



Academic Honesty Policy

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**ALOHA COLLEGE MARBELLA
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**Authorised by:
Board of Trustees**

ALOHA COLLEGE

Academic Honesty Policy



Principled students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them-IB Learner Profile.

Aloha College Marbella expects all its members to work with care, honesty, respect and effort. It is expected that these core values, as exemplified through the IB Learner Profile underpin the ethos of teaching and learning throughout the college regardless of the programme of study being followed. Skills of independence and self-reliance are encouraged throughout the learning experience and students must develop the positive behaviour that they need to demonstrate they complete their work carefully and honestly. According to the IB, academic honesty is essentially making knowledge, understanding and thinking *transparent*. The purpose of this policy is to enable the teacher to guide, help and support our students to voice, present and write about their learning in a manner that is explicitly clear where and how they have constructed their ideas as such transparency needs to be taught throughout their education. The purpose of this policy promotes and supports the learning that takes place during the research process; all work submitted by a student must be the student's original work.

In an era where information is so easily located due to technological advances, the need to communicate with integrity and principle is greater than ever. The IB confirms by "*We live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.*" (Academic Honesty in the IB Educational context, IB 2014).

ALOHA COLLEGE

Academic Honesty Policy



ACADEMIC MISCONDUCT:

The IB organization 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.

Categories of academic misconduct (as defined by IB):

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Inappropriate collaboration is working together and/or sharing information without the specific instruction from the teacher. Direct copying of another's work during paired or group work and submitting it as one's own is considered inappropriate collaboration. This applies to any type of class work or homework.

While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single version of a report is presented by a number of candidates as their own individual work (A5.2.2 Collusion, Academic honesty, Handbook of procedures).

Falsification is the purchase and submission of written work by somebody else for assessment.

Misconduct during an examination includes taking unauthorized material* into an examination room, disruptive behaviour and communicating with others during the examination. *This is extended to include making any type of material available outside the exam room giving one an unfair advantage.

Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to exam regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Responsibilities of the teacher in promoting academic honesty:

1. Be a role model for the Aloha College Marbella core values and academic honesty
2. Support the teaching of research skills, focussing particularly on evaluating the reliability of resources and sources

ALOHA COLLEGE

Academic Honesty Policy



3. Support the teaching of academic writing skills; provide opportunities to teach and develop the skill of referencing and citing consistently and correctly
4. Monitor the writing process through supervision
5. Encourage original research questions and/or titles in the Extended Essay, Internal Assessment projects and all written tasks in general
6. Raise awareness of the importance of academic honesty in all assignments and awareness of misconduct and penalties.
7. Decide and advise the student on the significance of matching text following the upload of work to anti plagiarism software
8. To check and authenticate student work before submission to IB
9. Report on cases of suspected or actual academic misconduct

Responsibilities of the student:

1. Make a genuine effort to learn to write academically; to correctly and consistently reference and cite work or ideas of others.
2. Use the guidance that your teachers has given you in each piece of work undertaken.
3. Pay attention to the information on display regarding academic honesty
4. If in doubt, consult your teacher/librarian to avoid any incidence of misconduct/academic dishonesty
5. Use time management and self management strategies to promote quality independent research and reporting.
6. Take full advantage or supporting resources in place, such as software available in school.

Sanctions for cases of academic misconduct:

Our policy on academic honesty aims to foster the appreciation and value of the inherent learning that takes place during student engagement and creativity during independent work. This value is relevant to all students in Aloha College and any student found in breach of the rules will be subject to disciplinary action. All breaches (deliberate or inadvertent) will be treated as serious.

In the IB programme, all Internal Assessment and External Assessment work (TOK, EE) must include a signed cover sheet confirming authentication of student work. If the authentication is questioned, this may result in no grade awarded by the IB.

Category 1 incidences include (but not limited to):

1. Copying homework and/or allowing homework to be copied
2. Lack of care and effort in citing or referencing work taken from another source
3. Allowing another student to look at your responses during a test/Progress Check Test (PCT)
4. Looking at another student's responses during a test/PCT

ALOHA COLLEGE

Academic Honesty Policy



5. Not working as instructed on an independent project/task

Sanctions:

The classroom teacher will deal with the incidence.

Logged on iSAMS as subject detention.

No grade will be awarded in the case of a PCT or piece of work submitted for grading.

The student must redo the work for a grade in a timeframe specified by the teacher. This work may include Internal/External Assessment work to be submitted to IB.

The incident will be reported to the relevant Head of Key Stage.

Category 2 incidences include (but not limited to):

1. Accessing a test paper or sharing it with somebody prior to an exam/test (Communication)
2. The passing on of information or resources related to the exam to give one an unfair advantage (communication).
3. Cheating through other measures during a test/PCT (Misconduct)
4. Submitting work which has been written by somebody else (Falsification, Collusion)
5. Disregard for referencing or citing work from other sources (Plagiarism)
6. "Double-dipping"-the submission of the same piece of work or two versions of the same work for different assessment components of the IB programme
7. Breach of the code of conduct in examinations (Misconduct)
8. Repeat of incidences in category 1

Sanctions:

Such incidents are treated as severe and dealt with by teacher, Head of Key Stage and if necessary Head of Secondary.

Logged as an SLT detention on iSAMS

A second category 2 offence will result in an internal exclusion and parents asked to come to school to discuss the incident.

Category 2 academic misconduct will be reported in the end of term report.

In addition to all the sanctions for category 1; the student may receive other consequences at the discretion of the Head of Key Stage or Head of Secondary school.

ALOHA COLLEGE

Academic Honesty Policy



Investigating cases of suspected academic misconduct in the external examinations

The exam board takes academic misconduct very seriously. The examinations officer/IB Diploma Programme co-ordinator must inform the exam board of cases of suspected misconduct.

In such cases or where an examiner suspects academic misconduct, the school will be required to conduct a formal investigation and provide documentation concerning the case.

Cases of academic misconduct will be presented to the Final award committee. The Final award committee will decide whether to dismiss the allegation, uphold it or ask for a further investigation to be made.

If the Final award committee establishes a case of misconduct; a penalty of no grade (an "N") will be applied. If no breach has been made, the subject result will be released as normal.

The decision taken by the final award committee may be appealed if there are acceptable grounds on which to make the appeal (A5.3.2 Handbook of procedures for the Diploma Programme).



Bibliographies, references and citations

All work submitted during your IB/A-Level programmes must reflect **intellectual honesty** and provide the reader with the **exact** sources of quotations, ideas and points of view through accurate bibliographies and references.

Failure to comply with this requirement will be viewed as plagiarism and will, therefore, be treated as a case of academic misconduct.

A **bibliography** is an alphabetical list of every source used for your work. A **reference list** should list only those sources cited in the body of the essay.

There are a number of different documentation styles for use when writing research papers. This purpose of this document is to apply the same style throughout your two years of study in all work you submit.

We are following the APA (American Psychological Association) documentation style.

A **reliable source** is one you can trust. For example, an article written by a researcher and published in a peer-reviewed journal is likely to contain reliable information and thus would make a good source. On the other hand, a random website written by an unknown person, for example, is less likely to be reliable, and thus we would not recommend you cite this source unless you have a good reason (e.g., to talk about the source's unreliability) or you verify the information yourself using other reliable sources.

A **primary source** presents information gathered firsthand, such as the results of an experiment or data from a survey. **Secondary sources** present information second-hand—an example would be a textbook summary of a topic or a Wikipedia article.

It is recommended that you use the most **up-to-date research** you can find on your topic. However, the meaning of *up-to-date* will vary depending on the field. Some fields develop faster than others, and even within a field, some information will remain relevant for a long time, whereas other information will become outdated.

ALOHA COLLEGE

Academic Honesty Policy



1. Citations

Non-Literal quotations and paraphrasing

This is a shorthand method of making a reference in the body of an essay, which is then linked to the full reference at the end of the essay. A summary or paraphrasing of any author's ideas or work must be acknowledged.

- a) If the sentence includes the surname of the author, you must **only** write the date using brackets:

Smith (2007) informs that an analysis of more than two hundred studies is sufficient and shows the relationship between social abilities and the development of academic progress.

- b) If the author is not included within the sentence, you must write the last name and date in brackets.

An analysis of more than two hundred studies is sufficient, and shows the relationship between social abilities and the development of academic progress (Smith, 2007).

- c) If there are more than two authors, you must cite their last names only once. In subsequent mentions, you only write the last name of the first author followed by the phrase **et al.**

The term emotional intelligence was used by Salovey and Mayer in 1990. (Smith, Brown & Aitken, 2006)

Regarding academic performance, Smith et al. (2006) found that emotional intelligence is not connected at all.

- d) If there are more than six authors, you must use **et al** after the first surname.

Smith et al. (2006) found that.....

Literal quotations

- a) Short quotations (less than 40 words)

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

ALOHA COLLEGE

Academic Honesty Policy



Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

b) Long quotations (40 words or more)

Place direct quotations that are 40 words, or longer, in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout.

Jones's (1998) study found the following:
Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

2. Footnotes, although not strictly a feature of the APA documentation style, will be allowed as an exception under certain situations.

For Literature or other subjects where one main work is used, footnotes can be used when giving quotations from the work.

¹ Blood Wedding p.64

² Ibid p.75

3. Bibliography

Your complete list of references should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your bibliography.

Your references should begin on a new page separate from the text of the essay; label this page "Bibliography" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.

ALOHA COLLEGE

Academic Honesty Policy



You can reference books, websites, videos, journals, etc.

a) Basic rule for books

Surname, (Year). Title. City: Publisher.

Monfort, M. & Juárez, A. (2008). El niño que habla. Madrid: Cepe.

b) Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

c) Electronic books

Surname, (Year). Title. Retrieved from <http://www.xxxxxx.xxxxx>

Sierra, M., Soler, E. (2008). La adquisición del lenguaje (2 ed.). taken from <http://books.google.es/books?id=85iXG...>

c) Internet articles

Online articles and printed articles follow the same guidelines.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical*, volume number (issue number if available). Retrieved from <http://www.someaddress.com/full/url/>

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites*, 149. Retrieved from <http://www.alistapart.com/articles/writeliving>

d) Blog (Weblog) and Video Blog Post

Include the title of the message and the URL. Please note that titles for items in online communities (e.g. blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name.

J Dean. (2008, May 7). When the self emerges: Is that me in the mirror? [Web log comment]. Retrieved from <http://www.spring.org.uk/thelsttransport>

ALOHA COLLEGE

Academic Honesty Policy



Psychology Video Blog #3 [Video file]. Retrieved from <http://www.youtube.com/watch?v=lqM90eQi5-M>

Bibliography:

Academic Honesty in the IB, an IB position paper, Jude Carroll (IB, 2012)

Academic honesty - principles into practice (IB, 2014)

Academic Honesty-principles to practice, Dr.Celina Garza, (<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf>)

Effective citing and referencing, (IB, 2014).

Handbook of Procedures for the Diploma Programme