

# Academic integrity policy



Engage – Explore - Enrich

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Contents based on:

*Academic Integrity* (2019, Updated March 2023), IBO, Geneva, Switzerland

*Academic Honesty in the Educational Context*, (2014), IBO, Geneva, Switzerland

*Evaluating 13 Scenarios of Artificial Intelligence (A) in Student Coursework*, (2024), IBO, Geneva, Switzerland

## Vision statement

*We want to see our students leave our school as critical thinkers who have a sustained interest in learning and inquiry. They will be responsible and morally ambitious young adults.*

*We will help our students to listen and acknowledge the views of others, especially when they oppose their own, and to communicate respectfully. We want our students to embrace each other's differences, recognise that there is a wider world outside of their familiar context and to live peacefully with their fellow human beings.*

*To achieve our vision, our school will align the best traditions of an Austrian Gymnasium with the global perspectives of an International Baccalaureate education.*

## Philosophy

Gymnasium Klosterneuburg IB World School places great value on the ethical qualities of personal and academic integrity. Academic integrity is expected of all members of the school community: students, teachers, administration and parents. Academic malpractice is viewed as a serious transgression of the values which Gymnasium Klosterneuburg seeks to impart and uphold. There can be no tolerance of deliberate academic dishonesty. We are guided in our expectations and practices by attributes which describe students as:

- Honest
- Fair
- Respectful
- Responsible
- Trustable

It is the policy of Gymnasium Klosterneuburg that:

- All students understand the basic meaning and significance of academic integrity
- All students understand what constitutes good academic practice and ethical behaviour
- All students accept their responsibility for using information technology and social media responsibly
- All work produced by Diploma Programme students is their own, authentic work
- All such authentic work is properly referenced (see *Effective Citing and Referencing* (2022), IBO, Geneva, Switzerland)
- Students understand and obey the rules relating to proper conduct of examinations
- Students understand the difference between collaboration (working together) and collusion (copying someone else's work), and that it is unacceptable to present work arrived at through a process of collusion
- Students understand how to use generative Artificial Intelligence (AI) systems ethically and transparently
- This policy refers to all assignments set and completed in school or at home, ranging from pieces of homework to formal assessments required by the IB

The aim of this policy is to promote the students' understanding that:

- 1) Good academic practice and academic integrity is absolutely essential, especially in light of generative AI systems becoming more powerful and more prevalent.
- 2) Plagiarism (and all forms of academic misconduct) is a serious academic offence for which Gymnasium Klosterneuburg shows no tolerance.
- 3) Any form of misconduct will be penalised.

## What is academic integrity?

Academic integrity refers to:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of 'authentic' pieces of work
- The responsible use of information technology and social media
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

## Academic misconduct

Academic misconduct is defined as behaviour, whether deliberate or inadvertent, that results in or may result in the candidate or any other candidate gaining an unfair advantage in one or more components.

Misconduct may include:

- Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person or generative AI systems without proper, clear, and explicit referencing
- Collusion: Supporting academic misconduct by another candidate – allowing one's work to be copied or submitted for assessment by another
- Duplication of work: The presentation of the same work for different parts of the Diploma. (An example would be submitting the same piece of work for a History Extended Essay and the History Internal Assessment)
- Falsifying a CAS record and data
- Violating exam rules
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination

## Acknowledging sources

### Plagiarism

Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own, inadvertently or intentionally. Plagiarised work is work which fails to acknowledge the sources which it uses or upon which it is based. The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work. All ideas and work of others, regardless of their source, must be acknowledged. How to properly reference, avoid plagiarism, and to use generative AI systems ethically is taught in our pre-Diploma Programme course (unverbindliche Übung) "Extended Essay" in year 6.

Plagiarism is a clear breach of academic honesty. It is also a criminal offence.

### Guidance on the use of generative Artificial Intelligence systems

The IB allows the use of generative AI systems with clear guidelines if *it has helped the student to learn*. The IB also stipulates that any text, image or graph included produced with the help of generative AI systems must be clearly indicated as such. Students must explicitly acknowledge and properly reference any AI generated content by crediting the software in the body of the text and referencing it in the bibliography. Failure to do so constitutes academic misconduct. In order to help students use generative AI systems ethically and transparently, students must hand in an "Acknowledgment of AI use" form for each piece of Internal Assessment and for the Extended Essay (see Appendix 1). Guidelines for this form are based on the IB's "Evaluating 13 Scenarios of AI Use" document (see Appendix 2 for a summary page).

## The responsibility of each student

As students, your responsibilities in respect of academic integrity include the following:

- You are responsible for ensuring that all work submitted for assessment is authentically yours
- You abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- You abstain from giving undue assistance to peers in the completion of their work
- You show a responsible use of the internet and associated social media platforms
- You are responsible for fully and correctly acknowledging the work and ideas of others
- You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
- You are expected to comply with all internal school deadlines.
- You should be aware that all work submitted to the IBO needs confirmation by the teacher that the work is authentic. If this confirmation is not given because your ownership cannot be proven to the teacher's satisfaction, the IB will accept the teacher's decision
- It is the student's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own and have not been plagiarised.
- Students read the Academic Integrity Policy and sign to acknowledge that they have done so at the start of DP 1. This means that they have understood the content of this policy and promise to abide by it. Once they have signed, they cannot claim ignorance of the policy if they are later found in breach of it. Late joiners will be asked to sign as soon as they have read and understood the policy.

## What support can students expect from teachers / the Extended Essay coordinator?

Students can expect their teachers to help develop their awareness, skills and appreciation for the five fundamentals that underpin academic integrity, namely **honesty, trust, fairness, respect and responsibility**. These qualities are developed throughout the students' school career in every lesson and the decisions they make in their interactions with their peers and teachers. However, they are specifically addressed and reflected on in the following subject areas, activities or courses:

- **Extended Essay preparatory course:**

Honesty is a key focus in the Extended Essay preparatory course in the year before DP1. With the Extended Essay coordinator, students engage in a mini-Extended Essay project of 800 words to practice research skills, citations and academic writing. As a part of this project, students also consider how to use AI ethically and in a way that allows them to learn but not to give them an unfair advantage.

- **Kick-off event (DP1)**

In the first week of DP1, students have a day off-timetable to explore what they're looking forward to on the Diploma Programme, reflect on the Learner Profile and to engage with their responsibilities as learners, such as meeting deadlines and adhering to the Academic Integrity policy. We emphasise the importance of deadlines as a matter of fairness in that every student is held to the same expectations and have the same amount of time to complete a task. The Academic Integrity policy is presented as a matter of trust and respect between the students and the teachers as without trust, effective learning and teaching would be compromised. All students sign to acknowledge that they have read and understood the policy.

- **CAS interviews:**

CAS interviews provide opportunities for honest reflection sessions, facilitated through a supportive atmosphere, so students are motivated to focus on personal growth, not perfection. This environment encourages honesty and responsibility since the CAS coordinator and supervisors provide support when students struggle rather than assess

their performance. At the same time, students are made aware that their CAS supervisors can only support them well if there is enough trust on both sides. Trust and honesty are foundations for personal development.

- **Teaching in Group 3 and 4 subjects:**

Discussing scientific research in Group 4 subjects and the social science subjects in Group 3 like Psychology and Economics in terms of its credibility provides opportunities for students to understand the critical role of honesty in science for acquiring justified beliefs and understanding our world. During the IAs in these subjects, students also reflect on the responsibility of researchers in collecting data ethically and reliably to preserve the public's trust in research.

- **All aspects of teaching and learning:**

Effective teaching and learning and a collaborative class atmosphere is based on mutual respect and trust. Our staff demonstrate active listening and respectful communication with our students and act as role models in this regard. Staff also serve as role models in engaging in best practice for citing sources and other matters relating to academic integrity.

- **Vision statement:**

The school's vision statement aspires our students to be responsible and morally ambitious young adults who show respect to their fellow human beings. This statement is shared with students, staff and parents at the start of the school year and school events.

## Monitoring and sanctions

Teachers help students with academic integrity and ensure all their work complies with IB DP regulations. In case of any breach of the regulations, there will be sanctions.

For **internal pieces of work** (e.g. homework) that are **not** submitted to the IB, the following escalation of sanctions will be followed:

- 1<sup>st</sup> instance of academic misconduct: the student is given a verbal warning, required to re-do the work and reminded of Gymnasium Klosterneuburg's academic integrity policy.
- 2<sup>nd</sup> instance: the student's parents are notified by the subject teacher, even if the student is over 18 years old. The piece of work is not graded.
- 3<sup>rd</sup> instance: The Head of School is notified and the student meets with the Head of School.

For **IB coursework** (such as the Extended Essay, Internal Assessment or Theory of Knowledge essay) that is submitted **by** the internal deadline, with enough time before the official IB submission deadline, the following sanctions will be followed:

- 1<sup>st</sup> instance of academic misconduct: the student signs an acknowledgement of the misconduct and the parents are informed (even if the student is over 18 years old). The student is given one chance to re-do the work.
- 2<sup>nd</sup> instance: the element of coursework is not submitted to the IB and is therefore not graded. The Head of school is notified and the student meets with the Head of school.

N.B. The consequence of this sanction is that the student will not be able to achieve the Diploma in the current exam cycle. The student may submit new work in the next examination cycle, unless the misconduct is so serious that external sanctions are applied by the IB and the student is permanently disqualified.

For **IB coursework** (such as the Extended Essay, Internal Assessments or Theory of Knowledge essay) submitted **after** the internal deadline with the academic misconduct being detected very shortly before or at formal assessment (e.g. viva voce or individual oral), or very shortly before the official IB submission deadline, the following sanctions will be followed:

- The coursework is not submitted to the IB and is therefore not graded as according to the IB penalty matrix (see below).

N.B. The consequence of this sanction is that the student will not be able to achieve the Diploma in the current exam cycle. The student may submit new work in the next examination cycle, unless the misconduct is so serious that external sanctions are applied by the IB and the student is permanently disqualified.

For academic misconduct detected in the Extended Essay, there are implications for the **Abschließende Arbeit (ABA)**:

- Viva Voces for the IB Extended Essay take place in November of DP2 (8. Klasse). If academic misconduct is detected at the viva, the Head of school and parents are informed and the student has 2 months before the VWA final deadline to re-do the work. The student will be subject to intermediary internal deadlines so that the work can be checked for academic misconduct.

## Consequences of academic misconduct as outlined by the IB

The table below contains the IB penalty matrices detailing infringements by the student and the level of penalty.

### 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
<b>Plagiarism</b> <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
<b>Facilitating plagiarism</b> <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.
<b>Collusion</b> <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

<b>Submitting work commissioned, edited by, or obtained from a third party—see note 4</b>	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.
<b>Inclusion of inappropriate, offensive, or obscene material</b>	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
<b>Duplication of work</b>	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
<b>Falsification of data</b>	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

<b>Possessing unauthorized</b>	In candidate's possession but	In candidate's possession but no	In candidate's possession and	Not applicable
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<b>material in the examination room—see note 8</b>	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.	
<b>Exhibiting misconduct or disruptive behaviour during an examination—see note 9</b>	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
<b>Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to</b>	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.
<b>Removal of secure materials such as examination papers, questions and answer booklets, from the examination room</b>	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
<b>Impersonating an IB candidate—both impersonator and person allowing impersonation</b>	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>

				<p><i>inform the relevant awarding body that impersonator is or was registered for.</i></p> <p><i>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i></p>
<b>Failing to report an incident of academic misconduct</b>	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**

<b>Gaining access to IB examination papers before the examination's scheduled time, be that via any form of communication platform—see note 10</b>	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
<b>Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination—see note 12</b>	Not applicable	Not applicable	Candidate sharing partial or complete live examination content through any means—including but not limited to, email, text messages and the internet—even when shared information is general.	Assisted the sharing of partial or complete live examination content.
<b>Failing to report an incident of academic misconduct</b>	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**

<b>Not cooperating with an investigation, whether involved or not</b>	Not applicable	Not applicable	When a student shows any of these behaviours and/or refuses to submit a statement.
<b>Providing misleading or demonstratively false information</b>	Not applicable	Not applicable	
<b>Attempting to influence witnesses</b>	Not applicable	Not applicable	
<b>Showing threatening behaviour to the person carrying out investigation or to witnesses</b>	Not applicable	Not applicable	

**Forgery or falsification of IB grades or certificates**

<b>Forgery or falsification of IB grades or certificates</b> <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
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## Appendix 1



Bundesgymnasium und  
Bundesrealgymnasium  
Klosterneuburg

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Schulkennzahl: 321026

### Acknowledgment of the use of generative AI systems

I have used the following artificial intelligence (AI) based systems in the creation of this piece of work:

- 1.
- 2.
- 3.

I further declare that:

- I have actively informed myself about the capabilities and limitations of the above AI systems
- I have referenced the passages taken from the above AI systems
- I have checked that the content generated with the help of the above AI systems and used by me is factually correct,
- I am aware that, as the author of this work, I am responsible for the information and statements made in it.

I have used the AI systems mentioned above as described below.

	AI system(s) used	Description of AI use	Relevant areas and chapters
Summary of key points			
Literature search			
Literature management and citation management			
Template for essay structure			
Data collection and analysis			
Creation of visualizations			
Editing the text (grammar and sentence construction)			
Formatting the text			
Other			

Student name:

Signature:

Date:

## Appendix 2

### Summary table of points

Scenario	Outcome
#1 A student uses AI for a summary of key points for their essay and suggests references to cite.	Acceptable
#2 A student uses AI for a summary of counter-positions or alternative viewpoints on a question or issue and explores these further.	Acceptable
#3 A student uses AI to find quotes on the essay topic and simply copies them without investigating further.	Not acceptable
#4 A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.	Not acceptable
#5 A student uses AI to write an example of this particular essay for them and uses this as an example or a model answer for their response (translating it into their own words).	Context – but generally not acceptable
#6 A student uses AI to generate a paragraph or two for the essay, such as the introduction or summary of an argument, and then uses this as a model for their own content.	Context – but generally acceptable
#7 A student writes an essay, then copies it into AI and asks the tool to rewrite it for them.	Generally not acceptable – but nuanced
#8 A student writes the essay in one language and then uses AI to translate it into another language for submission.	Not acceptable for IB assessment Probably acceptable in other contexts
#9 A student uses AI to suggest improvements for grammar and sentence construction but not a wholesale rewrite.	Context – but generally acceptable
#10 A student uses AI to “mark” their work and provide feedback for improvement.	Not acceptable for IB assessment Probably acceptable in other contexts
#11 A student asks AI to “reflect” on a topic, process or question and uses this unchanged in their assessment.	Not acceptable
#12 A student tries to hide their use of AI.	Not acceptable, even if their use of AI was correct
#13 A student uses AI to generate a template for the structure of their essay.	Context – but generally acceptable

