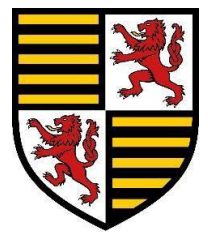


WARMINSTER SCHOOL



1707

ACADEMIC HONESTY POLICY

Date of Latest Review : 1 September 2021

Responsible Person: Deputy Head Academic

Aims

Warminster School fosters academic honesty in pupils through encouraging them to be principled by developing appropriate values, study practices and examination habits. Academic honesty means that pupils will submit their own work for all academic purposes, which include but are not limited to: prep, coursework, controlled assessments and examinations. Teachers will check if they suspect a piece of work is not a pupil's own work, and a failure to be academically honest is a breach of trust between pupil and teacher and so it is taken very seriously by the school.

Academic Honesty

Academic honesty involves positive emphasis on the importance of authenticity of pupil work, of acknowledging the work of others (including referencing websites) and how to do this in order to support one's own work. Furthermore, academic honesty includes understanding and putting into practice the difference between paraphrasing rather than copying, collaboration rather than collusion and influence instead of plagiarism.

Malpractice

Contraventions of academic honesty include:

- Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own.
- Submitting work that has been completed by someone else as one's own
- Submitting work which is the result of a joint effort or collaboration between many people as solely one's own work. Collaboration is acceptable and encouraged insofar as it involves two or more pupils working on a project, but pupils must then write up their findings separately.
- Collusion is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- Making up data for coursework or a controlled assessment
- Duplication of work is defined as the presentation of the same work for different assessment components and/or JCQ/IB requirements.
- Bringing in unauthorised material into an exam room
- Communicating the content of a public exam paper with someone outside the school community within 24 hours of the examination

Regulations for examinations, controlled assessments and coursework

With regard to public examinations, controlled assessments and coursework, Warminster School adheres to regulations provided by bodies pertaining to the qualifications for which the pupils of studying, including JCQ and the IBO. Pupils for public examinations are clearly notified about expectations in relation to these regulations with appropriate frequency, including information being clearly displayed to candidates.

Sanctions

Pupils found to have been acting academically dishonestly will be dealt with appropriately. Among other sanctions, younger years (years 7-9) would have to redo the work and the importance of academic honesty will be reiterated. For older pupils (years 10 and above), opportunities will be presented for pupils to resubmit work, but repeat offenses may lead to weightier sanctions and discussions among relevant parties concerning the pupils' suitability for their chosen course of study.

For pupils submitting coursework for external qualifications and/or taking public exams, the details of any indiscretion will be forwarded to the appropriate bodies which may result in the pupil being withdrawn from the qualification and disqualified from taking exams for that examination board or body.

For International Baccalaureate pupils, the following extracts from the General Regulations outline the potentially serious implications of 'academic misconduct' (malpractice):

21.5

'The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB Organization staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The subcommittee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair'

(IBO, "General Regulations: Diploma Programme 2016," Cardiff, Wales: IBO, 2015, p. 13)

21.7

'If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct. If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the subject(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.'

(IBO, "General Regulations: Diploma Programme 2016," Cardiff, Wales: IBO, 2015, p. 14)

Encouraging academic honesty through study skills and independent learning

All pupils in the school are encouraged to be principled in their work. However, understanding concepts pertaining to academic honesty such as plagiarism and practical skills such as referencing can be difficult. With this in mind, the school provides support and guidance on these study skills, such as through talks for the sixth form in the library and the study skills afternoon in the Autumn term. Moreover, in all school years accent is put on independent learning and thinking, to steer pupils away from unattributed reference to the work of others instead of producing their own. Older pupils submitting work for public examinations will become aware of:

- Intellectual and creative property rights
- The difference between collaboration and collusion
- The importance of acknowledging sources and how to do this
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Referencing work: how to attribute ideas of others' in your own work

There are many different ways of doing this, and so long as you pick one and are consistent then this will be acceptable. Broadly, there are two main styles of referencing which can be found to be altered slightly in different publications and universities.

Take the example of Bernard Williams' book, *Morality: An Introduction to Ethics*. If you wanted to quote 'The use of the word 'good' has provided a focus for many discussions of basic issues in moral philosophy' on page 52.

The Chicago style of referencing, used more in the humanities, would involve a footnote being required every time one quotes from the book, with a bibliography reference following at the end of the essay. On Microsoft Word, footnotes can be included by selecting this function from the 'References' tab on the top bar.

The footnote would be:

Bernard Williams, *Morality: An Introduction to Ethics* (Harmondsworth, Middlesex: Penguin, 1972), p. 52.

The bibliography entry would be:

Williams, Bernard. *Morality: An Introduction to Ethics* (Harmondsworth, Middlesex: Penguin, 1972).

Harvard style referencing, used more in social sciences, includes what is called an 'in-text citation.' The Williams quotation above be acknowledged in a citation embedded in the paragraph rather than in a footnote, but would still be included in a list of references or bibliography

For example:

Metaethics involves the study of the right and the good. Williams has said that 'The use of the word 'good' has provided a focus for many discussions of basic issues in moral philosophy' (Williams, 1972: 52).

The bibliography reference would be: Williams, B. (1972) *Morality: An introduction to ethics*, Harmondsworth, Middlesex: Penguin.

A more detailed guide can be found here:

<http://www.l.uwe.ac.uk/pupils/studysupport/studyskills/referencing/introduction.aspx>

Further reading

Pupils (and their parents/guardians) who are preparing for public examinations are encouraged to read the following documents <http://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-examinations>
<http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>