

4.14 Academic Honesty and Integrity Policy

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Lead Responsibility	Director of Curriculum and Programmes
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Rationale

The Mercedes College community acknowledges the International Baccalaureate (IB) statement that “Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.”

This policy is a living document that is used by the Mercedes College community. This policy is linked to the Admissions, Inclusion and Language policies and is supported by the Academic Honesty and Integrity Procedure document (attached).

Policy Principles

This Policy embraces and reinforces the principles and attributes expressed as Mercy Keys, with a particular focus on integrity, justice, responsibility and mutual respect.

The values of the Mercy Keys align with the principles of the IB learner profile attributes and are outlined in the Learner Profile School Values Matrix document (see appendix 1). As guided by the document *Academic honesty in the IB educational context* (August 2014) and SACE... (July 2011), we encourage our school community to be:

- 2.1 Inquirers – who can conduct inquiry and research using skills they have developed
- 2.2. Knowledgeable – who understand the meaning of academic honesty and malpractice and explore concepts, ideas, issues and perspectives
- 2.3 Thinkers – who can assimilate and incorporate information with their own thoughts
- 2.4. Communicators – who maintain transparency about their work and acknowledge source material
- 2.5. Principled – who conduct themselves ethically and respect intellectual property
- 2.6 Open-minded – who are accustomed to seeking and evaluating a range of points of view

Definitions of academic misconduct, intellectual property and authentic ownership

In addition to the definition of academic dishonesty as outlined in the Mercedes College Student Handbook, the IB defines malpractice as behavior which results in a student gaining an unfair advantage in one or more assessment components. As per Article 20 (page 12-13) of the IB Diploma Programme General Regulations (2016) and section A4.2 of the Middle Years Programme Assessment Procedures (2018), malpractice includes the following:

1. *Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.*
2. *Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.*
3. *Duplication of work: this is defined as the presentation of the same work for different assessment components and/or IB requirements.*

Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Taking unauthorized material into an examination is the most common form of malpractice. Such material may include: "[a student's] own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator".

Plagiarism is another common form of malpractice, which can include:

1. copying and using answers from another student without citation and/or reference
2. cutting and pasting material from a website without citation and/or reference
3. translating and using text from a foreign language without citation and/or reference
4. using a teacher's exact words without reference and/or consent
5. having a tutor edit and re-write the work.

'Self-plagiarism' is also malpractice. Students cannot, for example, submit the exact piece of work for two different assessments. For the IB the "presentation of the same work for different assessment components and/or diploma requirements is a duplication of work and therefore constitutes malpractice".

Collaboration is not collusion. Collaboration is encouraged between students where each student's contribution is equally divided and recognized. Where a group may collaboratively gather data, the analysis and reporting is often expected to be authentically that of each individual student.

Collusion, however, can include:

1. allowing your work to be copied during a test
2. telling a student what material appears on a test
3. lying to or misdirecting an investigation into student malpractice

According to the IB, teachers must “support candidates in the preparation of their work for assessment and to ensure that all candidates’ work complies with the requirements of the relevant subject guide”. Yet it is ultimately the student’s responsibility not to submit work as his or her own when it is not: “Negligence is not a valid excuse for plagiarism”.

All DP candidate students should be aware that the IB randomly checks candidates’ work for plagiarism using a web-based plagiarism service.

Deadlines

Adherence to deadlines is an important part of the Academic Honesty and Integrity procedure. Failure to submit a task on time increases the likelihood of plagiarism, collusion or duplication. Work must be submitted by the due date unless an extension has been granted in advance. Please refer to the Academic Honesty and Integrity procedure document for programme specific procedures.

Consequences of malpractice

Academic dishonesty is considered a major infraction, which may result in disciplinary action. Please refer to the Academic Honesty and Integrity procedure document for further guidance.

Citing conventions

The Carmel Bourke Resource Centre maintains the Libguides webpage: <http://mercedes.catholic.au.libguides.com/c.php?g=56034&p=359693>. This site is based on the SLASA Referencing Generator and shows how to format the citation for both in-text referencing as well as a bibliography.

Responsibilities that support the policy

The College will provide software to check plagiarism. For operational responsibilities, see the Academic Honesty procedure document for further guidance.

Review

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Bibliography

Middle Years Programme Assessment procedures. (2018). 1st ed. [ebook] Geneva: International Baccalaureate. Available at: https://resources.ibo.org/data/MYP_AP_2018-en.pdf?c=09e909e8&lang=en

General Regulations: Diploma Programme (2016). 1st ed. [ebook] Geneva: International Baccalaureate. Available at: <https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-sept-16-en.pdf>.