



Academic Honesty Policy (P-12)

Rationale

Santa Sabina College (the College), a Catholic School in the Dominican tradition, educates students to achieve personal excellence, to act with justice and compassion, and to embrace the future with an optimistic global vision.

Students are encouraged to understand, value and use ethical practices, and to act with integrity and honesty as “principled” learners. Santa Sabina College promotes discerning scholarship and academic honesty in all curriculum through to the Higher School Certificate (HSC) and International Baccalaureate Diploma Programme (IB).

This document sets out the principles and practices in place at the College, underpinning the framework for academic honesty and ethical scholarship.

Context

The College is a P-12 school that offers the Primary Years Programme (PYP) P-5, and is a candidate school for the International Baccalaureate Diploma Programme (IBDP).

The College also offers the NSW state-based curriculum. This Policy aligns with expectations regarding academic honesty from the NSW Education Standards Authority (NESA), Australian Curriculum Assessment Reporting Authority (ACARA) and relevant International Baccalaureate Organisation (IBO) policies and guidelines.

Principles

The College shares the motto of ‘Veritas’ with Dominican schools around the world and is committed to the pursuit of truth in all of its forms. Academic honesty is fundamental to accurately communicating and facilitating a student’s acquisition of knowledge, understanding of concepts, and mastery of skills to the students, parents/carers and teachers of our College community.

Academic honesty is “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment”. Academic honesty results in respect for one another’s intellectual property and the completion of “authentic” pieces of work which are “based on [the individual’s own] original ideas with the ideas and work of others fully acknowledged.”

Practices

Prep-Year 12

Within the learning continuum, academic honesty is defined as students having integrity and ownership of their work, and as students who embrace the Learner Profile and Attitudes. In order to support academic honesty we:

- embrace and model the IB Learner Profile Attributes and PYP Attitudes
- learn about the meaning and importance of academic honesty at varying levels of complexity and sophistication across all grades P-5
- encourage students to express themselves confidently and authentically. When researching, students are taught essential media literacy skills along with responsibly citing sources and avoiding plagiarism.

Years 6-12

All student work submitted for assessment must be based on a student's individual and original ideas, with the ideas and work of others fully acknowledged.

All assessments must wholly and authentically use the student's own language and expression. Where other sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and accurately acknowledged.

Academic dishonesty or malpractice

Both NESAs and the IBO define malpractice or cheating as any activity undertaken by a student that allows them to gain an unfair advantage over others.

Plagiarism is the representation, intentionally or unwittingly, of the ideas, words and work of another person without proper, clear and explicit acknowledgement. To avoid plagiarism students must acknowledge:

- all ideas and work of other persons
- rendition of another person's words presented in a new style and integrated grammatically into the writing
- verbatim (word for word) quotes
- books, journals, CD-ROMs, email messages, electronic media and websites
- sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual
- works of art including music, film, dance, theatre and visual arts
- any other source that has provided the student with information or inspiration that is relevant to the assessment task.

Collusion is a form of plagiarism, and involves supporting academic misconduct by another student. For example: by allowing one's work to be copied or submitted for assessment by another, or during collaborative group work one person takes notes on behalf of the whole group.

Duplication of work is defined as the presentation of the same work for different assessment components and/or core requirements.

In general, academic dishonesty and malpractice include, but are not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs, email messages, electronic media or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent/carer, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules (for example, taking unauthorised material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.

It is important to note that the possession of unauthorised material in examinations constitutes malpractice regardless of whether or not it can be proven that it was used or whether the student claims to have been unaware of the materials.

Roles and Responsibilities

All teachers at the College are expected to support this Policy and promote and model good academic practice.

The Head of Teaching and Learning, and all Heads of School will ensure that all candidates:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property
- receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources
- understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination) and know the consequences of being found guilty of malpractice.

The IBDP and PYP Coordinators will:

- ensure that this Policy is aligned with IBO expectations and undergoes periodic review(s)
- ensure that teachers, candidates and legal guardians are aware of IBO requirements concerning academic honesty and ensure that relevant publications are made available to these groups
- agree, with IBDP teachers, an internal calendar of all due dates for the receipt/submission of candidates' assessment material
- ensure candidates and invigilators are provided with relevant information about examination regulations.

All teachers will:

- take responsibility for familiarising themselves with the appropriate publications and follow the rules and regulations of the IB Diploma Programme and NESAC curriculum in regards to academic honesty stipulated in these publications
- confirm that, to the best of his or her knowledge, all work submitted for assessment is the authentic work of each student
- utilise strategies to prevent and detect academic dishonesty or malpractice
- raise student awareness of academic honesty and directly guide students through exploration of the ethical issues related to academic honesty, including the appropriate use of technology
- design assessment criteria that value and reward the learning process, rather than simply the result. Students are taught ways to acknowledge others, and reflect on the learning process. Students are encouraged to develop and focus on intrinsic motivation for achieving learning goals.

All students will:

- understand this Policy and act according to its principles
- demonstrate good academic practice and ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged
- demonstrate strong moral principles and high ethical standards when engaging in any College activity, be it academic or co-curricular. The goal is for all students to be able to work independently with honesty, fairness, and integrity, as they strive to achieve their personal best
- be responsible for their own intellectual thought development and are encouraged to develop creativity in problem solving
- utilise proper documentation and citation to credit the thoughts, ideas and examples of others and create work that is authentic and representative of a unique intellectual pathway.

IBDP students:

- have the ultimate responsibility for ensuring that they meet all academic honesty requirements by following the regulations and procedures stipulated in relevant subject guides and IBO publications made available
- are expected to comply with all internal school deadlines to ensure they meet their academic honesty requirements as outlined in the [College's Assessment Policy](#).

Parents/Carers will:

- be aware of and support this Policy and any other documentation relevant to the senior study pathway.

Support for Academic Honesty

Academic honesty is embedded in approaches to teaching, learning and assessment. Students are educated to understand how knowledge is constructed, and develop the technical skills to make their own knowledge, understanding and thinking visible.

Through a consistent approach in teaching, learning and assessment, students are encouraged to understand, value and use ethical practices.

Strategies include:

- regular and consistent advice and guidance in the development and implementation of effective and principled academic research practices
- instruction in the use of the SSC Guide to APA and Oxford Style Referencing
- students in Stage 5 completing the NESAs course, "HSC: All my own work" program
- the use of plagiarism detection software to raise awareness of authentic scholarship and assessment
- clear processes and procedures for IBDP candidates completing the Extended Essay including multiple College-based submission points for intervention and accountability
- role modelling of good academic practice
- designing of assignments that do not lend themselves to academic misconduct
- creation of tasks that include stages where students are requested to document their research or submit evidence of their progress
- requirements which ensure that students provide evidence of research process, such as an annotated bibliography
- students sign and submit an academic honesty declaration on a prescribed cover sheet for tasks in Years 11-12.

Investigation of Suspected Academic Malpractice

All processes and procedures relating to the dealing of suspected academic malpractice by IBDP candidates will follow the requirements stipulated in the IBO's Handbook of Procedures.

Issues associated with academic malpractice are dealt with by Santa Sabina College's Assessment Review Panel. Members of the panel are appropriate to the curriculum area of the issue under investigation and may include the Head of Teaching and Learning, Head of School 6-12, Head(s) of Department and/or IBDP Coordinator, who will ensure that procedural fairness is accorded to the student(s) involved. The panel's responsibility will be to review all material presented in relation to the alleged malpractice and to report to the College Principal and NESAs or IB Curriculum Assessment Centre, as appropriate.

If there is any suspicion of malpractice:

- the teacher will not make an open allegation to the student
- the teacher will notify the Head of Department (HoD)
- HoD will inform the Head of Teaching and Learning (HTL) / IBDP Coordinator and provide supporting documentation
- HTL / Head of School 6-12/ IBDP Coordinator will inform the parents/carers of the process, irrespective of the outcome.

Following an investigation, malpractice may be determined. If evidence of malpractice is found, the:

- student(s) and their parent(s)/carer(s) will be notified and informed of the consequences, in writing. Appeal provisions will accompany this correspondence.

An appeal must be submitted within seven school days of the date of the letter. The College Principal, or NESAs or the IB Curriculum Assessment Centre as appropriate, will consider the appeal. Appeal

conditions for IBDP students will be applied according to the IBO's General Regulations: Diploma Programme publication. The decision of the appeal will be communicated to the student and parents/carers in writing.

Copies of all records of investigation, correspondence and the assessment item will be kept on the student's subject file.

Consequences of Academic Malpractice for IBDP students

All processes and procedures relating to the consequences of academic malpractice by IBDP candidates will follow the requirements stipulated in the IBO's Handbook of Procedures.

The IBDP Coordinator will be asked to provide a report to the IB after an investigation has been conducted. The Final Award Committee will determine whether academic infringement or malpractice has been established, and determine the penalty to be applied.

If the Final Award Committee decides that:

- an academic infringement has been established, no mark will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned
- a case of malpractice has been established, no grade will be awarded in the subject concerned. The consequence is that no diploma will be awarded to the candidate.

(For more details refer to *Diploma Programme Academic Honesty* 2009 International Baccalaureate Organization and the current Handbook of Procedures)

Consequences of Academic Malpractice for HSC students

Externally assessed components in some HSC subjects, such as Design and Technology, Drama, English Extension 2, History Extension, Music and Visual Arts, require that students sign a cover sheet to confirm that the work is authentic. Both the supervising teacher and College Principal must also sign this sheet to attest to the authenticity of the submitted work.

Where malpractice is proven for a HSC student:

- zero marks may be awarded for the task or task component
- the task may not be certified by the school when submitted to NESAs for external
- marking the student may be deemed ineligible for the award of the HSC in that course
- copies of any Assessment Tasks involved in proven incidents of Academic Malpractice will be retained by the HTL, and a copy submitted to the NESAs Malpractice Register.

Review of Policy

These guidelines will be reviewed at the discretion of the College Principal

Last review date: March 2018

Next review date: As determined by the College Principal when required (2020)

Authorised delegate(s): Head of Schools / Head of Teaching & Learning 6-12

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