



ÖZEL ALEV OKULLARI

ALEV Academic Integrity Policy

Private ALEV School is committed to ensuring that the standards of academic integrity are in line with the standards, practices, regulations, and policies of the International Baccalaureate. Academic Integrity Policy at ALEV has been developed according to IB regulations and we are guided by the IB Learner Profile¹. This policy document makes it clear what academic integrity means and what penalties will be for the student if the work submitted by a student does not meet this standard of academic integrity.

Teachers and students will understand the meaning and importance of Academic Integrity and they will receive a copy of the policy and an explanation of its contents. Students and parents will be required to sign a document in which they accept that they understand the policy well.

IB Learner Profile

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicator	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

¹ <https://www.ibo.org/benefits/learner-profile/>

Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-taker	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Purpose of this policy

As part of the IB's educational goal to award reliable, fair and recognized outcomes to our students through valid assessments, this policy has been created to ensure a common understanding of the IB's academic integrity principle. Results cannot be fair if some students have had an unreasonable advantage over others.²

Why do we need academic integrity?³

- To maintain fairness.
- To maintain trust and credibility.
- To develop respect for others.

What is academic integrity?

Defined by the International Baccalaureate, "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 behavior in the production of legitimate, authentic and honest scholarly work."⁴

Key terms

These are some key terms which are used in the IB "Academic Integrity" publication.⁵

Academic integrity

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 behavior in the production of legitimate, authentic and honest scholarly work.

² Academic Integrity, IBO, Geneva, 2019, "Introduction"

³ Academic Integrity, IBO, Geneva, 2019, "A principled approach to academic integrity"

⁴ Academic Integrity, IBO, Geneva, 2019, "A principled approach to academic integrity"

⁵ Academic Integrity, IBO, Geneva, 2019, "A principled approach to academic integrity"

School maladministration

The IB defines school maladministration as 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. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

For example, when a student uses AI to produce an entire essay and merely adapts it by changing the wording without genuine comprehension, this is comparable to plagiarism. To ensure academic honesty, educators should assess the student's understanding through oral questioning or similar methods. If the student shows a thorough grasp of the content, their work may be accepted, though reliance on AI in this way undermines valuable learning experiences. Conversely, if the student does not clearly demonstrate understanding, the submission is considered dishonest academic conduct.

Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

For example, a student who writes an essay and then uses AI to rewrite it for them is not acceptable. Teachers should mark the original essay and apply their judgment, as the IB requires students to submit their own original work. While some discretion may be applied in in-class work, students must not submit work that is essentially rewritten by AI as their own. Similarly, writing an essay in one language and then using AI to paraphrase or rewrite it into another language for submission undermines the authenticity of the student's work and violates IB language proficiency expectations.

In addition, students must not rely on AI to generate reflections for assessments. Authentic reflection demands personal thoughtfulness and evaluation of the learning process, which cannot be replaced by AI-generated content. Submitting AI-generated reflections constitutes fabrication, and teachers and supervisors play a crucial role in ensuring the authenticity of such reflective work.

Unprecedented or extraordinary incidents

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach

"Balance of probability" means that the decision maker(s) with appropriate subject matter expertise is/are satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest

This 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. The individual does not need to exploit his or her position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

Authentic work

An authentic piece of work is one that is based on the student's own individual and original ideas with the work of others fully acknowledged. This includes all assignments (written or oral). If other sources are used or referred to, whether in the form of direct quotations or paraphrasing, they must be cited. Using and inserting the words and ideas of another person to support one's own research paper, projects, and arguments is an important academic skill that needs to be learned.⁶

Citing sources

All ideas and work of others must be acknowledged and properly cited, including Books, Journals, Data-based Journals, CDs, DVDs, E-mails, Websites etc... Additionally, the sources of all photographs, maps, illustrations, computer programs and data graphs, must be acknowledged if they are not the student's own work.⁷

Academic conduct

At Private ALEV Schools the community maintains academic integrity with an appropriate and respectful attitude in all school, cocurricular, extracurricular activities even they are carried on outside of school to have a proper academic conduct across the school throughout the IB and NonIB programmes.

According to an appropriate academic conduct, students behave properly during group works, collaborations, exams, quizzes, and laboratory works, they maintain and support the harmony, academic integrity, values, and beliefs of the school. It is not an appropriate academic conduct and is considered as collusion and plagiarism not acknowledging and citing the use of other people's and members' words, ideas, or information in a group.

Students may use AI to explore alternative viewpoints or counter-positions on the condition that AI is merely used to deepen understanding, but not if arguments are copied directly from AI or a textbook. Similarly, it is acceptable for a student to use AI to generate a paragraph or two, such as an introduction or summary, as a model for their own content—provided they also include references and examples from the AI output. However, using AI to replace their own critical thinking and original contribution is not acceptable.

At our school:

- IB TOK, CAS, Mathematics, Physics, Chemistry, Business Management, Visual Arts are taught and assessed in English,
- TITC is taught and assessed in Turkish,
- Biology and History are taught and assessed in German,
- Extended Essay is taught in English and assessed in the subject's language that is chosen.

⁶ Academic Integrity, IBO, Geneva, 2019 “General regulations: Diploma Programme for students and their legal guardians”

⁷ Academic Integrity, IBO, Geneva, 2019 “General regulations: Diploma Programme for students and their legal guardians”

Malpractice

Defined by the International Baccalaureate, “The behavior of a candidate which results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.”

Malpractice includes:

- **Plagiarism:** This is defined as the representation of the ideas or work of another person as the candidate’s own.
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- **Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate** (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Preventing and steering clear of malpractice, promoting academic integrity

At Private ALEV Schools, there is a frequent communication in terms of sharing the values of academic integrity, detecting plagiarism or any form of malpractice as well as a close consultation with DPC, teachers and students regarding academic integrity.

All students are provided with the values of academic integrity, detecting plagiarism or any form of malpractice, instructions, and rubrics for referencing and citing with MLA 9 in formative and summative assessments, tasks, assignments, and interviews. Students must actively read and engage with the sources and references suggested by AI, not just simply acknowledge that they were found through AI.

IB students are also trained by EE Coordinator and Librarian regarding Academic Integrity, effective citing and referencing, using AI in an ethical way, the school’s citation method-MLA 9 and the similarity check system-Turnitin in compliance with the EE yearly plan. Across the school, student’s works are checked for its authenticity through electronic web-based plagiarism detection systems Turnitin.

Resources that support the policy

MLA 9: Across the school MLA 9 is used and accepted as referencing and citing method.

Turnitin: Turnitin is used for authenticity check as electronic web-based plagiarism detection system.

Teaching and non-teaching staff⁸

Expectations

Teachers are the main agents of academic integrity in the classroom and their role is as important as that of the programme coordinators. They must therefore have the same level of understanding of the expectations of the school's academic integrity policy and IB expectations. Teachers should be aware that their conduct sets an important example to students. Actions which exhibit infringements to the Academic integrity policy, such as plagiarism, may lead students to believe that rules are irrelevant with severe consequences for their assessment.

The topic of academic integrity must be a point of convergence in the curricular design, commencing with the inclusion of the topic at the beginning of the studies and continuing with it, providing contextualized examples as students' studies develop. This will allow students to use these opportunities as building blocks and have the necessary foundations when they progress into further education or professional endeavours.

IB teachers must support their school and programme coordinators and are also responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing 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
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.

⁸ Academic Integrity, IBO, Geneva, 2019 "Expectations and responsibilities of the school community"

At Private ALEV Schools, teachers use all tests, projects, assignments, essays, reports and quizzes as an instrument to reinforce the topic of academic integrity. As school community, we believe all assessment tools are an opportunity to give feedback and allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization as stated by IB.

The responsibility of each teacher

Teachers must:

- be attentive for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student,
- read and check candidates' work for authenticity before submission,
- identify the work if it is the student's own authentic work,
- check any issues malpractice before the submission of work for assessment in the school, and then in liaison with the IB Coordinator.

If the IB coordinator or a teacher have reason to suspect that part or the whole of a candidate's work, which counts towards the final IB Diploma grade in that subject, may not be authentic, that work must not be accepted or submitted for assessment. In such cases, the IB suggests that one of two possible courses of action may be adopted:

- The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the IB coordinator to send the work to the examiner by the appropriate IB deadline,
- If there is insufficient time, an F must be entered against the candidate's name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded. An F will be entered for the candidate's work, in line with the point above, if the candidate is unable to prove to the teacher's satisfaction that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Candidates must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented. The school may make further decisions, in line with its own disciplinary policy.

If plagiarism is detected after a candidate's work has been accepted or submitted for assessment, the International Baccalaureate must be informed.

Students⁹

Expectations

All IB community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled" and all students participating in IB programmes are expected to act honestly, responsibly and ethically.

When completing schoolwork, students must also adhere to the subject guidelines, rules and regulations, always acknowledging the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit a balanced behaviour recognizing the collaboration of other team members and granting fair recognition to their own participation.

When students understand the role that they have in the process of their own learning, they can also understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort.

Plagiarism is the most common form of student academic misconduct.

It is unacceptable for a student to hide their use of AI in completing their work. Ethical practice requires transparency, meaning the student must inform their teacher about any AI assistance, even if such use does not require formal citation. This disclosure is essential for the teacher authenticating the work for the IB.

Students must not use AI to generate research questions on their behalf. Instead, they should identify the subject and topic area in consultation with their teacher or supervisor. AI may then be used only to review examples of possible questions in that area, much like consulting past essays for inspiration. The responsibility for formulating and refining the final research question remains with the student.

Students may use AI tools to suggest improvements for grammar and sentence construction, provided they do not rely on AI for the whole rewriting. It is considered good practice for students to disclose to their teacher when they have used AI in this way.

Using AI to "mark" or provide feedback on their work for IB assessments is discouraged because it violates the principle of receiving only "one set of written feedback". The IB believes that teachers are better placed to provide meaningful feedback. In a non-assessment context, nevertheless, using AI for feedback can be a useful educational resource.

It is acceptable for students to use AI to help create a structural template for their essay. When submitting their work for assessment, students should acknowledge this use of AI. This practice is akin to utilizing sample essays or textbooks to develop an outline or framework for writing.

⁹ Academic Integrity, IBO, Geneva, 2019 "Expectations and responsibilities of the school community"

IB students must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of their school's and the IB's 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 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, 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 a responsible use of the internet and associated social media platforms.

The responsibility of each student

Students must:

- produce their own, authentic work in their own language and expression
- have the ideas and words of others fully recognized
- understand and obey the rules of the examinations
- understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion
- be motivated to ask their teachers, supervisors and IB coordinator for help instead of using all forms of malpractice.
- use AI tools responsibly. For example, when a student uses AI for a summary of key points for their essay and suggests references to cite, it is acceptable only if the teacher ensures that the student truly understands the points being made.

Students must be aware of and accept the following terms and conditions:

- It is permitted to paraphrase which means writing a piece of text in your own words.
- Collaboration is encouraged but the final work must be done alone.
- Copying the work of another candidate is not permitted.
- Discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination is not permitted.
- Passages that are quoted must be enclosed within quotation marks and references should be written.
- All the sources of/origin of the works of art, illustrations, computer programmes, maps, data, photographs, graphs, audio-visual and similar material must be acknowledged, and students must not forget that they will have no chance to resubmit a different work, if the first submission is not accepted due to plagiarism.
- Teachers have the right to refuse to sign the work if they do not believe that it has been completed by the students.
- It is students' responsibility, if academic dishonesty is suspected, to prove that all the elements of the work are their own and have not been plagiarized.

What support can students expect from teachers and the IB coordinator?

- Through its 'Academic Integrity Policy', the school makes it clear what constitutes Academic Integrity and an authentic piece of work. Candidates will sign "**IB CANDIDATE CONSENT AND ACADEMIC HONESTY AGREEMENT**" when they submit their coursework. Agreement is shared with this policy document.
- All Non-IB and IB students will be introduced to the Academic Integrity Policy by the IB coordinator.
- Students will be clearly informed how malpractice will be investigated and what the consequences are of having been found guilty of malpractice.
- Teachers must also actively use correct citing conventions when providing candidates with reference material.
- The librarian always provides support and assistance in terms of research.
- In connection with the EE process, students are given sessions on IT and general methods for academic writing, referencing and citation.
- Candidates will be advised at all times to act as honestly and as accurately as possible to acknowledge the ideas and work of others.

- Candidates will be provided with the ‘Conduct of Examinations’ prior to the Diploma exams, and this will be discussed fully in an exam instruction session in advance. Candidates will sign “Conduct of the Examinations Notice to Candidates” agreement. Agreement is shared with this policy document.

Parents and legal guardians¹⁰

Expectations

Parents and legal guardians play a crucial role in the education process which includes reinforcing the values and importance of academic integrity.

In order to support their children and the school, parents must accept that the principle of academic integrity is a fundamental part of the IB’s educational philosophy. Parents should also understand the regulations and policies that the IB expects schools, coordinators, teachers and all students to observe. If they have questions or doubts as to what is expected, parents should be directed to approach the school for clarification. Schools are advised to encourage parents and legal guardians to take note of the IB’s policy on plagiarism, which is the most common form of misconduct.

Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- 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’s 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
- 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.

¹⁰ Academic Integrity, IBO, Geneva, 2019 “Expectations and responsibilities of the school community”

Monitoring and sanctions

- Teachers are responsible both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to compile IB Diploma Programme regulations.
- IB coordinator and teachers should help students in understanding the importance of developing an academically honest approach to all aspects of the Diploma Programme, internal and external sanctions are in place.
- ALEV Schools will be using the internal sanctions for the homework assignment for malpractice relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work, and students will be asked to re-do the work and reminded the academic integrity and the teacher is required to submit a report to the IB coordinator with the copies of the documents and the original will be kept safe. And students will be warned with a written warning and if the student is under 18 the warning must be signed by a parent or guardian (this will be a disciplinary warning). Malpractice offense will be noted in school records. If it occurs for the third time, students will not have credit for that course and would be asked for a withdrawal. The student's transcript will indicate that the student was withdrawn by the school.
- External sanctions are the ones used by the IB, and related to the final versions of internal assessments, final exams, TOK assessment, CAS portfolio, the EE which count for the final IB Diploma.
- If a student is to rewrite an assignment due to malpractice, the student may be temporarily suspended from school with full absence until a new assignment is handed in. External sanctions are those assigned by the IB or by the school, according to the IB regulations, and relate specifically to the perception that academic dishonesty has taken place in work which counts towards the award of the final Diploma. Should such academic dishonesty be suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in with little or no time before the final submission date, malpractice investigation and sanctions will take place as detailed in the section below.

Investigating malpractice

Investigations take place when:

- A coordinator informs IB that malpractice may have taken place during an examination
- An examiner suspects malpractice and provides evidence to justify his or her suspicion
- An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion.

Procedures for suspected breaches in academic integrity

An investigation of malpractice detected by an examiner outside the school may take the following form:

- The head of examinations administration will inform the IB Coordinator that a candidate is being investigated for suspected malpractice
- The IB coordinator immediately informs the head of the school that a candidate is being investigated
- If the candidate is under 18, the parents should be informed
- The planning and conduct of the investigation are left to the discretion of the IB coordinator, but the candidate's personal rights must be protected
- The candidate must be shown the evidence and be invited to present an explanation or defence
- With the candidate's permission, a transcript of the interview may be taken and submitted to IB. The candidate must also be given the opportunity to provide a written statement
- The candidate and his/her parents have a right to see evidence, statements reports and correspondence about the case. Evidence may be withheld to protect the identity of an informant
- The candidate must be given a copy of the Regulations and his/her attention drawn to the articles which concern malpractice
- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate.

The candidate must be given sufficient time to prepare a response to the allegation an investigation of malpractice which happens during an IB Diploma exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption as possible should take place
- The IB coordinator should be immediately informed by the invigilator of his/her suspicions
- The coordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator
- The head of school should be informed as soon as possible
- If the candidate is under 18, his or her parents/guardians should be contacted
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents
- The candidate must be allowed to complete all other exams in that Diploma session
- The IB will make the final decision as to whether or not there should be consequences.

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

- The candidate is told that there are doubts about the authorship of his/her work
- If the candidate agrees that the work is not his/her own, if time allows, and if the cover sheet has not been signed off by the candidate, then the work can be re-done
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this cannot be the case
- The candidate, if under 18 his or her parents, the subject teacher and the IB coordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept
- The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work – and the subject
- The subject teacher's decision will be final, and the candidate must be aware that the school can award an F for the work, which the IB is extremely unlikely to question or dispute
- If time does not allow, or the cover sheet has been signed off, the candidate should be informed of the situation, and that an F has been entered. Although the candidate can dispute this, it may be too late, as IA marks have already been entered. While the school will remain open to discussion with the candidate, it should be made clear that any further investigation may not be worthwhile or result in a positive outcome
- The coordinator will provide IB with:
 - A statement from the candidate
 - A statement from the subject teacher or extended essay supervisor
 - A statement from the IB coordinator
 - A summary of the interview with the candidate about the allegation of plagiarism.

Consequences of malpractice (As outlined by IB)

- Students who are understood to have plagiarized all or part of any assignment will not be graded, and this automatically means that no Diploma can be awarded. If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'.
- If students present a false CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly accomplished.
- If malpractice is realized, IB Diploma may be cancelled at any time, and the student may not be permitted to re-register for examinations in any future session.

ALEV SCHOOL's IB CANDIDATE CONSENT AND ACADEMIC HONESTY AGREEMENT

IB requires that student's IB school via the programme coordinator obtains consent and/or permission from the students (and their parents if required by local law or school policies) allowing the upload of eCoursework on the student's behalf.

The school must also confirm the coursework is **the candidates' own work**. The coordinator and teachers are people to check that the work being submitted/confirmed is exactly what the candidate wants to be marked and to check that it is the candidate's own work. **If there is any uncertainty about this**, then coordinator can decide before choosing whether to upload the work. **Work is not uploaded if there is doubt that it may be incorrect, incomplete or not the candidate's own work.**

Below is the consent and academic honesty agreement that students sign to permit the school to upload eCoursework and to declare the coursework is **the candidates' own work**.

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By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system.

You also confirm that you are **at least 15 years old** and that the version of any materials you pass to your programme coordinator, or another school staff member is **the correct and final version**, is **your own work** and **that you have correctly acknowledged the work of others**.

Failure to do this will be investigated as a breach of IB regulations.

"This work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual."

Coursework Subject:

(Please fill out and sign a separate form for Extended Essay)

Student Signature.....

Name.....

Date.....

Parent Signature.....

Name.....

Date.....

**ALEV SCHOOL's CONDUCT OF THE EXAMINATIONS NOTICE TO CANDIDATES
AGREEMENT**

The conduct of the examinations-notice to candidates' instructions must be observed for all IB examinations. Failure to comply with these instructions may result in no grade being awarded for the subject being examined.

I hereby declare that I read and accept the above-mentioned terms and conditions for May 20... examinations.

Last Name:.....

First Name:

Session Number:

Signature:.....

Date: ____/____/____

Communicating the Academic Integrity Policy

DP coordinator, EE coordinator and school librarian are responsible for the implementation of the academic integrity policy and apply it in the school. They promote academic integrity by workshops, trainings within the school. They design and run EE lessons, effective citing and referencing workshops, general academic integrity workshops both for school staff and students. The librarian runs Turnitin, JStor, Britannica, MLA 9 workshops and trainings. As the DPC, EE coordinator and librarian play the leader role to promote academic integrity policy, all subject teachers also responsible and they support leaders by integrating the academic integrity procedures and requirements into subject assignments, tasks, exams. Not only IB students but also whole school community implement academic integrity policy.

The Academic Integrity policy is introduced to all stakeholders of the IB DP Programme through parents-teacher meetings, class presentations and staff meetings. ALEV School's Academic Integrity is communicated during the parents' and students' meetings. The ALEV School's Academic Integrity is shared with school community through ALEV SharePoint, Microsoft Teams and it is also published on school's official website. All stakeholders can get access to the policy via ALEV Sharepoint, Microsoft Teams folders and school's official webpage.

Policy Revision

The PLT, EE Coordinator, heads of departments and librarian collaboratively work on the school's academic integrity policy every June and revises it, when necessary, every August.

Last updated: May 2026

Approved: September 2026

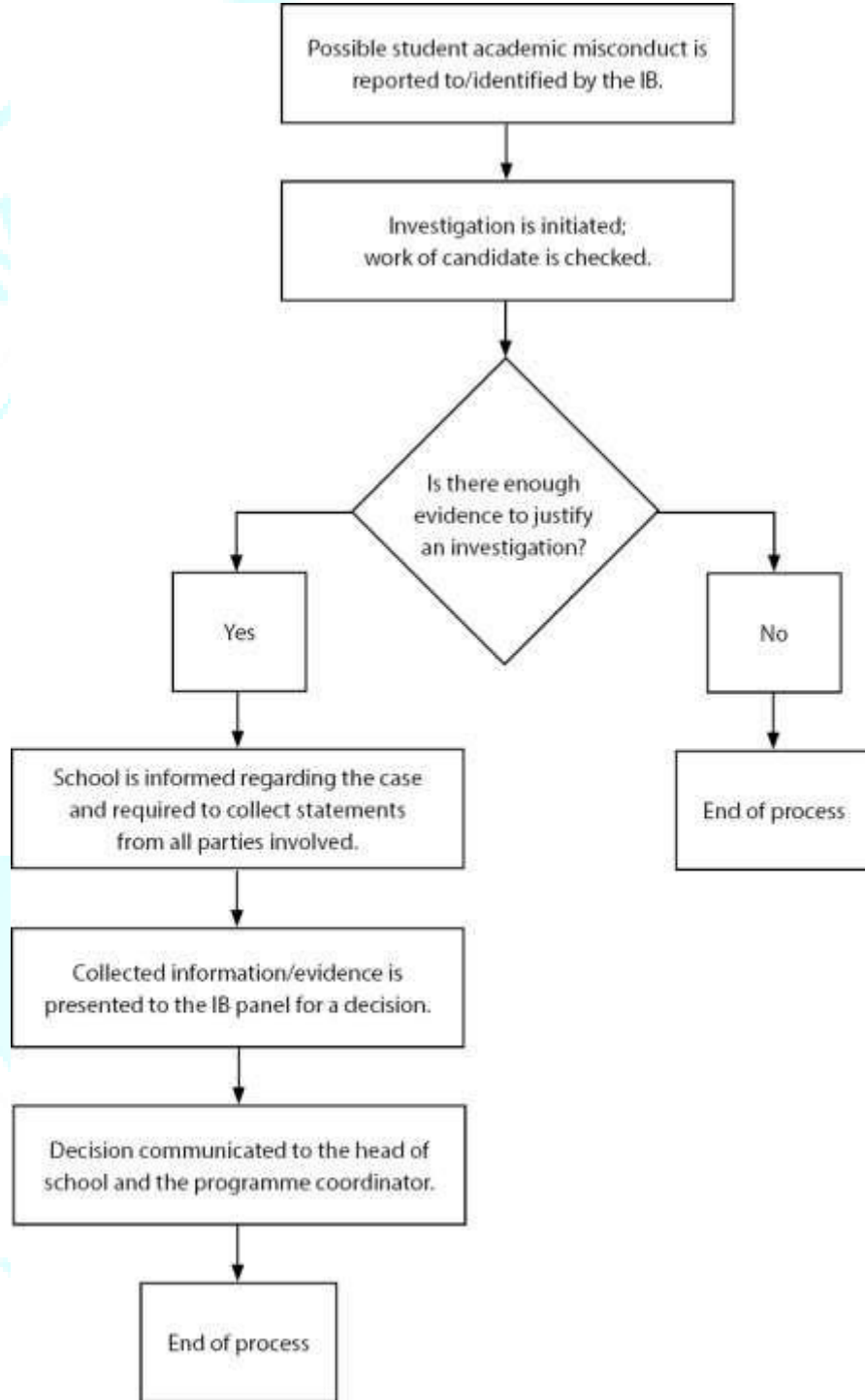
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- Diploma Programme Assessment procedures 2021
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- Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework, IBO, 2024



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Appendix:¹¹



¹¹ Academic Integrity, IBO, Geneva, 2019, Appendix