



Academic Honesty Policy

The Halley Academy

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1. Introduction

This Academic Honesty Policy has been developed to set out the principles and practices applied by The Halley Academy in the detection and prevention of academic misconduct and malpractice. The document contains details of The Halley Academy's academic code of conduct, and outlines situations which would breach these guidelines as well as potential penalties arising from this. The Halley Academy strives to ensure that its guidelines for academic honesty and its procedures to ensure and enshrine best practice across the academy align with the principles and mission of the International Baccalaureate Middle Years and Career-Related Programmes.

2. Principles and Practices

The International Baccalaureate Organization (IBO) identifies '*Principled*' as one of the ten aptitudes that learners should be developing during the course of their education, and defines this as the ability to "act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere [and] take responsibility for...actions and their consequences" [IBO, *Learner Profile*, 2013].

As such, the IBO "upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment" [Garza, 2014].

The Halley Academy seeks to enshrine these principles in its practice by ensuring that all members of the school community (including teachers, students and parents) "understand their shared responsibility in upholding academic honesty [...] openly discuss this topic and share "good practice" [Garza, 2014].

3. Academic Misconduct

The IBO defines academic misconduct as any "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" and further stipulates that "behaviour that may disadvantage another candidate is also regarded as academic misconduct" [IBO, 2014].

The IB goes on to cite several examples of breaches of its regulations, including but not limited to:

- **plagiarism:** this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **collusion:** this is defined as supporting academic misconduct by another candidate, for example, 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 DP core requirements
- **any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate.

The Halley Academy recognises the shared responsibility of all stakeholders in preventing and detecting academic misconduct. This includes ensuring that parents and students understand what constitutes academic misconduct and know how to conduct research and how to acknowledge sources, and that teachers set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted,

whilst devoting time to teach and practice these skills, making them “second nature”. It is also essential that both parents and students know the consequences of being in breach of IB regulations [Garza, 2014].

4. Responsibilities

The Halley Academy recognises that, as per the IBO’s guidance on academic honesty published in 2014, “teaching and learning [...] must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically” [IBO, 2014].

As such, The Halley Academy sets out the following expectations of its stakeholders:

Principal and Senior Leadership Team

The Halley Academy, its Principal and leadership team are committed to:

- Working with stakeholders to establish an academic honesty policy
- Ensuring that all stakeholders understand academic honesty and the consequences for IB students if they engage in academic misconduct
- Ensuring that the academic honesty policy is shared with and adhered to by all stakeholders, including parents and students
- Furnishing teachers with relevant professional development on academic honesty.

IBCP Coordinator

The IBCP Coordinator is responsible for overseeing the entire assessment process, from admissions to incidents of academic misconduct committed by staff or students. This includes:

- Ensuring that the school’s academic honesty policy is aligned with IB expectations and undergoes a periodic review
- Ensuring that all stakeholders are aware of IB stipulations surrounding academic honesty
- Ensuring all stakeholders, including candidates and invigilators, are provided with relevant information about examination regulations
- Developing an internal calendar alongside IB teachers to collate all deadlines for the receipt and submission of candidate’s assessment materials
- Ensuring that suspected incidents of academic misconduct are dealt with in line with the Sanctions and Policies section of this document.

Teachers

Teachers will have access to a copy of the Academic Honesty policy in their planners. They can also expect to receive relevant professional development to support them in adhering to and advancing the Academic Honesty Policy in their lessons. Teachers have a responsibility to ensure their students are aware of the expectations surrounding academic honesty and authenticity, and to prevent and detect academic misconduct in line with the Academic Honesty Policy. This includes:

- Reading, signing and returning a copy of the Academic Honesty Policy
- Discussing the benefits of submitting assignments that are correctly referenced
- Devoting time to teach and practice these skills – making them “second nature”
- Acting as role models, ensuring all shared materials (handouts, presentations etc.) are correctly referenced

- Designing assignments that do not lend themselves to academic misconduct and set deadlines that allow for staff to identify and address any incidents of academic misconduct
- Setting clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted
- Where possible, requesting that all assignments be submitted both electronically and in a hard format.

Students

Students will have access to a copy of the Academic Honesty Policy in their student planner (MYP) or their Handbook (IBCP). Students can also expect teachers to spend time in lessons explaining what is meant by 'authentic ideas' and providing examples of plagiarism and academic misconduct. It is students individual responsibility to ensure that all work submitted during the course of their studies adheres to the Academic Honesty Policy. This includes:

- Reading, signing and returning a copy of the Academic Honesty Policy
- Upholding the principles of academic honesty by submitting work that is authentic and appropriately referenced
- Devoting directed study periods to actively working on assignments
- Following a drafting procedures, submitting planning documents and adhering to deadlines as directed by the class teacher
- Submitting both electronic and hard-format copies of assignments as directed by the class teacher
- Ensuring that all works cited in assignments are appropriately referenced both in the body of the text and in the bibliography.

Parents

Parents have a responsibility to ensure that students are completing independent study tasks and homework in a manner compliant with the Academic Honesty Policy. This includes:

- Reading, signing and returning a copy of the Academic Honesty Policy
- Actively fostering an understanding of right and wrong, with particular reference to intellectual ownership and authenticity in relation to academic honesty
- Ensuring that their support for students in completing independent study tasks does not transcend the boundary into completing the work for them
- Promoting and supporting students in accessing a range of sources including websites, library books and academic publications

5. Citing and Referencing

The Halley Academy expects all students to include a bibliography citing any materials, both written and digital, that have influenced their work. The Academy also expects students to make explicit reference to any ideas from these sources that have been quoted, paraphrased or summarised in their text through the appropriate use of citations and referencing systems. The Halley Academy uses the Harvard referencing system for all academic submissions, and further guidance on the application of this system can be found at: https://library.leeds.ac.uk/info/1402/referencing/50/leeds_harvard_introduction/4

As set out in the document *Academic Honesty - From Principles into Practice* [Garza, 2014] , the IBO expects full citations and references for any ideas used other than the author's own, and a complete bibliography listing any source material that was consulted and ultimately

influenced the final work. These could include written or electronic works, examples of which include but are not limited to the following media:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

6. Sanctions and Procedures

The following list of sanctions applies across all subjects. Any instances of academic misconduct should be addressed with the relevant course leader and, in Sixth Form, with the IBCP coordinator.

1st offence:

- The student automatically receives a score of zero for the assignment.
- The course leader will write to parents, describing the alleged misconduct and reiterating the Academic Honesty Policy, with a copy of the letter kept on file.
- At the course leader's discretion, the student may have the opportunity to resubmit the assignment.

2nd offence:

- The student automatically receives a score of zero for the assignment.
- The Deputy Head of School or IBCP Coordinator will write to parents, describing the alleged misconduct and reiterating the Academic Honesty Policy, with a copy of the letter kept on file.
- The student will be suspended until a parental meeting has taken place with both the course leader and the Deputy Head of School or IBCP Coordinator, at which the student will have the opportunity to present their case.
- At the IBCP Coordinator's discretion, the student may be placed on probation with regard to IBCP candidate registration until such time as the allegation has been resolved.

3rd offence:

- The student automatically receives a score of zero for the assignment.
- The student will be suspended until a parental meeting has taken place with the course leader, the Head of Sixth Form and the Principal, at which the student will have the opportunity to present their case.
- If in Sixth Form, the student will be withdrawn from the IBCP for having repeatedly failed to meet its standards.

7. Appendices:

Appendix A - Case Studies

The IBO provides the following scenarios in its document *Academic honesty in the IB educational context*.

Case Study 1:

Scenario

An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on *Astérix et Cléopâtre* and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed.

Resolution

The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).

Case Study 2:

Scenario

An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea?

Resolution

The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.

Case Study 3:

Scenario

As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.

Resolution

Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.

Case Study 4:

Scenario

An IBCP student is completing his reflective project on an ethical dilemma stemming from his career-related studies. He researches data for the reflective project and subsequently uses this data in a graph. The graph lacks the source of the data, and the source is also not noted in the references section of his reflective project.

Resolution

The supervisor checks the reflective project and discovers the omission of the source of the data. The supervisor explains the relevance of academic honesty and the responsibilities of students to ensure all sources are quoted. The supervisor advises him to find the source of the data and to include this both at the bottom of the graph and in the references section of the reflective project.

Case Study 5:

Scenario

An IBCC student is working with four others on a service learning project involving creating an information booklet for a non-profit charity group. The student discovers that one member of the group used material from a web page, copying and pasting sentences and, in one case, an entire paragraph into a section of the booklet.

Resolution

The student quietly takes the group member aside and explains the reasons why all materials must be referenced, and that the group members' own words are more powerful than those of someone else. The student offers to help the group member rewrite the section using her own words with appropriate quotes where necessary.

Case Study 6:

Scenario

An IBCP student is asked by her PPS teacher to create an oral presentation on an aspect of the environment. The student is excited by the project and chooses to do an oral presentation on pollution of a local lake. She interviews a number of people involved with the lake using a digital recorder. In her oral presentation, she uses the ideas of the interviewees without saying the ideas are not her own. Her teacher realizes the ideas are not original when the student provides the teacher with digital recordings of the interviews as her references.

Resolution

The teacher listens to the interviews, notes a few examples of the ideas appropriated by the student and then calls for a meeting with the student. The teacher explains what academic honesty is, and specifically details what could be considered academic dishonesty where the actions of the student are concerned. The student is given another opportunity to do the oral presentation, this time making clear reference to which ideas are hers and which are not.

Case Study 7:

Scenario

An IBCP student is studying film as one of his DP courses for the IBCC. He is tasked with creating a short documentary film. The student asks two friends to help him with the making of the film. One of his friends contributes towards the documentary by personally filming a few scenes. The student uses his friend's footage but fails to reference his friend's footage at the end of the documentary, creating the impression that all filming had been done by him. The friend discovers this and complains to the film teacher.

Resolution

The student argues that he has done nothing wrong as the friend's footage was filmed at his request and he also gave his friend ideas on what to film. He therefore believes the footage, while not created by him personally, was the product of his own inspiration and, as such, belongs to him. The teacher discusses with the student what is and is not academic honesty in order to clarify what he believes to be true. Once the teacher understands his position, she carefully explains that the work of another, even when requested by him and with ideas provided by him, could not be considered to belong to him. The teacher follows this explanation with a number of examples, satisfying the student that his initial perception of what could be considered his was incorrect. The student subsequently accords the footage to his friend in the film credits.

Case Study 8:

Scenario

An IBCP student is undertaking language development as a self-study and is required to include in his language portfolio examples of the written exercises he has been given. The student finds this difficult to do as he is not motivated by the language he is learning. Instead, he asks a friend who speaks and writes the language he is learning to complete some of the language exercises for him. His friend does a few exercises for him and the student writes the answers into his language portfolio. The supervisor checks the exercises but becomes concerned when he cannot explain some of his answers. It soon becomes apparent that the student has not done the work himself. The teacher seeks reasons for the academic misconduct of the student and soon realizes that his lack of interest was the catalyst.

Resolution

The student and his friend are both reprimanded by the teacher. The student is asked to submit a new set of exercises and organizes for him to work with two other students in a study group for the remainder of the language development self-study. The subsequent group work creates a more interesting study environment for the student and he finds the language study more enjoyable.

Appendix B - Student/Parent Academic Honesty

The Halley Academy recognises the shared responsibility of all stakeholders in preventing and detecting academic misconduct.

According to the IBO, candidates need to understand the concept of academic honesty such that, the work they produce is authentic. “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged.” [IBO, 2014].

The Regulations in the IBO Diploma Program define 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 component.” [IBO, 2014]. Malpractice includes, but may not be limited to, the following:

- **plagiarism:** this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **collusion:** this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another
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As such, The Halley Academy sets out the following expectations of its stakeholders:

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The Academic Honesty Policy is available in full on The Halley Academy website and contains an overview of the responsibilities of the Academy, the IBCP Coordinator and teaching staff in relation to academic honesty, as well as the sanctions and procedures to be followed in the event of an allegation of academic misconduct being made. Students and parents must be aware of the rights and responsibilities, as well as the possible disciplinary consequences, of failing to comply with this policy. Paper copies are available on request.

Disciplinary Actions:

Students who fail to adhere to The Halley Academy's expectations surrounding Academic Honesty may face the following sanctions:

1st offence:

- The student automatically receives a score of zero for the assignment.
- The course leader will write to parents, describing the alleged misconduct and reiterating the Academic Honesty Policy, with a copy of the letter kept on file.
- At the course leader's discretion, the student may have the opportunity to resubmit the assignment.

2nd offence:

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- The student will be suspended until a parental meeting has taken place with the course leader, the Head of Sixth Form and the Principal, at which the student will have the opportunity to present their case.
- If in Sixth Form, the student will be withdrawn from the IBCP for having repeatedly failed to meet its standards.

I confirm that I have read and understood the Academic Honesty Policy for The Halley Academy, and agree to abide by the expectations detailed within. I understand the consequences I may face should I fail to do so.

Student's name: Signature:
..... Date:

Parent's name: Signature:
..... Date:

Appendix C - Bibliography

- **Celina Garza**, *Academic honesty - principles to practice*, 2014:
<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty-principles-into-practice---celina-garza.pdf>
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