ACADEMIC INTEGRITY POLICY AT SANDEFJROD VIDEREÑÅENDE SKOLE

At Sandefjord Videregående Skole we encourage and uphold a stringent academic integrity policy for both students and teachers. We consider academic integrity as:

“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.” (from IB Academic integrity policy 2019)

The department strives to follow the guidelines and official documentation from the IB e.g. the IB philosophy, IB Diploma programme assessment procedures, the IB Mission Statement, the IB Learner Profile and the IB Academic Integrity Policy (2019) and academic honesty in the IB educational context. Integrity and honesty are essential in order to support fairness and justice and demonstrate respect and rights of others.

Expectations are clearly communicated to all IB students including those attending the pre-DP year. The department as a whole 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.

(IB Academic Integrity Policy (2019))

Academic integrity or responsible and ethical behaviour is the responsibility of the entire school community. This includes both educators and all other supporting staff.

“In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).”

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The librarians give seminars and are a part of the extended essay timeline each year so that they can emphasise importance, structure and make available referencing methods easily accessible on the school web site. A hard copy handed out and explained to students and parents during the first meeting every school year is normal practice. In addition, teachers remind and explain the need for this rigor and integrity when new tasks are given and before evaluation commences. Students can confer with the librarians concerning questions concerning citations and academic referencing.

The contractual commitment available from the IBO is used at the beginning of DP2 prior to handing in assessment work for the Diploma Programme. This helps to remind the students of their responsibility and is used as a proactive, positive means of preserving academic honesty and integrity during their final year.

Academic integrity is essential in order to maintain fairness, trust and credibility and develop respect for others.

Consequences of academic misconduct in coursework, mock examinations and final examinations

What do we at SVGS and the IBO classify as academic misconduct?

- **Plagiarism**: this is presenting the works and ideas of others for your own benefit.
- **Collusion**: copying or allowing another student to copy one’s own work is supporting the malpractice of another candidate. Co-operation is encouraged; however, the product should be your own work.
- **Duplication**: Presenting the same work for different assessment components or diploma requirements, is a misconduct referred to as duplication and is a breach of regulations.
- **Taking unauthorized material into an examination room whether a final exam or a mock exam**: Notes, cell phones, computer watches etc These must be switched off and handed in on entry into the examination room.
- **Stealing examination material**: malpractice and a breach of confidence.
- **Disruptive behaviour during examination** is not accepted and the candidate will be removed from the examination room since this influences and distracts other students from their accomplishments in the examination.
• **Disclosure of exam information:** Exam papers cannot be disclosed earlier than 24 hours after a written examination. Time zones differences would give unfair advantage in an evaluation.

• **Calculators:** Students can only use the calculators specified by their science teachers. Students are responsible for ensuring that the calculator has no saved information in its memory when the examination begins.

**Why cite?**

It is important that students are aware of the background and reasons for citation and reference use. It is imperative that students use citations correctly in order to determine the boarders between one’s own work and that of others when information is so readily available today. The lack of integrity undermines the academic approach to work and threatens future use of work in further studies. We must learn to respect the work of others, to allow others to follow up our references and its validity. It allows us to establish credibility for our own work along with the credit deserved by those who have assisted our work.

**What to cite?**

Creators are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary.

**Written or electronic source materials** may include visual, audio, graphic, lectures attended, interviews, broadcasts, podcasts or maps.

**How to cite**

Teachers expect students to cite external sources when used:

- in the body of their work – following the citation method chosen (At SVGS we have chosen Harvard)
- clearly indicated in the body of their work and
- a reference is included in the bibliography at the end of the work
- the quality and dependability of sources is also in focus from all concerned with this task i.e. librarians and teachers like.
Measures taken at SVGS to ensure the awareness around academic misconduct:

- It is important that the school as a whole support this task by giving suitable and relatable information to the student and parents/guardians. This must go hand in hand with guidance and assistance towards understanding academic study and writing. Our aim is to work constructively with this during the first year at the school, and of course during the Diploma Programme years (second and third year). In this way, we hope to assist in developing, implementing and monitoring the use of our academic honesty policy.
- Ensure that teachers use teaching strategies and tasks that focus on the need for authentic and creative work and answers form the students, minimalizing the need or suitability of plagiarism.
- Ensure that policies and procedures are easily available to all interested parties (teachers, students and their legal guardians) through the school’s website.
- The process of recording and monitoring procedures concerning breach of conduct is to inform the DP coordinator and registering the incident in the school digital platform (Skole Arena). Teachers and the DP coordinator are in close contact concerning academic misconduct and both the IB department at SVGS and the school in general take this seriously and react by annulling work suspected of plagiarism and following up with a meeting both with involved students, parents and teachers.
- The DP coordinator informs the head of school.
- Additionally, all members of the IB department receive a report of this misconduct so that the teachers can monitor the student in other subjects too. From 2016 this will influence the students conduct grade.
- In cases of academic misconduct, a failing grade for the assignment may be the consequence for the student for the semester of infringement.

Measures taken by the IBO as Penalty for Malpractice:

The teaching staff at SVGS is aware of the consequences for students if any work submitted infringes the academic honesty expectations. We aim to ensure that all stakeholders are aware of these consequences:

- No mark will be awarded for the assessment component concerned if an infringement is experienced.
- No grade will be awarded if the IB experience academic malpractice.
- If a candidate has already been found guilty of malpractice in a previous session and demonstrates this again then the candidate will not be able to register for examinations in any further sessions.
• Using unauthorized materials in an examination session will result in no grade in the subject area concerned.

The IBO penalizes candidates on academic misconduct for the following reasons:
• To ensure that a candidate does not gain an unfair advantage.
• To maintain the integrity of the examination session.
• To deter future misconduct.

The role of the DP coordinator

The structure of the school enables the DP Coordinator to be the main force of encouragement for students and staff when it comes to following procedures related to academic honesty. It is thus important to highlight the role of the DP Coordinator in this process:

• Establish an academic policy and ensure that the school’s academic honesty policy is aligned with IB expectations and undergoes a periodic review.
• Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty and provide in school training opportunities for them.
• Agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates’ assessment material.
• Ensure teachers and students adhere to the school’s academic honesty policy.
• Ensure candidates and invigilators are provided with relevant information about examination regulations.
• Share with legal guardians the aim of the academic honesty policy.
• Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct.

(Academic honesty – principles to practice. Dr. Celina Garza – IB Academic honesty manager IB Assessment Centre – Cardiff 2014)

The role of the teachers:
The teachers also play a central role in the proper adoption and encouragement of the use of the different referencing styles and keeping to all forms of recognizing the work of others. It is their task to:
- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.
- Discuss the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”.
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct.

(Academic honesty – principles to practice. Dr. Celina Garza – IB Academic honesty manager
IB Assessment Centre – Cardiff 2014)

Roles and responsibility for Academic Honesty

The responsibility for academic honesty lies is shared by the IB Coordinator, all teachers, the librarians, students and the IB examiners.

The role of the DP coordinator

The DP Coordinator is central in establishing, clarifying and maintaining good academic honesty. It is thus important to highlight the role of the DP Coordinator in this process:

- Establish an academic policy and ensure that the school’s academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty and provide in school training opportunities for them.
- Agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates’ assessment material.
- Ensure teachers and students adhere to the school’s academic honesty policy.
- Ensure candidates and invigilators are provided with relevant information about examination regulations.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct.
- supporting teachers in reporting and investigating student academic misconduct or maladministration cases.

(Academic honesty – principles to practice. Dr. Celina Garza – IB Academic honesty manager
IB Assessment Centre – Cardiff 2014)
The role of the teacher

To ensure that to the best of his/her ability, all work submitted for assessment to the IB is the authentic work of the student. This means that teachers must be vigilant for plagiarism, collusion, cheating or excessive help. Guidance should also be given on the distinction between collaboration and collusion, and the teachers provide the students with examples on how to acknowledge sources. Teachers use the plagiarism control function on its learning/Teams for work handed in.

The role of the student

To make sure that all sources are acknowledged and that the work is her or his own, and the student should be aware of the school’s policy for academic honesty and behave according to it. Furthermore, the students must sign a contract, stating they have read and discussed academic integrity, academic misconduct and consequences of malpractice.

The role of the librarians

To conduct seminars in which students are taught how to cite sources and emphasize the importance of proper referencing.

The role of the IB examiner

Responsible for being vigilant and report to the IB any cases of suspected plagiarism, collusion or cheating. Students also know that the IB randomly checks the works of the candidates using a web-based plagiarism detection system.

Educators and the DP coordinator review and discuss the Academic Honesty Policy each year so that adjustments can be made as necessary.

The academic integrity policy must be seen in relation to the assessment policy of SVGS.

For further reference:
Library or “learning centre” has a central role in academic policy.

In addition to the resources and services that the librarians assist the school community with, they have an important handbook concerning procedures for proper academic citation methods, copyright overview, access to evaluated sources and precautions concerning false news.

**IB publication Academic honesty in the IB educational context:**

- Academic honesty in the IB educational context.
- IB publication Effective citing and referencing
- IB General regulations: Diploma Programme

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• Academic honesty in the IB – position paper by Jude Caroll
• Programme standards and practices
• General regulations: Diploma Programme

Siân Major Stickler IBDP coordinator

CAVEAT: The department along with the DP coordinator and assistant coordinator will review the policy on a rotation basis during the five-year review period or as need arises. This enables the policies to be known to all teachers and that the policy is up-to-date and agreed upon by all.