



IB Academic Honesty Policy

Haileybury considers Academic Honesty to be of major importance in all areas of school life including the IB Diploma Programme. There are three broad categories of concerns in this area:

Malpractice – this is attempting to gain an unfair advantage in any assignment or examination. This could include getting unauthorised or unacknowledged help from someone else with a piece of work, or cheating in an examination by taking into the room a phone or some other prohibited device or materials. It could also include falsifying a signature or making false claims.

Collusion – this is defined as “a secret agreement for a fraudulent purpose” and could include allowing another pupil to copy work, and to hand it in as their own

Plagiarism is the most common form of academic dishonesty. It is a complex, multi-faceted and ethically challenging problem. Our definition is intended to be simple and direct relating to the school context for which it is intended in order to be helpful to pupils, parents and teachers. Definition: *Plagiarism occurs when a pupil deliberately and intentionally uses someone else’s language, ideas or other original material without acknowledging its source. It is an attempt to cheat.* This definition applies to texts published in print or on-line, to manuscripts, and to the work of other pupils or teachers. Most typically this occurs when a pupil submits someone else’s text – or extracts from that text – as their own or attempts to blur the line between their ideas and words and those borrowed from another source. This is academic misconduct or plagiarism.

Pupil responsibilities

Pupils should understand that research assignments are opportunities for genuine and rigorous inquiry and learning. They should:

- Assemble and analyse a set of relevant sources determined by themselves in communication with their teachers.
- Acknowledge clearly when they are drawing upon the ideas of others.
- Learn and use appropriate academic conventions of citation.
- Consult their teachers when they are unsure about how to acknowledge the contributions of others to their thoughts and writing.
- Accept that all assessed work should be their own.

Teaching Responsibilities

Classroom teachers will educate pupils about the risks of academic dishonesty and plagiarism referring to their academic subjects and the nature of assessed written work. Teachers must be seen as educators and not simply enforcers. While pupils must live up to their responsibility to behave ethically and honestly as learners, teachers must recognise that plagiarism can be discouraged not only by policy and admonition but, more positively, in the ways they structure assignments and in the processes they use to help pupils define and gain interest in curriculum topics. Teachers should design assignments for learning that encourage pupils not simply to recycle information but to develop higher order learning skills such as the investigation and analysis of sources. Schemes of work should include support for researched writing.

Department handbooks should state in writing the department’s policies and expectations for documenting sources and avoiding plagiarism. Pupils need to be taught relevant academic conventions of citation and acknowledgement, and given the opportunity to practice these skills. Key steps that can be taken to ensure academic honesty:

- Avoid the use of formulaic assignments that may invite stock or plagiarised responses.
- Engage the pupils in the processes of writing: notes, drafts and revisions.

- Alert pupils to the possible difficulties they may face when analysing sources and offering possible strategies to solve them.
- Discuss written work suspected of plagiarism with the pupil to determine if it is a deliberate intent to deceive.
- Report possible cases of plagiarism to the Head of Department, HM and IB Coordinator for further investigation.

Misuse of Sources

It is possible for a pupil to be guilty of inaccuracy rather than intended plagiarism. Typically this occurs when a pupil carelessly or inadequately cites ideas and words borrowed from another source. This is a misuse of sources. Repeated misuse through laziness will be penalised.

An honest pupil is expected to make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their schoolwork. A pupil who attempts, however clumsily, to identify and credit his or her sources, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarised. Instead this pupil should be considered to have misused his sources.

What are the causes of plagiarism?

Pupils who intentionally plagiarise – for example, copying published information into an essay or coursework assignment without attributing its source for the purpose of claiming the information as their own – are guilty of academic misconduct. There is no excuse for this breach of academic ethics but it is appropriate to consider the reasons why pupils plagiarise in order to help pupils, parents and teachers consider how to reduce the opportunities for plagiarism in their work:

- fear of failure
- poor time-management and/or planning skills
- lack of respect for academic conventions
- little understanding of assignment
- Teachers fail to recognise plagiarism or to enforce appropriate penalties – pupils have “got away with it” before.

Pupils are not guilty of plagiarism when they try in good faith to acknowledge other’s work but do so inaccurately or incompletely. These failures are usually the consequence of weaknesses in prior teaching and learning: some pupils may not know how or lack the ability to use the conventions of authorial attribution. The following reasons may explain why pupils’ work can *falsely* appear to represent plagiarism as we have defined it:

- Lack of knowledge of how to integrate the ideas of others and document the sources of those ideas appropriately in their texts.
- Mistakes in attribution will occur as a natural part of the learning process.
- Poor note-taking skills – copying text that is then subsequently submitted in coursework.
- Teachers assume all pupils have acquired the skills and knowledge of the academic conventions of research and documentation and so unintentionally fail to support the pupil.

Pupils can be confused by the variation in the conventions of source attribution in different contexts. Pupils and parents should, however, be aware that laziness on the part of the pupil in carelessly misapplying citation and acknowledgement will be penalised for its wilful lack of appreciation for academic rigour.

Procedures

1. IB Diploma Examinations

The IB Coordinator sends all examination conduct information to pupils. What follows is not an exhaustive list of restrictions and information on conduct but is drawn the document ‘The conduct of IB Diploma Programme examinations’.

Haileybury ensures that:

- Pupils are informed what they should bring to the examinations and any limitations, particularly restrictions on stationery and the types of calculator that can be used.
- Pupils are made fully aware of the regulations involving calculators, and the implications of any infringement of these rules, during the pre-examination period. In particular, their attention is drawn to the list of prohibited calculators and the requirements involving resetting memory and examination modes. On the day of the examination, the school ensures that the calculators being used are compliant and clearly visible on pupils' desks. It is made clear to pupils before the start of an examination that requires the use of a calculator that the regulations involving calculators must not be infringed. The Head of Maths and the IB Coordinator carry out checks.
- Pupils are made fully aware of the regulations regarding notes, books, guides or reference material of any kind being unauthorized material in an examination room. They are informed that it is against the IB's code of conduct to be exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination.
- Pupils are made fully aware of the need to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination. They are also informed that they are not allowed to obtain or seek to obtain, disclose, share or discuss the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended.

2. Coursework (Internal Assessments/External assessments done in school)

Monitoring ought to occur through the planning, drafting and writing stages of these assignments.

If a classroom teacher suspects a pupil of possible abuse of sources or of deliberate plagiarism before a pupil has signed the authentication form he/she should in the first instance discuss this with the pupil and have a clear idea of the extent of the alleged plagiarism. In the unlikely event of the issues failing to be resolved between the classroom teacher and the pupil the Head of Department should be informed of the situation. It should be made clear to the pupil that he/she has breached conventions of academic honesty and his/her errors clearly explained with advice as to how this can be rectified. The piece of work will receive a zero grade and the pupil will redo it. The pupil's HM, tutor and the parents ought to be advised of the potential seriousness of the matter.

The IB Coordinator ensures that all pupils are aware of the following steps to ensure that the IB Diploma Coursework provided by Haileybury pupils is completed in an academically honest manner. He or she:

- Highlights issues of academic honesty among both the pupil body and the teaching staff by using public displays and presentations of policies and expectations for conducting ethical academic research.
- Provides opportunities to discuss issues concerning academic honesty, research, ethics, and plagiarism in Tutorials.
- Provides support services (for example, in the Library) for pupils who have questions about how to cite sources.
- Provides a transparent set of procedures for investigating possible cases of plagiarism.
- Provides plagiarism checking software: TURNITIN will be used when the authenticity of a piece of work is suspected.
- Ensures that teachers are aware of the need to contact the IB Coordinator or the IB Core Coordinator for investigation immediately if there are any concerns regarding the authenticity of any work to be submitted to the IBO.
- Ensures that the IB's Declaration of Authenticity is completed. Diploma pupils are required to sign a declaration of authenticity for every piece of coursework that is uploaded to the IBO. These documents are to be kept for possible inspection by the IBO

3. Responding to possible academic misconduct in completed and signed assignments or exams

Immediate action

If the classroom teacher/assessor suspects that a pupil's completed and signed work are susceptible to charges of plagiarism he/she must firstly address the issues with the pupil. If the teacher is satisfied that this is a matter for further investigation rather than straightforward sanction (e.g. low-level copying) then they must inform their Head of Department in order to complete the departmental investigation. The pupil's tutor and HM should now be informed. Assessment of the work must be suspended at this stage while the extent of the plagiarism is assessed.

If an invigilator suspects misconduct in exam they should follow the procedures set out in the information provided in the exam room.

Full details of the case should now be shared with the Deputy Head Academic, or IB Coordinator (for IBDP pupils) with the particular issues of academic misconduct, and its extent, highlighted to confirm that this is a case of wilful academic misconduct rather than ignorance of academic convention.

Senior Interview

The Deputy Head Academic and IBDP Coordinator will interview the pupil together. The Deputy Head Academic will contact the pupil's parents and discuss the case with them explaining the issues raised. The IBO will be notified as soon as is possible.

The Deputy Head Academic will summarise the case for the Master and make a recommendation of the appropriate sanction. The Master will decide upon the final sanction from Haileybury. The Master will contact the pupil's parents informing them of the school's decision. In every case the pupils will be encouraged to recognise their misconduct, to reflect upon its causes, and will be supported through educative strategies to try to ensure such incidents are avoided in the future.

Academic Integrity

Guidelines on perpetuating our pupils to be 'principled learners'

There are increasingly more 'grey areas' with regard to academic honesty which arise from technology and the ability for pupils to buy coursework and essays, adapt them and then submit them as their own work. In addition to this there is 'inappropriate use of tutors' for help with regard to internal assessment and the ToK and extended essay. It is not always easy to prove or to know when the pupils work has become their tutors work and this is an issue we should take very seriously.

The IBDP team provide sessions on this for pupils and staff however in some cases we are very much reliant on the pupils acting with academic integrity.

If staff suspects that too much help has been provided or that an essay or piece of work has been purchased, follow these steps:

- Inform IBDP coordinator and other appropriate staff (HM and Tutor) of the suspected case.
- Inform pupil that they are concerned about the work and provide an opportunity for the pupil to explain any circumstances.
- If the pupil confesses any academic dishonesty then this will be dealt with as previously described.
- If the teacher is still not convinced about the authenticity of the work then they should carry out a viva voce on the work to establish if the pupil displays a knowledge that matches the complexity of the work.
- If the pupil displays satisfactory knowledge then no further action needs to be taken.
- If the teacher is certain that the work was not done by the pupil, they should write to the IB coordinator that they will not accept this work for submission and this will be escalated to a 'Malpractice incident' which will be referred to the IBO and will probably result in zero marks for this work.

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