



Sandefjord
VIDEREGÅENDE SKOLE

Academic integrity Policy

IB DEPARTMENT



Table of content

Philosophy and Principles	2
School maladministration	3
Student academic misconduct	3
Monitoring students' academic integrity; roles, responsibilities, and action plan for preventing malpractice.....	4
Roles and responsibilities	4
Action Plan for preventing malpractice	6
Disciplinary measures in case of malpractice.....	7
The Use of Artificial Intelligence (AI)	8

Promoting a culture of academic integrity is one of the school's priorities. All members of the school's community share a common responsibility to promote and practice academic integrity in learning and teaching as well as in the administration of the school. It is expected that all staff members behave as role models and monitor the students' development as academically honest people in all situations that may appear during a school day.

Philosophy and Principles

At Sandefjord Videregående Skole we encourage and uphold a stringent academic integrity policy for both students and teachers. We refer to the IBO's definition of 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 behaviour in the production of legitimate, authentic and honest scholarly work (IBO, Academic integrity policy, 2023, p.3).

Integrity means showing honesty and behaving in line with principles of trust and fairness. Principled behaviours are expected in all areas of the school's activities and commitment is expected from the entire school community. This includes both educators and all other supporting staff at the school, as well as students. As an educational institution we have a special responsibility in promoting and maintaining a consistent approach to acknowledging of academic property.

Our Academic honesty policy is based on the *IB Mission Statement*, *IB Learner Profile* (2013), *IB Academic Integrity Policy* (2023) and the last updated version of the *IB Diploma Programme Assessment Procedures*.

The school's main purpose and duty is to educate and support students' development where learning about and practice of academic integrity is essential. We are expected to develop principled young people who "act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. (...) take responsibility for (...) actions and their consequences." (IBO, *IB Learner Profile*, 2013). We are also expected to encourage students to "exercise initiative in making reasoned, ethical decisions" (IBO, *IB Learner Profile*, 2013).

Academic integrity expectations are clearly communicated to all members of the IB community at Sandefjord Videregående Skole. In accordance with the IBO's *Academic Integrity Policy* (2023) the Department works on helping students understand:

- 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.

The school teaches and encourages the use of one common referencing convention, the APA style (American Psychological Association) and assures that the students are acquainted with *Effective citing and refencing* (IBO,2014). The school's Librarians play a crucial role in teaching and advising on the use of APA style.

School maladministration

In *Academic Integrity Policy* (2023) the IBO refers to school maladministration as “an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments” (2023, p.19)

Examples of actions that breach with the Academic integrity policy are:

- a teacher giving more assistance to a student during internally or externally assessed coursework than specified on the subject guide,
- a teacher editing an internally assessed coursework before submission of samples to IBIS,
- misrepresenting language proficiency while placing student in language courses,
- non-secure storage of examination materials,
- an invigilator giving more time than specified for an exam paper,
- a school allowing students to use calculators that are not set on examination mode,
- a school allowing students to use authorized material during examination.

Any suspicion of school maladministration must be reported to the school by following hierarchy line. The relevant school leader will report to the IBO and carry through the investigation. The result of the investigation will be forwarded to the IBO. They will conclude on the outcome following the process describes in their *Academic integrity policy* (2023, p.19-21 and 26-29).

Suspicion of school maladministration may also be reported directly to the IBO. They will in such cases handle according to the process described in their *Academic integrity policy* (2023, p.20-21).

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. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen (IBO, Academic integrity policy, 2023, p.23).

The most common form of academic misconduct involving students is plagiarism; “the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” (IBO, *Academic integrity policy*, 2023, p.46).

Other forms of academic misconduct are duplication, cheating, falsification of CAS records or official documents, accept too much help from an AI tool or a person. A full list of all forms of academic misconducts is available in appendix 2 of the IBO’s *Academic integrity policy* (2023, p.32 sq.). That list is available for all students and teachers on the school’s electronic platform and must be known by all.

Students should approach collaboration carefully to avoid academic misconduct. Our school promotes collaborative skills and does support students in the development of those skills. However, while collaborating students must be mindful of maintaining integrity. Acceptable collaboration implies that students work together, share information and recognize contributions of all group members. Group products should reflect and acknowledge each member’s contribution. Individual products based on a collaborative activity should credit classmates’ ideas. Copying others’ work or allowing others to copy own work is considered as collusion and is not acceptable collaboration.

Monitoring students' academic integrity; roles, responsibilities, and action plan for preventing malpractice

Roles and responsibilities

It is the responsibility of all members of the school community to promote and foster a high level of Academic integrity as well as to act as role model. Roles and responsibilities in this area are defined as follows:

The School Leadership Team (SLT) is responsible for creating a school culture where academic integrity is a shared value. The Team assures a common understanding of what academic integrity means and promotes it through different ways. Academic integrity is integrated in the school's strategy and the Team will facilitate for the community to discuss and debate on issues related to academic integrity issues.

The DP coordinator will inspire, and encourage positive, respectful and fair pedagogical approaches. The DPC has the duty of monitoring students’ and teachers’ approach to academic integrity. The DPC will start an investigation process when a case of malpractice is suspected. The DPC will take responsibility for the following:

- keep IBIS access and contents confidential as well as secure storage of IB exam papers and answer sheets

- ensure compliance with the conduct of IB examinations.
- make the school's academic integrity policy and other related regulations available to teachers, students, and parents/legal guardians. Ensure all parties understand the meaning and importance of them.
- report all suspected cases of student academic misconduct or school maladministration to the IB and carry through the investigation of the case according to the school's and the IBO's policy.

The teachers are expected to support the SLT in promoting a culture of academic integrity at the school. Teachers should encourage and support their students in developing as respectful and fair persons. They are responsible for detecting breaches of academic integrity, especially plagiarism, and confront students when cases of suspicion appear. They will consistently use the plagiarism control function available on the school's learning platform for all school assignments and exam coursework. The topic of academic integrity should be an integrated part of all subject teaching. Teachers should prioritize learning processes and differentiated approaches regarding academic integrity. Their aim as educator is to contribute to the development of students' character. They are expected to take into consideration students' background and possible deficiencies as they not all equipped with the necessary skills of good academic practices when they enrol at the school.

The students are expected to be principled and contribute positively to the school's culture of academic integrity. They must refer to all sources and confirm that all work submitted for assessment is their authentic work. Students must read and understand the school's Academic integrity policy. If any point of the policy is unclear, they are expected to ask a teacher or the DPC. Students must meet to all information meetings on academic integrity organized by the department and be willing to learn from own violation of academic misconduct. They must submit all their assignments on the school's learning platform so that the teachers can use the plagiarism control function. Teachers do not expect students to be completely equipped with all necessary skills of good academic practice when they arrive to school. However, they expect students' readiness to improve their skills.

Students are expected to support the school in preventing academic integrity incidents by taking responsibility for the following:

- report on any suspected case of academic misconduct or school maladministration to the DPC,
- behave in accordance with school's Academic Integrity Policy,
- acknowledge all used sources in all assignments by using a referencing convention,
- do not search and do not accept any non-permitted assistance in the completion or editing of assignments.

The parents are expected to read and understand the Academic Integrity Policy. They should support the school's involvement in the development of their child's academically honest behaviour and encourage their child in that process by emphasizing the benefits of properly conducted research. Parents should be mindful of limiting their support in their child's school

tasks. They should interact on a task by asking questions rather than giving answers. They should not carry through the work on their child's behalf.

Action Plan for preventing malpractice

To maintain a high standard of Academic integrity and ensure that the students are aware of content and issues related to Academic integrity we implement the following action plan.

Every year, the school's Academic integrity policy is presented to the DP1 students during one of the first CORE meetings. Students are encouraged to reflect on the link between academic integrity and the IB learner profile.

The teachers collaborate with the school's librarians and the DPC in overseeing the Extended Essay work with a special care to academic integrity. They also monitor the process-oriented work with all other examination components processes. Regular interviews and check-in sessions along the processes are crucial when it comes to quality assure the student's authorship of the work and mastery of referencing skills.

The main objective of the educators' interactions with students regarding academic integrity during the first year of DP is to inform, promote and support good academic writing practices. At the end of the school year all students sign a form where they confirm that they have read the school's Academic integrity policy and are aware of the consequence of malpractice.

Every year, in the first term of DP2, the DPC organises a meeting regarding the 'Conduct of the Examination – Notice' to candidates where all articles of the document are presented and commented upon. During this meeting, students are informed on how exam malpractice will be investigated and the consequences. Each DP2 student signs a declaration stating that they have read the 'Conduct of the Examination – Notice' and are aware of the consequences.

During both years of DP teachers must request that students submit all word-processed assignments and written assessments through the school electronic platform (TEAMS) as this platform provides the teachers with a plagiarism program that enables detection of plagiarism. Teachers must use the plagiarism checker consistently as it is an important tool when it comes to monitor honest academic behaviour. Additionally, they must request that students submit the draft as well as the final version of all examination components through the school electronic platform (TEAMS).

Disciplinary measures in case of malpractice

If a violation of Academic integrity is suspected the school will act as follows:

Cases of malpractice related to written schoolwork carried throughout the two years of DP

If a teacher suspects a breach of Academic integrity policy, the teacher should firstly discuss this with the student and provide evidence for the suspicion. The student will have the opportunity to explain the case from their own perspective. Based upon the finding and taking the student's explanation into consideration, if the suspicion is confirmed, the teacher will advise the student and remind the key elements of the Academic integrity policy. During the learning process in DP the main objective of monitoring academic integrity is to inform, promote and support good practices. However, if the case of malpractice is confirmed it will still result in:

- a warning (“anmerkning” in Norwegian) on the student's conduct grade,
- no evaluation of the specific piece of work,
- an offer to submit a completely new version of the task or another task of the same nature.

The reason for maintaining a sanction as consequence of breach of Academic integrity is the school's determination in signalling to the student the limit between acceptable and non-acceptable academic practice.

Cases of malpractice related to written examination components

Draft submission

If a teacher suspects a case of academic misconduct in the draft of a written examination component, the teacher will report to the DPC and gather evidence that can justify the suspicion. The DPC will invite the teacher and the student to a meeting where the student will be informed about the teacher's suspicion. The candidate will be given the opportunity to recognise the malpractice or to provide evidence of authentic work. If the case of malpractice is confirmed, it will result in:

- a warning (“anmerkning” in Norwegian) on the student's conduct grade,
- no feedback on the draft,
- the student will still be allowed to submit the final version.

Final submission

If a teacher suspects a case of academic misconduct in the final version of a written examination component, the teacher will report to the DPC and gather all evidence that can justify the suspicion. The DPC will formally inform the Head of school. The Head of school, or a person delegated, will invite the teacher and the student to a meeting where the candidate will be informed about the teacher's suspicion. The student will be allowed to ask a person of

trust to participate in the meeting. During the meeting the school will present the suspicion of malpractice and provide evidence for it. The student will give their perspective on the case and possibly provide an argument-based defence. The student can have recourse to the person of trust if needed. If the case of malpractice is confirmed, it will result in:

- a warning (“anmerkning” in Norwegian) on the student's conduct grade,
- notification to the IBO on failing status (F) for this examination component.

Cases of malpractice during regular tests and mock exams

A confirmed case of plagiarism, collusion or cheating during a test or mock exam will automatically lead to a negative mark on the student's conduct grade. The test will not be marked. The DP coordinator will invite the student to a meeting to discuss this case of dishonesty, and explain the reason for the sanction while reminding the student on the school's rules

Cases of malpractice during IB examinations

An act of misconduct during an IB examination will be reported immediately to the IB Assessment Centre by the DP Coordinator. The IB will react according to their *Academic Integrity Policy* and as it is described in the Appendix 2 (2023, p.33-44).

The Use of Artificial Intelligence (AI)

AI is a technology that will become vital, and it is important to make sure that students know how to use AI responsibly. Students are expected to reference the use of AI technology just as they would any other source.

Teaching students about Artificial Intelligence

At the start of each school year the DPC will hold a session where students will have the opportunity to learn about the IB philosophy when it comes to the use of AI in their assessment work. In addition, they will learn how to properly reference the use of AI. Throughout the academic year subject teachers will be continuously referring and modelling the responsible way to use AI tools. Proper use of AI tools will be explicitly addressed during teaching activities where it is natural to do so. In addition, the students have access to a document on the school's electronic learning platform (TEAMS) where they can review how to cite directly from AI, reference the AI tool in their body of work, and produce a bibliography.

Referencing AI produced work means that the ownership of the work belongs to the AI software and not to the student. The school and the IBO (2023, p.54) do not consider any work produced by such tools to be the students' own work. Therefore, only the parts of their texts which are not produced by an AI software will be considered when it comes to evaluating the achievement. The school will therefore only promote use of AI tools in the start-phase of a task or an assessment. AI tools are appropriate for finding research material, model texts, get

diverse perspectives when refining research questions and exploring possible bias. An inappropriate use of AI will lead to plagiarism and collusion.

Using software to improve language and grammar

The students have access to programs that will help them to improve their language. Language and grammar are aspects that are not related to subject specific criteria, ***the exception being with language acquisition subjects***. Students are not allowed to use language and grammar software to assist with language acquisition subjects.

Software that translates text from one language to another are not allowed in any subject.

The students who do not show academic integrity when using any form of AI or software tools will be subject to the disciplinary procedures of the school's IB Academic Integrity Policy.

This policy has been developed collaboratively by the IB community at Sandefjord vgs and is reviewed every year in January. Date of last update - January 3rd, 2025.

Harald Møller
Head of School

Emmanuelle Bjerkem
Head of IB Dept
DP Coordinator