# Academic Integrity Policy

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At Vardafjell Upper Secondary School we prepare our students for the challenges of the future. Our school’s overriding goal is that each student realizes his or her potential in a learning environment distinguished by equality, well-being, and safety. Academic honesty is an important part in achieving this goal. This is also reflected in our core values; joy of learning (which includes e.g. hard workers, high expectations to learning, give good feedback), togetherness (which includes e.g. showing respect) and commitment (which includes e.g. being developing, and taking pride in our work). Vardafjell Upper Secondary school strives to align its school philosophy and principles to be consistent with those instated by the IBO (like Academic integrity policy, 2019 – updated March 2023; IB Learner Profile, 2017; General regulations: Diploma Programme; Programme standards and practices, 2018 – updated April 2022).

The goal of this academic integrity policy is to develop positive behaviors in our IB students to ensure that they will demonstrate clearly that all their work is completed carefully, honestly, respectfully and authentically.

## Key terms

**Academic integrity** is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision making and behavior in the production of legitimate, authentic and honest scholarly work(Academic integrity, 2019).

The IB defines **school maladministration** as an action that infringes IB rules and regulations and potentially threatens the integrity of IB assessments or examinations. It can happen before, during or after the completion of an assessment component or completion of an examination (Academic integrity, 2019).

**Student academic misconduct** is defined asdeliberate and 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 (Academic integrity, 2019).

## Why do we need academic integrity?

**To maintain fairness**. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student’s achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.

**To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravenes the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

**To develop respect for others.** Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

(Academic integrity, 2019, p. 5)

## Responsibilities

All members of the school community share the responsibility of maintaining a high level of academic integrity. The school community includes the leadership team, IB coordinator, teaching and non-teaching staff, students, and parents/legal guardians. Rogaland county’s disciplinary regulations and the national Education Act provide the framework that helps regulate the practice at Vardafjell Upper Secondary School.

### School

The school is expected to provide:

* Teaching related to academic honesty
* A safe environment
* Professional development of teachers
* A good relation to parents to promote student learning

The school needs to ensure a budget to obtain the above-mentioned.

### Students

Students are expected to:

* act honestly, responsibly and ethically. They must exercise academic honesty when attending class, CAS experiences and any other academic activities scheduled under the school’s responsibility. This also includes actions and behaviours online (internet and social media platforms)
* attend all workshops and information meetings arranged by the school regarding academic integrity. This typically includes workshops and information before the start of the EE process and conduct of exams.
* give credit to used sources in all work submitted to the IB for assessment in written and oral materials. Vardafjell Upper Secondary school prefers that students use the APA (American Psychological Association) referencing style.
* a responsible use of AI, including appropriate citing of sources, to ensure all work to be trustworthy.
* abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, AI tools, essay writing or copy-editing services, pre-written essay banks or file sharing websites. Fair co-operation between students (local or global) is not malpractice of academic honesty. The students are responsible for ensuring that all work submitted for assessment is their authentic work.
* abstain from giving undue assistance to peers in the completion of their work.
* submit all coursework and final drafts of IA/EE/TOK/essays on Teams, where they are controlled by the plagiarism detection software. The students must accept all measures of control of their work required by teachers or the IB coordinator.
* report any acts of academic misconduct to a teacher or the IB coordinator.
* report any acts of school maladministration to a teacher or the IB coordinator.

### Teachers

Teachers are the main agents of academic integrity in the classroom. Teachers should facilitate situations for students to learn how to practice academic honesty and avoid misconduct. This includes understanding how to use other people's work to support the students' own work, including the responsibility to teach awareness of misconduct. This should be done in subject classes, in TOK and in the EE, course in use of APA in VG1

Teachers include academic honesty practices in all larger written assignments in all subjects, to support the students learning. They strive to generate a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice.

Teachers must keep copies of students’ past work for 3 years in case a plagiarism check is required.

### Librarian/media specialist

* Assist students in finding reliable, trustworthy and relevant resources.
* Give a course in citing using APA style to all students in the school. This course is revisited during year 1 of the IB Diploma Program.

### Parents/legal guardians

Parents/legal guardians are an important support for the students and their academic work. Parents/legal guardians are expected to support their children’s understanding by discussing and being role models for academic integrity. The help may include (but is not limited to):

* Facilitate a good working environment for the student, help with time management and encourage good work ethics
* Discussions of topics in a general manner
* Proofreading: spelling mistakes, flow, balanced reflections, sections that appear unclear, organization of the work etc.
* Help finding reliable and relevant sources

Examples of nonacceptable conduct include (but is not limited to):

* Actual writing in the name of the student
* Dictate what the student should write
* Buy or in other ways facilitate external help to misconduct
* Guiding the student to use non-scientific and/or unreliable sources/information.

### IB coordinator

* The IB coordinator, with support from all IB personnel, is responsible for formulating, reviewing and updating the academic integrity policy. He/she must ensure that teachers, students and parents/legal guardians have a copy of, read and understand the school’s academic integrity policy.
* The IB coordinator ensures compliance with secure storage of confidential IB material policy and the conduct of IB examinations.
* The IB coordinator, head of school and county municipality are responsible for making decisions on cases of student/teacher misconduct/maladministration.

## School maladministration

Examples of school maladministration can include:

* When a subject teacher provides excessive assistance. The subject guides provide clear information about what is or is not considered acceptable.
* Under examinations, e.g. additional time granted without authorization from the IB, an insufficient number of invigilators, failing to monitor student bathroom visits, allowing teacher responsible for the subject being examined to enter the examination hall and assist students.
* Not securely stored examination material.

## Student academic misconduct

Student academic misconduct includes (but is not limited to):

* Using other people’s work without citing.
* Let others write their work or parts of their work, including AI tools.
* Copy-paste larger uncited sections.
* Use other people’s work/data as their own.
* Submit complete or parts of previously submitted work.
* Disruptive behaviour during examinations, or not following the conduct of the examinations or assisting other students.

Difference between collaboration and collusion on coursework:

* Students may discuss sections, topics, terms etc.
* Students may conduct peer reviewing.
* Students cannot write, dictate, copy etc. whole or sections of other students' work.
* Students cannot generate data on behalf of other students.

Examples of good and poor referencing are included in the APA course given by the librarians.

## Procedures for reporting, recording and monitoring academic integrity issues

The main principle of a fair investigation is transparency. The investigation is conducted by the school administrators and/or IB coordinator following the instructions of the IB. The investigation will usually only focus on the subject in which irregularities were found. The parties involved will be informed of the probable duration and possible consequences of the investigation process.

Incidents related to coursework will be resolved at the school if it is identified before submission to the IB. The person that has a suspicion of misconduct must inform the IB coordinator and the personal tutor. The person under investigation has a right to have a support person (parent, peer, teacher, union representative etc.) present during discussions of alleged violation of rules of academic misconduct. All parties involved will be given the opportunity to present statements and documentation. All meetings will have written minutes of meeting that will be stored in Elements (the school’s digital system for sensitive cases).

When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible, and act in accordance with IB guidelines and academic integrity policy.

## Consequences of academic misconduct and unethical practice

### Students

* In case of suspected academic misconduct, the specific case will be discussed with the IB coordinator.
* The consequence of misconduct depends on the severity of the case, as well as the students' previous actions, the level of taught academic honesty awareness and other factors.
* The penalty of misconduct will be in accordance with Appendix 2 in Academic Integrity Policy (2019) - which can be found on Teams (team: VA-IB students) and Norwegian national guidelines.

### Teachers

* In the case of a teacher engaging in school maladministration, a meeting will take place with the IB coordinator and head of school. This will result in a written or oral warning.
* Consequences depend on the severity and circumstances of the case, and any penalty will be in accordance.

## The IB and Artificial Intelligence (AI) tools

AI tools are not banned. However, be aware that the IB does not regard any work produced – even only in part – by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography.

AI tools must be used in an ethical way, and it must be explained to the students that AI tools are not the most useful piece of software. Some recommendations of how to use AI are as follows:

* Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
* Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
* Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

(Academic integrity, 2019, Appendix 6)

For more information on the investigations and the IB penalty matrices, please refer to the appendices included in the IBO publication *Academic integrity* (2019), which is available at Teams.

Ragnhild Aspen Alvsaker Gro Torill S. Nypan

Head of school IBDP Coordinator

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By signing this document, I accept the above-described expectations linked to Academic Integrity as an IB Diploma Programme student/parent/legal guardian at Vardafjell Upper Secondary School.

Date: Student signature:

Date: Parent/legal guardian signature: