

# Academic Honesty Policy

## Introduction

As part of the UWC movement, UWC Dilijan has been established to identify and nurture exceptional young people from any background to become effective and ethical leaders. In keeping with the mission of UWC Dilijan and requirements of the International Baccalaureate, an Academic Honesty Policy<sup>1</sup> has been proposed for discussion by the teaching faculty to promote, nurture and establish academic honesty as a core principle. The policy will be displayed on the website and disseminated to all students, teachers and employees, who will need to adhere to this policy. UWC Dilijan will inculcate and support academic honesty in teaching and learning as well as in administering all its programmes.

## 1. Defining Academic Honesty

Academic honesty involves due attribution of all ideas, sources, means of analysis and intellectual property to those from whom they come and by whom they were created, invented or developed. Academic honesty at UWC Dilijan is a routine expectation of all members of the institution. All members are expected to demonstrate their commitment to the ethical values of acknowledged dependency, fair play, and personal integrity. All members of the school community will avoid any means of taking undue advantage that violate the ethical academic standards set by UWC Dilijan. Academic honesty is, thus, established as standard practice at the college.

A hallmark of scholarship is dependent on the recognition of and respect for original ideas, theories, discoveries, and creativity of individuals across space and time. Recognizing and respecting other peoples' contributions to human knowledge and wisdom demonstrates writers'/presenters' understanding of the place of ideas/creativity in human history and their ability to engage in respectful and appreciative human discourse. Such demonstration is a skill and value that needs to be taught, learnt and practised by teachers and students.

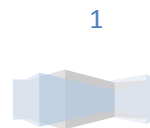
## 2. Teaching and Learning Academic Honesty

Students at UWC Dilijan will have come from diverse educational backgrounds and may have significantly different ideas about academic honesty. It is important that they understand that academic honesty requires not only acknowledging others' contributions to one's thought or action but also valuing and respecting one's own work by using appropriate attribution. Some of the key components of learning and teaching academic honesty are:

- Assembling one's own thoughts in a coherent composition and applying those thoughts with all the skills learnt in every area of study

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<sup>1</sup> This academic policy has been adapted from one that was originally written with the active collaboration of teachers and administrators at The Aga Khan Academy, Hyderabad, especially Dr Yasmin Lodi, after examining relevant IB documents and academic honesty policies of ACS Egham International School, International School of Neustadt, International School Moshi, Lancers International School, and Queensland Academy for Creative Industries (all of which were available online).



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- Finding support for those thoughts in facts and in the compositions of other scholars, practitioners and writers, and properly acknowledging them, including verbal acknowledgement in presentations, and recognizing and different styles of citations, referencing and bibliography, such as APA, MLA<sup>2</sup>, Chicago Style, etc. UWC Dilijan will decide on a common style once the faculty are onsite and produce exemplar citations and an appropriate guide.
- Learning effective and accurate paraphrasing and summarising of the ideas of others
- Engaging in lively debate with the ideas/creativity of others, which also requires giving due consideration to the thought/skill of others including learning the art of giving appropriate latitude to opposing expressions/viewpoints
- Using accurate and relevant facts and quotations to support one's composition by learning to select facts and theories judiciously to strengthen one's argument without distorting those facts by selecting only those that support it
- Surveying or gathering data with full permission of the institution and respondent, and respecting the confidentiality and privacy of the individual respondent
- Taking pictures and videos of human subjects only with their written consent, and attaching that written consent to the essay/report.<sup>3</sup>
- Comprehending the place of one's own ideas in the academic/creative discourse of the chosen concept/theme/theory
- Giving credit wherever it is due
- Identifying inaccuracies in factual information given by others, pointing out gaps in knowledge claimed by others, and drawing attention to flaws in arguments used by others
- Avoiding fallacies in arguments and falsification of facts, which requires the teaching and learning of rigorous editing skills

Exception in citation: Writers are expected to cite all sources of information, ideas, theories, and practices that they have learnt from sources other than their own direct experience. The only time a citation is not required is when a fact, idea, or practice is considered common knowledge, for instance the date of Armenia's independence. The challenge is to understand the difference between common knowledge and that which is commonly not known. When in doubt it is best to cite the source. Guidance and training will be provided to students early in DP1.

In research, students are permitted to duplicate the methods of others in science labs and in social science surveys of human subjects, with proper acknowledgement of the original work, in order to replicate and/or verify results of any research.

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<sup>2</sup> American Psychological Association and Modern Language Association citation styles

<sup>3</sup> UWC Dilijan requests parents to sign a release form at the time of admission for taking and using pictures of students in presenting the activities of UWC Dilijan. These forms are circulated with the joining papers.

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### 3. Developing and maintaining Academic Honesty:

In practice, the maintenance of academic honesty is a matter of the establishment of institutional structures and expectations that enable academic honesty, including essential agreements made by teachers and students, which can only arise from an habitual effort to be academically honest by every member of UWC Dilijan.

Institutional support for academic honesty is made evident by its candidacy for adopting the DP curriculum, which provides clear cut guidelines for establishing it at a very early stage, for instance through the promotion of the learner profile<sup>4</sup>.

Teachers will develop essential agreements with their students that will include a thorough study of UWC Dilijan’s policy on academic honesty. This will enable teachers and students to outline expectations at the beginning of each course, and to honour the agreement in teaching and learning. Formative assessments will play a key role in the maintenance of academic honesty since assessments are an opportunity to reinforce ethical standards in the college. Every hand-out given by the teacher and every assignment submitted by the student will demonstrate a sincere adherence to academic honesty. The habituation of academic honesty from the beginning of the Diploma Programme is a day-to-day demonstration of ethical learning and teaching at UWC Dilijan.

Students will be encouraged to develop positive work habits and personal disposition to honest expression and attribution in all aspects of life. While the academic environment gives the students a rich opportunity to learn the art and skill of being honest, students’ activities outside the classroom are also opportunities to develop such essential skills. The library of UWC Dilijan will support students in maintaining academic honesty. Librarians will aid students in identifying materials and help them in providing the necessary information for citation. Librarians will support teachers in educating students, parents, and other library users in learning about and respecting the intellectual property rights of authors<sup>5</sup>, artists, composers, and editors.

For instance, in inquiry-based learning students are encouraged to seek answers to their questions from books, the Internet, teachers, family members and friends. They are then expected to report their answers in written or oral form. Here lies the first opportunity for students to demonstrate academic honesty by citing the source/s of their answer. The sports facilities, in another way, provide further opportunities to exhibit personal honesty by requiring students to embrace ethical

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<sup>4</sup> <http://www.ibo.org/programmes/profile>

<sup>5</sup> This includes authorship of all forms of computer software. UWC Dilijan will not knowingly allow unauthorised – “pirated” – software to be used on any of its computers or by any of its staff or students.



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practices that support fair play, team work, and an appreciation of the contributions of all team members.

One way of maintaining academic honesty is to maintain one's teaching and learning portfolios by filing all sources used, adduced or implicitly assumed during teaching and learning. Teachers will maintain a record of all hand-outs, and presentations given in their classrooms. Students will keep a record of all notes, outlines and drafts of all their work, and a final copy of their work as a permanent record of their academic achievement and honesty.

Teachers can reduce the risk of academic dishonesty through developing assignments which make plagiarism less likely, e.g. problem-solving, drawing comparisons, analyses, local examples of a general principle, etc. They can also use formative assessments to value the process (e.g. planning, evaluation of sources, reflection on the task, etc.) just as much as the product.

#### 4. Academic Dishonesty

UWC Dilijan will not tolerate academic dishonesty of any kind. The responsibility for ensuring academic honesty rests with the students, teachers, and administrators of the college. UWC Dilijan will make every effort to investigate instances of transgression of the academic honesty policy fairly and rigorously. Infringement of the policy, whether intentional or unintentional, is malpractice which will be dealt with according to policy. Transgressions include but are not limited to cheating, collusion, fraud, and plagiarism.

**Cheating:** Copying the work of other students, stealing ideas in performance arts, copying in tests, assignments, and verbal presentation, or any breaches of examination regulations whatsoever, are all unacceptable and violate principles of academic honesty. The college will always report malpractice in IB examinations to the IB assessment centre in Cardiff.

**Collusion:** While we learn individually and collaboratively, we need to understand the difference between collaboration and collusion. In collaborative work, we demonstrate the skills that each individual participant brings to group work, and teachers recognise the individual contributions in group work. In collusion, students engage in hiding the contributions of other students and claim others' work as their own. Hence the former, collaboration, is a highly regarded practice; the latter, collusion, is condemned as cheating. Likewise, in practicing arts, as performers, visual artists, and/or musicians, one must acknowledge the inspiration others have offered us.

**Fraud:** Falsification of data in any academic or non-academic report or record is a serious violation of the academic honesty policy. Similarly, false attribution of ideas, concepts, or theories to scholars or researchers for support of one's own ideas is also fraud. Falsification of CAS records is also fraud.



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**Plagiarism:** Inadvertent or deliberate copying of ideas, phrases, or theories of others and reporting them as one's own violates the principles of academic honesty. Paraphrasing, summarising the words of others must be done carefully and with due consideration of the intellectual property rights of the authors/creators. Careless attribution might lead one to inadvertent plagiarism. To avoid it, students are *advised* and teachers are *required* to use **turnitin.com** to check originality of work submitted. The IB also checks candidates' work for plagiarism using a web-based plagiarism service.

IB Diploma students will be asked to provide written declarations of authenticity of their work, including class assignments, homework assignments, extended essays and examinations. The teachers of UWC Dilijan, IB examiners and IB administrators will check the authenticity of work submitted by IB Diploma students from time to time.

**All students, parents and teachers should be aware that UWC Dilijan will always report any instances of breach of IB regulations, whether in coursework, extended essays or examinations, to IB Cardiff. Ignorance of the regulations, failure to read examination rubrics, and other excuses, will never be taken in mitigation. The College will ensure that students receive copies of the IB's regulations. It is the duty of every candidate to know the regulations and to abide by them.**

### 5. Investigating Academic Dishonesty

UWC Dilijan will investigate each report of a possible violation of the academic honesty policy. The Head and Deputy Head of UWC Dilijan, and the IBDP co-ordinator have the responsibility for upholding the policy. Teachers and other administrators will support and aid them in the investigation of the alleged violation.

When the investigating administrator/teacher/committee identifies an offence or transgression, consequences will follow. Inadvertent first offences may only result in a warning, and/or a note put into the file of the student, but more serious and repeated offences will lead to more severe consequences, from failing grades to suspension from school for a limited period of time or permanent exclusion for repeated offences. The IB's and UWC Dilijan's zero tolerance of malpractice is the foundation of UWC Dilijan's policy of academic honesty. Each and every instance of malpractice will be recorded and reported by teachers and IBDP co-ordinator to the Head of UWC Dilijan and, where appropriate, to the IB and the national committee.

### 6. Malpractice

The IBDP Coordinator is required to report all instances of proven or suspected academic dishonesty by a student to the IB. The IB has zero tolerance for academic dishonesty and malpractice. IBDP students and their parents will be given copies of UWC Dilijan's academic honesty policy and the IB's



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General Regulations (pages 10-13) and must be aware of the IB's document *Academic Honesty*, besides reading UWC Dilijan's own policy on academic honesty (this policy).

Parents will be advised to take UWC Dilijan's academic honesty policy seriously, and support the institution in inculcating it in the student body and in the maintenance of the policy. Teachers will review and reinforce the policy in their dealings with students and parents.

Malpractice detected in internal assessment will be reported to the DP co-ordinator, the Head of UWC Dilijan, and, when appropriate, the IB.

Malpractice detected during examinations will be reported by the invigilators to the DP Coordinator, who will investigate and report the incident to the Head of UWC Dilijan and the IB in the case of external assessments. The student may be permitted to complete the exam but will not be awarded a diploma until s/he is cleared of all charges of malpractice.

Malpractice detected by external examiners will be reported by them to the IB. The IB will inform the Head of UWC Dilijan and a rigorous investigation will follow. Investigation may include interviews of the student, teachers, and parents.

The IB has established a scale of penalties for students found guilty of any malpractice in the above instances. UWC Dilijan will not permit such a student to graduate, and the IB will reserve the right not to issue a diploma to that student.

This Academic Honesty Policy has been devised and will be implemented to educate and nurture ethical citizen-leaders who will enable society to progress in a humane and just direction. Those who are expected to build and nurture their societies need to be ethical and impeccable in all their activities. This policy is established to ensure that students learn how they can be ethical and transparent in their academic, social and professional dealings with others.

### Revisions

This policy will be reviewed and, if necessary, revised once the UWC Dilijan faculty are appointed (Summer 2014). We then propose to review this document regularly and to publish revisions as follows:

in August 2015, September/October 2016; 2018; 2020.

**John Puddefoot**

*Head of College*

September 2013, revised August 2014; due for further revision August 2015



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## References

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The Academic Honesty Policy of The Aga Khan Academy, Hyderabad, formed the basis for this document.

