

REIGATE GRAMMAR SCHOOL VIETNAM

Secondary School Academic Honesty Policy

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Policy Author:

Colin Bradshaw Bastida, Head
of Secondary

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Rationale/Statement of purpose

The principle of academic honesty is the cornerstone of a school community. In all our actions at RGS Vietnam, we encourage students toward a life governed by the values of honesty and personal integrity.

This is developed from our vision: “Reigate Grammar School Vietnam aspires to nurture, empower and connect students with their local and global communities, to become international citizens who are active, compassionate and lifelong learners.” Where academic honesty is central to global connections and life-long learning. In particular, RGS Vietnam views Academic Honesty as a development process that starts with foundations in PYP and is built on in the Lower Secondary School and refined during the Diploma Programme.

‘Academic honesty is making knowledge, understanding, and thinking transparent. Such transparency needs to be taught and supported throughout a child’s education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first.

A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviours and help to instil the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment.’¹

As stated in the IB learner profile, all members of the IB community strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.”² In all their studies at RGS Vietnam, students must demonstrate academic honesty and avoid any form of academic misconduct.

As such RGS Vietnam has adopted the use of the term Malpractice in its essence (from: Latin Malus – Bad and Prática – Practical work) as an action not confined to the act of deliberate misconduct in assessed work but to the wider concept of ethical requirements as a life-long learner.

In this view, Academic Honesty is part of the formative development of student academic skills rather than a punitive framework.

¹ IBO, *Academic Honesty in the IB Educational Context*. IBO. August 2014. P1

² IBO, DP: *From Principles into Practice*. IBO. May 2014

Student Responsibilities

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. The most frequent failure to give credit to other sources of information occurs when writing research papers. It is, therefore, extremely important that every student at RGS Vietnam be familiar with the accepted procedures in acknowledging the work of another.

During their journey through the Secondary School, students are engaged on a learning path that provides skills required to:

- Cite in the text all material reproduced directly (i.e., copied) from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information.
- Reference all sources included in printed and electronic media, such as books, textbooks, magazines, interviews, websites, images, among other forms of text.
- Where any idea or argument of someone else's work is used, give that individual credit.
- Avoid procrastination and sloppy research that techniques can lead to plagiarism.

Developing Academic Honesty in the Secondary School

Years 7 – 9 (Grades 6 – 8)

RGS Vietnam believes that building a strong foundation of academic integrity between these year groups is essential to successful progress through a student's educational journey.

RGS Vietnam Learning Commons (Library services) is central to establishing the ethos and practices accepted within the RGS Vietnam learning community. Throughout Years 7 – 9 (Grades 6 – 8), regular Learning Commons sessions help students develop the underlying attitudes and skills of recognising the need for sound attribution and processes by which this can be achieved within their regular class work and beyond.

As part of the above, the Learning Commons helps students engage with the critical aspect of selecting and using suitable sources for various media and reference holdings.

All Year 7 – 9 (Grade 6 – 8) students each year have a scheduled Extended Project Period where they develop a project of individual interest and significance for presentation to the wider community as a celebration of achievement at the end of the year. Within the development of the Extended Project students have an opportunity, with supported guidance, to put into practise the research and attribution skills developed throughout the curriculum.

Within the wider academic schedule students have many opportunities to demonstrate their understanding of the academic process including those relating to academic honesty. All such work is supported and developed as a formative process with the subject teacher as both facilitator and mentor (please refer to Teacher Responsibilities below).

Years 10 -11 (Grades 9 – 10)

During the IGCSE phase of Secondary School, while the opportunity for extended research and project work in each subject is replaced by the requirements of preparation for formal examinations at the end of (Year 11) Grade 10, the role of sound academic practice remains central.

Learning Commons sessions build on the previous learning phase. In particular emphasis is placed on critical source selection, especially in relation to digital media.

Within subjects, development of and construction of sound academic skills continues. Year group expectation for Year 10 and 11 (Grade 9 and 10) guide the in-class process and expectation across the curriculum. (See below)

Year Group Expectations

Year 10 (Grade 9):

- Recognising different forms of reference. Direct Quotations, the use of ideas, Figures, Images and Tables.
- Development of the school-adopted format Work Cited Page using simple superscript in text citation for Books, Periodicals and Webpages

Year 11 (Grade 10):

- Development of correct school-adopted, in text citation of references for printed and electronic (digital) sources.

IB Diploma Programme

Within the Diploma Programme, Reigate Grammar School Vietnam (RGS Vietnam) leads its continued development of academic integrity from the IBO definitions of Malpractice and Misconduct.

MALPRACTICE

The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Academic misconduct

The IB organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

In this context, Malpractice and Misconduct is not limited to the acts of plagiarism (see below).

While the expectations on students are high in the Diploma Programme, it is recognised that the skills related to academic integrity are developmental and require guidance, practice, feedback and reflection to consolidate.

Defining Malpractice and Misconduct³

Plagiarism:

The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion:

The act of supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Misconduct:

during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination. Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Duplication:

Defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Developing Academic Honesty in the Diploma Programme

Through the Approaches to Teaching and Learning students are continually exposed to the need to demonstrate academic integrity. These opportunities contain both formative and summative expectations.

Through the development of the Approaches to Learning skills inherent in each Internal Assessment (IA) within the Diploma Subjects students have the opportunity to practice and reinforce the requirements of the formal assessments during practice IA's and gain guidance on the formal requirements of the submitted IAs during the drafting and review process. Plagiarism is often the main form of Malpractice that occurs within the development of Diploma IA work.

³ IBO, *Academic Honesty in the Diploma Programme: Brochure*. IBO

The IB defines Plagiarism as.

.... the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Often students “unwittingly” plagiarise through weak implementation of the required standards of acknowledgement through referencing and citation.

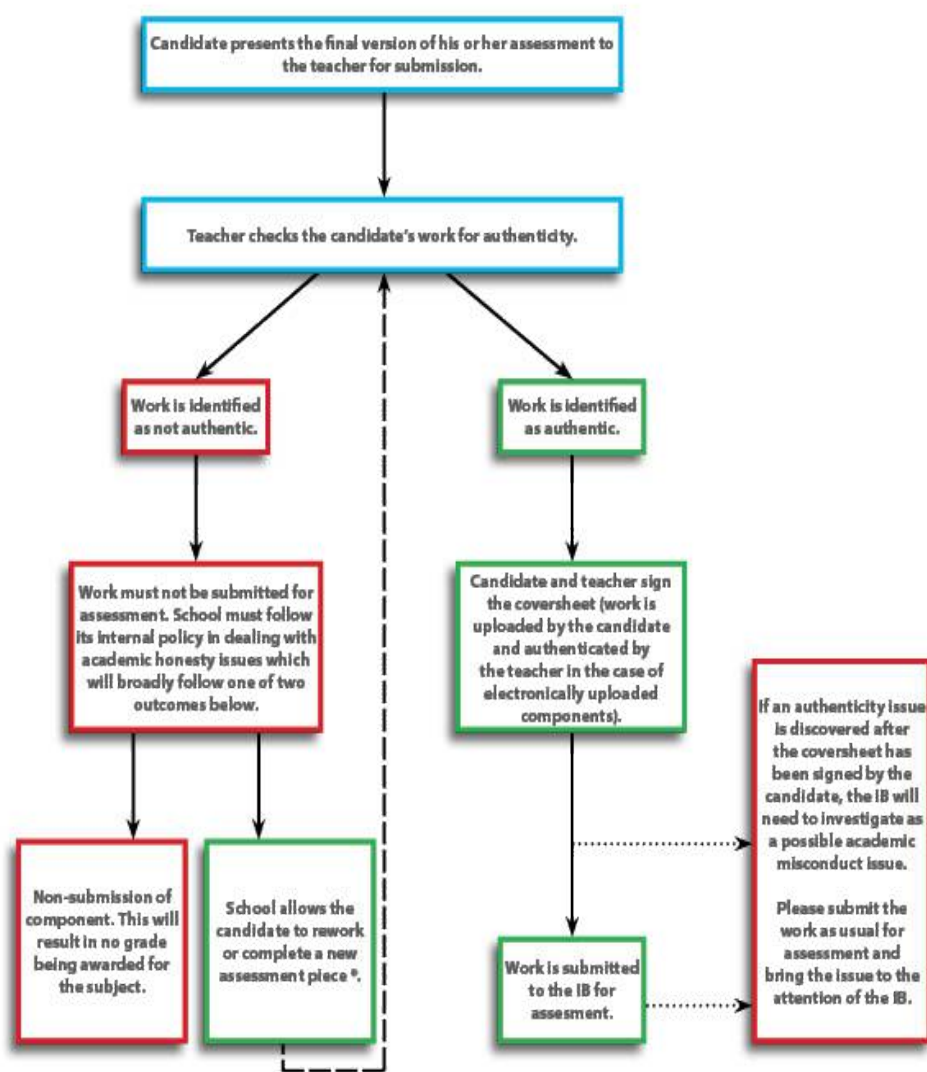
Diploma students, beyond the guidance they are given within subject class time, can seek support and further help from the Librarian and the Diploma Programme Coordinator in proof reading and understanding the requirements of the school-adopted referencing and citation.

Where regulations allow for a submitted draft of an IA, students should take the opportunity following the feedback on that draft to correct any concerns raised regarding acceptable appropriation, referencing and citation.

Beyond the formal requirements of the IB subjects, students are expected to apply the same requirements in formative class work as formal assessment work. Throughout the Diploma Programme, subject teachers, Learning Commons and the Diploma Programme Coordinator support students in developing sound academic skills.

Authentication of Student Work for Final Submission to the IB

RGS Vietnam follows the procedure outlines by the IB in Section A8.2 The authentication of candidates’ work, Handbook of Procedures for the Diploma Programme, 2015



* Please note that some assessment components can only be completed once (so cannot be reworked or attempted again). In these instances a non-submission of component must be obeyed. Please see relevant subject guide for clarification.

Figure 1. Possible outcomes following submission of work.⁴

⁴ Section A8.2 The authentication of candidates' work, Handbook of Procedures for the Diploma Programme, 2015.

Roles and Responsibilities beyond the student

RGS Vietnam: the role of the School

As stated in the opening rationale RGS Vietnam as an organization views academic honesty as a foundation of developing an educational community.

As part of this process RGS Vietnam develops and implements a framework (policy) for such, that is not only in line with the requirements of Cambridge International Examinations and the International Baccalaureate Organisation, but also one that integrates with the overarching aims and missions of the school.

Through the Headmaster, Head of section and Programme Coordinators, RGS Vietnam has developed and internal and endemic approach to Academic Honesty articulated through this policy. Within the ongoing professional development of faculty, the Programme coordinators, guide the implementation of the policy in each section and within each subject to provide a continuous and developmental approach.

RGS Vietnam International School is responsible for the following regarding academic honesty:

- Ensuring all Secondary School and DP students understand the meaning and importance of academic honesty
- Ensuring students only produce and submit work that is their own
- Teaching all students to understand examination protocol (whether external or internal)
- Teaching students the difference between collusion and collaboration
- Ensuring all teachers, parents and students have access to, and are made aware of, the Academic Honesty Policy
- Providing professional development opportunities that develop an understanding of academic honesty as a formative and reflective process within the classroom
- During admissions ensuring that all external candidates and parents are introduced to the RGS Vietnam Academic Honesty policy and expectations.

Coordinators and administrators are expected to:

Be conversant with the current regulations and instructions as provided by CAIE and the IBO that govern the conduct of each examination session and the expectation of Formal Assessment procedures where these apply in each Programme.

Be conversant with the RGS Vietnam Academic Honesty policy and its implementation through practice within the classroom setting in each Programme.

Responsibility

- Inform staff, students and parents through various media what constitutes malpractice and how it can be prevented
- Support CAIE and the IBO fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by CAIE and the IBO should a candidate or staff member be investigated for malpractice.
- As part of the wider faculty, assist and lead where required, with the development and implementation of the Academic Honesty Policy, and training of relevant supporting procedures in each Programme.
- When required, investigate any suspected breaches of the standard in an open and fair way.

- Act as a role model in all matters relating to Academic Honesty and its relationship to the Approaches To Teaching and Learning across the Secondary School and Diploma Programme.

Age appropriate guidance

As an international school with three Programmes, our Programmes collaborate to develop age appropriate guidance for students with regard to academic honesty skills development. Students are taught and supported throughout their education to make their knowledge, understanding and thinking transparent. (Refer to the relevant sections of the policy for guidance.)

Teacher Responsibilities

Teachers at RGS Vietnam must actively seek to educate and support the student in the process of developing academic honesty throughout their experience in the school.

Teachers are therefore responsible for the following:

- Clarifying the meaning of academic honesty
- Teaching within their subject what academic honesty is, its importance and the supporting skills required by students to avoid academic misconduct (see below)
- Promoting and encouraging Grade level research, reference and citation

Agreements

- Facilitating the development of those skills within their own classroom, through formative practice and assessment
- Modelling good practice within their own work
- Highlighting and providing examples of academic misconduct (see below) and how these can be avoided
- Working collaboratively with the librarian and other teachers to ensure the academic honesty standard is being followed throughout the school
- Carefully assessing each piece of student work and being alert for any potential changes
- Providing formative feedback on skills development throughout the learning process
- Bringing any issues of suspected academic misconduct to the attention of the Headmaster (Secondary School) and or IB Diploma Programme Coordinator (DP)

N.B. As an international school with a mobile and often changing student population, the teaching faculty must not assume that all students have been through an equivalent process of understanding academic honesty. Therefore, differentiated formative support for each individual student is essential in developing good academic practice.

Parents Responsibilities

Parents provide support by affirming and sharing the RGS Vietnam's academic honesty policy with their children, encouraging ethical behaviour and monitoring students' work in the home such as computer use, homework and written assignments. Parents receive an electronic copy of the Academic Honesty Policy, which can be found in the Student and Parent Handbook.

During the admissions process parents are introduced to the academic requirements of RGS Vietnam, including Academic Honesty both during Admissions interview and within the Parent information for each Programme.

Throughout each school year, workshops are held to introduce parents to the need for academic honesty and how they can support their child within the process.

Examples of Academic Misconduct in the Secondary School and Diploma Programme

The International Baccalaureate Organization (IBO) describes misconduct as “behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.”

Examples of academic misconduct include, but are not limited to:

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion:** supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.
- **Duplication of work:** the presentation of the same work for different assessment components and/or Diploma Programme requirements.
- **Unfair advantage:** any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).
- **Examples of misconduct during an IB examination include:** taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students and communicating with another student during the examination.

Submission of Student Work within RGS Vietnam

Procedures - Reporting, recording and monitoring

All cases of suspected academic misconduct are, in the first instance, the domain of the subject teacher. The subject teacher should refer to the following scenarios for initial guidance. If the subject teacher is confident from their professional judgment that any suspected misconduct is unintentional, they should offer the student the possibility of re-submitting updated work. For Secondary School the Headmaster should be informed that this has occurred and the Diploma Programme Coordinator for the Diploma Programme.

Should the suspected misconduct appear intentional or outside of the guidance, the subject teacher must inform the Headmaster and, where appropriate, the Diploma Programme Coordinator, the Academic Panel will review any cases suspected of intentional academic misconduct.

Academic Panel.

The Academic Panel will be established to examine suspected intentional academic misconduct. The Panel shall include the Headmaster, Head of Secondary and, where appropriate, the Diploma Programme Coordinator, Homeroom teacher, and subject teacher.

Student rights

Students have the right to advocate for themselves before sanctions are implemented. However, this right does not apply in the case of bringing unauthorized material into an examination room. In this case, a zero is immediately awarded and the student is referred to the Academic Panel for further sanctions. The

students are also entitled to proper guidance and advice as well as instruction and support. They also have the right to be taught and supported in

developing their research and citation skills throughout the drafting process and other formative assessments.

Consequences of Academic Misconduct

If a student is suspected to have engaged in cheating, collusion or plagiarism and breached the school's standards of academic integrity the matter will be referred to the Headmaster and or the Diploma Programme Coordinator. The student will be informed of the concerns of the teacher and the matter will be investigated. The student has the right to reply to the allegation and discuss the matter with the Programme coordinators or the Headmaster.

If it can be shown that inappropriate work has been submitted, the Programme coordinator will make a recommendation to the Headmaster as to whether or not the case is one of academic dishonesty, or of an academic infringement. In line with the scenarios below the Programme coordinator needs to determine if the difference between these two possibilities is one of intent. The Headmaster, in consultation with the Programme coordinator and Academic panel, will decide the outcome of the case.

If the investigation provides evidence beyond reasonable doubt that the student has intended to cheat, collude or plagiarise then a mark of zero will be given for that work.

Any student found to be academically dishonest will have their parents contacted and the breach will be recorded in the student's permanent file. If the work is a formal requirement of the particular Programme, the student's work will not be accepted. However, if time and the regulations of the individual subject permits 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. If there is insufficient time for the student to produce new work, he or she will not receive a grade for that assessment and will therefore risk not receiving a CAIE subject Grade, IB Diploma Course Certificate or the Diploma of the International Baccalaureate.

A second violation – in any subject – will result in the student receiving a 0 for the semester in that subject and the consideration of the student's removal from the relevant subject. In addition, the student may not receive credit towards any other course currently being undertaken.

The Headmaster may also consider further disciplinary action. If a student submits work to CAIE or the IB, which is later recognised as having been produced dishonestly, RGS Vietnam will follow the procedures as laid out in the regulations of each awarding body.

Repeated offences may result in expulsion.

All IB students at RGS Vietnam are subject to the regulations contained in the official IBO documents entitled, Academic Honesty Policy and General Regulations: Diploma Programme and the Regulations of Cambridge International Examinations.

Scenarios

The following scenarios are based on the possible outcomes as illustrated earlier in Figure 1.

Scenario One

A student submits work with no sign of academic misconduct. In this case, the student's work will be marked accordingly.

Scenario Two

A student submits work with the intent to commit academic misconduct. In this case, the student's work will be marked as achieving a zero. Examples of intent to commit academic misconduct may include but are not limited to: Taking notes into an examination, Submitting the work of another student or tutor as entirely their own work or submitting work from online essay banks.

Scenario Three

In the event that students submit work in which they unintentionally commit academic misconduct, they will be given the opportunity to resubmit the same task with corrections to their citations and references. If they do, the student's work will be marked accordingly. Examples of unintentional academic misconduct include but are not limited to: weak citation, paraphrasing extensively from sources that are cited, inconsistent school-adopted referencing format formal presentation.

Scenario Four

In the event that students submit work in which they unintentionally commit academic misconduct, they will be given the opportunity to submit a new task to replace the original task. If they do, their work will be marked accordingly.

Scenario Five

In cases that do not fit the scenarios above or in the event that scenario two is challenged by the student, the academic panel will be summoned to review the case and make a final determination.

NB The above scenarios are provided for guidance only; each case of suspected misconduct is reviewed individually

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