

Lillestrøm videregående skole IB Diploma Programme Academic Integrity Policy

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

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.

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.

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.

Purpose:

The academic integrity policy at Lillestrøm videregående skole's IB programme concerns both students and teachers and the purpose is to secure a fair outcome for all students through valid assessments.

Academic integrity policy from IBO will be followed and presented for both students and teachers.

Teachers:

As teachers we make great efforts to spot all probable cases of plagiarism in a student's written work, especially their Extended Essays and all other types of Internal and External Assessment (lab reports, math explorations, essays in languages or social sciences, TOK). When the slightest traces of plagiarism or collusion are noted, students undergo our strict rules of dealing with such cases. These rules will be described in section devoted to students.

Teachers are expected to abide by the policy in their own use of referenced materials within their teaching and should serve as models for students' practice.

Lillestrøm videregående skole uses the Ouriginal software to detect instances of plagiarism in all submitted digital written work.

Tests might be another opportunity for malpractice, so we try (depending on the conditions in a classroom) to seat students in such a way that it prevents any temptation to glance beyond their own papers. Teachers also ensure that no forbidden tools are used during tests (graphic display calculators when they are forbidden or any other resources like textbooks, notebooks, unless they are allowed by the teacher).

We keep tracks of all students' written work to prevent cases of collusions, and each teacher explicitly states what would constitute collusion in a given subject or on a given assignment.

Being aware of how important prevention is, we spend time discussing both deliberate and unintentional plagiarism with students. Because the latter generally results from insufficient

knowledge of how to correctly cite someone else's work, during subject classes and during the EE process, we explain and reiterate the necessary protocol to observe when quoting and using ideas from sources. Correct use of sources and referencing will also be presented by the librarian at the start of the EE process.

We inform students about the consequences of committing malpractice.

Students:

Academic integrity policy from both IBO and the school will be presented for students.

The IBO has a clear policy on what constitutes academic dishonesty or malpractice, and as an IB student you will be expected to strictly observe its standards. The IB Diploma programme and its teachers will make every effort to ensure that you understand exactly what this means in their subject. They will also help you to learn the skills that you will need to avoid any of the circumstances that IBO defines as malpractice:

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirement
- Any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record)

As a student in the Lillestrøm vgs IB diploma programme, you will be signing a declaration that you will follow the requirements of academic honesty throughout the 2 years of the programme. If we suspect malpractice on/during an assessment, we will first investigate this and find out if it is malpractice. Then it is explained to make sure you clearly understand the nature of the violation. If it is determined that the violation was unintentional, you will be given your first warning and allowed to redo the assignment. If it is determined that you knowingly committed the violation, you will be given your first warning and your assignment will not be marked. You will have to meet with the IB coordinator, and any teacher involved. Malpractice will also lead to a lowered grade in conduct (see assessment policy).

If you commit malpractice a second time, you and your parent/guardian (if you are under the age of 18) will be required to meet with the teacher of the subject in which the malpractice took place and the IB coordinator/Head of IB department. At that time, you and your parent/guardian will be warned that if there is a third incident of malpractice, you might be dismissed from the programme with no option to re-enter.

For any official IB assessments (whether internal and external assessments or exams), if plagiarism or other malpractice is detected after students have signed the cover sheet declaring that the work is their own (this is a requirement of all IB internal and external assessments), a formal investigation will be launched, and the incident will be reported to the IBO. The student will be interviewed as well as being given a chance to respond in writing to the allegations. All of this information and evidence will be sent to the IBO, and it will also be available to the candidate and parents/guardians. The IBO final award committee will determine whether the candidate is still eligible to receive a diploma.

This policy was reviewed by the IB Teachers, DP Coordinator and Section Heads in January 2023.