

Academic Honesty Policy - the International Baccalaureate (IB) Diploma Programme

Introduction

As an IB World School, The Stephen Perse Foundation (the **Foundation**) adheres to the rules and regulations set out by the International Baccalaureate Organisation in order to prevent student academic misconduct and school staff maladministration.

The IB Mission Statement

'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

- **Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded** - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

- **Balanced** - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** -They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IB Learner Profile includes “principled” and “thinkers”. Adopting an academically honest approach to learning is essential to demonstrate these attributes. Our aim is to enable our students to develop these and ultimately become responsible for their own learning in the future.

The Meaning of Academic Honesty

“Academic honesty in the Diploma Programme (DP) is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.”¹

In practice this means

- Undertaking research honestly and producing authentic pieces of work;
- Respecting intellectual property by acknowledging all ideas and work of others by citing in the text where an external source has been used;
“DP candidates submit work for assessment in a variety of media that may include audio/visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A reader must be able to clearly distinguish between the words, illustrations, findings and ideas of the candidate and the words and work of other creators.”²
- Showing correct conduct during examinations.

What constitutes academic misconduct?

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.³

Academic misconduct is a breach of these regulations and includes but is not restricted to:

a. **plagiarism**—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

Examples include

- copying the work of another student
- allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework
- making a false declaration of authenticity in relation to the authorship of controlled assessment, coursework, non-examination assessment or the contents of a portfolio
- unacknowledged copying from or reproduction of published sources or incomplete referencing
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials

¹ Diploma Programme: From principles into practice (2015)

² Diploma Programme: From principles into practice (2015)

³ Definitions taken from *General Regulations: Diploma Programme IBO 2016*

DP candidates submit work for assessment in a variety of media that may include audio/visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A reader must be able to clearly distinguish between the words, illustrations, findings and ideas of the candidate and the words and work of other creators.

In written work the candidate is expected to cite in the text where they have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.⁴

For further information please consult the IB publication *Effective citing and referencing* which is available on request.

b. **collusion**—this is defined as supporting academic misconduct by another candidate

Examples include

- allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment
- collusion: working collaboratively with other candidates, beyond what is permitted
- facilitating malpractice on the part of other candidates

c. **duplication of work**—this is defined as the presentation of the same work for different assessment components and/or DP core requirements

d. **misconduct during an IB examination**

Examples include

- a breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments
- exchanging information or in any way supporting the passing on of information to another candidate
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language)
- bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations)
- bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, MP3/4 players, pagers, Smartwatches or other similar electronic devices
- bringing into the examination room a non-approved calculator or one which has unauthorised software or data in its memory
- the unauthorised use of a memory stick or similar device where a candidate uses a word processor
- leaving and/or accessing unauthorised material in a bathroom/restroom that might be visited by a candidate during an examination

⁴ Diploma Programme: From principles into practice (2015)

e. unethical behaviour

Examples include

- the deliberate destruction of another candidate's work
- theft of another candidate's work
- allowing others to assist in the production of controlled assessment, coursework, non-examination assessment or assisting others in the production of controlled assessment, coursework or non-examination assessment
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non-examination assessments or portfolios
- impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment
- behaving in a manner so as to undermine the integrity of the examination
- falsification or inventing fictitious data for an assignment.

f. **any other behaviour that gains an unfair advantage** for a candidate or that affects the results of another candidate

Examples include

- falsifying a CAS record
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication
- being in possession of confidential material in advance of the examination
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person inside or outside the immediate school community at any time before the start of an examination and within 24 hours of the end of the examination.

Responsibilities

The Foundation

The Foundation expects the highest standards of academic honesty from our students and staff and will not hesitate to report malpractice to the IBO as required. To achieve this, we have the following responsibilities:

- To apply the IB's principles and practices to academic honesty
- To maintain fairness and consistency in the approach to academic honesty
- To provide a safe learning environment so that students are assisted in learning, can develop the skills and practices that will enable them to act with academic integrity during their studies and into the future
- To provide professional development for teachers
- To promote parental awareness of academic honesty.

The meaning and importance of academic honesty will be stressed throughout the IBDP programme and this includes, but is not limited to, the measures taken to provide education and support as outlined below.

Induction Programme

- Guidance on academic honesty will be given to all IB students during the induction programme at the beginning of their studies
- The attention of all students will be drawn to the location of this policy on the Foundation's website
- All students will be given access to an electronic copy of the IB publication 'Academic Honesty in the IB Diploma Programme'
- Library induction sessions.

Extended Essay Preparation

- Guidance on academic honesty will be included during the extended essay planning and preparation training
- Training on effective citing and referencing.

Exam Briefing

- Exam briefing will include specific reference to academic honesty and malpractice in preparation for the public examinations.

In addition, throughout the course, subject teachers will work to:

- Support students to become actively responsible for their own learning
- Support students to develop the IB learner profile attributes
- Ensure that students receive guidance on how to produce genuine and authentic work
- Analyse all IB subject guidelines to support students' understanding of the IB's assessment criteria
- Ensure that students are appropriately prepared for the demands of the tasks necessary to fulfill the requirements of IB assessment
- Read and give advice to students only on the number of drafts as specified in the relevant subject guide providing oral or written advice on how the work could be improved, but not editing the draft
- Encourage students to take a responsible and conscientious attitude to their own work and study
- Give students regular feedback and encourage them to respond to the feedback.

It is recognised that students are learners and that the learning process involves making mistakes from time to time from which students can learn.

The DP Coordinator's responsibilities:

It is the responsibility of the DP coordinator to:

- Ensure that all IB students understand what constitutes academic honesty and their responsibilities
- Ensure that students comply with all assessment requirements for IB programmes, which includes fair and genuine completion of all assessment components by the students
- Ensure that all IB students are offered clear guidance and training on the skills of academic writing, citations and referencing
- Ensure that all IB students are fully aware of the penalties for committing malpractice
- Ensure that all IB students and their parents/legal guardians have access to a copy of the Foundation's Academic Honesty in the IB Policy
- Ensure that the Foundation's policy is aligned with IB expectations
- Agree with IB teachers an internal calendar of all due dates for the receipt/submission of students' assessment material
- Ensure that candidates and invigilators are provided with the relevant information about examination regulations
- Make use of plagiarism software such as Turnitin when necessary
- Ensure that teachers and school administrators receive IB-recognised professional development, as required
- Ensure that incidents of academic misconduct are recorded appropriately to ensure consistency and fairness when mistakes are made
- Ensure that teachers and school administrators are held accountable, according to the Foundation's own policies, when involved in a maladministration incident
- Immediately notify the IB of any breach in the procedure for the secure storage of IB examination materials or conduct of the examinations, in accordance with the procedures described in programme-relevant documents

- Support the IB in any investigation into possible maladministration (following guidance provided by the IB).⁵

The Teachers' responsibilities:

Teachers are expected to:

- Be role models of academic honesty and integrity
- Raise awareness of misconduct
- Provide opportunities for students to practise and learn appropriate referencing and acknowledgement when using other people's work in support of their own
- Set clear guidelines for assignments and provide guidance to students on academic honesty
- Support students in preparing work for assessment to ensure that students comply with the relevant requirements
- Read and give advice to students only on the number of drafts as specified in the relevant subject guide providing oral or written advice on how the work could be improved but not editing the draft
- Abide by the rules and regulations on the level of assistance that can be given to a student and refuse to go beyond these even if pressured to do so
- Read the final version of work that is due to be submitted for assessment and check for authenticity reporting all concerns to the IB Coordinator
- Be vigilant for changes in writing style or content and report suspicions to the IB Coordinator.

The students' responsibilities:

When submitting work to IB examiners, the student is ultimately responsible for ensuring that that work is authentic, with the work of others fully and correctly acknowledged.

Students should:

- Read, understand and become familiar with the school's academic honesty policy
- Attend the training offered
- Ensure that all work submitted, whether for class work or for assessment, is their own authentic work
- Ensure that they fully and accurately acknowledge all sources used
- Make proper use of citations
- Respect internal deadlines
- If malpractice is suspected, be able to provide evidence that the work is authentic, independent work
- Be in a position to sign a declaration of authenticity form to confirm that all work submitted is compliant with the rules on academic honesty and other requirements of the programme.

Students themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills or collusion.

The Parents'/Guardians' responsibilities:

Parents/guardians play a very important role in supporting and helping students achieve their full potential and acting honestly. They should:

- Read, understand and become familiar with the Foundation's Academic Honesty policy
- Be aware of what may be helpful or unhelpful and ensure that any advice they give to the student in the completion of their coursework is compliant with the IB rules and regulations by consulting teachers, if necessary
- Cooperate with the school if their child is suspected of malpractice, whether the malpractice is intentional or unintentional.

⁵ The responsibilities of IB World Schools in ensuring the integrity of IB assessments

Investigating student malpractice

Where there is reason to suspect malpractice:

1. The teacher will inform the IB coordinator about the incident
2. The teacher in conjunction with the DP coordinator will investigate the matter with the student
3. Depending on the severity of the incident, the parents/guardians of the student will be informed and invited to discuss the incident with the school or alternatively, a teacher or peer, if appropriate, may attend if the student wishes them to.
4. The form of any additional action will depend on the nature of the incident (see sanctions and penalties section)
5. The IB coordinator will record the incident in the internal Academic Honesty log in order to ensure consistency of approach and highlight general trends or problems
6. The IB coordinator will inform the head of school about any serious incidents and the outcome of the investigation.

Investigating centre malpractice

The Foundation has a whistleblowing policy. This entitles any student, member of staff, parent or other member of the community to report their concerns about concerns including academic integrity.

These should be raised in the first instance with the DP coordinator or if this is felt to be inappropriate, with the Head of Sixth Form, Deputy Head (Academic), Vice Principal or Principal.

Sanctions and Penalties

Possible consequences will depend on the severity of the incident and may be different depending on a student's background, character history and history in terms of academic honesty, age and level of awareness, intent/non-intent or other relevant factors.

Possible internal Foundation sanctions include:

- Formal warning;
- The student may be asked to redo a piece of work under close supervision if necessary.

If the school cannot be confident about the authenticity of a piece of work that is due to be submitted to the IB for assessment, then, in accordance with the rules of the IB, that work will not be submitted. This would mean a score of zero for that component. In some cases this could mean that the student cannot be awarded an IB Diploma.

Serious cases of malpractice will be notified to the IB.

Possible IB sanctions include:

- Loss of marks for a section, component or unit
- Disqualification from a section, component or unit
- Disqualification from the whole qualification
- Barring from entering examinations for a set period.

The IB will carry out further investigations into the work submitted by the student(s) allegedly involved in the incident to establish whether action is needed against the student(s). If individual student academic misconduct is confirmed, the IB will apply the appropriate penalty for these cases, as set out in the programme-relevant general regulations.⁶ Full details of the IB investigation process and appeals procedures are available upon request.

References

Diploma Programme: From principles into practice

Programme Standards and Practices

Academic Honesty in the IB educational context

The responsibilities of IB World Schools in ensuring the integrity of IB assessments

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⁶ The responsibilities of IB World Schools in ensuring the integrity of IB assessments