



## **Academic Honesty Policy**

*Updated 2019*

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## **Introduction**

AICJ's motto of "Independence and Contribution" aims to produce students that fulfil the IB Learner Profile. Students are expected to develop independence to pursue open-minded inquiry and be risk takers. Their time at AICJ should enable them to develop both the knowledge and principles necessary to positively contribute to society at all levels. This includes establishing the skills that support ethical behaviour in their academic lives. These skills will be taught in the classroom to ensure academic integrity and good practice during the completion of assignments and examinations.

This policy intends to establish a framework for academic honesty across the school's IB course by identifying and explaining good practice that teachers and students must follow. The policy must be shared with all stakeholders on the school's IB course.

## **Policy statement & aims**

The International Baccalaureate Organization (IBO) defines academic honesty in its publication *Assessment principles and practices - Quality assessments in a digital age* as "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment" [IBO, 2018]. The document goes on to describe instances of academic malpractice as deliberate or inadvertent behaviour that result in, or may result in, students gaining an unfair advantage in one or more components of assessment. This includes behaviour that may disadvantage another student [IBO, 2018]. Examples of malpractice may include, but are not limited to: students allowing another student to copy their work, disruptive behaviour during an exam, not following examination rules and regulations, or falsifying information in an assignment.

The responsibility of fostering academic honesty in students lies with all members of school management, the teaching staff and the school librarian. Working in collaboration they must educate students on how to avoid malpractice and model academic honesty as an example to students. In doing this, staff must work in partnership with the IBO and students' families.

The IB Coordinator's role with the support of senior management is to ensure that all staff and students are aware of the Academic Honesty Policy and to bring any instances of malpractice to the IBO's attention. The IB Coordinator is therefore expected to keep up-to-date with current IBO literature and educate

others in the school community regarding the consequences of academic dishonesty and ways to avoid it.

Teachers are responsible for confirming that, to the best of their knowledge, each student's work is their own. In instances where drafts of an assignment are submitted, teachers must read the draft carefully and warn students of any questionable passages. During examinations they must monitor conditions and make sure each student has an equal chance of succeeding. They must support the school policy and work with the librarian to teach students good research and citation methods.

The librarian, under the guidance of the IB Coordinator, must work with teachers and students to promote academic honesty. The librarian must assist with the teaching of information literacy skills and how to properly acknowledge information sources. To ensure that the library has information and resources appropriate for students, the librarian must communicate with subject teachers and Extended Essay supervisors so that they are aware of what students are learning/researching.

Students must be aware of the Academic Honesty Policy and examination rules. They are ultimately responsible for ensuring that their work is authentic and correctly referenced. Students must consult with their teachers and/or the librarian during assessments to ensure that they follow the guidelines stated in this policy.

Parents must to be informed of the policy and the values the school wants to instil in its students so they can support students at home.

### **Policy review process**

This policy will be reviewed annually according the below timeline:

→	→	→	→	→	→	→	→
<b>July – August</b>	<b>Sept – Oct</b>	<b>Nov – Dec</b>	<b>January</b>				
IBDP Coordinator and Principal review policy.	Suggested changes discussed and agreed with teachers.	Changes finalized and confirmed by school management.	Updated policy implemented.				

## **Academic honesty education at AICJ**

AICJ recognises the important role that teaching and learning play in the promotion and understanding of academic honesty. With this in mind, the school's expectations regarding how academic honesty will be nurtured in the classroom are set out below.

### **Grade 10**

Grade 10 will serve as students' introduction to what is expected of them as academically honest people. Teachers and the librarian will work together to ensure that all students know how to use the library and the information they find there.

Students will be informed of examination rules and regulations and what will happen if they fail to act properly, but not in such a way that it becomes a scare tactic. Responsibility for proctoring examinations to ensure all rules are followed falls to teachers – failure to do so becomes an act of malpractice on the part of the teacher.

Additionally, the concept of academic dishonesty as more than simply breaking school rules will be introduced. The concepts of plagiarism and collusion will be taught to students along with ways to avoid them. Teachers will uphold the Academic Honesty Policy in their classrooms and encourage students to act with integrity. The librarian will work with teachers to support what they do in the classroom by educating students to properly acknowledge sources. To this end, grade 10 students will have classes in the library, to build their research skills focusing on how to form research questions and think of keywords for online searches.

By the time students start the IB Diploma Programme, they will know basic research methods as well as ways to properly cite sources. They will understand the concept of plagiarism and its consequences, and be committed to ethical academic behaviour.

## **Grades 11 and 12**

Grade 11 will focus on solidifying skills developed in grade 10 while adding to the students' understanding of issues surrounding academic honesty.

This will include:

- Evaluating sources for IBDP assessments, including web-based sources.
- Ideas of copyright and other similar terms (i.e. trademark and patent) and how they relate to academic honesty.
- Recognising the concept of 'intellectual property' as including song lyrics, musical scores, pieces of artwork, etc.

Students will receive formal instruction in the MLA referencing systems and be expected to use it when citing sources for all research assignments.

To complement the above, teachers will utilise the library as needed in classes focused on research. This may include introducing students to specific publications in their field as well as working on class assignments. In certain instances teachers may send IB Diploma students to the library to work on their Extended Essay. The Extended Essay Coordinator will work with the IBDP Coordinator to develop deadlines and encourage student library use.

By the time students' graduate from high school, they will be expected to have a solid understanding of the importance of academic honesty. They should be prepared to act ethically and responsibly during and beyond their university careers. Teachers should have prepared them well for this, through both instruction during class and leading by example.

## **Monitoring**

Academic honesty does not develop overnight, and the teaching of it must be supported by monitoring students' work to ensure cooperation with rules and to help students develop good habits. This means that teachers must be observant when marking assignments and giving examinations.

When students are working in groups for part of an assignment, such as a science lab report, they must be reminded that the conclusions drawn should be expressed in their own words. Teachers are in a position to know students'

language skill level and writing style, and so should read assignments carefully to identify academic dishonesty.

Essays are more susceptible to plagiarism and student progress should therefore be monitored carefully. At least one rough draft deadline should be established so that teachers/Extended Essay supervisors can provide constructive feedback and advise students of any passages that have not been cited properly. Students will meet with their EE supervisor to ensure that they are progressing in their research and writing, and will be advised on any instances of malpractice.

Prior to examinations, all students will be made aware of IBO examination rules and regulations. All exams will be proctored to ensure that students comply with these rules and have an equal chance of succeeding.

### **Consequences of academic dishonesty**

Academic dishonesty will result in the following:

- 1) If malpractice has been noticed for the first time, the assignment will be returned to the student and a short extension of 2 days will be provided to allow the student to produce another clean piece of work. Parents will be notified of the malpractice.
- 2) If malpractice has occurred for the second time, a meeting will be called with the student and their parent(s) to determine what further action should be taken.
- 3) If there are instances of academic malpractice relating to students' internal and external IB Diploma assessments, the IBDP Coordinator will inform the IBO of the malpractice in accordance with the rules stipulated by the IBO

### **Bibliography**

International Baccalaureate Organization, 2018. *Assessment principles and practices - Quality assessments in a digital age*. [Online]

Available at:

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

[Accessed 26 February 2019].