

## **Academic honesty as a school priority**

### **SCHOOL POLICY**

Following the IBO definition of academic honesty as “a set of values that promote personal integrity and good practice in teaching, learning and assessment” 1349 IB School has developed the school policy regarding the issue. The importance on *Learner Profile* and *the IBO mission statement* has been put out while implementing the policy in our school. The document focuses on understanding of malpractice and examines particular responsibilities in preventing all forms of malpractice.

### **Student responsibility**

#### **All students are expected to:**

- understand what academic honesty is
- understand what malpractice means
- produce/submit their own authentic pieces of work for assessment; additionally signing *Ethical practice code and The Conduct of Examination*
- practice the academic writing skills in order to maintain the quality of the works produced and maintain academic honesty
- comply with all internal school deadlines
- seek help when needed ( active involvement and responsibility for your own learning process is promoted)
- Inform about cases of malpractice and help cultivate a culture of academic honesty at school

### **Teacher responsibility:**

#### **All teacher are expected to:**

- provide guidance on academic writing, how to conduct research and how to acknowledge sources
- authenticate with a signature candidates' work submitted for assessment
- provide candidates with advice whenever necessary.
- serve as good role models to promote academic honesty culture at school
- ensure that the students know the consequences of being found guilty of malpractice and the procedures

Teaching must include special sessions concentrated on practicing the skills, allowing for mistakes to be made as a part learning process.

### **School responsibility**

#### **“School culture that actively encourages academic honesty” is the priority.**

- Ensure that all students, parents, and teachers understand what constitutes academic honesty by providing verbal instruction, printed instruction, and additional resources when needed
- Provide regular staff meetings to raise awareness on academic honesty
- *Ensure that students have opportunity to learn and practice how to produce an authentic work*
- Maintain parent contact and participate in the investigation of academic dishonesty and malpractice
- Document and report academic dishonesty and malpractice to IBO when necessary

## **Parent responsibility**

Parents are informed about school policy to "promote good academic practice and consistent standards." They are familiarized with the school document at a formal parents' meeting.

### **They are expected to**

- assist children in their learning process
- encourage their children to practice academic honesty
- encourage their children to help cultivate a culture of academic honesty at school

## **Measures taken to provide education and support**

- special workshops with the possible scenarios of malpractice are discussed
- special writing classes emphasizing successful referencing and citing
- the library workshops: skills on reference section and citing styles and the Internet use
- formative assessment and feedback regarding academic honesty provided by the teachers
- case studies discussed by the teachers during regular monthly staff meetings
- EE guidance via teacher supervision
- Additional meeting to discuss students work if they need/ask for extra assistance
- Reinforcing the policy throughout the programme; regular reminders

## **GUIDANCE ON EXPECTED BEHAVIOUR**

### **WRITTEN WORK**

Here you can find examples of good practice.

- You present your own individual written work for assessment.
- Identify all the sources (texts, maps, visual, audio etc.) you consulted creating your text. If you cannot identify a source, you'd better not use it.
- The information from a source: words, images, ideas etc. must be easily identified in your text e. g. you can use a numbered footnote to acknowledge it.
- List all your sources in the alphabetical order in the bibliography at the end of your text in the style agreed with your teacher. Don't include the sources which finally were not cited in your text.
- Whenever you cite someone's words, don't forget about quotation marks and provide the name of the author. You can use a footnote to identify the source of the citation.
- You are allowed to paraphrase the citation but the source of it must be identified.

Here you can find examples of bad practice

- The bibliography uses several different styles presenting sources.
- The source in the bibliography lacks some elements helping identification e. g. the year of publication, the date of visiting the website.

- The citation is well-known but the name of the author isn't provided.
- You forgot to include information about the source of information.
- You present the same written work for different assessment components.
- You present someone else's work as your own e. g. found on the internet website.
- You fabricate your data.

## **BEHAVIOUR DURING EXAMINATIONS**

Here you can find examples of good practice

- Always make sure what kind of collaboration among students is permitted for the assignment given. Different subject groups follow different regulations.
- Before the examination starts, leave all your belongings (except for what you need to write your exam) in the place appointed by the teacher/invigilator.
- Always follow the instruction provided by the teacher/invigilator.
- After the examination has started, concentrate on your individual work.
- When the exam ends, leave the examination paper in the examination room.
- Don't discuss the contents of your examination paper with people outside your school community.

Here you can find examples of bad practice

- You take unauthorized material (e. g. your notes, textbooks, laptop, phone, unauthorized calculator) into the examination room.
- You disturb in the examination by e. g. consulting or distracting another candidate, not following the instruction of the teachers/invigilators responsible for the exam etc.
- You impersonate another candidate.
- You steal the examination materials.
- You discuss the content of your examination paper with someone who does not belong to your school community within 24 hours after the exam.

If you are not sure about the exact meaning of the information in the above guide, please, consult your teacher/supervisor.

## **FAQ:**

Q: Which style of bibliography should I use?

A: Always consult your teacher/supervisor to ensure that you use the style agreed with him/her.

Q: Should I identify all sources, even the ones that are widely known like e. g. proverbs?

A: For proverbs it is not necessary to identify the source as it is usually unknown, but all the ideas by an author must be identified and the source indicated.

Q: Do I need to include the page number of the printed material?

A: If you present an exact quotation, it is necessary to include the page number.

Q: What happens if I forget to include all sources?

A: If you still have time to improve your work, you can do it provided you meet the deadline. If your work has already been sent to the examiner, you will be assessed acc. to the IBO criteria in the subject i.e. you may expect a lower grade.

Q: What happens if, by accident, I take my notes into the examination room?

A: If you give the notes to the teacher/invigilator when you are instructed to do so, you can continue the exam. Otherwise the procedures in case of malpractice will be started.

## **PROCEDURES IN CASE OF MALPRACTICE**

All the externally assessed works provided by IB students include a coversheet with the student's signature confirming his/her authenticity of the work. That is also confirmed by the signature of the teacher/supervisor. In case the teacher finds the evidence of plagiarism, collusion or duplication of the student's work, the following procedure is undertaken:

- the teacher/supervisor does not sign the student's work,
- the IB school coordinator is notified and the decision about the student's work is taken by the school,
- a record of each case is provided and kept by the school to help treat other incidents on a case-by-case basis,
- in doubtless cases of student's malpractice the IB school coordinator follows the IBO procedures informing IBO that the work will not be submitted on behalf of the candidate.

Any cases of malpractice (e.g. collaboration, impersonating another student) during examinations are immediately reported to the IB school coordinator who follows the IBO procedures.

Detailed information about the IBO procedures can be obtained from the IB school coordinator or the IBO guide.

### **The rights of the student, if suspected of a breach of academic honesty include:**

1. the right to be informed about being under investigation
2. the right to see evidence, statements, reports and correspondence about the case
3. the opportunity to be heard and to submit a written defence to IBCA (the school has no right to prevent this process, to edit or unduly influence the candidate's statement)
4. the candidate is expected to make the content of the statement available to the coordinator, but has got the right to request the statement to remain confidential to the IBO
5. the candidate must be given sufficient time to prepare a response to the allegation

### **CONSEQUENCES OF ACADEMIC MISCONDUCT (AS STATED IN IBO DOCUMENT)**

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Penalties are imposed on a candidate found guilty of malpractice in order to:

- ensure that the candidate does not gain any unfair advantage
- maintain the integrity of the examination session by excluding those candidates who have abused the system
- deter other candidates from taking the same action.

The penalty will be imposed according to the nature of the offence. The committee will take into consideration all the information presented by teachers and the coordinator in their statements on the case. This information may include mitigating circumstances.

If the candidate did not make a deliberate attempt to gain an unfair advantage (e.g. has not used some means of indicating a quotation, but has cited the source of the text in the bibliography) the committee may designate it as an academic infringement, not malpractice (no marks will be awarded for the parts of the component and the candidate will still be eligible for a grade in the subject)..

If the case of malpractice has been established, no grade will be awarded in the subject concerned. No diploma will be awarded to the candidate, but a certificate will be awarded for other subjects in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.

If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component: no grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.

If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future session.

An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

Although a case may not warrant a penalty against one or more candidates, it may be appropriate for a letter to be sent to the head of school on behalf of the final award committee insisting that greater care be taken to avoid a similar incident occurring again.

#### A POLICY ON REVIEW OF THE POLICY

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To make sure the policy is up-to-date and to increase opportunities for general awareness and ownership the necessary changes are going to be discussed during the IB teachers' meetings. Any suggestions are going to be analysed and proper decisions are going to be made together. Groups of teachers are going to be made responsible for developing the policy and introducing the necessary changes.