



Academic Honesty and Referencing Policy

ALOHA COLLEGE MARBELLA
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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).

PHILOSOPHY AND AIM

Aloha College Marbella expects all its members to work with care, honesty, respect, effort, and resilience. These core values, exemplified through the IB Learner Profile of being principled, 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 behaviours needed to demonstrate that they complete their work carefully and honestly. According to the IB, academic honesty is essentially about making knowledge, understanding, and thinking transparent.

The purpose of this policy is to enable teachers to guide, help and support our students in expressing, presenting and writing about their learning in a manner that makes it explicitly clear where and how they have constructed their ideas, as such transparency needs to be taught throughout their education. This policy promotes and supports the learning that takes place during the research process; all work submitted by a student must be their own 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).

RIGHTS OF THE SCHOOL COMMUNITY

All members of the school community have the right to learn, teach, and work in an environment that upholds academic honesty. This includes the right to clear guidance on school standards of academic integrity, access to resources that support ethical research and fair processes for addressing instances of academic misconduct. Students, staff, and parents



are entitled to transparency, respect, and confidentiality in all matters related to academic honesty, promoting a culture of trust and responsibility.

ACADEMIC MISCONDUCT

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. The following are 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 or Artificial Intelligence 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. 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 or by Artificial Intelligence for assessment.

Misconduct during an examination includes taking unauthorised 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 SCHOOL IN PROMOTING ACADEMIC HONESTY

The following are responsibilities shared among our teachers, librarian, our Academic Honesty and Referencing committee and the IB Coordinator.

1. Support the school policy on Academic Honesty and comply with the APA style for citations and references.
2. Provide clear guidelines on academic writing and referencing and completing all work with integrity in line with syllabus and assessment requirements.
3. Be a role model for the Aloha College Marbella core values and academic honesty
4. Support the teaching of research skills, focussing particularly on evaluating the reliability of resources and sources.
5. Support the teaching of academic writing skills; provide opportunities to teach and develop the skill of referencing and citing consistently and correctly.
6. Monitor the writing process through supervision. The teacher must check on a regular basis the development of the student's work over time before the deadline for submission.
7. Encourage original research questions and/or titles in the Extended Essay, Internal Assessment projects and all written tasks in general.
8. Raise awareness of the importance of academic honesty in all assignments and awareness of misconduct and penalties.
9. Analyse, decide and advise the student on the significance of matching text or text likely to have been generated by AI following the upload of work to anti plagiarism software (Turnitin).
10. Check and authenticate student work before submission to IB or other examination bodies.
11. Report on cases of suspected or actual academic misconduct to the Head of Department or relevant Head of Key Stage.
12. Acknowledge and reward using our House Awarding system excellent pieces of work demonstrating academic honesty and accurate references and/or citations.

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RESPONSIBILITIES OF THE STUDENT AND PARENT(S)

1. Read and have a full understanding of the school's policy on Academic honesty.
2. Complete all school work, of any format, in an honest manner to the best of their ability.
3. Make a genuine effort to learn to write academically; to correctly and consistently reference and cite all work, ideas, images or graphs from another source or Artificial Intelligence.
4. Use the guidance that your teachers have given you in each piece of work undertaken.
5. Pay attention to the information on display regarding academic honesty
6. If in doubt, consult your teacher/librarian to avoid any incidence of misconduct/academic dishonesty
7. Use time management and self management strategies to promote quality independent research and reporting.
8. Ensure their son/daughter act in a principled manner by not facilitating in any way the falsification of work by any external tutor or similar.
9. Have ultimate responsibility for ensuring that all work, including written, oral and/or oral work submitted for assessment is authentic, with the work or ideas of others and/or obtained by AI is fully and correctly acknowledged using the APA citation system.

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 Marbella 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 declaration of compliance with IB regulations confirming authentication of student work. If the authentication is questioned, this may result in no grade awarded by the IB.

Teachers are in the best position to assess the authenticity of their students' work. With their familiarity with their students' normal output of work, subject teachers can readily discern when a piece of work may not have been authored by the student.

Before submitting work for external assessment, teachers may employ the following methods to determine if a piece of work has been authored by the student, thereby ensuring authenticity:

1. Regular monitoring of the completion of the student work.



2. The teacher can confirm that the quality of the work being submitted is in line with typical performance and quality of work produced to date.
3. Talk to the student about their work-can the student confidently and coherently explain their work?
4. The student can clearly distinguish between their own ideas and words and when they are quoting the ideas or words of others.

CATEGORY 1 INCIDENTS INCLUDE (BUT NOT LIMITED TO):

1. Copying homework and/or allowing homework to be copied
2. Plagiarism: lack of care or effort to fully cite or reference work taken from another source, including AI, on homework or classwork.
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
5. Direct copying of another's work during paired or group work and submitting it as one's own.
6. Fabrication of experimental data or research data on homeworks or classwork.

Sanctions (category 1)

The classroom teacher will investigate and gather evidence and interview the student if necessary to gather more information to understand the circumstances.

The incident will be reported to the relevant Head of Department.

Logged on iSAMS as subject detention clearly stating the reason.

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.

Parents must be informed in writing.

For incidents deemed less severe than a category 1, a written or verbal warning will be given by the class teacher and the student issued with a Class Detention.

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CATEGORY 2 INCIDENTS INCLUDE (BUT NOT LIMITED TO):

1. Plagiarism: Presenting work which shows a significant amount of someone else's work, ideas, or words as your own without full acknowledgement.
2. Submitting work which has been written by somebody else (Ghostwriting).
3. Fabrication of experimental data or research data for submission for external assessment.
4. Using unauthorised materials (e.g mobile, notes, book, smart watch) in an exam.
5. Copying from another student's work in an exam.
6. Accessing a test paper or sharing it with somebody prior to a test/PCT.
7. The passing on of information or resources related to the exam to give one an unfair advantage.
8. "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
9. Breach of the code of conduct in external examinations (Misconduct)
10. Repeat of incidences in category 1

Sanctions (category 2):

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

In cases of suspected deliberate malpractice, an internal investigation will take place. The investigation will include interviewing the student. If malpractice is confirmed, the parents will be informed of the consequences by formal letter.

The classroom teacher and Head of Department will gather evidence and present the case to the Head of Keystage.

The Head of Key Stage will interview the student to gather more information to understand the circumstances.

Logged as an SLT detention on iSAMS

Parents must be informed in writing.

An appeal addressed to the Principal must be received by the school one week after receipt of the formal letter. The Principal's decision is final and will be communicated to parents and students.

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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.

MANAGING MALPRACTICE IN EXTERNALLY ASSESSED IB DP ASSESSMENT TASKS

Student work that is suspected of not being authentic is not submitted to IBO. One of the following courses of action may be followed:

If misconduct is identified prior to/on the internal deadline but prior to submission to the IB, then the work will be required to be revised and resubmitted in time to meet the IB deadline. If the student fails to re-submit by this date, an NA will be recorded.

If misconduct is detected, once the assessment has been formally submitted to IB and confirmed following investigation, an NA will be recorded on the appropriate mark sheet and no grade will be awarded for the subject.

If teachers detect misconduct after work has been formally submitted and accepted for assessment to the IB, the IB must be informed. The IB Diploma may be withdrawn from a candidate at any time if misconduct is subsequently established.

INVESTIGATING CASES OF SUSPECTED ACADEMIC MISCONDUCT AND CONSEQUENCES OF MISCONDUCT IN THE EXTERNAL ASSESSMENTS.

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.

The following circumstances are those that most commonly give rise to an investigation.

The exams officer/IB Coordinator informs the exam board that he / she suspects that work submitted for assessment (or as part of a sample for the purpose of moderation) may not be the authentic work of the candidate.

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A coordinator informs the IB that misconduct may have taken place during an examination.

An examiner suspects misconduct and provides evidence to justify his or her suspicion.

An IB member of staff randomly checking assessment material identifies possible plagiarism using a web-based application.

In such cases 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 to your teacher or to an Exam Board (iGCSE/IB/A-Level programmes) must reflect **intellectual honesty** and provide the reader with the **exact** sources (including AI) of quotations, ideas, images and points of view through accurate in-text citation, bibliographies and/or 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. The purpose of this document is to apply the same style throughout your years of study in all work you complete and submit for assessment.

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.

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).



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- 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).

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.

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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. IB has provided clear guidance on how to correctly reference Artificial Intelligence tools like ChatGPT. The following is direct guidance from IB:

In-text citation should contain quotation marks using the referencing style already in use by your school

In-text citation example: "The development of the tools and variables required for..." (text taken from ChatGPT, 2023)

Bibliography references should contain the prompt that your student provided to the AI tool and the date it generated the text

Bibliography reference example: OpenAI (23 February 2023), ChatGPT response to example prompt about example topic

4. 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.

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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.xxxx>

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

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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/the1sttransport>

Psychology Video Blog #3 [Video file]. Retrieved from <http://www.youtube.com/watch?v=lqM90eOi5-M>

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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).

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Tamagawa Academy, Academic Honesty Policy (2019)