

Academic Integrity Policy

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1. Rationale

St Columba Anglican School is committed to honesty, trust, fairness, respect, and responsibility. Creating a culture of integrity requires collective commitment from students, parents, and staff. Through this policy we aim to foster a culture of ethical academic practices across the whole school, from admissions through to teaching, learning, and assessment.

Through ongoing education, open dialogue, transparent processes and consistent expectations, we seek to create a supportive environment where academic integrity becomes second nature, empowering students to act ethically both within and beyond the school community.

2. Scope

This policy applies to all students, parents, administrators and staff at St Columba Anglican School, specifically in the Secondary School and all assessment related activities. It covers:

- All school-based and external assessments (including NESA and IB DP internal and external assessments).
- All forms of academic work, including but not limited to: written assignments, oral presentations, projects, examinations, creative works, and research tasks.
- The ethical use of artificial intelligence (AI) tools, digital resources, and academic assistance.

This policy is to be read in conjunction with the St Columba Anglican School Assessment Policy.

This policy is to be read in conjunction with the following St Columba Anglican School policies:

- Assessment Policy
- IB DP Language Policy
- IB DP Inclusion Policy
- IB DP Admissions Policy

3. Definitions of Malpractice (also see [ACE 10.1](#))

Plagiarism - The act of presenting another person's words, ideas, or work—whether published or unpublished—as one's own without proper acknowledgment. This includes direct copying, close paraphrasing, or using another's creative or intellectual property without correct citation and referencing according to recognised standards.

Collusion - Any unauthorised collaboration with another individual (or individuals) in the production of work intended to be assessed as one's own. It also includes willingly allowing others to copy your work or contributing work that is subsequently submitted as another student's own.

Duplication of Work - Submitting the same or substantially similar piece of work for more than one academic requirement without prior approval. This includes any assignment previously submitted at St Columba Anglican School or elsewhere, in whole or in part.

Examination Misconduct - Any inappropriate or dishonest behaviour before, during, or after an exam, test, or other supervised assessment. Examples include using unauthorised materials, copying from another student, facilitating another student's misconduct, or interfering with the examination process or materials in any way.

Fabrication – The act of inventing or falsifying data, information, or citations in academic work. This includes creating fake sources, altering data, or making up results.

4. Roles and Responsibilities

All members of the school community, including students, must strive to be principled, which requires acting honestly, responsibly, and ethically. Academic integrity is a shared responsibility, supported by the school community—coordinators, teachers, and parents or guardians.

4.1 School Leadership

School Executive

- Ensure and uphold a school-wide culture of academic integrity.
- Ensure compliance with NESAs and IB regulations related to academic honesty, including the ethical use of AI.
- Provide strategic direction and oversight for academic integrity initiatives.

Director of Teaching and Learning

- Ensure schoolwide adherence to NESAs and IB academic integrity standards.
- Coordinate the delivery and completion of the NESAs All My Own Work course for all Year 10 students.
- Address serious breaches of academic integrity and oversee disciplinary actions where necessary.
- Work with the Heads of Faculty and IB DP Coordinator to align school policies to NESAs and IB requirements, and AI usage guidelines.
- Ensure the academic integrity principles, including responsible AI use, are embedded in curriculum design and assessment policies.
- Introduce this policy to students and parents at appropriate landmarks, including:
 - when Year 10 complete All My Own Work
 - Year 11 assessment information sessions, for students and parents
 - Within the assessment handbooks

Director of STEAM

- Provide professional development for teachers on AI in education and academic integrity.
- Support the ethical and responsible integration of AI tools in teaching and learning.
- Monitor emerging AI technologies and advise on their potential risks and benefits for student learning.
- Monitor and evaluate the impact of AI tools on student learning and academic integrity.

Heads of Faculty including IB DP Coordinator

- Oversee the development of assessment tasks that discourage academic misconduct.
- Investigate and report academic misconduct cases following NESAs and IB DP protocols.
- Educate students, staff and parents on responsible AI use and academic integrity expectations.

4.2 Teachers

Teachers play a central role in promoting academic integrity within the classroom. They are expected to set clear expectations, model appropriate conduct, and maintain a thorough understanding of both the school's Academic Integrity Policy and NESA and IB requirements. Teachers should ensure their practices align with subject guidelines, rules, and regulations, particularly regarding the level of support provided to students.

Teachers are encouraged to emphasise that academic integrity is part of the learning process, supporting students to view education as an opportunity to develop knowledge and skills, not simply as a means to achieve grades. When incidents of academic misconduct occur, teachers should consider whether they highlight gaps in student understanding or aspects of teaching and learning. Teachers are expected to respond with fairness, balancing accountability with guidance, and helping students develop the necessary skills to uphold academic integrity.

Teachers should regularly assess students' understanding of academic integrity and be mindful of factors that may lead to misconduct, such as:

- Limited knowledge of academic integrity requirements.
- Difficulties with skills like referencing and time management.
- Uncertainty about NESA or IB rules and consequences.
- Pressure to achieve high results.
- Mixed messages from different teachers.
- Ease of access to online resources or external support services.
- Issues relating to the authenticity and reliability of AI generated content.

Teachers are encouraged to integrate academic integrity into their teaching and assessment practices. Assignments, tests, and projects can provide opportunities to reinforce good practice, identify areas where students need support, and offer constructive feedback. Collaborating with colleagues is important to ensure consistency across subjects. Teachers are expected to create a classroom environment where students understand the value of academic integrity and feel supported to uphold it.

Teachers should declare any potential conflicts of interest and contribute to the school's work in developing and communicating the Academic Integrity Policy. If a concern arises regarding academic misconduct or school maladministration, teachers are expected to report it to the programme coordinator or relevant staff member.

Teachers of IB DP courses must verify the authenticity of all student work before submission for assessment. To authenticate work, teachers must:

- (a) observe and document the student's work development through regular progress checkpoints,
- (b) conduct oral questioning to confirm the student's understanding of content and methodology,
- (c) verify that work quality matches the student's demonstrated capability,
- (d) ensure proper acknowledgment of all sources and assistance, and
- (e) maintain records of all supervision and feedback provided.

Teachers must not authenticate work where authenticity is in doubt and must report concerns immediately to the Head of Faculty or DP Coordinator. Failure to complete proper authentication constitutes maladministration.

4.3 Students

Students must understand the importance of academic integrity, know how to respond if they witness misconduct, and follow subject guidelines, rules, and regulations when completing their work. They must properly acknowledge sources, and any assistance received. In collaborative work, students must balance teamwork and give fair recognition to others and themselves.

Students at St Columba Anglican School must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of the school's, NESA's and the IB's academic integrity policies.
- 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 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, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- recognise that they are accountable for actions and behaviours online, and show responsible use of the internet and social media platforms, including but not limited to:
 - not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination.
 - not joining or participating in online communities, group chats, forums, or social media groups where IB examination content or assessment materials are shared or discussed.
 - immediately leaving any online group where live examination content or confidential assessment materials are being shared.
- immediately report to the DP Coordinator if they have inadvertently received information about IB examinations or assessments, or have been in an online community where such information has been shared, as failing to report constitutes academic misconduct under IB regulations.
- all Year 10 students are required to complete the NESA All My Own Work Academic Integrity Course.

4.4 Parents / Guardians

Although they are not directly involved in daily tasks at school, parents and legal guardians are able to collaborate with the administrative and teaching team in the activities carried out by the school to promote academic integrity while encouraging their children to observe the rules and complete all work according to the expectations.

To support a culture of academic integrity parents and guardians at St Columba Anglican School are expected to:

- understand IB policies, procedures and subject guidelines in the completion of coursework or examinations by their children.
- support their children's understanding of IB policies, procedures and subject guidelines by discussing modelling academic integrity.
- familiarise themselves with 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.
- recognise what constitutes student academic misconduct and its consequences.
- recognise what constitutes school maladministration and its consequences.
- report any potential cases of student misconduct or school maladministration to the school's leadership, NESA 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.
- avoid giving or obtaining undue or unauthorised assistance in the completion of their children's work.

5. Prevention and support strategies

Proactive efforts to prevent academic misconduct centre on building essential skills and fostering a supportive environment. The school aims to:

- **Develop Skills:** Strengthen students' research, critical-thinking, and self-management abilities, forming the foundation for ethical scholarship.
- **Embed Integrity in Teaching:** Integrate honest research practices and citation principles into everyday lessons and assignments. Develop common language and expectations amongst teaching and non-teaching staff in relation to scaffolding and checkpoints and feedback on drafts.
- **Promote Information Literacy:** Equip students with the knowledge and tools to evaluate sources, reference correctly, and navigate digital resources responsibly.
- **Model Ethical Conduct:** Ensure that teachers and staff consistently demonstrate academic integrity in their own work and interactions.
- **Student and Parent Workshops:** Provide targeted training sessions to reinforce best practices, clarify policies, and address emerging challenges or technologies.
- **Implement authentication practices:** Teachers regularly check in with students. Student reflections and viva voce style questioning.
- **Provide safe spaces for learning and assessing:** Well-resourced library and child-safe online access, unbiased invigilators, consistent expectations in examinations and other tasks.

Referencing and Citation Guidelines

Accurate referencing and proper citation practices are crucial components of academic integrity. To ensure consistency and clarity of expectations for students and staff at St Columba Anglican School the following will apply:

- **Acceptable Referencing Styles:** Students may use formats such as APA, MLA, or Chicago, Harvard, AGLC4, as specified by subject teachers or Faculty guidelines.

- Examples of Correct Citation: Clear guidance on paraphrasing, direct quotations, and bibliography entries must be provided in each class.
- Subject-Specific Requirements: Certain courses (for example, History, English, Sciences) may require particular referencing conventions. Teachers must specify these expectations at the outset of each course or assignment to maintain consistency and fairness.

Use of Artificial Intelligence Tools

A key 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 information, opinions and artificial intelligence (AI) tools.

Such transparency needs to be taught and supported throughout the educational journey so that students understand how knowledge is constructed, as well as their own role in furthering knowledge construction and building understanding. While technical proficiency is crucial, conceptual and ethical knowledge should come first.

The use of Artificial Intelligence tools is not banned at St Columba Anglican School. Instead, educators and students are encouraged to understand how to use AI ethically: acknowledging AI-generated content, appreciating how AI aids—but does not replace—original thinking and communication, and ensuring that final submissions reflect a student’s authentic ability.

Teachers remain pivotal in assessing authenticity by monitoring students’ work processes and verifying that final products align with individual skill levels. Ultimately, any act of misrepresentation—whether via AI or another source—constitutes academic misconduct and undermines the integrity of student work.

- **Appropriate Use of AI**
 - Employ AI as a starting point for research or idea generation, or grammar refinement aid.
 - Use AI to refine, clarify, or explore ideas; not replacing personal academic effort and original thought
 - In language acquisition courses, refrain from using advanced AI text generation tools where accuracy in grammar and style is specifically assessed.
- **Citing AI-generated Content**
 - Clearly credit any text, image, or other material produced by AI; include the software name, prompt used, and generation date in both in-text citations and the bibliography.
 - Treat AI-generated output like any other source: use quotation marks for direct quotes and proper paraphrasing techniques.
 - Be mindful of potential bias in AI content and address it critically when integrating AI-generated ideas or data.
- **Consequences of Misuse**
 - Submitting AI-generated work as entirely one’s own is considered academic misconduct, resulting in non-submission or possible revocation of grades.
 - If teachers suspect a student has misrepresented AI-created work, they must withhold it from official NESA or IB assessment.
- **Accountability and Support**
 - Teachers will provide explicit guidelines on the appropriate use of AI use in assessments and assignments, ensuring clarity and academic integrity.

- Students are encouraged to seek guidance from their teacher if they are uncertain about the proper use of AI before incorporating it into their work.
- St Columba will investigate the feasibility of using plagiarism detection software to supplement teacher authentication practices.

For further details, refer to Appendix 6 of the IB Academic Integrity Policy.

6. Procedures for Detection, Reporting, Investigation and Consequences

When determining if academic misconduct has taken place, consideration will be given to the age of the student and whether intent to take unfair advantage is present. For example, poor assignment skills in a young student may be treated as an issue of educational correction rather than as a misdemeanour. In all instances, however, it will be assumed that students are aware of what constitutes academic misconduct, even if their maturity level or scholarship standards may be a mitigating factor in the first instance.

Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student. If teachers are not convinced that the work is the student's own, it must not be submitted to NESAs or the IB.

Teachers will use multiple authentication strategies to ensure student work is original:

- In-class progress and checkpoint monitoring.
- Oral questioning/interviewing students on their submissions.
- A plagiarism checker may be used to determine the extent of student authorship and support academic integrity.

Guidelines for staff to follow in cases of suspicion or allegations of a student, parent or staff member involvement in academic misconduct.

Stage 1: Initial Observations and Reporting

1.1 If a student, parent or staff member raises concerns about potential academic misconduct:

- Provide details to the relevant Head of Faculty or Director of Teaching and Learning; OR
- If the conduct in question is the school's responsibility (e.g. failure to store examinations securely, conflict of interest, failure to follow this and other relevant policies) details must be provided to the relevant Head of School, Principal or their delegate
- Maintain strict confidentiality.

1.2 If academic misconduct is observed during an examination:

- Minimise disruption to other students and deal with it as unobtrusively as possible;
- Remove any inappropriate materials brought into the room or exchanged or move beside the student if her eyes are wandering to another's work etc;
- Inform the relevant Head of Faculty, IB DP Coordinator or Manager of School Operations and provide them with a written report of the incident; and
- maintain strict confidentiality about the matter.

Stage 2: Investigation

- 2.1** A formal interview will be conducted with the student by the Head of School or Director of Teaching and Learning, and/ or Head of Faculty and/or IB DP Coordinator and class teacher (if relevant)
- For plagiarism cases, specific sections of the student's response, as well as the original source from which the information was copied will be highlighted.
- 2.2** The parents are contacted and informed of the allegations, the outcomes from the interview and the subsequent consequences for their child. If deemed necessary, an interview with parents and student will be held.

Stage 3: Consequences and Support

- 3.1** At St Columba Anglican School if a student submits work that is not their own, the Director of Teaching and Learning, in consultation with MSOs and relevant Head of Faculty, will determine whether a student:
- A. be allowed to submit entirely new work,
 - B. rewrites it under supervision,
 - C. Is marked on any sections that are not deemed plagiarized, or
 - D. loses the chance to submit the task.
- 3.1.1** Additional consequences for submitting work that is not their own in external assessments.
- For academic misconduct within external assessments for the Higher School Certificate the school will follow established NESA reporting procedures.
 - For academic misconduct within external assessments for the IB Diploma Programme the DP Coordinator will report to the IB following IB Academic Integrity Policy requirements.

Students should be aware that external assessment bodies may impose their own penalties for academic misconduct, including withdrawal of credentials such as the IB Diploma.

- 3.2** Students may also be directed to their Year Patron or Dean of Students for counselling or for referral to a counselling provider.
- 3.3** Students and their parents have the right to appeal the final decision through the school's standard appeals process, which can be found within the assessment handbook, within 10 business days.
- 3.4** Further consequences for breaches of academic integrity may be imposed by the relevant Principal's delegate as appropriate.

Stage 4: Repeated Offences

- 4.1** Multiple offences may result in more severe disciplinary actions, including a review of the student's enrolment.
- 4.2** The Principal and Principal's Delegate will determine further consequences if necessary.

7. Policy Review

Policy Review Committee

The school's Academic Integrity Policy is initially developed and periodically reviewed by a representative committee to ensure it remains current, actionable, and well-understood across the community. This Policy Review Committee includes:

- Director of Teaching and Learning
- Heads of Faculty (HoFs)
- IB Diploma Coordinator
- Selected Subject Teachers

Together, they consider feedback from students, parents, and other stakeholders to refine policy language and procedures.

Policy Review Schedule

To keep the policy relevant and to foster ongoing engagement:

- The Policy Review Committee must convene at least once every two academic years to evaluate the policy's effectiveness and consider amendments.
- Interim reviews may be conducted more frequently if triggered by significant changes in NESA or IB regulations, teaching practices, or emerging academic integrity concerns.
- All staff are encouraged to submit recommendations for policy updates.
- Revisions are communicated to the school community to maintain awareness and promote shared responsibility for upholding academic integrity.
- Consider the implementation of plagiarism detection software as part of future policy reviews.

8. Review and circulation

Authorised by: Principal /Director of Teaching and Learning/Heads of Faculties/IB Coordinator

Responsible area	IB Coordinator
Version	1
Approved by	School Executive
Effective date	30.07.2025
Review date (every two years)	30.07.2027
Publication	Internal

Appendix A: IB Diploma Programme Academic Honour Code Declaration

I, the undersigned, understand that academic integrity forms the cornerstone of the IB Diploma Programme. By signing this declaration, I affirm that I will:

1. Uphold Honest Scholarship

- Submit only work that is an authentic representation of my own efforts and ideas.
- Give proper credit to all sources consulted, whether through direct quotations or paraphrase.

2. Avoid Misconduct

- Refrain from plagiarism, collusion, or any form of cheating during classwork, tests, and official examinations.
- Abstain from unauthorised use of artificial intelligence (AI), essay mills, third-party support, or any external aid that compromises the authenticity of my work.

3. Respect the Learning Process

- Seek guidance when unsure about proper citation methods or the ethical use of information and technology.
- Strive to develop genuine understanding rather than rely on shortcuts or misrepresentations of knowledge.

4. Demonstrate Responsibility

- Report to my teachers or IB Diploma Coordinator if I become aware of any breach of academic integrity.
- Act in a manner that upholds my own credibility and the reputation of my school community.

By signing, I recognise that failing to abide by these principles may result in serious consequences, including the possibility of losing credit or IB Diploma eligibility. I agree to conduct myself with integrity and to encourage the same from my peers.

Student Name (printed): _____

Student Signature: _____

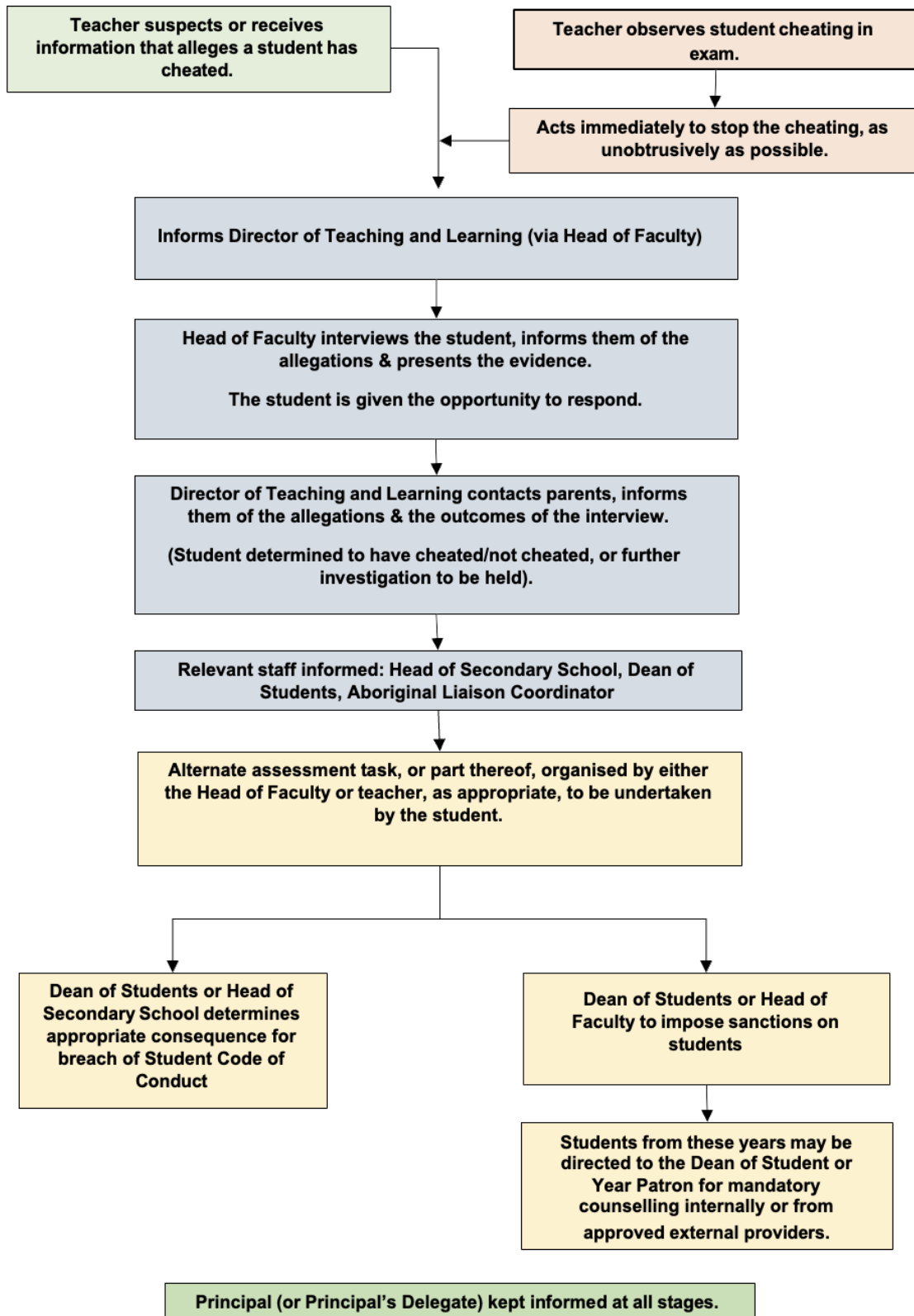
Date: _____

Appendix B: Academic Integrity Scenarios

Type of misconduct	Examples
Absence to complete assessments	A student: <ul style="list-style-type: none"> • is absent from school without valid reason within two days of an assessment • truants a lesson/s to work on assignments and gain an unfair advantage
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment, materials, or AI • has any notation written on their body, clothing, or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g., speaking, signing, via an electronic device, or other means (passing notes, making gestures, sharing equipment).
Collusion	When: <ul style="list-style-type: none"> • more than one student works together to produce a response, which is then submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data lists incorrect or fictitious references, including false or misleading information generated from the use of AI.

<p>Impersonation</p>	<p>A student:</p> <ul style="list-style-type: none"> • arranges for another person or technology to complete a response to an assessment in their place, e.g., impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student.
<p>Misconduct during a supervised assessment</p>	<ul style="list-style-type: none"> • A student distracts and/or disrupts others in an assessment room.
<p>Plagiarism or lack of referencing</p>	<ul style="list-style-type: none"> • A student completely or partially copies or alters another person’s work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information, or ideas). • Plagiarism also includes the use of a translator (including an online translator), as the work produced is not the student’s own.
<p>Self-plagiarism</p>	<ul style="list-style-type: none"> • A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.
<p>Significant contribution of help</p>	<ul style="list-style-type: none"> • A student or other person arranges for, or allows a tutor, parent/carer, or any person in a supporting role to complete or contribute significantly to the response.

Appendix C - Process flowchart for dealing with allegations of academic misconduct



Appendix D - The IB and AI Tools

The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.

AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation and grammar. Where communication is assessed, we will need to think carefully about what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

AI tools do not represent a crisis in education or assessment. However, in a world where everyone can use software to write newspaper articles, business reports and/or emails to friends, it is a game changer in terms of the skills students need. Instead of being able to produce complete essays, reports, and so on, students need to know how to get the best out of AI tools. For example, to edit text to personalize it, and most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators.

The IB aims to avoid joining the “arms race” between AI tools that claims to be able to tell the difference between AI and human authors. It is better to ensure that students can speak about their work with their teachers rather than accusing them of misconduct based on increasing small differences in the predictability of their word choices.

However, 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.

It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behaviour when using these tools, and why they often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows.

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help 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 be encouraged to 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.

Teachers may have experienced problems when a student has been given an example essay that too closely matches what they are being asked to do. Consciously or unconsciously, the student can start to copy the content of the essay rather than using it to create their own work. Therefore, during the writing or creative process of any piece of work, the IB expects teachers to use the same processes they would use whenever they suspect that the work submitted is not the student's own and is not identifiable by plagiarism detection software—for example, work written by a third party or paid service.

- ❖ Note that language acquisition is an exception to the rule about marks not being awarded for spelling, punctuation and grammar. However, it is probably impacted more by developments in translation software.

Appendix E: Scaffolding, Drafts and feedback

Drafting is a key checkpoint that helps students refine their work while maintaining authenticity and compliance with academic integrity policies. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

In the Senior Years, teachers will provide feedback on one draft only (where appropriate to syllabus requirements), in accordance with NESAs requirements and for the IB DP:

- One draft per assessment (Excluding Extended Essay and other Major Works) with feedback provided on a maximum of one draft of each student's response (Years 10, 11 and 12).

Feedback on a draft is consultative and may include:

- Written annotations,
- Teacher comments,
- Student-teacher conferencing, and
- Recorded verbal feedback.

Feedback is to be delivered in a consistent manner and format for all students within a subject cohort and provided in a timely manner, no later than within one week of a submission of a draft.

Feedback on a draft must not:

- compromise the authenticity of a student response;
- introduce new ideas, language or research to improve the quality and integrity of the student work;
- edit spelling, grammar, punctuation or calculations; or
- allocate a mark or standard.

Teachers must retain copies of drafts and feedback, particularly for NESAs and IB DP moderation purposes. If there are concerns that a student may not, or did not, meet a required draft submission, teachers should inform parents promptly.