

Coopers School

ACADEMIC HONESTY POLICY



Coopers School is keen to ensure that we work closely with all stakeholders to promote the principle of academic honesty with all our students across the school through our Personal and Professional Skills programme. This follows the learner profile of our school and that of the IB, where students need to be principled. (See the Learner profile on our website and that of the IB: <http://www.ibo.org/myib/digitaltoolkit/files/pdfs/learner-profile-en.pdf>)

It is vital that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity.

The guidance contained in this document is adapted from the International Baccalaureate academic honesty policy: <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

Students, parents and staff must read this policy in conjunction with the IBCP guidance.

At Coopers we promote Academic Honesty through the school, but study in the Sixth Form calls for more independent learning than in previous years. Researching and writing essays, reports, course work and projects, is an important part of the IB programme of study. Using your own words, ideas, diagrams, maps and data to produce work which embodies your own conclusions can be very satisfying and a source of personal pride. The production of such work is an essential academic skill.

Most academic work in the Sixth Form, at university, and in the wider world, will involve using the ideas and words of others to support arguments and conclusions, and these, properly acknowledged, are an integral part of such work. It is important that students acknowledge such sources in an academically honest way. Works of literature, art and music are protected by law through copyright and this includes work taken from electronic sources.



All students across the school and again those studying the IB attend assemblies which help explain what constitutes academic honesty and assist students in avoiding malpractice.

What happens in a case of malpractice?

If malpractice is suspected, the nature of the malpractice is reported to the IBO by the examinations officer or the IB coordinator.

The allegations of malpractice are investigated very thoroughly. If a student is found guilty, the outcome is either:

1. that the student is found guilty of academic infringement. This results in a zero on the component or part of the component, but the student is still eligible for a grade in the subject
2. that the student is found guilty of academic malpractice. If found guilty of malpractice, the student will not be awarded the IBCP

Academic malpractice is a very serious offence which may result in the student not being eligible for the IBCP. Examiners are very aware of signs of plagiarism in assignments and the IB runs electronic checks on IB students' work in exams.

What happens in a case of academic dishonesty in class work or homework assignments?

The following sanctions will apply in cases of academic dishonesty for ongoing school work that does not constitute an IB internal assessment:

1. The Head of Subject / Director gives the student a written warning, copied to parents and the work is re-submitted according to academic honesty guidelines
2. If a case of academic dishonesty happens again, the student's work will be discounted and the student may be removed from the course following an investigation
3. A third attempt to cheat results in automatic removal from the IB Career-related programme

Breach of the guidelines is a serious matter and can lead to students not being awarded their Diploma. It is important therefore that all students in year 12 and 13 not only understand what is meant by academic honesty but abide by these guidelines.

Members of staff are available to give further advice so that students can always present authentic work. These include:

- Mr D Lucas (IB Leader)
- Mrs F Lane (Director of IB and PPS co-ordinator)
- Mr M Baker (Vice Principal Post 16)
- Your subject teachers and Directors of Studies



Internal Assessment

Teacher Responsibilities

Subject teachers know their individual students, their capabilities and their writing styles. Vigilance by the subject teacher makes academic dishonesty less likely. Subject staff will ensure that tests are organized to minimise malpractice. Staff have a duty to ensure that their advice to students on academic honesty is, especially with regards to the internet, up-to-date and reflects best practice. Eg URLs to be given and dates and times information is accessed where required. Many teachers will also use a plagiarism detection service to check the work received is the work of the individual who submitted it.

Research Skills

Individual subject teachers will regularly demonstrate and remind students of appropriate ways to carry out research and acknowledge sources. Through working closely with students, staff are able to use their professional judgement, in the first instance, if they suspect any breach of academic honesty guidelines. The school also has plagiarism detection software which may assist staff in ensuring that all submitted work is original.

All students must include a bibliography at the end of their work which lists the full details of the publications they have used.

Reflective Project/Coursework / Reflective project Rules

For the Reflective Project / Reflective project students will be given a “guidelines” booklet. The booklet gives some helpful advice on referencing, citations and bibliographies. As part of the introduction to the Reflective Project / Reflective project for students in year 12, the tutor instructs all students how to use school library resources, internet resources and the local library system. All work written or oral, completed for assessment must wholly and authentically use the student’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Before beginning to write, students should ask what kinds of external help are permissible. They should use their own words wherever possible. If they want to quote the words of others they must reference them correctly. Similarly, photographs, illustrations, maps, graphs, charts, audio-visual material and software must be acknowledged if they are not their own work.

Students need to refer to many sources to produce an Reflective Project / Reflective Project or coursework of a high standard, but they must list **all** the resources that they use. Any student who is unclear about this particular requirement should seek advice and guidance from any member of staff.

Note to students on group projects:

If you work as part of a group on a project even if the data is the same, your introduction, account or description and conclusion must be your own. Sometimes you may need to work together as a member of a team but you must submit your own work or you may be considered as colluding and guilty of malpractice.

A student **must not** use essays or parts of essays from the internet. Teachers are very experienced in marking students’ work and detect changes of style and vocabulary. If they are in doubt they can use computer tools to check phrases/sentences. A student’s Reflective Project/Reflective Project/Coursework must be his or her own work and he or she will have to sign a declaration that this is so.



Care should be taken to keep work safe. If it is stored on a computer, the password should be kept safe. Care should be taken not to lose your USB drive. Work should be regularly backed up on separate devices to ensure they are not lost. Spare copies should not be left lying around; those which are not needed should be destroyed.

All supervisors for the Reflective Project / reflective project are graduate, qualified teachers who are able to instruct students on an individual basis on academic honesty, referencing and the expectations of an academic piece of writing. Supervisors are recommended to conduct a viva voce (concluding interview). It is the responsibility of the supervisor to sign and authenticate that the work is original. The essay/ project will not be accepted without the signature of a supervisor. An authentic piece of coursework is based on a student's individual and original ideas, with the ideas and work of others fully acknowledged.

External Assessment – unfair practice/malpractice in examinations

Unfair practice is defined as:

- behaviour which gains an unfair advantage for a candidate or which affects the assessment results of another candidate - for example:
 - taking unauthorized material into an examination room,
 - misconduct during an examination,
 - disclosure or receipt of confidential information about examinations,
 - obtaining unauthorized access to examination material,
 - the use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component,
 - disruptive behaviour in the examination room,
 - failure to abide by the instructions of an invigilator,
 - impersonation of another person or forgery of their signature,
 - failure to abide by the conditions of supervision designed to maintain the security of the examinations,
 - the inclusion of offensive or obscene material in scripts or coursework.

This may also constitute malpractice.

If the final award committee of the IBCP decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. (No lesser penalty for malpractice is available to the final award committee.) In the case of a Diploma Programme candidate the consequence is that no diploma will be awarded to the candidate. However, a Diploma Programme courses results may be awarded for other subjects in which no malpractice has occurred.

(Adapted from the *IB Handbook of Procedures*)

(Acknowledgements to the IBO Diploma Programme, document "Academic Honesty" September 2011)

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IBCP students engage with IB Diploma Programme subjects, the four elements of the IBCP core and a career-related study. All elements of the IBCP are interlinked and connected to form an educational framework. Student work in the IBCP can be inspired and informed by the student's range of subjects. It is possible that data or information may be used in more than one area of a student's studies and that expertise can be transferred where students utilize the skills developed in one area of the IBCP in another area. However, all tasks and assessments must be distinct from, and may not be included or used in, other areas of the student's IBCP. IBCP teachers should support students to be fully aware of their responsibilities in respect of academic honesty.

The Personal and Professional Skills (PPS) course, which all students undertake as a component of the IBCP core, is used for the development of students' understanding of academic honesty. This understanding includes how to reference work, cite sources and acknowledge others' ideas and concepts.

Please see the scenario's below, taken from the IB publication of Academic honesty in the IB educational context

(<http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>).

IBCP					
Activity	Culminating project	Group work	Oral presentation	Creative work	Independent work
	Assessment task: Reflective project	Community and service	ATL: Communication	IB Diploma Programme film course	Language development portfolio
Scenario	An IBCP student is completing his reflective project on an ethical dilemma stemming from his career-related studies. He researches data for the reflective project and subsequently uses this data in a graph. The graph lacks the source of the data, and the source is also not noted in the references section of his reflective project. The supervisor checks the reflective project and discovers the omission of the source of the data. The supervisor explains the	An IBCP student is working with four others on a service learning project involving creating an information booklet for a non-profit charity group. The student discovers that one member of the group used material from a web page, copying and pasting sentences and, in one case, an entire paragraph into a section of the booklet. The student quietly takes the group member aside and explains the reasons	An IBCP student is asked by her PPS teacher to create an oral presentation on an aspect of the environment. The student is excited by the project and chooses to do an oral presentation on pollution of a local lake. She interviews a number of people involved with the lake using a digital recorder. In her oral presentation, she uses the ideas of the interviewees without saying the ideas are not her own. Her teacher realizes the ideas are not original when the	An IBCP student is studying film as one of his DP courses for the IBCP. He is tasked with creating a short documentary film. The student asks two friends to help him with the making of the film. One of his friends contributes towards the documentary by personally filming a few scenes. The student uses his friend's footage but fails to reference his friend's footage at the end of the documentary, creating the impression that all filming had been done by him. The friend discovers this and complains to the film teacher. The student argues that he has	An IBCP student is undertaking language development as a self-study and is required to include in his language portfolio examples of the written exercises he has been given. The student finds this difficult to do as he is not motivated by the language he is learning. Instead, he asks a friend who speaks and writes the language he is learning to complete some of the language exercises for him. His friend does a few exercises for him and the student writes

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	<p>relevance of academic honesty and the responsibilities of students to ensure all sources are quoted. The supervisor advises him to find the source of the data and to include this both at the bottom of the graph and in the references section of the reflective project.</p>	<p>why all materials must be referenced, and that the group members' own words are more powerful than those of someone else. The student offers to help the group member rewrite the section using her own words with appropriate quotes where necessary.</p>	<p>student provides the teacher with digital recordings of the interviews as her references. The teacher listens to the interviews, notes a few examples of the ideas appropriated by the student and then calls for a meeting with the student. The teacher explains what academic honesty is, and specifically details what could be considered academic dishonesty where the actions of the student are concerned. The student is given another opportunity to do the oral presentation, this time making clear reference to which ideas are hers and which are not.</p>	<p>done nothing wrong as the friend's footage was filmed at his request and he also gave his friend ideas on what to film. He therefore believes the footage, while not created by him personally, was the product of his own inspiration and, as such, belongs to him. The teacher discusses with the student what is and is not academic honesty in order to clarify what he believes to be true. Once the teacher understands his position, she carefully explains that the work of another, even when requested by him and with ideas provided by him, could not be considered to belong to him. The teacher follows this explanation with a number of examples, satisfying the student that his initial perception of what could be considered his was incorrect. The student subsequently accords the footage to his friend in the film credits.</p>	<p>the answers into his language portfolio. The supervisor checks the exercises but becomes concerned when he cannot explain some of his answers. It soon becomes apparent that the student has not done the work himself. The teacher seeks reasons for the academic misconduct of the student and soon realizes that his lack of interest was the catalyst. The student and his friend are both reprimanded by the teacher. The student is asked to submit a new set of exercises and organizes for him to work with two other students in a study group for the remainder of the language development self-study. The subsequent group work creates a more interesting study environment for the student and he finds the language study more enjoyable.</p>

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Please sign and return the slip below to confirm that you have read, understood and will abide by the school's Academic Honesty Policy.



I confirm that I have read the Coopers School and the IBO Academic Honesty Policies.

I understand the expectations of academic honesty in all my work and the consequences of academic malpractice in both internal and external assessments.

I understand that the school reserves the right to remove me from the IBCP course should I be academically dishonest.

Signed: _____ (student)

Name: _____

Form: _____

Date: _____

Signed: _____ (parent)

Name: _____ (parent)



Academic Honesty summary

Education of Academic Honesty

- All students will have a series of lessons and assemblies introducing them to Academic Honesty, what it means and the implications of being dishonest at the start of year 12.
- Students will be shown how Turn-it-in works and how this will be used by staff to check for plagiarism across all pieces of work. Noodle Tools will be taught to student after the Academic Honesty policy is discussed so that students understand the process of assessment / essay writing. This will include citation training.
- All students will sign a copy of the Academic Honesty policy that will be kept on file to demonstrate their commitment to and understanding of the process laid out in the full policy and summarised within this grid.
- All subjects will run a refresher session on Academic Honesty before they start any formal assessment writing. This must be repeated throughout the course over the two years.
- Exam rules and regulations will be given to all students before any public examination series. These will be explained to all students before every public exam period through assemblies. These again will be signed and returned to show that they have been understood.

What is Academic Dishonesty and malpractice?

- Academic Dishonesty is not following the clear guidance in the policy. Malpractice is the repeated use of dishonesty within classwork or the single use within a piece of formal coursework / examination.
- Students must not copy work from another student or give their work to another student to use.
- Students must not do work for another student
- Students must not submit work carried out by a relative, other student, friend or third party
- Work must not be duplicated - It must all be in the individual students own words or quoted directly with clear citation / reference to where the material has come from.
- Students must not pretend that any work / idea / writing of someone else is their own.
- Students must not fail to follow any of the exam rules and regulations.

What will happen in the case of Academic dishonesty?

- All cases of academic dishonesty, whether on internal assessments or carried out on examination pieces, are taken seriously and will be fully investigated.
- Each subject teacher that suspects malpractice will inform their subject leader, who will in turn immediately meet and discuss the situation with the IBCP Co-ordinator (Fran Lane).
- If it is around class work or homework assignments then a written warning, copied to parents, will be issued as well as the work re-submitted according to academic honesty guidelines
- If a case of academic dishonesty happens again in classwork or homework, the students' work will be discounted and the student may be removed from the course following an investigation.
- A third attempt to cheat will result in an automatic removal from the IBCP.
- If the Academic Dishonesty is within formal coursework, examinations or of such a serious nature it will be deemed Malpractice.

What will happen in the case of Malpractice

- If the Academic Dishonesty is considered serious by the IBCP Co-ordinator, or it is regarding malpractice in the examinations or during formal pieces of coursework then this will be deemed as Malpractice.
- If malpractice is suspected, the nature of the malpractice is reported to the IBO by the IBCP Coordinator / Exams officer.
- This will have a full investigation, where previous instances of any form of academic dishonesty will be looked at.
- If students are found to be dishonest then the outcome will be decided by the IBO - which could be:
 - *The student is found guilty of academic infringement. This results in a zero on the component or part of the component, but the student is still eligible for a grade in the subject*
 - *That the student is found guilty of academic malpractice then the student will not be awarded the IBCP.*
- Examiners are very aware of signs of plagiarism in assignments and the IB runs electronic checks on IB students' work in all exams and coursework.