



Oslo kommune  
**Utdanningsetaten**  
Manglerud skole

Phone: +47 22 75 73 10  
Plogveien 22, 0681 OSLO, NORWAY <https://manglerud.osloskolen.no/>  
[manglerud@ude.oslo.kommune.no](mailto:manglerud@ude.oslo.kommune.no)

---

International Classes

# Academic Integrity Policy

Last updated: March 2022



**Nordic Network**  
OF INTERNATIONAL SCHOOLS

## Table of Contents

Statement of Purpose	3
Definitions	3
Learner Profile and Academic Honesty	4
Responsibilities	5
Guidance	6
Processes and Procedures	7
Review of this guideline	8
Acknowledgements	8
Appendix 1	9

## Statement of Purpose

The following guidelines stipulate the basic principles and practises that model academic honesty at Manglerud International Classes. These are aligned with the school's core ideology and vision. We envision education and developing new generations of engaged, lifelong learners who are committed to growing a more peaceful world through international mindedness and understanding. Teaching students to be caring, thoughtful, and reflective communicators; committed to integrity, honesty and justice, is the path to our vision.

As and IBO World School, Manglerud IC's policy promoting Academic Honesty closely follows the IB publication, Academic Honesty in the IB educational context (2014). It also adheres to the Norwegian Åndsverkloven (Copyright Law) in relation to its Academic Honesty Policy and practises. These guidelines will provide clear guidance to all stakeholders, including learners, administrators, teachers, and parents, on the expectations concerning academic honesty within the IB programmes at Manglerud International Classes.

## Definitions

Academic honesty is acknowledging responsibility for the production of students' own work, recognition of the work of others, and maintaining honour and trust in the learning environments of our school. Academic honesty is part of being "principled", a learner profile where learners strive to act with integrity and honesty as we question, inquire and act. In order to understand appropriate academic honesty practice, it is important to clarify behaviour that can lead to an unfair advantage in academic work, hereby referred to as malpractice.

**Plagiarism-** the representation of the ideas or work of others as your own.

### Examples:

- Any representation of other's work as your own
- Non-original work that is not cited and appropriately referenced in submissions
- Copying information from a book or website
- Misuse of quotation marks, paraphrasing, and in-text citations makes authorship unclear.
- Failure to identify sources or elements of nonverbal work (i.e. painting, dance, photo, proof, musical composition, etc) that you've derived your work from.

**Collusion** – Supporting malpractice by another student, including allowing one's work to be accessed or copied or submitted by another student.

### Examples:

- Helping someone else cheat
- Allowing your work to be copied and/or submitted by another student

- Divide and conquer approach where you are not the author of the entire assignment given by the instructor
- Representing significantly unequal work as an equal collaboration
- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future
- Sharing information about assessment content and questions with other students

**Duplication of work-** Submission of the same work, for different assessment components or curriculum components. All assignments should be created newly for the course of assessment unless discussed with the instructor in advance.

**Unfair practice** – this is defined as any action that gains a student an unfair academic advantage.

**Examples:**

- Falsifying records
- Falsifying data
- Sharing passwords, using unauthorized material
- Disclosing information about assessments
- Misconduct during test times
- Having a parent or tutor do assignments/assessments

**Intellectual Property:** Includes patents, registered designs, trademarks, moral rights and copyright. The law protects many forms of intellectual and creative expression.

## **Learner Profile and Academic Honesty**

The IB learner Profile is embedded in the mission of Manglerud IC and is the heart of our Programmes of Inquiry. The honesty guidelines are anchored by the Learner Profile and the Approaches to Learning. In developing and enforcing this we encourage our students to have excellent:

Research skills- through being:

**Inquirers-** who acquire the skills necessary to conduct inquiry and research

Communication Skills through being:

**Communicators-** who are able to, through written, verbal and non-verbal communication, paraphrase and recognise contribution in an ethical way that acknowledges the owner of ideas and information.

Thinking Skills- through being:

**Thinkers-** who make ethical decisions regarding nature and content of work, being mindful of the international community of the school.

**Reflective-** who are able to view sources and reflect upon their value and reliability

**Knowledgeable-** who explore concepts, ideas and issues with natural curiosity from information sources: books, periodicals, internet and people.

Social Skills- through being:

**Caring-** who value the hard work and intellectual property of others

**Principled-** who act according to what is right, with full honesty and take responsibility for their own actions

**Open-minded-** who are accustomed to seeking and evaluating a range of points of view.

Self-Management Skills- through being:

**Balanced-** who are able to recognise and evaluate different information sources

**Risk-takers-** who are courageously articulate in asserting and conveying beliefs.

## Responsibilities

Stakeholder Responsibilities		
Student	Teacher	Parent
<ul style="list-style-type: none"> <li>- Practise the attributes of the IB learner Profile</li> <li>- Read and understand the Academic Honesty Policy</li> <li>-Be honest in presenting all your school work</li> <li>-Always cite when you borrow ideas or words from others (using APA 6<sup>th</sup>)</li> <li>-Support your own individual learning even when working in groups</li> <li>-Confirm understanding of academic honesty with signature on Academic Honesty Declaration form (MYP)</li> </ul>	<ul style="list-style-type: none"> <li>-Model the attributes of the IB learner profile</li> <li>- Model developmentally appropriate practices in academic honesty</li> <li>-Provide clear guidelines for learning tasks</li> <li>-Design learning tasks that require thinking skills, and are not able to be completed by simply copying or falsifying information</li> <li>-Ensure that all their students understand a task's requirements</li> <li>-Follow through with appropriate consequences when encountering instances of academic honesty</li> <li>-Make clear what the expectations are regarding academic honesty, such as referencing, work cited, pages etc.</li> <li>-Scaffold larger tasks, with opportunities to submit interim work or with milestone checks, to help</li> </ul>	<ul style="list-style-type: none"> <li>-Reinforce the attributes of the IB Learner Profile</li> <li>-Read and understand the Academic Honesty Policy</li> <li>-Understand the benefits of properly conducted research and encourage/model the School's academic honesty expectations</li> <li>-Distinguish between reasonable support in your child's work and doing the work for them. Give feedback by asking questions, not giving answers to your kids.</li> </ul>

	students maintain their own 'voice' in completing tasks. -Take appropriate actions in case of academic malpractice	
--	---	--

## Guidance

The IB states that 'Academic honesty is an important dimension in the authentic construction of meaning and learning in all IB programmes. However, since learning occurs along a developmental continuum, academic honesty will involve different specific practices in and across the different programs' (Academic Honesty in the IB Context, 7). Below are examples of how academic integrity is acquired developmentally throughout PYP and MYP at Manglerud IC.

Manglerud International Classes Academic Honesty 1-12 Continuum				
IB programme	PYP		MYP	
	1-2	3-5	6-8	8-10
<b>Academic Honesty:</b> Acknowledgement of others work, including group work	I	D	C	IU
Understands concept of cheating (deliberate and intentional)	I	D	C	IU
Understands concept of collusion			I	C
Understands concept of intellectual property		I	C	C
<b>Plagiarism:</b> Recognizes ownership of work (author, illustrator, publisher, copyright date)	I	C	IU	
Recognizes the need to express ideas in own words		I	C	
Can define plagiarism		I	C	
Can use an online detection service to help improve writing before submitting work to teacher			I	C
<b>Referencing skills:</b> Can identify key parts of resources		I	D	C
Uses online referencing tools to sort and organize references		I	D	C
Uses in-text citations correctly			I	C
Knows the difference between a reference list and a bibliography			I	C
Can complete a bibliography (written or online)		I	C	C
APA 6th referencing format: Understand the school uses APA 6th referencing format		I	C	
Understands that references are arranged by alphabet and each new reference is on a new line.		I	C	
<b>Paraphrasing:</b> Understand what is meant by paraphrasing (changing both words and structure of a paragraph)		I	C	

Can acknowledge paraphrased work through in-text citation			I	C
Use quotation marks, indentation or some other accepted means of indicating that the wording is not their own.		I	C	
<b>Copyright:</b> Can define what is meant by copyright	I	D	C	
Is aware that there are rules and regulations (law) that protects the ownership or people's work and there are consequences for not following them	I	D	C	
Has some knowledge of copyright rules and regulations when using videos (e.g. YouTube), images, photographs and music especially from the Internet.		I	C	C
I= Introduce D= Developing C=Consolidate Shaded or IU = Independent User				
<i>(expectation is that all students will have achieved these sets of values and skills that promote personal integrity and good practise).</i>				

## Processes and Procedures

In dealing with any issues regarding academic honesty, regardless of the type of intervention used, the intention will always be to bring about a behavioural change in the student to adhere to the spirit of academic honesty as articulated in this policy. Below are levels of concern with descriptors with potential interventions.

Level of concern	Behavior	Possible Response
Low	Plagiarism of a technical nature- no perceived intent to plagiarise, collude or duplicate	1. Teacher to speak with the student 2. Resubmission of work 3. Teacher keeps a record
Moderate	Subsequent plagiarism of a technical nature (repeated incident)	1. Teacher to speak with student 2. Student to fill out reflection 3. Incident noted in student file 4. Parents notified 5. Reported in system 6. Task resubmitted for formal feedback
High	Plagiarism- with perceived intent for academic gain	1. Teacher to speak with student 2. Student to fill out reflection 3. Incident noted in student file 4. Parents and Principal notified 5. Task re-submitted for formal feedback

## Review of this guideline

Manglerud IC Academic Integrity Guidelines will be reviewed and updated as needed.

## Acknowledgements

International Baccalaureate Organization (2014). *Academic Honesty in the IB Educational Context* (2014). Accessed from <https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

Åndsverksloven (2018) Lov om Opphavsrett til Åndsverk (LOV-2018-06-15-40). Accessed from <https://lovdata.no/dokument/NL/lov/2018-06-15-40>

Manglerud IC would like to acknowledge the contributions of the following policies found in the public domain: Trondheim International School (ThiS), ACS International School (ACS) and Bloomfield Hills Schools.



**Manglerud International Classes MYP 2020-2021**

**Academic Honesty Declaration**

1. I understand what academic malpractice entails and I understand Manglerud International Classes policies in this regard.
2. I declare that the assignments that I hand in this academic year are my own, original work. Where I have used someone else's work, I have indicated this by using the prescribed style of referencing (APA 6<sup>th</sup>). Every contribution to, and quotation in, this assignment from the work or works of other people has been referenced according to this style.
3. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.
4. I will not make use of another student's work and submit it as my own.

Student name:	
Date:	