

The European Azerbaijan School



ACADEMIC INTEGRITY POLICY

Revised by the Director, Principals, Deputy Principals, IB coords, Teachers and approved by the Board of Trustees
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Academic Integrity at the European Azerbaijan School

The European Azerbaijan School (EAS), values honesty and academic integrity. We encourage all students to conduct themselves in a responsible way. In this spirit, we expect all students to refrain from misconduct. EAS believes that instruction in academic and personal honesty is a fundamental part of a student's education. Honesty and integrity are character traits that are expected from every student. Academic dishonesty is generally defined as cheating or creating a false impression of a student's performance.

Teachers routinely explain the principles of academic integrity to students, tailoring the discussion to the specific guidelines of their respective subjects.

According to the International Baccalaureate, academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. All students at EAS are expected to strive to develop attributes of the IB Learner Profile. Therefore, the IB Learner Profile is the cornerstone of the school's academic honesty policy.

We encourage students to be:

- Inquirers who acquire the skills necessary to conduct investigation and research.
- Knowledgeable who use their own words and thoughts to demonstrate their understanding and learning.
- Thinkers who reason for themselves and are honest in the work they complete
- Communicators who effectively convey oral and written information, citing accurate sources.
- Principled who act with integrity and honesty, taking responsibility for their own actions
- Open-minded who are accustomed to seeking and accepting a range of points of view
- Caring who would never willingly claim credit for answers, information or knowledge that was not their own.
- Risk takers who are brave and articulate in defending their beliefs
- Balanced who value the need for attaining knowledge to enhance their academic skills and abilities.
- Reflective who constantly weigh their choices and actions based on maintaining academic integrity and the IB tradition.

EXPLANATION

Students will be informed as to what academic integrity means including an understanding of what constitutes academic misconduct. They will be instructed in the skills necessary to avoid committing academic dishonesty. Students will also be taught the difference between dishonest practices like collusion and healthy practices like collaboration. The school defines academic misconduct as behaviour that results in, or may result in, a student gaining an unfair advantage in assessment. Misconduct includes, but is not limited to:

1. Collusion

This involves supporting misconduct by another student, as in deliberately allowing one's work to be copied or submitted for assessment by another student. In instances of collusion, both parties are equally guilty.

Examples include:

- Letting someone copy your homework or assisting in their cheating in any way
- Letting your partner do all of the work on a project and then putting your name on the project as if you had

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done an equal share of the work. In this case the partner is also guilty of collusion.

Collaboration, on the other hand, is the healthy partnership between two or more students who share equally in the workload. Teachers will advise the student when it is required to collaborate on work, and how to do so properly and effectively

2. Duplication of work

This is defined as the presentation of the same work by the same student for different assessment components and school requirements.

Examples include:

- Turning in a project done previously by you
- Using the same piece of work for two assessments

3. Plagiarism

This is defined as the act of presenting another person's intellectual property or work as one's own work without crediting the source of that material. Such material could include written words, ideas, visual images, auditory expressions, graphs, charts, data, maps, solutions, or any material that comes from another source, including the Internet, Artificial Intelligence, digital resources, and text-based reference materials. Even material that has been paraphrased is considered plagiarised unless proper credit or explicit reference is given.

Examples include:

- Copying another person's homework
- Looking at another person's paper and copying their answers
- Copying directly from the internet by cutting and pasting someone else's work and presenting it as your own
- Copying directly from a printed source by taking someone else's work and presenting it as your own
- Rewording someone else's words and not giving them credit for the ideas, thereby representing someone else's ideas as your own
- Using a foreign language translator to change a source from one language to another, without citing, and then using that translation as if it were your own words
- Forging another person's signature, including a parent's signature
- Having someone do your work for you, including a tutor or family member

4. Use of AI generated ideas or text

This is defined as the use of artificially generated text, without citing or acknowledgement according to IB guidelines. This is an area of rapid change presently and therefore we will review and monitor regularly how our students' work is being affected by these technological advances. See below for more details.

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5. Unauthorised material during assessments

Bringing in any materials to an assessment, or accessing any materials during an assessment, which are not authorised is also considered contrary to academic integrity and therefore will be addressed as breaches of this policy.

CONVENTIONS FOR CITING AND ACKNOWLEDGING ORIGINAL AUTHORSHIP The details of the sources of information should be recorded when the research is being conducted. In their work students may use a citation (footnote -author's last name, title, page number), a reference (a list of full details of the sources used at the end of the work) and a bibliography (a list of all sources which were used to generate ideas in the work). The purpose of detailing sources of information is:

- To acknowledge the source of information
- To enable that source to be found again.

Citing online sources.

Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. Simply stating the search engine that was used to find the website is not acceptable. To cut and paste from a website without acknowledging the source constitutes plagiarism. DVDs, emails, online videos, computer programs and any other electronic media must be treated in the same way as books and journals.

- Make sure that information used is acknowledged in a footnote and is fully listed in the references/bibliography. The school recommends the use of the MLA referencing style.
- Seek help and guidance from your teachers, librarian, and project coordinator. If you have questions about the appropriate use of digital tools in academic work, speak with your teacher, librarian or project coordinators.

Guidance on the Use of Artificial Intelligence Tools.

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use artificial intelligence (AI) tools. AI tools have rapidly become commonplace, but often they are not the most useful piece of software. Text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks.

Students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image, or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

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- **Citation is Mandatory:** If a student uses any text, image, or other output from an AI tool, they must cite it clearly. The citation should include the AI tool's name, the date of access, and the specific prompt used.
- **Transparency is Key:** The IB emphasises that students must be transparent about how they used AI. The goal is to see how the student used the tool to learn and develop their own work, rather than just copying from it.
- **AI for Learning, Not Replacing:** The IB distinguishes between acceptable and unacceptable uses of AI. It is acceptable to use AI for things like brainstorming ideas, generating summaries of key points, or getting feedback on grammar and sentence structure. It is not acceptable to have AI write entire paragraphs, essays, or reflections and submit them as the student's original work.
- **The Teacher's Role:** Teachers are expected to use their professional judgment to ensure the work is authentically the student's. This often involves observing the student's process, having discussions or "vivas" about the content, and ensuring the final work is consistent with the student's known abilities.

In practice, AI tools may be used in the following ways:

- Before writing a piece of work, students should find research material. It is entirely reasonable to use a search engine to do this. AI tools may help in the research process, as they will give students ideas and help them shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.
- If students use a text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks and the citation should also contain the prompt given to the AI tool and the date the AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.
- AI tools can be utilised to create isolated musical elements, such as a single track sample, a specific instrument's melody, a voice clip, or an individual sound effect. This use is considered a part of the creative process and should be acknowledged. The use of AI-generated content must be explicitly and transparently cited. The citation must include the name of the AI tool, the prompt used to generate the audio, and the date of access.
- The school uses the MLA for citing and referencing to acknowledge original authorship. Subject teachers and supervisors utilize multiple tools to check for the authenticity of work.

Acceptable and unacceptable practice

Ideas

- It is acceptable for others to discuss and comment on the student's own ideas
- It is acceptable for others to suggest a new idea to the student
- It is unacceptable for others to give the student new ideas (such that the student abandons his/her own ideas), which the student then passively uses, claiming that the ideas are his/her own. This is plagiarism.

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Writing

- It is acceptable for others to comment on and suggest possible improvements to a student's written work
- It is unacceptable for others to write the student's assignment, which the student then claims as his/her own. This is plagiarism.

Primary Years Programme (PYP)

In the PYP classroom teachers utilize a constructivist, inquiry-based approach to teaching and learning that promotes critical thinking skills. These are monitored at the classroom level through teacher observations and conversation with learners. On the other hand, when PYP work is completed out of the classroom, others share responsibility for ensuring a piece of work is the student's own.

The school encourages academic honesty in the PYP by:

- Discussing appropriate help regularly with parents (see above section on the role of tutors and family members).
- Ensuring parents and learners understand what the IB Learner Profile statement of academic integrity means in practice.
- Making sure all staff clearly understand all aspects of the academic integrity policy and how best to implement them.
- Teachers encourage honest, creative, and critical work from students by: In the first years of elementary creating a clear understanding in students of the difference between opinion and facts and how the reporting of facts should be handled; creating inquiry-based assessment tasks that ask students to use knowledge rather than just record it, that encourages creativity by creating tasks that use information to solve problems; designing assessment criteria that value and reward the work required, rather than focusing solely on the result
- Teaching ways to acknowledge the work of others through the use of quotation marks and making regular notes when an idea is borrowed from specific sources
- Teaching the value of reflection in the learning process whereby students comment freely and openly on the impact of outside information on their thinking, as well as distinguishing between their own ideas and those of others.
- Making clear what will happen if submitted work is not the learner's own.

Academic Integrity in the PYP Exhibition

- The PYP Exhibition provides students with an authentic opportunity to demonstrate independent learning and inquiry. Academic integrity is central to this process. Students are expected to produce original work, acknowledge all sources appropriately, and avoid plagiarism and collusion. Teachers support students by explicitly teaching citation and referencing skills, promoting responsible research practices, and fostering an understanding of the ethical use of information. The Exhibition serves as a key platform for developing students' integrity, accountability, and the values necessary to become principled and responsible global citizens.

The Middle Years Programme (MYP)

It is the conviction of the school that all standards applicable to the IB in general should apply to our MYP students (grades 5-9) as they apply to academic integrity. In the MYP, the school will ensure that:

- Parents/carers and students are fully informed about the school's academic integrity policy with special

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concern for students joining EAS from other institutions where expectations might differ.

- Students as they move beyond the primary level, are clear about the seriousness of the issue of academic integrity as well as their growing personal responsibility for their own conduct.
- Adequate guidance is given on the increasingly complex issue of the use and proper citation of sources.
- A coordinated program between IT and the library staff focused on teaching basic research skills and issues of citation/referencing appropriate for this academic level.
- Teachers will reinforce academic honesty in the MYP by:
 - Offering task-specific clarification of assessment requirements and the use of the work of others.
 - Actively tracking students' uses of outside sources to make sure that students clearly understand and apply proper standards.
 - Outlining the principles of academic integrity expectations during every unit
 - Actively promoting self-management skills for students by dividing large scale projects, when feasible, into stages with specific deadlines, which enables teachers to monitor the development of work and therefore avoid academic integrity issues
 - Creating opportunities for students to reflect on the evolution of their thinking and to clearly distinguish between their ideas and those of others.
 - Introducing students to a more formal examination environment so as to prepare them for the demands at IB DP/CP levels. This will be introduced in a progressive manner.

It is important that conversations and any consequences for academic integrity infringements are appropriate for the grade level the student is currently studying in. Therefore, the conversation held for a Grade 5 student will be different than that held for a Grade 9 student. In all cases, however, the principles of Academic Integrity are stressed.

Personal Project

The students in MYP 5 (Grade 9) will complete their Personal Project, including, but not limited to, a bibliography/reference/works cited page with all the sources recognised, using MLA citation style. Each candidate and supervisor will meet three times during the process of the project and record the meetings on an academic integrity form, the form is then signed by the supervisor and the student once the project is completed to ensure that students uphold honesty and ethical standards in their work. This frequent monitoring also ensures that work is authentic from the side of the student as development will be seen by the supervisor.

Pre Academic Year (Pre)

In terms of Academic Integrity, the Pre year operates under the same conditions as the DP/CP guidelines, although as it is an internally devised and assessed course, there are no requirements from an external body.

Diploma/Career-related Programmes (DP/CP)

A student should not:

- Talk with another student during a quiz or test
- Use hidden notes on a quiz or test

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- Look at another student's paper during a quiz or test
- Make their answers visible to other students during a quiz or test
- Perform any act of dishonesty in regard to his/her academic achievement
- Invent or change actual laboratory data
- Share information about what is on a quiz or test with students in another section of that class
- Utilize Artificial Intelligence without documentation of source
- Create false sources for documentation
- Credit legitimate sources with false information

Secondary School Practices (MYP/Pre/CP/DP)

THE DETECTION OF PLAGIARISM

Candidates are expected to review their own work before submission for assessment and before the cover sheet is signed to identify any passages, data, graphs, photographs, computer programs, etc. that still require acknowledgment.

The teacher must be vigilant for familiar passages and, if necessary, check that such passages have not been copied from a textbook. In the case of an extended essay, the supervisor may quiz the candidate on the content of the essay at any point during their supervision or during the summative viva voce to determine the authenticity of the work.

The internet can also be used for detecting academic dishonesty. Online plagiarism detection services have their limitations, and should be used with caution. These services are best used to help students improve their writing, avoiding plagiarism and also over-reliance on someone else's work.

Additionally, students can find more specific information, which supports academic integrity, in the TOK, CAS and EE guidelines.

HOW TO UPHOLD ACADEMIC INTEGRITY

THE ROLE OF THE STUDENT

Students should be encouraged to write in their own words.

- Students should understand that it is always appropriate to use ideas from someone else or from AI, as long as they give that person/source credit for those ideas. They should make sure to always credit where they got the information from, both in the body of the written work and in the references and bibliography at the end.
- Organisational skills should be encouraged so that students do not produce work at the last minute. Such last-minute preparation often lends itself to cutting corners which in turn can lead to issues with academic dishonesty.
- When students do research, they should keep good records of where they have found useful information.
- Students should always include a bibliography/references, which is a list at the back of their research project of all sources of information used (web pages, books, magazine articles, and so on).

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THE ROLE OF THE TEACHER

- All subjects teachers are responsible for explaining to students the right ways to use someone else's ideas in their work and to encourage discussion about any unclear areas. Teachers educate students about the seriousness of cheating and plagiarism.
- Teachers make every effort to create an environment that reduces the pressure to cheat and plagiarise thereby supporting student learning. This is of particular importance during assessments. Teachers should refer to guidance regarding 'Assessment Conditions' for further guidance.
- Our school librarian actively assists students both in locating sources and in their proper citation/referencing.
- If a teacher recognises cheating or plagiarism, or even suspects such a case, he/she will take immediate steps to deal with it, including informing the relevant people (Curriculum Leader and Programme Coordinator - see also sanctions/consequences). Each case will be treated individually.

Teaching Support

Teachers and the librarian will assist students by carefully demonstrating good practices in order to help students to act with academic integrity. As part of examining the IB learner profile trait "principled," with students, teachers will give instructions in proper note-taking, referencing, and source acknowledgement to guide students in the ways of proper academic practice. Students are always free to consult their teachers and librarian for assistance whenever needed. Teachers will endeavour to avoid assigning tasks that are simply generalized "reports". Students will be encouraged to form and develop their own analysis and problem solving. Teachers will consider the steps taken by students along the way to submitting ultimately the finished assignment. Teachers will reinforce concepts of intellectual property and the need to credit outside sources of information and ideas within the written work, as well as in the bibliography/citations.

THE ROLE OF TUTORS AND FAMILY MEMBERS

At times students may seek the assistance of family members or external tutors who may advise them with their work. Students who receive such assistance should ensure that they still work within the regulations of this academic integrity policy and it is essential that they communicate this to those who advise them. There is often a thin line between acceptable and unacceptable assistance, but the following guidelines must be observed:

Students must take full responsibility for the authenticity of any school assignment which they submit.

- Others may provide feedback as advice, but the student must do the work on his/her own.
- The student's role is to generate his/her own initial ideas and written work; they may receive comments on these ideas.

THE ROLE OF THE COORDINATOR

- Ensure that students understand the IBO expectations regarding academic honesty.
- Ensure that the school's academic integrity policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic integrity.
- Agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates' assessment material. This ensures that students are undeterred and therefore tempted to try to cut corners.
- Ensure candidates and invigilators are provided with relevant information about examination

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regulations.

- Plan regular meetings with faculty members to verify that all parties have a clear understanding of IB expectations.
- Ensure that policies and procedures are easily available to all interested parties (teachers, students and their legal guardians).
- Organize briefings with student's legal guardians.

SANCTIONS and CONSEQUENCES

Consequences may be different depending on a student's age and level of awareness, severity of the incident, intent or non intent, or other factors.

However, teachers retain responsibility both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to ensure it complies with IB regulations. To assist students and teachers in understanding the importance of developing an approach with academic integrity to all aspects of the four IB Programmes, internal and external sanctions are in place in order to respond consistently should issues related to academic misconduct arise.

Internal sanctions are those used by EAS, and generally refer to assignments and classwork, which do not count towards the award of the final IB Diploma or CP Diploma, or any external MYP assessment. External sanctions are those applied by the IB, and relate specifically to all pieces of work which count towards the final IB Diploma, CP Diploma, or the external awarding of MYP grades.

The record of Academic Integrity Misconduct is ongoing whilst the student is a member of EAS, for referral. However in the MYP, a 'clean slate' approach is used at the beginning of each academic year, whilst in the DP and CP, as the courses are two years in duration, the record is held for the two years.

Internal Sanctions

Internal sanctions may be imposed by the school for incidents of academic misconduct relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work. These sanctions will take the following form:

- 1st Offense: The Curriculum Leader and Programme Coordinator are informed by the subject teacher. Following review of evidence (collected under the responsibility of the Programme Coordinator), the matter is discussed with the Secondary Principal. A meeting is held between the Curriculum Leader, Programme Coordinator, Parents and Student. During this meeting, the infringement is clearly explained and support is given to ensure that the student understands how to avoid this in the future. The student is required to re-do the work and reminded of The EAS Academic Integrity Policy. The misconduct is noted in school records (Academic Integrity Misconduct Record), which are kept centrally by the Subject teacher. A behavior note (in Managebac) will be entered by the Programme Coordinator after investigation and any action has been taken.
- For significant internal assessments (e.g. unit summative assessments, end of year exams, mock exams) for MYP5, Pre and DP/CP, the first offense sanction is bypassed, and the sanction for the second offense

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is applied.

- 2nd Offense: The Curriculum Leader and Programme Coordinator are informed by the subject teacher. Following review of evidence, the matter is discussed with either MYP Principal or DP principal. A meeting is held between the Curriculum Leader, Subject teacher, Parents and Student. During this meeting, the infringement is clearly explained and support is given to ensure that the student understands how to avoid this in the future. The student is awarded a grade '1' for the work (if it is a graded piece) and is reminded of The EAS Academic Integrity Policy. This second misconduct is noted in Academic Integrity Misconduct Record, which is kept centrally by the Programme Coordinator. There should also be a note made (by the teacher) of the reason for the award of '1' in Managebac. For work which is not graded, a note should be made on Managebac when possible in the 'task' section. A behavior note (in Managebac) will be entered by the Subject teacher after investigation and any action has been taken.
- Subsequent Offenses: Sanctions will become more serious with any subsequent offense and may take the form of suspensions or exclusions. The Secondary Principal and Director will then become more involved in any meetings and consequences.

The Academic Integrity Misconduct Record is kept centrally by the Programme Coordinator covering all subjects within the students allocation, to ensure a full picture is kept.

External Sanctions

External sanctions are those assigned by the IB, or by the school, **in compliance with IB regulations**, and relate specifically to the perception that academic misconduct has taken place in work which counts towards the award of the final Diploma (DP/CP). Should such academic dishonesty be suspected in the first draft of an eAssessment, IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in with little or no time before the final submission date, misconduct investigation and sanctions will take place as detailed in the section below. This is according to the IB penalty matrix.

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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.	

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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.	

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EAS fully complies with the Penalty Matrices and sanctions, as detailed in Appendix 2 of the IB Academic Integrity Policy Document.

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 write-up for a group rather than written their own</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

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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
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	In candidate's possession but	In candidate's possession but no	In candidate's possession and	Not applicable

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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
material in the examination room—see note 8	surrendered or removed during the first 10 minutes of the examination.)	evidence of it being used during the examination.	evidence of it being used during 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 non-compliance 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</i>

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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
				<i>inform the relevant awarding body that impersonator is or was registered for. 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	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	Assisted the sharing of partial or complete live examination content.

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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
examination—see note 12			when shared information is general.	
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		

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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 hard-copy certificates and transcripts.</i>	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

Investigating academic misconduct

During external IB examinations for DP and CP, and any MYP E-assessments

Practice at EAS is in line with the IB’s Code of Conduct for Examinations and it is this document which is used in the event of any suspected incident.

Any behavior which gains an unfair advantage for a student or which affects the assessment results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying any record, disclosure or receipt of confidential information about examinations, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer when this is prohibited in the syllabus/component, disruptive behavior in the examination room, failure to abide by the instructions of an invigilator, impersonation of another person or forgery of their signature, failure to abide by the conditions of supervision designed to maintain the security of the examinations, the inclusion of offensive or obscene material in scripts or coursework) constitutes malpractice.

Investigations take place when:

The Coordinator informs the IB that academic misconduct may have taken place during an official examination

- An examiner suspects misconduct and provides evidence to justify his or her suspicion
- A member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion

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- An investigation of misconduct detected by an examiner outside the school may take the following form:
- The head of examinations administration will inform the Coordinator that a candidate is being investigated for suspected academic misconduct
- The coordinator immediately informs the Secondary Principal that a candidate is being investigated.

The Coordinator will provide to the IB with:

- A statement from the candidate
- A statement from the subject teacher or extended essay supervisor
- A statement from the Coordinator
- A summary of the interview with the candidate about the allegation of misconduct.
- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate
- It is normal practice to interview the candidate with a relative or friend in attendance.
- The candidate must be shown the evidence and be invited to present an explanation or defense.
- With the candidate's permission, a transcript of the interview may be taken and submitted to IB.
- The candidate must also be given the opportunity to provide a written statement.
- The candidate and his/her parents have a right to see evidence, statements, reports and correspondence about the case. Evidence may be withheld to protect the identity of an informant.

An investigation of misconduct which happens during an IB Diploma exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption as possible should take place.
- The Coordinator should be immediately informed by the invigilator of his/her suspicions
- The Coordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator
- The Secondary Principal should be informed as soon as possible.
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents
- The candidate must be allowed to complete all other exams in that Diploma session
- The IB will make the final decision as to whether or not there should be consequences.
-

In line with the IB Academic Integrity Policy Document, we also carry out the following Session monitoring actions:

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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.

During Internal Assessment of Personal Projects which are externally moderated by IB and contribute to the MYP course results or MYP Certificate:

- The personal project must be the student's own work but the student's supervisor should play an important role supporting the student through the minimum of three meeting sessions that will be reported on the academic honesty form. (see below)
- Personal Project Supervisors must ensure that all student work submitted for internal assessment and external moderation is prepared according to IB requirements.
- Students and supervisors are responsible for understanding all IB academic integrity requirements, especially those relating to authenticity and intellectual property.
- Supervisors must explain clearly to students and parents that all work submitted for MYP personal projects—must be the candidate's own authentic and individual work.
- Supervisors must use appropriate means to ensure that each candidate's work is, in their professional judgment, authentic.
- Supervisors must provide only one round of formal feedback on candidates' project reports. It is appropriate to provide general guidance rather than extensive annotations, detailed edits or extended critiques.
- Once students have submitted the final versions of their project materials for school-based assessment, they cannot be retracted or redone.
- If a candidate does submit work for assessment that is not authentic, the Personal Project Coordinator and MYP Coordinator, as well as the school principal must be immediately informed. The school must follow its internal policy for dealing with academic integrity issues.
- Plagiarism and collusion are serious breaches of IB regulations, potentially subjecting candidates to consequences for academic misconduct.
- When awarding criterion level totals, supervisors must base their judgment of student achievement entirely on the completed candidate work and not be influenced by their previous experience with the candidate or by work that is not represented in the candidate's materials submitted for the personal project.
- Comments from the supervisor regarding the completed project should be uploaded alongside the projects chosen for the moderation sample, detailing the level awarded to the candidate.

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MYP Community project/MYP Personal project

MYP projects academic honesty form

MYP Personal Project

Student name										
Student number										
School name										
School number										
Supervisor name										
Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted. Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.										
	Date	Main points discussed							Signature/initials	
Meeting 1									Student:	
									Supervisor:	
Meeting 2									Student:	
									Supervisor:	

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MYP projects academic honesty form

Meeting 3			Student: Supervisor:
Supervisor comment			
Student declaration I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).			
Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature		Date	
Supervisor's signature		Date	

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During Internal Assessments (IA) which contribute towards the awarding of the final IB grade

An investigation of suspected or proven misconduct relating to internal assessments may take the following form:

- The teacher reports to the DP Coordinator/Secondary Principal that they have concerns about the authenticity of the work
- A meeting is held to discuss the case and to present the evidence. This is likely to involve examples of previous work completed by the candidate.
- The candidate is told by the DP/CP Coordinator/Secondary Principal that they wish to discuss the authenticity of his/her work
- If the candidate agrees that the work is not his/her own, then the work can be re-done – under close supervision
- If the candidate continues to insist that the work is his/her own, the subject teacher will provide a statement explaining why he/she believes that this can not be the case.
- The candidate, his/her parents, the Secondary Principal and the DP/CP Coordinator will hold a meeting to discuss the situation fully. A record of the meeting is kept.
- The school may choose to withdraw the student from his/her exam registration in the particular component, subject or the Diploma as a whole.
-

During Portfolio Assessments which contribute towards the awarding of BTEC qualifications.

Practice at EAS is in line with the Pearson BTEC Principles of Academic Integrity and it is this document which is used in the event of any suspected incident.

In line with Pearson BTEC regulations, EAS ensures that all students' work is their own when being considered for assessment towards BTEC qualifications, either as part of the IB CP or as stand alone qualifications. The procedures followed in the event of any concern are as detailed for the IB DP Assessments for IAs, as the qualifications are portfolio-based.

1. Principles of Academic Integrity

At EAS, all BTEC students must adhere to the following principles:

- **Honesty:** Students are expected to complete their work with integrity, ensuring that it is their own and is not copied, plagiarized, or improperly influenced by others.
- **Fairness:** All assessments should reflect the student's own learning, and students should not engage in practices that give them or others an unfair advantage.
- **Accountability:** Students must be accountable for their own work, properly citing all sources of information and adhering to the guidelines provided by their teachers.

2. Forms of Academic Misconduct

Academic misconduct includes, but is not limited to:

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- **Plagiarism:** Copying someone else's work or ideas without proper citation.
- **Collusion:** Working with others on individual assignments or assessments without permission.
- **Duplication of work:** Submitting the same piece of work for more than one course or assignment.
- **Fabrication of data:** Inventing or altering data to falsely represent research or findings.
- **Cheating:** Using unauthorized materials or assistance during assessments.
- **Impersonation:** Having someone else complete an assignment or assessment on behalf of the student.

3. Responsibilities

- **Students:** Students are responsible for completing all assessments with integrity, ensuring their work is original and properly referenced. They must avoid all forms of academic misconduct and ask for clarification if they are unsure about what constitutes plagiarism or other dishonest practices.
- **Teachers:** Teachers will educate students on academic honesty and provide clear guidelines on referencing, collaboration, and acceptable behavior in assessments. They will use appropriate tools to check for plagiarism (e.g., Turnitin) and monitor students' progress throughout the BTEC program.
- **School Leadership:** The school will provide resources and training for teachers and students to ensure academic integrity is upheld. The school will also handle reported cases of misconduct according to this policy and Pearson's guidelines.

4. Detection and Prevention

To maintain academic integrity, EAS will:

- Provide training and resources to students on proper citation methods and ethical research practices.
- Use plagiarism detection software (such as Turnitin) to check submitted work for originality.
- Encourage a collaborative learning environment while maintaining clear boundaries for individual assessments.
- Monitor assessments closely to ensure fairness and honesty in their completion.

5. Consequences of Academic Misconduct

If a student is found guilty of academic misconduct, the following steps will be taken:

- **First offense:** The student will receive a warning, and the work will be returned for revision or resubmission under supervision. The student will also attend a meeting with the teacher and parents to reinforce the importance of academic integrity.
- **Second offense:** The student will receive a grade penalty on the assignment, and a formal report will be made to the school administration and parents.
- **Third offense:** The student may face more serious consequences, including disqualification from the BTEC course or failure of the assessment unit. Pearson will also be informed of any serious

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AI Review, Appeals, and Practice Examples

Regular Review and Update of AI Guidance

Given the evolving nature of artificial intelligence tools and their impact on academic work, EAS mandates a structured review cycle for AI-related guidelines:

- **Annual Policy Review:** Each August, the Academic Integrity Committee, led by the Director and Coordinators, reviews the AI section of this policy to align with IB updates, BTEC requirements, and technological developments.
- **Staff Development:** AI ethics and citation practices will form part of annual induction training for teachers and new staff.
- **Student Orientation:** EAL and ICT departments will co-deliver annual sessions on acceptable AI use, transparency, and referencing.
- **Documentation:** Any updates will be appended to the digital version of this policy, clearly dated, and communicated through ManageBac, staff bulletins, and parent newsletters.

Appeals Process for Misconduct

EAS upholds due process and the right to appeal in cases of alleged academic misconduct.

Eligibility:

Any student or parent may appeal a finding of academic misconduct within seven (7) working days of written notification.

Procedure:

1. **Written Submission:** The appeal must be addressed to the Director, clearly outlining the grounds (procedural error, new evidence, or disproportionality of sanction).
2. **Review Committee:** The Director convenes an Academic Integrity Appeals Committee comprising:
 - One Programme
 - One teacher representative.
3. **Hearing:** The student and parents are invited to present their case. All evidence, including AI and plagiarism reports (e.g., Turnitin), will be reviewed transparently.
4. **Decision:** The Committee's decision will be issued in writing within ten (10) working days. The decision is final and recorded confidentially in the Academic Integrity Register.

Examples of Acceptable and Unacceptable Academic Practices

EAS promotes clarity by expanding guidance on ethical academic behaviour.

Acceptable Practices

- Using AI tools to brainstorm ideas, summarise topics, or check grammar—with proper citation (tool name, date, prompt).
- Collaborating in group projects when authorised, ensuring equitable contribution and acknowledgement.
- Seeking feedback from teachers, mentors, or tutors that focuses on conceptual guidance, not content rewriting.

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- Using online translators or dictionaries to understand meaning, not to generate or paraphrase full assignments.
- Quoting, paraphrasing, or reproducing content with proper MLA citation and bibliography.

Unacceptable Practices

- Submitting text, visuals, or data generated by AI without explicit citation.
- Copying or paraphrasing material (including from websites or peers) without proper referencing.
- Allowing others (family members, tutors, or peers) to write or significantly edit work.
- Sharing test content or assessment tasks with other students.
- Altering data, sources, or signatures for academic gain.
- Uploading another student's work to digital tools for "comparison" or "editing," leading to unauthorised sharing.

Clarification for Teachers and Students:

Teachers should discuss these examples in class and provide explicit, task-specific integrity expectations. Students should request clarification whenever uncertain, as unintentional misconduct still constitutes a policy breach.

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ACKNOWLEDGEMENT OF ACADEMIC INTEGRITY POLICY

Please sign and return this form to the IB PYP/MYP/DP/CP Coordinator in the appropriate campus.

I fully understand the Academic Integrity Policy for students of The European Azerbaijan School. I have read the policy and my teachers have given me opportunities to ask questions in order that I may completely understand the policy and how it may affect me.

My signature below shows that I have a full understanding of what is considered dishonesty or cheating. I am aware of the serious consequences involved if I should choose to be academically dishonest while I am a student at the European Azerbaijan School.

Student's Signature Date

Student's Printed Name

Class: _____

I have discussed this policy with my child.

Guardian/Parent's Signature Date

Teachers review the policy in line with the EAS policy review cycle, and Academic Integrity Training is an essential component of all induction programmes each academic year. In this way, both new and returning staff can ensure that they are acting in line with the policy.

To support AI and plagiarism checks, EAS uses 'Turnitin' through Managebac. These reports are used constructively to ensure that students understand where there may be issues about academic integrity, and also as final checks before internally assessed work is uploaded to IBIS.

All students are required to sign the 'Academic Integrity Form' as stipulated by the IB, before any work can be submitted for assessment.

International Baccalaureate Diploma Programme

Academic Integrity Form

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All IB learners strive to be principled, acting with integrity and honesty, with a strong sense of justice and respect for the individual, groups and individuals.

Student Name: _____ Year: _____

Read the following statement carefully and sign.

I am aware that all work submitted must be entirely in my own work and in my own words. Where the ideas of work of another person are represented within my work, the source(s) of those ideas or the work have been fully and appropriately acknowledged.

I am aware that I may be required to do the following to justify my results:

- Discuss my work with the teacher
- Explain my methods and summarize my results
- Produce a list of resources used to obtain my results

I am aware that academic misconduct includes:

- **Plagiarism:** The representation of the ideas or work of another person as your own.
- **Collusion:** Supporting malpractice by another candidate, for example, allowing your work to be copied or submitted for assessment by someone else.
- **Duplication of work:** The presentation of the same work for different assessment components and/or diploma requirements.

Submitting work that is not your own is considered malpractice by the IB and grounds for disqualification from the programme.

Signature _____

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School Maladministration

EAS takes the issue of maladministration very seriously and takes concrete and recorded steps to ensure that teachers and administrators are operating within all rules and regulations. In order to increase our efficacy in this case, we operate clear and open channels of communication, where concerns are shared with more than one person. In this way, we have a double check on procedures. This also communicates a clear message to both students and parents about consistency.

Collaborative planning, professional development and moderation support us to ensure that students are treated fairly and that additional advantage is not afforded to one over another.

We operate an ‘open door’ approach at EAS, where we are able to communicate any concerns to the Director or Principal without fear of retribution.

In any case where there are concerns about Academic Integrity, a report is generated which contains:

- details of who was responsible for conducting the investigation
- details about how the investigation was conducted
- details of who was involved in the incident such as students, school staff and so on a detailed account of the circumstances surrounding the incident
- evidence collected that supports or refutes the allegation, and how was it collected information about whether the evidence can be corroborated
- details of witnesses to the incident
- information about people who have provided expert evidence; for example, who checked computer records and so on.

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STUDENT ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each student must sign a declaration confirming that the work is their own.

Student name:		Assessor name:	
Issue date:	Submission date:		Submitted on:
Programme:			
Unit:			
Assignment number and title:			

Plagiarism

Plagiarism is a particular form of cheating. Plagiarism must be avoided at all costs and students who break the rules, however innocently, may be penalised. It is your responsibility to ensure that you understand correct referencing practices. As a university level student, you are expected to use appropriate references throughout and keep carefully detailed notes of all your sources of materials for material you have used in your work, including any material downloaded from the Internet. Please consult the relevant unit lecturer or your course tutor if you need any further advice.

Student Declaration

Student declaration

I certify that the assignment submission is entirely my own work and I fully understand the consequences of plagiarism. I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification. I certify I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that making a false declaration is a form of malpractice.

Student signature:

Date:

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BTEC HN Student Submission and Declaration Form

References

International Baccalaureate Organisation (IBO). 2014. General regulations: Diploma Programme. Geneva.

International Baccalaureate Organisation (IBO). 2014. Academic honesty in the IB educational context. Geneva.

International Baccalaureate Organisation (IBO). *Academic Integrity Policy*. March 2023. Available at: <https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>

Programme standards and practices

Rules for IB World Schools

Middle Years Programme Assessment procedures, Diploma Programme Assessment procedures and Career-related Programme Assessment procedures

MYP Personal project guide

MYP, DP and CP subject guides

Secure storage of confidential IB examinations material booklet

The conduct of IB Middle Years Programme on-screen examinations

Conduct of examinations booklet

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The European Azerbaijan School

Issue date:	Submission date:	Submitted on:
Programme:		
Unit:		
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Student Declaration

Student declaration

I certify that the assignment submission is entirely my own work and I fully understand the consequences of plagiarism. I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification. I certify I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that making a false declaration is a form of malpractice.

Student signature:

Date: