Academic Honesty and Malpractice Policy

Approved by:	Headteacher
Date:	03/05/2023
Review:	Every 3 years
Non-Statutory Policy	

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Purpose

Our Learner Profile encourages all students to be inquiring and principled and all staff work to instil such qualities in all our students.

> *Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.*
>
> *Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.*

[the IB Learner Profile, IBO, November 2008]

This policy recognises that the development of such traits is, in part, key to the Anglo European School *raison d'être* and that we need to take positive action to ensure that we teach our students the skills necessary to be effective inquirers who act in a principled manner. The policy states how we will educate our students about academic honesty and how we will deal with allegations of malpractice. This policy conforms to the requirements of the UK awarding bodies and the International Baccalaureate Organisation.

Therefore, the school aims to embed the values as part of its vision and development of learner profile characteristics. These include the ethical values of honesty, openness, social responsibility and caring for others as well as the more general values of self-help, self- responsibility, democracy, equality, equity and solidarity.

What is Academic Honesty?

Academic honesty is 'a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals into action' (ICAI, 1999). So, academic honesty is a code of conduct that members of the school community are expected to follow and which makes it possible for the academic community to achieve its aims and goals. (Include here statement on co-operative values)

Breaches of academic honesty include:

Plagiarism: *"Plagiarism occurs when an author attempts to misrepresent as original, existing and unacknowledged material or ideas from another person, source or (in the case of self-plagiarism) their own work."*   *(PlagiarismAdvice.org, n.d.)*

Copy and paste: *"Unacknowledged copying from published sources (including the Internet) or incomplete referencing."*   *(JCQ, 2008, p28)*

Collusion: *"Working collaboratively with other candidates beyond what is permitted'"*

Duplication: *The submitting of work, either for public examination purposes, or in less formal contexts, more than once, for assessment.*

Fabrication: *The falsification of information or citations in any formal academic context.*

Deception: *Providing false information, such as giving a false excuse for missing a deadline or falsely claiming to have submitted work.*

Cheating: *Any attempt to obtain assistance in a formal academic exercise, such as the use of cheat sheets or submitting work that is not the candidate's own work.*

These are examples are not exhaustive and are provided to illustrate the definition of academic honesty.

Teaching for Academic Honesty

From Year 7, AES students are taught the skills of effective note making and how to carry out research. Opportunities for such teaching arise frequently across the spectrum of the curriculum especially when explicit research projects are completed. Where departmental schemes of work specify such tasks, they must also refer to academic honesty and the consequences for students' working practices. Academic honesty forms an element of 'Approaches to Learning' activities that address how to find good quality information; how to check the accuracy and reliability of sources; how to acknowledge the work and ideas of others, including in-text citation and the creation of a bibliography, together with the use of quotations and paraphrasing.

The Sixth Form Induction Day includes sessions on: study skills; use of the library; use of the internet; effective use of references and issues related to plagiarism. The first unit of the L6th Citizenship programme focuses on study skills. Students are taught how to reference their work, such as using the Harvard referencing system, in these sessions and as part of the IBDP and IBCP. A comprehensive understanding of academic honesty is particularly important for students completing the Extended Essay, Extended Project Qualification, Reflective Project and Internal Assessments in the Sixth Form.

Public Examinations & related assessments

It is a requirement of the Anglo European School that all students entering public examinations conform to the regulations applicable. The Examinations Office, the International Baccalaureate Diploma Co-ordinator and other staff ensure that students are informed of the relevant examining body regulations prior to the commencement of public examination seasons and in accordance with the relevant UK examining body and International Baccalaureate rules. This information is widely disseminated to students, staff and parents, including via assemblies, parental communication and the website.

Sanctions

There exists a range of sanctions that teachers and HODs may use where issues of academic malpractice arise in lessons and internal assessments, such as a verbal warning, detention, contact with parents, resubmitting a new piece of work, contact with the examination board and withdrawal from an examination. In exceptional circumstances, the Headteacher may consider suspensions from school, especially if the student has brought the school's name into disrepute.

Any concerns relating to possible malpractice in relation to IB examinations and assessments are dealt with in accordance with the regulations in the IB's Academic Integrity publication or the JCQ regulations in the case of UK public examinations.

Responsibilities
Students –
- to show an increasingly sophisticated understanding of the concept of academic honesty, appropriate to their stage of development.
- to use the research skills taught to ensure their work conforms to the requirements of the Anglo European School Academic Honesty and Malpractice Policy.
- to understand and obey the examining body regulations pertaining to each assessment activity they undertake.

Parents & Legal Guardians –
- to understand the examining body regulations pertaining to each assessment activity the child undertakes.
- to support their child's understanding of policies, procedures and subject guidelines.
- to understand what constitutes student academic misconduct and the potential consequences.
- to understand what constitutes school maladministration and its consequences.

Headteacher –
- to ensure public examinations are administered according to the Joint Council for Qualifications regulations and IBO regulations

Examinations Officer / IBD Co-ordinator –
- to ensure public examinations are conducted according to examining body regulations including as they pertain to academic honesty
- to bring allegations of malpractice to the attention of the Headteacher
- to brief all students about the importance of academic honesty
- ensure a poster referring to Academic Honesty is displayed in each sixth form tutor room, the Study Room, Sixth Form area and Library.
- issue HODs with hard copies of the relevant sections from the IBO's Academic Integrity document each September and ensure IB teachers have access to the Academic Integrity documents on MyIB and the Programme Resource Centre.
- remind HODs about the importance of checking the regulations.
- When uploading components for assessment, candidates and teachers verify that the work is authentic.
- All IB students (DP/CP/Course) sign an Academic Honesty Form before submission to the IB to vouch for the fact that they have ensured that standards have been met.

- reinforce the importance of effective use of references and bibliographies at Extended Essay launch and subsequent meetings.

Heads of Department & Heads of Subject –
- to ensure schemes of work and planning documents reference opportunities for the development of appropriate research skills, including referencing and academic honesty
- to ensure all examination coursework is administered according to the relevant examining body regulations
- monitor the application of this policy within the department/subject area

All Teaching Staff –
- take responsibility for ensuring students are guided and informed about appropriate practice
- teach research skills to students and provide opportunities for pupils to develop their understanding of academic honesty
- deal appropriately with breaches of academic honesty by students
- monitor examination coursework as specified by examining body requirements and raise any allegations of malpractice with HOD/HOS

Key references:

"Authenticity - A guide for teachers"   Publications reference: Ofqual/10/4533 ISBN: 978-1-84962-253-0

"Academic Integrity"   © International Baccalaureate Organization 2019

ICAI, 1999 THE FUNDAMENTAL VALUES OF ACADEMIC INTEGRITY
http://www.academicintegrity.org/icai/assets/FVProject.pdf

APPENDIX A

Academic Honesty Policy for the Use of Chat GPT in Secondary School

1. **Purpose:** The purpose of this policy is to ensure that students understand and adhere to academic honesty standards when using Chat GPT as an aid in their schoolwork.
2. **Definition of Academic Honesty:** Academic honesty refers to the principles of integrity, trust, fairness, and responsibility that underlie the academic community. It includes, but is not limited to, the avoidance of plagiarism, cheating, fabrication, and misrepresentation of one's own work.
3. **Use of Chat GPT:** Students may use Chat GPT as a tool to assist in their writing and research. However, it is important that students understand that the use of Chat GPT does not relieve them of the responsibility to produce original work and to properly cite any sources used.
4. **Plagiarism:** Plagiarism is the use of someone else's work, words, or ideas without giving credit. When using Chat GPT, students must cite any text generated by the model that is included in their work. Failure to properly cite text generated by Chat GPT will be considered plagiarism.
5. **Cheating:** Cheating is any attempt to gain an unfair advantage on an assignment or exam. Using Chat GPT to complete an assignment or exam without the knowledge or permission of the teacher is considered cheating.
6. **Consequences:** Violations of this policy will result in disciplinary action, which may include, but is not limited to, a reduction of the assignment grade, a failing grade on the assignment, or a failing grade in the course.
7. **Education:** Students will receive education on academic honesty and the appropriate use of Chat GPT as part of the school's curriculum.
8. **Review:** This policy will be reviewed annually by the school leadership team to ensure its effectiveness and relevance.

By following this policy, students will be able to use Chat GPT as a helpful tool while maintaining the principles of academic honesty and integrity.