuals who embody both our school's values and the IB's vision of developing active and internationally-minded lifelong learners.

INQUIRERS (Competence and Commitment) - They demonstrate the ability to learn and perform a task independently and collaboratively; hone skills for inquiry and research; persevere in learning and follow through on one's goals and responsibilities.

THINKERS (Competence) - They exercise critical and creative thinking skills in evaluating information and solving complex problems; make reasoned, ethical decisions with initiative.

KNOWLEDGEABLE (Competence) - They explore and engage in interdisciplinary knowledge to understand local and global issues; and produce work with accuracy and valuable insights.

COMMUNICATORS (Competence, Commitment, and Compassion) They effectively communicate ideas using appropriate genres and strategies for different audiences, while collaborating with and leading others.

BALANCED (Competence and Compassion) - They exhibit perseverance and self-discipline at work, in their personal lives, and in extracurricular activities; strive to positively influence their community.

CARING (Commitment and Compassion) - They commit themselves to serving and making a positive difference in the world, especially in service to those in greatest need.

REFLECTIVE (Competence and Compassion) – They carefully reflect on their perspectives, strengths, and weaknesses to support personal growth and discern before acting, demonstrating awareness of their needs and emotions.

PRINCIPLED (Compassion and Commitment) - They demonstrate perseverance in acting with integrity, honesty, and moral reasoning in complex situations.

RISK-TAKERS (Competence and Commitment) - They exhibit determination, working independently and cooperatively to explore new ideas and strategies; show resourcefulness and resiliency in the face of challenges and change.

OPEN-MINDED (Compassion) - They value, respect, and evaluate cultural differences, diverse perspectives, and traditions; show openness to suggestions and appreciation of feedback.

FAITH COLLEGES **FAITH Colleges Core Values** **Aligned with the IB Learner Profile**

OUR MISSION:
FAITH Colleges nurtures well-rounded individuals who embody its core values of **Competence, Commitment, and Compassion**, aligned with the IB's mission of developing active and internationally-minded lifelong learners.

Trait	Core Values	Description
Inquirers	Competence, Commitment	Students learn and perform tasks independently and collaboratively, honing inquiry and research skills while persevering in learning and following through on goals.
Thinkers	Competence	Students use critical and creative thinking to solve complex problems and make ethical decisions with initiative.
Knowledgeable	Competence	Students engage in interdisciplinary knowledge to understand local and global issues and produce accurate, insightful work.
Communicators	Competence, Commitment, Compassion	Students communicate ideas effectively using appropriate strategies and collaborate with and lead others.
Balanced	Competence, Compassion	Students exhibit perseverance and self-discipline in all areas of life, striving to positively influence their community.
Caring	Commitment, Compassion	Students commit to serving and making a positive difference in the world, especially for those in greatest need.
Reflective	Competence, Compassion	Students reflect on their perspectives, strengths, and weaknesses to support personal growth and make discerning decisions.
Principled	Commitment, Compassion	Students act with integrity, honesty, and moral reasoning in complex situations.
Risk-Takers	Competence, Commitment	Students show determination by exploring new ideas independently and cooperatively, demonstrating resilience in the face of challenges.
Open-Minded	Compassion	Students value and respect cultural differences, diverse perspectives, and traditions, showing openness to suggestions and feedback.

ACADEMIC INTEGRITY POLICY

III. Policy Context

At FAITH Colleges International Baccalaureate Diploma Programme, we uphold the principles of academic integrity as core to the IB mission and philosophy. It is essential to learners' development to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. As members of the IB community, students, teachers, and administrators share a collective responsibility to maintain a culture of academic honesty and ethical conduct.

Moreover, as stated in the IB Academic Integrity Policy published in March 2023, "Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic, and honest scholarly work". Additionally, adherence to the Academic Integrity Policy ensures fairness, maintains trust and credibility, and develops respect to others. Thus, upholding Academic Integrity is a collective responsibility of the school administration, teachers, students, and parents or their legal guardians.

A. School Administration fosters Academic Integrity by:

1. Providing time for the faculty, parents, and students to have ample knowledge of the policy;
2. Providing appropriate training for teachers on how to utilize *StrikePlagiarism* software;
3. Holding students and teachers accountable for their responsibilities in abiding by what is stated in the policy;
4. Ensuring that school administrators, teachers, and students are held accountable when involved in an academic misconduct incident;
5. Keeping records of violations of the policy and providing appropriate interventions; and
6. Supporting the IB in any investigation into possible student academic misconduct and or/possible school maladministration, following the guidance from IB.
7. Providing information sessions on how generative Artificial Intelligence (AI) is use in school to make students think critically as they their complete academic requirements.
8. The school will explore using AI in controlling or counter checking the authenticity of students' output, assessment markings, among others.

B. Teachers uphold Academic Integrity by:

1. Ensuring that the students have a full understanding of the expectations and the guidelines of all the subjects;
2. Ensuring that the students understand what constitutes academic misconduct and its possible consequences;
3. Maintaining safe, secure, and orderly learning and testing environments;
4. Monitoring or checking if all students' written outputs follow the required referencing or citation guidelines;
5. Timely and accurate reporting of all violations to the administration;
6. Modelling good practice by referencing teaching materials;
7. Focusing on the importance of academic integrity;
8. Creating awareness about generative artificial intelligence; how and when it may be used and the importance of correct and consistent citation;
9. Keeping electronic copies of students' past works for three years in case a plagiarism check is required; and
10. Responding to student academic misconduct and school maladministration and supporting the school's and IB's investigation.

C. Students uphold Academic Integrity by:

1. Understanding and abiding by the school's and IB's academic integrity policies;

2. Honestly completing the assignments, tasks, examinations, and homework correctly;
3. Giving due credit to sources used in all works submitted to IB for assessment in written and oral materials and/or artistic products;
4. Reporting any incidence of misconduct in relation to the policy; and
5. Abiding by the limits for authorized help and collaboration for each assignment.
6. Being aware on the use of AI as a tool of learning to make them think critically, respecting the works of others by proper citations.

D. Parents/ Legal guardians uphold Academic Integrity by:

1. Understanding the IB policies, procedures, and subject guidelines in the completion of coursework and examination papers by their children;
2. Supporting their children's understanding of IB policies, procedures, and subject guidelines by discussing and being role models for academic integrity;
3. Submitting the written acknowledgment that they support the policy;
4. Understanding school internal policies and procedures that safeguard the authenticity of their children's work;
5. Supporting their children in planning a manageable workload so they can allocate time effectively;
6. Engaging in best behavior that provides students with a positive example for adhering to the policy;
7. Supporting the teachers and administration in upholding the policy;
8. Refraining from giving or obtaining undue or unauthorized assistance for the completion of their children's work; and
9. Reporting any potential cases of student misconduct or school maladministration to the school's authority.
10. Providing information session on importance and the parameters of the use of AI in school.

E. Key Terms Used

1. Academic integrity

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

2. School maladministration

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

3. Student academic misconduct

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

4. Balance of probabilities approach

“Balance of probability” means that the decision maker(s) with appropriate subject matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

5. Conflict of interest

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

6. Cheating

Cheating is defined as obtaining, giving, or receiving any unauthorized assistance on any assignment, quiz, or test, regardless of intent. Allowing a fellow student to copy his/her work is a form of cheating.

7. Plagiarism

Plagiarism is any presentation of the ideas, thoughts, or words of another as one's own, regardless of intent. The IB defines plagiarism "as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (Assessment principles and practices—Quality assessments in a digital age). This includes the use of translated materials. "It varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution"(*IB Academic Integrity Policy*).

8. Collusion

Collusion is defined as supporting any form of academic misconduct, such as allowing one's work to be copied or submitted for assessment, by another student.

9. Buying of work

This refers to the unethical practice of purchasing assignments, essays, research papers, or other academic works from third parties and presenting them as one's own. This practice is a form of academic dishonesty and plagiarism, as it involves claiming someone else's intellectual property and efforts as one's original work.

10. Fabrication

Fabrication refers to the deliberate creation or invention of false information, data, or citations in any academic work. This practice is a serious violation of academic integrity and is considered a form of dishonesty. Fabrication includes false citation, data padding, alteration of academic records, reporting or creating non-existent observations, and misrepresentation of academic works or output.

11. All homework or assignments must be the students' own work. Instances of copying, fabrication of data and /or collusion will incur the same penalties as IB assessments

F. IB's Stand on Academic Misconduct

The IB will act upon all reports of alleged student academic misconduct and school maladministration, regardless of when they reach the organization during the assessment cycle. Once the report or allegation is received the IB will initiate a thorough, fair and transparent investigation to collect the evidence needed to reach an impartial and proportionate outcome, following long-established precedents. IB World Schools, through the head of school or programme coordinator, are expected to fully support the IB in any investigation, both student and staff related.

The IB will contact the school, normally the programme coordinator or head of school as soon as evidence is gathered to justify an investigation. For those cases in which a conflict of interest is identified, for example, when the head of the school is involved in a case, the

IB will try to identify an alternative person within the school, such as a member of the school board, or an IB educator, with authority and experience to carry out the investigation.

All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events. If a student is the subject of an investigation, the school must ensure that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation. If a staff member is required to present a statement or evidence pertinent to a school maladministration investigation, they may require access to legal support.

IB's Stand on Academic Misconduct

The IB will act upon all reports of alleged student academic misconduct and school maladministration, regardless of when they reach the organization during the assessment cycle

Report Received
 The IB receives reports of alleged academic misconduct or school maladministration. Investigations begin immediately, based on thorough, fair, and transparent procedures.

Evidence Collection
 Evidence is gathered to justify an investigation. The IB contacts the programme coordinator or head of school to notify them of the investigation.

Conflict of Interest Identification
 If a conflict of interest is found (e.g., head of school involved), the IB appoints an alternative investigator (e.g., a school board member or an IB educator).

Support from Schools
 IB World Schools must fully support the IB in investigations, including those involving both students and staff.

Individual Statements
 Individuals under investigation can submit a written statement of their version of events. Students receive adequate support, such as having parents or legal guardians present during interviews. Staff may need legal support when providing statements or evidence.

Conclusion and Outcome
 The IB ensures a thorough, fair, and transparent conclusion based on collected evidence. Proportional outcomes are determined according to established precedents.

Contact Points

- Programme Coordinator or Head of School
- Alternative Investigator (if conflict of interest is identified)

IB Commitment

- Ensuring fair, transparent investigations
- Providing support for students and staff during the process

FAITH COLLEGES

Figure 1. IB Stand on Academic Misconduct

G. FAITH Colleges’ Stand on the Use of Artificial Intelligence

FAITH Colleges is dedicated to upholding high standards of academic integrity, as outlined by the International Baccalaureate (IB). We believe that academic integrity is essential for responsible education and personal growth, ensuring that all academic work is done honestly and ethically. Our stance on using Artificial Intelligence (AI) reflects this commitment.

We recognize the potential benefits of AI in improving learning and academic performance. However, it's important to use AI to supplement one's skills, not to substitute genuine effort or creativity. Following the IB's standards for students to create authentic work that reflects their actual abilities, FAITH Colleges promotes the responsible and ethical use of AI.

1. Original Work

Students must ensure that their work is truly their own. Any help from AI should be clearly acknowledged, showing how AI influenced the work.

2. Proper Credit

Just like giving credit to traditional sources, any content or assistance from AI must be properly cited. This ensures honesty and respects the contributions of others.

3. Learning Enhancement

AI should be used as a tool to support learning and improve understanding. It should help students grasp concepts and express their thoughts, not replace the learning process.

4. Ethical Use

AI should be used ethically, avoiding any form of plagiarism or misuse. Students should understand the ethical implications of AI and use it in ways that uphold academic integrity.

H. Referencing Style

At FAITH Colleges, we adhere to the principles of academic integrity set forth by the International Baccalaureate (IB) by employing the APA referencing style. We require our students to properly acknowledge all sources utilized in their work, promoting transparency and honesty. Through the use of APA format, students will accurately cite all references in their written, oral, and artistic works, showcasing respect for the intellectual contributions of others and maintaining the highest standards of academic integrity.

I. Student Sanctions

Any infringement of the AI policy must be taken very seriously. It must be investigated and the student/s involved must be allowed to explain the action/s. Parents must be informed of the action, the action taken by the school and consequences if the action is repeated again

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB assessed components. The IB may investigate issues that could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

1. Using the matrix of penalties

Infringements	Level 1 penalty	Level 2 penalty Zero marks for	Level 3a penalty No grade for	Level 3b penalty
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	Warning letter to the student	component	subject(s) concerned—	No grade for “parallel” subjects
Plagiarism Copying external sources.	Not applicable. When ANY violation of Academic integrity occurs parents MUST be notified and informed of consequences if the instance is repeated. Please take infringements of AI very seriously	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given— see note.	3. Not applicable.
Peer plagiarism Copying work from another student.	Not applicable. When ANY violation of Academic integrity occurs parents MUST be notified and informed of consequences if the instance is repeated. Please take infringements of AI very seriously	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable
Peer plagiarism Student lending or facilitating their work.	Student took reasonable steps to prevent their work being copied. When ANY violation of Academic integrity occurs parents MUST be notified and informed of consequences	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.

	if the instance is repeated. Please take infringements of AI very seriously			
Collusion Coursework only and when working collaboratively.	Work of students show close similarity. When ANY violation of Academic integrity occurs parents MUST be notified and informed of consequences if the instance is repeated. Please take infringements of AI very seriously	Work of students has similarities—less than 30%—and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.

Explanatory Notes: See IB Academic Integrity Policy, March 2023 Page 42- 43
(<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>)

2. Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake his/her examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- Retake in six months, depending on subject availability
- Retake in 12 months
- No retake allowed, but award of grades in subjects not affected by the incident

J. Composition of the School Discipline Board

There will be a School Discipline Board (SDB) that handles concerns on academic misconduct. The SDB is composed of the following:

1. Head of the School
2. DP Coordinator
3. Best Behavior Officer (BBO)
4. Adviser/ Pedagogical Leadership team
5. Guidance Counselor

The SDB will take charge of the investigation following the procedure (*see Appendix A.*)

IV. Policy Review Process

The policy document will be reviewed in time for the second intake of IBDP learners preferably state August 2025. By then, the experiences and insights gained from policy implementation involving the first batch of IBDP learners shall appropriately guide the review process. A regular cycle of review shall be determined thereafter.

The policy was developed by a committee composed of members listed below. The Academic Integrity Policy committee along with the Pedagogical leadership team contributed largely to policy formulation. Representatives of various offices in the school were invited for a presentation on this policy.

Head of School – Mr. Emmanuel S. Sator

School Consultant – Dr. Maria Rosario B. Cesario

IB Coordinator – Mr. Arnold I. Catapang

IB Assistant Coordinator – Ms. Cyrel R. Royales

FCS Assistant Principal - Ms. Ermaline C. Carandang

Fidelis Senior High Assistant Principal - Mr. Arnaldo D.Mendoza

Best Behavior Officer - Ms. Mabel D. Hortaleza

Subject Area Coordinator:

Science - Ms. Evelyne V. Gonzaga

Mathematics - Ms. Mabel D. Hortaleza and Ms. Anabele B. Bonquin

English - Ms. Andrea C. Flores

Research - Ma. Angela Leanne M. Abairo

Subject Teachers:

Physics - Engr. Christopher B. Escarez

Biology - Engr. Baby Marie Beneth P. Bajamunde

Mathematics - Ms. Denise O. Briones

Philosophy - Mr. Joshua Albert A. Magtibay

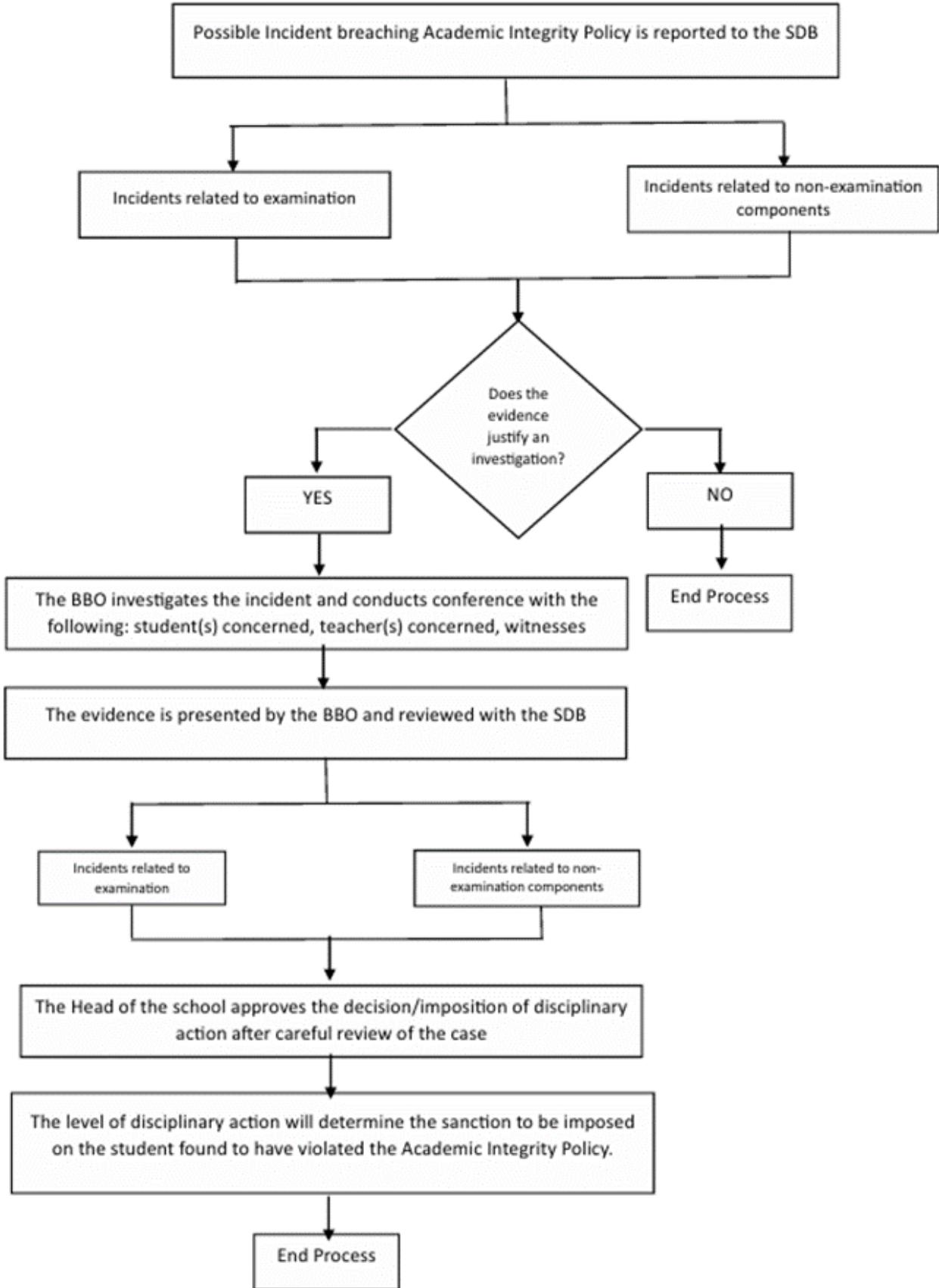
Arts - Ms. Juliet D. Magpantay

Global Politics - Mr. Arnaldo D. Mendoza

Version History

Version	Persons Involved	Date of Review
1	Mr. Emmanuel S. Sator, Dr. Maria Rosario B. Cesario, and Mr. Arnold I. Catapang	January 24, 2024
2	Mr. Emmanuel S. Sator, Dr. Maria Rosario B. Cesario, and Mr. Arnold I. Catapang	February 8, 2024
3	Academic Integrity Committee and Pedagogical Leadership Team	April 4, 2024
4	Academic Integrity Committee and Pedagogical Leadership Team	May 16, 2024
5	Academic Integrity Committee and Pedagogical Leadership Team	May 22, 2024
6	Academic Integrity Committee and Pedagogical Leadership Team	May 26, 2024
7	Academic Integrity Committee and Pedagogical Leadership Team	June 3, 2024

Appendix A
Investigation Flow Chart



Appendix B

Penalty Matrices for School Maladministration

This section contains the IB penalty matrices detailing different aspects of school maladministration and the level of penalty which may be applied by the IB.

Completion of coursework

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
Providing undue assistance to candidates such as over-editing or templating or manipulating finished pieces of work for improvement.	<ul style="list-style-type: none"> • Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Formal warning letter and action plan to address incident • Audit or monitor the internal assessment completion process • Quality assurance checks in the entire cohort’s work for the component(s) concerned • Bring forward the evaluation visit • Recommend relevant IB training • Include school in session monitoring for two consecutive sessions
Allowing the submission of work produced by third parties such as teachers, tutors, parents, and peers.	
Awarding mark—zero (0)—for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases— more than 20% of cohort for a component	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment	

Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be Taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	<ul style="list-style-type: none"> • Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Request immediate corrective action • Formal warning letter and action plan to address incident • Immediate inspection visit • Mandate relevant IB training • Include school in session monitoring for three consecutive sessions
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination. Not complying with authorized inclusive assessment arrangements.	

Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security. ³	
Leaving candidates unsupervised during an examination or unaccompanied during toilet breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting DP candidate response files to the IB within three days without an acceptable reason.	

Undermining the integrity of assessments

Infringements relating to school leadership undermining the integrity of IB assessments	Actions or sanctions—multiple actions may be Taken
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage	<ul style="list-style-type: none"> • Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Immediate inspection visit • Controlled dispatch of IB examination papers⁴ • Deployment of independent invigilators⁵ • Relocation of candidates to another venue⁶ • Annulment of grades for the candidates concerned or the entire cohort • Authorization withdrawal • Include school in session monitoring for five consecutive sessions
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of student misconduct or school or teacher maladministration.	
Failing to support an investigation into student misconduct or school or teacher maladministration.	
Failing to report an examination security breach or alleged breach.	

Explanatory Notes: See IB Academic Integrity Policy, March 2023 Page 28 – 29
(<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>)

Appendix C

Penalty Matrices for Student Academic Misconduct (*Sample only: Please see IB Academic Integrity Policy, Updated March 2023*)

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—	Level 3b penalty No grade for “parallel” subjects
Plagiarism Copying external sources.	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given— see note.	3. Not applicable.
Peer plagiarism Copying work from another student.	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable
Peer plagiarism Student lending or facilitating their work.	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion Coursework only and when working collaboratively.	Work of students show close similarity.	Work of students has similarities— less than 30%— and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.

Explanatory Notes: See IB Academic Integrity Policy, March 2023 Page 42- 43
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References:

- International Baccalaureate Organization (2023) Academic Integrity Policy
- FAITH Catholic School Student Handbook (2022)