

# Academic Honesty Policy for Bergen Katedralskole

## Rationale

In the programmes of the International Baccalaureate, Academic Honesty is seen as “an essential principle of the IB’s academic programmes that enhances the organization’s credibility and position as a leader in international education.” (“Academic honesty in the Diploma Programme,” n.d.) One of the goals of Bergen Katedralskole (BKS) is to encourage and support the development of ethically responsible learners, both adult and student, who strive to be principled. As Bergen Katedralskole is owned and operated by Hordaland County Council, our Academic Honesty Policy must also be in accordance with the regulations set out in Ordens- og åtferdsreglement (2017) for the upper secondary schools in Hordaland. In order to assist in this endeavor, the following policy will provide clear and understandable guidance to all stakeholders, including students, administrators, teachers, tutors, and parents, on the expectations concerning Academic Honesty within the IB programmes at BKS.

## 1. Academic Honesty

The IB organization gives no precise definition of academic honesty, rather it has stated in several documents that: “The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.” (Garza, 2014, p. 3)

### 1.1. Academic **Honesty** is demonstrated in the IB Diploma Programme (DP) through the following examples:

- 1.1.1. You create authentic work, based on your own ideas and words;
- 1.1.2. You respect the intellectual property rights of others by giving accurate credit to the sources used in your work;
- 1.1.3. You show that you understand the difference between collaboration and collusion;
- 1.1.4. You adhere to the designated rules for all assessments, including external exams.

### 1.2. Academic **Dishonesty** is demonstrated in the DP through the following examples:

- 1.2.1. You intentionally or unintentionally represent the ideas, words or work of another person as your own by not giving proper acknowledgment through correct referencing. You might also use translated materials which are not acknowledged. Both of these instances are known as plagiarism.
- 1.2.2. You collude with another student or students in committing academic misconduct. An example of this occurs when you, knowingly or otherwise, allow your work to be copied and/or submitted for assessment by another person or persons. Whether or not you know that your work will be submitted by someone else, you will still be considered culpable and will be subject to the same consequences. Situations like this sometimes happen when a student shares their work with another student so that another student can see an example of what the work should be like. Any work shared as an example should be provided by the teacher, not by another student. You collaborate in a group, the work is not shared equitably but equal credit is given to all group members.
- 1.2.3. Your conduct in an assessment is dishonest, including during external exams. This may involve taking unauthorised materials into an exam; behaviour that disrupts the exam or may distract other students; communicating with another student during the exam; and any other specified activities set down by the exam board or school.
- 1.2.4. You present your own work to be assessed when it has already been submitted by you for another assignment.
- 1.2.5. You falsify or fabricate results for a survey, experiment or other research activity.

## 2. Expectations and Responsibilities of Members of the Bergen Katedralskole community

- 2.1. Administrators (including Principal, Assistant Principal, Department heads, Coordinators, Librarians, Counsellors) will:
  - 2.1.1. Assist in establishing a school culture that actively encourages academic honesty
  - 2.1.2. Communicate the academic policy to all stakeholders.
  - 2.1.3. Provide professional development for teachers in academic honesty best practices.
  - 2.1.4. Support teachers in following through with the procedures and protocols of the academic honesty policy.

- 2.1.5. Ensure that members of the community know and understand the expectations, rules and regulations for the taking of tests, quizzes and exams, including external exams.
- 2.1.6. Ensure that members of the community are made aware of policy changes or updates
- 2.1.7. In the case of academic misconduct by a member or members of staff, provide guidance and reflection so that lessons can be learned by the staff member/s and the community.

## 2.2. Teachers (and Administrators) will:

- 2.2.1. Assist in establishing a school culture that actively encourages academic honesty;
- 2.2.2. Ensure that students are aware of what constitutes academic honesty and misconduct;
- 2.2.3. Ensure that students are aware of the referencing styles recommended at BKS;
- 2.2.4. Explicitly teach students how to use referencing tools (e.g. Zotero) where appropriate; and how to properly reference the words and ideas of others within their own works;
- 2.2.5. Model good practice in all their presentations and resources;
- 2.2.6. Use online and print resources ethically, legally and responsibly;
- 2.2.7. Participate in academic honesty and referencing workshops presented as part of professional development;
- 2.2.8. Ensure that students know and understand the expectations, rules and regulations for the taking of tests, quizzes and exams, including external exams;
- 2.2.9. Proactively monitor students' work habits to guide academically honest practices;
- 2.2.10. Explicitly include academic honesty in assessments;
- 2.2.11. Continuously evaluate students' work and take appropriate action when academic dishonesty has occurred. This will include reporting the incident to the IB coordinator and to the relevant head of year.

## 2.3. Students will:

- 2.3.1. Go through the academic honesty policy with their parents/guardians and teachers. If they are unsure of any part of the policy, they will ask someone to explain it to them. This could be a parent/guardian, a teacher, or the librarian.
- 2.3.2. Make sure that they understand and follow the rules for all assessments, including tests, quizzes, and exams.

- 2.3.3. Make sure that they know how to reference (cite) their sources and make every effort to do so correctly. If they are unsure, they will ask for help from someone who does know, such as a teacher, librarian, or parent.
- 2.3.4. Use a referencing style and an online referencing tool (e.g. Zotero). If they are unsure of any aspect, they will ask for help from a teacher, or librarian.
- 2.3.5. Use online digital and print resources ethically, legally and responsibly. If they are unsure they will ask for help or advice from a teacher, librarian or parent/guardian.
- 2.3.6. Make sure they understand what the teacher expects of them when they are working with a partner or in a group and ask the teacher to explain again if they don't.
- 2.3.7. Ensure that should they receive help in completing an assignment (from a parent, tutor, peer coach, etc), they acknowledge this help to their teacher.

#### 2.4. Parents/Guardians will:

- 2.4.1. Assist in establishing a school culture that actively encourages academic honesty;
- 2.4.2. Read and discuss the academic honesty policy with their child(ren) and agree to it by signing the BKS IB contract. Have an awareness of academic honesty and its ethical underpinnings so that they can support their child(ren).

#### 2.5. Tutors of students (whether they be involved in peer to peer tutoring, parent to child tutoring or adult tutor to child tutoring) will:

- 2.5.1. Assist in maintaining a school culture that actively encourages academic honesty;
- 2.5.2. Have an awareness of academic honesty and its ethical underpinnings so that they can support the child or children they are tutoring;
- 2.5.3. Ensure that work which is completed during a tutoring session and is to be assessed by a class teacher, is wholly the work of the student. This particularly applies to any feedback, whether verbal or in writing, for internal assessments of the diploma programme.

### 3. Definitions and Consequences of Academic Dishonesty and Malpractice

#### 3.1. Types of Academic Dishonesty and Malpractice

##### 3.1.1. Referencing Errors (including omission, incorrect formatting, etc.)

**Definition:** Referencing means acknowledging someone else's work or ideas, when you have used them as part of your own work. In order to do this, use a referencing system such as APA or Chicago.

##### 3.1.2. Plagiarism

**Definition:** For the purposes of this document, plagiarism is defined as any accidental or deliberate use of someone else's ideas, words or work, including the use of passages, where only a few words have been changed, without "proper, clear and explicit acknowledgment" (Garza, 2014, p. 5). Furthermore, this would include the use of one's own work from a previously written document/assignment

##### 3.1.3. Collusion

**Definition:** For the purpose of this policy, collusion is defined as "the active cooperation of two or more students to deceive a teacher or instructor ("Plagiarism and Collusion," 2019). If you, knowingly or not, allow any of your work to be submitted by another person for assessment as if it were their own, this is considered collusion ("Plagiarism and Collusion," 2019). Finally, it is considered collusion if you collaborate in a group and the work is not shared equitably but equal credit is given to all group members. (For a further explanation see 1.2.2.)

#### 3.1.4. **Academic Malpractice**

**Definition:** For the purpose of this policy, Academic Malpractice will be defined as any action (other than plagiarism or collusion) which are deemed to be dishonest and undermine the integrity of the academic community. In particular, this relates to fabrication or falsification of results, the breaking of internal or external exam regulations, and any other infringement yet to be defined.

### 3.2. Consequences for Academic Dishonesty or Misconduct in the DP

#### 3.2.1. **Referencing Errors**

In the case of referencing errors by a student, the following may apply:

- The student is supported in identifying what mistake has taken place
- The student is given appropriate instruction to correct their mistake/s
- The student is allowed to redo and resubmit the task.

#### 3.2.2. **All Other Forms of Academic Dishonesty or Malpractice**

In cases where a student has:

- Committed repeated instances of referencing errors, where no attempt to correct the errors or avoid making the same mistakes has been made;
- Submitted work which is not wholly their own;
- Purchased a document or product (i.e. artwork, music piece, etc) and submitted it as (part or all of) their work;
- Committed collusion;
- Fabricated or falsified results;
- Broken the regulations of internal or external examinations;
- Committed any other infringement yet to be defined;

**the following will apply:**

- The student is supported in identifying what mistake has taken place;
- IB coordinator and to the relevant head of year. team will be informed;
- Parents of students younger than 18 years old, will be informed in writing and/or called to a meeting.

**Furthermore, some or all of the following may also apply:**

- The student will be given feedback on that part of the work which has not been plagiarised;
- The student may be allowed to redo any plagiarised section of the assignment, within a limited time frame;
- The student may be asked to redo the entire piece of work under supervision;
- The student may be suspended or excluded.

## Referencing at Bergen Katedralskole

Students at Bergen Katedralskole are to use either APA or Chicago referencing system. The school has not purchased a specific referencing tool, but we encourage and teach students to use Zotero. Various tools and workshops are provided to students and teachers to assist them in understanding the process.

### Not all Sources Are Created Equal

Learning the ins and outs of choosing appropriate sources can be a long process. School-aged researchers are faced with an array of sources and often lack the skills to discern those which are useful or appropriate and those which are not.

More experienced researchers may act as guides to students through the research process, assisting them in honing their information literacy skills relating to:

- The development of search skills (e.g. use and development of search terms; use of search engine advanced tools, etc)
- The use of various strategies to ascertain the reliability of a source (e.g. fact checking strategies, reliability rubrics)
- The use of predetermined reliable sources such as online databases provided by the school and other libraries

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