

<b>Month/Year completed/updated:</b> May 2020	<b>Policy: Academic Honesty at Montreux International School</b>	<b>Year Reviewed:</b> 2020
<b>Developed by:</b> Career-related Programme Coordinator, Principal		
<b>Montreux International School - Academic Honesty Policy Statement</b>	<p>Honesty in all academic work requires that students do their own work. Students are expected to give credit to ideas, language, or thoughts which are not their own. To take ideas, writing, or thoughts from someone else and pass them off as one’s own without appropriate referencing can be considered plagiarism and is a violation of academic honesty. This can occur with a wide variety of sources, spoken, written, videography and printed to name a few sources. While plagiarism can be the most common form of academic dishonesty, it is not the only form. Academic dishonesty can also include collusion, duplication of work and other behaviours that allows students to gain an unfair advantage. Montreux International School regards acts of academic dishonesty as a serious violation of the community’s trust. Students who commit academic dishonesty will face serious consequences. If the offense is repeated a student could be asked to leave the school. Academic integrity is the responsibility of the whole school community. (Academic Integrity, IB Publication 2019)</p>	
<b>Academic Honesty and the Learner Profile</b>	<p>Montreux International School is an International Baccalaureate (IB) Candidate School. As such, we are bound not only by IB regulations but also work toward assisting our students in striving to meet the characteristics of the IB Learner Profile. Accordingly, this document meets the IB requirement that we “offer a policy to promote academic honesty [and that] this policy be shared with candidates before they begin the Career-related Programme.” We hope that in sharing our expectations of academic honesty at Montreux International School our students will become, as stated in the IB learner profile, more “principled”. According to the Learner Profile (IB Copyright), principled students will “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.” Our policy on Academic Honesty at Montreux International School will encourage students to meet the characteristics of a “principled” IB student.</p>	
<b>A Career-related Programme Academic Honesty Policy</b>	<p>The IB (Academic Integrity, IB Publication 2019) state that Academic integrity, which is at the heart of academic honesty is the responsibility of the whole school community and is broken down into the following stakeholder responsibilities;</p> <ul style="list-style-type: none"> <li>● The School Leadership Team</li> <li>● Programme Coordinator</li> <li>● Teaching and non-teaching staff</li> <li>● Students</li> <li>● Parents and Legal Guardians</li> </ul> <p>Therefore this academic honesty policy seeks to balance out the requirements placed on all stakeholders to be academically honest.</p>	
<b>Regulations Regarding Malpractice</b>	<p>The IB (Academic Integrity, IB Publication 2019) define Malpractice as;</p> <p><b>School maladministration</b></p> <p>The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or</p>	

	<p>after the completion of an assessment component or completion of an examination. (Academic Integrity, IB Publication 2019)</p> <p><b>Student academic misconduct</b>          The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. (Academic Integrity, IB Publication 2019)</p> <p>The IB in the publication Academic Integrity, (IB Publication 2019) provide a range of definitions for what academic misconduct might be on both a school and student basis and also provide the possible penalties that can be imposed as a result of an investigation that confirms that Academic misconduct has indeed taken place.</p> <p>In the same document the IB also define plagiarism as;          “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment”.</p>
<p><b>Student Responsibilities and Guidance</b></p>	<p><b>Clarifying Terminology</b>          The terms: documentation, referencing and citation are often used as synonyms but in fact have distinct meanings. The IB (2014) defines the three terms as follows:</p> <ul style="list-style-type: none"> <li>● <u>Documentation</u> is the stylized process of indicating sources in the text (citation) and giving full details (references) to enable another reader to locate the sources.</li> <li>● A <u>citation</u> is an indication (signal) in the text that this (material) is not ours; we have “borrowed” it (as a direct quote, paraphrase or summary) from someone or somewhere else. Every citation should be given a full reference that enables the reader to locate the exact source used.</li> <li>● A <u>reference</u> gives full details of the source cited in the work; if a source was looked at but not mentioned or cited it in the text, then it is not include it as a reference.</li> </ul> <p><b>Modern Languages Association (MLA)</b>          In order to help students avoid plagiarism (Carroll, 2012) Montreux International School selected the Modern Languages Association (MLA) style of documentation. All courses will use MLA. Students will be given guidance in using MLA and should make it a practice to use this style whenever citing or referencing their work as part of an assessment.</p> <p><b>Acknowledging Sources</b>          According to the IB (2009) “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.” Using the words <b>and ideas</b> of another person to support one’s arguments is a fundamental part of any academic endeavor, but both the words <b>and ideas</b> of others must be acknowledged by using the MLA style of documentation.</p>

Paraphrasing is the interpretation of another person's words presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source.

### **Acknowledging Your Sources: The Internet**

Students must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. Simply stating the search engine that was used to find the website is not acceptable and does not constitute a form of acknowledgment. The requirement to cite the source of material includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. DVDs, email messages and any other electronic media must be treated in the same way as the internet, books and journals.

### **Acknowledging Sources in a Group 6 Subject (Should these be made available in the future at Montreux International School)**

Regarding academic honesty in Group 6, the IB says the following:

The issue of plagiarism is not confined to subjects in groups 1 to 5 of the Diploma Programme. Copying works of art, whether music, film, dance, theatre arts or visual arts, without proper acknowledgment, may also constitute plagiarism. There are circumstances where the creative use of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional.

### **Why, What and When to Cite**

While the Montreux International School teaching staff and coordinators will be responsible for teaching students how to cite their work using the MLA style of referencing, the IB (2014) provides the following concise rationale and explanation on effective citing.

#### **Why Cite**

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite we:

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people's work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong).

#### **What to Cite**

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term “materials” means written, oral or electronic products, and may include the following.

- Text
- Visual
- Audio
- Graphic
- Artistic
- Lectures
- Interviews
- Conversations
- Letters
- Broadcasts
- Maps

Basic and common knowledge within a field or subject does not need to be acknowledged. However, if there is any in doubt whether the source material is common knowledge or not, cite it.

#### **When to Cite**

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s)—for assessment purposes, this is an expectation.

In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough.

In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, “As Gandhi put it ...” or “According to ...”. We can show a direct quotation by saying “Quote ... Unquote” or by signalling with “rabbit’s ears” or “air quotes”. In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people’s work in the final credits of a film. A piece of music can be accompanied by programme notes indicating influences and direct sources. Art on display can be labelled or captioned.

#### **Collusion and Collaboration (IB, 2009)**

Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in “allowing one’s work to be copied or submitted for assessment by another” as defined in the regulations above. There are occasions when collaboration with other students is permitted or even actively encouraged, for example, in the requirements for internal assessment or other classroom projects. Nevertheless, the final work must be produced independently, despite the fact that it may be based on the same or similar data. This means that the abstract, introduction, content and conclusion/summary of a piece of work must be written in each student’s own words and cannot therefore be the same as another student’s.

For example, in group 4 subjects, including design technology, no collaboration is allowed in assessment tasks except in the area of data collection. Although there are different requirements depending on the subject, candidates ideally should work on their own when collecting data. When data collection is carried out in groups, the actual recording and processing of data must be undertaken independently if this criterion is to be assessed. For more subject-specific details, refer to the appropriate subject guide. (This does not apply to the group 4 project, which by its very nature is a collaborative project and is assessed for personal skills only.)

#### **Fabrication (IB, 2009)**

Fabrication of data is a further example of malpractice. If a candidate manufactures data for a table, survey or other such requirement, this will be interpreted as an attempt to gain an unfair advantage in an assessment component. Consequently, the final award committee will find the candidate guilty of malpractice. Using authentic data is a matter of academic honesty.

#### **The Same Work For Different Assessment Components (IB, 2009)**

The presentation of the same work for different assessment components and/or diploma or career-related requirements is a duplication of work and therefore constitutes malpractice. For example, if a candidate submits the same or a very similar piece of work for the Reflective Project and Business and Management IA, this would be viewed as malpractice by the IB.

#### **Responsibility of the Student**

The IB’s mission statement is clear about the active role students have on their own learning. Students are not just recipients of content, but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement.

It is expected that all IB students, regardless of the programme, understand and accept the principle of academic integrity and face the challenges associated with it.

(Academic Integrity, IB Publication 2019)

(Above adapted from various May, 2020 unless otherwise stated)

#### **How teachers at Montreux International School can support students**

- Make sure that students are able to locate the school’s academic integrity and honesty policy.
- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school’s academic integrity policy will not be tolerated and explain the consequences.

	<ul style="list-style-type: none"> <li>• Consider incentives for tasks that meet the requirements in regards to referencing and not just penalties for failing to do this.</li> <li>• Devote teaching time for students to practise your chosen referencing or bibliography format.</li> <li>• Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.</li> <li>• Plan for activities where you can show students the different forms that plagiarism can take.</li> <li>• Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.</li> <li>• Avoid general topics for tasks and make them as interesting as possible.</li> <li>• Role model: giving others credit for their work every day in your teaching.</li> </ul> <p><b>How students can avoid committing plagiarism</b></p> <ul style="list-style-type: none"> <li>• Read and understand the Montreux International Schools’ academic integrity and honesty policy.</li> <li>• Design time schedules or plans to manage tasks sensibly.</li> <li>• Maintain organized notes and sources consulted during the production of work.</li> <li>• Seek guidance and support from their teachers or tutors when doubts arise about referencing.</li> <li>• Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.</li> <li>• Give credit for copied, adapted, paraphrased and translated materials from others.</li> <li>• Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.</li> </ul> <p>For further details about the IB’s expectations in regard to referencing see the publication Effective citing and referencing which is available in the HIM school library. (Academic Integrity, IB Publication 2019)</p>
<p><b>The Role of Parent(s) or Guardian(s)</b></p>	<p>In order to assist the students of Montreux International School in maintaining a high standard of academic honesty we require the help and encouragement of all stakeholders, including parents or guardians. Parents and guardians can help by working with their children to understand the Academic Honesty Policy, the MLA referencing style guide and encouraging their children to cite quotations and ideas regularly and often. (Above adapted from various May, 2020)</p>
<p><b>Teacher Responsibilities</b></p>	<p><b>Guidance</b></p> <p>All students will receive guidance on why, when and how to cite and reference their work. As well, the practice of paraphrasing is a skill that must be taught so that students do not simply copy a passage, substitute a few words with their own, and then submit the assessment as authentic. Providing academic honesty guidance to students is the responsibility of all classroom teachers who will outline expectations and procedures at the beginning of the school year and continually reinforce the academically honest practices as assessments are assigned and graded. As well, the Librarian, CP Coordinator and Reflective Project Supervisors will facilitate an Academic Honesty workshop as part of preparing students to write the Reflective Project. As part of this process, students will learn how to use their Turnitin account to ensure they are maintaining the highest standard of academic honesty.</p> <p>It is the responsibility of teachers to run all assignments through turnitin.com, an online</p>

	<p>plagiarism detection programme that is integrated into ManageBac.</p> <p><b>Paraphrasing and Assessment Design</b> (as described by the IB’s 2009 “Academic Honesty” document):</p> <p>Paraphrasing is the rendition of another person’s words presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source. Students must be taught this skill; they cannot be expected to understand the difference between what is legitimate and what is not legitimate paraphrasing without receiving guidance. If paraphrasing is not done correctly it will be treated as plagiarism. Teachers must help candidates by structuring assignments to avoid generalized “reports” involving little more than information gathering. Instead, teachers must give specific guidelines that encourage students to develop their own ideas through problem solving, comparison, precise hypothesis, analysis and the like. In other words, a carefully devised assignment can reduce the chances of a candidate copying material without proper citation.</p> <p><b>The Role of the Teacher in Cases of Academic Malpractice</b></p> <p>programme coordinators and teachers and are expected to:</p> <ul style="list-style-type: none"> <li>• have a full understanding of their school’s and the IB’s policies</li> <li>• respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators</li> <li>• respond to acts of school maladministration and report them to their teachers and/or programme coordinators</li> <li>• complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities</li> <li>• give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products</li> <li>• abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites</li> <li>• abstain from giving undue assistance to peers in the completion of their work</li> <li>• show a responsible use of the internet and associated social media platforms.</li> </ul> <p>(Academic Integrity, IB Publication 2019)</p>
<p><b>Suspected Cases of Malpractice</b></p>	<p>Plagiarism (and other forms of malpractice) will not be viewed as a trivial offence with only minor consequences. It will be viewed as a serious academic transgression with a community attitude that shows no tolerance and imposes penalties when it is discovered. As such, the following outlines the consequences that are imposed by the IB and Montreux International School in cases of malpractice.</p> <p>IB Consequences For Malpractice:</p> <p>The consequences are set out in the Academic Integrity, IB Publication 2019.</p> <p>Level 1 penalty - Warning letter to the student        Level 2 penalty - Zero marks for component        Level 3a penalty - No grade for subject(s) concerned        Level 3b penalty - No grade for “parallel” subjects</p>

If the IB final award committee decides that an academic infringement has been established, no mark may be awarded for the component or part(s) of the component. The student will still be eligible for a grade in the subject or requirement concerned. No further penalty will be imposed and the case will not be recorded as malpractice.

Consequences if occurring at Montreux International School as part of a class assessment:

- Discussion with teacher
- Incident placed on record with the CP Coordinator
- Possible detention once the extent of the infraction is assessed

IB Consequences For Malpractice:

The consequences are set out in the Academic Integrity, IB Publication 2019.

**Level 1 penalty - Warning letter to the student**

**Level 2 penalty - Zero marks for component**

**Level 3a penalty - No grade for subject(s) concerned**

**Level 3b penalty - No grade for “parallel” subjects**

If a candidate is found guilty of malpractice in the production of one (or more) assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component: no grade will be awarded for the subject.

Consequences if occurring at Montreux International School as part of a class assessment

- Incident placed on record with the CP Coordinator
- Students will receive no score for the assessment that has been submitted
- Students will be required to redo an alternative assessment
- Students will receive a three day detention (or longer if the alternative assessment has not been completed) or an in-school suspension. Additional offenses will result in immediate in or out-of-school suspension
- In cases of malpractice deemed “very serious” (see below), the consequence will immediately result in an in or out-of-school suspension

IB Consequences For Malpractice Deemed “Very Serious”

The consequences are set out in the Academic Integrity, IB Publication 2019.

**Level 1 penalty - Warning letter to the student**

**Level 2 penalty - Zero marks for component**

**Level 3a penalty - No grade for subject(s) concerned**

**Level 3b penalty - No grade for “parallel” subjects**

If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future session.

Protocol For In-School Malpractice

The following steps will be followed in cases of malpractice:

1. Teachers will advise students of suspicion of misconduct
2. A record of the incident will be forwarded to the Career-related Programme Coordinator
3. The Career-related Programme Coordinator will discuss the incident with the teacher
4. The Career-related Programme Coordinator will interview the student involved
5. The Career-related Programme Coordinator will action appropriate disciplinary measures commensurate to the offense making note of the incident in the SIS which will in turn prompt a communication with parents.

### **School responsibilities relating to Academic Misconduct**

#### **Incidents related to coursework**

When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per this academic integrity policy, provided it specifies if resubmissions are permitted. However, the school should not submit to the IB a piece of work that does not meet the expectations in regard to academic integrity or award a mark of zero. If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an “F” on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.

When academic misconduct is identified after the work has been submitted to the IB, the CP Coordinator must inform the IB as soon as possible.

#### **Incidents related to examinations**

IB schools must follow all instructions as detailed in the Diploma Programme Assessment procedures and Career-related Programme Assessment Procedures latest documentation (available on MyIB), informing about the conduct of examinations and ensure that invigilators and students understand the rules.

All students must have a clear understanding of the IB’s expectations in terms of the conduct of the written or on-screen examinations. Therefore, students must adhere to ethical and honest practices. Students must not take any unauthorized materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorized materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB.

If a student is found to be in breach of regulations, the school must contact the IB within 24 hours of the examination to report the incident. Students should be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student’s examination script should be submitted for assessment as usual.

(Academic Integrity, IB Publication 2019)

#### **Consequences For Malpractice**

When the Montreux International School administration or the IB investigates an instance

	<p>of malpractice, they will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence. However, the Montreux International School administration, like the IB committee will take into consideration all the information presented by teachers and the coordinator in their statements on the case. This information may include mitigating circumstances.</p>
<p><b>References</b></p>	<ul style="list-style-type: none"> <li>● Carroll, J. (2012). Academic honesty in the IB. IB Position Paper.</li> <li>● <a href="http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf">http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf</a>.</li> <li>● International Baccalaureate Organization. (2009). Academic honesty. Cardiff, UK: IBO</li> <li>● International Baccalaureate Organization. (2013). IB learner profile booklet. Cardiff, UK: IBO.</li> <li>● International Baccalaureate Organization. (2014). Effective citing and referencing. Cardiff, UK: IBO</li> <li>● International Baccalaureate Organization. (2014). Academic honesty in the IB educational context. Cardiff, UK: IBO</li> <li>● Academic Integrity, (2019) Cardiff, UK: IBO</li> </ul>
<p><b>APPENDIX</b></p>	<p>All students will be required to sign the following declaration of academic honesty prior to the start of Year 12.</p> <p><b>Declaration of Academic Honesty</b></p> <p>I _____ declare that all of the assessments I submit will be my own, authentic work. This declaration effectively covers all formative and summative assessments. I have read and understand the Montreux International School Academic Honesty Policy and am aware of the consequences for instances of academic malpractice. I am aware that this declaration will apply whether I am a Career-related Programme or any other type of student at Montreux International School.</p> <p>_____</p> <p>_____</p> <p>Student's Signature <span style="float: right;">Date</span></p> <p><b>How To Avoid Accusation of Malpractice</b></p> <ul style="list-style-type: none"> <li>● Be above reproach. Suspicious behaviour will be considered evidence of academic malpractice.</li> <li>● Take acknowledging your sources seriously. Understand the necessity of acknowledging both content taken directly from a source and any paraphrasing of ideas.</li> <li>● Understand the importance of both in-text documentation and bibliographic documentation</li> <li>● Ensure you are in attendance and paying careful attention when receiving formal instruction in research and study skills</li> <li>● Consult your teachers. Be aware that the Diploma Programme and Career-related Coordinator and teachers are available to offer further advice and guidance in order to avoid cases of plagiarism and malpractice.</li> </ul> <p><b>Documentation Checklist</b> (as provided in the 2014 IB document "Effective citing and</p>

referencing”)

- When you have used an author’s exact words, have you put “quotation marks” around the quotation and named (cited) the original writer?
- (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)
- When you put someone else’s thoughts and ideas in your own words, have you still named (cited) the original author(s)?
- When you use someone else’s words or work, is it clear where such use starts—and where it finishes?
- Have you included full references for all borrowed images, tables, graphs, maps, and so on?
- Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?
- Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?
- Internet material: Have you included the URL or the DOI?
- For each citation in the text, is there a full reference in your list of references (works cited/bibliography) at the end?
- Is the citation a direct link to the first word(s) of the reference?
- For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?
- Do(es) the first word(s) of the reference link directly to the citation as used?
- Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?