



ACADEMIC HONESTY POLICY

Academic Honesty Policy

Academic honesty in the Diploma Programme (DP) is a set of values and behaviour informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.¹

Principles

Colégio Atlântico, based on the philosophy of IB, places great value on integrity and academic honesty. This must be reflected in the individual student's participation in all forms of assessment, not only in the core - Theory of Knowledge (TOK), Creativity, Action and Service (CAS), Extended Essay (EE) - but also in the academic disciplines. Academic honesty refers to lab work and proper conduct in exams, production of authentic pieces of work (written and oral), protection of all forms of intellectual property – intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

CA will support students to develop responsibility and respect based on the values of academic honesty in order to understand the importance of authenticity and intellectual property, including hard and online resources. This is related not only to books, newspapers, music and movies but also to data, photographs, illustrations, maps, works of art, as well as information taken from web sites, social networks and other electronic media, and so on. CA will therefore promote several workshops for both parents and students regarding the development of principles such as integrity, respect and honesty related to academic work.

Philosophy and Practice

Academic honesty is based in three of the IB Learner Profile:

¹ International Baccalaureate Organization (2015), *Diploma Programme: from principles into practice*

- Thinkers: we use critical and creative thinking skills to analyse and take responsible action and complex problems. We exercise initiative in making reasoned, ethical decisions.
- 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.
- 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.²

Academic honesty is also based in the IB approaches to learning and teaching. Students will develop skills that help them not only to learn but also to be responsible for learning. There are five approaches to learning in IB, namely through thinking, communication, social, self-management and research skills. There are also six approaches to teaching which are equally important in order to develop learning abilities. They are: inquiry-based, conceptually driven, contextualized, collaborative, differentiated and informed by assessment.

Conventions for citing

When we cite, we should make clear what it is that we are citing. It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

- The reader must be able to distinguish clearly between our words/work and the words/work of others.
 - Quotations — the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation.
 - Paraphrase and summary of others' work should similarly be distinguishable from our own words and ideas.
- Use of a style guide ensures that our citations and references are recorded consistently.
- Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

² International Baccalaureate Organization (2016), *Academic Honesty in the IB educational context*

As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used.

The three main types of in-text citation are as follows.

1. Author

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- page number(s) from which the quotation or paraphrase is taken, if applicable.

2. Author–date

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and
- the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

3. Numbered footnote

In-text citation is done by:

- superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and
- corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.³

Specific Roles and Responsibilities

All DP students in CA should understand the meaning of academic honesty and put it in practice.

SCHOOL

- inform the students and post in classrooms the code of conduct;
- inform parents about the academic honesty policy;
- give parents and students an agreement accepting the consequences of malpractice to sign;
- provide documentation to IB teachers with the principles and practices of academic honesty;

³ International Baccalaureate Organization (2014), *Effective citing and referencing*

- encourage IB teachers to reinforce actively good academic practices;
- ensure that school community understands the meaning of malpractice;
- inform students that plagiarism should be investigated by teachers using appropriate software;
- explain to both parents and students the penalties applied if the students do not follow the code of conduct regarding the academic honesty policy;
- practice with teachers and students the referencing system – *Modern Language Association* (MLA).

TEACHERS

- guide students in the formation of good academic practices;
- ensure the work complies with IBDP regulations;
- use a plagiarism software if there is any malpractice suspect;
- discuss the matter with the student and investigate the situation if there is a suspect of malpractice;
- contact the DP coordinator if there is any evidence of academic dishonesty.

STUDENTS

- follow the guidelines of academic honesty policy;
- avoid any form of academic misconduct;
- be aware that disrespecting the code of conduct presented in the academic honesty policy is a serious academic offense;
- know the penalties of academic misconduct;
- sign the agreement about academic honesty.

Academic Malpractice

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- a) **plagiarism**: it is the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- b) **Collusion**: this is a supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c) **duplication of work**: it is a presentation of the same work for different assessment components and/or DP core requirements
- d) **misconduct during an IB examination** (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e) **unethical behaviour** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research
- f) any **other behaviour that gains an unfair advantage for a candidate** or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/ media).⁴

Other forms of academic misconduct include:

- duplicating work to meet the requirements of more than one assessment component;
- falsification or inventing fictitious data for an assignment;
- taking unauthorized material into an examination room;
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance;
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination;
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination;
- impersonating another candidate;
- theft of examination papers;

⁴ International Baccalaureate Organization (2016), *General regulations: Diploma Programme*
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- disclosure or discussion of the content of an examination paper with a person outside the immediate school community within 24 hours after the examination;
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials. ⁵

Legitimate collaboration is different from collusion. Collaboration means working together and it is widely encouraged at certain times. Nevertheless, a final work must be produced by each student. In other words, all the parts of the work must be written using own words. By contrast, if a candidate copies a piece of someone's work, or the whole, this is collusion, that is an academic misconduct.

Consequences of malpractice

First offence: the student will be reminded of the academic honesty policy and will have the chance of redoing the work in two days. Parents will be notified by the school; the misconduct will be registered in the student's personal record.

Second offence: the student will be given zero in the work. Parents will be notified by the school; the misconduct will be registered in student's personal record.

Third offence: the student will receive no credit for IBDP and could be recommended for withdrawal.

External sanctions

There are some cases that IB investigates an academic misconduct.

These are some of the most common circumstances that will trigger an investigation.

- A coordinator informs the Assessment Division, IB Global Centre, Cardiff, that academic misconduct may have taken place during an examination.
- An examiner reports possible plagiarism or collusion.

⁵ International Baccalaureate Organization (2018), *Diploma Programme assessment procedures*

- A sample of assessment material randomly submitted to plagiarism detection software(s) (by the Assessment Division, IB Global Centre, Cardiff) reveals that the work of a candidate may not be entirely authentic.

Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing.

- In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate.
- In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.⁶

NOTE: This document should be read in conjunction with all other school policies – Admission Policy, Language Policy, Special Needs Policy and Assessment Policy.

This policy will be reviewed every academic year in consultation with the staff.

References:

- International Baccalaureate Organization (2016), *Academic Honesty in the IB educational context*
International Baccalaureate Organization (2018), *Diploma Programme assessment procedures*
International Baccalaureate Organization (2015), *Diploma Programme: from principles into practice*
International Baccalaureate Organization (2014), *Effective citing and referencing*
International Baccalaureate Organization (2016), *General regulations: Diploma Programme*

⁶ International Baccalaureate Organization (2018), *Diploma Programme assessment procedures*