



International Baccalaureate (IB) Academic Honesty

Diploma and Middle Years Programme

Related Merici Policies

International Baccalaureate Assessment Diploma Programme
MYP Assessment Policy

Rationale/Purpose

Academic honesty in teaching, learning and assessment, serves to promote personal integrity and upholds respect for others and the integrity of their work. In the IB, academic honesty is a key part of striving to be *Principled*, an attribute of the IB learner profile¹. It also helps to ensure all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. All students must avoid any form of academic misconduct and teachers should be ambassadors to promote good practice.

This policy aims to:

- clarify and define academic honesty
- outline the consequences and penalties for academic misconduct in the Diploma Programme
- outline the consequences and penalties for academic misconduct in the Middle Years Programme
- provide detail of the processes followed in determining and dealing with academic honesty
- ensure that appropriate documentation is provided to meet IB and College requirements.

Merici College Mission and Vision

"Merici challenges you to love life, have hope, be faithful and build futures more wondrous than you dare to dream."

As a Catholic community aspiring for excellence, Merici College is inspired by our Catholic teachings:

"Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things." (Philippians 4:8)

We are an innovative, progressive and caring learning community, committed to the well-being of our students and driven by our Catholic values. We work in partnership with parents to provide a nurturing and inclusive environment, which develops young women who can lead and have impact within their communities by showing respect for others, empathy, intercultural understanding and positive stewardship. In order to

¹International Baccalaureate Organisation, (2013) *IB Learner Profile*. Cardiff: International Baccalaureate Organization

facilitate the ongoing spiritual, emotional, academic and social development of our young women, Merici College has a comprehensive Pastoral Care system based on Christian beliefs. We create a positive and inclusive learning environment that develops and challenges students who are compassionate, confident and active members of our global community. Our vision for each young woman is that she feels fully prepared to meet the challenges of an increasingly globalised world where differences are valued and respected.

We take St Angela Merici as our guide and as such view each student as a unique individual with inherent dignity.

“The more you esteem them, the more you will love them; the more you love them, the more you will care for and watch over them. And it will be impossible for you not to cherish them day and night, and to have them all engraved in your heart, one by one, for this is how real love acts and works.” (St Angela Merici)

Teaching and Learning at Merici College is designed, implemented and evaluated to achieve excellence in education. We promote enthusiasm and energy for learning within our classrooms by utilising a variety of strategies to meet individual student needs. We encourage ownership of learning, higher-order and critical thinking and reflection to empower students and allow them to develop the self-discipline and drive required to become life-long learners.

Our focus is on developing students holistically, so that they become compassionate and active members of our global community: young women who value ethical behaviour, who have a strong yet realistic sense of their own worth, and who are ready to take their place the world.

“Love your daughters equally, do not have any preference for one rather than the other, because they are all children of God, and you do not know what He wishes to make of them.” (St Angela Merici)

Definitions

Academic Malpractice

Behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Academic Misconduct

Academic misconduct is when a student gains an unfair advantage (whether deliberate or inadvertent), or where a student’s behaviour disadvantages other students in one or more assessment components.

Common Knowledge

Common knowledge are facts that can be found in numerous places and are likely to be known by a lot of people. Example: ‘*Merici College was founded in 1959*’. This is generally known information. You do not need to document this fact.

Collusion

Collusion is supporting academic misconduct by another student, e.g. allowing one’s work to be copied or submitted for assessment by another student.

Duplication of Work

Duplication of Work is the presentation of the same work for different assessment components and/or program requirements.

Formative Assessment

Formative assessment is a tool or process that teachers can use to improve student learning; it is about assessment for learning, rather than simply assessment of learning.

Formal Summative Assessment

Formal summative assessment is defined by the IB as assessment directly contributing to the final qualification, represents the final summative assessment practice in the IB continuum of education.

Legitimate Collaboration

Collaboration means working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work being submitted must be produced independently, even though it may be based on similar data. Even if a student has 'collaborated' with another student, the work to be submitted must be the individual's own.

Plagiarism

Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs.

Examples of Academic Misconduct

Examples of academic misconduct could include, but are not limited to:

- Taking unauthorised material into an examination, whether the student uses it or not
- Disruptive behaviour in an examination including the distraction of other students
- Communicating with another student during an examination
- Submitting all or part of a paper from a source text without proper acknowledgement
- Submitting materials which paraphrase or summarise another person's work or ideas without appropriate acknowledgement
- Submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.
- Fabrication - intentional and unauthorized falsification or invention of any data, information, or citation in an academic exercise.
- Students and staff are expected to refer to the Merici College Referencing Guide² for support and guidance with referencing in different formats (http://merici.libguides.com/ld.php?content_id=40606489).

Policy

The Merici College statements of mission and philosophy are clear and are aligned with the International Baccalaureate (IB) and the College community demonstrates and supports this philosophy. As part of this philosophy, it is expected that all students work with integrity and respect the work of others, and teachers support the development of academic integrity and information literacy across the college.

The College acknowledges that the academic honesty is embedded in all programmes which adhere to the IB *Programme standards and practices* (2014), Standard C 3 (4): Teaching and learning promotes the understanding and practice of academic honesty (p. MYP 19 and DP 25)³.

Merici College has developed and implements this *International Baccalaureate (IB) Academic Honesty Policy* which has practices that are fair, transparent and consistent. It has developed systems to inform the College community and promote the ongoing implementation of academic honesty and demonstrates pedagogical leadership aligned with this philosophy in the *Teaching and Learning Core Document 2019*⁴.

This policy also defines the parameters of academic honesty, outlines the responsibilities of senior students regarding appropriate referencing of source materials including visual images in all assessments and the procedures followed if academic misconduct is suspected.

The *Merici College Referencing Guide* (2019) is our core document for students, parents and staff outlining the format required for referencing at Merici College, based on Harvard formatting. The minimum information required in the MYP and DP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.

Example of Harvard formatting:

As a general rule, when referencing Harvard Style, use the format

Author surname, initial. (Year). Title of Book or article. Publishing details.

Garwood, D. (2016). Must-know travel tips for first-timers in Italy. [online] Lonely Planet Italy. Available at: <https://www.lonelyplanet.com/italy/travel-tipsand-articles/must-know-travel-tips-for-firsttimers-in-italy> [Accessed 8 Dec. 2016].

Procedures

All candidates for the IB Diploma and Middle Years are expected to acknowledge use of the work or ideas of another person in any work they may submit for assessment by using a standard style of referencing.

If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they must acknowledge the source at the point of use, using a standard style of referencing, and add the source to the bibliography. This includes direct quotation, paraphrasing or summarising. When presenting new assessment work, students will be reminded of the guidelines about academic honesty and possible penalties for a breach of policy.

Failure of a candidate to acknowledge a source for work submitted externally to the IB will be investigated by the IB as a potential breach of IB regulations. This may result in a penalty imposed by the final award committee.

All students will be provided with a copy of the *International Baccalaureate (IB) Academic Honesty Policy* and by enrolling in the IB DP, students agree they have read and understood it. The *International Baccalaureate (IB) Academic Honesty Policy* is available to parents, students and staff at Merici College on our College website for both Middle Years and Diploma Programme students and their families.

When submitting work as Formal Summative Assessment students will be required to submit IB related documents associated with Internal Assessment and Examinations.

³ International Baccalaureate Organization, (2014). *Programme standards and practices*. Cardiff. International Baccalaureate Organization.

⁴ Merici College (2019) *Teaching and Learning Core Document*. Merici College.

Students are to submit written IB Internal Assessment Items and any items identified by subject teacher to www.turnitin.com. Staff will have access to www.turnitin.com in order to assist with reviewing the originality and authenticity of student submissions, however, teacher judgement is still required. As students progress through internally assessed work, the subject teacher will sight work in progress to provide evidence that the final version is the students' own.

Formative Assessment

Formative assessment is an essential learning tool to provide students with guidance and the opportunity to learn how to comply with academic honesty requirements and aligns with Merici Colleges' philosophy of continuous assessment. It is expected that students submit work for formative assessment that aligns with the *International Baccalaureate (IB) Academic Honesty Policy* and *Merici College Referencing Guide* requirements.

Formative assessment does not have any formal penalties attached to it from the IB but internal measures may be taken to assist students and their families in understanding the importance of academic integrity in adhering to the IB requirements for formal summative assessment, contributing to their Diploma or Personal Project (MYP).

These internal measures may include any of the following depending on the nature of the breach:

- Investigation by the subject teacher of the suspected case of academic misconduct/malpractice
- Interview of the student by the subject teacher
- Modelling of academic honesty by the subject teacher
- Interview of the student by the relevant Studies Coordinator and IB Coordinator
- If a breach of academic honesty has occurred, then the teacher, in conjunction with the IB Coordinator will inform the student and their parent in writing of the breach and action taken
- In cases of serious misconduct, the Deputy Principal Learning will be involved with interviewing the student
- Details of any case of academic misconduct must be recorded and the record kept centrally at the school
- Students will be required to resubmit the piece of work or activity where a breach of academic honesty occurred as a learning activity

Diploma Formal Summative Assessment

In the completion of formal summative assessment any incident of academic misconduct will be treated as a serious breach of discipline in assessment and significant penalties may be imposed.

If a teacher suspects academic misconduct, the following procedures are followed:

1. Copies of the assessment task, rubric and/or marking criteria and student response and plagiarised text/s and/or other evidence will be given to the Deputy Principal Learning
2. The Deputy Principal Learning will convene the Academic Misconduct Committee (Deputy Principal Learning, IB Coordinator Head of Senior School and Studies Coordinator of the relevant subject area) who will decide if there is a reasonable concern that academic malpractice has occurred
3. If a concern is found to exist, the Studies Coordinator and teacher will meet with the student and ask her to verify the authorship of her work
4. If the student is unable to verify her authorship, the Studies Coordinator will contact parents to inform them of the breach and offer the opportunity for the parent, student and teacher/Studies Coordinator to meet to discuss the breach and actions taken
5. The incident must be recorded and kept centrally by Merici College
6. A letter outlining the breach will be sent home by the Deputy Principal Learning
7. If the case of suspected academic malpractice of summative assessment, the IB Coordinator, will then send a full report to the IB - where a decision on the action to follow will be taken.

Penalties for Internal Academic Malpractice / Misconduct / Lack of Academic Integrity

Merici College expects that all students at the school to act with academic integrity. If a student is found to plagiarising material and/or engaging in misconduct, then a formal process will occur.

All students when completing work within the college are expected to submit typed work to Turnitin.com as part of the learning process. This generates an originality report, giving the student the chance to correct any referencing issues and then resubmit as appropriate. Turnitin.com is a part of the process, though teachers who suspect a student of academic misconduct even with the use of Turnitin.com can follow the procedures below.

In cases where students have hand-written assessments or produced something creative that is unable to be uploaded to Turnitin and misconduct is suspected, and interview will be conducted as stated below.

IB Students in Years 11-12

All concerns about academic dishonesty will be investigated at a college level and students must be given the opportunity to explain her case before a penalty is applied. Any student suspected of academic dishonesty must be given a fair hearing and the opportunity to provide evidence of authorship.

Any work that is found to show evidence of academic dishonesty will incur a penalty. This may involve a reprimand or in more serious cases involving summative assessment items, the reporting of the candidate to the IB.

In first instance, for internal work assessed by the college, the student will be interviewed about the concern by the subject teacher. The subject teacher is expected to inform the Studies Coordinator about the incident. This must be recorded on the school's database for behaviour incidents. The student must be provided with support so they can avoid making the same mistake again.

Penalties that may be applied once academic dishonesty has been proven:

- a) student may be asked to sit again for the assessment item or resubmit work to show evidence of learning
- b) teacher may mark the item of work without the plagiarised section
- c) the student may be asked to complete an alternative assessment / piece of work

Once academic dishonesty has been established, the student's parents must be informed, either in writing or phone/in person. This must be recorded on the school's central database.

For cases where there are continued issues with academic dishonesty, the College will call the student and their families in to discuss the possibility of withdrawing the student from the IB.

Middle Years Students

In the junior years, the emphasis on penalties for academic dishonesty is in the learning and reflection process.

All concerns about academic dishonesty will be investigated initially by the subject teacher involved and students must be given the opportunity to explain her case before a penalty is applied. Any student suspected of academic dishonesty must be given a fair hearing and the opportunity to provide evidence of authorship.

Any work that is found to show evidence of academic dishonesty will involve the student in a restorative process.

1) In first instance the student will be interviewed about the concern by the subject teacher. The subject teacher is expected to inform the Studies Coordinator about the incident and provide support to help the student correct the error.

2) This should be recorded on the school's database for behaviour incidents. The student must be provided

with support so they can avoid making the same mistake again.

3) Student may be asked to sit again for the assessment item or resubmit work to show evidence of learning, or the teacher may mark the item of work without the plagiarised section, alternatively the student may be asked to complete an alternative assessment / piece of work.

4) Ongoing incidents of academic dishonesty will involve the family of the student and more senior staff determined by the severity and frequency of concern e.g. Studies Coordinator, Head of Junior School, Deputy Principal of Learning, Principal.

Right to Appeal - Internal College Process

Students have the right to appeal against the outcome of the college investigation into academic dishonesty.

If a student disagrees with the investigation into academic dishonesty, they may apply in writing to the Deputy Principal of Learning who will review the process taken and the penalties applied.

Before appealing students and their families are encouraged to:

- 1) Read the Merici College academic honesty policy
- 2) Read the IB academic honesty policy

Penalties for Academic Malpractice Diploma Programme

External Penalties for Academic Malpractice

External sanctions are those assigned by the IB or the College, in compliance with IB regulations, and relate specifically to the perception that academic dishonesty has taken place in work which counts towards the award of the final Diploma.

If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'.

If a candidate is found to have plagiarised all or part of any assignment, then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.

Misconduct during an examination will result in no grade being awarded for the specific subject involved.

If a candidate falsifies a Creativity, activity, service (CAS) record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.

If the case of malpractice is very serious, the candidate may not be allowed to re-register for examinations in any future session.

An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established.

External Appeals

An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.

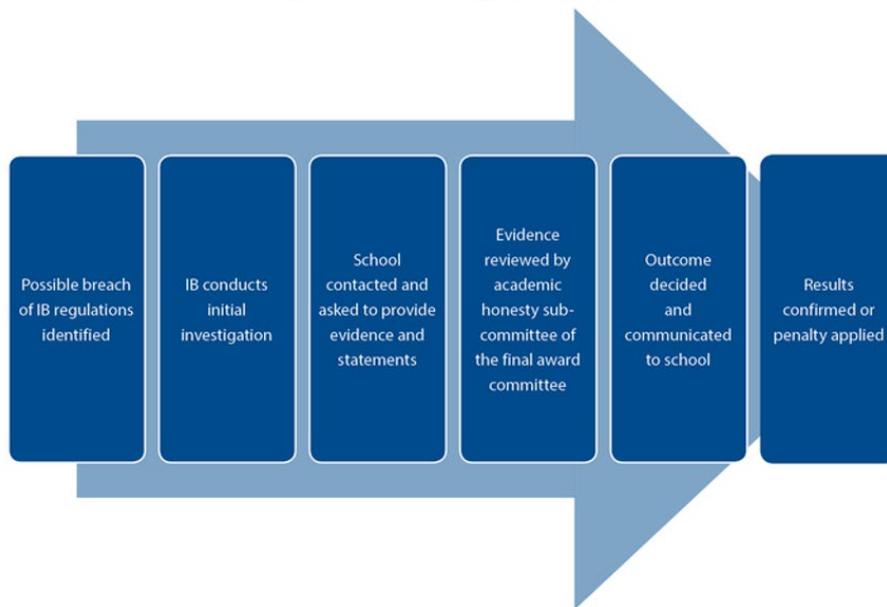
(Refer to IBO *Diploma Programme Assessment Procedures* for information regarding externally identified cases of misconduct).

Penalties for Academic Malpractice Middle Years Programme

For the Personal Project, which is submitted externally to the IB for moderation, concerns of academic dishonesty will be investigated. College processes to monitor and deal with concerns of academic honesty before submission externally will be followed to avoid where possible any external penalties and investigation.

In cases where academic malpractice is suspected by the IB, or by College Staff once work has been submitted externally, IB processes will be followed as per the *Middle Years Programme Assessment procedures* as summarised below.

Figure 1: The investigation process



Roles and Responsibilities

It is the responsibility of the student to ensure they have not engaged in any academic honesty misconduct or malpractice.

The role of the subject teacher and Teacher Librarian is to promote good practice. It is the expectation that subject teachers share the responsibility for creating a culture of academic honesty by modelling good practice in referencing and citation in their classroom and learning materials.

The IB Coordinator is responsible for ensuring the *International Baccalaureate (IB) Academic Honesty Policy* aligns with IB expectations and is reviewed at a minimum once every programme evaluation cycle (every five years). He/she has a responsibility to ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty. The IB Coordinator is responsible for reporting any academic honesty concerns relating to the IB where relevant, and to the IB and Deputy Principal of Learning.

The Teacher Librarian is responsible for liaising with teachers to update the *Merici College Referencing Guide* and shares some responsibility for promoting academic honesty and reporting any suspected malpractice to the subject teacher and IB Coordinator.

Forms

Nil

References

International Baccalaureate Organisation, (2013) *IB Learner Profile*. Cardiff: International Baccalaureate Organization.

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Approved by:

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