



THE EUROPEAN SCHOOL



**Academic Honesty Policy**  
*Principles & Practices*  
The European School (TES)  
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## **Background**

Our Academic Honesty Policy was written with close reference to the following IBO publications:

*Diploma Program Academic Honesty, General Regulations Diploma Program, Ethical Practice and The IB Learner Profile.* Suggestions and feedback were solicited from teachers and administrators across the school and incorporated as appropriate.

The Policy is available in both English and Spanish on the school Intranet. It will be reviewed with all teachers at the start of each academic school year and evaluated in July 2015.

## **Rationale**

*The purpose of this policy is to:*

- Promote a collective understanding of Academic Honesty throughout the school community
- Foster respect for intellectual property across the school
- Establish the roles and responsibilities of teachers, students and parents in maintaining academic honesty
- Emphasize for students the importance of producing authentic pieces of work
- Promote a school wide understanding of what constitutes academic misconduct
- Ensure the school community knows the consequences of academic misconduct

## **Principles**

### **Academic Honesty and Related Concepts**

At The European School we believe that honesty and a strong appreciation of fairness are essential to the development of our personal integrity.

We acknowledge the IB Learner Profile attributes as ‘ways of being’ that influence all aspects of our learning and we aim to ensure that, school-wide, we have a collective understanding of the significance of fairness and honesty in our decision-making and our actions: this applies to our interpersonal relationships, our interaction with our environment as well as to our academic endeavors.

We believe that Academic Honesty is integral and essential to the pursuit of authentic learning and that it is evidenced by our students’ adoption of a principled approach in producing pieces of work that genuinely reflect their effort, knowledge, skills and understanding. We believe too that our students’ readiness to take responsibility for their learning is fundamental to their success at the European School and throughout life. Through intentionally and explicitly supporting our students in their development of transdisciplinary research and self-management skills, we equip them with the tools necessary to engage fully and fairly in academic projects and assignments.

#### ***What is an authentic piece of work?***

An authentic piece of work is one that is based on each student’s individual and original ideas, with any work or ideas of others, fully acknowledged and referenced (IBO, 2009a). It is our expectation, therefore, that submitted assignments reflect each student’s perspective and understanding and that they be written in the student’s own language style.

***What is intellectual property?***

‘Intellectual property (IP) refers to creations of the mind: inventions, literary and artistic works... symbols, names, images, and designs...’ World Intellectual Property Organization (2013).

There are many different forms of intellectual property protections, such as patents, registered designs, trademarks, copyright and the moral rights of authors. All forms of intellectual and creative expression (for example, works of literature, art and music) should be perceived and respected as property. Although you can easily purchase a ‘pirate’ DVD of the most recently released film or illegally download music, these are essentially acts of theft that can lead to legal proceedings.

***What is academic misconduct?***

Academic misconduct, as defined by the IBO, is any behavior, whether deliberate or inadvertent, that can result in a student gaining an unfair advantage in any assignment. Academic misconduct includes the following:

- **Plagiarism:** representing, intentionally or unwittingly, the ideas, words or work of another person without proper, clear and explicit acknowledgment. Turning in as one’s own work, the work of fellow students, excerpts taken from books, magazines, the Internet, or any other source, constitutes plagiarism. Where the ideas or work of another person feature in a student’s piece of work, whether in direct quotation or paraphrased, the source(s) of those ideas or pieces of work must be fully and appropriately acknowledged. This applies to *all* student work assignments, including quotations used in answers to examination questions. For a source found on the World Wide Web, the URL (Web address) and the date that the source was accessed or retrieved must be included. The same requirement to acknowledge a source applies to illustrations, data, graphs and all forms of media, both audio and visual.

- **Collusion:** supporting the academic misconduct of others. This includes allowing all or part of one's work and/or ideas to be copied and submitted for assessment by another student or passing on answers/information to other students in connection with any assessment task/examination.
- **Duplication of work:** presenting the same work for different assessment components. This includes submitting a single piece of work for more than one class, or using any portion of a single piece of work to fulfill the requirements of more than one class, unless prior permission to do so has been granted.
- Any other behaviour that either gains an unfair advantage for a student or affects the performance or results of another student. This includes: taking unauthorized material into examinations (notes, writing on body parts or clothing); using unauthorized equipment or devices (mobile phones and specific calculator types) on assessments; misconduct during an examination such as copying from or communicating with another student; fabricating or inventing information or falsifying research or other findings and discussing any assessment/examination undertaken before all students have had the chance to take the same assessment/examination 'unseen'.

## Practices

### Roles and Responsibilities in Promoting Academic Honesty

*Teachers will:*

- Reinforce for their students the value of producing authentic work, emphasizing the impact it has on the development of both academic performance and personal integrity
- Act as positive role models for students, for example by acknowledging sources in materials that are shared with the class, or by capitalizing on everyday teachable moments related to the acquisition and development of appropriate research and self-management skills

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- Address, explicitly and purposefully, the teaching and learning of transdisciplinary research and self-management skills across the school, with reference to the guidance documents published on our library webpage
- Ensure that they and their students fully recognize and understand the actions and behaviors that constitute academic misconduct in order that these be avoided
- Ensure that they and their students fully recognize and understand the consequences of engaging in academic misconduct
- Endeavor to detect any plagiarism, collusion or duplication of work and report same to the relevant section Principal(s)
- Notify the IB Diploma Coordinator of any concerns they may have regarding the authenticity of work submitted by students in Grades 11 and 12, particularly in relation to student work that has to be formally submitted to the IBO for external moderation/assessment.

### *Students will:*

- Gain an understanding of the value of academic honesty and the impact it has on the development of their academic performance and personal integrity
- Assume ownership of their learning and take pride in producing authentic pieces of work that fully demonstrate the depth and range of their knowledge, skills and understanding
- Endeavour to produce assignments that clearly reflect their individual effort and ideas i.e. written in their own language style and based on their own perspectives and understandings
- Work diligently to acquire and develop proficient research and self-management skills, with close reference to the guidance documents published on our library web page

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- Ensure that they fully understand the various actions and behaviors that constitute academic misconduct and strive to avoid them
- Ensure that they fully understand the consequences of engaging in academic misconduct
- \*Sign the declaration of compliance with IB regulations on academic misconduct

\*only students in Grades 11 and 12

### *Parents will:*

- Reinforce for their children the value of producing authentic work
- Support their children in assuming ownership of their own learning and encourage them to work diligently on acquiring proficient research and self-management skills
- Ensure that they fully recognize and understand the actions and behaviors that constitute academic misconduct in order to help their children avoid these
- Ensure that they fully recognize and understand the consequences for their children of engaging in academic misconduct



## **Addressing Instances of Academic Misconduct**

**Whenever an act of academic misconduct occurs, the following steps will be taken:**

1. The teacher will inform the relevant section principal.
2. The principal, **or** the principal and teacher, will review the matter with the student.
3. The principal will provide feedback to the teacher about the incident as appropriate.

**And in the High School section:**

4. The parents will be notified of their child's infringement of the school's Academic Honesty Policy.
5. The principal will document a description of the incident and place a signed (student, parent, principal) copy of same in the student's file.
6. If need be, the principal will meet with the student's parents to further explain the school's Academic Honesty Policy.

## **Consequences of Academic Misconduct: High School**

*First instance of academic misconduct*

- The student will automatically receive a zero score on the assignment/assessment: this includes end of semester exams and no make-up work will be given to compensate for the zero.
- If the incident occurs in an IB course, the student may have the relevant coursework withheld.
- A document describing the incident will go into the student's file, signed by the student, parent and principal.

### *Subsequent instances of academic misconduct*

- All of the consequences for a first instance of academic misconduct will apply.
- The student will also be assigned an in-school suspension and will be required to submit a written reflection on the value of academic honesty.
- Severe penalties will apply to students who repeatedly fail to adhere to the school's principles of academic honesty.

### *Instances of academic misconduct in relation to IB assessments*

- In cases where an act of academic misconduct in relation to a student's work is detected by the school after the student has signed his/her IB statement to confirm that all work submitted is indeed his/her own, the IB Diploma Coordinator will follow the steps outlined in Article 28 of the IB General Regulations (2011).
- If academic misconduct of any kind is determined to have taken place by the IBO, no grade will be awarded in the subject(s) concerned and no IB diploma will be awarded to the candidate.

### Bibliography

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