



International School of Western Australia

WHOLE SCHOOL ACADEMIC HONESTY POLICY AND PROCEDURES

Rationale

'Academic honesty must be seen as 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 modelling and taught skills. This is in direct reference to plagiarism, collusion and cheating in examinations. Whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment.' (International Baccalaureate – Academic Honesty, 2007, xii).

School Values and Academic Honesty

At ISWA Academic Honesty is part of our value system that promotes personal integrity, academic discipline and good learning practices. Students are expected to maintain high standards of academic integrity and consequently embody the IB Learner Profile attributes by acting in good conscience. It is the School's responsibility to demonstrate to students how to correctly reference the work of others. In order to scaffold our academic honesty policy the school has adopted the American Psychological Association (APA) method of citation, to be found at guides.is.uwa.edu.au. As an IB World School, ISWA ensures that its academic honesty policy aligns with the IB publication 'Academic Honesty: Guidance for Schools'. We expect that all members of the school community, students, parents, teachers and the board will uphold this policy in all academic matters.

Academic Dishonesty

Academic dishonesty is defined as intentional fraud and dishonesty calculated to improve a grade, or to gain unearned academic advantage. It includes all student behaviour intended to gain unearned academic advantage through deceitful and dishonest use of the intellectual property of others.

Plagiarism, Collusion and Cheating

1. Plagiarism

Plagiarism is viewed as cheating, as it is intentionally or unwittingly taking and using the ideas, inventions, and creations without proper citing of the source, or acknowledgement and use of the APA referencing process adapted by the school.

2. Collusion

'Collusion is usually defined as occurring when the unattributed source is one or more fellow learners.' (IB Academic Honesty, 2012). All students who have colluded in the submission of a piece of work will receive a penalty.

NOTE: It is very important to understand the difference between legitimate collaboration and unacceptable collusion as defined below.

Legitimate collaboration: working with other students to share ideas and synthesize existing and new knowledge to improve educational outcomes. In this case each student provides his/her own contribution and if any content has been taken from another source then the source is fully acknowledged.

Collusion: unintentionally or intentionally copying another students' work or allowing others to cheat or copy from one's original work. Assisting anyone in cheating/copying someone else's work is also termed as collusion. This also includes work produced by someone else in the students' life (tutor, parent etc), where the work is presented as the students own.

3. Cheating

Cheating is viewed as endeavouring to obtain, or aiding another in attempting to obtain, credit for work or improvement in assessment by dishonest means. It includes non-compliance with internal and external examination regulations or procedures. Cheating is not limited to Plagiarism and Collusion: for example, it includes 'self-plagiarism', which is the duplication of the same work for different assessments.

Overview of what constitutes academic dishonesty

If students are uncertain about what constitutes academic honesty – for example, about including the work of other authors or the use of paraphrasing in assessments – it is their responsibility to consult with their teacher. The list below outlines some of what may constitute academic dishonesty. It is not comprehensive or exclusive of other behaviour that leads to academic advantage. ISWA reserves the right to supplement this list:

- a) Presenting any work, inclusive of assessments, classwork or ideas by another individual, as one's own by failure to adequately cite the work: eg: no acknowledgement of referencing evident.
- b) Collusion in assignments, such as allowing one's work to be copied or submitted for assessment by another student, or sharing assessment information within groups of students.
- c) Presenting paraphrased information taken from another author's source as the student's own work.
- d) Fabrication data, such as using false or manufactured data.
- e) Self-plagiarism, the student reproducing all or part of the same work for different assessments.
- f) Failure to comply with rules for tests and examinations which provides an academic advantage for the student.
- g) Lying to or misleading a teacher to gain academic advantage.
- h) Removing tests, examination papers or other material from the classroom, or other areas of the school without the knowledge and approval of the teacher.
- i) Presenting any digital literacies or artistic works that are not the student's material.

Students may be required to submit an Academic Honesty Declaration Form, which declares that the work the student has presented does not contain unacknowledged material or falsified information.

Referencing

'Students need to support their ideas, or those they quote, by direct or indirect referral to and citation of other authorship. To this end, students will be supported in developing the appropriate skills to distinguish between what is 'common knowledge' or knowledge that resides in the area of unknown authorship or whether original authorship is expected.....failure to do so constitutes plagiarism.' (IBO Academic Honesty Positioning Paper 2013)

It is the School's and its teachers' role to make sure that there is clear and consistent delivery of APA Referencing. This can be delivered and embedded as an ATL skill in the unit planner, or can be delivered through the school librarian. Conversely, it is the responsibility of students to accurately reference the work of others in their own assessments and classroom work.

Student's responsibility as a principled learner

- a) Discussing appropriate referencing with teachers.
- b) Clearly identifying any contributions made by others in their work.
- c) Not allowing another student to copy their work.
- d) Checking that they understand the instructions for a task and seeking clarification from the teacher.
- e) Complying with all assessment procedures.
- f) Seeking guidance from teachers and the librarian on academic honesty, as required.

School and Teacher's responsibility as a Knowledgeable and Principled Educators

- a) promoting the importance of Academic Honesty within and outside the classroom.
- b) creating inquiry-based tasks that allow for differentiation in learning.
- c) modelling ways to acknowledge the authorship of others.
- d) teaching Approaches to Learning (ATL) to consolidate authentic learning.
- e) ensuring the ISWA community is aware of the Academic Honesty Policy.
- f) ensuring that vertical and horizontal planning is well-maintained to reinforce the tracking of students' assessments.
- g) emphasising the role of the ATL skills through implicit and explicit teachings.
- h) offering task-specific clarification of assessment requirements (see *MYP from Principles into Practices Sept 2014 – Jan 2015*, p. 87).
- i) making sure that where possible assessment tasks are open-ended and differentiated to encourage academic honesty.
- j) briefing all staff as to the School's policy and procedures in relation to plagiarism and collusion.
- k) apply penalties that reflect the learner's developing understanding of how to use others' work.

Reference: (*IB Academic Honesty in the IB Educational Context 8/2015 and Effective Citing and Referencing 10/14*)

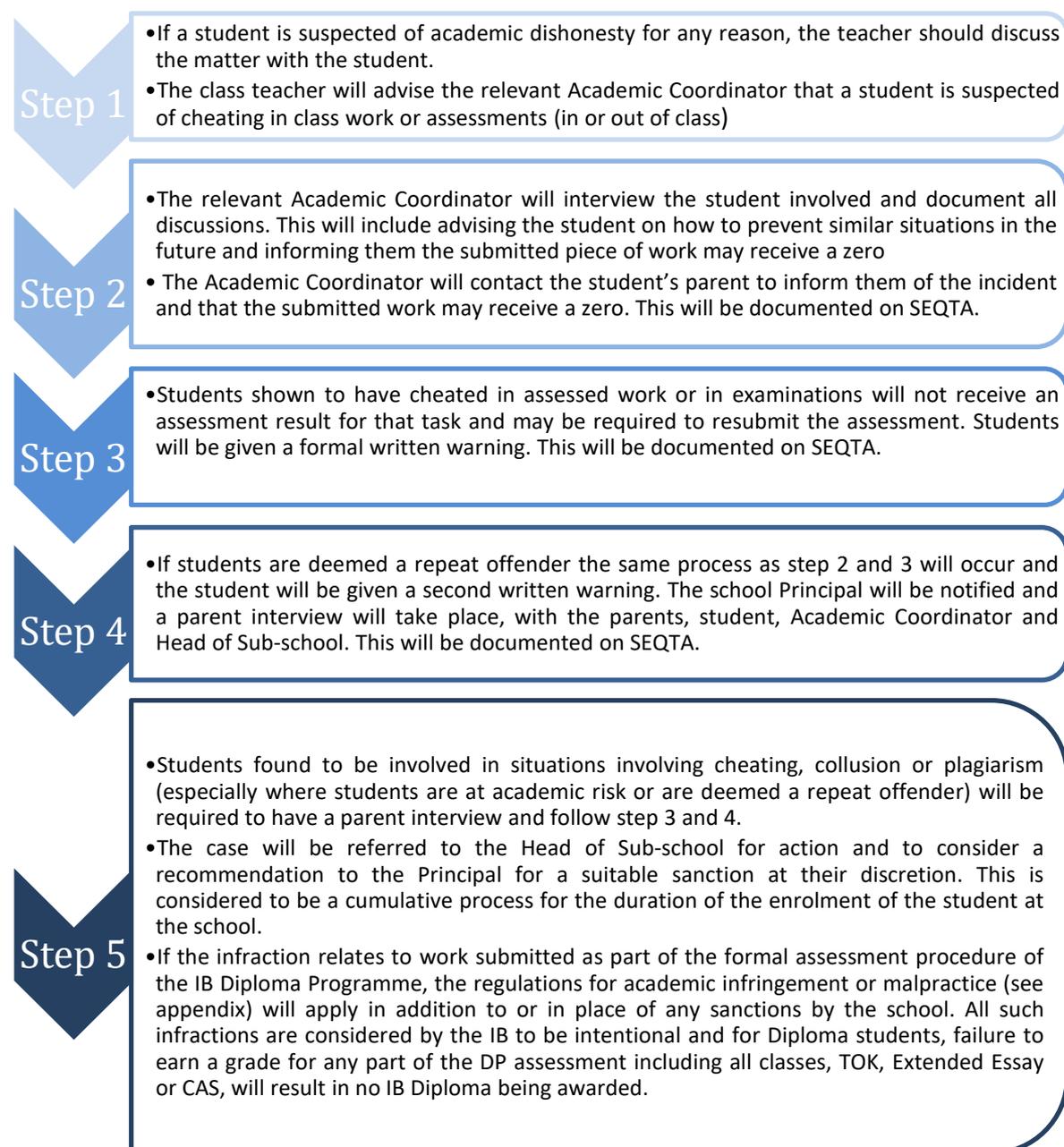
Consequences for Failing to Cite A Source Correctly

The detection of academic dishonesty ultimately lies with the teacher and methods for detection are inclusive of websites/search engines/Turnitin.com. In the Secondary school, all students and teachers are required to use the Turnitin Software to check for plagiarism prior to handing in final assessments and before upload to IBIS (IBDP). ISWA reserves the right to employ any tools and technology to monitor the integrity of submitted assessments or work

samples that are collected. In regard to assessments, drafts may be collected to reinforce the evidence of the integrity of the students' work.

Some cases of academic dishonesty arise through unique circumstances and could warrant further considerations, however the general procedure that follows is the School's standard procedural practice on Academic Honesty management. Students found to be involved in situations of academic dishonesty may be required to be interviewed by the School's Senior Management Team.

Academic Management– Cheating, Collusion and Plagiarism



NOTE: The Academic Honesty Policy should be read in conjunction with: the Assessment and Reporting Policy; the Inclusive Education Policy; Languages Policy and the Admissions Policy.

Policy Category	Operational
Date Approved	10 April 2015
Date for review	June 2019
Policy Owner	Principal
Amendment History	
Date	Amendment
10 April 2015	Minor changes by Maria Coate
19 September 2017	Minor changes by Academic Committee
16 January 2018	Reviewed and proposed changes by staff
13 February 2018	Changes above approved by SMT

Appendix: An excerpt from the DP General Regulations B: Academic Infringement Article 25: Definition of an academic infringement

There can be instances where work submitted by a candidate for assessment contravenes the standard academic practice of clearly acknowledging all ideas and words of other persons without the candidate having made a deliberate attempt to gain an unfair advantage, for example where a candidate has not used some means of indicating a quotation, but has cited the source of the text in the bibliography or in a footnote. The final award committee may designate a case of this type as an academic infringement and not as malpractice.

Article 26: Applicable procedure for academic infringements

If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or IB diploma requirement concerned. The head of school will be notified that this action has been taken. The case will not be recorded as malpractice.

C: Malpractice Article 27: Definition of malpractice

The IB Organization defines 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 components. Malpractice includes the following.

- a. Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
- b. 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.
- c. Duplication of work: this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.

- d. 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, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Article 28: Applicable procedure for malpractice

28.1 The school's Diploma Programme coordinator must inform the IB Organization if he or she identifies any malpractice (for example, plagiarism) in relation to a candidate's work after the candidate has signed the cover sheet to the effect that it is his or her own work and constitutes the final version of that work. In such cases, or when an examiner or the IB Organization suspects malpractice, the school will be required to conduct an investigation and provide the IB Organization with relevant documentation concerning the case. If questions arise about the authenticity of a candidate's work before the cover sheet has been signed, that is, before the work has reached its final stage, the situation must be resolved within the school.

28.2 Candidates suspected of malpractice will be invited, through the school's Diploma Programme coordinator, to present a written explanation or defence.

28.3 Cases of suspected of malpractice will be presented to the final award committee, or a sub- committee of the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it or ask for further investigations to be made.

28.4 If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

28.5 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will normally be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met.

28.6 If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.

28.7 If the candidate has already been found guilty of malpractice in a previous session, this will normally lead to disqualification from participation in any future examination session.

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

General Regulations: Diploma Programme, IBO 2011,

http://ibo.org/become/guidance/documents/DPGeneralregulations_e_FINALFILE.pdf

Whole School Academic Honesty Policy and Procedure, Colin Blake, IBO workshop, March 2014