



Prva
riječka
hrvatska
gimnazija

Frana Kurelca 1
51000 RIJEKA
Republika Hrvatska
Primorsko-goranska županija

Academic Integrity Policy



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1. Mission statement

The goal of the IB School is to educate young people to be prepared for further education, the work environment, and a meaningful life in society. This goal, rooted in the IB learner profile, can only be achieved through the dedicated work of all stakeholders. At PRHG, we express our collective desire to nurture our students' academic excellence and success as a personal goal in school, future career, and lifelong learning. Through learning, we inspire our students to make a difference, take an active part in the community, and strive to change their surroundings. Our students notice and understand cultural diversity, inquire and consider different ideas, collaborate, and reflect continuously.

Academic integrity is an integral part of this mission, assuming fairness, trust, credibility, and respect for others. All members of the IB school community must take responsibility in order to achieve these goals. This Policy provides guidelines that will enable the school to build the ethical culture necessary for success. It introduces and summarizes the most important values, rules, and definitions contained in the IB Academic Integrity document (2019). In case of uncertainties or the need for more elaborate answers and clearer explanations of academic integrity issues, the original IB document should be consulted.

2. Key terms

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.

Student academic misconduct is 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.

Plagiarism is defined as the intentional or unintentional representation of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Collusion occurs when this goes beyond collaboration, for example, when a single version of a report is presented by several candidates as their own individual work.

School maladministration is an action by an IB World School, or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments.

Conflict of interest occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship.

3. Introduction and purpose of the policy

This policy is intended for all members of the school community involved in the International Baccalaureate (IB) programme, including students, parents, teaching and administrative staff, the librarian, the IB coordinator, and the school principal.



The aim of this document is to ensure a fair, honest, and ethical approach to learning and assessment by clearly defining the expectations and responsibilities of all stakeholders.

The IB's academic integrity policy exists to ensure fairness, credibility, and the development of responsible global citizens. By supporting students in understanding the importance of academic integrity, a culture of self-respect and respect for others is fostered. Fair and reliable student assessment is only possible when everyone follows the same rules—any violation undermines the trust in those results. Academic integrity also teaches students to respect intellectual property and properly cite sources. Misconduct, whether intentional or accidental, harms the learning process, creates distrust within the community, and can damage a school's reputation.

The IB and schools share responsibility for upholding the integrity of grades, which must be trusted by universities and employers. The IB implements various measures to prevent academic dishonesty, including staff training, strict security protocols, and quality assurance of student work. All these efforts serve to uphold fairness, equal opportunity, and the value of IB qualifications.

The Academic Integrity Policy is reviewed every two years, or earlier in the event of changes to IB guidelines. The revised version will be made available on the school's official website and shared with all stakeholders.

4. Expectations and responsibilities of the school community

The **IB Coordinator** plays a major role in promoting and ensuring academic integrity. The IB Coordinator ensures that all students, parents, teachers, and new staff members receive this policy, understand its content, and sign a declaration of acceptance. The policy will be presented during **parent meetings, IB orientation sessions for new students and staff, and published on the school's official website**. An important expectation of the coordinator's role is to 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.

Head of school is expected to fully support the IB in any investigation, both student and staff related.

Librarian guides students through the whole process of adopting academic integrity categories.

Teachers are the main agents of academic integrity in the classroom and their role is as important as that of the programme coordinators. Teachers, first and foremost, everyone in their own subject, must prevent academic misconduct and educate students on all aspects of academic integrity.

Students are expected to readily adhere to and adopt all the rules of academic integrity. They will receive full support in the process of adopting values and rules by their school and parents.

The Academic Integrity Committee conducts all investigations within the school. It also provides the information about the investigation protocols that the school and IB apply. Also, they provide the information about the sanctions or actions that will be applied if an infringement had occurred and has been confirmed. The Committee reacts to every suspicion and any form of student misconduct or school maladministration, and decides on further actions to be undertaken, which makes it an invaluable part of IB program in PRHG (more details in section 3. 7.).

The members of the Committee are head of school, IB program coordinator, librarian, Extended Essay Coordinator, and two teacher elected by the majority of teachers. Its structure ensures the transparency of the



process of preserving academic integrity. Investigations will be conducted in line with IB document Academic Integrity (2019).

All IB students of Prva riječka hrvatska gimnazija are required to read and sign the Academic Integrity Honor Code Statement (Appendix 4) at the beginning of each academic year. The signature of both the student and their parent or legal guardian confirms their understanding and commitment to upholding the principles outlined in this policy.

The following pages detail some of the responsibilities related to the academic integrity of all stakeholders.

4.1. IB Coordinator

- ensures that all teachers have the same level of understanding of academic integrity,
- ensures that all school and IB policies are applied fairly and consistently,
- ensures ongoing professional development related to academic integrity and to actively promote a culture of ethical behavior and honesty in all aspects of teaching and learning, in alignment with IB standards - organizes mandatory annual (or biennial) training sessions on academic integrity for all teaching and non-teaching staff,
- ensures compliance with secure storage of confidential IB material policy and the conduct of IB,
- ensures that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations,
- reports suspected instances of student academic misconduct and school maladministration to the *Academic Integrity Committee* and/or the IB,
- supervises all activities related to the investigation of student academic misconduct and school.

4.2. Head of school

- develops a school strategy to promote academic integrity,
- ensures professional development for teachers on the topic of academic integrity,
- ensures that all teachers have the same level of understanding of academic integrity,
- gives guidance and support on when to take the necessary actions if confronted by a case of academic misconduct or establish an academic integrity policy,
- provides teachers with effective training opportunities,
- ensures teachers and students adhere to the school's academic integrity policy,
- shares with legal guardians the aim of the academic integrity policy,
- ensures everybody understands academic integrity and consequences for IB students if they engage in academic misconduct
- ensures that the policy is implemented across all segments of the school, not just as an administrative document.



4.3. Teachers

- are expected to engage in ongoing professional development related to academic integrity,
- ensure that students understand what constitutes academic misconduct and its possible consequences,
- actively promote a culture of ethical behavior and honesty in all aspects of teaching and learning, in alignment with IB standards,
- ensure that students have a full understanding of the expectations and guidelines of all subjects,
- plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations,
- give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides,
- ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB,
- keep electronic copies of all submitted student work for a minimum of three years, in line with IB requirements for potential academic misconduct investigations,
- develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion,
- respond to student academic misconduct and supporting the school's and IB's investigations,
- respond to school maladministration and supporting the school's and IB's investigations,
- promote the responsible use of AI tools as part of the research process,
- disclose and appropriately reference any use of AI tools in the preparation of teaching materials, assessments, or feedback,
- model academic integrity by using AI transparently and ensuring that its use supports, rather than replaces, professional expertise and pedagogical judgment,
- reports any suspicion or academic misconduct to IB coordinator, who reports it further to the Committee (details in section 4.7.)

4.4. Librarian

- helps students become familiar with the research process and teach them the fundamentals of academic integrity,
- provides information resources the school has available to support students' learning and understanding in this area,
- provides guidance to students throughout their scholastic path,
- is a resource in conducting teaching and learning of specific conventions accepted in a community of learners.



4. 5. Students

- have the responsibility of full understanding of their schools and the IB's academic integrity policies,
- IB students of PRHG will sign the Academic honesty code statement and pledge to respect academic honesty and integrity,
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators,
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators,
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities,
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products,
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, AI tools, essay writing or copy- editing services, pre-written essay banks or file sharing websites,
- abstain from giving undue assistance to peers in the completion of their work,
- show responsible use of the internet and associated social media platforms.

4. 6. Parents and legal guardians

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children,
- support their children's understanding of IB policies, procedures and subject guidelines understand school internal policies and procedures that safeguard the authenticity of their children's work,
- support their children in planning a manageable workload so they can allocate time effectively,
- must be informed about the rules and consequences related to academic misconduct as outlined in the school's Academic Integrity Policy and the official IB documentation,
- understand what constitutes student academic misconduct and its consequences,
- understand what constitutes school maladministration and its consequences,
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB,
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children,
- abstain from giving or obtaining assistance in the completion of work to their children,
- are required to sign a **Academic Integrity honor code statement** (Appendix 1) at the beginning of the academic year, confirming that they have read, understood, and accepted the IB's expectations and the school's academic integrity procedures.



4. 7. Academic Integrity Committee

- supports teachers in reporting academic misconduct or maladministration,
- investigates reported incidents and cases,
- provides all the relevant information regarding the investigation protocols which the school and/or the IB will consider and follow when student academic misconduct or school maladministration is identified,
- provides all the relevant information regarding the sanctions or actions which will be applied if infringement is confirmed,
- conducts investigation of student academic misconduct or school maladministration,
- consults and recommends the appropriate penalties in line with internal school policy and supports the administrative process,
- keeps record (files and documents associated with each case) for future reference and precedents.

5. Referencing, citation, and prevention of plagiarism

Plagiarism is one of the most serious forms of academic misconduct and occurs when a student presents someone else's ideas, words, or work as their own without proper acknowledgment. This includes not only copying text word-for-word but also paraphrasing poorly, translating sources without citation, or reusing another student's/AI work.

While some students plagiarize intentionally, many do so unintentionally due to a lack of understanding of citation rules. Regardless of intent, all forms of plagiarism compromise the credibility of assessment results and must be addressed seriously. Teachers play a crucial role in preventing plagiarism by clearly explaining what it is, how to avoid it, and why academic honesty matters. Instruction in referencing techniques, regular review of drafts, and meaningful task design are all effective strategies. Students must be taught that academic integrity begins with respecting the intellectual contributions of others.

Citing sources correctly is not just a technical requirement, but a reflection of ethical behavior and respect for knowledge. Both teachers and students should understand that transparency and honesty are essential in the learning process. When plagiarism is minimized through education and clear expectations, the value of authentic student work is preserved. Proper citation is the key element in academic scholarship and intellectual exchange. Students are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. The term "materials" means written, oral or electronic products, and may include the following: text, visual, audio, graphics, artistic, lectures, interviews, conversations, letters, broadcasts, maps.

Citation is expected in the body of the creator's work where the external source has been used. The reader must be able to clearly distinguish between the words/work of the creator and the words/work of others.



Also, in order to prevent the behaviours Prva riječka hrvatska gimnazija uses plagiarism detection software. Standard style of citing and referencing in Prva riječka hrvatska gimnazija is **APA Style**.

To support students and teachers in mastering proper referencing and citation see **Appendix 6: Referencing and Academic Integrity Support Materials**. These resources are distributed during academic integrity workshops and made available on the school's internal website.

6. Categories of student academic misconduct

The term academic misconduct encompasses a range of behaviors that violate academic integrity as a core value of IB schools. Particular caution will be exercised during coursework as well as during written and on-screen examinations. The most common forms of academic misconduct are plagiarism and collusion. Other forms of academic misconduct may include:

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- taking unauthorized material into an examination room
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- theft of examination papers
- disclosure or discussion of the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
- use of essay-writing services (ghost-written or purchased essays) assisting in writing essays or other assessment materials
- using AI tools for the automatic generation of complete papers without personal contribution
- presenting any part of AI-generated content as one's own work
- relying on AI instead of one's own critical thinking.

Although there are numerous situations in which student academic misconduct may occur, it is important to emphasize that this section is meant to provide guidelines, rather than an exhaustive list of student academic misconduct.

As noted in the key terms, plagiarism is defined as the intentional or unintentional representation of the ideas, words or work of another person or AI tools without proper, clear



and explicit acknowledgment. All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person or AI tools in any work they may submit for assessment by using a standard style of referencing. If a candidate uses the work or ideas of another person or AI tools in any form of work that is submitted for assessment, they must acknowledge the source at the point of use, using a standard style of referencing, and add the source to the bibliography. Also, students are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single (or very similar) version of a report is presented by a number of candidates as their own individual work. Details on misconduct levels, types and consequences can be found in Appendix 2.

More detailed instructions on citing and referencing are explained in section 5. As well, the *Academic Integrity Committee* of Prva riječka hrvatska gimnazija has a special role in promoting and preserving academic integrity. The expectations and responsibilities of the *Academic Integrity Committee* are described in section 4. 7.



7. Categories of school maladministration

School maladministration is 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.

The foregoing relates primarily to the illicit assistance provided by the teachers to the students. For example, a teacher may provide a template or framework or provides multiple edits to the work, in contradiction to the instructions of the subject guide. When an examination is under way, acts of maladministration can also be committed by school administrators or invigilators. Examples of this can include:

- additional time being granted to students without authorization from the IB
- an insufficient number of invigilators
- poorly trained invigilators
- failing to monitor student bathroom visits
- allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.

Similar to student academic misconduct, it is not possible to anticipate all possible situations of school maladministration, but it is important to emphasize that both the school and the students are responsible for fully respecting the rules of academic integrity, especially during or after the completion of an assessment component or completion of an examination.

In cases of school maladministration, staff members involved may face disciplinary action, including removal from IB-related responsibilities, internal sanctions in accordance with school policy, and being reported to the IB for further investigation. In case of any breach of exam regulations or evidence of school maladministration, the school is obliged to immediately report the issue to the IB as per IB regulations (Appendix 3).

In case of suspicion of school maladministration, Academic Integrity document (2019) will be applied

8. Investigation of student academic misconduct and school maladministration

All relevant circumstances (such as the age of the student, earlier behaviour, psychophysical development and traits, circumstances affecting the student's development, circumstances in which unacceptable behaviour has occurred, etc.) will be considered when deciding on measures and actions.

In most circumstances, the severity of the action taken by the school in cases of academic misconduct is dependent upon several factors, including:

- the age of the student,
- the length of time the student has been at PRHG (his or her familiarity with the policy),
- the nature of the act (e.g. cheating in a test will be dealt with more severely than an omission from a reference list), and



- the student's past record of academic honesty.

Detailed procedures for addressing suspected cases of student academic misconduct are outlined in **Appendix 1: Procedures for Handling Student Academic Misconduct**. The four levels of consequences that may be applied following the investigation of academic misconduct are detailed in **Appendix 2: Sanctions Matrix for Academic Misconduct**. These levels serve as general guidelines, recognizing that not all cases can be anticipated in advance. The **Academic Integrity Committee** will evaluate each case individually and apply appropriate measures based on its specific circumstances.

If plagiarism or cheating in any form is discovered during a test or examination:

- the student will be asked to leave the examination/test,
- no grade will be awarded for that component, and
- the student will be invited to a meeting with the IB DP Coordinator to discuss the situation.

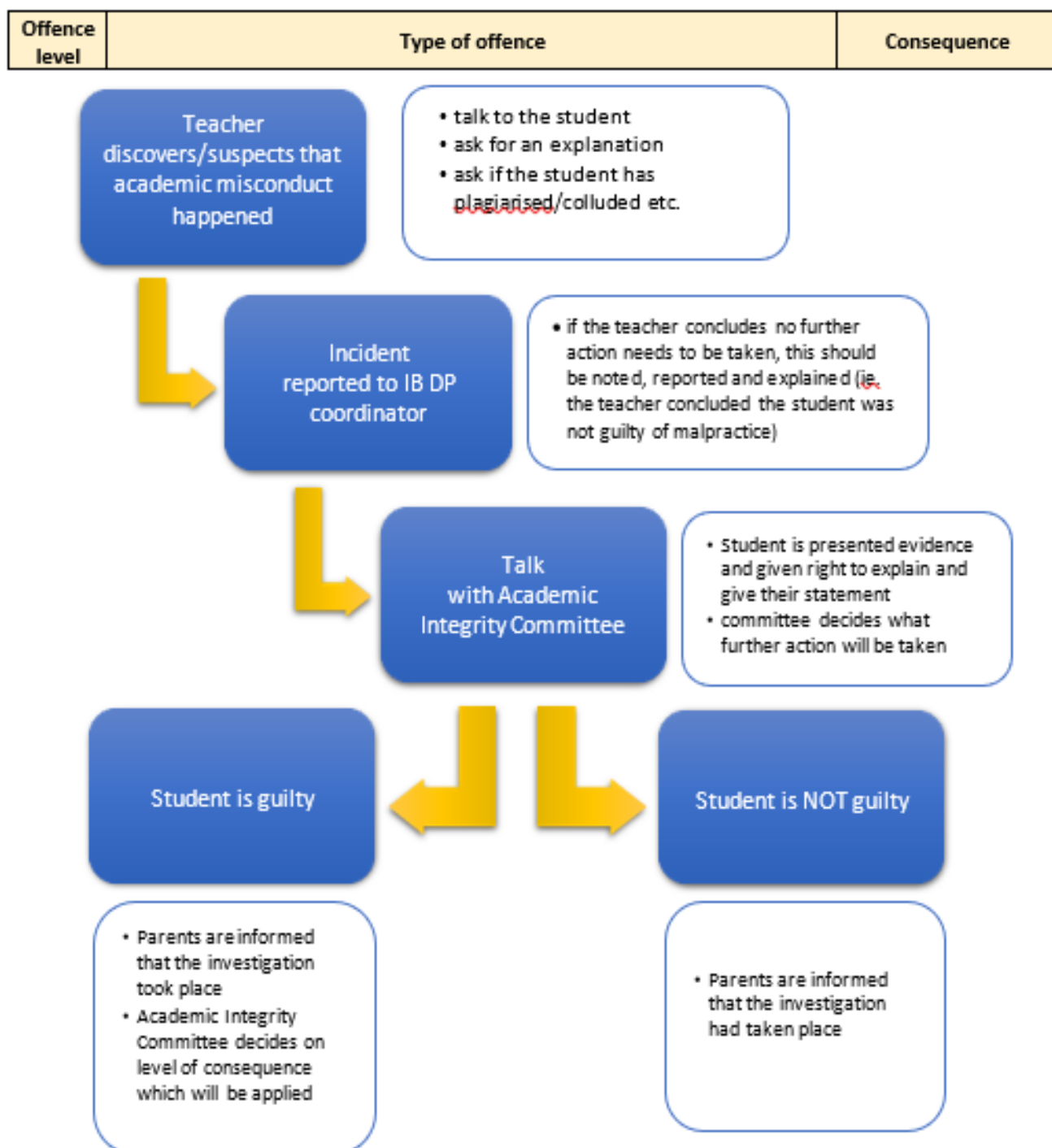
All cases of malpractice during final IB examinations will be immediately reported to the IBO in accordance with the *Handbook of Procedures for the IB Diploma Programme* and the *Conduct of IB Diploma Programme Examinations (2016)*. The IBO conducts the investigation procedure and decides on consequences according to the IB Final Award Committee.

According to these documents, the coordinator/invigator has the right to expel from the examination room any candidate whose behaviour is deliberately interfering with the proper conduct of the examinations.

Misconduct during an examination will result in **no grade being awarded in the subject concerned**, which in turn means that **no diploma will be awarded** to the candidate. Students or staff involved in a case of academic misconduct or school maladministration have the right to appeal the IB's decision if new evidence is available or if a procedural error occurred. Appeals must follow the official IB process outlined on the Programme Resource Centre (**Appendix 3**).

9. Appendices

Appendix 1: Procedures for handling student academic misconduct





Appendix 2: Sanctions matrix for academic misconduct

Level 1	First offence <ul style="list-style-type: none">• Plagiarism (Copying external sources) - incomplete acknowledgement of copied source(s)• Peer plagiarism (Copying work from another student) - no acknowledgement and/or attempt to cite the copied source(s)• Peer plagiarism (Student lending or facilitating their work) - Student took no steps to prevent their work from being copied or has actively encouraged the copying of their work• Collusion (Coursework only and when working collaboratively) - Work of students has similarities— less than 30%— and/or identical sections• Inclusion of inappropriate, offensive, or obscene material - conducting research without permission of the participants; including offensive or obscene comments or graphic materials in any assessment component; inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others• Misuse of AI tools (Minimal citation or lack of transparency) – Student uses AI-generated content but does not clearly cite it or provides incomplete acknowledgment.• AI-assisted plagiarism – Student copies AI-generated text and presents it as their own work without modification or analysis.	<ul style="list-style-type: none">• Talk with student and parents or legal guardians• Students are given warning by Academic Integrity Committee• Student is given 48 hours to submit a new version or re-submit his work
Level 2	Second offence <ul style="list-style-type: none">• Plagiarism (Copying external sources) – no acknowledgement of source(s) given• Peer plagiarism (Copying work from another student) - submitting somebody else's work as one's own• Peer plagiarism (Student lending or facilitating their work) - Student actively tried to sell their work to be submitted by others• Collusion (Coursework only and when working collaboratively) - Work of students has extensive similarities — more than 31% — and/or identical sections.• Submitted work commissioned, edited by, or obtained from a third party¹ - Student submits work heavily edited by a third party to circumnavigate the rules on teacher support• Duplication of work - Presentation of the same work for different assessment components or subjects - Partial reuse of materials• Falsification of data - Presentation of work based on false or fabricated data• Inclusion of inappropriate, offensive, or obscene material - conducting field experiments or investigations that inflict pain or risks the well-being or survival of live organisms; conducting research or fieldwork that damages the environment; including offensive or obscene comments or graphic materials in any assessment component• AI-generated work without citation – Student submits a significant portion of work that is AI-generated without proper acknowledgment.	<ul style="list-style-type: none">• Zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject



	<ul style="list-style-type: none">Excessive AI dependence – Work shows clear reliance on AI without personal engagement, critical thinking, or modification.Falsification of data with AI – Student uses AI to fabricate sources, manipulate research findings, or generate fake data.	
Level 3	Third offence <ul style="list-style-type: none">Peer plagiarism (Student lending or facilitating their work) - Student actively tried to sell the work of third parties to be submitted by othersSubmitted work commissioned, edited by, or obtained from a third party - Student submits work that was entirely produced or edited by a third partyDuplication of work - Presentation of the same work for different assessment components or subjects - Complete reuse of materialsInclusion of inappropriate, offensive, or obscene material - producing any work that shows disrespect of personal, political and/or spiritual values, and/or contain offensive remarks about race, gender, or religious beliefs; falsification or fabrication of data in producing any work; inclusion of materials with excessive or gratuitous violence or explicitsexual content or activity that could be considered or perceived offensive by othersSubmission of fully AI-generated work – Student submits an entire essay or project produced by AI without any meaningful personal input.AI-generated deception – Student modifies AI-generated text slightly to avoid detection but does not contribute original thought.Using AI to generate entire assessments – Student consistently relies on AI for assignments instead of demonstrating their own skills.	<ul style="list-style-type: none">No grade will be awarded in the subject concerned, which results in no diploma being awarded
Level 4	Forth offence <ul style="list-style-type: none">Submitted work commissioned, edited by, or obtained from a third party - For a student in the same or another IB World SchoolSystematic abuse of AI tools – Student repeatedly submits AI-generated work or shares/promotes AI-generated assessments for others.	<ul style="list-style-type: none">Candidate not permitted to register for examinations in any future session(s)



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Appendix 3: Statement templates for investigations

This section contains official templates for statements that must be completed as part of an IB investigation into student academic misconduct and school maladministration.

School maladministration

[School staff statement form](#) (PDF)

Student academic misconduct

[Coordinator statement form](#) (PDF)

[Teacher statement form](#) (PDF)

[Invigilator statement form](#) (PDF)

[Candidate statement form](#) (PDF)



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Appendix 4: Academic Integrity Honor Code Statement

ACADEMIC INTEGRITY HONOR CODE STATEMENT

I _____ student of Prva riječka hrvatska gimnazija, IB World school,

hereby express my compliance with the values of academic honesty and therefore will always:

1. Submit only original and authentic work that I have personally written, reflecting my own language, expressions, and ideas.
2. Appropriately acknowledge and reference the words and ideas of others, whether obtained from published (printed) or electronic sources, using the reference system agreed upon by my school.
3. Avoid the use of automated language generation tools in academic or professional writing unless appropriately cited and acknowledged.

I will always comply with rules and regulations of written examination; will not give or receive unpermitted aid in class work, in the preparation of reports, essays, assignments or any other work submitted for assessment in school or by external examiners.

Furthermore, I will take an active part in ensuring that others also comply with these values.

Date: _____

Student's signature: _____

Parent's or legal guardian's signature: _____



Appendix 5: Responsible use of AI tools

According to *Appendix 6: Guidance of the use of the artificial intelligence tools*, AI tools **are not banned**, but their use must be transparent and ethical. The use of AI in violation of these guidelines will be treated according to the levels of academic misconduct outlined in the Sanctions Matrix (Appendix 2)

Permitted use

- AI tools may be used for idea generation, language refinement, and improving text structure.
- AI-generated content must be clearly marked and cited according to academic standards.
- Students should use AI as a research aid rather than a replacement for their own critical thinking.
- AI can support learning but should not substitute a student's own effort in producing original work.

Prohibited use

- Using AI tools to automatically generate entire essays or assignments without significant student input.
- Presenting AI-generated content as one's own work.
- Relying on AI instead of engaging in critical thinking and independent analysis.
- Duplicating AI-generated work to meet the requirements of multiple assessment components.
- Using AI to fabricate data or manipulate research findings.
- Submitting work that has been heavily edited or rewritten by AI to the extent that it no longer represents the student's original effort.
- Using AI tools to bypass the learning process rather than enhance understanding.

Ethical considerations:

Students must understand that while AI can assist in academic work, their role in the knowledge-building process remains central. Any AI-generated text, images, or data included in assessed work must be properly referenced, just like any other external source. Misrepresenting AI-generated content as original work constitutes academic misconduct. Teachers must ensure that students understand the following when using AI tools:

- All content generated by AI tools (text, images, code, etc.) must be clearly cited in the body of the work and listed in the bibliography, including the tool name, prompt used, and generation date.



- Paraphrasing or modifying AI-generated content without proper citation is considered academic misconduct.
- Use of language correction tools (e.g., spellcheck, grammar assistants) is generally permitted except in language acquisition subjects, where language accuracy is assessed.
- Translating work from one language to another for submission is not allowed in language subjects, as it compromises the authenticity of language skills.
- Teachers must monitor and guide the ethical use of AI, ensuring students understand what is permitted and what constitutes misconduct.
- In cases of access or inclusion accommodations, assistive technologies are permitted in line with the IB Access and Inclusion Policy.

Teacher responsibility in authenticating student work

When a teacher authenticates a student's work for IB submission, they are confirming that the work was developed over time under their supervision, reflects the student's own ability, and adheres to proper citation practices. The student must be able to explain their work confidently and distinguish clearly between their own ideas and those sourced from others. If the teacher has any doubts about the authenticity of the work, it must not be submitted to the IB.

Use of AI Tools by Teachers

Teachers are expected to model ethical behavior in their use of AI tools. If teachers use AI-generated content or assistance when preparing teaching materials, assessments, feedback, or any academic resources, they must acknowledge this use transparently. The source and extent of AI assistance should be documented to maintain academic integrity and foster a culture of responsible AI use among students. Teachers should ensure that AI use supports, rather than replaces, their own pedagogical judgment and professional expertise.



Appendix 6: Referencing and academic integrity support materials

The following materials provide practical guidance and tools for proper citation, referencing, and the ethical use of sources and AI tools. These resources are intended to support students and teachers in upholding academic integrity throughout the learning and assessment process.

- [APA style guide](#) (PDF)
- [APA guide for cite ChatGPT](#) (web page)
- [Common Reference Examples Guide](#) (PDF)
- [Avoiding plagiarism guide](#) (PDF)



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Revision

This document was last revised on June 25, 2025