

Academic Honesty Policy

Rationale

Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling, and taught skills. Albanian College strives to create global citizens who are aware of the importance of producing authentic work.

Aims

Albanian College believes in academic honesty and aims to create a community of learners who:

- Are principled, as required by the IB Learner Profile
- Acknowledge the importance of authentic work
- Are aware of the definitions and consequences of academic malpractice/misconduct
- Hold all members of the school community responsible for ensuring that academic honesty is celebrated and required.

Key Terms

Albanian College recognises and abides by the following definitions relating to academic honesty:

Academic Malpractice/Misconduct

“The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.”

Source: *Academic honesty*, p. 3, 2011

Malpractice/Misconduct can take several forms which include:

- “Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate’s own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements

- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).”

Source: *Academic honesty*, p. 3, 2011

To be clear, collusion and collaboration are not the same thing. Collaboration is when one or more students work together to produce a product and each of their names is listed or cited on the assignment.

Cheating

Additionally, another term commonly used sometimes used in the context of discussions regarding academic honesty is “cheating.” Cheating, is defined as presenting work dishonestly and/or trying to gain an unfair advantage in work or assessments, including looking at the work of other students and/or teachers without permission. If a student assists another in cheating, this is collusion.

Authentic Work

For the purposes of this policy, authentic work is defined as:

“An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. This requirement includes a candidate’s responses to examination papers in May and/or November. All quotations in a candidate’s examination script must be properly acknowledged.”

Source: *Academic honesty*, p. 2, 2011

Intellectual Property

Albanian College recognises and takes action to support the following statement from IB with regards to intellectual property:

“The concept of intellectual property is potentially a difficult one for candidates to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law.”

Source: *Academic honesty*, p. 2, 2011

Further detail regarding this definition is based on the following guidance from the World Intellectual Property Organization (WIPO):

“Intellectual property (IP) refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce. IP is divided into two categories: Industrial property, which includes inventions (patents), trademarks, industrial designs, and geographic indications of source; and Copyright, which includes literary and artistic works such as novels, poems, plays, films, musical works, architectural designs, and artistic works, such as drawings, paintings, photographs and sculptures. Rights related to copyright include those of performing artists in their performances, producers of phonograms in their recordings, and those of broadcasters in their radio and television programs.

Source: World Intellectual Property Organization (WIPO), website

Albanian College recognizes the importance of copyright regulations and strives to ensure proper usage of, and attribution of all media, including print and visual, by all members of the community. Any photocopying of materials by staff or students must be approved by divisional leadership.

Responsibilities

Albanian College recognises that each stakeholder in the community has responsibilities in relation to ensuring the creation of authentic work and proper practices with regards to academic honesty.

Responsibilities of the Student

Students are responsible for:

- Knowing and understanding the Academic Honesty Policy
- Understanding the Key Terms of the Academic Honesty Policy
- Realising the importance of producing authentic work
- Properly citing or referencing the works of others, when appropriate
- Ensuring that they are not committing violations of the Academic Honesty Policy, including plagiarism, collusion, cheating or other forms of academic malpractice/misconduct.

“The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.”

Source: *Academic honesty*, p. 8, 2011

Responsibilities of the Parents

Parents are responsible for:

- Knowing and understanding the Academic Honesty Policy
- Understanding the Key Terms of the Academic Honesty Policy
- Realising the importance of producing authentic work and taking steps to avoid “over helping” their child on homework assignments
- Reinforcing their child properly citing or referencing the works of others, when appropriate
- Ensuring that their child is not committing violations of the Academic Honesty Policy, including plagiarism, collusion, cheating or other forms of academic malpractice or misconduct
- Contacting the school to seek clarification regarding the production of authentic work when there are uncertainties
- Collaborating with school staff when cases of academic malpractice involving their child are addressed

Responsibilities of the Teacher

Teachers are responsible for:

- Knowing and understanding the Academic Honesty Policy.
- Understanding the Key Terms of the Academic Honesty Policy.
- Enforcing the Academic Honesty Policy.
- Reinforcing the importance of producing authentic work.
- Demonstrating creation of authentic work and modeling proper citation methods.
- Reinforcing the school’s citing and referencing requirements, when appropriate.
- Providing a variety of examples of a variety of forms of proper citations as agreed upon. collaboratively with colleagues in the same subject, grade level, and/or school division.
- Instructing students in methods that support production of authentic work.
- Ensuring that students have not committed violations of the Academic Honesty Policy, including plagiarism, collusion, cheating or other forms of academic malpractice or misconduct.
- Consulting the programme coordinator to determine the intentionality, severity and consequences of academic malpractice/misconduct..
- Submitting a Student Monitoring Form to document instances of academic malpractice, even when handled in the classroom without escalation to the programme coordinator.
- “Confirm[ing] that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate. This includes all work for internal assessment where teachers’ marks are entered on the IB information system (IBIS), the secure web-based service for schools.” Source: *Academic honesty*, p. 7, 2011

Albanian College recognises the importance of providing support to students in developing authentic work. To achieve this, teachers of subjects where students produce research-based

assessments and/or investigative reports lead the students through phases of developing them which often include some or all of the following:

- “A carefully developed thesis [or research question/argument]
- The evaluation of sources
- Planning for an investigation
- Personal critique or analysis
- Evidence of higher thinking in a proposal of alternative solutions to the issue under discussion
- In-class research assignments.”

Source: *Academic honesty*, p. 10, 2011

Responsibilities of the School

Albanian College recognises the importance of the following statement regarding the school’s responsibilities:

“The school is the IB’s first line of defence against malpractice and schools are therefore expected to support the IB fully in the prevention, detection and investigation of malpractice.”

Source: *Academic honesty*, p. 7, 2011

The school is responsible for:

- Ensuring that students and staff members, “understand what constitutes academic honesty, an authentic piece of work and intellectual property.” Source: *Academic honesty*, p. 7, 2011
- Communicating and clarifying the Academic Honesty Policy and the related Key Terms
- Enforcing the Academic Honest Policy
- Reinforcing the importance of producing authentic work
- Reinforcing the school’s citing and referencing requirements, when appropriate
- Providing a variety of examples of multiple forms of proper citations
- Ensuring that students have not committed violations of the Academic Honesty Policy, including plagiarism, collusion, cheating or other forms of academic malpractice or misconduct.
- “Confirm[ing] that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate. This includes all work for internal assessment where teachers’ marks are entered on the IB information system (IBIS), the secure web-based service for schools.” Source: *Academic honesty*, p. 7, 2011
- Enforcing the behaviour policy with regards to academic misconduct
- Reviewing and revising the Academic Honesty policy, as needed, on an annual basis
- Informing parents of the policy and supporting their understanding of it
- Informing universities of academic honesty violations when requested by the university

- Orienting incoming staff members regarding the importance of authentic work and academic honesty
- To make proper arrangements for, and conduct, external examination sessions in accordance with IBDP guidelines (See *The conduct of the IB Diploma Programme examinations* for the given exam period). This includes oversight of:
 - Arrangement of exam spaces and seating within
 - Invigilator training and invigilation schedule
 - Proper management of exam scripts
 - Sharing of exam materials with teachers
 - Enforcement of IB regulations regarding materials entered into, and taken out of, the exam space such as mobile phones, calculators, translators, dictionaries, writing utensils, notes, paper, and so forth. Source: *The conduct of the IB Diploma Programme examinations*, 2016

Support and Education

Albanian College has implemented structures and systems to support and inform students, parents and staff about Academic Honesty.

Citation Style

Albanian College has adopted the citation conventions of the Modern Language Association (MLA) and requires staff and students to abide by the associated guidelines.

Further detail may be found, including specific examples of the various citation methods at the Purdue Online Writing Lab website: <https://owl.english.purdue.edu/owl/resource/747/01/>. This site will be the official referencing resource for Albanian College.

Academic-Honesty-Related Instruction

All staff are expected to provide explicit instruction and support students in developing the skills necessary to apply MLA guidelines consistently and appropriately in all assessments within the context of the subjects and grade levels taught. This instruction will be delivered by staff members within the context of their lessons and tailored to the developmental needs and language phase level of students in each grade level.

“Academic honesty requires an understanding of the difference between academic honesty, intellectual property, plagiarism and authentic authorship. Students should recognize that they are personally responsible for academic honesty and be able to recognize what behaviours constitute academic misconduct (for example, plagiarism, copying another’s work, using unpermitted notes or collaboration, and so on). Teachers can encourage this engagement by establishing clear and engaging learning objectives and assessment practices while also

providing time for individual evaluations of progress to avoid social comparisons or performance differences (Stephens and Wangaard 2011).”

Source: *Academic honesty in the IB educational context*, p. 8, 2014

Teachers need to ensure that students understand that they are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary.

Written or electronic source materials to be taught may include:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

Staff members will ensure that students understand that citations are expected in the body of the student’s work where an external source has been used and that a reader must be able to clearly distinguish between the words/work of the student and the words/work of others. Students must be led to understand that including the reference only in the works cited is not enough.

Primary Years

Using the IB Learner Profile attributes as a framework, the Primary School staff will provide examples and models of academic honesty for students that support Approaches to Learning skills development, classroom and homework expectations, approaches to group work, and other activities.

These expectations are shared with the whole school community. In particular, the school will communicate:

- Student responsibilities regarding authentic work
- The nature and function of collaboration
- Age-appropriate expectations and practices regarding references, citations, quotations, and paraphrasing (see table below)

Middle Years and Grades 11 and 12

It is assumed that students have learned the necessary approaches to academic honesty in the Primary School, including the skills listed in the table (see below). These will be re-taught and

reinforced to accommodate any new students and to ensure that appropriate approaches are consolidated into consistent practices.

The following table contains an overview of the progression of this guidance provided to students by grade level in the application of the school-determined citation method and associated skills.

Skill Area	Early Years	Grades 1-4	Grade 5-7	Grades 8-9	Grades 10-12	
Author/Title of Work	Introduce	Introduce	Reinforce / Master	Master		
Pictures and Illustrations (eg. graphs and tables)		Introduce	Reinforce / Master	Master		
Works Cited		Introduce	Reinforce / Master	Master		
Websites		Introduce	Reinforce / Master	Master		
Direct quotes				Introduce / Reinforce	Reinforce / Master	Master
Paraphrasing				Introduce / Reinforce	Reinforce / Master	Master
Summarising				Introduce / Reinforce	Reinforce / Master	Master
Parenthetical citations and/or footnoting				Introduce / Reinforce	Reinforce / Master	Master
Appendices					Introduce	Reinforce / Master

The librarian also plays a key role in developing skills associated with proper citation methods and creation of authentic work. Accordingly, he/she works closely with grade-level and subject-area teachers to plan and deliver lessons that reinforce these skills throughout the year. Such instruction may take the form of consultation with grade-level/subject-area teachers, push-in instruction, and whole-class instruction in a specialised, research-oriented environment, such as a learning space equipped with computers that allow access to online resources.

Academic Honesty in the Arts

Teachers of Middle Years and Grade 11 and 12 art courses will take additional steps to ensure that students are aware that the citation of work applies to the following cases:

- Every image used must be appropriately referenced to acknowledge the title, artist, date (where this information is known) and the source
- Candidates must ensure that their own original work is identified and acknowledged in the same way to ensure examiners are clear about the origins of the materials
- When the candidate is aware that another person's work, ideas or images have influenced his or her conceptual or developmental work but it has not been referred to directly in their work, the source must be included as a works cited reference within the submitted portfolio elements.
- The IB Diploma Visual Arts guide requires candidates to acknowledge the title, artist, date (where this information is known) and also to cite the source of every image that they include in their process portfolio, but details about the medium of the cited artworks can be very useful and should therefore be mentioned in the captions
- Where deliberately appropriating another artist's image, candidates must fully acknowledge the original work and make explicit reference to the appropriation process
- Any image taken from the Internet and used as inspiration by candidates when creating their work must be appropriately referenced

Source: *Process portfolio assessment criteria clarification - IB Visual Art, 2016*

Consequences of Academic Malpractice/Misconduct

Teachers must ensure that all students' work is, to the best of their knowledge, the authentic work of the students (see Responsibilities of the Teacher).

At times, it is appropriate for students to work together on assignments. For those assignments, students are to follow guidance from teachers with regards to contributions and sharing responsibility for the completion of the task, in order to avoid the possibility that, either intentionally or unintentionally, copying occurs that would be considered academic misconduct.

Albanian College acknowledges that, during the learning process, it is expected that students will make mistakes and that they will commit unintentional academic malpractice on occasion. As a result, the school has developed stages for managing instances of academic malpractice/misconduct that allow reflection on initial violations of academic honesty.

Within Albanian College

In the case of a student in Primary Years who is found to have committed academic malpractice, the student will be expected to revise the assessment and address any academic honesty issues with the teacher's guidance.

In the case of a student in the Middle Years or Grades 11-12 who is found to have committed academic malpractice, the student will be expected to re-do the assessment or complete a similar one. He/she will also participate in a reflective discussion about academic honesty and appropriate practices with his/her teacher and/or the programme coordinator. Depending on severity of the malpractice, parents may be involved in the process. Please see the table below for guidance.

Examples of academic misconduct are dealt with on a case-by-case basis with severity of case and whether or not it was intention on the student's part being determined by the programme coordinator in consultation with, when required, the head of division. It is understood that most malpractice/misconduct will be inadvertent and uncommon and will usually be addressed by assigning a mark of "incomplete" for the assessment until it is redone in a context determined by the programme coordinator.

Student Rights

Students who are involved in cases of suspected malpractice/misconduct of any nature and any level of severity may request that a parent or Advisor be present for discussions of the case, should that not be an automatic element of the associated procedure.

Consequences

Secondary School Academic Malpractice/Misconduct		
	Unintentional	Intentional / Negligent*
First	Discussion with teacher, written reflection, re-doing the assessment	Discussion with teacher and programme coordinator, parent contact, re-doing the assessment, written reflection
Second	Discussion with teacher and programme coordinator, written reflection, parent contact, re-doing the assessment	Automatic Behaviour Probation with associated procedures, re-doing assessment, potential suspension, written reflection
Gross Violation / Repeated Offense	Addressed on a case-by-case basis, but usually requires teacher, programme coordinator, head of division and parent conference, written reflection, re-doing assessment, potential	Automatic Behaviour Probation with associated procedures, potential forfeiture of ability to submit externally-assessed course component(s), potential expulsion from programme and/or school.

	suspension, potential Behaviour Probation	
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*Negligence is defined as an instance when a student commits a form of academic malpractice that he/she should be aware of based on prior instruction provided by the school.

For each case of academic malpractice/misconduct, the teacher will submit a Student Monitoring Form to record the details of the incident and the actions taken. These records will be reviewed by the programme coordinator and/or head of division to identify any patterns of student behaviour that may emerge across individual subjects.

Externally Moderated or Assessed Work

Cases of students found to have committed academic malpractice on an official IB assessment component before signing the associated cover sheet will be addressed within the school, in accordance with existing school guidelines and this Academic Honesty policy.

Cases of students found to have committed academic malpractice on an official IB assessment component after signing the associated cover sheet will be reported to IB by the programme coordinator and handled in accordance with article 21.1 through 21.10 featured in the *General regulations: IB Diploma Programme, 2014*.

Potential consequences of malpractice/misconduct after signing the cover sheet may include:

- Exclusion from eligibility to earn the full IB Diploma, in the case of a full diploma candidate
- Loss of individual IB Diploma course certificate for the subject in which the malpractice/misconduct occurred
- Investigation by the IB into the circumstances leading to the malpractice/misconduct, which may include other students, the programme coordinator, and the teaching staff.

Academic Honesty Policy Review Process

The Academic Honesty Policy review process will take place as needed with participation from members of the leadership team, staff, students, and parents.

A report of recommendations will be generated by the school Director and forwarded to the Executive Director for potential action. Policy changes are recommended by the Executive Director to the Board of Governors to implement any desired changes to the policy.

This policy will be made available in the Parent and Student Handbook.

How the Academic Honesty Policy Was Developed

An Academic Honesty Policy Committee first assembled in October 2014 with the task of developing a draft Academic Honesty Policy. Further development of the Academic Honesty Policy has been ongoing, with input from students, parents, staff, including the librarians, Governors and official and unofficial International Baccalaureate consultants. Revisions have been made and the current Academic Honesty Policy has been submitted to the Board of Governors. All members of the Albanian College community will be encouraged to continue to reflect on the Academic Honesty Policy on an annual basis (see Policy Revision Policy).

Further development work was carried out referring to the following documentation and guidance:

- *Academic honesty*, 2011
- World Intellectual Property Organization (WIPO), website
- *Academic honesty in the IB educational context*, 2014
- *Process portfolio assessment criteria clarification - IB Visual Art*, 2016
- *General regulations: IB Diploma Programme*, 2014
- *The conduct of the IB Diploma Programme examinations*, 2016
- *Guide to school authorisation: Primary Years Programme*, 2016
- *Guide to school authorization: Middle Years Programme*, 2016
- *Guide to school authorization: Diploma Programme*, 2016
- *IB Learner Profile*, 2013