Impington Village College: Academic Honesty Policy

This policy is underpinned by the College's vision and mission, and by the attributes of the IB Learner Profile
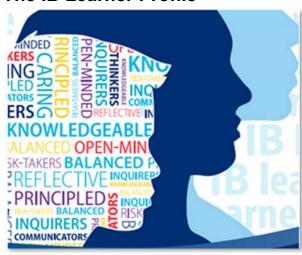
College Vision

Impington Village College is an outstanding and innovative learning community that is truly inclusive, inspirational and international. We support our students in becoming globally-minded, critical thinking and caring individuals, who are ready for a world post-education.

Mission Statement

Inclusive: a welcoming place that celebrates difference and diversity.
Inspirational: providing a unique experience and a world-class education for all.
International: promoting positive values to secure a better future for our students as both local and global citizens.

The IB Learner Profile

Academic honesty in the Middle Years Programme (MYP) is a set of values and behaviours informed by the attributes of the learner profile and particularly through being principled and caring. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. It shapes students' sense of personal responsibility with the aim of shaping lifelong learners with a strong sense of integrity.

At IVC, all work submitted for assessment is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. All subject groups work collaboratively on the development and implementation of academic honesty to ensure that students gain a clear idea of referencing and citation in each subject area. When teaching research skills and when using secondary sources in lessons, discussions are encouraged which invites students to explore the lines between plagiarism, collaboration and engaging with the wider academic community. The MYP coordinator delivers assemblies on the importance of academic honesty and lessons on academic integrity are incorporated into the pastoral tutor programme which is based on

the learner profile traits. Academic honesty will focus on the importance of being principled and caring with particular reference to the importance of accreditation, the use of citations, an appreciation of academic conventions.

Academic honesty guidelines and further information is published for students and staff on the website. The upper school publishes style guidance for academic work and APA referencing is used. All MYP students and their parents sign a copy of the document at the beginning of Year 7 signalling their understanding of the policy. The policy fully upholds the policies and principles found within the latest IB guidelines on academic honesty "Academic Honesty in the IB educational context" published 2014.

All students will:
- Undertake to practice academic honesty in all areas of their programme of study, in accordance with this policy and the IVC expectations policy, based on the IB learner profile

All Parents/Carers should:
- Be aware of what academic honesty is in the context of the IB programmes, support and encourage their child to be academically honest

All staff will:
- Model integrity and practise academic honesty themselves
- Undergo regular training via both faculty and whole school CPD sessions in what academic honesty is and how to identify dishonesty
- Structure assignments so that students are encouraged to develop their own thoughts
- Be rigorous in checking for dishonesty
- Play an active role in educating students about how to avoid academic dishonesty and practice academic honesty
- Actively seek to understand and practice the reporting system for suspected academic dishonesty
- The Role of the Librarian: The Librarian is a very useful resource for all MYP students and teachers. The librarian is an expert in the area of academic honesty, and can provide ethical guidance alongside information on how to use the citation system in each assignment. The Librarian will also be able to provide guidance on the use of JSTOR.

What is academic dishonesty?
Academic dishonesty can take several forms. According to the IB, malpractice can be defined 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. Malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in 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 diploma requirements

- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an assessment/examination, misconduct during an assessment/examination, falsifying records for the community project or using the same piece of work across different subject areas).

Malpractice also includes:
- Making up data for an assessment
- Misbehaving during an assessment/examination
- Copying the work of another candidate
- Referring to or attempting to refer to unauthorized material that is related to the exam
- Memorizing a mark scheme for an examination
- Failing to comply with the instructions of the invigilator or other member of school staff during an examination.
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours of the examination.
- Using an unauthorized calculator or unauthorized software on a graphing calculator

An honest piece of work is one that is based on the student's "individual and original ideas with the ideas and work of others fully acknowledged". Therefore, all IVC students' work, "regardless of...format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged."

A key difference: the distinction between legitimate collaboration and unacceptable collusion. Collaboration means working together when allowed, supposed, or directed to do so, for example in groups set by a teacher. Collusion on the other hand means working together when not allowed, supposed, or directed to do so, for example when the teacher has directed a task to be individual, or in an individual assessment or exam.

The consequences of academic dishonesty at IVC: Role of the KS3 leaders, the Programme Coordinators and Principal
If a member of staff or another student suspects a student is academically dishonest in any way, they should immediately contact the most relevant KS3 leader. Teachers should always monitor students' work carefully for signs of authenticity, comparing finished pieces to drafts and checking vocabulary and syntax are in keeping with what is expected of the student. Faculty and subject leaders will also monitor for academic integrity during all quality assurance checks. In the case of plagiarised homework or another one-off incident, it might simply be appropriate to ask the student to redo the piece of work under controlled conditions. In cases of more persistent academic dishonesty, the KS3 leader will investigate, ensuring that students have the right to respond either themselves or with the support of an

advocate they nominate, and if there is evidence of academic dishonesty, refer the case to the MYPC who will determine sanctions in consultation with members of the Senior Leadership Team, that may include any of the following depending on the severity of the incident:

- A reminder of the academic honesty expectations and an opportunity to complete the assignment honestly under supervision. Alteration of the assignment to meet the criteria of the assessment will be at the teacher and/or programme coordinator's discretion.
- A report to the student's parents and other members of staff asking for extra vigilance in future assessment/examinations
- A zero mark for the assessment/examination
- A suspension from the school

Resources to support the policy:

- Student reminders of academic honesty inside all assessment books
- Presentation of academic honesty requirements to parents during MYP workshop
- IBO guide and video on PRC, presented to all KS3 leaders during training for dissemination in faculties
- Annual CPD on academic honesty for teaching staff

Information for producing a bibliography, checking sources of information and referencing

What is a bibliography? A bibliography is a list of all the sources you have used in your research.

Example:
Bibliography
1. Felluga, Dino. Guide to Literary and Critical Theory. Purdue U, 28 Nov. 2003. Web. 10 May 2006.
2. Jolie, Angelina. Phone interview. 11 Feb. 2009.
3. Jones, Patrick. "Studies in pop rocks and Coke." Weird Science 12 (2009): 78-93. Print.
4. Smith, John. "Homelessness." Encyclopedia Britannica. 2009. Print.

Use the examples below for your bibliography.

Books: Last Name, First Name. Book Title. Publisher City: Publisher Name, Year Published. Medium.
Smith, John. The Sample Book. Pittsburgh: BibMe, 2008. Print.

Magazines: Last Name, First Name. "Article Title." Journal Name Volume Number (Year Published): Page Numbers. Medium.
Smith, John. "Studies in pop rocks and Coke." Weird Science 12 (2009): 78-93. Print.

Newspaper Articles: Last Name, First Name. "Article Title." Newspaper Name Publication Date: Page Numbers. Medium.
Smith, John. "Steelers win Super Bowl XLIII." Pittsburgh Post-Gazette 2 Feb. 2009: 4-6. Print.

Websites: Editor, author, or compiler name (if available). Name of Site. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.
Felluga, Dino. Guide to Literary and Critical Theory. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

Interviews: Last Name, First Name. Type of interview. Date conducted.
Jolie, Angelina. Phone interview. 11 Feb. 2009.

Surveys: (use the same format as Interviews)
Print Survey: Smith, John. "Hot Lunch Options." Survey. 6 June 2012.
Web Survey: Smith, John. "Hot Lunch Options." Survey. Name of Web Site. Publisher, 6 June 2012. Web. 29 Aug. 2012.

Citation (making references to other people's work in your own)

References to all the other works you have used must appear in the text of your work at the point where the borrowed fact or idea appears. These are known as in-text citations.

> You are still required to include a complete list of sources at the end of the work. This is known as your reference list or bibliography

IN-TEXT CITATIONS

For in-text citations in APA, provide at least the author's name and the year of publication. For direct quotations and some paraphrases, give a page number as well. For online sources without page numbers, indicate the paragraph number. Use the abbreviation para.

Short quotations: Incorporate quotations that are fewer than 40 words in the text of your paper. Enclose the quotation in quotation marks.

Frisch (2008) has stated that "teams should continue to reframe their options in ways that preserve their original

intent, be it a higher return on net assets or greater growth" (p. 126).

Long quotations: Quotations that are longer than 40 words should be displayed in a freestanding double-spaced block of text without quotation marks. Start the quotation on a new line, indented five to seven spaces from the left margin.

Frisch (2008) stated the following:

Teams should continue to reframe their options in ways that preserve their original intent, be it a higher

return on net assets or greater growth. When they feel the impulse to shoehorn decisions into an either/

or framework, they should step back and generate a broader range of options. (p. 126)

Indirect quotations: You should always try to access the original source of quotations. When this is not possible, use "as cited in" to identify the source you accessed that contains the quotation.

Certainly there is a perception, as described by one employee (Evans & Bartolome, 1980), that the "price one has to pay [to be company president] is too high. I've seen those guys on the sixth floor, and the stress that they are under. God help them." (as cited in Handy, 1999, p. 251).

Note 1: In the above example, the writer accessed the quote from Handy, although the original source was Evans and Bartolome.

Note 2: The information provided in square brackets '[ ]' in the above example is added by the writer to give

clarification of what the quotation is about. In other cases, a word or phrase might be inserted to make the sentence grammatical. This should be done sparingly, and in all cases the meaning of the original should remain.

Note 3: Handy would be cited in the Reference List.

Paraphrases

Paraphrasing – putting someone else's ideas into your own words – is an important writing tool. In APA, the in-text citation format is the same as with quotations except that the page number is not required. When paraphrasing, be sure to reword the original as much as you can. Paraphrasing that is too close to the original might be considered plagiarism. Below is an example of an effective and of an ineffective paraphrase.

Original excerpt: *When decision failures occur, many executives focus on the issues involved, and they seek to identify the mistaken judgements and flawed assumptions that they made. However, many leaders do not push further to investigate why they made these errors.*

Source: Roberto, M. A. (2013). Why great leaders don't take yes for an answer: Managing for conflict and consensus (2nd ed.). Upper Saddle River: FT Press.

Incomplete paraphrase: *When decision errors happen, plenty of executives look at the issues, and they try to identify the mistaken judgements and assumptions that they made. However, many do not go deeper to investigate why they made these mistakes* (Roberto, 2013).

Note: The above example might be considered plagiarism, as it retains too much of the original's words and structure.

Complete paraphrase: *Roberto (2013) has argued that business leaders frequently avoid analysis of the ultimate*

causes of bad decision-making, and are instead too often satisfied with an understanding of proximate factors.

Checking online sources of information

ABCDs of Website Evaluation		
Name of web site: **URL:**		
ABCDs	**Consider using this site if:**	**Question this site if:**
URL of site:	□ .gov (government) □ .edu (college or university) □ .org (non-profit organization)	□ .com (business) □ .k12 (school) □ Geocities, yahoo, etc. (personal)
A **Authorship** *Who created this site?*	□ Author seems to be an expert in the field or subject □ Organization is governmental or non-profit and is respected organization in this field.	□ Author does not seem to have relevant qualifications □ Organization has commercial interest in this subject
B **Bias** *What is the purpose of this site?*	□ Informative □ News □ Educational/Scholarship	□ Advocacy (promotes a point of view) □ Personal interest □ Advertising □ Entertainment

C **Content** *How accurate or trustworthy is this page?* *Is it at my reading level?*	☐ Previously published in a newspaper, magazine or academic journal and has been subject to peer editing ☐ This page or site has a works cited list or bibliography ☐ Information is consistent with other sources ☐ I can read this site with understanding	☐ Mistakes in spelling or grammar throughout the site ☐ This page or site has no works cited list or bibliography ☐ Information is not consistent with other sources ☐ This site is too difficult for me to read with understanding
D **Date** *When was this page created or updated?*	☐ This is a continuously updated page or site ☐ Links to information work	☐ This site was last updated more than a year ago ☐ Links to other information are broken
Evaluation **complete**	_____ Total number of checkmarks in this column ☐ I am comfortable that the information on this site is reliable	_____ Total number of checkmarks in this column ☐ I probably should not use this site for academic work