UWC Maastricht
Academic Honesty Policy
MYP and DP programme

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1. Rationale

UWC Maastricht recognizes that academic honesty is at the core of all educational institutions. The practices of academic honesty are supported in the UWC Value of *Personal Responsibility and Integrity* and the IB Learner Profile trait *Principled.* The IB defines Principled as -- *We act with integrity and honesty, with a strong sense of justice and fairness, and respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. (*The IB Learner Profile, 2006/2013)

Responsibility for academic honesty lies with the whole school community including students, teachers, school leadership and parents. UWC Maastricht believes in giving students appropriate and authentic responsibilities as part of their learning journey, including the ability to develop their communication and research skills in a supportive and safe learning environment. The school understands that there is a difference between instances of academic misconduct and patterns of academic misconduct. Students are provided with instruction and reinforcement regarding academic honesty. When incidents occur, they are handled in a consistent fashion with consequences that escalate depending on the frequency and the intensity of the academic misconduct.

2. Types of Academic misconduct

Plagiarism: The International Baccalaureate Organization (IBO) defines plagiarism as "the representation, intentionally or unwittingly of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (IBO, 2014). You are plagiarising if:
- You copy the work of another person and pass it off as your own. This includes (but is not limited to) copying work from an author, a website, or a classmate.
- Using ideas from another person without referencing them. Even if you change the idea into your own words, you must still reference where the idea came from.

As the following statement from the IB's Effective Citing and referencing website indicates, once work is sent to it, the IB makes no distinction between deliberate and unintentional instances of plagiarism:

"If we fail to show that we are using someone else's words, work or ideas by not indicating that they originated with someone else, then we mislead the reader. If we give the impression that these words or ideas are our own when they are not, this is not good scholarship and, deliberate or unintentional, may be deemed as academic misconduct" (IBO, 2015)

Collusion: The IBO defines collusion as supporting academic misconduct by another student, "as in allowing your work to be copied or submitted for assessment by another [student]" (IBO, 2011). You are colluding if:
- You allow another student to copy your homework and hand it in as their own
- You write an assessment for another student

<u>Cheating:</u> Cheating occurs when students take unauthorized materials into an examination, or when a student communicates or copies the work of another student during a test.

3.   Responsibilities

Student Responsibilities
The school views academic honesty as a positive and proactive component of the learning process. The practices of academic honesty ensure that each student has the opportunity to express his/her ideas in an authentic voice. Being academically honest gives students the opportunity to have their voice heard.

Ultimately, academic honesty is the student's responsibility. At UWC Maastricht, we expect our students to:
- Ask questions and clarify expectations about academic honesty with their teachers and peers.
- Support the learning of their peers through dialogue and discussion, but not by allowing work to be copied or by completing another student's work for them.
- Manage time efficiently and keep an organized system of notes. Lack of time or poor study practices can lead to academic misconduct.
- Familiarize themselves with the UWC Academic Honesty policy and the definitions for academically dishonest behavior.

Teacher Responsibilities
Teachers at UWC Maastricht create an environment of mutual respect and dialogue that supports the expression of student ideas in their own authentic voice. In order to create this environment, teachers are expected to:
- Foster a climate of approachability and provide constructive feedback to students.
- Ensure they are familiar with the school's Academic Honesty Policy, as well as the specific guidelines for MYP and DP. Teachers are also responsible for communicating these guidelines in a way that is developmentally appropriate to the different levels in the school.
- Introduce the academic honesty policy in all classes at the beginning of the year and reinforce guidelines explicitly for assignments that require referencing or citation throughout the year.
- Recognize that we are an international school that serves a multilingual, multicultural and transient school population. This needs to be recognized when the policy is communicated.
- Consistently carry out the Academic Honesty Policy if academic misconduct is suspected and attendant consequences, if confirmed.

School Responsibilities
The leadership of the school is responsible for creating a whole school environment that promotes the proactive and positive aspects of academic honesty. In order to create this environment, school leadership is expected to:

- Make clear in the introduction (admission and orientation phases) to the school year that academic honesty is a core value of the institution.
- Share the academic honesty policy with the school community through various handbooks, and ensure that the school community knows how to access and interpret the policy. The Academic Honesty Policy will be posted on the school website.
- Provide ongoing professional development for teachers concerning referencing conventions and other practices that promote academic honesty.
- Use the pedagogical school leadership team (Director of Studies, MYP and DP Coordinators, and Heads of Department) to make sure that all teachers understand and consistently apply the academic honesty guidelines.
- Review policies on a consistent basis to ensure alignment with the continuously evolving IB framework and 21st century learning environment.
- Provide opportunities for students to improve their skills with academic honesty but also enforce sanctions in cases when academic misconduct becomes a consistent practice.

Parent Responsibilities
Parents can be an important partner in promoting the school's endeavour to create a positive environment for academic honesty. Parents are encouraged to be a resource in their student's learning, but to refrain from doing the learning for them. While we value high academic achievement, we wish for it to be achieved honestly and in a way that allows the student's voice to be clearly heard. Parents can support students in the practices of academic honesty by:
- Helping students to plan and organize their work and study schedules,
- Becoming familiar with the guidelines for academic honesty as communicated in the academic policy,
- Becoming familiar with the requirements of the MYP or DP programmes.
- Encouraging students to ask questions of their teachers if they need clarification on an assignment.

4.   Referencing

Referencing Convention
UWC Maastricht uses the Chicago Referencing System
(http://www.chicagomanualofstyle.org/tools_citationguide.html).
 It is widely used in academia, allows for referencing in all disciplines and its footnote convention is advantageous in word bound IB assignments such as the Extended Essay or the TOK essay.

Age-appropriate guidance for referencing and citations
The following table contains the expectations for each year group in the secondary school at UWC Maastricht. The school also provides referencing guides using age-appropriate language for MYP1, MYP2-3, and MYP4-DP2. Links to the school's referencing guides can be found in Appendix A.

Year Group	Expectations for Referencing and Citation
MYP1	- In-text citations not required. - Simple bibliography expected for research assignments
MYP2 and MYP3	- In-text citations required using author date notation. - Complete bibliography expected for research assignments. References are to be written using the Chicago referencing system.
MYP4, MYP5, DP1, and DP2	- In-text citations required for pictures, direct quotations, and paraphrased information. Can use author date notation or footnoting. - Complete bibliography expected for research assignments. References are to be written using the Chicago referencing system.

5. Procedures for Reporting, Recording and Monitoring Academic Honesty

The school promotes a policy of continuous support and recognizes that there is a difference between an isolated instance of academic misconduct and patterns of academic misconduct. The following table outlines the roles of staff in responding to incidents of academic misconduct.

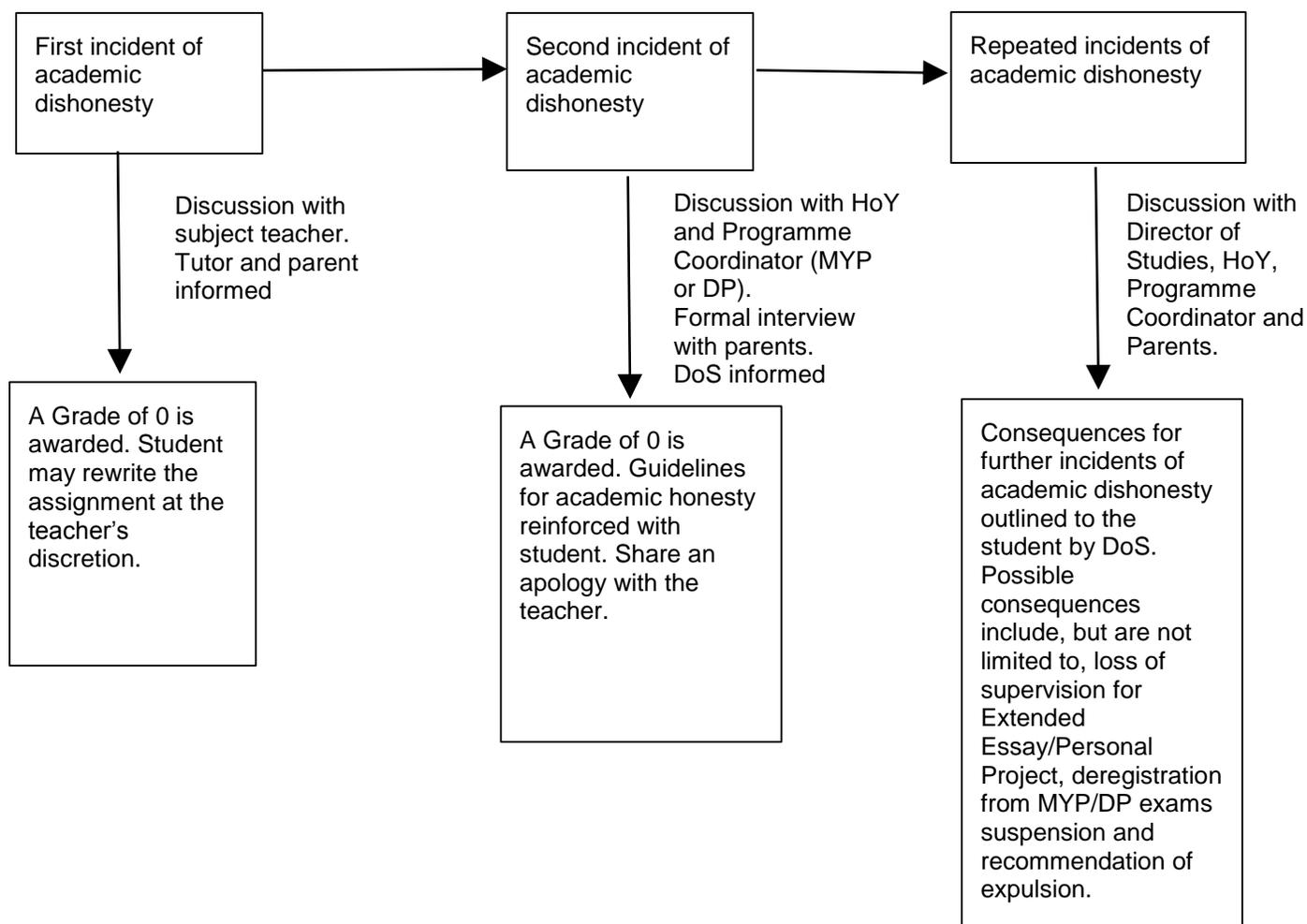|	Internally Marked Assignments	Externally Marked Assignments (MYP Personal Project, IAs, Extended Essays, etc.)
Single incident	● Dealt with by subject teacher ● Parents informed ● Tutor informed	● Dealt with by subject teacher and Head of Department ● Parents informed ● Tutor informed
Repeated incidents	● Dealt with by Tutor, Head of Year, Programme coordinator and Director of Studies ● Parents called in for meeting ● Potentially serious consequences, up to and including suspension and recommendation of expulsion.	● Dealt with by Programme Coordinator (MYP or DP), Director of Studies and Head of Year. ● Potentially serious consequences, up to and including deregistration from the Middle Years or Diploma programme, suspension and recommendation of expulsion.

The school's information management system will be used to record all incidents of academic misconduct so patterns in behaviour can be detected and tracked.

6.   Rights of a student suspected of academic misconduct

Initial breaches of academic misconduct will be treated as a formative learning experience. Teachers, parents and the school will respect the student's right to privacy and work with him/her in a supportive rather than punitive fashion. In formal discussions of an academic honesty incident, the student has the right for an adult support person (usually the tutor) to join the discussion. In the Diploma programme, the student may choose to also bring a student support person (student council member, roommate, respected friend, etc.) to discussions concerning academic misconduct. The tone of discussions involving academic misconduct will be serious and focus on the academically dishonest behaviour of the student; however, care will be taken to not make judgments of a student's overall character. Any decisions taken following a discussion of academic misconduct will be based on evidence that can be shared transparently with the student.

7.   Consequences for academic misconduct

Each incident of academic misconduct and resulting discussion will be recorded by the staff members as identified above. The following flowchart outlines the progression of consequences depending on whether the incident demonstrates a single incident or repeated behaviour.

First incident of academic dishonesty	→	Second incident of academic dishonesty	→	Repeated incidents of academic dishonesty

First incident of academic dishonesty
Discussion with subject teacher. Tutor and parent informed
↓
A Grade of 0 is awarded. Student may rewrite the assignment at the teacher's discretion.

Second incident of academic dishonesty
Discussion with HoY and Programme Coordinator (MYP or DP).
Formal interview with parents.
DoS informed
↓
A Grade of 0 is awarded. Guidelines for academic honesty reinforced with student. Share an apology with the teacher.

Repeated incidents of academic dishonesty
Discussion with Director of Studies, HoY, Programme Coordinator and Parents.
↓
Consequences for further incidents of academic dishonesty outlined to the student by DoS. Possible consequences include, but are not limited to, loss of supervision for Extended Essay/Personal Project, deregistration from MYP/DP exams suspension and recommendation of expulsion.

8.   Review of the Academic Honesty Policy
The academic honesty policy is reviewed every May by the Head of Department and Head of Year committees to check alignment with IB guidelines and to make improvements. Areas for review include, but are not limited to, Extended Essay submission and review, exams, personal projects, and difficult/non-routine cases that occurred in the past year.

Bibliography/works cited:

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Academic honesty in the IB educational context. 2014. Pdf. 1st ed. Cardiff: International Baccalaureate Organization. http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/malpr.cfm&filename=template%2Fmalpr%2Fg_0_malpr_sup_1408_1a_e%2Epdf

International Baccalaureate Organization, "Introduction", *Effective Citing and Referencing* URL: https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_0_malpr_sup_1408_1b_e&part=1&chapter=1 (Accessed: 16 November 2015)

Middle Years Programme MYP: From Principles Into Practice. 2015. Pdf. 2nd ed. Cardiff: International Baccalaureate Organization. http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHomeMYP.cfm&filename=dSpace%2Fen%2Fm_0_mypxx_guu-nc_1405_3_e%2Epdf.

Appendix A

Information and Resources about the Chicago referencing System

The Chicago Manual of Style On-Line
http://www.chicagomanualofstyle.org/tools_citationguide.html

Purdue University On-Line Writing Lab
https://owl.english.purdue.edu/owl/resource/717/05/

Referencing Guide - MYP1
https://docs.google.com/document/d/1GOcVTv5wzcvhNmPgwOMYc4oIjxdFURIXTkH11qiH_ZQ/pub

Referencing Guide - MYP2 and MYP3
https://docs.google.com/document/d/17DENIKcD5-XET9x9pv9M2MEpTccVofLmLddiGK27uEA/pub

Referencing Guide - MYP4 to DP2
https://docs.google.com/document/d/13bLouYPFY9wYWGGko7klek_Ynox7FhBOWHXXuaDzikU/pub

Appendix B

Scenarios that illustrate Academic Honesty in the MYP and DP
Appendix B contains a number of scenarios that generate discussion around exemplary practices that support academic honesty. They are taken from the document *Academic honesty in the IB educational context* (2014).

Middle Years Programme Scenarios

MYP Assessment Task	Scenario
Personal Project	An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.
Language and Literature presentation	An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on *Astérix et Cléopâtre* and she would like to use extracts of the film and book in her presentation. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property

	is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed. The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).
Design	An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for the project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.
Sciences	As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.

Diploma Programme Scenarios

DP Assessment Task	Scenario
English A - Extended Essay	A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites.
	The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass of others' ideas as his own.
Psychology - Internal Assessment	A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with group.
	The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.
TOK Presentation	A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice.
	The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of

	work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint.
Visual arts - studio work	A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered "copying". She asks her visual arts teacher for advice. The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece "After...." so that it is very clearly attributed.
Geography - Internal assessment	A DP student is completing her internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions as she feels it would make her analysis and solution stronger, and help her achieve a better mark. As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating her client's responses could have far-reaching consequences as a case of academic misconduct.