



**BRITISH INTERNATIONAL
SCHOOL of TIMISOARA**

THE IB DIPLOMA PROGRAMME

We Provide the Foundation on Which Our Children Can Flourish

Preliminary Academic Honesty Policy

Our Vision

*We provide the Foundation on which our Children can Flourish
Inspiring our students to Learn and Live with Purpose*

Our Mission

*Building a community of learners where students are given meaningful opportunities to
learn, experience, grow, succeed and excel in all areas of their academic and personal
development*

Our Core Values

*We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive*

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 organization works with schools, governments and international organizations 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.

BIST acknowledges its responsibility to educate students to be ethical and to prepare them for the demands of further education, so that they can take full advantage of the opportunities open to them, in a fair and honest manner.

This policy aims to:

- help define academic honesty and malpractice in the context of the IB Diploma Programme;
- establish the roles and responsibilities of the IB Coordinator, teachers, librarian and students and in promoting academic honesty in a positive way, as well as preventing and detecting malpractice;
- offer advice about citation and referencing;
- outline the consequences of malpractice;
- establish that each student must sign a declaration, stating that all work submitted for assessment, will be their own authentic work.

Academic Honesty

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Whenever possible, academic honesty should be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment.

Malpractice

BIST defines malpractice as behaviour that results in, or may result in, the student gaining an unfair advantage in one or more assessment component. To check for plagiarism, at BIST all the student work will be ran past Turnitin in order to ensure academic honesty. Teachers are required to keep copies of the similarity index reports for all student work.

Malpractice includes:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the student's own
- **collusion:** this is defined as supporting malpractice by another student, as in 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 diploma requirements
- any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a record).

IB Coordinator

The IB Coordinator must ensure that procedures are in place so that all students:

- understand what constitutes academic honesty and an authentic piece of work, to be introduced with an information session during 'Induction Week' and supported by posters displayed around the school
- understand what constitutes malpractice, particularly plagiarism and collusion, again introduced during 'Induction Week' and supported by annual seminars delivered by the librarian
- receive guidance on the skills of academic writing and acknowledging sources, supported by annual seminars delivered by the librarian

- know the consequences of being found guilty of malpractice
- receive a written copy of the policy
- sign a declaration that all work submitted for assessment, will be their own authentic work.

It is also the responsibility of the IB Coordinator to establish a school policy that promotes good academic practice and a school culture that actively encourages academic honesty. HoDs must ensure that academic honesty is addressed in Departments and that all staff inform their classes about collusion and vigorously pursue any sign of malpractice. During internal exam sessions, the IB Coordinator must make staff aware of the importance of rules and agreed procedures being followed precisely, so that the integrity of assessed work is seen by students to have the highest priority. It is assumed that part of this responsibility may be delegated to others (Heads of Department and teachers).

Librarian

The Librarian must be fully aware of issues associated with plagiarism and copyright and, as such, should endeavour to provide research guidelines that emphasize reading and writing skills, good academic practice, and the need to provide well-written work that does not rely heavily on material downloaded from the Internet.

Extended Essay Coordinator

The Extended Essay Coordinator takes overall responsibility for training staff and students on citations, referencing (i.e. MLA), research skills (i.e. MLA). Together with the IB Coordinator and the Librarian, the Extended Essay Coordinator will facilitate regular training sessions.

Teachers

Teachers need to be aware that:

- using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavour, and how to integrate these words and ideas with one's own is an important skill that must be taught
- it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of each student
- they are expected to detect any plagiarism
- they are expected to support the school's policy on good academic practice and provide students with advice whenever necessary.

All subject areas must contribute to the development of a policy on academic honesty so that students gain a clear idea of what constitutes plagiarism in a variety of disciplines. The need to acknowledge the source of data, computer programs, photographs, diagrams, illustrations, maps and so on must also be made clear to students by their subject teachers.

Students

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Students are expected to comply with all internal school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. Students will be asked to sign the 'Academic Honesty Policy Acknowledgement' form at the beginning of the programme.

Parents and the wider school community

It is everybody's responsibility, including parents, to ensure that BIST students behave in an ethical manner and understand that:

- **an authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged**
and, importantly,
- that although the Internet is in the public domain and largely uncontrolled, students can't use information taken from web sites, without acknowledgment.

Consequences of Malpractice (School)

Once it is suspected that a student has presented a piece of work that is not authentic, the following actions will be instigated:

- the IB Coordinator will be informed
- an investigation into the authenticity of the work will be conducted by either the IB Coordinator or the HoD
- should the investigation show that the work is not authentic, parents will be informed and the work will be subject to the rules of the IB. It is the IB Coordinator's duty to report suspected instances of student academic misconduct to the IB. The IB policies, procedure and consequences of misconduct are outlined below.

Where a piece of work has been correctly referenced, but the amount of others work is considered excessive, the student will be asked to re-submit the work.

Good practice (recommendations for students from IB)

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher;
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it;
- The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination;
- For these reasons, a student's intent cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme;
- Be aware that a breach of IB regulations will have serious consequences.

Investigation of student academic misconduct cases (IB Policies and Procedures)

(excerpt from IB Academic Integrity Publication)

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which

academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session.

Students suspected of academic misconduct must be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; however, the school will be requested to confirm in writing that the student declined the opportunity to present a statement.

Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB's Assessment Division at the IB Global Centre, Cardiff. Their decision is subject to approval by the Final Award Committee. If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Final Award Committee.

If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices.

If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student's results have been issued. This could be identified, for example, through the enquiry upon results process. If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.

Student sanctions

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB assessed components. The IB may investigate issues which could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

Using the matrix of penalties

The table of penalties detailed in the appendices sets out the level of penalty—1, 2, 3a or 3b—that will be applied for each type of academic misconduct. For example, if a student plagiarizes less than 50 words from an external source—row 1—they will receive a level 2—zero marks—penalty. If they plagiarize more than 51 words then a level 3—no grade—penalty will be applied.

Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- retake in six months, depending on subject availability
- retake in 12 months
- no retake allowed, but award of grades in subjects not affected by the incident.

Academic Honesty - Quick Guide for Students

When doing your work always try and write in your own words. When you do copy directly into your work the words of others, reference them in the following way:

How do I cite quotations?

Direct Quotations

Author known – “In speech marks” (**Waugh, 2003, p.23**)

No author known – “In speech marks” (**Oxford School Dictionary, 2005, p.57**)

Direct quotations from the internet

Author known - “In speech marks” (**Paxman. J, 2008, BBC**)

No author known – “In speech marks” (**Britannica, 2008**)

If using multiple quotations from same page then use a,b,c,d etc (**x, x, p23a**) (**x, x, 23b**)

NOTE - Try and avoid lengthy quotations as you can't gain much credit for quoting large chunks of someone else's work in your assignments.

Summary Quotations

Summary quotations are a very useful way of showing that you have read widely and understood what you have read, therefore not having to resort to direct citations. It shows a more sophisticated use of knowledge. Be very careful with these, the text has to be quite different to be a summary! Use only the author and the year.

Such summaries can be introduced as....according to **Waugh(1993)**..., it was the opinion of **Waugh (1993)**...., as **Waugh (1993)** points out...., as **Waugh (1993)** suggests... and so on.

How do I reference pictures?

All material used must be referenced (this includes photos, pictures, graphs, tables) Underneath the picture/graph/table or any type of visual aid you need to write the person who created it, the date the book was published and the page you found it on

Example: **Waugh, 2003, p59.**

If the name of the person is not available then give the website/book where you found it, the date the website was last updated or when the book was published.

Example: **Sage, 2008.**

How do I use footnotes and endnotes?

- If you wish to use these then do so, however, the method of placing the reference in the text as shown above is simpler as the reference is made at the point of use and is less likely to be forgotten!
- Footnotes are put at the bottom of the page. End notes come at the end of the work. To show a footnote you will need to put into the text a number (1).
- End notes are more difficult to use because there is more chance of confusing the endnote and the actual quotation, citation.

Footnotes/endnotes

You will need to cite the author, date of work and page number.

Example: **1. Smith, 2008, p. 4**

How do I compile a Bibliography?

Bibliography preparation and style of bibliographic citation at BIST is based on the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd Ed. New York: MLA, 2008 which can be consulted when in doubt as to how a format should be applied, or when using a document not listed in the examples below.

List your resources in alphabetical order. Below are some examples of how to reference some of the more common types of resources.

Book

Single Author: (MLA 6.6.2)

Author's last name, first name. *Title (Italicized)*. Place of publication: Publisher, Date of publishing.

Example: **Carson, Ben. *Gifted Hands*. New York: Harper Collins, 1990**

Two (2) or more authors : (MLA 6.6.4)

Example: **Davis, Michael D. and Hunter R. Clark. *Thurgood Marshal: Warrior at the Bar, Rebel on the Bench*. New York: Carol Pub. , 1992**

Pamphlet: (MLA 6.6.19) A pamphlet is treated just like a book.

Example: **McPherson, Mark. *Caring for your dog*. Mahwah, NJ: Troll, 1985.**

Journal/Newsletter: Author's last name, first name. *Title (Italicized)*. Title of Journal, Newsletter, Conference, or other format. Vol. No.

Web Document: (MLA 6.7.1 &2)

Examples: **Smith, Peter. *Shakespeare Newsletter*: 5(1995): n. page. Online.**

Internet. 15 Dec. <http://www.shakespeare.org/news.htm>

'Dylan Thomas' Discovering Authors. 1997. GALE Research. 22 April 1998 <http://galenet.gale.com:8888>

Media

Film:

Examples:

Feature ***Hamlet*. Dir. Franco Zeffirelli. Perf. Mel Gibson. Warner Bro., 1990. DVD.**

Documentary ***The Tribal Mind*. National Film Board of Canada. 1994. Videocassette.**

CD:

Example: **Letourneau, Denis, and Stu Goldberg. *Reinventions*. Dedications Records, 2006. CD.**

More guidance can be found in the IB publication Effective citing and referencing available in the Digital toolkit section on the IB website (<http://www.ibo.org/myib/digitaltoolkit/brochuresflyersposters/>)

If you have any queries about referencing, please ask the EE Coordinator, the IB Librarian or your IB Coordinator.

This policy should be read in conjunction with the 'Academic Honesty in the IB Educational Context' and 'Academic Integrity' publications.

Policy Review

This policy will be collaboratively reviewed regularly by the School Leadership Team and DP teachers and will be adjusted as necessary based on all possible requirements and updates for this area.

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Next review date: June 2022.