

## Academic Honesty Policy

This document is to be read and implemented in conjunction with the Secondary Assessment Policy. At Discovery College we are committed to academic honesty and will continually strive to ensure that students, their families and staff understand what responsibilities this commitment embraces. The purpose of this policy is to outline what academic honesty means and the secondary school's procedural responses to instances of academic dishonesty.

The spirit of this policy is wholly aligned with the secondary school's commitment to restorative practices. As such, teachers should use their discretion when implementing this policy and reserve its use for significant infringements. Minor instances should be regarded as 'teachable moments' and teachers should feel free to exercise their professional judgment in dealing with minor and/or unintentional instances of academic honesty infringements.

### 1. What we believe

At Discovery College we believe that to be principled is a virtue and that all members of the College community have an obligation to treat the work and ideas of others with integrity. As stated in the IB learner profile, all members of the IB community must strive to be "principled", acting with "integrity, honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere." (International Baccalaureate Organization [IBO], 2012, p.6)

Towards this end the College commits itself to educating its community on what academic honesty is, how to be academically honest and how to take responsibility for the representation of their own, and others', ideas.

#### A. We believe that all students should:

- be given the opportunity to understand what academic honesty is and how to uphold the College's academic honesty expectations (moved from bottom of list)
- honest in presenting *all* their school work OR value the principle of academic honesty and, as life-long learners, view this principle positively
- seek inspiration from the ideas of other people and understand that it is acceptable to use the ideas of others, they just need to be acknowledged to *act with integrity when seeking inspiration from the works of others*
- understand that their teachers value their ideas and want them to present their ideas using their own language and voice *know that their teachers value their originality in the expression of their ideas*
- know and understand why they must say 'no' to others who want to copy their work
- know that working in groups can be a wonderful learning experience, and what they present to their teacher is their own work, expressed in their own words
- understand the benefits of properly conducted research and respect for the creative efforts of others

#### B. We believe that all teachers should:

- model the principle of academic honesty
- provide clear guidelines for learning tasks
- promote the benefits of properly conducted research and respect for the creative efforts of others
- design learning tasks that require critical thinking skills, and original responses to the task
- ensure that all their students understand a task's requirements
- follow through with appropriate consequences when academic honesty is not respected
- use anti-plagiarism tools, such as turnitin.com, as teaching instruments in raising awareness of academic honesty
- make clear what the expectations are regarding academic honesty, such as in-text references and bibliographies

- scaffold larger tasks, with opportunities to submit interim work or with milestone checks, to help students to *maintain their own 'voice' in completing assessment tasks with ongoing feedback*

## 2. Definitions of terminology used to describe academic honesty

Academic honesty is behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people, and behaving appropriately when sitting exams (IBO, 2003 & 2009). Academic honesty can be broken down into the following aspects:

- **Plagiarism:** The representation of other's thoughts or work, as the student's own in order to gain an unfair advantage. This includes using others work without citation or sourcing (IBO, 2003 & 2009).
- **Collusion** is allowing one's work to be copied or submitted for assessment by another (IBO, 2009, p.3). There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact it may be based on the same or similar data and/or research as another student (IBO, 2009, p.4).
- is defined as the presentation of one's own or others work for different assessment components or course requirements (IBO, 2003, p.2).
- gaining an unfair advantage, including:
  - Falsifying a record, data etc
  - Utilizing social media to share information related to marked coursework (exams, papers, etc)
  - Use of mobile phones to text outsider, camera facility
  - Using unauthorised notes in a test
  - Using a mobile to download information
  - Having a parent or tutor do assignments/assessments
  - Commissioning another person to do the work
  - Using an electronic language translators to 'launder' language
  - Duplication in any form
- **Intellectual property** includes patents, registered designs, trademarks, moral rights and copyright. The law protects many forms of intellectual and creative expression (IBO, 2003, p.2).

The MYP: From Principles into Practice, guide provides the following distinction between collusion and genuine collaboration: "Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviours that does not results in allowing one's work to be copied or submitted for assessment by another. Collusion occurs when a students sues fellow learners as an unattributed source." (IBO, 2014, p.76)

## 3. Resources for citing and acknowledging original authorship

All students and teachers have access to anti-plagiarism and bibliography creation tools, and should use them as a matter of course for assessments that will be submitted to the IB for marking or moderation.

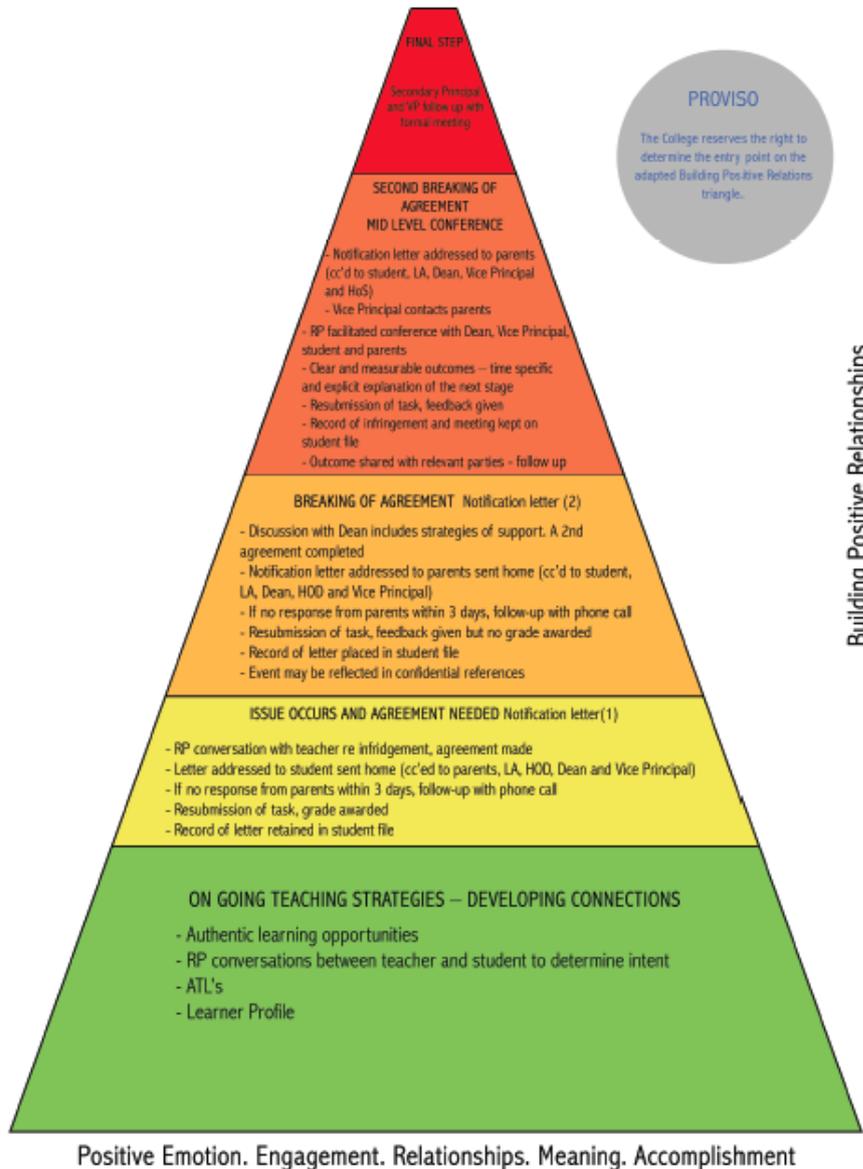
All students and teachers also have access to the teacher librarian and the library for further guidance on academic honesty. The library's DING! Pages have a comprehensive suite of academic honesty resources. These resources include guides and examples of APA citations, including the creation of bibliographies and in-text referencing.

## 4. Processes and procedures

In dealing with any issues regarding the breaking of the Academic Honesty Policy, in line with the College's commitment to Restorative Practices, the intention will always be to bring about a behavioural change in the student. The College reserves the right to determine the entry point on the adapted Building Positive Relations triangle.

The following diagram describes the procedures to be followed.

## LEVELS OF SUPPORT - ACADEMIC HONESTY



## 7. References

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International Baccalaureate Organization. (2012). *The IB learner profile in review: Resources for reflection* (Publication). Retrieved August 17, 2015, from <http://klearning.ict.kis.ac.th/kblog/community/wp-content/blogs.dir/37/files/sites/37/2013/09/The-IB-Learner-Profile-in-review-2012.pdf>

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International Baccalaureate Organization. (2014). *MYP: From principles into practice* (Publication). Retrieved August 17, 2015, from <http://www.fcusd.org/cms/lib03/CA01001934/Centricity/Domain/2663/From%20Principles%20into%20Practice.pdf>

International Baccalaureate Organization. (2014). *Programme standards and practices* (Publication). Retrieved August 14, 2015, from <http://www.ibo.org/globalassets/publications/become-an-ib-school/programmestandardsandpractices.pdf>



Appendix one – infringement letters

Issue occurs and Agreement needed

Date

Dear ..... (addressed to student)

Having spoken with you, it is evident that you chose to hand in an assessment that description of infringement which is against the College’s Academic Honesty Policy.

Academic honesty in all schoolwork is expected of all students at Discovery College and not meeting this expectation is taken seriously by both the College and the International Baccalaureate. The consequences for this can be as serious as you not completing the course and, in the Diploma years, failing the entire programme.

To rectify this situation, you should resubmit the assessment by day of the week, ##, month. You must ensure that this assignment is completed to the expectations described in the College’s Academic Honesty Policy. If you are unsure please ask for assistance.

You have made an agreement with me to explain action agreed- strategies for the future Your Dean will keep a copy of this letter and the agreement. We wish you to learn from your mistakes. We expect that you will take complete responsibility for your actions and show that you have learned from this incident by demonstrating an honest approach to all future assignments. Please email to acknowledge receipt of this letter. If you wish to discuss the matter further, please do not hesitate to contact me.

Sincerely

XXXXXXXXXX Teacher

XXXXXXX Head of ..... (subject)

Copied to: Parents / Learning Advisor / Dean / Vice Principal



**Breaking of Agreement letter**

Date

Dear Mr and Mrs.....,

This letter is to make you aware of a second incident of academic misconduct by ..... regarding her/his ..... assessment.

After the last incident, a letter was sent to *student name* by *staff members name*, and cc'd to you where *he/she*, made an agreement to meet the expectations of the Academic Honesty Policy in all subject areas. This agreement has now been broken.

Having spoken with *student name* it is evident that *he/she* has handed in an assessment that *description of infringement*.

All students at Discovery College are expected to follow the policy and both the College and the International Baccalaureate take not doing this seriously.

To rectify this situation *student name* should resubmit the assignment by *day of the week, ##, month* and meet all aspects of the expectations of the College's Academic Honesty Policy.

We expect that *student name* will take complete responsibility for her/his actions and show that she/he has learned from this incident by demonstrating an honest approach to all future assignments.

A copy of this letter will be placed in their academic file. If there is no further incident during *Year 7, Year 8 and 9, Year 10 and 11(choose as appropriate)* the letter will have no impact on the future. If any other occurrence of academic misconduct takes place in a subject area, then the College will take more serious action and will ask you to meet with us in person.

In the interest of supporting *student name* further, I have discussed strategies to avoid such academic misconduct in the future.

Please email to acknowledge receipt of this letter. If you wish to discuss the matter further, please do not hesitate to contact me.

Sincerely

XXXXXXXXXX  
Y – Dean

xxxxxxxxxxxxx  
Vice Principal

Copied to: Student / Teacher / Learning Advisor / Student Record



### Second breaking of the agreement – mid level conference

Date

Dear Mr and Mrs .....,

This letter is to inform you of a third incident of academic misconduct by ..... regarding her/his ..... *assessment type*.

Having spoken with *student name* it is evident that *he/she* ..... has chosen once again handed in an assessment that *description of infringement*.

Interventions have been put in place to assist *student name* to work within the academic honesty framework at Discovery College and this has not been successful three times. At this point we request that you come to the school with *student name*, for an interview with me and the Dean.

The circumstances are such that not meeting the expectations is going to have serious impact on their capacity to complete the course. Any further infringement may include withdrawal from the programme, suspension from school or being asked to leave the school.

We will expect this assignment to be resubmitted by *day of the week, ##, month* and it fully meet the expectations of the College's Academic Honesty Policy.

I will be contacting you to arrange a time to meet to discuss this matter in person.

Sincerely

XXXXXXXXXX  
Vice Principal

XXXXXXXXXX  
Head of Secondary



**Final step**

Date

Dear Mr and Mrs .....,

This letter is to formally inform you of the fourth incident with regards to academic misconduct by .....

We are now at the point where we ask that you come to the school with your child once again to meet with the Head of Secondary and the Vice Principal. Interventions and agreements have been put in place to assist *student name* to work within the academic honesty framework at Discovery College and this has repeatedly been unsuccessful.

As indicated in previous correspondence, the circumstances are such that this failure to meet the expectations is very serious. Withdrawal from the programme, suspension from school or being asked to leave the school may be considered.

The Vice Principal will be contacting you to arrange a time to meet to discuss this matter in person.

Sincerely

XXXXXXXXXX  
Head of Secondary

XXXXXXXXXX  
Vice Principal