

# **IB Academic honesty policy - Trondheim Katedralskole**

## **1. General introduction**

Trondheim Katedralskole aims to have graduating students who are believers in life-long learning, and responsible and productive citizens prepared to take part in democracy and the ever-changing world we live in.

Intellectual and academic integrity is an important ingredient in the academic success of our students. To ensure that our students have a sound education and are equipped to function in all walks of life we promote the qualities outlined in the IB Learner Profile Booklet (IBO, January 2009) and the underlying principle of academic honesty.

Intellectual and academic integrity have become an integral part of general education in the modern world.

When students graduate from our school they shall have a sound foundation in the principles and practices of academic honesty.

The integrity of Trondheim Katedralskole and the quality of the teaching shall be based on the principle of academic honesty.

## **2. Purpose**

The purpose of this document is to ensure that academic honesty is the underlying principle in all the students' work.

Academic honesty shall be recognised as a significant component in the learning outcomes of our students. It is the duty of all members of staff to promote academic honesty at all levels and in all subjects and activities. Academic honesty is to be seen in conjunction with the IB Learner Profile Booklet (IBO, January 2009) and with the school's work on developing good academic habits.

The aim of an academic honesty policy is to impart in the students a set of values and skills related to personal integrity and proper practice in all their work and activities.

### 3. Academic honesty

The term academic honesty and integrity means that students are responsible for the honest completion and representation of their work.

Academic honesty is here further delineated through the descriptions of academic misconduct.

#### Academic misconduct

The definition and examples of academic misconduct are outlined in the IB General Regulations: Diploma Programme, article 20, with our addition (e.) (IBO February 2014):

The IB Organisation 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, the following:

- a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. collusion — this is defined as 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 — this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. misconduct during an IB examination (for example, taking unauthorised material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. Fabrication – this is defined as the falsifying of information, including inventing or falsifying dates or citations
- 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).

The academic honesty policy shall be clearly communicated to the entire school community and the principle of academic honesty shall be apparent in all teaching and learning practices. All IB learners shall strive to be principled in their work (from the IB Learner Profile Booklet, IBO, January 2009), and our aim is that the principles of academic honesty shall be embedded as an integral part of our students’ present and future work.

## **4. Responsibilities**

Trondheim Katedralskole recognises our responsibility for providing guidance to our students in their striving to become “principled learners who act with integrity and honesty” (IBO, Learner Profile Booklet, January 2009).

Our aim is to “encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. We shall help our students to 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 the ideas and views they have followed or rejected. This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.” (Slightly adapted from the document Academic Honesty in the IB Educational Context, IBO August 2014.)

### Student responsibilities

The school and IB DP programme have expectations for students’ responsibilities with regard to producing authentic work.

Each student shall maintain academic honesty in the conduct of his or her studies and other learning activities at Trondheim Katedralskole by:

- Knowing and understanding the rules of academic honesty as outlined in this document and elsewhere, including the definitions of academic misconduct
- Knowing and understanding the proper way of citing or acknowledging original authorship of works or ideas
- Acknowledging ideas or work of others by citing sources appropriately
- Following a process of transparency by presenting drafts and discussing work in progress with their teachers
- Being responsible by asking for clarification of rules and expectations when in doubt about any aspect of an assignment
- Complying with the school’s internal deadlines at all stages in the process of producing work for assessment
- Confirming that all work submitted is their own authentic work
- Complying with the stated rules of conduct in the IB examinations

Each student is responsible for complying with the school’s academic policy and for ensuring their own and the school’s academic integrity. Students are responsible for communicating with their teacher or IB coordinator if they are unsure about any of these points in reference to any part of their work.

### Teacher responsibilities

Each teacher shall seek to support academic honesty in the conduct of his or her students in their studies and other learning activities at Trondheim Katedralskole by:

- Providing opportunities for students to practise and to learn how to use other people's work in support of their own, including the responsibility to teach proper procedures and awareness of misconduct
- Providing examples of good referencing
- Referring to the academic honesty policy throughout the courses they are teaching
- Modelling academic honesty in their own work and teaching structure for reports and essays
- Providing proper feedback on students' work where the support given is within the parameters set in the IB subject guides
- Requiring strict compliance with deadlines and regulations for drafts, final work and presentations
- Using the plagiarism control programme in the school's LMS (*It's Learning*)
- Showing zero tolerance for misconduct
- Bringing alleged misconduct to the IB coordinator's attention
- Discussing academic honesty, expectations and consequences at teacher meetings, both subject teacher meetings and class meetings. This will contribute to making approaches and responses to academic misconduct more consistent

### School responsibilities

The IB coordinator and school administration shall ensure academic honesty in the conduct of all students in their studies and other learning activities at Trondheim Katedralskole by:

- Knowing, understanding and enforcing the rules governing academic honesty
- Facilitating for a discussion on academic honesty in the appropriate staff fora
- Ensuring that responses to and consequences for academic dishonesty are consistent and transparent for students
- Ensuring that the plagiarism control programme in the school's LMS (*It's Learning*) is used on all final components
- Promoting student and parental awareness in appropriate meetings
- Providing seminars on referencing styles and practices, using the document entitled: *Effective Citing and Referencing* (IBO August 2014)
- Informing students of the policy and consequences of a breach of this policy
- Establishing procedure for discipline referral
- Complying with the disciplinary reaction process as underlined by the school's Regulations Governing General Rules of Conduct (STFK<sup>1</sup> 2014)
- Keeping accurate records and documents on any cases in the subject area(s), taking note of resolutions and consequences for future reference

### Parental responsibilities

The school shall inform parents of how they can help their children in this area. Parents can be involved by:

- Knowing and understanding the rules of academic honesty as outlined in this document and elsewhere, including the definitions of academic misconduct
- Encouraging their children to practice academic honesty and promote understanding of the importance and value of personal integrity
- Encouraging their children to support a culture of academic honesty at their school

## **5. Procedures**

When incidents of alleged misconduct arise, this document and the records of previous events are to be referred to and the following actions are to be taken:

- The alleged misconduct shall be registered on the school's LMS (*It's learning*) immediately
- All incidents of alleged misconduct shall be immediately reported to the IB coordinator
- Parents shall be notified if the student is under 18 years of age
- The IB coordinator shall meet with the student in question and, if applicable, the teacher, and the student shall be given the opportunity and time to respond and explain
- Further actions will be taken in accordance with the school regulations and additional IB-specific procedures as outlined below
- The appropriate sanction level shall be determined

## **7. Rights of the student**

When incidents of alleged misconduct arise, the student has rights that must be protected:

- The student has the right to respond to the reported incident
- The student has the right to make a counter-claim and/or explain the incident
- The student is permitted to be represented by a parent, teacher or other support person in any discussion/meeting on the incident
- The student has the right to be provided with a written explanation of the alleged misconduct
- The student has the right to provide a written reply to the alleged misconduct which must be included in the school records
- If the incident of alleged misconduct is reported by the IB office, both the student and the student's teachers have the right to examine the official complaint lodged by the IB office and to respond to the allegations in accordance with articles 20-25 of the General Regulations: Diploma Programme (IBO 2014).

## **8. Consequences of academic misconduct**

Students are responsible for ensuring that all final versions of their work or presentations are authentic. If academic misconduct is proven, the student alone bears the consequences of this misconduct.

The procedure for all school work produced in the course of the school year is as follows:

- The school shall follow the Regulations Governing General Rules of Conduct (STFK 2014)
- The work in question shall not be assessed or awarded a grade
- The misconduct may have consequences for the student's Conduct grade
- The misconduct may further result in the teacher not having sufficient grounds for setting an assessment grade in the subject in question, see section 4.14 and sections 5.4 and 5.10 of the Regulations Governing General Rules of Conduct (STFK 2014)
- If a grade is not awarded the student shall lose the right to sit for the examination in the subject in question
- The student shall be informed that misconduct could result in the school initiating further measures, refer to paragraph 8 of the Regulations Governing General Rules of Conduct (STFK 2014). These measures must be proportionate to the severity of the violation.

The procedure for all course work submitted for final assessment is as follows:

- The component shall not be submitted to the IB
- The student shall rewrite the work under strict supervision
- If detected after submission or if the misconduct affects the final examination papers the IB shall be informed immediately
- Further actions will be taken by the IB as stipulated in the General Regulations: Diploma Programme (February 2014), and shall be complied with by the school
- Otherwise, the school shall follow the Regulations Governing General Rules of Conduct (STFK 2014)

## **9. Policy on review of the policy**

This policy shall be reviewed once a year.

The IB coordinator and/or school administration reserve the right to call a general meeting of IB teachers at any point in time should new issues arise that need to be incorporated in or addressed by the academic honesty policy.

## References

Academic Honesty in the IB Educational Context (August 2014)

Effective Citing and Referencing (IBO August 2014)

IB Learner Profile Booklet (January 2009)

Regulations Governing General Rules of Conduct (STFK 2014)

General Regulations: Diploma Programme (February 2014)

<sup>1</sup> STFK – Sør-Trøndelag Fylkeskommune - The County Authority for the Norwegian county of Sør-Trøndelag