

## **BISC policy on Academic Honesty**

### **Purpose of policy**

The British International School of Cracow is of the opinion that academic honesty promotes the values in our mission statement, in particular that of self-confident learners. Confidence in oneself and in one's ideas are founded on honesty. Academic honesty also promotes the 'principled' attribute of the IB learner profile - to value one's own ideas means to value those of others. Of all the attitudes that an IB education instills we believe that honesty is the foundation upon which meaningful action can take place. It is the means by which a deeper goal is achieved: that of integrity. At the same time, in a world where there is an "information glut" (Postman: 1995) combined with the pressures of academic performance we recognise that there are challenges. We are not naive to think that academic honesty is a disposition by default; instead, it is a work in progress. Academic honesty requires explicit mechanisms so that it can become a conscious act. It is precisely this policy that endeavours to guide the IB community here at BISC.

### **Details and advice on student responsibilities**

According to the IB, "all coursework—including 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." (Diploma Programme From Principles to Practice, 2015: 33) This imposes an obligation on all students to submit work that is not only 'authentic' but that acknowledges 'ideas and work of others' if these have been used.

It is an IB requirement that non-authenticated work must not be submitted. Authentication imposes an expectation on teachers to vouchsafe that a given work be a student's own. However, that expectation is shallow if it does not clarify to students what constitutes academic 'honesty' and academic 'dishonesty'. It is equally insufficient to expect that only submitted work be subject to scrutiny. Therefore, BISC is of the belief that any work - whether internally assessed or externally assessed - should abide by rigorous standards from the very start of the programme. These will be promoted in the following way:

- Students will be sent an e-copy of the IB's / /

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- a signed statement ('candidate consent' form) certifying that any work submitted to the IB for assessment is a student's own work (work will not be sent unless such a statement is signed).
- vive voce interviews for each internal assessment submitted, including the extended essay and TOK essay

At the end of the day, it is only through the habitual exercise of such standards that expectations about what it means to be academically honest can be met.

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All teachers are responsible for cultivating an environment where academic honesty is a shared goal. This challenging goal cannot only be left to those members of staff who like the teacher of Academic Skills make it an explicit part of the curriculum. In view of the fact that subject teachers are responsible for preparing their students to submit assessed work to the IB, teachers also have a responsibility to model and teach academic honesty. It is expected that this be done formally when teachers plan



The TOK teacher will formally include academic honesty in the delivery of the TOK programme

The CAS coordinator will stress academic honesty throughout the CAS programme, in particular in the reporting and reflection of projects

Finally, the IB coordinator will include a session on academic honesty to be delivered during a lesson on Academic Skills at the start of the second term (first year) prior to students embarking on their extended essays.

Any work that is to be submitted as part of the internal assessment component for each subject will be vetted by individual teachers by means of a *vive voce* which will be carried out in class. The *vive voce* of course already forms a fundamental component of the EE process in that its authentication is derived from scrutiny of the student's initial proposal, the first draft, references cited, style of writing and analysis of work by means of a web-based plagiarism software.

If malpractice is found, the student will face our defined consequences for academic misconduct (see below)

As this policy aims to establish transparent and fair standards, we have drafted a short handbook (titled '*do it right, remember to cite*') which can be found on our digital platform Schoology. This handbook aims to recommend a style for citations/references. It is important to bear in mind that this is not prescriptive as there exists a number of other styles. We ask however that any style used be used consistently in any given piece exists

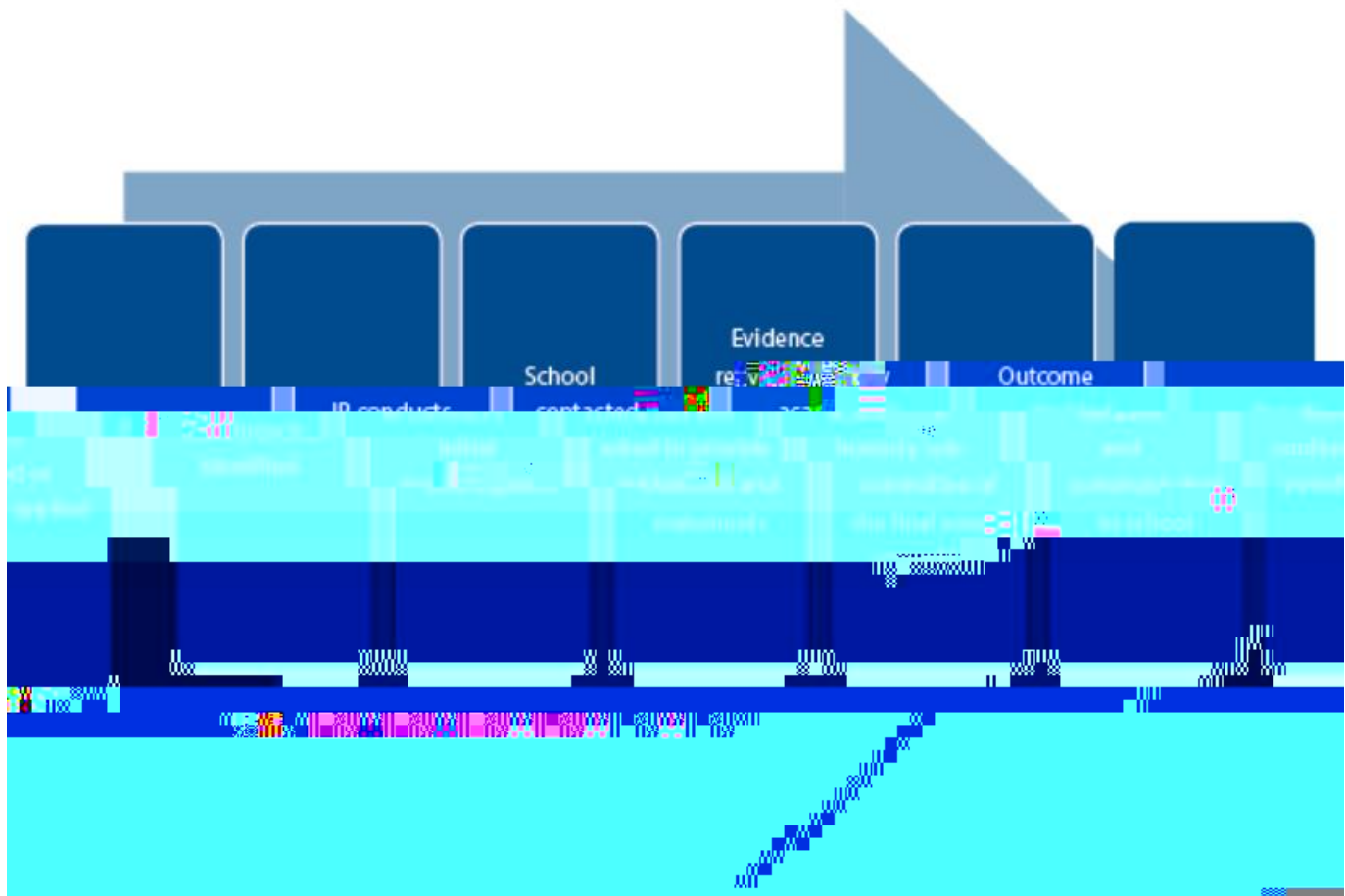
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The following are examples of what is considered inappropriate behavior (with the type of academic misconduct in brackets):

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## What procedure does the IB follow if my work is suspected of academic misconduct?

Please see diagram below



Source: IBO, 2019. Diploma Programme Assessment Procedures

### Procedures reporting, recording and monitoring

It is imperative that any case of academic misconduct be communicated through the appropriate channels as well as recorded.

If a teacher suspects a case of academic misconduct, both the form tutor and IB coordinator will be notified via email with a statement. The case will be investigated as per IB definitions of what constitutes academic misconduct and action will be decided collectively. The email will be filed by the IB coordinator.

If the same student is suspected of breaching academic honesty again the process is repeated but the headmaster, the school owners and parents are briefed and appropriate action taken (see section consequences of academic misconduct)

If it has been established by the school that academic misconduct has taken place with regard to any work that will contribute towards the diploma the

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teacher will not authenticate the work and the incident recorded. The



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