



# Diploma Programme Academic Honesty Policy

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International School Nadi

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The development of this document was a collaborative effort between the Programme Coordinators, Heads of Department, the librarian and individual subject teachers. This policy will be reviewed at the beginning of 2016.



***The IBO mission statement***

*The International Baccalaureate Organization 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 IBO 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.*

***International School Nadi mission statement***

*Within a positive and nurturing environment, we will empower students to be well-rounded, broadminded individuals able to live constructively in today's fast changing multicultural world.*

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## Purpose

The purpose of the document is to:

- Articulate the underlying philosophy and principles relating to all aspects of academic honesty in the Diploma programme at International School Nadi
- Ensure that all assessment practices align with the IBO standards and practices concerning academic honesty
- Provide a clear definition of academic honesty and different forms of misconduct in the context of the Diploma programme
- Describe how International School Nadi encourages and supports academic honesty
- Serve as a guideline for the expectations for academic honesty for students, teachers, administrators and parents
- Outline the procedures and rights of candidates observed by International School Nadi when investigating instances of suspected malpractice

## Philosophy

Academic honesty and personal integrity are fundamental components of a student's education and character development. International School Nadi works to create a positive and nurturing learning environment that empowers each student to reach his or her unique potential. At International School Nadi we view academic honesty as a collective responsibility whereby all stakeholders are committed to acting with integrity and to demonstrate all attributes of the learner profile.. To this end, the principles of academic honesty are taught, modelled and supported at all levels to promote a culture of honesty and integrity.

## Links to the IB Learner Profile

Academic honesty is inextricably linked to the learner profile:

- **We are Principled:** We act with integrity and honesty, with a strong sense of fairness and justice. We take responsibility for our actions and their consequences.
- **We are Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

- **We are Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **We are Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## Defining Academic Honesty

Academic honesty refers to a number of behaviours including:

- Acknowledging the intellectual property of other individuals, including other's ideas, words, graphs, diagrams, charts,, photographs, pieces of music, art or literature.
- Submitting authentic pieces of work that are based on the student's individual and original ideas
- Not engaging in any behaviour that gives any student an unfair advantage over others
- Using the Harvard Referencing format consistently and accurately
- Submitting drafts and completed assessment to Turnitin software to verify its authenticity
- Keeping an accurate record of sources during the research process
- Using paraphrasing effectively as a legitimate way to represent the views of others
- Developing good time management and organisational skills to ensure that all assessments are completed thoroughly and carefully

## Academic Misconduct

The International Baccalaureate<sup>1</sup> defines academic misconduct as

*"any behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components"*

## Forms of academic misconduct:

The International Baccalaureate outlines different types of academic misconduct:

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<sup>1</sup> From IB Academic Honesty in the Diploma Programme

**Plagiarism:** *"the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism"*

**Collusion** *"supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another"*

**Duplication of work:** *"the presentation of the same work for different assessment components and/or Diploma Programme requirements"*

The IB also refer to *"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 records/research data"* <sup>2</sup>

## **Encouraging Academic Honesty in the PYP & MYP**

At International School Nadi, we aim to instil an understanding and respect of academic honesty across all age groups. Throughout all programmes, our teachers work to ensure student understanding of the principles of academic integrity, to promote best practises and to develop key skills needed. This begins in the PYP programme where students begin to develop an understanding of academic honesty and what it means to be principled in our work. This understanding is further developed throughout the Middle Years programme where students work to enhance their research skills with increasing independence as they progress throughout the programme. Students in the Middle Years programme are coached on how to cite and reference sources within their different subjects. This ensures that students have ample time and practice to refine these skills before entering the Diploma programme.

## **Standardised Referencing System**

Students are encouraged to use the Harvard Referencing format throughout both the MYP and DP programme. The use of a standardised system encourages a solid understanding of citation format throughout the whole school community. From the MYP programme upwards

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<sup>2</sup> IB (2007) DP Academic Honesty

students are provided with instruction and guidance on how to correctly format bibliographies and cite the works of others. In addition to direct instruction, a written guide on Harvard referencing is included in the school's student diary.

### **Supporting Academic Honesty through the use of Turnitin**

In order to facilitate academic honesty, International School Nadi has a site license with Turnitin.com. Both students and teachers are encouraged to use Turnitin regularly to ensure the academic integrity of student work. Students and teachers receive guidance and instruction on how to use the software and how to interpret originality reports. Heads of Departments and Curriculum Coordinators monitor activity on Turnitin to ensure consistent and effective use of the software.

### **Responsibilities of Key Stakeholders**

International School Nadi believes that promoting academic honesty is the responsibility of the whole school community. Regulations concerning academic honesty are outlined in the school's academic honesty policy and are communicated to students and parents at the beginning of each semester. Due to the importance of academic honesty certain expectations are assumed by all those committed to the International School Nadi Diploma Programme to ensure that students meet their learning goals through principled means.

#### *Responsibilities of the student*

Although teachers, parents and administrators play a key role in encouraging academic integrity, it is ultimately the responsibility of each student to ensure that their work is within the set guidelines. We therefore expect students to:

- Develop a secure knowledge and understanding of academic honesty and what constitutes as academic misconduct
- Fully acknowledge the work of others using the correct forms of citations in all work submitted for all subjects
- Actively seek guidance on appropriate referencing techniques when they are unsure of how to cite a source

- Seek clarification on any academic practices if they are unsure of whether it constitutes as academic misconduct
- Ensure that all submitted work is authentic and based on their own original ideas
- Work with teachers to ensure that fellow students are working within the definition of academic honesty
- Model academic honesty and not engage in any behaviour that may result in them or any other student gaining an unfair advantage in any assessment component
- Effectively employ time management strategies to enable them to complete all work independently and honestly
- Be aware of the sanctions that will be imposed in the event of a case of misconduct
- Behave in a responsible and ethical manner throughout the Diploma programme

### *Responsibilities of the teacher*

Supporting academic honesty is a collaborative effort amongst all subject teachers who work to:

- Teach the IB principles that drive academic honesty so that students develop the values that will empower them to be responsible academic writers, and speakers in learning and assessments.
- Clarify the parameters within which academic honesty is defined
- Set clear expectations for all assessments and provide guidance to students on how to reference works appropriately
- Discuss the benefits of submitting assessments that are correctly referenced
- Where possible design novel assessment tasks that do not lend themselves to academic misconduct
- Confirm to the best of his/her knowledge that all student work is authentic
- Support and act on the guidelines outlined within this policy
- Inform the curriculum coordinator of any suspected cases of academic misconduct
- Act as a role model through correctly referencing and acknowledged any shared teaching materials/activities
- Devote time to developing and practising the necessary skills for students to complete assessments independently

- Give instruction and practice exercises on how to paraphrase source material and encourage students to write information in their own words.
- Inform students on what constitutes cheating, using relevant examples and scenarios
- Utilise Turnitin software to assist with early detection of unintentional plagiarism
- Ensure that students have read and understood the school's assessment policy
- Design supporting assessment tasks that will facilitate the development of independent research and critical thinking skills
- Provide appropriate level of instruction to enable students to complete all set tasks independently without resorting to malpractice
- Where appropriate, provide an opportunity for students to submit one full draft prior to the final deadline. Through encouraging the submission of drafts the teacher will have an opportunity to detect instances of malpractice and offer students guidance before final submission of assessments
- Report all instances of suspected misconduct to the relevant Head of Department and Curriculum Coordinator to enable a standardised and fair approach to sanctions and interventions

### *Responsibilities of parents/guardians*

We also believe that parents play an integral role in ensuring that their children act responsibly and with integrity. This can be encouraged by:

- Developing an awareness and understanding of the school academic honesty policy and the standards and practices of the IBO
- Encouraging their son/daughter to manage their time effectively to enable assessments to be completed independently without resorting to misconduct
- Establishing and maintaining a good level of communication with the school so that they understand the requirements and schedule of the IB Diploma programme
- Cooperating with the school if instances of misconduct occur and offering support for their son/daughter to discourage any future infringements
- Understanding that academic misconduct may jeopardise their child's educational future and that all misconduct will be dealt with in accordance with IB guidelines

- Encouraging their son/daughter to seek advice from a subject teacher if they are having difficulty with their work
- Attending all parent information evenings and parent-teacher interviews to stay current with their child's progress

### *Responsibilities of IB Diploma Coordinator*

The IB Diploma Coordinator plays a key role in supporting academic honesty through:

- Working with the whole school community to develop a shared understanding of the principles and behaviours of academic honesty
- Providing staff development and guidance on plagiarism, referencing and the use of Turnitin
- Monitoring the use of Turnitin accounts to ensure that they are being utilised effectively
- Reviewing the academic honesty policy with the school community on an annual basis
- Cultivating a culture that emphasises principled behaviours at all times
- Distributing IB assessment materials and other IB documents to teachers
- Overseeing all IB examinations and formal assessments to monitor academic honesty
- Working with teachers to investigate cases of suspected misconduct
- Ensuring that whole school community is provided with relevant documents issued by the IBO such as "Conduct of Examinations" and "General Regulations: Diploma Programme" prior to the examination session
- Reporting any misconduct during formal IB assessment to the IBO in line with the standards and practices outlined by the IBO

### **Induction of New Staff**

International School Nadi provides a supportive and welcoming environment for staff that are new to the team. Staff are provided with training and assistance to ensure that they understand the requirements of the DP programme and the importance of academic honesty. This includes an induction day for new staff at the beginning of the school year in addition to working closely with the IB Coordinator and relevant Head of Department throughout the

year. Staff will also be given to opportunity to participate in IB workshops that are relevant to their subject area.

## Sanctions

At the Diploma level we aim to prepare our students for the academic rigour of university level studies. In light of this we operate a zero tolerance policy for academic misconduct. By putting in place stringent guidelines it is our hope that we instil in our students the key values and skills that will enable them to become principled, lifelong learners.

The Diploma programme at ISN imposes sanctions for both formal IB assessments and the supporting assessments set by subject teachers throughout the programme. All incidents of academic misconduct are reported to the Diploma Coordinator and to the parents/guardians of the student.

Students and parents/guardians are informed of all sanctions regarding academic misconduct prior to commencing the Diploma programme. A reminder about these sanctions is included on every assessment task sheet that students receive. Continual support is offered throughout the Diploma programme to discourage any incidents of academic misconduct occurring.

### *Academic Misconduct in Supporting Assessments*

If a student submits a draft assessment that violates our definition of academic honesty a formal written warning is issued by the relevant HOD. Hard copies of any evidence of academic misconduct and the formal warning letter are sent home to parents outlining what the student must rectify. Subject teachers offer appropriate guidance and feedback on how to rectify any issues.

If a student submits a final assessment that violates our definition of academic honesty, they are awarded a mark of zero for the assessment.

### *Academic Misconduct in Formal IB Assessments*

Any cases of academic misconduct for Formal IB assessments are be reported to the IBO by the DP Coordinator in line with the procedures outlined by the IB. In the event of an IB

investigation into misconduct the DP Coordinator informs the head of school and liaises with the IB to produce any documentation that is required. This may include a report on the investigation, a statement from the relevant subject teacher/EE supervisor and a statement from the candidate.

### **The Rights of the Candidate in the Event of Suspected Malpractice**

At International School Nadi we believe that our students should be treated in a fair and principled manner at all times. In the event of suspected malpractice students have the right to:

- Be informed by the DP Coordinator if they are under investigation for malpractice for both supporting assessments and formal IB assessments
- Request to see evidence, statements, reports and correspondence about the case excluding any information that could jeopardise the anonymity of an informant
- Submit a written defence to any investigations of malpractice

### **Connection to other policies**

- Assessment Policy – Students will complete all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS in addition to supporting assessments in a manner that reflects the philosophy of the IB and International School Nadi.
- Language Policy – All student language needs will be considered when explaining and supporting academic honesty. This may include additional guidance on how to paraphrase appropriately and referencing techniques for students who require additional support. All teachers are viewed as language teachers and should offer feedback to students about their use of language
- Special Educational Needs Policy – Level of support and guidance for encouraging academic honesty should follow all requirements outlined by the student's IEP and the SEN Policy of International School Nadi