



# ACADEMIC INTEGRITY POLICY

Björknäsgymnasiet

# Mission Statement from the IB

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.



## The School's Mission Statement

Our mission is to provide a dynamic diverse learning environment where we celebrate multiculturalism and promote sustainability and peace to produce positive global citizens.

We aim to inspire our learners to become courageous and competent through our inquiry based and holistic education, where they will achieve both personal and academic success.

Björknäsgymnasiet is a positive and inspirational environment where staff and students grow as individuals and humans.

## Academic Integrity and Honesty

At Björknäsgymnasiet, all members of the school, staff as well as students, make a commitment to academic integrity and honesty. For us, this commitment is based on fundamental values such as fairness, honesty, trust, responsibility and respect, values that require both courage and ethos. We expect all members of the school to act in a responsible, honest, and ethical manner and to distinguish right from wrong, as in accordance with the following IB Learner Profile attributes<sup>1</sup>:

*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 analyze 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.

*PRINCIPILED*: 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.

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<sup>1</sup> *Academic integrity policy* (<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>2019)

*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.

At Björknäs gymnasiet, we see academic integrity and honesty as a fundamental philosophy of education as well as our responsibility as world citizens. We expect all students to take pride in submitting authentic work and hence, not miss any learning opportunities during their studies at the Diploma Programme. All values and skills that promote personal integrity and practice are necessary not only in school but also in life beyond the academic world.

## What is Academic Integrity?

The IB defines 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.”<sup>2</sup>

At the Diploma Programme at Björknäs gymnasiet, we expect our students to:

- Undertake research honestly.
- Produce authentic pieces of work.
- Correctly attribute sources, acknowledging the work and ideas of others.
- Use information technology and social media responsibly.
- Adhere to ethical and honest practice during examinations.

At Björknäs gymnasiet, we believe that academic integrity must be a significant component in the academic success of our students.

## What is misconduct?

The IB defines student 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.”<sup>3</sup> We expect students to produce genuine and

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<sup>2</sup> *Academic integrity policy*

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf> (2019)

<sup>3</sup> *Academic integrity policy*

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf> (2019)

authentic pieces of work and to the best of their abilities. Academic integrity includes, for example, to give credit to used sources, to avoid plagiarism, to abstain from receiving non-permitted assistance and to show a responsible use of the internet and other media.

#### Examples of misconduct:<sup>4</sup>

**Plagiarism:** copying from external sources or peers, for example submitting someone else's work.

**Facilitating plagiarism:** student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills, for example allowing a peer to copy your work.

**Collusion:** not submitting an individual and unique piece of work when working collaboratively, for example when students submit works that show close similarity.

**Submitting work commissioned, edited by, or obtained from a third party:** using for example friends, family, private tutors, essay writing or copy-editing services, pre-written essay banks and file sharing sites and submit work as your own.

**Duplication of work:** presentation of the same work for different assessment components or subjects.

**Falsification of data:** misrepresent or overstate the rigour with which the data was gathered; fabricate or select or discard data to enhance the conclusions of the work, creating a deliberately biased set of findings.

Misconduct also includes behaviour that may disadvantage another student or exhibit disruptive behaviour during an examination, for example:<sup>5</sup>

- possessing unauthorized material in the examination room
- non-compliance with the invigilator's instructions
- exchanging, passing, obtaining or receiving verbal or written information from other students during the examinations
- remove secure material from the examination room
- impersonating another student
- failing to report an incident of academic misconduct
- gaining access to IB examination papers before the examination's scheduled time
- sharing of IB examination paper content before, during and within 24 hours after the examination.

## Consequences of misconduct

We expect all students to submit authentic pieces of work but if any of the staff suspect academic misconduct has occurred, we apply the following procedures to investigate the matter:

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<sup>4</sup> *Ibid*

<sup>5</sup> *Ibid*

1. If a student is suspected of being in breach of the academic policy during a test or assignment, the teacher will immediately discontinue the test/assignment.
2. The subject teacher talks with the student to clarify the incident and give them the opportunity to explain their view.
3. The student's mentor is informed, and they will in turn inform the guardians (if minor).
4. The subject teacher informs the coordinator who calls a meeting between the student, the mentor and the subject teacher.
5. If the matter concerns course assessments or other written coursework the student will re-do the work.
6. If the student is guilty of misconduct in the external assessment this will be reported to the IBCA.

If a student's work is considered dishonest, a penalty may be applied depending on the seriousness of the incident:

1. Minor offence on one occasion (see examples below): parents are notified by the mentor.
2. Moderate offence one occasion (see examples below): zero point for component, a warning letter to parents/guardians, meeting with student, parents/guardians, teacher, mentor, guidance counsellor/coordinator called by the Head of School.
3. Serious and/or repeated offences (see examples below): zero point for component, three-day suspension from school.

Cases of suspected student academic misconduct during the examination cycle (external assessments and examinations) are immediately reported to the IB. If the IB establishes that there is evidence to suspect a student of academic misconduct, an investigation will be conducted, and depending on the result of the investigation, sanctions or penalties may be applied. These sanctions may include change in registration category or permanent disqualification from current programme. The IB will also decide if the student found in breach of regulations will be allowed to retake their examinations or coursework. The following illustrations are only examples of penalties<sup>6</sup>, and all incidents are to be investigated and evaluated accordingly. For a more detailed description of examples of penalties, we recommend "Appendix 2: Student academic misconduct" in the IB publication *Academic integrity policy* (2019).

### **Minor offenses (Level 1): Warning Letter to the student**

Examples:

- Including offensive or obscene comments or graphic materials in any assessment component.
- Work of students show close similarity.
- Not preventing their work being copied by others.

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<sup>6</sup> *Academic integrity policy*

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf> (2019)

### **Moderate offenses (Level 2): Zero marks for component**

Examples:

- Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.
- Student submits work heavily edited by a third party (peers, friends, family, essay writing or copy-editing services etc).
- Possessing unauthorized materials, for example mobile phones, notes, study guides etc, during examinations but no evidence of it being used during the examination.
- Disruptive behaviour during examinations.
- Presentation of the same work for different assessment components or subjects.
- Conducting research or fieldwork that damages the environment.
- Conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms.

### **Major offences (Level 3a): No grade for subject(s) concerned**

Examples:

- More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.
- Permitting the copying of student's work or trying to sell or exchange the work on a forum where it is likely to be copied and submitted by others.
- Submitting work that is entirely produced or edited by a third party.
- Submitting fabricated data.
- Repeated disruptive behaviour during examinations.
- Trying to, successfully or not, share answers and/or examination content with others.
- Removing secure materials from the examination room.
- Possessing unauthorized material in the examination room and evidence of it being used during the examination.
- Two students submitting identical work for assessment after a collaborative project despite being advised to record their own data and write their own conclusions.
- Inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

### **Major offences (Level 3b): No grade for "parallel" subjects**

- Students actively trying to sell or exchange the work of third parties to be submitted by others.
- Submitting work from a student in the same or different IB World School.
- Exchanging, passing, obtaining or receiving verbal or written information from other students, in the same or another IB World school.
- Impersonating an IB student, both impersonator and person allowing impersonation.
- Student being aware of the act of misconduct but decides not to report it to their school administrators.
- Assisting the sharing of partial or complete live examination content.

## How to avoid misconduct

At Björknäs gymnasiet, our entire school community is included in the process of developing the skills of academic integrity in our students. At the IB DP, students are entitled to receive support and education to enable them to produce authentic and honest work. The school provides, for example, the following resources to help students submit authentic work and help teachers monitor the progress of students.

- Exam.net (a secure online exam platform, [www.exam.net](http://www.exam.net))
- Ouriginal (software that helps detect and prevent plagiarism, recommended by the Swedish National Agency for Education, [www.ouriginal.com](http://www.ouriginal.com))
- Student guides such as: *Effective citing and referencing* (IB publication, [www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf](http://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf)) and the *Extended Essay Handbook* (provided by the school)
- Introduction to responsible use of the internet, lectures on how to use sources, source criticism, how to cite and make references at the beginning of the Diploma Programme

Regarding monitoring examinations, mock exams and other tests, we follow the IB *Conduct of examination booklet*<sup>7</sup>, including:

- Secure storage for all IB-exams.
- Course-related tests and assignments are securely stored by all teachers.
- Instructions for IB-exams for students, teachers and invigilators are provided by the coordinator well in advance.
- All examination rooms and seating arrangements follow the guidelines in the *Conduct of examination booklet*.
- All exams follow the guidelines regarding invigilators in the *Conduct of examination booklet*, for example: a sufficient number of invigilators, teachers of the subject of the examination will not invigilate, all invigilators understand their responsibilities and know how IB examinations are conducted and supervised.

To help avoiding misconduct and malpractice, we expect all stakeholders to carry out the following responsibilities<sup>8</sup>.

## School responsibilities

### *Head of school's responsibilities*

- Communicate the Academic integrity policy to the whole school community.
- Provide teachers with effective training opportunities so they are updated with the IB regulations.

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<sup>7</sup> *Conduct of examinations booklet 2024* ([https://resources.ibo.org/dp/works/dp\\_11162-426078?lang=en&root=1.6.2.2.13](https://resources.ibo.org/dp/works/dp_11162-426078?lang=en&root=1.6.2.2.13))

<sup>8</sup> *Academic honesty – principles to practice* by Dr. Celina Garza

<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf> (2014)



- Ensure that teachers and students adhere to the school's Academic integrity policy.
- Ensure that all stakeholders understand academic honesty and the possible consequences IB students who engage in academic misconduct.
- Share the aim with the Academic integrity policy with parents and guardians.
- Ensure that teachers and students have access to resources such as plagiarism checker Ouriginal and secure writing programmes such as exam.net.
- Ensure that the students will be given thorough information about using the internet and social media in a responsible way at the beginning of each school year when they are provided with individual laptops.

#### *Coordinator's responsibilities*

- Ensure that the Academic integrity policy is aligned with the IB expectations and undergoes a periodic review.
- Ensure that teachers, students, parents, and guardians are aware of the IB requirements concerning academic honesty.
- Have regular meetings with staff members to ensure that all parties have a clear understanding of IB expectations regarding academic honesty.
- Have regular meetings with teachers to ensure that an internal calendar of all due dates and assignments is updated and spread evenly over the school year to avoid periods of heavy workload for students.
- Give extensive information sessions about the International Baccalaureate Diploma Programme assessment practices and procedures to students and invigilators.
- Collaborate with teachers and guidance counsellor to help students develop time-management skills and organizational skills.
- Ensure all teachers implement the IB publication *Effective citing and referencing*<sup>9</sup> in their teaching.
- Have regular meetings with mentors, students and guardians to discuss the student's learning process.

#### *Teacher responsibilities*

- Plan deadlines and test dates as evenly as possible during the school year to avoid heavy workloads for the students.
- Design assignments and tests that do not lend themselves to academic misconduct.
- Allocate time for students to reflect on their own learning.
- Explicitly use the Approaches to Learning (ATL) skills necessary for students to meet their responsibilities, for example assignments that are based on inquiry and reflections.
- Discuss the importance of time-management skills and organizational skills.
- Use the plagiarism checker Ouriginal for all written assignments that are to be assessed.

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<sup>9</sup> *Effective citing and referencing*

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf> (2022)

- Use the secure writing programme exam.net when possible.
- Continuously use Managebac for assignments to be handed in to track students' progress
- Set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted and to implement the IB publication *Effective citing and referencing* in their teaching.
- Be role models and make sure their own materials are correctly referenced.
- Read the final version and check for authenticity of any work submitted to the IB.

#### *Librarian's responsibilities*

- Support students and teachers with finding and accessing relevant sources of information, both printed and online.
- Discuss academic honesty with the students.
- Give lectures about source criticism.
- Support and guide students on how to cite correctly and consistently.

#### *Student's responsibilities*

- Understand what constitutes academic misconduct and the consequences of academic misconduct.
- Read and commit to the Academic Integrity Policy.
- Know how to conduct independent research.
- Know how to acknowledge sources in a responsible and ethical manner.
- Respect deadlines.
- Always submit their own work.
- Hand in assignments on Managebac when requested
- Be aware of that the student is ultimately responsible for ensuring that all work submitted for assessment is authentic.
- To report any incidents of academic misconduct.
- Cooperate with the school during an investigation of academic misconduct.

#### *Parents/Guardians*

- Read and commit to the Academic Integrity Policy.
- Talk to their children about the importance of academic honesty.
- Provide support with the planning of the student's work.
- Encourage the student to talk to teachers when the tasks are difficult.
- Cooperate with the school in the event their child is suspected of academic misconduct.

#### *Review of the policy*

The Head of School, Diploma Programme Coordinator and DP teachers are responsible for implementing the policy. The Diploma Programme Coordinator is responsible to bring up the policy for evaluation and review by a selection of stakeholders annually in June for the first three years and thereafter every second year. The Diploma Programme Coordinator will also ask for feedback from students and guardians at the time for review. The Diploma Programme Coordinator is responsible to ensure new teachers have read and understand the policy.

Finalization of the policy: December 2023. Revised May 2024.

Next review due: June 2025

This policy is to be used in conjunction with the following policies:

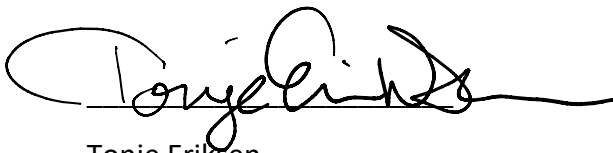
Inclusion Policy

Language Policy

Assessment Policy

Admissions Policy

Boden 11 December 2023



Tonje Eriksen

Deputy Head of School

## References and Resources:

*Academic honesty – principles to practice* by Dr. Celina Garza

<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf> (2014)

*Academic integrity policy*

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf> (2019, updated 2023)

*Effective citing and referencing*

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf> (2022)

*Programme standard and practices*

<https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf> (2020)

## ACADEMIC INTEGRITY CONTRACT

BJÖRKNÄSGYMNASIET, BODEN

The following must be signed and turned in to your mentor within one week.

I have read and understood the Academic Integrity Policy for the IB Diploma Programme at Björknäsgymnasiet, Boden.

Student name (print) \_\_\_\_\_

Parent/guardian name (print) \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_