

# Sancta Maria International School, Faridabad

## Academic Integrity Policy



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## Academic Integrity Policy

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## Academic Integrity Policy

### Vision

To unlock the potential of every learner for a better world.

### Motto

In Omnia Excellentia

*Excellence in everything*

### Values

FAIRNESS | INTEGRITY | RESPECT | EXCELLENCE | HAPPINESS | VALUE CREATION

### Our Commitment

- We seek to understand the needs, interests, and motivations of each of our learners so that we can set them up for success in their unique journeys.
- We provide a safe and stimulating learning environment on campus and online where learning happens by design and not by chance.
- We foster a culture of growth mindset and lifelong learning where staff and students are allowed to ask questions, make mistakes and take risks.
- We respect differences and are mindful of our language while speaking about and with students.
- We take concrete measures to promote the physical, emotional, social, and mental well-being of our students and staff.
- We develop an enabling relationship with our parent community where constructive feedback is sought and used for improvement.
- We look after our environment and consume with care.
- We build meaningful partnerships with global organizations for a lasting positive impact.

Sancta Maria imbibes the culture of academic integrity in its students from a very young age. We expect Academic integrity to be practiced by all stakeholders of our school community: students, teachers, administration and parents.

## Learner Profile focus

While the Policy is guided by all Learner Profile attributes our expectation and practices are dominated by two of the Learner Profile attributes which describe student as:

**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.*

**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. (IB Learner Profile)*

## Definition of Academic Integrity

Academic integrity refers to:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgment of the original authorship and ownership of creative material
- The production of 'authentic' pieces of work
- 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 Dishonesty, therefore, concerns **malpractice**, which is 'behaviour that results in, or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Source: <http://occ.ibo.org/ibis/occ/spec/malpr.cfm?subject=malpr>

### Objectives of the policy:

- To understand the meaning and significance of academic integrity.
- To develop an ethos of academic integrity through self-discipline and a sense of fairness rather than through imposed regulations.
- To encourage students to always produce their own authentic work
- To provide students with the rationale behind acknowledging the ideas, work, and work of others.
- To understand and obey the rules relating to the proper conduct of examinations.
- To ensure that students understand the difference between collaboration and collusion and that it is unacceptable to present work arrived at through a process of plagiarism and collusion
- To practice academic integrity in all assignments whether set and completed in school or at home, ranging from basic pieces of homework to the formal assessments required by the IB and other examining boards.

### What does 'Malpractice' include?

**Plagiarism:** The representation of the ideas or work of another as the candidate's own. Plagiarized work is work that fails to acknowledge the sources that it uses or upon which it is based. Passing off someone else's work, writing, thoughts, visuals, graphics, music, and ideas is a clear breach of academic honesty. When plagiarism occurs in coursework or examinations, the validity of the assessment outcome is called into question, and widespread plagiarism will lead to mistrust in results. Students need to understand how knowledge is constructed and to develop their own thinking while showing honest behaviour by giving credit where credit is due.

**While collaboration is an intrinsic part of the programme and students** are permitted and actively encouraged to work with each other, the final work must be produced independently despite it being based on the findings and data which others are using, the interpretations must be independent and have their personal voice. This means that the abstract, introduction, content, conclusion, or summary of a piece of work must be written in each candidate's own words and cannot, therefore, be the same as another candidate.

**Hence, working together is collaboration whereas copying someone else's work is collusion.** Even if you have 'collaborated' with another student, the work you present must be your own.

**Collusion** also includes supporting malpractice by another candidate – allowing one's work to be copied or submitted for assessment by another.

### **Paraphrasing without Acknowledgement**

Paraphrasing without acknowledgement refers to the act of using someone else's ideas or words and rewriting them in your own words without giving proper credit or citation to the original source. This can be considered a form of plagiarism because it fails to acknowledge the contribution of the original author and may lead to the misrepresentation of someone else's work as your own. Proper academic practice requires providing appropriate citations and references whenever you borrow ideas or information from other sources, whether you are quoting directly or paraphrasing the information.

### **Duplication of Work**

The presentation of the same work for different parts of the IB diploma; an example would involve submitting the same piece of work for a subject Extended Essay and the internal assessment is deemed to be malpractice.

This admonition applies to all areas of the curriculum: students are expected to observe 'the spirit of learning' in their work and submissions and not seek to cut corners by passing off previous work as a new submission.

### ***Some examples of Malpractice include:***

- Making up data for an assignment
- Falsifying a CAS record
- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes, or any materials which contravene regulations or confers undue advantage.

- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Copying, or attempting to copy, the work of another candidate
- Referring to or attempting to refer to, unauthorized material that is related to the examination
- Not complying with general examination regulations or disregarding the instructions of an invigilator
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Using an unauthorized calculator or concealing /using unauthorized software on a graphic calculator, particularly, but not only, during examinations
- It include the reuse of work submitted in past examination sessions by the same or another student (s) that might not be published.

## **ROLE AND RESPONSIBILITIES OF THE STAKEHOLDERS**

### **Program Coordinator must:**

- ensure that all school and IB policies are applied fairly and consistently
- ensure compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy. (*Source: IBO Academic Integrity Policy, 2019*)



**Student must:**

- 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 responsible use of the internet and associated social media platforms. (*Source: IBO Academic Integrity Policy, 2019*)

**Teachers must:**

- ensure that students have a full understanding of the expectations and guidelines of all subjects
- ensure that students understand what constitutes academic misconduct and its possible consequences
- plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- give feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensure there is no collusion in final pieces of students work submitted for assessment
- be familiar with the software 'Turnitin' and use it to check students' IA coursework, Extended Essays and the TOK essay and TOK Commentary.  
(*Source: IBO Academic integrity Policy, 2019*)

**Parents are advised to :**

- understand IB/ school policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- support their children's understanding of school/ IB policies, procedures and subject guidelines
- understand school internal policies and procedures that safeguard the authenticity of their children's work
- 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 programme coordinator
- abstain from giving or obtaining assistance in the completion of work to their children.

**The School Librarian must:**

- Provide guidance on ethical practices and on what constitutes malpractice.
- Educate the students and school community on the skills and methods used for citation.
- Help the students in procuring resources.
- Provide detailed information and support for research for the Extended Essay.
- Conduct frequently citation workshop for newly inducted teachers and students.

**Student Academic Misconduct**

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

## **Categories of student academic misconduct**

### **Coursework**

When a student seeks and receives assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. The assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work. A student may also be tempted to obtain support through the many resources available on the internet. When a student faces the pressures associated with the final period in which all work must be completed, there is also the possibility of trying shortcuts and sometimes students "duplicate" work.

### **Written and on-screen examinations**

During the writing time of the examinations, students can also engage in acts of academic misconduct, which may range from the possession of banned items such as notes, mobile phones and other IT equipment, to the exhibition of disruptive behaviour. Another inherent risk that is affecting the student community is the use of social media platforms on the internet. Students must be aware about the responsible use of social media; everything that is posted or shared online leaves a digital footprint behind and can become public. All IB students are expected to inform their school administrators and programme coordinators immediately if an act that compromises the integrity of the examination is identified.

### **Sanctions and procedures to deal with policy breaches by students**

Teachers, students and all stakeholders are encouraged to reflect on the work they are completing, presenting, and assessing. This self-reflective approach, coupled with a school ethos that values personal and academic integrity, should result in an environment where the monitoring of academic honesty is consistent and non-invasive.

However, student works are not accepted if their authenticity is suspect. The student will be given an opportunity to verify that no malpractice has taken place and, if doubt persists, one opportunity

to revise and resubmit the work which must be completed on time and, in the case of IB submissions, before the due submission date. If there is insufficient time, an F must be entered against an IB candidate's name on the appropriate mark sheet which will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded.

In all cases of malpractice at Sancta Maria International School, the student's parents will be asked to meet with the Head of the School at the earliest to discuss the matter, acknowledge a warning letter, and discuss any matters arising from their child's actions.

Depending on the severity of any individual case, the school may make further decisions, in line with its own disciplinary policy, which may include expulsion as amplified below.

### **Internal Sanctions**

Internal sanctions may be imposed by the school for incidences of malpractice and will include:

1 <sup>st</sup> Misconduct	The student is required to resubmit the work in an acceptable format. Parents are notified by the teacher and the malpractice is noted in school records.
2 <sup>nd</sup> Misconduct	The student is given zero for the work, parents are notified by the Programme Coordinator , and the student receives disciplinary consequences. This second malpractice offense is noted in school records and is notified to the Head of school.
3 <sup>rd</sup> Misconduct	If the student is found guilty of a third breach of academic integrity, she/he will receive no credit for the relevant course and may be recommended for withdrawal.

In all cases of malpractice at Sancta Maria, the student's parents will be asked to meet with the Head of School at the earliest to discuss the matter, acknowledge a warning letter, and discuss any matters arising from their child's actions. Depending on the severity of any individual case, the school may make further decisions in line with its own disciplinary policy. These may include expulsion.

*(Refer to Appendix 3)*

## **External Sanctions**

External sanctions are applied in accordance with IB regulations and relate specifically to occurrences of academic dishonesty in work which counts towards the award of the final IB Diploma. If malpractice is suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions set out above will apply.

However, a formal investigation must take place if the suspected malpractice occurs 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. A formal investigation process is then initiated by forming a malpractice committee to investigate the matter and provide IB with necessary information while ensuring that the candidate's personal rights are protected.

### **Consequences of Malpractice:**

- 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 a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session has passed. The CAS record will need to be correctly completed.
- In very serious cases of malpractice, the candidate may not be allowed to re-register for examinations in any future sessions.
- An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established. An appeal may be made to the final award committee in the light of new factual evidence within three months of the original decision.

### **Ways students can avoid committing plagiarism**

- 1) **Understand Plagiarism:** Student must understand about the different forms of plagiarism, including direct copying, paraphrasing without acknowledgement, and using someone else's ideas without giving credit. Understand that plagiarism is a serious academic offense and can have consequences.
- 2) **Plan Time:** Students must start assignments early to have enough time for research and proper citation. Procrastination can increase the risk of unintentional plagiarism.
- 3) **Take Effective Notes:** When researching, take detailed notes and clearly distinguish between student's own thoughts and ideas and information from sources. Student should ensure that note down the source information, including author, title, and page numbers, for proper referencing.
- 4) **Use Proper Citations:** Whenever include information, ideas, or quotes from external sources, provide proper citations. Follow the specific citation style (e.g., MLA 8) recommended by your school or supervisors. Include in-text citations and a reference list or bibliography at the end of your work.
- 5) **Quote and Paraphrase Correctly:** If directly quote a source, use quotation marks and provide an in-text citation. When paraphrasing, rephrase the information in your own words and still provide an in-text citation to acknowledge the original source.
- 6) **Reference Your Sources:** Include a comprehensive list of all the sources you used in assignment. This includes books, articles, websites, and any other materials consulted during the research. Follow the required format for your reference list, including proper indentation, punctuation, and order.
- 7) **Use Plagiarism Checker Tools:** Utilize plagiarism checker tools or software available to check work for any unintentional plagiarism. These tools can identify similarities between the candidate's work and existing sources and help you make necessary revisions before submitting.

- 8) **Seek Guidance:** If students are unsure about proper citation or referencing practices, seek guidance from your supervisors, librarian, or academic support services. They can provide clarification and resources to understand and apply academic integrity principles.
- 9) **Develop Your Writing Skills:** Focus on developing writing skills, critical thinking, and the ability to synthesize information from various sources. By understanding and interpreting information in own words, reduce the risk of inadvertently copying or plagiarizing.
- 10) **Be Honest and Ethical:** Cultivate a mindset of integrity and academic honesty. Take pride in own work and give credit where it is due. Recognize the value of original thought and the importance of ethical behavior in academic and professional settings.

*(Refer to appendix 2)*

### **Academic Integrity Practices in Early Years and Primary School**

The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the Primary Years Programme (PYP).:

#### **Expectation from the PYP students are**

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

#### **Encouraging Academic Integrity in Early Years and Primary School**

- Bringing in the parent body will help the school community grow and encourage Academic Integrity to be followed at all times.
- Spreading awareness among all stakeholders at regular intervals.

#### **Early Years and Primary School must know**

- To distinguish between their work and someone else's work independently and are able to mention the same in their work done as a regular practice.
- They are motivated and feel responsible in citing the reference at all times.

*(Source: [https://resources.ibo.org/ib/topic/Academic-honesty/works/edu\\_11162-58121?lang=en&root=1.6.2.4.5](https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en&root=1.6.2.4.5))*

### **Appendix 1: Guidance to students on AI tool.**

The ensuing guidelines ought to be explained to students.

- They must explicitly cite the AI tool in the body of their work and include a reference to it in the bibliography if they use the text (or any other product) created by an AI tool, whether by copying, paraphrasing, or altering an image.
- The prompt provided to the AI tool and the date the AI generated the text should also be included in the in-text citation, which should be formatted according to the school's established referencing guidelines.
- The same holds true for any additional information that the student has gleaned from various types of AI tools, like pictures.
- The one exception is language learning, where sentence structure receives points. The use of such tools is not allowed in these subjects.

For more information click on Link

[Key Points to explain the use of Artificial intelligence \(AI\) Tools](#)

### **Appendix 2: Acknowledging Sources**

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, every piece of material you used in the production of your work.

Specifically:

- All the ideas and work of other persons, regardless of their source, must be acknowledged
- CD ROM, email messages, websites on the internet, and any other electronic media must be treated in the same way as books and journals
- The sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual and similar material must be acknowledged
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided
- All works of art, film, dance, music, theater arts, or visual arts must have their source/origin acknowledged
- Always use 'Turnitin' (or other plagiarism-detection software) in accordance with the



school's regulations

- Material cannot be paraphrased without acknowledging the source

In the first instance, if any work is viewed as suspicious, staff and management will interview the student.

### Appendix 3: Penalty Matrix

#### Completion of coursework

Infringements related to the completion of coursework	Actions or sanctions
Providing undue assistance to candidates such as over-editing or templating or manipulating finished pieces of work for improvement.	<ul style="list-style-type: none"> <li>• The candidate is told that there are doubts about the authorship of his/her work</li> <li>• 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</li> <li>• 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.</li> <li>• The candidate, his/her parents, the subject teacher and the IB DP</li> </ul>
Submission of work produced by third parties such as teachers, tutors, parents, and peers.	
Submission of non-authentic or plagiarized work.	
Having a high proportion of plagiarism cases— more than 20% of the cohort for a component.	

Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.

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.

## Conduct during an examination

Infringements related to examination conditions	Actions or sanctions
Use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	<ul style="list-style-type: none"> <li>• The candidate is allowed to complete the exam. As little disruption as possible should take place.</li> <li>• The coordinator being immediately informed by the invigilator of his/her suspicions</li> <li>• The coordinator begins an investigation immediately after the exam has ended. This will include interviewing the candidate and taking written statements from all involved, including candidate and invigilator.</li> <li>• The Head of School being informed as soon as possible.</li> <li>• The candidate's parents/guardians being contacted – if the candidate is under 18, and with the</li> </ul>
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to candidates.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	
Not complying with authorized inclusive assessment arrangements.	
Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	

Failing to maintain examination security

Leaving candidates unsupervised during an examination or unaccompanied during toilet breaks.

Amending responses to completed examination scripts prior to dispatch.

Amending responses to completed examination scripts prior to dispatch.

candidate's agreement if she/he is over 18.

- Written statements being submitted to IB and shared with the candidate and his/her parents
- The candidate being allowed to complete all other exams in that Diploma session
- The IB makes the final decision as to whether or not there should be consequences.
- Internal school sanctions being applied as deemed necessary.

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