



GYMNÁZIUM ŠROBÁROVA

Place for IB logo

Academic Honesty Policy The IB Diploma Programme

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School Mission Statement

We strive to prepare all students to become life-long learners and responsible citizens both locally and globally ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students – both inside and outside the classroom - that help them develop the knowledge, critical thinking skills and character necessary to succeed in a technologically advanced world.

- *Approved by the school teachers, 29/03/2022*

IB Learner's profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They 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.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Academic honesty – philosophy and practice

Gymnázium Šrobárova 1 places a great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community: students, teachers, other school members, parents. We are guided in our expectations and practices by two of the IB Learner Profile attributes, which describe students as principled and reflective. This policy exists to ensure that the school's procedures for this practice are transparent, fair and consistent. All the DP students understand the basic meaning and significance of academic honesty. All the work produced by the DP students is their own, authentic work with their own ideas. All the words and ideas used in their work are fully acknowledged.

All IB students are asked to read and sign this academic honesty policy. They will receive a printed copy of the policy and it will be published on our school website.

The aim of the policy is to:

- Promote good academic practice and a school culture that actively encourages academic honesty
- Enable students to understand what constitutes academic honesty and academic misconduct
- Encourage students to look to their teachers, supervisors and coordinator for support when completing assessed work in order to prevent any possible form of misconduct.
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- Explain to students that they have an important role in ensuring that their work is academically honest
- Impact to students that plagiarism is a serious offence
- Explain to student precisely what penalties will be imposed should they be found guilty of misconduct

Academic misconduct

According to the IBO, students are guilty of malpractice if they plagiarize, work too closely together with another student, use the same work for two different assignments, or in any other way, gain an unfair advantage or affect the result of others. Malpractice is also present in other situations, for example: if a student falsifies a CAS record, or brings unauthorised material into an exam room.

The IB organisation defines academic misconduct as behaviour (deliberate or not) that results in, or may result in, the candidate or other candidate gaining an unfair advantage in one or more components of assessment.

Misconduct may also include:

- Plagiarism – the representation of the ideas or work of another person as the person's own without proper, clear and explicit referencing
- Collusion – supporting academic misconduct by another candidate by allowing one's work to be copied or submitted for assessment by another student
- Duplication of work – the presentation of the same work for different assessment components and/or diploma requirements
- Making up the data for a table or a survey
- Translation from other languages and presenting it as one's own ideas
- Taking unauthorised material into an examination room (mobile phone, any electronic device, wearable technology, smart watches, notes and others)
- Leaving and accessing unauthorised material in a bathroom that may be visited during an examination
- Misconduct during the examination, including any attempt to disrupt an examination or distract another candidate
- Exchanging information or in any way supporting the passing on of information to another candidate about content of an examination
- Failing to comply with the instructions of the member of the school's staff responsible for the conduct of the examination
- Impersonating another person
- Using unauthorised calculator during an examination
- Stealing examination paper
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community, including online discussions, within 24 hours after the examination
- Including offensive material in a script

The difference between collusion and collaboration

Collusion – allowing one's work to be copied or submitted for assessment by another student

Collaboration – involves working together with other students.

There are some occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's.

How to avoid the academic misconduct

- Do not collaborate in externally set exams, internal assessment or when handing in written work during regular class time
- Always obey the rules in exam situations

- Be very careful to cite all sources, whether you have paraphrased them, quoted them directly or used the ideas of a writer, scientists, historian, etc.

The IB does not require the use of any particular referencing system, however, we prefer to use Harvard referencing system, the same for our whole our school. The teachers and students should be trained in using referencing and bibliography. For appropriate ways why, what, how, when to cite see Effective Citing and Referencing, published by IBO, 2014.

Roles and responsibilities

Head of school

- Establish academic honesty policy
- Provide teachers with effective training opportunities
- Inform teachers, students, legal guardians

DP Coordinator

- Make sure that academic honesty aligns with IB expectations and is reviewed regularly
- Ensure that teachers, candidates and legal guardians are aware of the IB requirements and sign the academic honesty policy
- Is responsible that internal calendar of all the dates for the receipt submission of candidates' assessment material does not include any collision
- Deals with all the issues arising from concern about academic misconduct

Teachers

- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted
- Support the students so they may not find themselves under significant amounts of pressure to achieve
- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free and more characteristic of an experienced academic than a secondary school student
- Subject teachers are in the best position to identify work which may not be the authentic work of the students. They may use all available plagiarism detection devices to check the authenticity of the draft or final work, e.g. Turnitin.
- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal and external DP assessment
- Any issues of authenticity arising from concerns about plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IB DP coordinator

Students

- Are responsible for ensuring that all the work submitted for assessment is authentically theirs
- Are responsible for fully and correctly acknowledging the work and the ideas of others

- Are expected to review their own work before submission for assessment to identify any passages, computer programmes, data, photographs, and other material that requires acknowledgement
- Are expected to keep all internal school deadlines
- Should be aware that teachers have the right to refuse to sign their cover sheet if they do not believe they completed the work, and if they cannot prove their ownership to teacher's satisfaction
- It is the student's responsibility to prove that all pieces of work are his/her own and have not been plagiarised if academic dishonesty is suspected

Parents/guardians (for students under the age of 18)

- Encourage their child to plan each assignment to avoid stressful situations before deadlines
- Provide support with scheduling child's work
- Establish a good level of communication with the school so that they understand the requirements and are aware of the deadlines
- Encourage their child to ask a teacher in case of difficulties

Gymnázium Šrobárova 1 takes its role in teaching all students about academic honesty seriously. One of the main roles of the EE committee will be to ensure that all students and staff understand best practices in research and citing. The cases of academic dishonesty will be dealt with on a case-by-case basis. The teacher who discovers the dishonesty will report the case to the class teacher who will immediately inform the parents and the IB DP coordinator. The IB DP Coordinator will investigate the accusation, interview the student and issue a report of his/her findings.

Consequences of academic dishonesty

If academic misconduct arise, internal or external sanctions are used.

Internal sanctions are those used by Gymnázium Šrobárova and generally refer to assignments and classwork which do not count towards the award of the final IB Diploma.

Students will meet with the teacher and the DP coordinator to discuss the incident, the policy and the consequence which might be:

1st offence: a warning and rewrite of the assignment

2nd offence: suspension and a warning of dismissal

3rd offence: dismissal from Gymnázium Šrobárova

External sanctions are those applied by the IB and relate specifically to all pieces of work, which count towards the final IB Diploma. Where the school or the IB suspects that malpractice has taken place in work submitted for assessment by the IB, this will be dealt with in in line with DP Assessment Procedures.

If the misconduct occurs during an examination, the report must include a full account of the incident, a statement from the candidate(s) involved, a statement from the invigilator, a seating plan of an examination room, and original of any unauthorised material.

Bibliography:

Diploma Programme Assessment Procedures

Academic honesty in the IB educational context. IBO. 2014

Effective citing and referencing. IBO. 2014