



Colegio San Agustin

Dasmarinas Village, Makati

IBDP Academic Integrity Policy

Version 2

December 2024

Updated: August 18, 2025

I. International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

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

II. The IB Learner Profile

The aim of the IB program is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet; help to create a better and more peaceful world.

IB learners 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.

Thinkers

We use critical and creative thinking skills to analyze 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 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 development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

III.The IBDP Curriculum Model



IV.CSA Vision and Mission Statements

The school's vision:

A Christian community committed to the building up of the City of God through the formation of true and future-ready Augustinian servant leaders.

The school's mission:

Colegio San Agustin-Makati is committed to the cause of the Kingdom, the salvific mission of the Church, by providing quality and relevant Catholic Augustinian education to the youth, through excellent curricular and co-curricular offerings, integration of faith and life, care for God's creation, development of moral and social virtues, promotion of health and cultural programs, and fostering of civic and patriotic attitudes and global citizenship. All these are geared to the holistic development of the learners, dynamic and innovative servant leadership, and community life centered upon God.

V.RATIONALE/STATEMENT OF PURPOSE FOR THE POLICY

As an institution of learning, CSA Makati promotes excellence in the scholarly works of its students and faculty. This document provides a framework for the maintenance of an ethical academic environment anchored greatly on the provisions of the IB Academic Integrity Policy.

VI. THE AUGUSTINIAN HONOR CODE

At CSA, every individual is entitled to learn within a trusting and supportive environment. It is the duty of each member of our community to uphold these principles. Augustinian values that foster this environment include:

HONESTY

Strive for truthfulness in both academic pursuits and interpersonal interactions.

INTEGRITY

Demonstrate trustworthiness, fairness, and ethical behavior.

RESPONSIBILITY

Take ownership of your actions and educational journey.

RESPECT

Act with civility, honoring the dignity of every individual and respecting the intellectual and physical property of others.

CSA Honor Pledge

"I solemnly pledge to engage in all endeavors with honesty, integrity, responsibility, and respect, aligning with the values and mission of Colegio San Agustin."

VII. ACADEMIC INTEGRITY ACCORDING TO IB

Lifted from The IB Academic Integrity Policy 2023:

1. "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. "Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an "ethical culture" of any educational institution, be that a primary school or a university. It is an obligation that must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle."
3. "Fostering an academic integrity culture, and a personal positive attitude towards it, requires the design of a school strategy that combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes."
4. "The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the Primary Years Programme (PYP), be reinforced during the Middle Years Programme (MYP) and cemented later through the Diploma Programme (DP) and Career-related Programme (CP)."
5. "Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB students understand:
 - a. their responsibility for producing authentic and genuine individual and group work
 - b. how to correctly attribute sources, acknowledging the work and ideas of others
 - c. the responsible use of information technology and social media
 - d. how to observe and adhere to ethical and honest practice during examinations.
 Educators supporting IB students in their learning should understand their own central

role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.”

VIII.EXPECTATIONS FOR THE SCHOOL COMMUNITY

Lifted from The IB Academic Integrity Policy 2023:

- A. “School Leadership Team
 - a. Embedding the policy into the school structure
 - b. Issuing guidance for teachers
 - c. Guidelines for a designated team or person responsible for academic integrity
 - d. Communicating the principles of academic integrity to parents and legal guardians”
- B. “Program Coordinator
 - a. Act as role models and must always exhibit honest, ethical and responsible behaviour.
 - b. Maintain a pedagogical leadership and are responsible for ensuring that all teaching and learning activities are carried out in accordance with the rules, policies and guidelines stipulated by the IB.
 - c. Ensure that all staff involved in the delivery of IB programmes, including teachers, teaching assistants, special education coordinators, counsellors, librarians and laboratory assistants, receive adequate training
 - d. Organize meetings with teachers, students and their parents or legal guardians to explain the academic integrity policy and respond to any questions that may arise.
 - e. Ensure that the subject guides and all rules and regulations are strictly followed and that the IB regulations are applied consistently and fairly.
 - f. Take responsibility for ensuring that class schedules and calendars are appropriate, allowing students to realistically meet the demands of the programme and course of studies.
 - g. Design and develop classroom activities and educational strategies to support all students, who must receive the time and opportunity to learn the skills necessary for overcoming any challenges of the programme.
 - h. Avoid conflicts of interest, apparent or real, and acts that may constitute maladministration.
 - i. Act decisively when an incident of academic misconduct or maladministration occurs, which must be reported immediately to the school’s leadership and the IB, as appropriate.”
- C. “Teaching and Non Teaching Staff
 - a. Be aware that their conduct sets an important example to students. Actions that 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
 - b. Fully adhere to Subject guidelines, rules and regulations should by teachers, particularly regarding the level of teacher support that is deemed acceptable when supporting students.
 - c. Emphasize that the purpose of education is not only the attainment of high grades, but to acquire knowledge and develop skills for the future
 - d. Evaluate the views and conduct of students in regard to academic integrity, including any deficiencies, before developing an appropriate plan to address the topic. It may also be valuable to consider the reasons why students engage in acts of academic misconduct.”
- D. “Students
 - a. aim to achieve and develop the IB learner profile attributes.
 - b. receive support from the entire school community; specifically, from the programme coordinator and their teachers, but also from their parents or legal guardians.
 - c. 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.
 - d. 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.”

- E. “Parents and Legal Guardians
 - a. Accept that the principle of academic integrity is a fundamental part of the IB’s educational philosophy
 - b. Understand the regulations and policies that the IB expects schools, coordinators, teachers and all students to observe
 - c. Take note of the IB’s policy on all categories of academic misconduct, but especially plagiarism, which is the most common form of misconduct
 - d. Be included in the group responsible for designing and updating the school's academic integrity policy
 - e. Support their children, as they will be able to explain these (academic integrity)
 - f. Agree with and support the position of the school and the IB, they will be less inclined to give unfair assistance to their children, for example, by writing or over-editing their work. expectations to them
 - g. Provide the necessary conditions for their children to work independently and request the school’s support when they identify that their children are not attending to their studies as required and are falling behind.

IX.SCHOOL MALADMINISTRATION: PRACTICES TO AVOID

Lifted from The IB Academic Integrity Policy 2023:

“The IB defines school maladministration as an action by an IB World School or an individual formally 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.”

Here are some practices that the school and its staff should avoid:

- A. subject teacher provides excessive assistance to their students during the coursework production process
- B. teacher provides multiple edits to the work, in contradiction to the instructions of the subject guide, this extra help provided represents an unfair advantage to the student.
- C. When an examination is under way, acts of maladministration can also be committed by school administrators or invigilators. Examples of this can include:
 - a. additional time being granted to students without authorization from the IB
 - b. an insufficient number of invigilators
 - c. poorly trained invigilators
 - d. failing to monitor student bathroom visits
 - e. allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.
- D. e invigilators fail to ensure that students’ calculators are set to examination mode with, for example, memory cleared and prohibited functionalities disabled, or when the materials that the students take to their desks are not checked and include non-permitted dictionaries or data booklets.
- E. Examination materials that are not securely stored

X.DEFINITION OF TERMS

1. Author: The originator of an idea made tangible.
2. Intellectual property: Intellectual property refers to creations of the mind: inventions; literary and artistic works; and symbols, names and images used in commerce.
3. Patent: an exclusive right granted for an invention – a product or process that provides a new way of doing something, or that offers a new technical solution to a problem.
4. Trademarks: a distinctive sign that identifies certain goods or services produced or provided by an individual or a company.
5. Copyright: grants authors, artists and other creators protection for their literary and artistic creations, generally referred to as “works”

6. Academic dishonesty: An intentional act of fraud in which one claims credit for the work/efforts of another without proper documentation/authorization and may include but not limited to the following:

- a. Plagiarism: adoption or reproduction of original creations of another author (person, collective, organization, community or other type of author, including anonymous authors) without due acknowledgment.
- b. Cheating: Intentionally using or attempting to use unauthorized materials (including all electronic devices), information or study aids in any academic exercise.
- c. Fabrication: Falsification of data, information or citation in an academic exercise.
- d. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- e. Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- f. Abetting and aiding academic dishonesty: Knowingly helping someone commit an act of academic dishonesty.

A. Policy coverage

This policy covers students and faculty engaged in scholarly works in school and all kinds of intellectual properties under relevant Philippine laws.

B. Ownership of works

The originator of the intellectual property owns all works s/he produces/makes. However, students and faculty are allowed free access, without infringing any rights, and use of any intellectual property for non-commercial and educational purposes. Determination of other considerations for ownership shall be guided by existing school rules and policies.

C. Social Media/Network Ethical Use Policy

Social media is an incredibly remarkable resource. It is a powerful information tool. Apart from providing immense data, both historical and real-time, inevitably, social media also amplifies the reach of information. This will also be true when we commit, deliberately or inadvertently, lapses online.

The Web is a massive entity. It is a realm where total control is futile. Hence, this framework could only go as far as to prescribe ethical rules of conduct online especially when using Social Media.

1. Be critical about information you get online. There is much reliable data online just as there are also a lot of disreputable sources.
2. Do not just pass around or spread information online. Be circumspect. Remember that the Net has enormous reach and it can spread information with great speed.
3. Take extra care when posting or obtaining photos or videos online. The basic rule is—do not do/show online what you do not want to do/be seen doing offline. Also, remember that photos and videos could be edited and reposted.
4. Be honest. Even if no one is watching, or so you thought, act accordingly. For instance, do not take as your own things that you get online. Avoid abusing your anonymity when online.
5. Manage your clout. Be responsible and prudent in how you carry yourself online. Think about the people who would be affected by the consequences of your actions.
6. Acknowledge that nothing on the Web is truly private. Social media platforms are public spaces. If you want to maintain a semblance of privacy, make sure that you protect yourself by properly using privacy tools.
7. Never behave any differently online than you would offline.
8. Take time to read Terms of Service especially when you put or get information online.

9. Keep in mind that your personal actions online could be associated with the groups where you are linked with such as your family, your school or your community.
10. Be careful about expressing your personal opinion. Always remember the legal implications of such neglect and recklessness. Even if you take away the legal aspect in the picture, just think about other people's feelings.
11. Be decent and respectful of norms.
12. Apart from properly using the platforms, be responsible also in using the devices. In school, always prioritize academic activities when using the device and the Web.

D. Implementing mechanism

Academic integrity is the concern of everyone. Teachers, first and foremost, shall be models of academic integrity and executors of this policy.

The head of the Senior High School, in consultation with the Academic Director, shall be the main enforcer of the policy, especially concerning the faculty. Student observance of academic integrity and the enforcement of the policy shall be supervised by the Prefect of Discipline.

Observing proper citation of sources is highly promoted. The teacher shall determine the appropriate citation standard that shall be observed by the class/strand. This standard shall also dictate form and structure or requirements that shall be accomplished by students. The teachers of the subject and the teachers of the strand are highly encouraged to standardize their research policy.

E. Offenses

Consequent to the promotion of academic excellence and ethical behavior of teachers and students, CSA is resolved to protect pertinent rights from different violations of this set of policy.

1. Destruction, insertion or modification without consent
2. Disclosure, distribution, selling, use, copying, taking or accessing without consent
3. Unethical online behavior and practices
4. All other acts analogous to those mentioned.

F. Penalties

All violations shall be dealt with in accordance with the provisions of relevant school policies, IB Matrix of Penalties, and applicable rules.

XI. STUDENT ACADEMIC MISCONDUCT

Lifted from The IB Academic Integrity Policy 2023:

- A. "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. Behavior that may disadvantage another student is also regarded as academic misconduct."
- B. "Categories of student academic misconduct:"
 - a. "Coursework"
 - i. "When a student seeks and receives assistance from others such as teachers, peer students, tutors and parents or legal guardians, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. This also affects the assessment process since the work is not entirely produced by the student in

question. As stated before in this document, the assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work.”

- ii. “Similarly, a student may be tempted to obtain support through the many resources available on the internet. For example, there are many websites that offer “help” and make available finished pieces of work in exchange for another. The condition of these websites is that this other document, shared by the student seeking support, will also be available in their repository to which other students in the world have access.”
- iii. “When a student faces the pressures associated with the final period in which all work must be completed, there is also the possibility of trying shortcuts and sometimes students “duplicate” work. For example, something that is prepared with the purpose of an internal assessment, may well be adapted to serve as an extended essay.”
 - b. “Written and on-screen examinations”
 - i. “During the writing time of the examinations, students can also engage in acts of academic misconduct, which may range from the possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour. Equally, students may not attempt to answer examination questions and instead invest their time writing offensive or obscene and/or irrelevant comments. Assisting other students in the same or a different school to commit academic misconduct also represents a serious offence”
 - ii. “Another inherent risk that is affecting the student community is the use of social media platforms on the internet. With very good intentions, student communities organize study groups in which they share review materials and strategies to better prepare themselves for the final examinations. However, there is a risk that participants of those groups obtain and share examination materials, that is, live examination content or coursework that has reached the internet through fraudulent practices.”
 - iii. “Students should be reminded about the responsible use of social media; everything that is posted or shared online leaves a digital footprint behind and can become public. Even conversations considered private such as the ones taking place in closed groups on social media platforms have the potential to be shared by any member of that group.”
 - iv. “All IB students are expected to inform their school administrators and programme coordinators immediately if an act that compromises the integrity of the examination is identified”

XII. EXAMPLES OF ACADEMIC MISCONDUCT

Lifted from The IB Academic Integrity Policy 2023:

Diploma Programme		
Subject	Example	Outcome
Extended essay (EE)	A candidate submitted an EE that contained two sections of verbatim copied text from two internet sources, more than 100 words in total; the correct links to the sources were included in the bibliography.	While the correct sources were included in the bibliography, the candidate did not include appropriate reference at the point of use in the body of the essay. Penalty level 3a was applied and no grade, an "N", was awarded for the EE.
Visual arts HL—exhibition	As part of the exhibition, a candidate submitted artistic work that was copied from a painter known for his sketches of renowned singers and actors. During the investigation process, the candidate claimed that they were inspired to work on similar techniques after attending an exhibition of the painter; however, the candidate did not acknowledge the source.	Penalty level 3a was applied to the exhibition component, which resulted in no grade, an "N", being awarded for visual arts HL.
English A: literature HL—oral component	A candidate presented their oral assessment based exclusively on memorized material from internet sources. No reference was made at any point in the recording to these sources and the candidate stated that they were not aware that memorized materials had to be referenced during an oral presentation.	The candidate received a level 3a penalty for the oral component, which resulted in no grade, an "N", being awarded for English A: literature HL.
History of the Americas HL—paper 3	Four candidates registered at the same school included memorized information from internet sources in their responses to questions on the paper 3 examination. No references or citations were included at any point on the examination scripts.	All four candidates received a level 3a penalty for paper 3 and no grade, an "N", was awarded for history of the Americas HL.
Theory of knowledge (TOK)—essay	A candidate submitted an essay that was almost entirely plagiarized from an English source that they translated into Spanish.	The candidate first claimed that they did not plagiarize but later stated that they were not aware of the need to reference translated sources. The candidate received a level 3a penalty for the essay component, which

Diploma Programme		
Subject	Example	Outcome
		resulted in no grade for the subject concerned.

Peer plagiarism

Diploma Programme		
Subject	Example	Outcome
Economics HL—internal assessment	Candidate A was under pressure to finish their internal assessment task and asked a peer, candidate B, from the same school for support. Candidate B shared a draft of their work with candidate A so they could gain a better understanding of the structure, but specifically asked them not to use or copy their work. Candidate A submitted the shared draft work as their own.	Candidate A received a level 3a penalty and no grade, an “N”, was awarded for economics HL. Candidate B received a level 1 penalty warning letter.
TOK—essay	Candidate A was working on their final version of the TOK essay and had a conversation with a friend, candidate B, who attended a different IB World School. Candidate B complained about the difficulty of the task; candidate A shared their draft advising it was fine to use part of it, as it was unlikely that any similarities would be discovered. Candidate B rewrote part of candidate A’s essay but left many sections unchanged.	Both candidates received the level 3a penalty for the component, which resulted in no grade, an “N”, for the subject concerned.

Collusion

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies SL—internal assessment	Two candidates submitted identical work for assessment despite the subject teacher advising that candidates must collect and record their own data and write their own conclusions.	Both candidates received the level 3a penalty for the component which resulted in no grade, an “N”, for environmental systems and societies SL.

Submission of externally commissioned work

Diploma Programme		
Subject	Example	Outcome
TOK—essay	Two candidates registered in different IB World Schools and who were unknown to each other submitted almost identical TOK essays. Candidate A admitted hiring a third-party essay writing service. Candidate B maintained that they were the author of the essay.	Both candidates received the level 3a penalty for the component which resulted in no grade, an "N", for the TOK subject.

Inclusion of inappropriate, offensive or obscene materials

Middle Years Programme		
Subject	Example	Outcome
Drama—ePortfolio	During the completion of the oral component recording, an MYP candidate included an inappropriate joke that contained sexual content and references to religion. Offensive and derogative language was used.	Candidate received a level 1 penalty warning letter.

Diploma Programme		
Subject	Example	Outcome
Theatre HL—research presentation	During the completion of the 15-minute video, a candidate used offensive and derogative language against women in front of a live audience.	Candidate received a level 1 penalty warning letter.

Duplication of work

Diploma Programme		
Subject	Example	Outcome
Environmental systems and societies—EE and mathematics SL—internal assessment	The candidate reworked their internal assessment and expanded on it to create their EE; however, both pieces showed extensive similarities.	Candidate received a level 3a penalty which resulted in no grade, an "N", being awarded for both subjects.

Breaches occurring during an examination

Possessing unauthorized material in the examination room

Diploma Programme		
Subject	Example	Outcome
Biology SL—paper 2	After candidates had entered the examination room and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession before the examination papers were distributed. Due to extreme anxiety, one candidate forgot to hand in his mobile phone. He realized his error during the five-minute reading time and volunteered it to the invigilator.	The candidate received a level 1 penalty warning letter.
Chemistry HL—paper 1	After candidates had entered the examination room and the instructions had been read by the invigilator, candidates were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. The invigilator insisted that all candidates check for a second time that all phones and devices were removed from pockets and clothing. Approximately halfway through the examination, an alarm from a mobile phone sounded. The device was located inside the sweatshirt pocket of a candidate.	There was no evidence that the candidate had used the device during the examination, the browsing history being reviewed by the school's IT department. As the candidate was in possession of unauthorized material, they received a level 2 penalty: zero marks for the examination paper.
Business management—paper 2	After candidates had entered the examination hall and the instructions had been read by the invigilator, they were asked to surrender any unauthorized materials or electronic devices that they may have in their possession. Approximately 15 minutes after the examination had started, an invigilator noticed a candidate moving suspiciously in their seat and trying to cover something under their leg. The invigilator approached the candidate and discovered a mobile phone; after reviewing the browser history, it	Candidate received a level 3a penalty—no grade for the subject—as there was evidence of possession and use of the mobile phone.

Diploma Programme		
Subject	Example	Outcome
	was confirmed that the candidate was using the internet to search for answers to the examination questions.	
Mathematics HL—paper 1, non-calculator	An examiner identified an uncharacteristic answer that could not have been achieved without using a calculator. An investigation was launched and both the school administration and the candidate denied the occurrence. As the evidence was not conclusive, subject-matter experts were consulted to confirm or dismiss the allegation.	On the balance of probabilities, the evidence supported the likelihood that the candidate used a calculator in order to arrive at the answer given. The candidate received a level 3a penalty for paper 1 and no grade, an "N" was awarded for mathematics HL.

Exhibiting misconduct or disruptive behaviour during an examination

Diploma Programme		
Subject	Example	Outcome
Physics SL—paper 1	When entering the examination hall, a candidate refused to sit in their allocated desk. After being verbally reprimanded by the invigilator, the candidate was allowed to start the examination; however, they maintained their disruptive behaviour. They were warned by the invigilator but became increasingly aggressive and were eventually removed from the examination hall.	The candidate received a level 2 penalty: zero marks for component.

Facilitating the exchange of live content during the examination completion time

Diploma Programme		
Subject	Example	Outcome
Psychology SL—paper 2	Halfway through the examination, an invigilator had noticed and become suspicious of candidate A's behaviour. Candidate A was coughing repeatedly while putting their hands to their ears. Candidate A was approached and requested to lift up their hair. It became evident that candidate A was receiving information via a pair of wireless headphones from another	Candidate A received a level 3a penalty—no grade for subject—and was not permitted to retake the subject, being permanently disqualified. Candidate B, who was providing assistance, was also penalized and permanently disqualified. Please also see below under "Assisting other candidates in committing an act of academic misconduct" category.

Diploma Programme		
Subject	Example	Outcome
	candidate, candidate B, who was in a different room. Through a "cough code", candidate B identified and read subject relevant information to assist candidate A in completing the examination.	

Breaches that threaten the integrity of the examination

Gaining access to examination papers before scheduled start time

Diploma Programme		
Subject	Example	Outcome
English A: literature SL—paper 1	One day before the examination was scheduled, three candidates approached their teacher to ask how to "tackle" a poem they were using in a revision session. The teacher did not recognize the poem from lessons during the teaching cycle. Twenty-four hours after the examination, the teacher reviewed the examination paper and saw that the exact same poem was included in the paper.	After further investigation by the IB, a website was found where the specific poem was being discussed, albeit not in an IB context. One of the three candidates had commented in the discussion thread in that website. The IB was unable to prove whether the candidates had access to the paper before it was completed. The balance of probabilities approach was applied. All candidates received a level 2 penalty: zero marks for component.

Sharing examination content before or during an examination, or within 24 hours of scheduled ending

Diploma Programme		
Subject	Example	Outcome
History HL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform expressing how happy they were that one of the questions was the same topic of their EE. Details of the question were posted.	Candidate received a level 3a penalty for the subject concerned.
Philosophy SL—paper 1	Within a 24-hour period after the examination ending had elapsed, a candidate posted a message on a social media platform sharing a picture of the stimulus used for one of the paper questions.	Candidate received a level 3a penalty for the component concerned.

Diploma Programme		
Subject	Example	Outcome
Chemistry HL—paper 3	Within a 24-hour period after the examination ending had elapsed, a candidate shared on a social media platform the content of the paper. The group with access to that chat was composed of candidates in different time zones.	Candidate received a level 3a penalty for the component concerned.
Biology SL—paper 2 and paper 3	A whistle-blower report was received by the IB with evidence that a candidate who had completed examination papers was offering fragmentary information on examination content. The source was located and the candidate in question identified.	The candidate received a level 3a penalty across all subjects, with no retake possible in any future session, being permanently disqualified. The IB also imposed penalties to other candidates identified in the group and that had access to the circulated materials.

Assisting other candidates in committing an act of academic misconduct

Diploma Programme		
Subject	Example	Outcome
Business management HL	A candidate assisted a peer completing a psychology paper from the outside by reading pre-prepared responses to examination questions using a wireless headset.	Candidate received a level 3b penalty, no grade for parallel subject as they were not registered for the subject being assisted, and was not allowed to retake the subject, being permanently disqualified. The candidate receiving the information was also penalized and permanently disqualified.

Failing to report an incident of academic misconduct

Diploma Programme		
Subject	Example	Outcome
History SL, biology HL and mathematics SL	A candidate was part of a closed group on social media composed of candidates in different time zones. There were clear attempts by many of the group members to obtain live examination content from those candidates that had already completed the examination papers. While the candidate in question was not registered for any of the subject contents being shared, they failed to report the incident to the IB.	Candidate received a level 3b penalty for three parallel subjects and was not allowed to retake any of them in future sessions, being permanently disqualified.

XIII. PROCEDURES FOR DEALING WITH POLICY BREACHES BY STUDENTS

Lifted from The IB Academic Integrity Policy 2023:

- A. “Cases of possible student academic misconduct are reported to the IB by external stakeholders such as examiners, programme coordinators, teachers and whistle-blowers or are identified by the IB, such as through samples of work or review of responses to examination papers.”
- B. “Cases identified by the school”
 - a. “Incidents related to coursework”
 - i. “When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school’s academic integrity policy, provided it specifies if resubmissions are permitted. However, the school should not submit to the IB a piece of work that does not meet the expectations regarding academic integrity. A school should also not submit work with a mark of zero in the relevant component.”
 - ii. “If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an “F” on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.”
 - iii. “When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.”
 - b. “Incidents related to examinations”
 - i. “IB World Schools must follow all instructions for the conduct of examinations as detailed in The conduct of IB Middle Years Programme on-screen examinations and the relevant session version of Conduct of examinations booklet and ensure that invigilators and students understand the rules.”
 - ii. “All students must have a clear understanding of the IB’s expectations in terms of the conduct of the written or on-screen examinations. Therefore, students must adhere to ethical and honest practices.”
 - iii. “Students must not take any unauthorized materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorized materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB.”
 - iv. “If a student is found to be in breach of regulations, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student’s examination script should be submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.”
- C. “Investigation of student academic misconduct cases”
 - a. “Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.”
 - b. “If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the school can request the removal of the piece of work from the relevant session in which academic misconduct may have occurred. If the relevant piece of work has been removed from assessment, the student will not be eligible for a grade, but will be allowed to complete that subject in a future session.”

c. “When a student does retake the subject in a future session, they cannot include the work that was under investigation. For example, in a case of potential plagiarism in an internal assessment component an entirely new piece of coursework must be produced for the retake session.”

d. “Students suspected of academic misconduct must be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; however, the school will be requested to confirm in writing that the student declined the opportunity to present a statement.”

e. “Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB Education Office at the IB Global Centre, Cardiff. Their decision is subject to approval by the Academic Honesty Subcommittee. If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Academic Honesty Subcommittee.”

f. “The Academic Honesty Subcommittee consists of IB staff and members external to the IB—for example, IB World School teachers, academic integrity experts, university admissions staff and senior examiners. Its role is to ensure that IB decisions are aligned with the published policy, penalty matrices and principles and values of the IB. A strong external voice also ensures transparency and fairness in this emotive area.”

g. “If the internal panel or Academic Honesty Subcommittee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices in the appendices.”

h. “If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student’s results have been issued. This could be identified, for example, through the enquiry upon results process. If academic misconduct is subsequently established, the student’s grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.”

D. “Student sanctions”

a. “By registering for an IB education, the student recognizes the authority of the IB to apply sanctions, including withdrawal of services, if the organization believes academic misconduct has occurred.”

b. “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.”

c. “Using the matrix of penalties”

d. “The IB will decide if the student found in breach of regulations will be allowed to retake their 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.

i. Retake in six months, depending on subject availability

ii. Retake in 12 months

iii. No retake allowed, but award of grades in subjects not affected by the incident”

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.	- 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.	- 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.	

Appendix 1: School maladministration

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.	- 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”

1. “Undue assistance covers scenarios such as:
- a. 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.

b. 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.”
2. “Session monitoring covers actions such as:
- a. quality assurance checks of all available pieces of work in IB systems for plagiarism

b. quality assurance checks of all available pieces of work in IB systems for overlap in content

- c. check of response patterns to examination papers, including multiple-choice questions.”
- 3. “Failure to maintain examination security, including on-screen, oral and written examinations, includes examples such as:
 - a. non-secure storage of examination materials
 - b. not opening examination papers in front of the candidates
 - c. obtaining examination questions and papers illicitly
 - d. logging in to see the content of an on-screen examination before the scheduled time
 - e. sharing extracts and guiding questions or photographs or prompts for individual oral examinations and commentaries
 - f. discussing or sharing information within a 24-hour period after the examination ending
 - g. sharing examination papers with subject teachers within a 24-hour period after the examination ends.”
- 4. “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.”
- 5. “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.”
- 6. “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.”

XIV. INCLUSION-SENSITIVE PRACTICES

These ensure the policy is not only about preventing misconduct, but also about making academic integrity expectations fair and accessible to all students, including those with diverse learning needs.

A. Student Responsibilities

- 1. **Accessible Understanding:** Students must demonstrate awareness of academic integrity through materials provided in multiple formats (e.g., simplified guides, translated versions, audio/visual formats for students with learning differences).
- 2. **Acknowledging Supports:** Students with inclusive assessment arrangements (e.g., use of assistive technology or extended time) must ensure these supports are used ethically and do not compromise the originality of their work.
- 3. **Equitable Consequences:** Students should know that violations are addressed with consideration of their context, including documented learning needs.

B. Teacher Responsibilities

- 1. **Universal Design in Instruction:** Teachers provide explicit instruction on citation, referencing, and plagiarism using examples that account for varied learning styles (e.g., visual organizers, step-by-step guided practice).
- 2. **Differentiated Monitoring:** Teachers are trained to recognize when lapses in integrity may stem from misunderstanding due to learning difficulties rather than deliberate dishonesty.
- 3. **Inclusive Prevention:** When setting tasks, teachers ensure assessment design reduces risks of misconduct (e.g., allowing oral defenses or project-based work for students with certain accommodations).

C. School/Administration Responsibilities

1. **Policy Communication:** The Academic Integrity Policy is introduced during orientation sessions in accessible language, with accommodations made for students with additional needs (interpreters, simplified visuals, etc.).
2. **Support Structures:** Provide mentoring or writing support programs specifically tailored for students who may struggle with academic conventions (e.g., EAL learners, students with dyslexia).
3. **Inclusive Sanctions:** Disciplinary actions are proportionate and account for students' documented needs, ensuring opportunities for restorative learning rather than only punitive measures.

D. Parent/Guardian Responsibilities

1. **Awareness & Reinforcement:** Parents are oriented on academic integrity expectations in ways that reflect inclusion (e.g., bilingual sessions, clear guidelines for supporting students at home).
2. **Support at Home:** Encouraged to reinforce inclusive study habits, such as helping students use assistive technology responsibly without crossing ethical boundaries.

XV. BRING YOUR OWN DEVICE POLICY

If we teach today as we taught yesterday, we rob our children of tomorrow. John Dewey

The educational system regularly transforms to maximize the advantages being presented by technology and to accommodate the changing nature of learners.

For its part, CSA regularly updates its curriculum and learning infrastructures to sustain excellent quality of education and to consistently address the evolving needs of learners. CSA incessantly innovates and looks for ways to achieve these goals.

One promising mode is the program called *Bring Your Own Device*. This program will allow students to bring their choice of device for educational use in the classroom. This shall be a general policy in the use of personal devices regardless of platforms and connectivity.

A. Benefits

A study conducted by IBM through Forrester Consulting found out that productivity significantly increases due to BYOD¹. The potential of BYOD extends beyond making work more efficient. The creation of a high technology environment replicates the future, conditions the students and prepares them with 21st century skills.

In another study by Cisco, it was found out that the factor that increased productivity is that in BYOD, individuals are using devices more familiar to them.

B. Considerations

¹ https://www-01.ibm.com/marketing/iwm/iwm/web/signup.do?source=gts-LITS-desktop-cloud-NA&S_PKG=ov14067&S_TACT=109KA5TW

CSA considers its demographics in designing the program. Similarly, parents are consulted to get their consent to and support for the program. Also, to ensure that every student is accommodated, flexibility in the kind of device to be brought shall be observed.

C. Expectations

It is recognized that some teachers are more comfortable with traditional technology models—usually more controlled and filtered. The BYOD program is quite the opposite. Since the program is uncontrolled and less filtered, it shall require more effective classroom management strategies and deeper knowledge about technology.

On the part of the users, observance of ethical rules and appropriate use policy should be kept in mind. The ultimate goal, maximum learning, should not be compromised.

Parents are highly enjoined to monitor their child's performance. Since accessibility will also be extended to parents, they should be able to help in supervising their child's learning process.

D. Acceptable Use

Relevant personal devices shall be allowed in school for purposes of instruction. Concurrently, students shall be given exhaustive orientation on ethical use of both the device and the web. It is the belief of the school that instead of stressing the policies and imposing control, students should learn how to properly behave and conduct themselves online by imbibing the correct values.

The devices shall be highly used for activities that directly or indirectly support learning experiences. Personal use for recreation and communication shall be limited. Internal checks on access are made present in the infrastructure itself. Nevertheless, students are especially reminded to:

- use camera and video capabilities of their device assiduously
- avoid storing and transmitting illicit materials
- abstain from using their device and the web to harass others
- avoid using the network in unacceptable activities
- avoid using the device of other people when accessing the network or working through the LMS.
- refrain from using applications (such as private message, social networking, games, etc.) that are considered personal non-academic.
- refrain from using SMS services during academic time especially if the device is a smartphone
- refrain from unofficially accessing the device and/or the network when in class
- avoid downloading and accessing apps that are irrelevant to classroom activity

E. Devices and support

Students shall be required to bring their own device to support their academic work in school. Studies have shown how productivity increases when one works comfortably using a personal device. Major companies such as Apple, Dell, IBM and Cisco support a BYOD scheme.

Smartphones, tablets and notebooks are allowed. This program will not specify brand, models, versions, OSs and the like in order to accommodate as wide a variety of devices as possible. However, everyone is advised to make sure that the device is comfortable enough to do effective and efficient work. Connectivity issues shall be supported by IT. All devices shall be subject to provisioning and configuration by the IT before the network could be accessed.

F. Security

To ensure that the network, its infrastructure, and the devices are protected, the following should be observed:

- A strong password shall be required for each device to avoid unauthorized access.
- Devices should be set in such a way that it locks when idle for at most 5 minutes.
- Devices that have been rooted (Android) or jailbroken (iOS) are banned from accessing the network because essential security features of the operating system might have already been lost/compromised and security vulnerabilities might be introduced. Without having been rooted, an Android device is already susceptible to malware attack. According to a study conducted, 98% of identified mobile malware target the Android platform. Between 2011 and 2012 alone, according to the same study, malware variants for Android grew by 163%².
- Information technicians (IT) may remotely wipe the device if IT detects a data or policy breach, a virus or similar threat to the security of the company's data and technology infrastructure.
- Downloading and using questionable apps especially those deemed to present security risk to the system and its users shall be prohibited.
- Academic integrity and ethical use shall be observed at all times when using the system. Acts of dishonesty (such as plagiarism, consuming copyright-infringing music and media, and the like) and unethical/inappropriate behavior especially when online or using the system should be avoided.
- In case students become disassociated with the school within the academic year, the school shall require the disabling of the access of the device, or, when need arises, a wipe of the device (Right to be forgotten and erased).

G. Privacy governance and data protection³

- Privacy concerns of the users shall also be addressed by the policy through a definitive and clear setting of expectations especially in relation to procedures with high privacy impact.
- Personal data shall be protected.
- Users shall have the right to be forgotten and erasure⁴ (erasing personal data and account).
- Monitoring shall be restrained to the use of the device during the time that the user is at school.
- The school reserves the right to examine the device when an incident occurs.
- An inventory of devices shall be conducted.
- It is paramount in the design of this program that information and communication are secured and protected.
- The collection, processing and handling of information shall be guided by transparency, legitimacy and proportionality.
- In collecting the data, purpose should be accurate, relevant and essential.
- Data that is incomplete or inaccurate should be corrected, supplemented, destroyed or their further processing restricted.
- The information can be stored only as long as needed for the purpose for which it was obtained.
- The data available/collected could be processed or used provided that the purpose is not a prohibited act.
- Users have the right to know if their information shall be, are being or have been processed.
- Mishandling or misuse of information is prohibited.

² [http://www.ey.com/publication/vwluassets/ey-bring_your_own_device/\\$file/ey-bring-your-own-device.pdf](http://www.ey.com/publication/vwluassets/ey-bring_your_own_device/$file/ey-bring-your-own-device.pdf)

³ Republic Act 10173 or the Data Privacy Act

⁴ The right of a person to ask for his/her personal data to be deleted once the data is no longer necessary. See more on

http://ec.europa.eu/justice/data-protection/files/factsheets/factsheet_data_protection_en.pdf

H. Risks, liabilities and disclaimer

- In an event that danger to the system or threat against other users occurs, the school reserves the right to disconnect devices or disable services without notification.
- Lost or stolen devices must be reported to the Prefect of Discipline. Everyone is responsible for securing his/her own device.
- The users are expected to use his or her device in an ethical manner at all times and adheres to the school's acceptable use policy as outlined above.
- The owner of the device is personally liable for all costs associated with his/her device.
- The owner assumes full liability for risks including, but not limited to, the partial or complete loss of school and personal data due to an operating system crash, errors, bugs, viruses, malware and/or other software or hardware failures, or programming errors that render the device unusable.
- The school reserves the right to take appropriate disciplinary action for noncompliance with this policy.

XVI. POLICY REVIEW

To maintain a living, responsive framework for academic integrity, this policy includes a standing review process. Its purpose is to ensure continuous improvement, responsiveness to emerging issues, and alignment with evolving IB expectations. The following provision outlines who leads the process, when it occurs, how evidence is gathered, and how outcomes are recorded for accountability and implementation.

- A. **Responsible Party:** The IB DP Coordinator, in collaboration with the Academic Integrity Committee and subject group leaders.
- B. **Frequency:** Reviewed annually prior to the start of the academic year.
- C. **Methods and Evidence:** Analysis of malpractice cases, surveys on student/teacher awareness, benchmarking with updated IB guidance.
- D. **Documentation:** Annual report on policy effectiveness and proposed revisions.

XIV. REFERENCES

International Baccalaureate Organization. (2023). IB Academic Integrity Policy.

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>

Republic Act 10173, Data Privacy Act (2012). <https://privacy.gov.ph/data-privacy-act/>