



International School

# **Academic honesty policy**

**Secondary School**

**September 2017**

## Academic Honesty Policy

**School Mission:** *Park Lane International School aims to provide a challenging academic programme and supportive learning environment to cultivate in our learners a reflective, open-minded and inquiring approach to both their education and the wider school community.*

*We believe that every young person is entitled to lead a happy, safe and productive life and we encourage principled, caring and empathetic practices to achieve this.*

*We realise that in today's ever-evolving world, the future that our young people are working towards is entirely unpredictable. We understand that when our students reach adulthood, they are likely to be engaged in occupations and tasks that do not currently exist; utilising technology which has yet to be invented. Moreover, if they are to compete, thrive and survive in the decades to come, they will need to become fully attuned to global issues and develop their intercultural awareness.*

Park Lane International School recognises the importance of academic and personal honesty and strives to develop these traits among its community. Our goal is to create and sustain an environment where students are expected to be respectful, collaborative, honest and trustworthy. Honesty is the cornerstone of all academic work. Clearly it is important that students can conduct rigorous research, however, it is essential that students are able to understand the meaning and significance of what they have written. This is one reason why academic honesty is so important.

In line with IB Philosophy and the Learner Profile, Park Lane International School expects **all** Secondary students and staff to meet the standards of the Learner Profile within their work.

Learners should be:

- Principled - they should “act with integrity and honesty, with a strong sense of justice, and with respect for the rights of others.” (IB 2013 Learner Profile)  
Park Lane Learners take responsibility for their own actions and should ensure that they avoid any academic malpractice.
- Inquirers – They should be “curious and develop independent skills for inquiry and research” (IB 2013 Learner Profile).
- Thinkers who are able to use critical skills to analyse information while making ethical decisions regarding their own learning.
- Risk takers who choose from a variety of sources yet boldly communicate their own perspectives.

### **Aim of this Academic Honesty Policy**

The aim of this policy is to ensure Park Lane's procedures for academic honesty are transparent, fair and consistent. The policy describes the rights and responsibilities of the School community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions.

*Adapted from: Academic honesty in the IB educational context, (2014)*

By adhering to the principles of academic honesty, Park Lane honours both its own mission statement and the IB Learner profile. Most importantly, we create a culture of academic honesty, which helps us succeed in meeting our mission statement and support the IB Learner Profile - in particular to be principled, communicative inquirers.

The policy is published within the Student Planner in the form of an age appropriate poster (Appendix 1), and in full in the Staff Handbook and on the School website. It is fostered by individual departments and through the work of the Learning Centre. It is also part of the School's PSHEE programme. Academic honesty is modeled by Park Lane Staff.

### **What is Academic Honesty?**

Academic honesty pervades all teaching and learning activities. It involves all members of the School community. Academic honesty includes but is not limited to:

- Producing original work which represents your own effort
- Correctly acknowledging sources when producing work using Harvard style citation in KS3/4. Subject Leaders are able to choose the most appropriate citation style for their subject in KS5. (Appendix 2)
- Protecting intellectual property across all mediums e.g. copyright
- Following rules during internal and external examinations

Students and parents will be required to sign an Academic Code of Conduct (Appendix 3) to ensure that they are aware of, and in agreement with all aspects of Park Lane International School's Academic Honesty Policy.

### **Expected Standards**

KS3 students will follow the Academic Honesty Policy, but they are expected to use Harvard-style references only; citations are not required. KS4/5 students will follow the entire policy with more stringent standards expected in KS5.

It is the role of the Learning Centre Leader to support both students and teachers in their application of these principles of academic honesty. In addition, to provide guidance to all students on the use of anti-plagiarism software, such as *Turnitin*. The Learning Centre Leader will also provide support to students engaged in writing the Extended Essay.

### **Six practical steps to avoid plagiarism:**

1. Keep a record of materials used throughout an assignment or task and include these within a bibliography. Use a reference management system such as *Zotero*. Record each using the correct referencing system as advised by your teacher. If in doubt, ask. Your teacher or The Learning Centre Leader is there to assist you in this.
2. All work and also the ideas of others must be recorded in the bibliography
3. Ensure data and other non-verbal communications e.g. pictures are referenced
4. Always be honest. If quoting verbatim - word for word, use quotation marks or other methods of indentation followed by Harvard style in-text citation **and** accompany with by an entry in the bibliography.
5. Review work before submission and use *Turnitin* to check before final submission.

6. It is primarily the student's responsibility to ensure that Academic Misconduct does not occur.

### **What is Academic Misconduct?**

Academic misconduct occurs when there is a breach of academic honesty. In other words, it is a behaviour when the rules of academic honesty are not followed.

**Importantly, this may be either intentionally or unintentionally.** Academic misconduct results in one candidate gaining an unfair advantage, or potentially gaining an unfair advantage, over other candidates.

Examples of misconduct include but are not limited to:

- Plagiarism is the practice of taking someone else's work or ideas and **intentionally or unintentionally** passing them off as one's own.
- Lack of referencing or failure to reference sources of data. For example of; text, graphs, images, cartoons, social network content, charts, maps, emails, letters, postcards, text messages, apps, quotes, data code, pictures, sounds, music, dance or moving images. **Importantly, this extends to sources which have been paraphrased or summarized.**
- Fabricating - making-up or falsifying, data of any form. For example, in a survey.
- Duplicating work to meet the requirements of more than one assignment
- Getting others, for example, parents, carers, relatives or friends to produce work for you.
- Paying others for example, websites, to produce work for you and submitting this as your own.
- Not acknowledging the work or efforts of others, particularly when working as a group.
- Helping others to behave in an way which leads to or has the potential to lead to academic misconduct and failing to report this to an appropriate teacher.

### **What is Collusion with Others?**

The distinction between collusion and collaboration especially in group work:

- Collusion during group work counts as academic misconduct. Collusion occurs when individually submitted work has not been produced independently. Working collaboratively in groups is a key part of the IB Learner Profile. While collaboration is encouraged and at times necessary all pieces of work submitted that stem from group work must be written in a student's own words and must not be the same as another student's. Students must correctly acknowledge the words or ideas of others where collaboration has occurred.

During examinations, academic misconduct extends to:

- Seeking to obtain answers to an exam before sitting an exam
- Impersonating another candidate during an exam or coursework
- Taking unauthorised material into an exam room
- Communicating with other candidates, either verbally or physically during an external exam or assessment.
- Disruptive behaviour during an exam or failing to follow the instructions of an exam invigilator.
- Copying the work of other candidates or teacher during an exam. Using a non-authorised calculator during an exam.
- Concealing assistive material either upon your person or within an electronic calculator during an exam.
- Communicating the contents of an exam paper with others who have not already taken the same exam within 24 hours of leaving the examination room. (Appendix 4: Specifically relating to External Examinations and Coursework)

## **Consequences of Academic Misconduct**

Teachers are responsible for being vigilant in recognising obvious irregularities in a student's writing, as they are in the best position to identify work which may not authentically reflect the student's efforts and ability.

First Incident of suspected academic misconduct:

- Reported to KS3, KS4/5 Leader who will meet with the student to discuss the issue. If academic misconduct is admitted or proven:
  - Letter home from Subject Leader, cc'd to the tutor and kept on file.
  - Student must resubmit the work which will not be graded.
  - Effort grade is appropriately lowered.
  - Student, class teacher and Tutor meet to focus on consequences of any repeated misconduct.

Second incident of suspected academic misconduct: As above. Parent joins the meeting and implications for further academic dishonesty are clarified.

Third incident of suspected academic misconduct: As above. Secondary Principal, Director of Studies and appropriate Key Stage Leader meet with the student and parents to discuss possible suspension. The consequence of academic misconduct in KS5 may lead to the student being withdrawn from the programme, resulting in the loss of the diploma.

## **Policy Review**

This policy is reviewed regularly in light of the School's experiences and also updated to reflect changes in technology and to the CIE and IB Diploma Programme. This review process will include all stakeholders, such as teachers and students.

## **Conclusion**

Everyone involved in Park Lane must be educated in and made aware of the principled approach and culture of academic honesty which must pervade learning. Academic honesty is essential as expressed by the IB Learner Profile which discusses principled learners. It is also an integral component of the Park Lane Mission Statement and the School's culture. (Appendix 5 - Responsibilities for Academic Honesty)

## Bibliography and Appendices

### Appendix 1-Age Appropriate Academic Honesty Policy

# Write It - Cite It!

#### Why Cite?

- To acknowledge the work of others showing that you are honest and **principled**
- To demonstrate that you **care** about and respect the original author's efforts
- To show that you have read widely on the subject and that you are a **knowledgeable inquirer**
- To demonstrate an understanding of the information gained through research - using critical **thinking** to analyse it
- To demonstrate your ability to **communicate** clearly
- **Risk takers** who choose from a variety of sources yet boldly communicate their own perspectives.
- To allow the reader to locate the material you have consulted to check your facts and verify your results

It's the Right thing to do!



#### What to Cite?

Text, Pictures, Photographs, Charts, Statistical Data, Maps - basically anything you use!

#### How to Cite Harvard Style

1. Quoting directly from a text - The in-text citation must have a page number e.g. (Pinker, 2002, p.123).
2. If the quote uses more than one page - you must cite all the pages e.g. (Pinker, 2002, pp.123-125).
3. Paraphrasing someone else's ideas - There must be an in text citation with no page number e.g. (Pinker, 2002).
4. When paraphrasing someone else's ideas the in-text citation can also be written as follows: According to Pinker (2002), the....
5. All in-text citations must be referenced in **full** in the References list (or Bibliography) according to this format:  
**Author\_ Year\_ Book title\_ Place\_ Publisher\_**  
e.g. Pinker, S. 2002. *The Blank Slate*. London: Penguin Books.
5. If there is more than one author, there should be a comma separating the authors.  
E.g  
Seifert, K. L., Hoffnung, R.J. and Hoffnung, M. 2000. *Lifespan development*. 2nd ed. Boston: Houghton Mifflin.
6. How to cite from a Journal - Author. Year. Article Title. Journal Title volume(issue), pages.
7. How to Cite from a web document - Author or Editor (if available). Year (if available). Title [Online]. Place: Publisher (if available). Available at: web address of document [Accessed: day Month year].

Use a Citation Management site such as "cite this for me" to help you. (www.citethisforme.com)

#### What if you don't Cite?

Your work will not be your best work!

For further details please refer to the Academic Honesty Policy.

#### References:

Anon, (2017). [online] Available at: <https://ilrb.cf.ac.uk/citingreferences/tutorial> 15/03/2017 [Accessed 14 Mar. 2017].

Appendix 2 - Examples of style referencing, Harvard style

Source Type	In text citation example	Bibliography example
Book	<p>Quotation: (Surname of author, Year: p.no.)</p> <p>Example: (Chazan &amp; Laing, 1982:13)</p> <p>Paraphrase: (Surname of author, Year)</p> <p>Example: (Chazan &amp; Laing, 1982)</p>	<p>Surname, Initial.,(Year), Title of the Book in Italics, Place of Publication: Publisher</p> <p>Example: Chazan, M. &amp; A. F. Laing, (1982) Children with Special Needs, Milton Keynes: Open University Press</p>
Chapter in an Edited Book	<p>Quotation: (Surname of author of chapter, Year: p.no.)</p> <p>Example: (Avaan, 1989:13)</p> <p>Paraphrase: (Surname of author of article, Year)</p> <p>Example: (Avaan, 1989)</p>	<p>Surname, Initial., (Year) 'Title of Chapter in Inverted Commas', in Surname of editor, Initial., (ed.) Title of Book in Italics, Place of Publication: Publisher</p> <p>Example: Avaan, P., (1989) 'The Role of the Library', in Atkinson, D., (ed.) The Children's Bookroom: Reading and the Use of Books, Stoke-on-Trent: Trentham Books</p>
Secondary Referencing	<p>Quotation: (Surname of original author, cited in Surname of author, Year: p.no.) Example: (Lennon, 1971, cited in Sullivan, 1995:72)</p> <p>Paraphrase: (Surname of original author, cited in Surname of author, Year) Example: (Lennon, 1971, cited in Sullivan, 1995)</p>	<p>Surname, Initial.,(Year), Title of the Book in Italics, Place of Publication: Publisher</p> <p>Example: Sullivan, H. W., (1995) The Beatles with Lacan: Rock &amp; Roll as Requiem for the Modern Age, New York: Peter Lang</p> <p>HINT: In your bibliography you should only cite the book that you have actually read, according to the rules for that type of source.</p>
Journal Article	<p>Quotation: (Surname of author of article, Year: p.no.)</p> <p>Example: (Frostag &amp; Pijl, 2007:13)</p> <p>Paraphrase: (Surname of author of article, Year)</p> <p>Example: (Frostag &amp; Pijl, 2007)</p>	<p>Surname, Initial., (Year), 'Title of the Article in inverted commas', in Title of Journal in Italics, Volume, (Part no), Page numbers of article</p> <p>Example: Frostag, P. &amp; S. J. Pijl, (2007) 'Does being friendly help in making friends? The relationship between social position and social skills of pupils with special needs in mainstream education', European Journal of Special Needs Education, 20 (1) 15 - 30</p>
Website	<p>Quotation: (Surname of author of website OR Corporate author, Year: p.no.) Example: (NSPCC, 2009:13)</p> <p>Paraphrase: (Surname of author of article, Year)</p> <p>Example: (NSPCC, 2009)</p> <p>HINT: Corporate author is the organisation that has created the source</p> <p>HINT: most websites will not have page numbers unless pdfs</p>	<p>Surname, Initial., OR Corporate author, (Year site created/up/Year) Title of Webpage in Italics, Available at: full web address, (accessed: dd/mm/yy)</p> <p>Example: NSPCC, (2009) NSPCC response to 21st Century Schools: A World Class Education for Every Child, Available at: <a href="http://www.nspcc.org.uk/Inform/policyandpublicaffairs/Consultations/2009/21stCenturySchools_wdf64_379.pdf">http://www.nspcc.org.uk/Inform/policyandpublicaffairs/Consultations/2009/21stCenturySchools_wdf64_379.pdf</a>, (accessed: 15/06/09)</p>
Audio/Visual Source	<p>Quotation: (Title of A/V Source, Year) Example: (Dirty Harry, 1971)</p> <p>Paraphrase: (Title of A/V Source, Year) Example: (Dirty Harry, 1971)</p>	<p>Title of A/V Source, (Year) Directed by Director's Surname, Director's Initial., [Film] Place of Production: Distributor</p> <p>Example: Dirty Harry (1971) Directed by Siegel, D., [Film] London: BFI</p>

## Appendix 3 - Student Code of Conduct

### Appendix 4 Park Lane Procedures for KS4 and 5 specifically relating to External Examinations and Coursework

#### **Park Lane procedures**

At Park Lane, academic honesty does not begin with the IB Diploma Programme. We aim for it to become part of the school culture and a thread of each child's learning experience. Every school stakeholder is involved and has responsibility for it.

Within the School, the Deputy Head, in discussion with the Director of Studies, oversees all matters of Academic Honesty. The Deputy Head is responsible for ensuring all stakeholders are aware of and trained in matters of academic honesty.

Subject teachers, Subject Leaders and the Director of Studies are responsible for day-to-day matters of academic honesty through Key Stages 3 and 4. The Director of Studies should be made aware of serious and persistent issues and will record these. At IB level, subject teachers, Subject Leaders and the Director of Studies are aided by the IB Coordinator who will record of issues relating to academic honesty. Recording issues relating to academic honesty is important as this allows potential patterns and trends to be spotted and for intervention and/or training to take place.

#### ***Academic honesty and Key Stage 4 qualifications***

At Key Stage 4, Park Lane follows the Cambridge International Examinations (CIE), International GCSE qualification.

#### **COURSEWORK**

As part of CIE qualifications, academic honesty extends to include the requirement that all coursework must be authenticated as the candidate's own, unaided and original work. Examples of coursework include speaking coursework, speaking and listening coursework, projects, folios of essays, field work, art and craft items, design studies, practical work, assignments, and experiments undertaken and assessed during the course.

Before coursework can be submitted to CIE, teachers must be convinced that the work is not plagiarised and correctly states all sources. CIE define plagiarism as, "failing to acknowledge sources properly and/or submitting another person's work as if it were their own" (*Cambridge Handbook, 2017, p.102*). Unless teachers are satisfied that the principles of academic honesty have been followed they are not allowed to submit coursework marks to CIE.

In cases where misconduct (which includes plagiarism) or any other malpractice is suspected in relation to coursework, Park Lane will follow the regulations prescribed in section 5.6 of the Cambridge Handbook.

If misconduct is discovered before the final entries deadline, Park Lane will endeavour to resolve the matter internally and may exercise discretion as to whether or not to enter the candidate



concerned. If entered, the candidate(s), will not be given credit for any work submitted which is not the candidate's own.

#### EXTERNAL EXAMINATIONS

During external Key Stage 4 examinations, Park Lane will follow the guidelines laid out in the CIE Cambridge Handbook (2017). This defines as malpractice any action by a candidate that breaks CIE regulations and potentially threatens the integrity of their exams. CIE state that malpractice includes breaches of academic honesty, specifically:

- Copying from another candidate (including the misuse of ICT to do so)
- Collusion
- Plagiarism: failing to acknowledge sources properly and/or submitting another person's work as if it were their own
- Theft of another's work

In following CIE guidelines in Section 5.6 of the Cambridge Handbook (2017) to report malpractice, or suspected malpractice, Park Lane will inform the candidate, carry out an investigation to report all facts to CIE. The School will then communicate CIE decisions and outcomes to the candidate as quickly as possible. If a candidate wishes to dispute the CIE decision they must appeal in writing to the Principal within 5 working days of the School receiving the CIE decision.

#### MALPRACTICE IDENTIFIED BY CIE

If CIE identify suspected malpractice they will refer the matter to Park Lane for investigation, unless circumstances indicate that this is not appropriate. In some cases, CIE may send their own representative to Park Lane to investigate matters. All investigations will follow the guidance set out in the *Cambridge Handbook (2017)*.

Following an investigation, CIE will communicate outcomes to the Principal and may impose sanctions and penalties against candidates found to have broken the regulations. If a student wishes to dispute the CIE decision they must appeal in writing to the Principal within 5 working days of the School receiving the CIE decision.

#### EXTERNAL EXAMINATIONS AND COURSEWORK - IB

In cases when academic misconduct occurs prior to coursework being submitted to the IB then internal school procedures will be applied. In other cases, the School must follow the guidelines as laid out in the Handbook of procedures for the Diploma Programme, (2017) Section A 1.10. This states the following three circumstances are those that most commonly give rise to an investigation of academic misconduct:

1. A coordinator informs the IB that academic misconduct may have taken place during an examination.
2. An examiner suspects plagiarism or collusion and provides evidence to justify this.
3. A random check of assessment material at the IB using a web-based plagiarism prevention service reveals that the work of a candidate may not be entirely authentic.

*Source: Handbook of procedures for the Diploma Programme, (2017), IBO*

## **Rights of those suspected of academic misconduct**

The mere allegation or suspicion of academic misconduct does not mean it has occurred. The accusations or suspicions may be false, malicious or ill founded.

Anyone suspected of academic misconduct will have the chance to meet with the IB Coordinator and, if they wish to have a peer, teacher or family member present. They will **always** have the chance to explain themselves and will be issued with all pertinent regulations. All evidence, facts and statements whenever possible will be shared with the candidate and they will have the right to continue with their studies and exams until the matter has been resolved by the IB.

## **Investigations into academic misconduct**

In each case of alleged misconduct, the IB coordinator will conduct an investigation into the allegation of academic misconduct and the School Principal will be informed. This will take place as soon as possible but, when possible, may be delayed until after the candidates final exam.

The investigation will take statements from the student and include an outline transcript of the interview between the student and IB coordinator where evidence is shared; a statement from the subject teacher and a statement from the IB coordinator and/or Principal. The IB coordinator will communicate the investigation findings to the IB. In these circumstances the decision of the IB is final. This may, however, be appealed by the candidate within three months of the decision being communicated to the School.

Appendix 5 - Responsibilities for Academic Honesty

### **Responsibilities for academic honesty**

As per Park Lane's mission statement and the ethos of the IB, as described by the IB Learner Profile and the need for learners to be principled, all the School's stakeholders have a role to play in ensuring standards of academic honesty are maintained. More specifically certain groups have more specific responsibilities as detailed below.

#### ***- Deputy Head***

In discussion with the Director of Studies, the Deputy Head oversees all aspects of academic honesty. At IB level they work closely with and are guided by the IB Coordinator. The Deputy Head is responsible for ensuring teachers, students and parents are aware of academic honesty and the School's policy. This is shared with them and referenced regularly throughout the School year.

Academic honesty is taught in the School's PSHEE programme. It is reinforced during lessons and exam briefings. Students are made aware of the Harvard system (Appendix 1) for academic citation and the preferred Czech style during Library lessons. Although the IB does not recommend one particular system, the School believes it is vital to teach at least one so that students appreciate the need to be Principled learners as per the IB Learner Profile.

#### ***- IB Coordinator responsibilities***

At Park Lane, the IB Coordinator has day-to-day responsibility for all aspects of academic honesty relating to the IB. At IB Level, academic honesty is discussed during enrollment meetings with students and families. The IB coordinator includes the policy in the IB Diploma Contract that students and parents/guardian sign before

IB Diploma studies begin. (Appendix 3 To be added to this document - once drafted.)

Academic honesty is reinforced during IB sessions. These include but are not limited to training on the Harvard system (Appendix 1) of academic citation and the preferred Czech style, introducing the extended essay and pre-exam briefings to students. It is also part of the Park Lane PSHEE programme.

All suspicions, accusations and instances of academic misconduct should be reported to subject staff or the IB Coordinator. In all instances, the IB Coordinator must ultimately be informed. Accusations of misconduct may arise from within the School or externally by those involved in examining. At IB level, the IB Coordinator will follow the procedures outlined in the IB Handbook of procedures for the Diploma Programme, (2017).

Accusations of misconduct will be investigated by the IB Coordinator. They will meet and discuss with those involved and promptly inform them of outcomes. If those involved feel they have been treated unfairly they may make a written appeal to the Principal within 5 working days of being informed of any outcomes.

In less serious cases and where time permits, the student may be allowed the chance to re-submit work. In serious cases at IB level, the IB Coordinator will investigate and report their finding to the IB who will make a final decision. If a student wishes to dispute the IB decision they must appeal in writing to the Principal within 5 working days of the School receiving the IB decision.

In all confirmed cases of academic misconduct a note will be kept on the student's file. Parents will also be invited into school to discuss the matter with the Deputy Head.

#### **- Student responsibilities**

Students are expected to maintain academic honesty throughout their IB Diploma studies. This is an integral component of the IB Learner Profile. They should act with integrity during both internal and external assessment activities. Above all, students are responsible for their actions.

As part of this academic honesty policy all IB students will agree:

- All work produced will be their own.
- The words and ideas of others are referenced. The IB does not prescribe which style(s) of referencing or in-text citation should be used but it is expected that the minimum information given includes: name of author, date of publication, title of source and page numbers as applicable.
- That they understand the difference between collusion and collaboration
- To comply with subject specific regulations relating to coursework, particularly deadlines
- That academic honesty extends to all work produced throughout the IB course, including homework, coursework and during examinations, both internal and external.
- To comply with external examination rules and regulations as well as invigilator instructions

- To use software such as Turnitin before submitting final assignments. Failure to do this will imply a breach of school rules and the refusal of the School to submit your work.
- To seek help from teachers and/or the School Librarian if they are ever unsure

Students should be aware:

- Once they have signed a Diploma Programme (DP) cover sheet to declare coursework as their own there may be no possibility to re-submit other work if their original work is found to be plagiarised or there is another form of academic misconduct in their original work.
- Teachers may refuse to sign a coursework cover sheet - and thus not submit work when they believe there has been academic misconduct.
- The IB randomly sample a selection of work and use extensive tests to validate that a candidate's work is their own and that academic honesty has been maintained
- **It is the student's responsibility to prove that work is their own.** They must prove that they have maintained the standards of academic honesty as set out in this policy and implied by the IB Learner Profile, particularly to be principled learners.

If a student wishes to report an accusation of academic misconduct or self-declare academic misconduct they should inform subject staff or contact the IB Coordinator to provide a statement of facts. They may wish to consider doing so anonymously, for example, by way of a written note.

**- Parent/Guardian responsibilities**

Parents are informed about the academic honesty policy in the initial IB Diploma documentation, during introductory meetings and when signing the IB Diploma contract. If a parent/guardian has any concerns regarding academic honesty they should contact the IB Coordinator or the Park Lane Principal.

**- The School Learning Centre Leader**

The School's Learning Centre Leader is well versed in matters of academic honesty. They are responsible for maintaining the School's subscription to Turnitin, staff and student accounts as well as associated training. They can also advise on appropriate citation systems when this differs from the School's preferred Harvard referencing system and preferred Czech style. Students are encouraged to visit not only their teachers but also the Librarian during the preparation of assignments if they are unclear on any matters relating to academic honesty.

**- Teacher responsibilities**

Teachers discuss and clarify academic honesty in relation to their subject during introductory lessons with students. They are familiar with subject specific regulations and, where applicable, will offer further explanatory guidance, for example explaining the difference between collaboration and collusion. They will also train students to properly reference work and reinforce using a suitable citation system, or the School's preferred Harvard method - See Appendix 1 and preferred Czech style.

Teachers will reiterate throughout courses the importance of academic honesty. They will be alert to academic honesty at all times and regularly scrutinize candidates' work. This extends to using plagiarism software such as Turnitin randomly to detect offences. When a teacher suspects or discovers academic misconduct they will adhere to the above procedures.

Teachers will draw students' attention to academic honesty statements before students sign and submit any covering forms for their work.

Teachers are trained in exam regulations and assist with exam invigilation. During invigilation they remain vigilant to possible breaches of exam rules, academic misconduct and will report concerns to the Exams Officer who will then inform the IB Coordinator.

During lessons and in the preparation of lessons, teachers will model academic honesty to create a culture of academic honesty.

#### **- Exams Officer**

Yearly exam briefings are held with examination year students to remind them of the importance of academic honesty. Exam regulations for both CIE and IB are shared and discussed with students and posters are displayed as regulated. Invigilators are trained on a rolling cycle to ensure that they can identify academic misconduct and malpractice.

#### **References**

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