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## Academic Integrity and Honesty Policy

Policy # 8.7

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### 1. Rationale

Academic integrity and honesty, including personal integrity, lie at the heart of UWCT's values. They are fundamental components of a student's education and the development of the learner profile attributes, laying the foundations for independent learning, confidence in one's own abilities, respect and self-esteem. UWCT expects students to be honest in all their academic work and believes that students, teachers and parents have a special responsibility to ensure that academic integrity and honesty is valued and upheld.

This policy aims to ensure that high standards of academic honesty and personal integrity are maintained across UWCT and that personal growth is valued by all.

### 2. It is important that as a School we promote academic integrity and honesty because:

- a. a lack of academic integrity undermines the philosophy of our educational programmes;
- b. intellectual property borders have blurred and ownership of content and information is increasingly challenging to discern.
- c. students engaging in academic misconduct miss the "learning opportunities"
- d. academic integrity and honesty is fundamental in the development of UWCT students to be responsible and caring global citizens.

### 3. Definitions and examples. UWCT follows all IB definitions including:

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

**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

**Collusion:** this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or DP core requirements

**Theft:** stealing notes, notebooks, reports, lab books, or other work from other students to use as one's own or to transmit to any other user.

**Too Much Assistance:** receiving too much assistance from sources such as websites, individuals or other services that offer answers or parts of answers to assignments or that significantly alter the style or language of a piece of work.

**Examination and Test Dishonesty:** using cheat sheets, smartwatches or other prohibited items during a class test or examination; looking at another student's paper during a class examination; providing another student, whether at UWCT or elsewhere, with questions or answers from an examination or test which he or she has taken and the other student has not.

#### **Misconduct during an IB examination which includes:**

- taking unauthorized material into an examination
- behaviour that disrupts the examination or distracts other candidates
- using smartwatches, digital devices, or communicating with another candidate.
- any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.
- disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media.

**Unethical behaviour** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, 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 via any form of communication/media).

(General Regulations Diploma Programme September 2016)

**Academic integrity:** Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

**School Maladministration:** an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

**Student Academic Misconduct:** deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.  
(IBO Academic Integrity, 2019)

#### 4. Student Responsibilities

Expectations should be clearly communicated and modelled at an age appropriate level so that all IB students understand:

- a. their responsibility for producing authentic and genuine individual and group work
- b. how to correctly attribute sources, acknowledging the work and ideas of others
- c. the responsible use of information technology and social media
- d. how to observe and adhere to ethical and honest practice during examinations.
- e. what constitutes academic misconduct and know the consequences of being in breach of IB regulations.
- f. the continual development of all attributes of the IB Learner Profile, specifically being principled, will allow them to better distinguish between what is right and wrong.

(bullets a-d from IBO Academic Integrity 2019)

#### 5. Educator Responsibilities

Educators supporting IB students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices (IBO Academic Integrity, 2019).

Educators at UWCT undertake to:

- a. set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted
- b. teach age-appropriate research skills
- c. discuss the benefits of submitting assignments that are correctly referenced
- d. teach and practice these skills – helping to embed them within student learning.
- e. where possible, design assignments that do not lend themselves to academic misconduct
- f. continually develop and model all of the IB Learner Profile attributes to make visible to all students how these attributes are key factors in expressing what we value as a community, including academic integrity and honesty.

#### 6. School Responsibilities

Approaching academic integrity as a standalone issue will mean less chance of it being adopted by the school community. UWCT aims to establish a school-wide culture of academic integrity and honesty which is upheld and valued by all members of our learning community. As such, it is important to understand the context of rule breaches rather than simply adopting a stance of punishment and penalties.

Emphasizing the policy from the exclusive angle of penalties will have a limited impact if the students fail to contextualize the objective of the policy, do not understand what constitutes unacceptable behaviour, or do not have the skills needed to be able to meet the required expectations. It is important to implement an awareness campaign and schedule activities to reinforce the required skills, reaching not only students, but also their parents or legal guardians (IBO Academic Integrity 2019). UWCT undertakes to:

- a. establish, maintain and promote an up-to-date 'Academic Integrity and Honesty' policy
- b. apply the policy fairly and consistently
- c. ensure teachers and students both understand and adhere to the policy
- d. provide teachers with effective training opportunities
- e. share with parents and legal guardians the aims of the policy
- f. ensure everybody understands academic integrity and honesty and the consequences for students if they engage in academic misconduct.

**UWCT follows the guidelines as outlined in the IBO 'Academic Integrity' 2019 document for all cases of School Maladministration and Student Academic Misconduct.**

## 7. Parent Responsibilities

UWCT recognises that parents want to help their children with their work. Providing assistance can unwittingly lead to infringements of this policy but can also provide parents with opportunities to discuss and reinforce good practice. If in any doubt, parents should review their child's work and how it has been created against the guidelines in this policy.

## Specific Procedures Followed at UWCT

### 8. Primary School

#### Student Support and Guidance

From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled" in which all students are expected to act honestly, responsibly and ethically (IBO Academic Integrity, 2019). Academic honesty requires an understanding of the difference between academic honesty, intellectual property, plagiarism and authentic authorship. Students should recognize that they are personally responsible for academic honesty and be able to recognize what behaviours constitute academic misconduct. For example, plagiarism, copying another's work, using unpermitted notes or collaboration, and so on (IBO Academic Honesty, 2014).

In the primary years, an emphasis will be placed on establishing an understanding and culture of sharing and accessing others' work responsibly in order to support and enhance our own learning. Primary students will be supported and guided to an understanding that when an idea is taken or adapted from another source, that it is necessary to give credit to the original creator and be able to direct others to the source of the information. Throughout the primary years, in a scaffolded approach, students will be introduced to the need for and practice of referencing and citation that follows simple formats. As research skills are developed at age-appropriate phases, products of student inquiries will require the inclusion of references in the form of developing bibliographic information.

## Primary School Age appropriate guidance on expected behaviours

Using the IB Approaches to Learning, and offering explicit opportunities to develop social, communication, thinking, self-management and research skills will support students to develop an understanding of what we value as a learning community, including academic integrity.

### From the early years to grade 2, the academically honest student is expected to

- Acknowledge help from parents, older students and friends
- Look at and read books, print material and digital sources in order to learn new information
- Summarize key understandings from a variety of materials.
- Communicate new knowledge in their own words.
- Begin to consolidate knowledge from several sources into independent ideas and understandings.
- Understand copying as cheating.
- With teacher guidance, begin to use key words to take notes from written or visual materials. Begin to work collaboratively in groups to share information gathering and presentation with contribution from all group members.

### From grade 3 to grade 5, the academically honest student is expected to

- Acknowledge help from parents, older students and friends, group members and other primary sources.
- Read from a variety of sources, including print and digital sources, in order to gather information.
- Take notes in their own words, using key words and paraphrasing skills.
- Begin to use first person sources and interviews in information gathering.
- Summarize understandings from a variety of materials in their own words.
- Write reports and summaries of information in their own words, with a developing style of academic language.
- Acknowledge sources in a bibliography.
- Is able to assimilate knowledge from several sources into independent ideas and understandings.
- Understand plagiarism as cheating.
- Understand that downloading or copying from electronic sources without permission is cheating. Work collaboratively in groups and contributes by sharing information and presenting understandings.

## The Exhibition

As evidence of the culmination of the PYP, Exhibition work in grade 5 should reflect all of the criteria for academic honesty presented in the primary years. In addition, Exhibition work should show that students are able to independently work in an academically honest manner. Students will sign an academic integrity agreement at the onset of the Exhibition. During the Exhibition, an academically honest student:

- Acknowledges help from their mentor, teacher, parents, friends, or other sources.
- Plans their own independent inquiry leading to research.
- Creates a central idea to guide their inquiry.
- Accesses a variety of primary and secondary sources, including organizations and individual first person resources.
- Contacts and initiate communication with primary sources.
- Interviews primary sources in an ethical manner by asking for permission to take notes or record the interview and communicating that their contributions will be referenced responsibly.
- Works collaboratively with their team to share and contribute information.
- Presents understandings in a variety of provoking audio/visual and creative formats.
- Assimilates understanding leading to an action plan.
- Produces a full biography in proper, age-appropriate MLA formatting citing all sources accessed over the course of the Exhibition

## 9. Secondary School

### Student Support and Guidance

All students and parents are informed of UWCT's views on the importance of academic integrity and honesty and therefore recognize that dishonesty runs counter to UWCT's values and ethos.

Each year in the first weeks of school the academic honesty policy will be explained to all students, who will be asked to sign that they acknowledge and agree to comply with the 'UWCT Academic Honesty Agreement'.

Care is taken to inform students at the beginning of each academic year, of the different ways in which misconduct can occur. Individual teachers reiterate this message throughout the year. The importance of academic honesty is specifically taught and reiterated throughout the year across subjects.

Secondary students are explicitly taught age appropriate skills including but not limited to:

- paraphrasing and adaptation of source material
- research writing techniques
- data gathering techniques
- the planning, preparation, and execution of writing assignments
- ways to acknowledge sources in writing and speech
- ways to acknowledge information derived from electronic sources
- what constitutes academic misconduct
- techniques for using translated material
- use of tools to acknowledge sources appropriately using MLA

Students are progressively given research opportunities across the curriculum, preparing them for the high level of research skills required in the IB Diploma.

All Secondary students are taught how to reference correctly (at an age appropriate level), using the MLA system for referencing.

There are appropriate, staged sanctions to deal with cases of academic dishonesty, in line with our values, our behaviour expectations and with our system of student well-being. (See Section 10)

## Secondary School Age appropriate guidance on expected behaviours

UWCT students are required to act in a responsible and ethical manner in submitting work in the Secondary School.

Students must avoid any form of misconduct. At UWCT misconduct is considered to be 'major misbehaviour' in our 'Behaviour Expectations'.

Specific expectations regarding academic integrity and honesty are made clear to all students at all grade levels of the MYP and DP.

### Grades 6, 7 and 8

In Grades 6,7, and 8 the academically honest student is expected to:

- Acknowledge sources of information using the Modern Language Association (MLA) referencing system (or other referencing systems as advised by my teacher).
- Keep and maintain accurate, personal course notes.
- Understand what constitutes cheating and not break the rules.
- Ask beforehand what kinds of external help is allowed.
- Acknowledge any help they receive from another person.
- Only submit original work at all times.
- Do only their own work, including homework.
- Never submit work done by a parent, an older student, a friend or a private tutor or any other person.
- Protect their work from being copied by another student.
- Use notes during a test only when allowed by the teacher or the examination rules.
- Not copy from another student during a test.
- Demonstrate personal integrity in all of their work.

### Grades 9 -12

In Grades 9-12 The academically honest student is expected to:

- Acknowledge sources of information using the Modern Language Association (MLA) referencing system (or other referencing systems as advised by my teacher).
- Make sure they understand the concepts of academic integrity and honesty and the various forms of misconduct as outlined by the school and the IB.
- Make sure they understand the consequences of cheating in both school-based work and external examinations.
- Acknowledge any significant help provided by another person.
- Protect their work from being copied by other students.
- Use notes during a test only when permitted by the teacher and by the examination rules.
- Do only their own work, including homework.
- Present only their original material as my own.
- Refrain from purchasing and submitting pieces of writing written by someone else.
- Only present artistic or creative work in any medium that is their own except in a manner allowed by the teacher or permitted by the assessment rules.
- Demonstrate personal integrity in all of their work.

## 10. Procedures and Consequences

### Primary procedures and consequences

Any incidents of academic misconduct in the primary school are viewed as learning opportunities for the students. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or retaught the skills needed to rework the material in their own words and cite quotations using a feedback to feedforward model. Self-evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic integrity. Malpractice is considered generally to be the result of a lack of language and or research skills, and is addressed accordingly. In the event that a student wilfully and deliberately continues malpractice, a meeting may be called between the teacher, parents and student, and ultimately between the principal, PYP coordinator and parents. Notes of continued malpractice may be recorded in the student's file.

### Secondary procedures and consequences

Misconduct within coursework, classwork or homework is regarded as academic dishonesty and therefore treated seriously. In addition to school sanctions, students need to be aware that misconduct within coursework or during examinations may result in the IB disqualifying students in one or all subjects. In Grades 11 and 12 this would lead to a failed Diploma.

In the event that an assignment, whether classwork, homework or coursework, is found to contain information lifted from an external source such as the internet, published texts, parents or tutors, and not referenced by the student, the following measures come into place:

#### 10.1. In Grades 6-8:

The student is approached individually by the class teacher and asked whether they received help from any other source in the completion of their assignment. If the answer is yes, they are asked the nature of the source. If this explanation is sufficient, a reminder is given about the definition of misconduct and the student is asked to repeat the assignment.

If the student denies any kind of external help, the evidence is presented to them. They are reminded of the definition of misconduct, asked to repeat the assignment and the Programme Coordinator is informed.

Any student who has received the warning but repeats the misconduct is seen by the SS Principal for further disciplinary action. In serious cases, this might include suspension. Parents and the HR teacher will be informed and the letter held on file.

#### 10.2. In Grades 9-12:

A genuine error - If a teacher suspects misconduct in a piece of work, he/she will speak to the student at an opportune and private moment to ascertain if misconduct/plagiarism has taken place. If a genuine error has occurred, the teacher will clarify with the student, how to source correctly. The teacher will send a brief note to the Programme Coordinator; no further action is required.

When academic dishonesty is discovered, the teacher must notify the Programme Coordinator as soon as possible to ascertain whether this is the first case of academic dishonesty. If it is, the teacher will speak to the student concerned and warn him/her of the serious consequences of any further misconduct. The Programme Coordinator will inform the parents of the incident, in writing and cc the HR Tutor. A copy of the letter will be held in the student's file.

Repeat academic dishonesty - Any student who has previously been warned about such dishonesty and repeats the offence, irrespective of subject, will be reported to the Programme Coordinator. The teacher will provide a report and evidence of the misconduct. The Programme Coordinator will investigate the concern and interview the student in accordance with UWCT guidelines (See 8.2, Guidelines for Interviewing Students on Disciplinary Issues). Should misconduct be confirmed, the student will be referred to the SS Principal and/or HoS for serious disciplinary action.

**Repeat offences of academic dishonesty are likely to lead to suspension and in the unlikely event of extensive misconduct across a range of pieces or subjects, is likely to result in exclusion or in the student being asked to withdraw from UWCT.**

Misconduct in work which is not coursework - If there is evidence of misconduct in a piece of work other than coursework, it will be at the discretion of the teacher/Programme Coordinator whether the student is required to redo the work. The work will not be graded.

Misconduct in coursework - If there is evidence of misconduct in coursework, the student will have to resubmit the work. This resubmitted work will be undertaken under the close supervision of the teacher or Programme Coordinator.

Other possible consequences: In addition to the above, any Grade 11 or Grade 12 student at UWCT who has faced serious disciplinary action, such as a suspension due to misconduct, should be aware that UWCT will be obliged to report this information to universities that may require it. At present, a large number of universities in the USA require schools to report this kind of information, along with an explanation of the circumstances that led to the disciplinary action.

It is the school's policy that under normal circumstances any disciplinary action which is recorded on a student's file in Grades 6 to 10 may not be carried forward into Grade 11. This will depend on the nature and severity of the offence.

## **11. The Rights of the student if suspected of a breach of academic integrity or honesty**

1. The student should be made aware of the incident in question.
2. The student should be offered the opportunity to independently recall the incident in written form prior to discussion. They should be allowed to do this in a quiet, separate room.
3. The student should be offered the option of having a friend or teacher present. It may also be necessary to have a 'native speaker' present.
4. If the student is very distressed it may be helpful to delay the interview in everyone's interest. In that case the student must be given clear about what they should do, and whether he/she may speak to others.
5. If the interview is taking a long time the student should be offered a break at frequent intervals.
6. Student and staff member should sign and date the final written statement.

## **12. FAQ's**

### **12.1 What is an 'acceptable' similarity score when using software like Turnitin?**

Since it is likely that all student work will contain some words and common phrases which also appear in other sources, there is no fixed score. A percentage of less than 15% probably suggests that the work has not been plagiarised, however, if the 15% is in one continuous block of uncredited text then this would still be considered as plagiarism. Any figure approaching 25% would certainly suggest that piece of work requires very close scrutiny from the teacher concerned. (Macquarie University,2015) The best and safest practice is to aim for as low a score as possible.

### **12.2 Can my parents or friends help me with my homework?**

It is natural that parents should want to help their children with homework and it is also natural for students to seek assistance from parents or friends from time to time. Problems, ideas and examples can be discussed with others, but the work which is finally handed in, *must* be the original work of the student.

### **12.3 What about work which is done in groups with other students?**

Groupwork is a common strategy in modern teaching and it has many advantages. However, the IBO draws a distinction between “legitimate collaboration and unacceptable collusion” (Garza 2014) Therefore, when a single assignment is produced by more than one student working as a group, they must make clear which parts of the assignment have been written or produced by which student. Any imbalance in the level of contribution may result in differing grades for the same piece of work.

### **12.4 Is plagiarism really such a big deal?**

Yes. All institutions take academic dishonesty, misconduct and plagiarism *extremely* seriously. So should you.

Further examples are available in the IB Documentation.

### 13. Works Cited

'Effective Citing and Referencing' - IBO 2014

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf> - Accessed December 2019

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