



Haileybury Astana

HAILEYBURY ASTANA ACADEMIC HONESTY POLICY

Academic Honesty: Rationale

Academic honesty is a set of values and skills that when applied ensures we uphold the academic integrity of our own work and protect the rights of others to have their work and ideas recognised as their own intellectual property. At Haileybury Astana, we aim to:

‘Encourage our pupils to **demonstrate ethical behaviour**, and to develop a keen understanding of their rights and responsibilities, the need for both teamwork and leadership, and the importance of contributing fully to society.’

The principle of academic honesty is an integral part of what we believe constitutes ‘ethical behaviour’ and forms the cornerstone of academic integrity within our institution. Our Mission, Vision and Aims are intrinsically linked to the International Baccalaureate Organisation’s (IBO) wider philosophy with our own aims echoing the sentiment expressed in the International Baccalaureate’s Learner Profile:

‘Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act.’
(IBO, 2013, p.21).

However, in an age in which we are all flooded by information and opinions, we understand that it is essential to help pupils navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected. Therefore, this academic honesty policy has been created as a ‘**guide**’ to be used by pupils, teachers and the wider school community to ensure that our shared approach to academic honesty is consistent and that any ‘**mistakes**’ that are made are dealt with fairly.

The following sections will define our understanding of academic misconduct, as well as articulate the responsibilities of pupils, teachers, the school, parents in relation to academic honesty and the procedures in cases of academic misconduct.

Malpractice vs. Academic Misconduct

The following are definitions of what we (Haileybury Astana) understand by the terms malpractice and academic misconduct. Both definitions are broadly in line with those set out by the IBO.

MALPRACTICE

Haileybury Astana defines malpractice as 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

Haileybury Astana 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.

The following are examples of the most common forms of academic misconduct; however, this list is by no means exhaustive:

- Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- Examples of misconduct during an IB examination include: taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students and communicating with another student during the examination.
- Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Pupil Responsibilities

The pupil is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. The most frequent failure to give credit to other sources of information occurs when writing research papers. It is, therefore, extremely important that every pupil be familiar with the accepted procedures in acknowledging the work of another writer.

- Reference in the text all material reproduced directly (i.e., copied) from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information.
- Sources include printed and electronic media, such as books, textbooks, magazines, interviews, websites and images.
- If any idea or argument of someone else's work is used, give that individual credit, either in footnotes or in the text in parentheses.
- If credit is not given where credit is due, plagiarism has occurred. Intentions are not relevant in judging whether or not something has been plagiarised.

In order to provide pupils with helpful instruction for avoiding charges of plagiarism and to ensure consistency of attribution across all discipline areas, HAS has chosen the **Harvard System of referencing** (often called the 'Author Date System') as its recommended referencing system.

Teacher Responsibilities

Pupils may sometimes be tempted to plagiarise work because they are unable to cope with the task that has been set for them. They may recognise content that is relevant but may not be able to paraphrase or summarise, for example. To promote the development of conceptual



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understanding in pupils, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning. Teachers are therefore expected to:

- Be familiar with, support and act on the school's academic honesty policy and provide pupils with advice whenever necessary;
- Provide instruction and support in research and study skills, and be available to offer advice and guidance to pupils;
- Give specific requirements as well as written examples of proper citation of a variety of sources in their discipline area(s);
- Structure assignments to encourage the development of pupils' own ideas through problem solving, comparison, precise hypothesis, analysis etc.;
- Provide a formative assessment structure for investigative reports that includes planning and the evaluation of sources, and reflects the need for pupils' work to be authentic;
- Mark regular class and homework assignments that are not being submitted to CIE or Pearson Edexcel (for the IGCSE) or the IB for assessment, taking into account each pupil's use of and acknowledgement of sources;
- Observe the same procedures as pupils and actively use the Harvard System of referencing when providing pupils with reference material.

All teachers should epitomize good academic practice and act as role models for pupils. In the GCSE and IBDP, teachers must submit all Internal Assessments and Extended Essays through Turnitin (via Managebac for the IBDP). This text-matching software is the first level of safeguard to ensure that pupils are submitting original work. It is understood that online plagiarism detection services have their limitations, and should be used with caution. These services are best used to help pupils improve their writing, avoiding plagiarism and also over-reliance on other people's work.

School Responsibilities

The school's leadership has the responsibility for establishing processes and procedures that supports and a school culture that actively encourages academic honesty. All members of the senior leadership team, including the Head of Key Stage 4 and the IBDP coordinator are expected to:

- Know the regulations and instructions as provided by CIE and Pearson Edexcel and the IB that govern the conduct of each examination session;
- Provide staff and pupils with relevant training opportunities ensuring everyone has the skills to avoid any mistakes with regards to acknowledging the work of others.
- Inform staff, pupils and parents through various media on what constitutes malpractice and how it can be prevented;
- Ensure that there is an academic calendar with due dates and a clear process for submitting student work.
- Ensure that all candidates and invigilators are provided with relevant information about examination regulations.



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- Support CIE, Pearson Edexcel and the IB fully in the prevention, detection and investigation of malpractice;
- Undertake any additional responsibilities required by CIE, Pearson Edexcel and the IB should a candidate or staff member be investigated for malpractice.

Parent Responsibilities

Parents provide support by affirming and sharing the school's academic honesty policy with their children, encouraging ethical behaviour and monitoring pupils' work in the home such as computer use, homework and written assignments.

Principles for dealing with and consequences of academic misconduct

Academic dishonesty is a serious violation of the trust upon which the success of our community depends. Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and further learning. Incidences of academic misconduct are treated on a case-by-case basis and pupils may be penalised with a failing grade for the assessment or the term. In addition, a pupil may receive internal suspension. In severe cases, the pupil may be suspended or dismissed from the school.

Practical steps taken in each case of misconduct include the following:

- Investigation of misconduct;
- Pupil conference with the teacher regarding the incident;
- Referral of the infraction to the Director of Studies;
- Parent(s) contacted by the teacher and/or Director of Studies;
- Conference with the pupil, parent(s), teacher and Director of Studies or Headmaster;
- Incident documented and included in the pupil's file and appropriate parties notified (i.e. CIE, IB, and prospective universities), if applicable;
- Further education
- In cases of plagiarism, additional instruction on the rationale behind conventions of scholarship and the necessity for absolute honesty in the presentation of written work.
- In cases of collusion, misconduct during exams or duplication of work, additional support to address learning (i.e. study habits, time management) or affective issues that may have disrupted preparation.

As a general guideline, pupils are subject to the following sanctions for academic misconduct on major assessments:

FIRST INFRACTION: Failing grade for the assessments and disciplinary letter. Student will receive a short course on academic honesty and how to avoid making mistakes in the future.

SECOND INFRACTION: Failing grade for the term, temporary exclusion (for a period of time at the Headmaster's discretion) and disciplinary letter

THIRD INFRACTION: Recommended dismissal from school

External Agencies: IB Actions



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These are some of the most common circumstances that will trigger an investigation by the IB.

- A coordinator informs the Assessment Division, IB Global Centre, Cardiff, that academic misconduct may have taken place during an examination.
- An examiner reports possible plagiarism or collusion.
- A sample of assessment material randomly submitted to plagiarism detection software(s) (by the Assessment Division, IB Global Centre, Cardiff) reveals that the work of a candidate may not be entirely authentic.

Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing.

- In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate.
- In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.

When the IB starts an investigation into academic misconduct, the coordinator is informed by email. The IB requires the coordinator immediately to inform the head of school of the investigation. The IB will include full instructions for the investigation, including the steps to be taken by the coordinator, statement templates, etc, with the email. The evidence is then considered by the academic honesty sub-committee of the final award committee and the outcome is decided.

If an allegation of a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way. In all cases where the final award committee has established a breach of regulations, the head of school will be informed by email of the decision reached by the committee. The correspondence will be copied to the school's Diploma Programme coordinator, appropriate IB staff and the chair of the examining board.

The final award committee, or its sub-committee, has full discretion to make these decisions.

Academic Honesty: Education, Support and Examples

Please refer to the student and parent handbook for further guidance.

Communication of the academic honesty policy to the HAS community

The academic honesty policy is introduced to the HAS community through staff meetings, academic honesty sessions conducted by the librarian for pupils, special evenings for parents and Key Stage assemblies. The policy is also available on the Firefly. New staff are familiarised with the document during orientation.

Review

The academic honesty policy will be subject to review at least every two years.

Bibliography



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