

## **CBC International Schools-Hefei IB DP Academic Honesty Policy**

CBC Hefei - is a candidate school\* for the Diploma Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

\* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

### **Mission statement:**

We are dedicated to preparing our students for success in a rapidly changing world by providing a supportive learning environment that promotes:

- inquiry and collaboration within the classroom
- recognizes and respects individual differences within the school community
- celebrates community involvement
- and allows students to position themselves as individuals in a global world

### **Our philosophy on Academic honesty:**

We use the policy to help articulate the culture of academic honesty we are always working to further develop at the school. In working to become an IB school we have placed increased emphasis on academic honesty practices and what it means to have academic integrity. We believe when students value education and the learning process, they strive to act with academic integrity, our school community will give them the tools and experience to ensure they do so.

The purpose of this document is to outline:

- Our academic honesty philosophy and the culture of academic integrity at CBC-Hefei
- The expectations, rights and responsibilities of the school community (students/teachers/parents) in relation to policy infringement processes
- How academic honesty and good academic practices are embedded in the teaching and learning

## A working definition for Academic Honesty

From the IB 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.

In general, academic honesty relates to the production of authentic work and the acknowledgement of the original authorship and ownership of material accessed in the construction of the authentic work.

Promoting Community Understanding of Academic Malpractice: Some descriptions to support teachers, students and parents in understanding academic honesty

### **The following is from these IB documents:**

*Academic integrity October 2019*

*Principles into Practice 2015*

*Diploma Programme Assessment procedures 2019*

**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.

**Categories of misconduct:** There are a number of common ways in which academic misconduct can occur

**Plagiarism:** Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs.

**Collusion:** 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.

Further examples:

- Duplicating work to meet the requirements of more than one assessment component
- Falsification or inventing fictitious data for an assignment
- Taking unauthorized material into an examination room (this poster provides further details)
- Disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance



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- Exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff
- Responsible for the conduct of the examination
- Impersonating another candidate
- Theft of examination papers
- Obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
- Use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.

Extended descriptions and examples from these categories can be accessed in the IB Documents *Diploma Programme Assessment procedures 2020 and Diploma Programme General regulations 2016 updated May 2019*

### **Responsibilities of school community members (students, teachers and parents)**

#### **Student Responsibilities**

- Understand what constitutes academic misconduct
- Ensuring their work is original and authentic
- Acknowledging sources where appropriate using citations in the proper format (CBC-Hefei has selected MLA formatting, students will be supported in their research skills workshops)
- Understanding the consequences of academic misconduct at CBC-Hefei and with the IB (handbook, research skills workshops)
- The development and maintenance of self-management skills to reduce possibility of misconduct namely;
  - Organization skills—managing time and tasks effectively, goal-setting, etc.
  - Affective skills—managing state of mind, self-motivation, resilience, mindfulness, etc.

#### **Details and advice on teacher responsibilities**

IB teachers are best placed to determine whether candidates' work meets the IB's standards concerning academic honesty. The IB expects teachers to use appropriate means to ensure that work is, to the best of their knowledge, the candidate's authentic work.

- Engaging in regular discussion on the personal and social importance of academic honesty.
- Setting clear expectations for assignments and providing guidance to candidates on how to correctly cite the sources they have consulted using MLA formatting



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- Devoting time to teach and practice associated skills: paraphrasing, proper use of citations, MLA- formatted works cited pages, citing other sources (graphs, photos, illustrations etc)
- Acting as a role model – Ensuring all class/shared materials are correctly referenced
- Ensure consistency: upholding the standards of this policy in all situations
- Where available design authentic tasks that minimize the opportunity for academic misconduct. Eg.
  - o Design tasks where students have to access original scenarios or recent events.
  - o Create tasks that include stages requiring students to document their research process (research reflection space).
  - o Include methods to ensure that students provide evidence of research process, such as works cited page/bibliography.
- Utilizing Turnitin, google or Microsoft document authenticate or another authentication software program as:
  - a step in the process of authenticating student work
  - a practical tool for facilitating students' understanding of what constitutes authentic work and how it can be used as an effective self-check for authenticity

### Parental Responsibilities

- Familiarizing themselves with the Academic Honesty Policy and associated IB documents
- Engaging in regular discussions with their children about on importance of academic honesty/integrity
- Engage and cooperate with school process in all cases of academic misconduct regardless of severity

### Examples to provide education and support on academic honesty expectations

- The 'Academic Honesty Policy' is made available to the school community online, in the handbook and is introduced as part of the new student/parent induction
- Instruction on the concepts and best practices of academic honesty are introduced in year 10 classes
- Specific periods are dedicated to DP1 students to provided further guidance on academic honesty within the DP Programme. Research skills workshops
- All DP staff new to CBC-Hefei engage in workshops on the policies, concepts and best practices of Academic Honesty in the IB and at CBC-Hefei.
- DP Coordinator collaborates regularly with faculty to ensure understanding of responsibilities, best practices and any new regulations outlined by the IB with regards to Academic Honesty.
- students are introduced to and provided with the 'Conduct of Examinations' prior to the Diploma exams

### **Student rights and the consequences of malpractice From the IB:**

*The whole school community should be aware that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service.*

The specific procedures and consequences of malpractice for IB DP specific assessment can be found in the IB documents *Diploma Programme Assessment procedures 2020* and *Diploma Programme: Assessment appeals procedure For use from September 2016*

### **At CBC-Hefei:**

In suspected cases of academic misconduct first steps are a discussion between the student and teacher regarding the nature/specifics of the infraction, this is one of the opportunities for a student to voice their opinion. If disciplinary measures are to progress, a parent or guardian will be involved in any disciplinary meetings with the Diploma Coordinator and appropriate administration. Incidence meetings will be documented for each situation and shared with the coordinator/administrator. In order to best support students in preventing further infractions students are expected to attend refresher specific/general workshops on academic honesty in the IBDP provided by teacher/DP Coordinator or counsellor. Progression of consequences at CBC-Hefei if a student is found guilty of malpractice. At each step in the progression students are given the opportunity to voice their opinions.

- 1st Offense: The student is required to re-do the work and reminded of the academic policy. The DP coordinator and Parents are notified by the teacher and the malpractice is noted in school records. Student is expected to attend refresher specific/general workshops on academic honesty in the IBDP provided by teacher/DP Coordinator or counselor
- 2nd Offense: The student is given zero for the work, DP coordinator and parents are notified by the Principal. Meeting is called with parents, student, counsellor, and teacher to discuss the issue and determine next steps, student receives disciplinary consequences. This second malpractice offense is noted in school records. Student is expected to attend refresher specific/general workshops on academic honesty in the IBDP provided by teacher/DP Coordinator or counselor
- 3rd Offense: If a student is found guilty of a 3rd breach of academic honesty, they will receive no credit for the relevant course, and may be recommended for temporary/permanent withdrawal.



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**Resources accessed in the construction of the document**

*Diploma Programme Assessment procedures 2020*

*Diploma Programme General regulations 2016 updated May 2019* Academic honesty – principles to practice conference slides Dr. Celina Garza July 2014



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