

# Academic honesty policy

## THE IB LEARNER PROFILE

*Pages from the IB learner profile booklet*

The aim of all IB programmes 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.

IB learners strive to be:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	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.

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## 1. Introduction

Platon School's mission is to support students' academic journey from childhood to adolescence in a safe and nurturing environment empowered by modern technologies, designed to accommodate different learning styles.

Our goal is to cultivate international mindedness and a sense of global citizenship by developing national and international curricula in a truly bilingual environment which will foster academic freedom, intellectual diversity, experimentation, and technological advancements. We aspire to develop inquiring life-long learners who search and define their own identity, pursue their dreams guided by values, become knowledgeable, yet caring and balanced so as to experience personal success and help to create a better world.

In this context, it is of utmost importance that the students understand the basic meaning and significance of concepts like intellectual property and authenticity and apply them when preparing their own work.

## 2. Some useful definitions<sup>1</sup>

**Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.

**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.

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.

## 3. What is considered as malpractice?

Examples in italics below were taken from the IB Publication on Academic Honesty cited in the References.

1. Copying material from a textbook or the internet without properly referencing

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<sup>1</sup> Diploma Programme Academic Honesty. July 2009

- your source.
2. Copying work from another fellow student and presenting it as student's own work.
  3. *Taking unauthorized material into an examination room*
  4. *Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.*
  5. *Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.*
  6. *Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.*
  7. *Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.*
  8. *Impersonating another candidate.*
  9. *Stealing examination papers.*
  10. *Using an unauthorized calculator during an examination.*
  11. *Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the final examination.*

#### **4. Academic misconduct relating to MYP on-screen examinations**

**{taken from 'The conduct of IB Middle Years Programme on-screen examinations', p.8}:**

Examples in italics above were taken from the IB Publication "The conduct of IB Middle Years Programme on-screen examinations", p.8):

1. failing to obey the instructions of the coordinator/invigilator
2. communicating with another candidate
3. helping or receiving help from another candidate
4. impersonating another candidate
5. possessing unauthorized material
6. consulting material outside the examination room during a period of absence

7. behaving in a way that may disrupt the examination or distract other candidates
8. leaving the examination room without permission
9. discussing the content of an examination with any person outside their immediate cohort within 24 hours of the examination ending
10. attempting to either gain or solicit information about the content of an examination within 24 hours of the examination ending.

## 5. Distinguishing between effective cooperation and collusion or plagiarism

It is essential that students understand the differences between effective cooperation and collusion or plagiarism. Students may cooperate during in-class activities and science practicals. However, when working in groups, students should have their very own distinct role and specific tasks to complete. Thus, homework or internal assessment drafts delivered to teachers should be a result of the individual work of each student while it should be clear which part of the work is the outcome of his/her own effort.

When a student copies work from another student with or without his/her consent, it is considered to be a collusion. A student delivering a piece of work, which is the outcome of a group, when not identifying which part is his/her own work may be found guilty of plagiarism.

## 6. Procedures for dealing with Dishonesty

As the students joining the Platon may be coming from a variety of schools and will not necessarily be acquainted with terms like Plagiarism, Collusion, Malpractice, an efficient amount of time will be given so that the students appreciate the true meaning of Academic Dishonesty and develop the appropriate reference skills. However:

1. The first time a student is caught using material from books/ internet resources without properly referencing it will receive an "N" grade and a written record will

be kept. The coordinator is informed and the student is reprimanded. Student has to repeat and resubmit the work in question.

2. The second time a student is caught using material from books/ internet resources without properly referencing it will receive an “N” grade and parents/guardians receive an official letter from the Coordinator. The Head of the School is informed.

3. The third time a student is caught using material from books/ internet resources without properly referencing he/she will be immediately suspended from the school programme.

4. The first time two students are caught having submitted excessively similar work, the subject teacher initiates an investigation. If there is sound evidence leading to collusion, the IB Diploma coordinator is informed. Students are reprimanded and have to repeat and resubmit the work.

5. On a second occasion of collusion, parents/guardians receive an official letter from the Coordinator. The Head of the School is informed. A third incident of collusion means the immediate suspension of both students.

6. If a student is caught copying from another student during an exam or using unauthorized material he/she will receive an “N” grade. The Head of the School is informed and a letter is sent to the parents/guardians. The student is not allowed to resit the exam.

6. If a student delivers an Internal Assessment or Extended Essay that apparently is not his/hers but a result of help received by an external source he/she has to repeat and resubmit the work in a short period of time.

7. Internal assessment delivered to the teacher cannot be retracted. *Any suspicion of malpractice that arises after the candidate has submitted the final draft must be reported to the IB information desk for investigation. However, if there is no tangible evidence of malpractice (such as the source of plagiarism) the candidate must be given the benefit of any doubt and the respective online assessment form should be filled by the teacher.*

8. If a student is caught having unauthorized material on their person during an IB exam, the Coordinator is notified who will then notify the IB assessment office in Cardiff. In this case, procedures as described in the relevant IB documents



are initiated and followed to the letter. (*Academic Honesty in the Diploma Programme – Conduct of the IB Diploma Examinations – Academic Honesty in the IB Educational Context*)

## **7. Responsibilities of the Stakeholders**

### *7.1. School responsibilities*

It's the responsibility of the school to:

1. Develop a school policy that promotes good academic practice and a school culture that actively encourages academic honesty.
2. Provide workshops for teachers and the librarian on academic honesty and on methods detecting malpractice.
3. Update the schools site and other published media with changes in school's Academic Honesty policy.
4. Allocate a budget to cover expenses on tools used to detect malpractice (e.g., Turnitin)
5. Place a copy of the Academic Honesty Policy in all classrooms.

### *7.2. Teacher responsibilities*

It is the responsibility of the teachers to:

1. Act as good role models for the students.
2. Be familiar with all IB documents on Academic Honesty and the school's academic policy document.
3. Explain to all students the concepts of plagiarism, collusion and duplication of work in their own subject.
4. Help the students develop the necessary skills for appropriately referencing their work.
5. Inquire on sudden improvements in a student's quality of work that may indicate malpractice.
6. Monitor the progress of students during their Internal Assessment and Extended Essay and orally examine students suspicious on malpractice.
7. Use the *Turnitin* software to authenticate the work of the students before being submitted to the Coordinator.

8. Confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate. This includes all work for internal assessment and Extended Essay. (conduct of the IB exams)
9. During the IB exams, teachers acting as invigilators should be familiar with the relevant IB publications governing the conduct of the examinations and follow the procedures accordingly.

### *7.3. Student responsibilities*

It's the responsibility of the students to:

1. Read carefully the school's Policy on Academic Honesty and relevant IB documents.
2. Apply the MLA format to appropriately reference all sources used in their work.
3. Submit to teachers the final draft of their work after carefully checking that all sources have been appropriately acknowledged.
4. Not to submit work that is a result of a group effort. The final work should be the result of independent effort. Work/ Data from other students should be carefully and meticulously acknowledged.
5. Read carefully the "Conduct of the examinations: Notice to candidate" and make any questions to the IB Coordinator before the final exams.

### *7.4. Parent/Guardian responsibilities*

It's the responsibility of the parents/Guardians to:

1. Read carefully school's Policy on Academic Honesty.
2. Encourage students to:
  - a. plan ahead when studying for an exam or writing a paper.
  - b. work independently throughout the programme.

## **8. The rights of the candidate**

This extract is taken from the IB Document: Academic Honesty in the Diploma Programme., paragraph 8: the rights of the candidate.

1. *If a candidate is under investigation for possible malpractice, the coordinator must inform the candidate. Whether the candidate's legal guardians are informed of the allegation and involved in the investigation is left to the discretion of the school, bearing in mind any relevant circumstances such as whether the candidate has reached the age of legal majority.*
2. *The candidate and his or her legal guardians have a right to see evidence, statements, reports and correspondence about the case. Any decision to withhold such information rests entirely with the head of school or coordinator. Evidence may be withheld to protect the identity of an informant.*
3. *It is the policy of the IB that any candidate being investigated for malpractice is given the opportunity to be heard and to submit a written defense to the final award committee. The school has no right to prevent this process, to edit or unduly influence the candidate's statement. The candidate is expected to make the content of the statement available to the coordinator, but may request that the statement remain confidential to the IB.*
4. *The candidate must be given sufficient time to prepare a response to the suspicion of malpractice. The coordinator help desk must be contacted for advice if the candidate may not be able to meet the deadline imposed by the IB.*

## 9. Effectively educating students on Academic Honesty – The role of the library

The Library is a very useful tool for all students and teachers. The librarian is available as a core and reliable support in issues related to plagiarism, copyright and other ethical issues. In addition to the teachers, the librarian will teach and employ good academic practice for correctly documenting sources, as well as sharing his skills in locating, evaluating and using information from a variety of sources, print, online, digital and more.

The librarian as an expert in academic honesty issues, can provide ethical guidance alongside information on the most appropriate citation system to use in each assignment, particularly the Extended Essay, Personal Project and other Middle and High school projects. The librarian will be able to assist students with research skills and with locating and sourcing resources, as well as contributing in other areas such as completing bibliographies. The librarian is also responsible for the School's *TurnItIn* subscription and will provide teaching staff with individual log-in information.

Platon School generally prefers the use of the MLA system when acknowledging sources, but teachers and supervisors are free to request the use of a citation system appropriate to their particular subject discipline. The Library provides workshops and guides with exemplars on appropriate use of citation systems. Furthermore, the librarian informs the school community about links to sites that give detailed instructions on citing sources using different styles such as MLA, Harvard and more. When referencing, the students can always follow the “MLA Handbook for Writers of Research Papers (7th edition)” which is available in the school library. If in doubt, a student should ask the teacher or librarian for guidance.

Examples of MLA use

**(MLA 7<sup>th</sup> ed.)**

### 1. **Books:**

**Author's name. Book Title. Place of publication: Publisher, Publication date. Medium of publication.**

**Example:**

**Bell, Clive.** *Art.* **New York:** Capricorn Books, **1958.** Print.

### **2. Articles (magazines/encyclopedias/dictionaries):**

**Author's name.** "Article Title". *Encyclopedia/Magazine/Dictionary Title.*  
**Publication date:** Pages. Medium of publication.

**Example:**

**Adlet, Kathleen** "The Magic Impressionism". *The Oxford Art Journal.* (1995): 96-99. Print.

### **3. Websites:**

**Author's name.** "Article Title". *Website Title.* Publisher. **Publication date.**  
**Date of access.** [URL] (optional). Medium of Publication.

**Π.χ**

"Homer". *Wikipedia.* Wikimedia Foundation. **n.d.** **13 Μαρτίου 2011.** Web.

### **4. Films or movies**

**Film/Movie Title.** **Director's name.** **Author's name (or script writer).**  
**Performer names (optional).** **Distributor (e.g. Disney),** **Year.** Medium of publication.

**example:**

**Charlie and the chocolate Factory.** **Dir.Tim Burton.** Based on book by **Rohald Dahl.** **Perf. Jonny Depp.** **Warner, 2005.** DVD.

### **Notes**

- Entries are listed alphabetically by the author's last name. Author names are written last name first; middle names or middle initials follow the first name. Alphabetize works with no known author by their title.

### **In-text Citations**

In MLA style, referring to the works of others in your text is done by using what is known as parenthetical citation (intext xitation). This method involves placing relevant source information in parentheses after a quote or a paraphrase.

**(Kazantzakis, 22)** – author's name and page.

*Citing multiple works by the same author*

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others.

**(Kazantzakis, Zorba the Greek, 22)**

**Always consult the *MLA Handbook for Writers of Research Papers (7th edition)***

## 10. Revising the Academic Honesty Policy

This document was first developed in 2010 during the school's authorization. This is the third detailed revision of the AHP of the school. It's the intention of the leadership team to effectively revise the policy in order to align with the IB requirements.

The group responsible for this revision is:

- a. Dr. Miltiadis-Spyridon Kitsos, IB Diploma Coordinator
- b. Mrs Maria Tsangari, IB MYP Coordinator
- c. Mrs. Vassia Papadopoulou, Director of studies
- d. Heads of the IB Departments.

## References

- The conduct of IB Middle Years Programme on-screen examinations. January 2020.
- The IB programme continuum of international education Academic honesty in the IB educational context. August 2014
- Diploma Programme Academic Honesty. July 2009
- General regulations: Diploma Programme. April 2014
- The conduct of IB Diploma Programme examinations. May 2015 and November 2015
- IB learner profile booklet. January 2009

## ANNEX

Pages taken from the *The Handbook of procedures for the Diploma Programme*

### **A8.1.2 What constitutes academic misconduct?**

Cases of alleged academic misconduct (previously referred to as malpractice) investigated by the IB typically include the following situations.

#### **Lack of referencing**

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of IB regulations that may result in a penalty imposed by the final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the school. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source and page numbers as applicable.

Candidates are not expected to show expertise in referencing, but are expected to demonstrate that all sources have been acknowledged using a standard style consistently so that credit is given to all sources used (audio-visual material, text, graphs, images and/or data published in print or in electronic sources), including sources that have been paraphrased or summarized. When writing text a candidate must clearly distinguish between his or her words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate in-text citation accompanied by an entry in the bibliography.

**Other forms of academic misconduct**

Academic misconduct most commonly involves collusion or plagiarism and constitutes a breach of regulations. However, there are other ways in which a candidate may be in breach of regulations. For example, if he or she:

duplicates work to meet the requirements of more than one assessment component  
fabricates data for an assignment

takes unauthorized material into an examination room

disrupts an examination by an act of misconduct, such as distracting another candidate or creating a disturbance

exchanges, supports, or attempts to support the passing on of information that is or could be related to the examination

fails to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination

impersonates another candidate

steals examination papers

discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

For further details refer to the IB publication *Academic honesty in the IB educational context* and the relevant articles in the *General regulations: Diploma Programme*.