

# ACADEMIC HONESTY

## CAMBRIDGE LEARNER PROFILE

The aim of the CAIE is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. At HVBGA, we pledge our commitment to this cause.

CAIE learners at HVBGA strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy

learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance.

In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of

others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**POLICY AND PROCEDURES:**

The School's core values encourage all students to act in a responsible manner and an important aspect of being a responsible student is to practice academic honesty. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic honesty means acting with integrity in all your school work by making sure that your work is your own and not copied from friends, books or the Internet. *Academic dishonesty is therefore defined as submitting as your own work that which is not your own.*

**The responsibilities of students, staff and parents**

A. All school staff, students and parents should make sure that they are aware of the contents of this document and what academic honesty and dishonesty both mean. They should also make themselves aware of the consequences of academic dishonesty.

B. Parents should speak to their children about the need to be honest.

C. Teachers should explain what this policy means to students in the specific terms of the work that they are asking students to produce. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative. They should also model good practice.

COORDINATOR should ensure that academic honesty and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible. They should investigate any suspected breaches of the standard in an open and fair way. Their recommendations to the principal should be clear and reasoned.

The Head of School will decide each case on its merits, and should communicate her decision clearly to all of those concerned with reasons for any findings.

**Students should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone.**

They should speak to teachers regularly about their work and show drafts of it at various stages

in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

### **Prevention of Academic Dishonesty**

*As a deterrent the school will use computer software (turn-it in) to spot check for plagiarism.*

Students can avoid plagiarism by properly acknowledging the source of all materials. When in doubt, consult your teachers. If further assistance is needed, ask your CO-ORDINATOR or a HEAD OF DEPARTMENT – TEACHER for clarification.

Our School, in line with CAMBRIDGE recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Whenever possible, students should be able to submit electronic copies of any work to either the teacher or the COORDINATOR for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

### **Procedure for Investigating Suspected Cases of Academic Dishonesty**

**Step 1:** If a teacher, or another member of staff, suspects that a student may have cheated, he or she will inform the COORDINATOR & THE PRINCIPAL.

**Step 2:** The COORDINATOR and the teacher will set up a meeting amongst themselves. The teacher will collect all the evidence which creates an air of doubt in the teacher's mind over the student's academic integrity.

**Step 3:** The COORDINATOR and the teacher will set up a confidential meeting with the student and would place their concerns to the student along with the evidence gathered on investigation thereby giving the student the chance to reply to the accusations.

**Step 4:** If there is a fair reason to believe that the concerned student has erred unintentionally he would be counseled and he would be asked to re-submit a fresh assignment.

**Step 5:** If the student is found to be not guilty, and that there is no work which is clearly inappropriate the student will be found not guilty of dishonesty and no record will be kept of the matter.

**Step 6:** If, on the other hand, it *can* be shown that inappropriate work has been submitted, the COORDINATOR will make a recommendation to the Head of School as to whether or not the case is one of academic dishonesty, or of an academic infringement.

The determining difference between these two possibilities will be one of intent. The Head of School, in consultation with the principal the COORDINATOR, will decide the outcome of the case.

Also, a letter of concern will go to the parents/guardian and a meeting with them is requested within a week. The COORDINATOR and the teacher will physically show evidence for accusation and clearly explain the consequences it could have with regard to attaining the CAMBRIDGE.

### **The Consequences of Academic Dishonesty**

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents.

If the work has been submitted as an official piece of CAIE coursework, it will not be accepted, but, if there is time for him or her to do so before the school's internal deadline for this work, the student will ***be allowed one chance*** to resubmit another piece of work in its place.

Any student guilty of academic dishonesty will face the following consequences:

- **First Offense:** A zero for the work, a meeting with the principal, counselor and Coordinator if applicable, a meeting with, and letter sent home to parents. The student's name will be shared with the faculty.
- **Second Offense:** Each of the consequences of the first offense, plus a two-day suspension from school and the consequences attached to that. Continued offenses may result in DISCIPLINARY ACTION from the school.

**How you can avoid academic dishonesty:** Always strive to do all your work on your own. Do not give your work to another student. If you use someone else's words and thoughts, acknowledge them. Learn how to cite and reference sources. When in doubt, ask for help.

**How the school will help:** Homeroom and subject teachers will provide lessons and review on this issue, showing examples of academic dishonesty and examples of good practice.

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**Declaration**

I confirm that I have read, understand and agree to abide by the School Academic Honesty Policy.

**Student's name:** .....

**Signature:** .....

**Date:** .....