A school policy on academic honesty

Academic Honesty Policy is based on the following IBO publications: 'General regulations: Diploma Programme' March 2011 and 'Academic honesty', August 2009. Furthermore parts of this document itself are a modification of several policies currently used in schools.

The good practices are expected to be introduced, modeled and used throughout the school. This policy is presented to candidates before they begin the Diploma Programme and then is reminded throughout the two years of the programme by a coordinator and each IB teacher. For us, at Zespol Szkol Numer 4 – IX Liceum Ogolnoksztalcace academic honesty of our teachers and students is a crucial part of the teaching/learning process.

<u>The IB learner profile and academic honesty *</u>

The IB students are encouraged to be:

- Inquirers – who acquire the skills necessary to conduct inquiry and research
- Knowledgeable – who explore concepts, ideas and issues
- Principled – who act with integrity and honesty, take responsibility for their own actions
- Open-minded – who are accustomed to seeking and evaluating a range of points of view
- Risk takers – who are brave and articulate in defending their beliefs

These qualities when applied to learning and student work will establish skills and behaviour which support good practices to be found in the classroom, used for homework and continued to examination level.

<u>The IB definitions of plagiarism, collusion and the duplication of work</u>

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: the representation of the ideas or work of another person as the candidate's own.

b. Collusion: supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

c. Duplication of work: the presentation of the same work for different assessment components and/or IB diploma requirements.

*** Subheadings come from 'Academic honesty', IBO, August 2009**

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 room, 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).

Examples of what constitutes academic honesty, intellectual property, cheating

Academic honesty:

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

Intellectual property:

Includes patents, registered designs, trademarks, moral rights and copyright. The law protects many forms of intellectual and creative expression

Cheating:

Gaining an unfair advantage, including:

- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy.
- Submit work done by another student, a parent, a friend or a private tutor
- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Purchase and submit pieces written by someone else
- Write essays for other students

Examples of conventions for citing and acknowledging original authorship

Students can use http://www.netvibes.com/discoverycollegelibrary#Academic_Honesty.

Teachers can also use https://turnitin.com/static/index.php to analyze works for plagiarism detection.

The distinction between legitimate collaboration and unacceptable collusion made by the IBO

1. " (…) For most assessment components candidates are expected to work independently but with support from their subject teacher (or supervisor in the case of extended essays).

2. There are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for some internal assessment.

3. The final work must be produced independently, despite the fact that it may be based on the same or similar data as other candidates in the group. This means that the abstract, introduction, content and conclusion/summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates. Whether or not candidates are allowed to work together on the requirements for internal assessment varies between groups and subjects.

• Group 3: In geography, for example, candidates might be presented with a research question by the teacher and then be required to work as part of a group to collect data together in the field. However, each candidate must write up their report of the fieldwork individually. The reports will have a similar research question and may have the same information collection in the appendices, but the way the information collection is described, analysed and evaluated must be different from the work of other candidates with whom they collected the information and must be entirely their own work.

• Group 4: In group 4 subjects, including design technology, no collaboration is allowed in assessment tasks except in the area of data collection. Although there are different requirements depending on the subject, candidates ideally should work on their own when collecting data. When data collection is carried out in groups, the actual recording and processing of data must be undertaken independently if this criterion is to be assessed. For more subject-specific details, refer to the appropriate subject guide. (This does not apply to the group 4 project, which by its very nature is a collaborative project and is assessed for personal skills only).

• Group 5: Candidates must be aware that the written work they submit must be entirely their own. When completing a piece of work outside the classroom, candidates must work independently. Although group work can be educationally desirable in some situations, it is not appropriate for the mathematics HL or mathematics SL portfolio. For mathematical studies SL, group work must not be used for projects. Each project must be based on different data collected or measurements generated (…)".[1]

[1] 'Academic honesty', IBO, August 2009

Actions which will be taken by the school if a candidate is suspected of malpractice and subsequently found guilty

When a teacher has reason to believe that malpractice has occurred, the following steps will be taken:

- The teacher will investigate the matter with the student(s) involved.
- The teacher will communicate the outcome of his/her investigation to the Coordinator.
- The Coordinator will inform the Head of the school
- The Coordinator and the Head in consultation with the teacher, may decide to issue a consequence. When a candidate has signed the cover sheet the IBO will be informed immediately about this fact.

Actions which will be taken by the IB if a candidate is suspected of malpractice and subsequently found guilty

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.

2. Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence.
3. Cases of suspected malpractice will be presented to 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.

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.

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 be permitted to register for future examinations at least one year after the session in which malpractice was established.

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.

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.

8. An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established (…)" [2]

[2] 'General regulations: Diploma Programme' , IBO, March 2011