

Academic honesty policy for the IB Diploma programme at Nesbru videregående skole

At Nesbru videregående skole, we value on the ethical qualities of personal integrity and academic honesty. It is expected that all members of the school community; students, teachers, administration and parents and guardians behave in an academic honest manner.

Links to the IB Learner profile:

| As IB learners we strive to be | | |
|---|--|---|
| <p>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.</p> | <p>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.</p> | <p>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.</p> |

Links to approaches to learning (ATL):

| ATL skills that apply to academic honest behaviour | | |
|--|-------------------------------|------------------------|
| Research skills | Self-management skills | Thinking skills |

Relevant International Baccalaureate publications:

| IB publication | Contents |
|---|--|
| <i>Academic honesty in the IB educational context</i> | Information and support for teaching skills of academic honesty |
| <i>General regulations: Diploma Programme</i> | Legal document that sets forth the relationship between the IB and IB students and their legal guardians |
| <i>Effective citing and referencing</i> | Designed to support teaching of effective practices in citing and referencing |

The aim of this policy is to:

- **Promote good academic practice and a learning community that actively supports academic honesty**
- **Ensure that all members of our school community understand what is meant by academic honesty and impart the responsibility of all in upholding academic honesty as a value in our school community**
- **Ensure that students understand the importance of acknowledging accurately and honestly the ideas, works and contribution of others**
- **Explain to students that they have an essential role in ensuring that all work submitted for assessment is their own, authentic work and completed in an academically honest manner**
- **Encourage students to approach their teachers, EE supervisors and DP coordinator for support when completing assignments for assessment to prevent possible forms of malpractice**
- **Explain to students the possible penalties that can be imposed should they be found guilty of malpractice in examinations or when submitting formal work for assessment**

1. What is Academic Honesty?

Academic honesty is a set of values and skills that promote research skills and personal integrity and ensure that the thoughts and previous work of others is acknowledged properly. In this manner we honour the labour of others when we use their thoughts, ideas or previous works as foundation for our own arguments and work. Approaching the learning process and assessment in an academically honest manner ensures that assessment is fair for all and that no one gains an unfair advantage, deliberate or inadvertently. Throughout the teaching and learning of the programme academic honesty should always be approached in a positive manner focusing on the benefits of properly conducted research, intellectual property and authenticity rather than one-sided focus on detection and repercussions when students are found to have broken the school regulations.

In the DP students investigate and evaluate a large variety of different resources that they incorporate and reference in oral presentations and written work. The complexity and rigor of the formats of required subject components can present a difficulty for students lacking the self-management skills or organizational skills preventing them from demonstrating that they meet the required standards of academic honesty in their work. In addition, factors such as the overall workload of the DP, peer pressure and self and/or parent expectations may encourage students to take shortcuts even though they are aware of the ethical differences between academic honest and dishonest behaviour. As such, the teaching and learning in the DP must be organized in a way to spread the workload over the two years of the programme and also aid students in the development of the ethical behaviours that they need to demonstrate clearly when they complete their work honestly and authentically.

At Nesbru videregående skole, we expect all parts of our school community to promote and maintain a learning community with high standards regarding academic honesty. The expected contributions of the various members of our school community is listed below.

| Group | Responsibilities |
|---|---|
| The School Leadership Team (including IBDP coordinator) | <ul style="list-style-type: none"> Promote and maintain focus on academic honesty consistently. Provide school guidelines and aid teachers in training and interpretation of the academic honesty practice expected by the school community. Provide support and follow up on cases of suspected or established academic misconduct. Review and update The Academic Honesty Policy regularly |
| IBDP coordinator | <ul style="list-style-type: none"> Promote and maintain the attention to the ideal of academic honesty to all students and staff teaching in the IB programme. Promote the linking the values of academic honesty to the IB Learner Profile and ATTL in the DP. Provide teachers with The Academic Honesty Policy and aid in interpretation and training where required. Provide teachers and students appropriate guiding material such as “Effective citing and referencing” published by the IB Organization. Providing parents and students with a contract explaining the school’s academic honesty policy and expectations of the students in the Diploma Programme. |
| Teachers and librarians | <ul style="list-style-type: none"> Maintain focus on and incorporate the IB learner Profile, ATTL and academic honesty in their teaching practice. Lead presentations for students about the importance of academic honesty, consequences for infractions, and how to effectively site source material in assessed work and make all school academic honesty policy material available to the students. Model academically honest behaviour and train students in academically honest practice by focusing on critical thinking, evaluation of sources, the writing process and proper referencing in their teaching practice. Provide students with the opportunity to practice academic honesty in a safe, risk-free environment and offer guidance on their practice as part of formative feedback prior to required assessment components (such as externally and internally assessed components). Include evaluation and feedback on research skills, self-management skills and thinking skills as outlined in Approaches to teaching and learning is included in normal practice for assessment for learning (AfL) Follow school practice for prevention and detecting of possible academic misconduct, perform investigation when such behaviour is suspected and report when required. |
| Students | <ul style="list-style-type: none"> Follow the principles of good academic conduct as demonstrated in subject teaching practice and by the IBDP coordinator. Act in a principled manner when performing school work and submit works for assessment. Be informed of school standards and possible consequences of academic misconduct by reading and signing the school student contract for DP students |
| Parents and legal guardians | <ul style="list-style-type: none"> Be informed of school standards and possible consequences of academic misconduct by reading and signing the school student contract for DP students. Support the student in approaching the learning and assessment of the programme in an academically honest manner. |

2. Types of academic misconduct

The IB defines academic misconduct as behaviour, deliberate or inadvertently, that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that results, or may result, in a disadvantage of another candidate is also regarded as academic misconduct.

Typical examples of academic misconduct are listed below.

| Type of academic misconduct | Description |
|---|--|
| Plagiarism | The representation, intentionally or non-intentionally, of the ideas, thoughts or work of another person as your own without clear and explicit acknowledgement. |
| Collusion | Supporting academic misconduct by allowing other students to copy your work or allowing others to submit your work for assessment under their name. |
| Duplication of work | Submitting the same work for assessment in different subjects or for different assessment situations in the same subject |
| Bringing unauthorized material into and/or using this material in an exam or test | Represented by taking unauthorized material such as notes, books, calculators or mobile phones into tests where they are not allowed. |
| Falsifying results or reports | Represented by examples such as including fabricated data in a lab report or an IA component, or to invent a CAS report for CAS experiences not performed |
| Shadow writing | Submitting original work written by someone else such as friends and relatives outside the school |

The reaction to the various forms of academic misconduct is situational and depends on the intentionality, degree of severity and the timing of the misconduct. Unintentional misconduct early in the Diploma programme is dealt with appropriate feedback and guidance. The severity of the reaction increases towards the end of the Diploma programme when students approach their submission of required subject components and examinations.

Guidelines for preventing academic misconduct, procedures for detecting and investigating potential academic malpractice and which actions are taken when malpractice is determined is given in the section below for the various assessment situations in the context of the Diploma programme.

Academic misconduct in context of various assessment situations in the DP. How to prevent, detect and investigate and take action.

A. Assessment situation: Smaller hand-ins/tests, presentations and activities considered part of the learning process

| Type | Prevention | Detection | Investigation | Action |
|------------------------------------|---|---|--|--|
| Plagiarism | <ul style="list-style-type: none"> Teaching practice focuses on academic honesty, IB Learner profile and ATL Implemented Assessment for Learning strategies such as self-assessment routines may prevent Continuous focus on critical thinking, source evaluation, writing and referencing skills Teachers models good practice and show examples of proper and poor practice | <ul style="list-style-type: none"> Teacher knowledge of students' writing style All written work handed in on ItsLearning with plagiarism control enabled | <ul style="list-style-type: none"> Analysis of plagiarism report on ItsLearning Dialogue with the suspected student | <p>Action depends on severity and intention:</p> <ul style="list-style-type: none"> All cases of misconduct should result in a dialogue between teachers and student to allow guidance on proper conduct and expectations with notification to the IBDP coordinator. Intentional misconduct results in addition to a mark on student conduct Where subject teacher and student cannot agree on the events investigated, the case is presented to the IBDP coordinator for evaluation. This may result in informing the students parents/guardians. <p>Whether the work submitted is assessed or not is at the discretion of the subject teacher (and/or IBDP coordinator) depending on the outcome of the investigation. The subject teacher may require the student to submit new work for assessment.</p> |
| Collusion | <ul style="list-style-type: none"> Explanation of difference between collusion and collaboration and/or splitting of work within a group | <ul style="list-style-type: none"> Teacher knowledge of students' writing style All written work handed in on ItsLearning with plagiarism control enabled Frequently shows up as plagiarism if all written work handed in on ItsLearning with plagiarism control enabled | <ul style="list-style-type: none"> Analysis of plagiarism report on ItsLearning Dialogue with the suspected students to determine who has allowed the work to be plagiarised and who has plagiarised | |
| Duplication of work | <ul style="list-style-type: none"> Explanation of requirements for original work in assessment | <ul style="list-style-type: none"> All written work handed in on ItsLearning with plagiarism control enabled allows all teachers to detect whether work has been submitted in other subjects | <ul style="list-style-type: none"> Analysis of plagiarism report on ItsLearning Dialogue with the suspected student | |
| Shadow writing | <ul style="list-style-type: none"> Explanation of requirements for original work in assessment Focus on importance and interrelationship between the thought process and developing the text | <ul style="list-style-type: none"> Teacher knowledge of students' writing style Assessment for Learning strategies and discussing the learning outcome can aid in detection | <ul style="list-style-type: none"> Dialogue with the suspected student Collection of evidence | |
| Using unauthorised material | <ul style="list-style-type: none"> Explanation of allowed materials during tests | <ul style="list-style-type: none"> Vigilance when conducting tests Knowledge of students students' writing style | | |

B. Assessment situation: Hand-ins of major works/ major tests, drafts of IA and EE

| Type | Prevention | Detection | Investigation | Action |
|------------------------------------|---|---|--|--|
| Plagiarism | <ul style="list-style-type: none"> Teaching practice focuses on academic honesty, IB Learner profile and ATL Implemented Assessment for Learning strategies such as self-assessment routines may prevent Continuous focus on critical thinking, source evaluation, writing and referencing skills Teachers models good practice and show examples of proper and poor practice | <ul style="list-style-type: none"> Teacher knowledge of students' writing style All written work handed in on ItsLearning with plagiarism control enabled | <ul style="list-style-type: none"> Analysis of plagiarism report on ItsLearning Dialogue with the suspected student | <p>Action depends on severity and intention:</p> <ul style="list-style-type: none"> All cases of misconduct should result in a dialogue between teacher and student to allow guidance on proper conduct and expectations with notification to the IBDP coordinator. |
| Collusion | <ul style="list-style-type: none"> Explanation of difference between collusion and collaboration and/or splitting of work within a group | <ul style="list-style-type: none"> Teacher knowledge of students' writing style All written work handed in on ItsLearning with plagiarism control enabled Frequently shows up as plagiarism if all written work handed in on ItsLearning with plagiarism control enabled | <ul style="list-style-type: none"> Analysis of plagiarism report on ItsLearning Dialogue with the suspected students to determine who has allowed the work to be plagiarised and who has plagiarised | <ul style="list-style-type: none"> Intentional misconduct results in addition to a mark on student conduct Where subject teacher and student cannot agree on the events investigated, the case is presented to the IBDP coordinator for evaluation. |
| Duplication of work | <ul style="list-style-type: none"> Explanation of requirements for original work in assessment | <ul style="list-style-type: none"> All written work handed in on ItsLearning with plagiarism control enabled allows all teachers to detect whether work has been submitted in other subjects | <ul style="list-style-type: none"> Analysis of plagiarism report on ItsLearning Dialogue with the suspected student | <p>The student is presented with the evidence and allowed to make a statement.</p> <p>If submission is determined to be result of malpractice, the work is dismissed and must be resubmitted and a formal letter of warning to parents/guardians)</p> |
| Shadow writing | <ul style="list-style-type: none"> Explanation of requirements for original work in assessment Focus on importance and interrelationship between the thought process and developing the text | <ul style="list-style-type: none"> Teacher knowledge of students' writing style Assessment for Learning strategies and discussing the learning outcome can aid in detection | <ul style="list-style-type: none"> Dialogue with the suspected student Collection of evidence | <p>If a test, the decision on whether the result is acknowledged or not is at the discretion of the subject teacher (and/or IBDP coordinator)</p> |
| Using unauthorised material | <ul style="list-style-type: none"> Explanation of allowed materials during tests | <ul style="list-style-type: none"> Vigilance when conducting tests Knowledge of students students' writing style | | |

C. Assessment situation: Final submission of internally and externally assessed components (such as IA, WA, EE)

| Type | Prevention | Detection | Investigation | Action |
|----------------------------|--|---|--|---|
| Plagiarism | <ul style="list-style-type: none"> Academic honesty has been implemented and the procedure above has been followed throughout the supervision of the assignment. | <ul style="list-style-type: none"> Teacher knowledge of students' writing style All written work handed in on ItsLearning with plagiarism control enabled | <ul style="list-style-type: none"> Analysis of plagiarism report on ItsLearning Dialogue with the suspected student | <p>Action depends on whether the academic malpractice is detected by the school or by the IB examiner.</p> <ul style="list-style-type: none"> If noticed by the school and the student has signed the declaration, the work will be dismissed and the subject teacher does not sign the declaration of authenticity. The IBDP coordinator informs the IB and parents/guardians. If the student does not sign the declaration, the work will be dismissed. The IBDP coordinator informs the IB and parents/guardians. If suspected malpractice is noticed by routine check by IB or examiner, the IBDP coordinator is contacted and presented with the evidence of malpractice. The school investigates the charges, interviews the candidate and teacher. Statements are written by: <ul style="list-style-type: none"> The candidate The teacher/supervisor The IBDP coordinator <p>These are sent to the IB with a copy of the Academic Honesty Policy. The Final Award Committee decides on the consequences for the candidate.</p> |
| Collusion | <ul style="list-style-type: none"> The student signs a declaration on the cover sheet upon submitting any work for final assessment: "I confirm that this is work of my own and is the final version. I have acknowledged each use of the words or ideas another person, whether written, oral or visual" The teacher or EE supervisor also signs a declaration: "To the best of my knowledge, the material submitted is the authentic work of the candidate" This indicates that teacher has followed the school's expectation for supervising the process and development of the assignment submitted and is used to verify the authenticity of the work submitted. | <ul style="list-style-type: none"> Teacher knowledge of students' writing style All written work handed in on ItsLearning with plagiarism control enabled Frequently shows up as plagiarism if all written work handed in on ItsLearning with plagiarism control enabled | <ul style="list-style-type: none"> Analysis of plagiarism report on ItsLearning Dialogue with the suspected students to determine who has allowed the work to be plagiarised and who has plagiarised | |
| Duplication of work | | <ul style="list-style-type: none"> All written work handed in on ItsLearning with plagiarism control enabled allows all teachers to detect whether work has been submitted in other subjects | <ul style="list-style-type: none"> Analysis of plagiarism report on ItsLearning Dialogue with the suspected student | |
| Shadow writing | | <ul style="list-style-type: none"> Teacher knowledge of students' writing style Assessment for Learning strategies and discussing the learning outcome can aid in detection | <ul style="list-style-type: none"> Dialogue with the suspected student Collection of evidence | |

D. Assessment situation: Final examinations

| Types of malpractice | Prevention and detection | Action and consequences |
|--|--|---|
| <p>The following actions are examples of malpractice relating to the written examinations:</p> <ul style="list-style-type: none"> • stealing examination papers • failing to obey the instructions of the coordinator/invigilator • communicating with another candidate • helping or receiving help from another candidate • impersonating another candidate • possession of unauthorized material • consulting material outside the examination room during a period of absence • behaving in a way that may disrupt the examination or distract other candidates • submitting work for assessment that is not authentic • removing or attempting to remove from the examination room examination material, such as answer booklets or examination papers • leaving the examination room without permission • continuing to answer an examination paper when told to stop by an invigilator or the coordinator • disclosing or discussing the content of any examination paper with any person outside the immediate school community within 24 hours after an examination. | <ul style="list-style-type: none"> • Regulations of examinations and conduct in examinations are clearly communicated to students by IBDP coordinator prior to examinations. • The school and all invigilators adhere to the IB regulations for conducting examinations. | <p>The IBDP coordinator has the right to expel any candidate whose behaviour is interfering with the proper conduct of the examinations from the examination room.</p> <p>A candidate will never be expelled from the examination room solely on the basis of suspected misconduct. Whenever misconduct is suspected, if practical, the candidate will be formally cautioned but allowed to complete the examination. However, to avoid disturbing other candidates, it is acceptable to raise the matter with the candidate concerned at the end of the examination. Any disruptive behaviour will not be tolerated and will be stopped immediately.</p> <p>Following an established or alleged breach of regulations, the IBDP coordinator will conduct an investigation, interview the candidate(s), other candidates and/or invigilator, and collect relevant evidence. A formal report is sent to the IB Organization. The Final Awards Committee decides on the consequences for the candidate.</p> |

3. Consequences for established academic misconduct

A. General procedure when academic misconduct is identified or suspected at Nesbru videregående skole

- Subject teacher investigates and request a statement from the student in question.
- If the subject teacher and the student do not come to an agreement on the events leading up to the identification of alleged academic misconduct, the contact teacher of the class and the Head of department for the program are notified.
- The student is informed of potential consequence according to the Educational Act § 3-37, 3-65 and 4-30 and §7 in the school regulations:
- Academic misconduct or attempt at academic misconduct can have consequences for the awarded grade in conduct and may result in that the submitted work or test is dismissed and exempted from assessment in the subject. This may influence the overall foundation for assessment in the affected subject.
- If established, the misconduct or attempted misconduct is registered by the school as a mark on conduct, and the contact teacher issues a formal warning that the student risks a decreased grade in conduct.
- The contact teacher also notifies the parents or legal guardians of the student.
- The contact teacher informs the other teachers during class teacher forum.

School regulations § 7 Academic misconduct

Academic misconduct or attempt on academic misconduct is not allowed. The term academic conduct can be represented by various actions such as using unauthorised materials or unauthorised communication in an assessment situation, submitting or presenting as your own work the written work, solutions or similar materials produced by others and/or downloaded from the internet. Academic misconduct or attempted academic misconduct can result in a decreased grade of conduct and may results in the dismissal of the work submitted or the test from the assessment basis in the subject. This may again affect the assessment basis and whether or not a grade is awarded in the subject.

(Translated from Norwegian)

Additional note for IBDP students: At the beginning of the diploma program, students and parents receive a form to sign, stating they understand and agree to follow Nesbru's academic honesty policy. For each written task submitted to the IB, students must sign a declaration form, stating that the work is their own, and that the academic honesty policy has been followed. Although grades for order and conduct are not displayed on the final IB Diploma, the school will inform parents and guardians of serious breaches to the academic honesty policy as specified above. In addition, many universities also ask whether applicants have received disciplinary reactions during their time at school as part of the applications process. Where academic misconduct or attempt of such misconduct has been established, the school will share this information with universities if asked. As such, academic misconduct may also affect the entrance into these universities.

B. Consequences for established academic misconduct for IBDP students

i. Academic misconduct in a required subject component

The school has in place a robust system where all assessment components are routinely submitted to plagiarism control on the school learning management system, ItsLearning. As such, academic misconduct such as plagiarism and improper referencing should never occur in the final version of required assessment components in any subject. However, if academic misconduct is identified for a required assessment component, the manuscript submitted is dismissed but the candidate may be allowed to submit a new manuscript if time allows and if the candidate **has not signed** the student declaration stating that the work submitted is his or her own work. If this declaration has been signed by the candidate at the time the misconduct is identified, the work is dismissed and the IBDP coordinator will notify the IB Organization that the component will not be submitted for the candidate. The student will not receive a grade in the affected subject and will not earn the IB Diploma. This also applies where a candidate has worked very independently and has failed to hand in drafts and previous versions of the manuscript according to school and subject deadlines. In these cases the teacher may not be able to sign the statement that the work submitted is the work of the candidate if the final submitted version is the first work the teacher sees. If a teacher is unable to authenticate the work, the manuscript will be dismissed as above and the IBDP coordinator will notify the IB Organization that the assessment component will not be submitted for the candidate.

When the school, an examiner or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school is required to conduct an investigation and provide the IB Organization with statements and relevant documentation concerning the case. The candidate suspected of academic misconduct will be invited to present a written statement that addresses the suspicions raised. In addition, the IBDP coordinator and the subject teacher or EE supervisor will be invited to present their written statements along with a copy of the academic honesty policy for the school. The evidence will be presented to a sub-committee of the Final Award Committee that will decide on whether the

suspicion of the misconduct is dismissed or upheld based on the collected evidence and what penalty, if any, will be applied.

ii. Academic misconduct in a final examination

When the school, an examiner or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school is required to conduct an investigation and provide the IB Organization with statements and relevant documentation concerning the case. The candidate suspected of academic misconduct will be invited to present a written statement that addresses the suspicions raised. In addition, the IBDP coordinator, the invigilators and other candidates where applicable will be invited to present their written statements. The evidence will be presented to a sub-committee of the Final Award Committee that will decide on whether the suspicion of the misconduct is dismissed or upheld based on the collected evidence and what penalty, if any, will be applied.

iii. Possible outcomes of an investigation of suspected academic misconduct

If academic misconduct is established, a penalty will be applied in the subjects concerned. The penalty will be decided according to the severity of the misconduct.

Possible outcomes of an investigation are:

- **Suspicion dismissed.** The suspicion of academic misconduct is dismissed and no penalty is applied. Diploma or course results will be awarded as normal.
- **No grade awarded.** The academic misconduct is established and no grade will be awarded in the affected subject. Course results will be awarded for the other subjects in which no academic misconduct has occurred. The candidate is allowed to register for future examination sessions.
- **No grade awarded and no future examination sessions allowed.** The academic misconduct is established and no grade will be awarded in the affected subject. Course results will be awarded for the other subjects in which no academic misconduct has occurred. The candidate is not allowed to register for future examination sessions. This penalty is applied in severe cases of academic misconduct or where the such misconduct has been established by the candidate for the second time.

iv. Appeals

An appeal to the decision to apply a penalty, but not against the severity of the penalty, can be requested by the head of the school or by the IBDP coordinator as described in Articles 22 and 23 of the *General regulations: Diploma Programme*.

4. Links to other school policy documents

- **Links to the Assessment policy for the IB Diploma programme at Nesbru videregående skole**

Research skills, self-management skills and thinking skills all form part of the Approaches to teaching and learning that underline the pedagogy of the Diploma programme. Although, these skills are not graded in subjects, teacher evaluation and feedback and student self-reflection on these skills should form a natural part of the ongoing assessment for learning practice for all DP subjects.