

Academic Honesty Protocol

Middle Section



Academic Honesty Protocol: Middle Section

Rationale and purpose

This protocol must be read in conjunction with the Academic Honesty Policy and will be an integral part of the School Life Guide and the Academic Honesty Policy.

To be academically honest, pupils must learn a range of skills, such as note-taking, paraphrasing and citation. They must also develop a good understanding of what is meant by intellectual property so that they can be sure that their work is authentically their own.

While students will be supported to be academically honest, academic honesty remains wholly the responsibility of the student.

Pupils' understanding and application of academic honesty depends on their age, given that, as they grow, the realities and contexts in which their skills, knowledge and understanding of the issue will change.

The purpose of this protocol is to clarify the expectations in the Middle Section and to explain the process in case of suspected cases of academic dishonesty.

Academic misconduct

“Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components”. (IBO n.d.)

The following are forms of academic misconduct:

- Plagiarism.
- Collusion.
- Duplication of work
- Failure to comply with any of the aspect of the “Diploma Programme Assessment procedures” (see Appendix 1).
- Student work being edited by external tutors or other third parties. For a student’s work to be authentically their own, only a student can edit it. Teachers, peers, parents and tutors may provide feedback, but they must refrain from editing.
- Not being able to guarantee authorship of work. This occurs when the final version of a student’s work is not in accordance with the preceding process (the preceding process may be incomplete or there is no evidence of it at all).

- ⇒ The process which enables authorship to be guaranteed consists of the following:
- Presenting draft(s) of the work.
 - The drafts must contain feedback from the teacher.
 - The final version of the work must be consistent with the drafts submitted earlier.
 - There must be evidence of the process undertaken to produce the final version of the work.
 - The work must be consistent with the pupil's previous work (even in other subjects).
 - The pupil must be able to account for his/her work by explaining it and being able to answer questions about it.

Procedure in case of suspected academic misconduct

- ⇒ Academic misconduct is defined in the School Life Guide as serious misconduct and breaches of academic honesty will be sanctioned in accordance with the School Life Guide.
- ⇒ In cases of academic misconduct, the work/tests completed will not be assessed because the work thus produced does not evidence the student's learning.

Detection of breaches:

- ⇒ When there is a suspected breach of academic honesty, the teacher who detects the suspected breach speaks with the pupil and informs the tutor via email, with a copy to the subject coordinator and the head of section (headofmiddle@craighouse.cl).
- ⇒ If the pupil acknowledges the breach, the next stage is "Consequences for breaches".
- ⇒ If the breach is committed during a written assessment, the assessment must stop immediately and the materials must be withdrawn from the pupil. The pupil must go immediately to the head of section. The assessment must be taken again, as soon as possible after the breach; a different task may be set.

Investigation if the pupil does not acknowledge the breach:

- ⇒ In cases where the teacher and the pupil do not agree:
- The section organises meetings with the pupil and the teacher. The section listens to both parties.
 - There is a follow up and a decision is taken.
 - Process in cases where authorship is in doubt:

- The subject teacher together with a member of the section staff question the pupil to offer him/her an opportunity to explain the work.
- The style of the work is compared to the style of other assessments and work completed by the pupil.
- If it is determined that there is no breach, this is the end of the process.
- If it is determined that a breach has occurred, refer to the section “Consequences”.

Consequences:

- When there is a breach of academic honesty, the particular circumstances of each case must be considered in order to determine the consequences in accordance with the School Life Guide.
- The teacher that detected the breach must record it on an annotation form and submit the form to the tutor and the section via headofmiddle@craighouse.cl.
- The section, with input from the tutor, will determine the sanction in accordance with the School Life Guide.
- The tutor receives the annotation form, informs the pupil’s parents and arranges a meeting with them to inform them of the consequences (if necessary, the subject teacher will also attend the meeting with the parents).
- In the case of a sanction for a lack of academic honesty, the parents of the sanctioned pupil may ask the head of section, in writing, to reconsider the measure. They must do so within five school days after the measure is communicated to the pupil and his/her parents. Once the letter of reconsideration has been received, the head of section will have fifteen school days to reply.

Appendix 1

Assessment procedures (IBO 2019)

The invigilator must:

- Ensure serious and orderly conduct during the examination.
- Actively supervise the assessment, walking to different parts of the room to monitor what the candidates are doing. No other task should be undertaken during invigilation.
- Collect any materials that are not permitted in the examination room.
- Record any breaches of academic honesty, following the procedures set out in this protocol.

Pupils must:

- Demonstrate the values of honesty, effort and responsibility when taking assessments.
- Follow the invigilator's instructions and the instructions on the test/examination.
- Bring all required materials.
- Go to the toilet before the test.
- Finish the test/examination on time and hand it in when the test/examination ends.

Pupils must not:

- Enter the examination room with prohibited materials (bags, books, notes, etc.).
- Share materials.
- Speak with other candidates inside the examination room.
- Eat or drink.
- Leave the examination room to go to the toilet (or any other place).

1. In the event of academic malpractice in a summative assessment:

- The subject teacher records the incident on an annotation form in the School Life Guide and advises the tutor and the head of section of the incident.
- The head of section applies a sanction in accordance with the School Life Guide.
- The tutor informs parents of the incident and the sanction.
- The assessment will not be graded.

- The pupil must complete a different assessment task in the section office within five school days.
2. In the event of collusion, the process is the same and the sanction will apply to all pupils involved.

Appendix 2

Citations and bibliographic references in the Middle and Senior Section

Citations

1. Why is it important to cite?

Citations can provide the basis to support or debate an investigation and offer documented evidence for content which is not common knowledge.

2.- For which reasons do we cite?

- To affirm statements or claims that we make.
- To support our own ideas with the words of a different author.
- To show an opposing opinion and, generally, refute it.
- To give credibility to a piece of work by documenting the sources of the content and statements made, so they can be verified.

3.- Length and number of citations

Essential citations must be included. Essential citations are those that allow a reader to access the documents and verify the theories and hypotheses made in the work.

The work should not be filled with long citations nor should it contain citations that do not serve a purpose. The work should be the author's words with occasional inclusion of others' opinions.

Progressive expectations by grade level

Years 5 & 6

- No citations.
- Complete bibliographical reference of any of the sources used.

Year 7

- At least one citation.
- Complete bibliographical reference of any of the sources used.

Year 8

- At least two citations.
- Complete bibliographical reference of any of the sources used.

References

IBO. (n.d.) *Academic Honesty in the Diploma Programme*. Retrieved 19 March 2019 from https://resources.ibo.org/ib/topic/Academic-honesty/resource/11162-occ-file-g_0_malpr_sup_1410_1f_e/data/g_0_malpr_sup_1601_1_e.pdf

IBO. (2019). *Diploma Programme Assessment Procedures. 2019* Retrieved 25 March from <https://resources.ibo.org/dp/ap/dp-2019?lang=en>

Reviewed: October 2020

Updated: October 2021

Person responsible: Head of Section