

Academic Honesty Policy

1. Our Mission Statement

At Ehrens värdska gymnasiet, we believe in **lifelong learning** fuelled by a natural curiosity and desire to discover in a **safe environment** where we emphasize respecting the standards and practices of the system.

Every individual is a valued member within our **democratic framework**, which safeguards **equality, gender equality, and respect** for the freedom and integrity of the individual and developing them as global citizens. The keywords of our motto are **mutual respect, consideration, openness, and well-being**.

2. Academic Honesty

Academic honesty is an integral aspect of our educational philosophy, as our students are taught to think and work independently and confidently. Respecting the work of others and acknowledging secondary sources goes beyond merely avoiding malpractice. Cheating deprives a student of the opportunity for independent intellectual growth.

If cheating or plagiarism is identified, the assessment will be deemed incomplete. Any attempt by a student to deceive or employ unauthorized aids in assessment is considered a grave offense and will result in a written warning. The principal may also decide on suspension.

3. Forms of Malpractice

While we do not wish to focus solely on malpractice, it is essential to be aware of its various forms, as per the definition provided by the IB organization: "Malpractice is defined as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components."¹

¹ Dr. Garza, C. "Academic honesty – principles to practice." July 2014, <https://www.ibo.org/contentassets/60d1e68eafc7437faf033f8d9f5c6d6d/saturday-academic-honesty-celina-garza.pdf>.

The following forms of malpractice can occur:

Plagiarism: This is defined as the intentional or unintentional presentation of another person's ideas, words, or work without proper, clear, and explicit acknowledgment.

Collusion: This is defined as aiding and supporting malpractice by another candidate, such as allowing one's work to be copied or submitted for assessment by another.

Duplication of Work: This is defined as presenting the same work for different assessment components and/or diploma requirements.

Paraphrasing: Restating someone's work in another form is considered paraphrasing. It is permitted when the source is properly acknowledged.

Fabrication of Data: This involves the creation of fictitious data for an experiment or mathematical exploration/project.

Disregarding the IB DP Examination Code of Conduct: Infractions or disregard for guidelines established by the IBO regarding examination conduct are not tolerated.

Disclosing Information: Sharing information about the content of an examination paper with another candidate, or receiving such information, within 24 hours after the examination is strictly prohibited.²

Improper Assistance: Students must not seek or receive assistance beyond what is recommended in the subject guidelines during coursework. The assessment process must reflect the genuine and authentic effort of the individual student. **AI tools like ChatGPT:** "The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity."³

Already in (Swedish) middle schools every child and its parents are used to the AI policy of the The Swedish National Agency for Education⁴ which will once again be discussed with the students when they start the upper-secondary school.

² See footnote 1 (adapted)

³ International Baccalaureate. "Artificial intelligence in IB assessment and education: a crisis or an opportunity?" 27 February 2023, <https://blogs.ibo.org/blog/2023/02/27/artificial-intelligence-ai-in-ib-assessment-and-education-a-crisis-or-an-opportunity/>.

⁴ See the document "AI by The Swedish National Agency for Education".

Online Resources: The use of online resources offering completed work in exchange for another document, requiring the sharing of the student's work in a publicly accessible repository, is strictly prohibited.

Shortcuts: Attempting to use shortcuts or adapting work for different purposes is not allowed. Work produced for one purpose must not be repurposed.

Possession of Banned Items: Unauthorized materials, such as notes, mobile phones, or other electronic devices, are not allowed in the examination room. Possession of such items constitutes a breach of regulations.

Inappropriate Behavior: Writing offensive, obscene, or irrelevant comments instead of answering examination questions is not allowed. Engaging in disruptive behavior during examinations is also a breach of regulations.

Assisting Others: Assisting other students, whether from the same or different schools, in committing academic misconduct is a serious offense.

Social Media Use: While we encourage students to form study groups and share review materials on social media for exam preparation, sharing live examination content or coursework through fraudulent practices is strictly prohibited.

4. Responsibilities of Students, Parents, Teachers, and DP Coordinator

Students

- Students must read, comprehend, and familiarize themselves with the rules of the Academic Honesty Policy and all IB rules and regulations, embodying the IB Learner Profile attribute of being principled.
- All work submitted must be the student's own.
- All sources, including those from websites, audio-visual materials, emails, photographs, graphs, and similar, must be fully and correctly acknowledged.
- Students must adhere to internal deadlines.
- The designated citation style agreed upon by the school must be correctly employed.
- Ultimately, when submitting their work to examiners, candidates are responsible for ensuring that all work submitted for assessment is authentic, with proper acknowledgment of the work or ideas of others.
- Students must sign the Academic Honesty Code in EGIC and the Declaration of Authenticity form in their written works.

Parents

- Parents are encouraged to support their children in developing their potential and working honestly.
- Parents must read and sign the school's Academic Honesty policy.
- They should educate their children about the importance of academic integrity.
- Parents must cooperate with the school in cases of malpractice.
- Parents must sign the Academic honesty code together with their children.

Librarians

- Librarians introduce EGIC students to library routines and provide guidance on how to search for information.
- They impart a deeper understanding of finding and using sources to second-year students before they begin the essay-writing process.

Teachers

- Teachers are responsible for educating students on plagiarism and proper research paper and oral presentation practices.
- They must establish clear expectations for assignments and guide students on proper source citation.
- Teachers should be vigilant for changes in writing style and complexity that exceed a student's ability.
- Language teachers conduct an induction on academic research and studies, while science teachers introduce scientific work (e.g., how to write a lab report).
- Teachers are required to read the final version of student work and verify its authenticity.
- While candidates are ultimately responsible for ensuring that all work submitted for assessment is authentic and correctly attributed, it is each teacher's duty to confirm that, to the best of their knowledge, all work accepted or submitted for assessment is the authentic work of each candidate.
- Teachers are expected to be role models of academic honesty and integrity.

DP Coordinator (DPC)

- The DPC ensures that teachers, candidates, and legal guardians are informed of IB requirements regarding academic honesty.
- The DPC coordinates an internal calendar of all due dates for the receipt/submission of candidates' assessment materials and provides this information to students and teachers.
- Candidates and invigilators receive relevant information about examination regulations from the DPC.
- The DPC conducts detailed introductions to the process of writing essays and other written assignments, with a special emphasis on academic honesty.
- Regular meetings with faculty members are planned to ensure that all parties have a clear understanding of academic integrity.
- The DPC ensures that students and their guardians are aware of relevant regulations.

5. Complaints procedure

Ehrens värdska gymnasiet strives to foster integrity in our students, colleagues, and school leadership, promoting principled behavior and proactive action when necessary.

Instances may arise where grievances or requests for action within the school community become necessary.

The process for addressing concerns prior to the release of final exam results differs from the process following their publication. This variation is attributed to the distinction between the official results provided by the IB and the ongoing formative assessments conducted throughout the school years.

Prior to the DP2 final exams, the sequence in which complaints should be addressed is as follows:

According to the IB learner profile, we are all encouraged to exhibit qualities like compassion, effective communication, introspection, and open-mindedness, among other attributes. This implies that students should align their actions with the learner profile principles.

When a student wishes to voice a concern, they should initially approach the individuals involved in the matter with respect. It is crucial for both students and teachers to recognize that a student's emotional state may influence their behaviour, so maintaining a balanced approach in their interactions is essential.

It is vital to emphasize the importance of listening to various perspectives before reaching any conclusions and to maintain an open mindset.

If, for any reason, the student feels uncomfortable discussing the issue with the individuals directly involved, they should seek assistance from their mentor or the DPC.

The mentor and/or the DPC will attentively consider the perspectives of all parties involved, gathering the necessary information to determine the most suitable approach for resolving the issue that has surfaced. The objective is to facilitate a shared understanding between the student and the individuals in question, encouraging direct communication to address the matter.

A follow-up will be conducted to assess whether the concern has been successfully addressed, and if the parties are content with the resolution.

If the problem persists and proves to be an ongoing issue, the DPC will escalate the matter to the head of the school when necessary.

Upon the publication of the DP final exam results:

Ehrens värdska gymnasiet adheres to the General Regulations set forth by the IBO. While we make every effort to provide accurate predictions of outcomes, it is possible that a student may not be content with the result determined by the IB DP Final Award Committee.

In such cases, students have the option to lodge an appeal. Appeals can be made regarding various aspects, including results, decisions related to academic misconduct, special consideration, inclusive assessment arrangements, or administrative decisions not covered by the aforementioned circumstances that impact one or more candidates' results.

The appeals procedure consists of two stages:

Stage 1 can only be initiated by the DPC.

Stage 2 can be directly requested by a candidate and/or their legal guardian.

Please note that initiating an appeal typically entails a fee, which is refundable if the appeal is successful and the outcome is changed.

If the appeal does not lead to a change in the outcome, the student has the option to register for a retake in the following May.

6. How to cite correctly according to Modern Language Association, MLA⁵

When incorporating information from external sources into an own work, it is necessary to provide two references. This practice is essential to clarify that the information is not the student's own content and to indicate the source of the information. The first reference is integrated into the text of your paper and the second is included in the reference or bibliography section.

The reference included within the text is commonly referred to as an in-text citation and is placed immediately after any borrowed information. It serves to inform the reader about the original author's identity and where the information can be located, typically presenting the author's last name and the relevant page number.

Example: It seems that the mathematicians worked closely together. "Taniyama's only ally was Shimura, who believed in the power and depth of his friend's idea." (Singh, 185)

The second reference, located in the reference list, contains all the important details about the source from which the information was obtained.

Example: Singh, Simon. *Fermat's enigma*. Anchor Books, 1998

For consistency, it's crucial that the author's last name in the reference list matches the one used in the in-text citation. In the example provided, both the in-text citation and reference list begin with the author's last name, "Singh."

Paraphrasing

Paraphrasing is the practice of rephrasing someone else's text in their own words while retaining the original meaning. Here are some steps to help you paraphrase effectively:

The purpose of paraphrasing is to demonstrate your comprehension of the text's content, rather than simply rewording it.

Examples of good and bad paraphrasing can be found here:

<https://academicintegrity.unimelb.edu.au/plagiarism-and-collusion/inadequate-paraphrasing>.

⁵ EasyBib. "Citing Sources in MLA."

<https://www.easybib.com/guides/citation-guides/mla-format/how-to-format-a-mla-works-cited-list/#citing-sources>. Accessed 6 November 2023.

Below are examples of how to cite when the source is non-printed electronic⁶:

Citing non-printed electronic sources	
Source material	
<p>In the Middle Years Programme (MYP), we began embedding service as action within the taught curriculum, with opportunities for student-initiated service in co-curricular activities and via student school leadership. In a bid to shift our service as action culture from being indirect, teacher-led and synonymous mostly with charity to a culture where service as action is student-initiated, direct, principled and transformative, we asked our students to give us feedback on the existing programme. Through surveys and student-led panel discussions, thoughts were collected and then student leaders consolidated them into action points.</p>	
Source reference (according to ISO 690:2010 style)	
<p>SOLOMON, Elizabeth. MYP Service as Action: Listen and Learn. <i>IB Community Blog</i>, 23 August 2021 [viewed 13 January 2022]. Available from https://blogs.ibo.org/blog/2021/08/23/myp-service-as-action-listen-and-learn/</p>	
Quotation	
Author style (for example, MLA)	In a blog post, Solomon states that “in a bid to shift our service as action culture from being indirect, teacher-led and synonymous mostly with charity to a culture where service as action is student-initiated, direct, principled and transformative, we asked our students to give us feedback on the existing programme”.
Author-date style (for example, APA)	Solomon (2021) states that “in a bid to shift our service as action culture from being indirect, teacher-led and synonymous mostly with charity to a culture where service as action is student-initiated, direct, principled and transformative, we asked our students to give us feedback on the existing programme” (para. 2).
Numbered footnote (for example, Chicago)	<p>Solomon states that “in a bid to shift our service as action culture from being indirect, teacher-led and synonymous mostly with charity to a culture where service as action is student-initiated, direct, principled and transformative, we asked our students to give us feedback on the existing programme”.¹</p> <p>1. Elizabeth Solomon, “MYP Service as Action: Listen and Learn”. <i>IB Community Blog</i>, August 23, 2021, https://blogs.ibo.org/blog/2021/08/23/myp-service-as-action-listen-and-learn/, accessed 13 January 2022.</p>
Paraphrase	
Author style (for example, MLA)	Solomon describes an initiative in their school to shift the charity culture of their service as action activities led by teachers, to a student-initiated and transforming programme (2021).
Author-date style (for example, APA)	Solomon (2021) describes an initiative in their school to shift the charity culture of their service as action activities led by teachers, to a student-initiated and transforming programme.
Numbered footnote (for example, Chicago)	<p>Solomon describes an initiative in their school to shift the charity culture of their service as action activities led by teachers, to a student-initiated and transforming programme.¹</p> <p>1. Elizabeth Solomon, “MYP Service as Action: Listen and Learn”. <i>IB Community Blog</i>, August 23, 2021, https://blogs.ibo.org/blog/2021/08/23/myp-service-as-action-listen-and-learn/, accessed 13 January 2022.</p>

⁶ International Baccalaureate. “Effective citing and referencing.” April 2022, <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>.

7. Monitoring Processes

Detection and Prevention of Plagiarism:

Quality assurance checks of all available pieces of work in IB systems for plagiarism and overlap in content is done by

a. Software tools

The school utilizes an **Ouriginal account**, an award-winning software that helps detect and prevent plagiarism across various languages.

All written work submitted by the students will be checked by this program.

Ouriginal compares the students' texts against a database of previously published texts and materials online. It pulls out potential matching sources from three archives: sources from the internet, academically published material and previously submitted student documents.

When Ouriginal searches for and records the degree of matching, it considers all uses of reformulation, synonyms and other forms of exchange and then provides a report which shows how much of the text is original and copied. Even the sources of any plagiarized material can be seen.⁷

All students at Ehrens värdska gymnasiet can use **Inspira**, an online assessment and examination platform. It provides a digital environment for creating, delivering, and evaluating various types of tests and exams. Inspira is designed to streamline the assessment process, allowing teachers to create and administer assessments, and students to complete them digitally. It offers features such as secure exam delivery, plagiarism detection, and real-time monitoring of exams which prevents cheating and plagiarism.⁸

b. Comprehensive Anti-Plagiarism Group

Internal professional development to raise student awareness about the ethical consequences of plagiarism is organized by a team of teachers at the school working throughout the school year.

⁷ Ouriginal. "Plagiarism detection made easy." <https://www.ouriginal.com/>. Accessed 10 January 2023.

⁸ See <https://www.inspera.com/>.

Written exams

Teachers pay attention to response patterns to examination papers, including multiple-choice questions.

All rules of the IB's conduct of written exams are followed thoroughly by all teachers and students.

Teacher Training and Support:

Professional Development Sessions for Teachers.

During professional development days sessions to ensure that teachers are well-versed in academic integrity principles, policies, and best practices are conducted.

Resources for Teachers.

The Comprehensive Anti-Plagiarism Group and a resource library with instructional materials and guidance for teachers to effectively use the software tools along with policies is available on the schools intranet.

Curriculum Integration

Integrate Academic Integrity Education

The school has a team of teachers (Comprehensive Anti-Plagiarism Group) that facilitates academic integrity education into the curriculum across subjects to ensure that students receive consistent guidance.

Transparent Reporting System

A transparent reporting system is established, ensuring that students, teachers, and parents/legal guardians can easily report suspected cases of academic misconduct. This system is introduced to parents during the annual parent teacher meeting at the beginning of the school year. Students receive the same information during their tutor time sessions, and teachers are briefed during regular staff meetings. Additionally, this information is made readily available on the school's intranet for easy access.

Routine Audits and Review:

Regular Academic Audits

Routine audits by teachers identify signs of potential plagiarism and academic misconduct in student assignments and exams.

Academic Integrity Guidelines

Academic integrity guidelines are reviewed and edited yearly to align with the standards and the school's evolving practices.

Consistent Enforcement of Sanctions:

Clear Consequences

Consequences for academic misconduct, including penalties, and mandatory academic integrity workshops, or additional assignments are provided and facilitated by the school.

Penalty Matrix

The penalty matrix, categorizing violations based on their severity and prescribing corresponding sanctions, is made available on the school's intranet. This vital resource is also presented at various meetings, including parent evenings, tutor meetings, and staff meetings, to ensure that all stakeholders have a comprehensive understanding of the penalty matrix (please refer to the penalty matrix for details).

Reporting of Academic Misconduct

Students are strongly encouraged to promptly report any actions that compromise the integrity of examinations to their school administrators and program coordinators. A clear procedure for reporting academic misconduct is detailed on the school's intranet, providing students with a convenient and accessible resource.

8. Sanctions

Every student enrolled in the IB Diploma programme must adhere to its B1 General regulations. Article 3.3, which addresses the obligations of candidates, specifies this requirement: “Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 16) and must be in good standing at the school at the time of the examinations.”⁹

Investigation and Sanctions

Once academic misconduct is suspected, the school will be required to conduct an investigation and provide the IB with statements from all parties involved, along with any other pertinent documentation. Penalties for academic misconduct will be proportionate to the severity of the incident, as outlined in the penalty matrix provided in the appendices.

- Unintentional malpractice in any school work (homework, presentations, etc.) will be identified and used as a review of the theoretical introduction on correct citation.
- Unintentional malpractice at a first-draft level serves as an opportunity to remind students of their responsibilities. The work will not be accepted.
- Students who intentionally cheat will receive a mark of "N," and no further registration by the candidate is allowed.
- Suspension is a possible consequence (see Penalty Matrix below).
- Suspected cheating, collusion, or plagiarism in externally assessed components of the examination should prompt immediate contact with the IB.
- The severity of the offense is determined by the DPC and subject teacher.

Ehrens värdska Gymnasiet is committed to upholding academic integrity and ethical standards. This policy serves as a guide to ensure that all students understand the importance of academic honesty, the consequences of misconduct, and our dedication to fairness in assessments.

⁹ Internatioinal Baccalaureate. “B1 General regulations: Diploma Programme.” 2021, <https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/general-regulations-diploma-programme-en.pdf>.

IB Penalty Matrix for Academic Misconduct

The IB penalty matrix outlines the various violations committed by a student and the corresponding severity of penalties that the IB may impose, such as:

- Written and oral coursework and examinations
- Conduct during an examination
- Conduct that threatens the integrity of the examination
- Interfering with an academic misconduct investigation
- Forgery or falsification of IB grades or certificates

Further and more detailed information are found in the Appendix 2.2 (page 31-36).¹⁰

7. Communication of Policy

Students are introduced to the concept of academic honesty in middle school (Swedish system). We regularly make students aware of the need to rely on quality sources for their research and teach them how to use sources properly for presentations and written coursework.

In upper-secondary school, we introduce the topic of academic honesty to students during tutor time and classes and to parents during the parent teacher meeting at the start of the EGIC year.

Upon entering the second year, all students receive an introduction to ensure they clearly understand the expectations regarding academic honesty (also part of the introduction day).

Students also visit the school's library, where they take part in a tutorial on how to find and work with academic literature. This initiative reduces issues related to plagiarism or the use of low-quality resources.

All students and their parents or guardians must sign our Academic Honesty Code, a copy of which is placed in the student's file.

8. Revision of Policy

Annually, at the beginning of each school year, all staff members engage in discussions and enact essential revisions as needed.

¹⁰ International Baccalaureate. "Academic integrity - 2.2 Penalty matrices"p. 31-36. October 2019, <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>.

9. Additional sources

Academic Honesty: guidance for schools, September 2003, International Baccalaureate Organization 2003.

American School of Milan (ASM). "Academic Honesty Policy - IB Diploma Program." [IB AHP](#)

Education Act (2010:800), Chapter 5, section 17 and 18. "Avstängning i de frivilliga skolformerna" and "Avstängningstid i de frivilliga skolformerna." [Education Act](#).

Accessed 7 June 2023.

Schoolyear 2023/2024