



Code of Honour for EECS

This code of honour, which is applied in all courses and programmes at the EECS School, consists of a general text with justifications and explanations as well as a number of rules with clarifying examples.

Background

It is in the interest of both teachers and students to maintain an atmosphere of transparency that is characterised by mutual trust and confidence. Both teachers and students contribute to the quest for knowledge in a positive academic spirit. The education is intended to instil a professional work approach, including for instance professional integrity, understanding and acceptance of responsibility. Professional integrity means that all work carried out in your name is just that. If any project includes contributions from other parties, such contributions are acknowledged. Understanding means that, as far as possible, you understand why a solution (to a written assignment or a professional task) is a good solution. Accepting responsibility means that it is your responsibility to ensure that your solution has the qualities that are to be expected.

The following code of honour was adopted in May 2018 by teachers and students of the school's first and second-cycle education council. The basic concept is taken from the Stanford University code of honour that has existed for some considerable time. The purpose is to uphold a common concept of honour. If students and teachers adhere to this code of honour, greater resources can be channelled to other purposes than supervisory and control measures.

Code of honour

The evaluation of knowledge and skills is a valuable element of education. The teacher shall always aim to keep this in mind when setting laboratory assignments, home assignments, etc., as well as traditional written examinations.

Students

Each student shall honestly declare the work that he/she has done him/herself and what he/she has not done him/herself. It is dishonest to copy texts or program code. In certain circumstances, however, it can be appropriate to quote relevant sources. The student shall then clearly indicate what is quoted and the name(s) of the author(s). At other times it can be appropriate to use a complete programme example, e.g. from the course literature. Any student doing this must openly declare it. It is wrong to acquire a previously completed solution for an assignment, but it is permissible to use some help when in difficulties. Such help must always be openly acknowledged.

Teachers

Teachers shall endeavour to set assignments that do not readily tempt students to copy. Assignments ought to be of reasonable difficulty in relation to the intended learning outcomes of the course, and assessment of the students' work shall be correspondingly accurate.

Group assignments

If students have contributed in varying degrees during group assignments, this shall be openly acknowledged. It is wrong to attempt to take advantage of other lab colleague(s), but it is justifiable to

allow a more gifted or more ambitious student to receive due acknowledgement for his/her efforts. The role of the teacher is to permit all group members to demonstrate their individual efforts. Frankly declared errors ought to be met with good will.

What is examination?

All courses are assessed. There are many different examination formats in the school's courses, from the traditional written examination in an examination hall to so-called alternative examinations in the form of labs, assignments, academic papers, take-home examinations, etc. Everything contributes to the assessment of whether a student has passed a course or which grade he/she should have in an examination. Alternative examination formats are based on trust and confidence and require the acceptance of a high level of responsibility on the part of the students. A prerequisite for the alternative examination to work as an assessment of knowledge is that the students perform the assignments themselves. The student who has not performed the assignment him/herself has not acquired the intended knowledge and skills. Furthermore, the studies should not only provide knowledge, but also prepare for professional life, where high demands are placed on the employee's own know-how.

Examination rules

The aim of the code of honour is that the students should take a serious approach to their studies and consider it a matter of honour to perform their assignments independently and earnestly in order to achieve a good learning outcome.

The Swedish regulations governing universities and colleges of higher education stipulate that disciplinary measures may be taken against students using prohibited aids or in any other way attempting deception at an examination or at any other time when study performance is assessed, i.e. attempts at cheating. In accordance with the same regulations, teachers are obligated to report well founded suspicions of cheating. Such matters are dealt with by KTH's disciplinary board, of which the President is chairman.

The purpose of the rules below is to clarify what is permitted and what is forbidden in an assessment. Any breach of these rules (other than pure carelessness) is regarded as cheating.

The rules below apply to all examinations in all courses and programmes at the EECS School. Course management can provide complementary directives for individual courses. In addition to the rules stated below, KTH's ethical policy and rules apply.

[Ethical policy for KTH](#)
[Instructions for examination rules at KTH](#)
[KTH's code of conduct for students](#)
[Rights and obligations for KTH's Student Web](#)

Rules

Rule 1: All members of a group are responsible for the group's work

Many assignments are performed in groups of two or more students. In any work in a group, cooperation within the group is of course permitted. Every member of the group must contribute to the work. All members of the group must be able to give an individual account of the entire assignment and the entire solution, unless otherwise stated in the official course syllabus or course memo.

Rule 2: In any assessment, every student shall honestly disclose any help received and sources used

If there are parts of the solution that the student has not arrived at him/herself, the student must inform the examining teacher about this.

In many cases it is only natural to use material produced by someone else. For programming tasks, it may be natural to include ready-to-use examples available in the course literature or provided by the course coordinators. This must be clearly declared, e.g. in the form of comments in the code. When you write reports/academic papers, it is only natural to use a wide variety of sources and these must be disclosed in the form of references and a bibliography (direct quotes must be explicitly specified). Anyone using an idea originating from someone else must give a clear acknowledgement of the originator of the idea. This also applies to ideas communicated orally, such as in discussions with other students.

When you have difficulty with a (programming) task, you may need to ask a supervisor or a colleague for tips or help with troubleshooting. This is permitted, but when the help is of fundamental importance it must be clearly reported in an appropriate manner, such as in the form of comments in the code or in the laboratory report. Anyone seeking help to solve a task must do so with the aim of increasing his/her understanding, and not in order to complete the task as quickly and easily as possible.

Discussions between colleagues are encouraged but after the discussion each individual must then arrive at his/her own solution. A student who has contributed inadequately to the solution, according to the assessment of the examining teacher, has not performed well enough to pass the course component in question.

Rule 3: In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution

Unless otherwise stated, every student must be able to present and answer questions about the entire assignment and solution (including the parts that the student or group has not done themselves) during an oral assessment. It is therefore important to be well prepared for the reporting.

Rule 4: Do not copy from other people's solutions

Every student must write his/her own text (own program code).

Copying text (or program code) from other people's solutions is not permitted, even if the text (or program code) is rewritten so that the surface structure is different but the content is the same. Some courses use a program that calculates the similarity between different solutions to the same assignment. When plagiarism is discovered it is reported to the President and may become a case for the disciplinary board.

Rule 5: Handle attendance lists correctly

For some course components, e.g. oral project reporting, attendance is mandatory. This can be checked via attendance lists or in some other way. It is forbidden to attempt to give the impression that someone attended even though he/she did not (e.g. by an attendee writing down a colleague's name on the attendance list in addition to his/her own).

Rule 6: Give help in the right way

Helping a student colleague who gets into difficulty with a task is positive and instructive for both the recipient and provider of the help - provided that this takes place in the right way.

Discussions between students about the problem are encouraged. To explain to someone else, who has not yet understood some important aspect, is valuable for your own learning.

Just as someone seeking help to solve his/her task must do so with the aim of increasing his/her understanding (Rule 2), the provider of the help must do so with the aim of ensuring that the recipient of the help understands the problem (and not for the recipient to complete the task as quickly and easily as possible).

It is therefore not permitted to deliberately act so that other students can easily copy your text or program code. For example, you should not publish your program code on the Internet if the same task will be set for other students.