

Academic Honesty Policy

	Policy: ACADEMIC HONESTY
RATIONALE & PURPOSE	<p><i>“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.”</i> International Baccalaureate Organization</p> <p>The Learner Profile and academic honesty Academic honesty is cultivated when we are engaged in independent thought and self-expression that draws on creativity. It is a key component of Approaches to Learning at Copperfield and our strategy for developing together as lifelong learners.</p> <p>Copperfield endeavors to create a culture of honesty and integrity in our community, both academically and in how we develop as persons of character. Academic honesty is tied to the Learner Profile and we strive to be:</p> <ul style="list-style-type: none"> ● Principled – to act with integrity and honesty and take responsibility for our own actions ● Inquirers – to acquire the skills necessary to conduct inquiry and research and show independence in learning ● Open-minded – to seek and evaluate a range of points of view ● Thinkers – to exercise initiative in applying thinking skills critically and creatively ● Communicators – to understand and express ideas confidently and creatively
MALPRACTICE	<p>An authentic piece of work is one that is based on “correctly attributed sources, (and) acknowledging the work and ideas of others” (IBO 3). Malpractice includes any activity that provides a student with an unfair advantage in assessment.</p> <p>Below are some common examples of malpractice. This is not an exhaustive list:</p> <ul style="list-style-type: none"> ● Plagiarism - using work produced by another and submitting it as your own. This can include words, ideas and pictures. Sources used either for direct quotation or for paraphrasing must be fully and accurately acknowledged. Regardless of whether or not plagiarism is intentional, it still constitutes malpractice.

- Copying - using the work of another student, with or without their knowledge, and submitting it as your own.
- Collusion - helping a student to engage in malpractice. This is in contrast to collaboration, where students work cooperatively and share information with the consent of their teacher.
- This could involve letting another student copy your work or providing them with material to submit for assessment.

This could involve a tutor, parent, or other party assisting to the point where work could no longer be deemed to be the student's own work.

- Duplication of work - taking the same piece of work and submitting it for assessment in two different courses, without the consent of the teachers involved.
- Misconduct during examination - the intent to share or communicate, or the act of the sharing of information and communicating, including via electronic devices, with others without permission. Having unauthorized information in an exam, including on an electronic device, is also considered a form of misconduct during an exam.

Examples of malpractice in different subjects:

- Sciences – copying, falsifying, or fabricating data
- Creative Arts – In some cases it may be acceptable to imitate another artist's work; however, the original source must always be acknowledged
- Languages – If text is translated from another language and copied or paraphrased, it must still be properly acknowledged. Avoid using automatic translation devices in order to translate entire sentences
- Humanities – Images used must be accompanied by proper referencing or permission. It is important to understand copyright for images and to use images appropriately.
- Generative AI - claiming authorship of content produced by AI.

The consequences of malpractice at Copperfield

At Copperfield, consequences are determined on a case by case basis. It is important that the student is educated, so they understand the nature of their malpractice and how to avoid it in the future. Teachers that suspect malpractice will investigate the matter and gather evidence. They will inform the Head of Division and Programme Coordinator, and the student's parents/guardians of the infraction.

	<p>Malpractice must not be viewed as a trivial offense with only minor consequences. It must be viewed as a serious academic transgression with a community attitude that shows no tolerance and imposes severe penalties when it is discovered.</p> <p>Restitution can take different forms, but minimally it will include:</p> <ul style="list-style-type: none"> ● A meeting between the teacher and student ● Discussions with the Programme Coordinator and/or Head of Division ● Discussions with the parents/legal guardians <p>Middle Years: A first minor infraction in the Middle Years will result in the student having to resubmit the work and a warning that further academic dishonesty will not be tolerated. Minor infractions might include inadvertent instances of academic dishonesty such as a student working together with another student on a piece of work and a section of the two pieces of work being too similar in nature. Subsequent infractions will result in no credit for the work even if the academic dishonesty is minor.</p> <p>A major infraction that involves deliberate academic malpractice will result in zero credit for the work.</p> <p>It will be at the discretion of the Head of Division/Deputy Head Academic as to what differentiates a minor compared to a major instance of malpractice.</p> <p>Senior School: Any instances of academic malpractice in the Senior School will result in no credit for the work. In both Middle Years and Senior School a consequence may be that the student must rewrite an assignment.</p> <p>Students who have engaged in academic malpractice will receive coaching and support from the relevant Head of Division/Programme Coordinator in order to ensure a clear understanding of academic honesty has been achieved.</p> <p>Depending on the severity of the infraction, malpractice may prevent students from being eligible for post secondary awards and scholarships, or other activities at Copperfield. Repeat offenses will result in greater consequences that may involve suspension, revocation of IB Diploma candidacy, and/or eventual expulsion.</p>
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	<p>Students at Copperfield must adhere to the Copperfield Academic Honesty Policy, as well as the standards and practices outlined in the IB brochure, Academic Integrity. This document provides more detailed information on academic honesty and consequences for malpractice for both internal and external assessment. Students should know that the IB “uses a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources ” (IBO 3). Additionally, examiners “are adept at identifying text and material that is not the authentic work of the candidate” (IBO 9).</p>
<p>BUILDING AWARENESS AND A CULTURE OF ACADEMIC HONESTY</p>	<p>Copperfield endeavors to promote academic honesty through the following efforts:</p> <ul style="list-style-type: none"> ● Our teachers play a strong role in vertical planning for academic honesty. ● Teachers model academic honesty and verify the authenticity of student work. <p>Primary Years</p> <ul style="list-style-type: none"> ● The concept of academic honesty is introduced as early as possible in the PYP ● Students in PYP are taught the use of online databases and continue to learn how to research, using keyword searches and acknowledging sources. ● The skill of synthesis and paraphrasing is introduced and practiced in the PYP to help students learn how to use the words and ideas of others to support their own work. ● The teacher develops age appropriate lessons to build awareness of academic honesty that are meaningfully woven into the learning. ● Students in Year 6 sign the “Individual Declaration of Academic Honesty” to confirm they understand the meaning of plagiarism. ● Students also learn about intellectual property: patents, registered designs, trademarks, moral rights and copyright. <p>Secondary School</p> <ul style="list-style-type: none"> ● All students in the Secondary School review the Copperfield Academic Honesty Policy in academic classes and during Community and receive information relevant to their grade level at the beginning of each school year. ● Students in Secondary School sign “a declaration (see Appendix A) stating that all the work they submit for assessment will be

	<p>their own authentic work” (IBO 9).</p> <ul style="list-style-type: none"> ● Students develop their study skills and academic writing. Students are taught the use of online databases and citation tools, (e.g. Noodle Tools, an online citation generator), and they learn how to research and acknowledge sources. They learn how to use the words and ideas of others to support their own work either through direct quotation or paraphrasing. Students also learn about intellectual property: patents, registered designs, trademarks, moral rights and copyright. ● Students in the Middle Years are regularly reminded of the rules for proper conduct during tests and exams. Students in the Senior School review the rules for proper conduct during examinations and also during mock exams over the course of their two years. ● Teachers have an important role to play both in modeling academic honesty and in verifying the authenticity of student work. Teachers receive training to ensure they are informed regarding proper conventions for citations and can pass this learning on to students. ● Teachers structure assignments to encourage candidates to develop their own ideas through problem solving, comparison, precise hypothesis, analysis and other techniques that go beyond information gathering. ● Teachers provide a formative assessment structure for investigative reports that includes planning and evaluation of sources. For major reports, such as the Personal Project and the Extended Essay, students begin their planning in workshops led by our teacher-librarian. ● Parents and legal guardians have a key role to play in encouraging academic honesty. They are notified in instances of malpractice and may be asked to participate in meetings, depending on the severity of the infraction.
<p>RESOURCES</p>	<p>Conventions for citing and acknowledging the work of others At Copperfield, we use the format provided by the Modern Language Association (MLA http://www.mla.org) Teachers may also refer to the document Academic Honesty in the IB Educational Context, available on the Programme Resource Centre.</p>
<p>SOURCES</p>	<p>International Baccalaureate Organization. Diploma Programme: Academic Integrity. Cardiff, International Baccalaureate Organization, 2019.</p>

Appendix A: Academic Honesty Declaration

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills.” International Baccalaureate Organization

As a Secondary student, I have reviewed the **Copperfield Academic Honesty Policy** and have the opportunity to ask questions for clarification. If I am unsure of whether I am being academically honest, I will my teacher.

I agree to:

- keep and maintain accurate, personal course notes
- acknowledge explicitly and appropriately any help provided by another person
- ask beforehand what kind of external help is permissible
- document source material from a variety of sources in a formal and appropriate manner
- use direct quotations appropriately
- understand the concept of plagiarism
- understand the consequences of malpractice regarding both school-based work and external examinations and assessments
- follow all rules in exam and test situations

I agree with the following:

- I have read the Academic Honesty Policy.
- I understand what it means to plagiarize.
- I understand what is meant by collusion.
- I understand that I must not let another student copy my work.
- I understand how to reference sources appropriately and when to do so.
- I understand that I must not communicate with others during examinations.
- I understand what is meant by unauthorized notes or systems.
- I understand that I cannot forge a signature.
- I understand that I cannot fake or invent data for use in an assessment.
- I agree to conduct myself honestly during my academic studies and understand the consequences of not doing so.

My signature below is a declaration stating that all the work that I submit for assessment will be my own authentic work, properly referenced; and I have neither given nor received unauthorized help on them. This declaration serves to reinforce the importance of honour and integrity in the Copperfield school community.

Date:	
Name of Secondary Student:	Signature of Secondary Student:
Name of parent/guardian:	Signature of parent/guardian:



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