

# Expectations and responsibilities of the school community

## Students

### Expectations

All IB community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled" and all students participating in IB programmes are expected to act honestly, responsibly and ethically.

To achieve this, students regardless of age, need support from the entire school community; specifically, from the programme coordinator and their teachers, but also from their parents or legal guardians. A supportive environment will encourage students to understand the importance of academic integrity and the role that this principle has in IB education.

Appropriate to their age, students should receive support to learn how to act if they witness an incident that goes against this principle; for example, they should know who to refer to if they have doubts concerning academic integrity.

When completing school work, students must also adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation.

When students understand the role that they have in the process of their own learning, they can also understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort.

Plagiarism is the most common form of student academic misconduct. For more information on plagiarism, see [Appendix 3](#).

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Students that engage in practices contrary to the IB's academic integrity principle are not only missing the opportunity to understand and accept their own strengths and weaknesses, but are also disadvantaging those students who complete assessment honestly and fairly.

## Responsibilities

The IB's mission statement is clear about the active role students have on their own learning. Students are not just recipients of content, but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement.

It is expected that all IB students, regardless of the programme, understand and accept the principle of academic integrity and face the challenges associated with it. This is not a task that students can face in isolation, they must have the support of their teachers and the school.

In an age-appropriate format, schools and teachers are expected to present IB students with policies and rules so they understand the school's stance towards academic integrity from the outset. Once students understand what the school wants to achieve, it will be easier to have their support for any initiative that the school proposes. Academic integrity should not be an imposition, but something that the whole school community aspires to.

Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products

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- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.

