
ACADEMIC INTEGRITY POLICY

**FOR THE IB DIPLOMA PROGRAMME
AT VILNIUS LYCEUM**

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This document has been produced on the basis of and in alignment with the following IBO publications:

- *Academic integrity policy, 2019 (updated 2023)*
- *Rules for IB world schools, 2020*
- *Programme Standards and Practices, 2018 (updated 2023)*
- *Diploma Programme: Assessment Procedures, 2024*
- *Assessment principles and practices—Quality assessments in a digital age, 2019 (updated 2023)*

IB 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 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 right¹.

THE IB LEARNER PROFILE

Vilnius Lyceum *Academic Integrity Policy* promotes honesty and integrity in academic work, which is in line with the IB Learner Profile's emphasis on intellectual curiosity, critical thinking, responsibility, care, respect and integrity. Academic integrity is intertwined with the majority of values in the IB Learner Profile. By developing these values, students can foster a culture of honesty and fairness in their academic work.

As an IB community of learners, we strive to be:

- ***Inquirers*** - *we nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.*
- ***Knowledgeable*** - *we develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.*

¹ (International Baccalaureate Organization 2019)

- **Thinkers** - we use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators** - we express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled** – we act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-minded** – we critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring** - we show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-takers** - we approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Balanced** - we understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective** - we thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development².

PURPOSE OF THIS POLICY

The Academic Integrity Policy of Vilnius Lyceum is based on the IB philosophy, principles and guidelines and its fundamental document *Academic Integrity Policy (2023)*. Lyceum fully recognizes *Academic Integrity Policy* as a set of values, skills and principles that ensure trustworthiness of the teaching and learning process and transparency of the assessment.

This policy serves as a guide to promote and maintain academic integrity within the school community: students, teachers, administration and parents. It outlines the expectations, responsibilities, and consequences related to academic integrity, ensuring that all members of the community understand and adhere to the highest standards of ethical behaviour.

² (International Baccalaureate Organization 2013)

WHAT IS ACADEMIC INTEGRITY?

*Academic integrity is a guiding principle in education and a choice to act in a responsible way to ensure 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*³.

Throughout the learning process, students require guidance in recognizing that academic integrity is essential to their growth as responsible and compassionate global citizens. By offering this support, the school fosters a culture of self-respect and mutual respect. *The key educational reasons for taking such a strong line on academic integrity are the following:*

- ***To maintain fairness.*** *IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.*
- ***To maintain trust and credibility.*** *Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.*
- ***To develop respect for others.*** *Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged*⁴.

Academic integrity at Vilnius Lyceum represents a commitment to honesty, fairness, responsibility, accuracy and respect, extending beyond school life to foster an ethical culture. It is a shared responsibility of the entire school community to instill these values in students for their future academic and professional pursuits.

PROMOTING ACADEMIC INTEGRITY

The Academic Integrity Policy is one of the crucial documents guiding the development of the school organization. Lyceum seeks to nurture a school culture that promotes academic integrity among the entire school community in all areas of their activity, both within and outside the school.

³ (International Baccalaureate Organization 2023a, p.3)

⁴ Ibid. p.5

The school's *Academic Integrity Policy* is introduced to students and parents at the beginning of the DP programme by the IB coordinator, Extended Essay (EE) coordinator and subject teachers. A copy of this document can be accessed on the school's website, or in the school library.

To foster a culture of academic integrity, the school:

- ensures that all DP teachers and students are familiar with *Academic Integrity Policy* and actively apply it in their daily practices
- educates students about the importance of academic integrity and the consequences of academic misconduct
- provides guidance and resources on proper citation and referencing techniques
- devotes teaching time for students to practise school's chosen referencing format
- encourages open discussions on ethical practices and a responsible use of information
- promotes a responsible use of the internet, including associated social media platforms, text manipulation/translation systems and artificial intelligence (AI) tools
- regularly reviews and updates the *Academic Integrity Policy* to align with IB DP guidelines and best practices.

EXPECTATIONS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Academic integrity is recognized as one of the core elements in the school's strategy, culture and curriculum and is appreciated for the value it will bring to students for their learning and future endeavours.

To maintain such an environment of common understanding of what academic integrity means is one of the key goals of the school leadership team: the team inspires all members of the school community to uphold the values of respect and trust where everybody assumes an equal responsibility to uphold this principle.

IB coordinator

The IB DP coordinator holds an essential role in promoting the principle of academic integrity as a fundamental one to the educational philosophy of the IB. The coordinator must always exhibit honest, ethical and responsible behaviour and maintain a pedagogical leadership in ensuring that all teaching and learning activities are carried out in accordance with the rules, policies and guidelines stipulated by the IB.

The IB coordinator is responsible for:

- maintaining an overall supervision of all activities related to the teaching and learning process at the school

- maintaining effective communication with the team of teachers, with the students and their parents ensuring that they have the same level of understanding of *Academic Integrity Policy* and the programme relevant IB regulations
- ensuring that all the necessary policy and regulatory documents as well as subject guides are easily accessible to everyone and available on the school's teaching platform
- ensuring that class schedules and calendars are appropriate, allowing students to realistically meet the demands of the programme and course of studies
- ensuring that classroom activities and educational strategies are designed and developed to support all students (in collaboration with teachers), who must receive the time and opportunity to learn the skills necessary for overcoming any challenges of the programme
- ensuring that teachers are adequately trained to deal with new technology and instruct students in accordance with the principles of academic integrity
- promoting incorporation of the issues/topics related to academic integrity in regular teaching and learning process
- introducing Year 1 students to the school's *Academic Integrity Policy* and reinforcing the importance of academic integrity during the two-year studies in the IB DP
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- supervising of the implementation of the school's documents and policies
- ensuring that the IB regulations are strictly followed and are applied consistently and fairly
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration, and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

Teachers

Teachers are the main agents of academic integrity in the classroom, demonstrating the same level of understanding of the expectations of the school's *Academic Integrity Policy* and IB expectations.

Teachers are aware that their conduct sets an important example to students. Actions which exhibit infringements to the *Academic Integrity Policy*, such as plagiarism, may lead students to believe that rules are irrelevant with severe consequences for their assessment.

Teachers are responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- ensuring that students understand and apply the guidelines for academic integrity through teaching and learning in a variety of different ways, including classroom activities, tasks for formative assessment, tutorials, Internal Assessment and Extended Essay supervision
- ensuring that no cases of misconduct are tolerated and proper means are taken during classwork, tests, laboratory work and other activities
- introducing students to the school's *Academic Integrity Policy* at the start of Year 1 and reinforcing the importance of it at regular intervals during the two-year studies in the IB DP
- introducing students to the school's *Citing and Referencing Guide* and consistently keeping to its requirements throughout the two years of the programme
- including carefully devised assignments that encourage students to develop their own ideas (through problem solving, comparison, precise hypothesis, analysis, etc.) thus reducing the chances of copying material without proper citation
- being vigilant for obvious changes in the student's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student. If there is evidence that coursework is not authentic, teachers have to take appropriate steps to report student misconduct
- reading and checking candidates' work for authenticity before submission. This refers to all Internal and External (IA/EA/EE) assessments
- overseeing and managing the timely submission of students' coursework in accordance with the official IB deadlines as well as the school's internal calendar of deadlines
- responding to student academic misconduct/school maladministration and supporting the school's and IB's investigations

Any issues of authenticity arising from concerns about plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IB DP Coordinator.

Extended Essay (EE) Coordinator

The role of an Extended Essay coordinator is crucial in promoting academic integrity in the process of writing the Extended Essay.

The EE coordinator is responsible for:

- advocating for a culture of academic integrity
- providing guidance on EE research, writing phases, requirements and assessment criteria
- ensuring compliance with IB regulations and guidelines
- allocating time for students working on their Extended Essays, ensuring they have sufficient resources and support to complete their work
- supporting the introduction and use of the Researcher's reflection space as an integral part of the Extended Essay process
- conducting regular meetings with students to discuss their progress and addressing any issues or concerns they might have
- ensuring that students learn the necessary research skills, including those related to academic integrity and technology literacy, which involves responsibly accessing and using electronic sources
- providing guidance on how to properly cite sources, paraphrase ideas, and acknowledge the work of others, which is essential in maintaining the integrity of the Extended Essay
- helping students understand the consequences of academic dishonesty and the importance of producing original work
- managing timelines and deadlines for students and supervisors, including reflection sessions
- overseeing timely submission of essays and RPPFs in accordance with the school's internal calendar of deadlines and the IB deadlines

Academic Integrity Team

The school has an established *Academic Integrity Team*, which consists of the IB coordinator, the EE coordinator, an IB subject teacher, and an IB student representative from the *School's Senate*.

The Academic Integrity Team is responsible for:

- supporting teachers and students in the reporting and investigation of student academic misconduct or maladministration cases

- providing advice specific to the nature of the incident and the subject affected
- recommending the appropriate penalty in line with internal school policy
- supporting the administrative process and maintaining any files and documents associated with each case for future reference and precedents.

Students

In the context of academic integrity, Vilnius Lyceum IB students are expected to behave honestly, responsibly and ethically, taking responsibility for their learning. Students are expected to submit their own work and to demonstrate honestly what they have learned. In order to achieve this goal Vilnius Lyceum community seeks to maintain a supportive environment that encourages students to understand and apply principles of academic integrity, which leads to the expectations of what all IB students should understand and be responsible for.

Students are responsible for:

- following Vilnius Lyceum and IB's regulations and policies
- completing all assignments, tasks and examinations in an honest manner and to the best of their abilities
- ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Students should be aware that incidents of plagiarism (and other forms of misconduct) must be viewed as a serious academic transgression with a community attitude that shows no tolerance and imposes adequate penalties when it is discovered. If academic misconduct is suspected, student's responsibility is to prove that all pieces of work are his/her own and have not been plagiarized
- abstaining 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
- abstaining from giving undue assistance to peers in the completion of their work
- adhering to the subject guidelines, rules and regulations when completing school work, always acknowledging the sources of information that were used and the help they have received from third parties during the process
- exhibiting a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation in collaborative projects
- reporting academic misconduct or school maladministration to their teachers and/or the IB coordinator
- complying with the deadlines set by the school and/or subject teachers. Students' work must be submitted according to an agreed schedule

- showing a responsible use of the internet, including associated social media platforms, text manipulation/translation systems, artificial intelligence (AI) tools
- citing of all sources they have used, including text and images obtained from AI tools. A text, material, or any asset produced by an AI tool must be clearly referenced in the body of the student's work and the bibliography (refer to Vilnius Lyceum *Citing and Referencing Guide*).

Once the student has submitted his or her work to the teacher (or the IB coordinator) for external or internal assessment the work cannot be retracted by the student. If the student is subsequently suspected of academic misconduct, it is no excuse to claim that the incorrect version of the work was submitted for assessment.

Parents/Guardians

Parents and legal guardians play a crucial role in the education process which includes reinforcing the values and importance of academic integrity. Although they are not directly involved in daily tasks at school, parents and legal guardians should encourage their children to conform to the rules and complete all work according to the expectations.

Focusing on processes for managing academic integrity incidents, parents and legal guardians of Vilnius Lyceum IB students are expected to:

- establish a good level of communication with Vilnius Lyceum administration and teachers to understand academic integrity requirements for students and encourage them to observe the rules
- provide support to students with scheduling of their work, so that students can meet deadlines
- timely provide information about student's health, wellbeing and issues related to completing assignments to the responsible teachers, class teacher and the IB coordinator
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining assistance in the completion of work to their children.

WHAT IS 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 ⁵.

Examples of maladministration include, but are not limited to:

- a subject teacher providing excessive assistance to their students during coursework production or allowing students overcredit their work
- authenticating and submitting to the IB work produced by third parties, including parents and unauthorized internet services, as the student's
- authenticating and submitting work to the IB when the school has doubts regarding its authenticity
- unauthorized rescheduling of an examination
- opening examination paper packets prior to an examination
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination
- leaving candidates unsupervised during an examination
- allowing additional time to students in examinations without authorization from the IB
- allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students
- insufficient number of and/or poorly trained invigilators for IB examinations
- failing to monitor student bathroom visits during IB examinations
- any non-compliance with the most recent version of conduct of examination rules, including unsecure storage of examination materials
- failing to report incidents of student misconduct or school or teacher maladministration or actual and alleged security breaches
- failing to support an investigation into student misconduct or school or teacher maladministration

Vilnius Lyceum strictly follows all instructions as outlined in the *Conduct of examinations booklet (Diploma Programme Assessment procedures that are annually updated)* regarding the administration of examinations and ensure that both invigilators and students have a clear understanding of the rules.

⁵ (International Baccalaureate Organization 2023a, p.3)

WHAT IS ACADEMIC MISCONDUCT?

The IB defines 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. This includes behaviour in school, out of school and online ⁶.

Academic misconduct may include but is not limited to the following categories and definitions:

- **Plagiarism** – this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. This includes translated material.
- **Collusion** – supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another.
- **Duplication of work** – the presentation of the same work for different assessment components and/or DP core requirements.
- **Examination misconduct**, including taking prohibited items into an examination and disruptive behaviour.
- **Unethical behaviour** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research.
- **Any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate.

The following actions are examples of misconduct relating to the written examinations:

- *stealing examination papers*
- *failing to obey the instructions of the coordinator/invigilator*
- *communicating with another candidate*
- *helping or receiving help from another candidate*
- *impersonating another candidate*
- *possession of unauthorized material*
- *consulting material outside the examination room during a period of absence*
- *behaving in a way that may disrupt the examination or distract other candidates*

⁶ (International Baccalaureate Organization 2023a, p.3)

- *submitting work for assessment that is not authentic*
- *removing or attempting to remove from the examination room examination material, such as answer booklets or examination papers*
- *leaving the examination room without permission*
- *continuing to answer an examination paper when told to stop by an invigilator or the coordinator*
- *discussing the content of any examination paper with any person outside their immediate cohort within 24 hours after an examination ending*
- *attempting to either gain or solicit information about the content of an examination before the examination or within 24 hours of the examination ending*⁷.

Other examples of academic misconduct include:

- falsifying a CAS record
- falsifying or inventing fictitious data for an assignment
- seeking and receiving assistance from teachers, peer students, tutors or parents, beyond what is recommended in the subject guidelines
- failing to properly acknowledge the ideas of others
- breaching of ethical guidelines while completing the task for Internal (IA) or External Assessment (EA)
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials
- failing to meet school's deadlines for IA/EA tasks and the Extended Essay
- use of unauthorized material during classroom activities, task assessments, etc.
- deliberate or too frequent avoidance of task assessments or other forms of assessment

PROCEDURES FOR DEALING WITH THE BREACHES OF ACADEMIC INTEGRITY POLICY

Teachers have the right to refuse to confirm the authenticity of the students' work if there is no evidence of such work being developed over a period of time or if they suspect an academic misconduct. Subsequently, an inquiry will be initiated, and the following steps will be taken:

1. The teacher informs the IB coordinator about the incident.
2. The teacher undertakes an exhaustive investigation into the matter in collaboration with the implicated student. This involves gathering evidence and interviewing the involved parties.

⁷ (International Baccalaureate Organization 2023b, p. 25)

3. If the investigation finds sufficient evidence to suggest academic integrity violation, the evidence and student written explanation of the case are submitted to the *Academic Integrity Team*. Subsequently, a formal meeting with the involved parties is held.
4. After the meeting, the *Academic Integrity Team* reaches a decision regarding the outcome based on a comprehensive consideration of the evidence, the proceedings, and adherence to the school policy.
5. Should the student find the decision unsatisfactory, they reserve the right to file an appeal, which necessitates the presentation of supplementary evidence for the *Academic Integrity Team* to review the incident.

Any violation of the *Academic Integrity policy* will be taken seriously and may result in disciplinary actions as indicated below in *Vilnius Lyceum Penalty Matrices*.

VILNIUS LYCEUM PENALTY MATRICES

Written/oral coursework and school examinations

<i>Infringements</i>	<i>Stage 1 penalty</i>	<i>Stage 2 penalty</i>	<i>Stage 3 penalty</i>
Late submission <i>Failure to follow internal deadlines</i>	First offence. Internal assessment/external assessment.	Repeated offence. Internal assessment/ external assessment (2b).	Internal assessment/external assessment (final draft).
Plagiarism <i>Copying external sources.</i>	First offence. Coursework only.	Repeated offence or Internal assessment/external assessment (2b).	Internal assessment/external assessment (final draft).
Peer plagiarism <i>Copying work from another student.</i>	First offence. Coursework only.	Repeated offence or Internal assessment/ external assessment (2b).	Internal assessment/external assessment (final draft).
Peer plagiarism <i>Student lending or facilitating their work.</i>	First offence. Coursework only.	Repeated offence or Internal assessment/external assessment (2b).	Internal assessment/external assessment (final draft).
Collusion	First offence. Coursework only.	Repeated offence or Internal assessment/ external assessment (2b).	Repeated offence. Internal assessment/external assessment (final draft).
Submitting work commissioned, edited by, or obtained from a third party	<i>Not applicable.</i>	First offence. Internal assessment/external assessment (2a).	Repeated offence. Internal assessment/ external assessment (final draft).
Inclusion of inappropriate, offensive, or obscene material	First offence. Coursework only.	Repeated offence or Internal assessment/external assessment (2b).	Repeated offence. Internal assessment/external assessment (final draft).
Duplication of work	First offence. Coursework only.	Repeated offence or Internal assessment/external assessment (2b).	Repeated offence. Internal assessment/ external assessment (final draft).

Falsification of data	First offence. Coursework only.	Repeated offence or Internal assessment/external assessment (2b).	Repeated offence. Internal assessment/external assessment (final draft).
Misconduct during school examination	<i>Not applicable.</i>	First offence (2a). Repeated offence (2b).	<i>Not applicable.</i>

Explanatory notes

Level 1 penalty:

- incident is documented in the student’s file; parents are informed.
- student is asked to resubmit the assigned task for assessment (if applicable).
- student is requested to review the *Academic Integrity Policy* document.

Level 2 penalty:

2a

- incident is documented in the student’s file; parents are informed.
- assignment of the lowest grade (1) or *FAIL (neįsk)*, which signifies a score of 0 for the component, is implemented.
- student is requested to review the *Academic Integrity Policy* document.
- an action plan to prevent subsequent incidents is agreed upon by the involved parties.

2b

- misconduct is documented in the student’s file; parents are informed.
- assignment of the lowest grade (1) or *FAIL (neįsk)*, which signifies a score of 0 for the component, is implemented.
- the consequences of the misconduct may result in receiving a reprimand from the principal or being expelled from the school. The decision is reached during IB teachers and administration meeting.
- record of the misconduct is included in the student’s school transcript (if applicable).
- student is requested to review the *Academic Integrity Policy* document.
- an action plan to prevent subsequent incidents is agreed upon by the involved parties (if applicable).

Level 3 penalty:

- information about the infringement is submitted to the IB for consideration.
- IBO procedures and matrices are applied. For a detailed account of IB investigation procedures and penalty matrices for both school maladministration and student academic misconduct, refer to the appendices 1-2 of the IB publication *Academic Integrity Policy (2023)*.

ACCESS AND REVIEW OF THE POLICY

The policy may be accessed on the school's website or in the school library.

The *Academic Integrity Policy* is revised in accordance with any new regulations introduced or documents published by the IB or other circumstances requiring an adjustment.

LIST OF REFERENCES

INTERNATIONAL BACCALAUREATE ORGANIZATION, 2013. IB Learner Profile. <https://www.ibo.org>. Online. 2013. Available from: <https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

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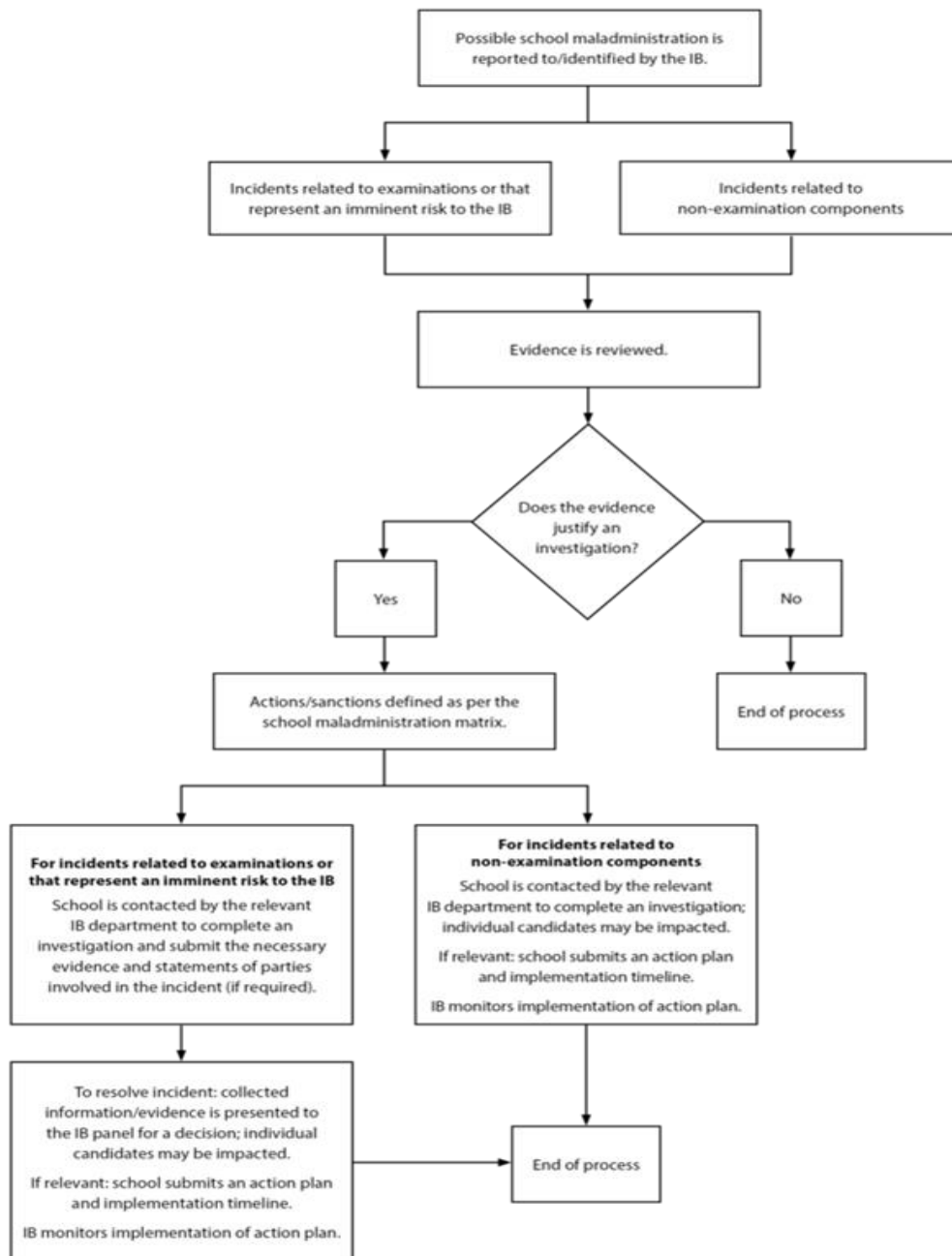
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APPENDICES

Appendix 1: SCHOOL MALADMINISTRATION

1.1 INVESTIGATION FLOWCHART



1.2 PENALTY MATRICES

This section contains the IB penalty matrices detailing different aspects of school maladministration and the level of penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident please see "Good practice for investigations".

The infringements and related penalties detailed in this matrix apply to all IB schools authorized to deliver IB programmes. However, schools going through the authorization process are subject to these same principles of academic integrity. If there is evidence that a school going through the authorization process is acting unethically or infringing IB rules and regulations, the authorization process could be affected.

Completion of coursework

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
Providing undue assistance to candidates ¹ 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 monitoring² for two consecutive sessions
Allowing the submission of work produced by third parties such as teachers, tutors, parents/legal guardians 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 process.	

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
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.	<ul style="list-style-type: none"> • Include school in session monitoring for three consecutive sessions
Allowing candidates to share materials or communicate during the examination.	
Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
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 bathroom 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 MYP 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
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of student misconduct or school or teacher maladministration.	

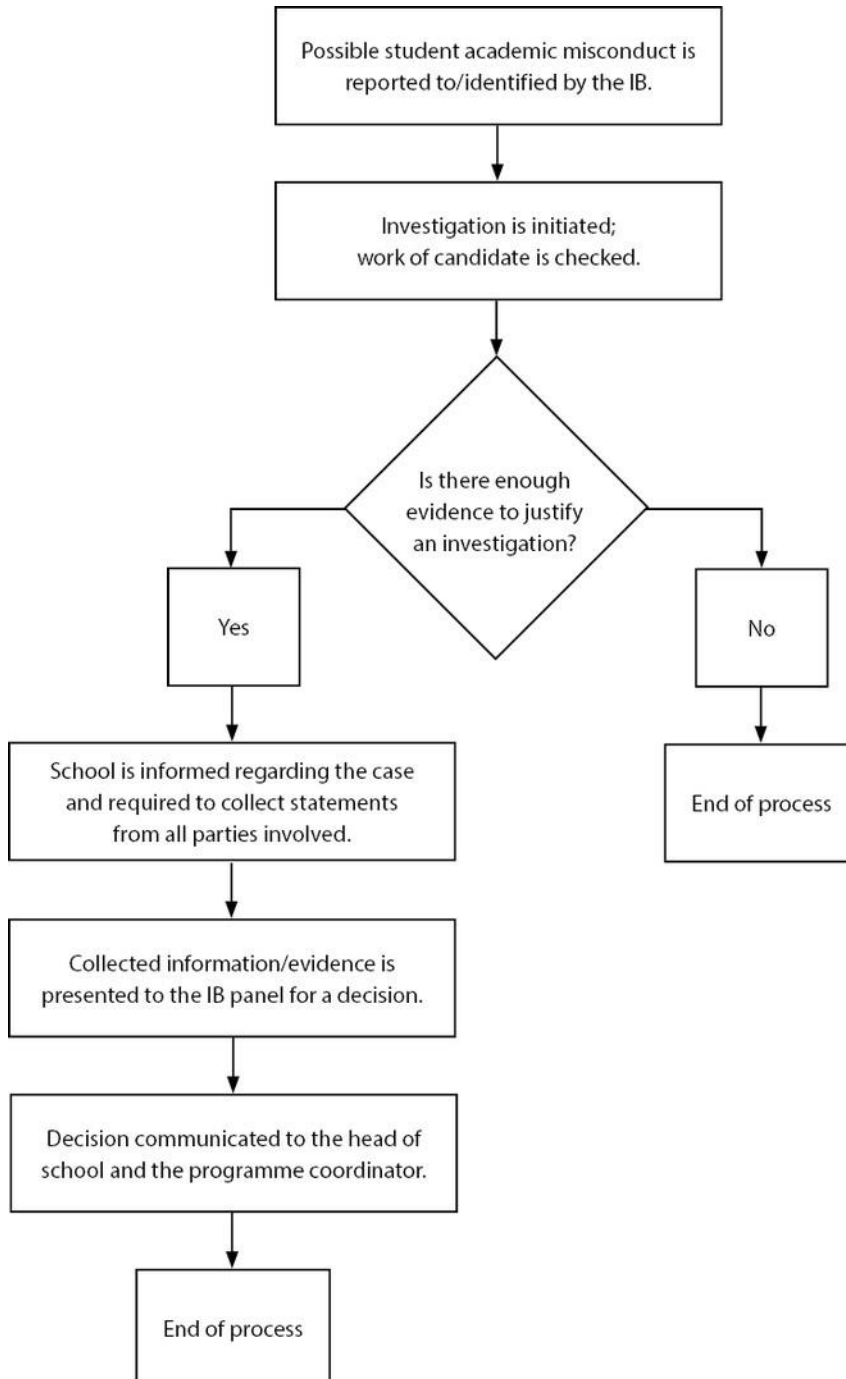
Failing to support an investigation into student misconduct or school or teacher maladministration.	<ul style="list-style-type: none"> • Annulment of grades for the candidates concerned or the entire cohort • Authorization withdrawal
Failing to report an examination security breach or alleged breach.	<ul style="list-style-type: none"> • Include school in session monitoring for five consecutive sessions

Explanatory notes

- Undue assistance covers scenarios such as:
 - templating—subject teachers, or other third parties, prepare a template to ensure that all candidates follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. While this could be construed by the teacher as an effective approach to the management of student workload, the creativity and originality of the task is restricted.
 - over-editing—subject teachers, or other third parties, provide students with multiple rounds of editing that go against the instructions described in the relevant subject guides. Teachers are only expected to provide comments in the margins of a piece of work, but not to extend their support to become a full editing exercise.
- Session monitoring covers actions such as:
 - quality assurance checks of all available pieces of work in IB systems for plagiarism
 - quality assurance checks of all available pieces of work in IB systems for overlap in content
 - check of response patterns to examination papers, including multiple-choice questions.
- Failure to maintain examination security, including on-screen, oral and written examinations, includes examples such as:
 - non-secure storage of examination materials
 - not opening examination papers in front of the candidates
 - obtaining examination questions and papers illicitly
 - logging in to see the content of an on-screen examination before the scheduled time
 - sharing extracts and guiding questions or photographs or prompts for individual oral examinations and commentaries
 - discussing or sharing information within a 24-hour period after the examination ending
 - sharing examination papers with subject teachers within a 24-hour period after the examination ending.
- “Controlled dispatch of IB examination papers” means that the IB will decide where and when to send the papers and whether they will be sent to a third party that will oversee the delivery of all examinations, at the school’s expense.
- “Deployment of independent invigilators” means that the IB will appoint independent invigilators to oversee the conduct of all examinations, at the school’s expense. If deemed appropriate, the IB will send the examination papers electronically.
- If a school is not complying with the requirements for delivering the examinations securely, the IB may request that any candidates registered at that school complete their examinations at an alternative venue, as determined by the IB, and at the school’s expense.

Appendix 2: STUDENT ACADEMIC MISCONDUCT

2.1 INVESTIGATION FLOWCHART



2.2. PENALTY MATRICES

This section contains the IB penalty matrices detailing infringements by a student and the level of penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident refer to "Good practice for investigations".

Written and oral coursework and examinations

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—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
Collusion <i>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common</i>	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable

<i>write-up for a group rather than written their own</i>				
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable
Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

Conduct during an examination

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—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Possessing unauthorized material in the examination room—see note 8	In candidate’s possession but surrendered or removed during the first 10 minutes	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable

	of the examination.)			
Exhibiting misconduct or disruptive behaviour during an examination—see note 9	Not applicable	Non-compliance with the invigilator’s instructions during one component.	Repeated noncompliance with the invigilator’s instructions during one examination or non-compliance during two or more examinations. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</i>	Not applicable
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to	Not applicable	Not applicable	When a candidate tries, successfully or not, to share answers and/or examination content with others. <i>Penalties will be applied to all candidates participating in the incident.</i>	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable	Candidate attempting to remove secure materials but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable
Impersonating an IB candidate—both impersonator and person allowing impersonation	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. <i>If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for.</i>

				<i>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i>
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

Conduct that threatens the integrity of the examination

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—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Gaining access to IB examination papers before the examination’s scheduled time, be that via any form of communication platform—see note 10	If the candidate immediately reports they are in possession of live examination content, the IB will consider this as a “mitigating circumstance”. See note 11 “Mitigating circumstance”.	Candidate in possession of partial or complete live examination content.	Not applicable	Not applicable
Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination—see note 12	Not applicable	Not applicable	Candidate sharing partial or complete live examination content through any means—including but not limited to, email, text messages and the internet—even when shared information is general.	Assisted the sharing of partial or complete live examination content.
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

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—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Not cooperating with an investigation, whether involved or not	Not applicable	Not applicable	When a student shows any of these behaviours and/or refuses to submit a statement.	
Providing misleading or demonstratively false information	Not applicable	Not applicable		
Attempting to influence witnesses	Not applicable	Not applicable		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable	Not applicable		

Forgery or falsification of IB grades or certificates

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—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Forgery or falsification of IB grades or certificates <i>Attempt to fraudulently amend a result in a subject—electronic or hardcopy certificates and transcripts.</i>	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

Explanatory notes

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.

3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
 - friends, family members, or other students in the same or different school, college or university
 - private tutors
 - essay writing or copy-editing services
 - pre-written essay banks
 - file sharing sites.
5. Minor offences may include but are not restricted to:
 - conducting research without permission of the participants
 - including offensive or obscene comments or graphic materials in any assessment component
 - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offences may include but are not restricted to:
 - conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
 - conducting research or fieldwork that damages the environment
 - including offensive or obscene comments or graphic materials in any assessment component.
7. Major offences may include but are not restricted to:
 - producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
 - falsification or fabrication of data in producing any work
 - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
8. Unauthorized materials or items may include but are not restricted to:
 - mobile phones
 - notes
 - study guides
 - candidate's own rough or scratch paper
 - non-permitted dictionaries
 - other prohibited electronic devices such as smart-watches or smart-glasses.
9. Misconduct during examinations may include but is not restricted to:
 - failing to abide by invigilator instructions
 - disruptive behaviour
 - attempting to remove examination materials from the examination room
 - leaving the examination room without permission.
10. Social media or messaging/communication platforms and tools
11. Mitigating circumstance

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- In this specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not applying a penalty for academic misconduct.
12. Assisting other student(s) in committing an act of misconduct may include but is not restricted to:
- facilitating information to other candidates during the completion time of the examination
 - distributing live examination content before, during or after the scheduled time of that examination through any means.