

# POLICIES AND PROCEDURES

## Academic Honesty Policy



**Date:** February 2024

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### Introduction

Lauriston Girls' School is a non-denominational K-12 independent girls' school in Melbourne, Australia. The School includes a Senior School (Years 7-12), Junior School (Prep-6) and a Kindergarten. A day-only school, Lauriston draws students from all over Melbourne, from other regions in Australia and from overseas countries.

The School's Mission is *to enhance the lifelong learning capabilities of the students.*

The learning philosophy of the School is based on its five core values:

**Relationships:** We believe that the best learning occurs when the teacher- learner relationship is well established; that learning how to establish a broad range of tolerant relationships, irrespective of status, race or culture is a fundamental life skill.

**Courage:** courage is a quality essential to every aspect of the human condition. Courage to ask, courage to act independently, courage to think differently, courage to face physical and moral challenges and the courage to make decisions.

**Creative Reflection:** This is a value which is the powerhouse for any kind of problem solving. It is generally a whole brain activity accessing the conjunction of the rational and the aesthetic.

**Intellectual Enquiry For Understanding:** Learning is an implicit value in a school. Essentially every human being can and does learn but may not necessarily understand. To be a lifelong learner one must value 'How' and 'Why' not only 'What'.

**Engagement in Life:** Progressive engagement: through projects and play, with teams and games, with community issues and giving, with a sense of national spirit, with international awareness, with an ethical and moral life. 'Engagement' is to suggest delighted enjoyment, rather than dutiful commitment.

### Purpose of the Lauriston Academic Honesty Policy

- to acknowledge the importance of honesty, respect and responsibility in the development of lifelong learning
- to outline the School's expectations of students for honest academic practices
- to identify the responsibilities of staff in developing and promoting academic honesty
- to describe School processes and practices to assist students to maintain ethical behaviour
- to outline processes if cases of academic dishonesty are identified

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### Rationale

To guide the teaching and learning at Lauriston, in compliance with the School's vision, mission and values and those of the International Baccalaureate Organisation as an IB World School and the Victorian Curriculum and Assessment Authority.

### Philosophy

Learning allows a person to develop an independent body of knowledge while engaging thoughtfully and critically with the ideas of others. Being able to think for one's self and having the confidence and courage to express your own ideas, while acknowledging the ideas and words of others, are the hallmarks of a successful student. The School is committed to establishing an environment within which students work ethically and honestly, recognising that dishonesty is an injustice to fellow students and the antithesis of the learning culture the School aims to develop.

### Aims

The School aims to educate students to value their own authentic and individual work, and to follow ethical practices in the use and acknowledgment of the work of others. Through consistent teaching and example, and early identification of behaviour that may lead to malpractice, incidents of academic dishonesty can be avoided.

The School recognises that generative artificial intelligence (GAI) has created a need to rethink academic integrity and assessment strategies, and that students and teachers will need to be prepared for the impact of GAI built into tools already used in the classroom. To deal with these changes, the School recommends an open-minded, non-punitive approach to assessment (Furze, 2023, p. 5).

### What is meant by Academic Honesty?

Academic honesty involves taking responsibility for your own education, completing all work required of you on your own, and contributing thoughtfully and fully to any group work assigned or sanctioned by your teachers. In brief, academic honesty means not cheating on tests and not plagiarising.

### What is meant by malpractice?

The school uses the IB definition of student academic malpractice which is a '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 (International Baccalaureate Organisation, 2019, p. 3). '

This includes

- plagiarism: the action or practice of taking someone else's work, idea, etc., and passing it off as one's own; literary theft (Oxford English Dictionary, n.d.)
- Collusion: unacknowledged collaboration with another person in the writing of a student's submission for an assessment task.
- falsification of data, for example in the collection of experimental results

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- cheating in a test or examination

For further examples of malpractice refer to the IB Guidelines for Academic Honesty 2.7.

### The Commitment to Academic Honesty

The School will:

- provide information to parents and students that clearly states the Academic Honesty Policy and school practices
- support teachers in implementation and monitoring of the Policy.
- acknowledge the value of working collaboratively and in teams
- develop an environment that supports honesty through encouraging and valuing ownership of individual ideas and work
- teach appropriate methods of acknowledging the ideas and words of others and provide tools to facilitate this practice
- provide tools to assist students to avoid unintentional plagiarism
- minimize the opportunities for academic malpractice
- respond promptly and consistently when cases of academic malpractice are identified

### Objectives

Students should be able to:

- understand the importance of academic honesty in the development of lifelong learning
- identify appropriate uses of collaboration and group work
- identify examples of malpractice including plagiarism, collusion and cheating in tests and examinations
- submit work for assessment, written or oral, that contains the student's individual and original ideas with the ideas and work of others fully acknowledged
- demonstrate competent and appropriate use of conventions for citing and acknowledging original authorship, using the APA7 or Harvard author-date system or footnoting
- construct bibliographies using Endnote Web or similar software
- follow appropriate subject-specific conventions when acknowledging the ideas and work of other people including those derived from electronic media, maps, illustrations, photographs and works of art
- submit work, on request or at their own instigation, to turnitin.com to identify any non-original content of a piece of assessment work
- seek clarification about any aspect of the Academic Honesty Policy, or its application, from teachers or the relevant Coordinator or Curriculum Leader.

Generative AI and Academic Honesty:

- Be it for classwork, homework or assessments, any task should be the authentic creation of the student
- GAI modes: Understand that GAI has various modes, including text, audio and visual content generation. All of these should be approached with the same standards of integrity.

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- Crediting GAI: If any form of GAI, be it text, visual or audio contributes to a student's task, it is imperative to acknowledge the specific tools or methods used. Any use of GAI in classwork, homework or assessment tasks must be disclosed and properly referenced (Furze, 2023, p.16).

Teachers will:

- support the Lauriston Academic Honesty Policy and comply with the School standards for acknowledging sources
- explain the importance of valuing ownership of individual ideas and work
- develop a climate that supports honesty through giving students confidence in their ability to produce authentic and individual work, making them feel they can succeed without resorting to malpractice
- inform students of expected standards for ethical conduct
- explicitly teach methods, appropriate to individual subjects, of acknowledging the ideas and words of others
- provide clear guidelines on academic writing and referencing styles required in each subject
- demonstrate competence in the use of software endnote.web and turnitin.com
- provide clear guidelines on collaborative and group work and the assessment requirements of tasks based on this work
- seek to support students by appropriate use of the drafting process
- retain material which assists in the authentication of student work
- confirm, to the best of his or her knowledge, the authenticity of all work submitted for assessment
- adopt practices that minimize the risk of malpractice in tests and examinations
- support the coordinator in timely, appropriate and consistent management of cases of suspected breach of The Academic Honesty Policy.

### Completion of Tasks at home

GAI may be used in the following ways:

1. **Brainstorming and ideas:** GAI may be used for brainstorming and the generation or refinement of ideas, such as using a chatbot to create a list of potential essay topics or research areas or using image generation to create mood boards and visual ideas.
2. **Outlining and notes:** GAI may be used in the creation, organisation, and synthesis of outlines and notes. For example, GAI may be used to transcribe and organise recorded verbal notes or turn brief typed notes into a longer outline.
3. **Editing and feedback:** GAI may be used to edit, proofread, or self-assess work. For example, tools like *Grammarly* may be used for the refinement of written tasks, or chatbots may be used to give structural and grammatical feedback, or feedback against criteria.

Different stages of assessment tasks may require types of use, for example a task may permit GAI for brainstorming, but the initial drafting to be completed with no GAI.

Any task or stage which requires no GAI *must* be completed in class, under supervision. This is because students may have access to varying levels of technology outside of school, meaning some students may have an unfair advantage (Furze, 2023, p. 6).

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### Investigation of breaches of the Academic Honesty Policy

#### Year 7, 8 and 9

Each case of suspected breach of the Academic Honesty Policy will be dealt with on an individual basis. The classroom teacher will determine whether a breach of the Academic Honesty Policy has occurred. This may require an initial discussion with the student to determine whether the breach was the result of carelessness or was a deliberate case of collusion or plagiarism.

The classroom teacher, in consultation with the Curriculum Leader, will counsel the student.

For first time breaches, the student will be required to repeat the task and resubmit. The task will be graded.

For repeat breaches, a zero grade will be allocated to the task and a student note recorded noting a breach of the Academic Honesty Policy.

Parents will be notified.

**Investigations into breaches of The Academic Honesty Policy for students in Year 10, 11 and 12 will be dealt with by the Academic Honesty Committee. The Committee consists of the relevant Curriculum Leader, the Assistant Principal: Learning and Innovation and the classroom teacher.**

#### Year 10

Each case of suspected breach of the Academic Honesty Policy will be dealt with on an individual basis.

The classroom teacher will determine whether a breach of the Academic Honesty Policy has occurred.

This may require an initial discussion with the student to determine whether the breach was the result of carelessness or was a deliberate case of collusion or plagiarism.

If the classroom teacher determines that there is a case to answer, then the student will be required to attend a meeting with the Academic Honesty Committee.

The student will be notified in writing of the time and date of the meeting and will be encouraged to bring a support person to the meeting.

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

If the student is found to have breached the Academic Honesty Policy:

- the student will be required to repeat the task and resubmit. The task will not be graded.

Parents will be notified that the student has breached the Academic Honesty Policy

If the student is found not to have breached the Academic Integrity Policy, the task will be graded.

**Students completing the Victorian Certificate of Education must adhere to the Lauriston Academic Honesty Policy and to the guidelines outlined in the VCE administrative Handbook 2024.**

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Academic Honesty Breaches in the VCE may take many different forms. Any reported breaches of academic honesty (eg. Plagiarism, collusion, possessing unauthorised material in an examination room etc.) will be dealt with in the following manner.

### VCE

**Note: The following is adapted from the VCE Administrative Handbook**

#### Reporting alleged breaches of rules in school-based assessment

The VCE Coordinator is responsible for receiving reports of allegations of breaches of the Academic Honesty Policy for either a VCE assessment task or for VCE School Assessed Coursework. The VCE Coordinator will consult with the Academic Honesty Committee to determine whether a meeting needs to be called.

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party such as a tutor.

Allegations should be handled sensitively and may need to be kept confidential.

On receipt of an allegation, the student's work should not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

#### Preliminary investigation

On receipt of an allegation, the VCE coordinator should conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation. Detailed records of the preliminary investigation should be kept and may be used in any later decision-making. The VCE Coordinator will determine if the matter needs to be referred to the Academic Honesty Committee and a meeting with the student called.

**The purpose of the preliminary investigation is to determine whether there is any substance to an allegation that a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment.**

The preliminary investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules)
- the student's work
- copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
- samples of other work by the student for comparison, if relevant

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- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

### Investigation by the Academic Honesty Committee

If the investigation suggests there is any substance to any part of the allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The student's parent(s) or guardian(s) may be advised of the nature of the allegation, depending on the school's policy in relation to reporting discipline matters and communication with parent(s) or guardian(s), and the school's knowledge of the student's personal circumstances.

If an allegation suggests that a student has submitted work that is not their own, the Academic Honesty Committee should ask the student to provide evidence that demonstrates that the work submitted is their own or was completed in accordance with VCAA requirements or both.

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

### Decision-making interview

The Academic Honesty Committee has the authority to determine if a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment.

It is important that the Academic Honesty Committee forms an independent view based on the evidence presented and ensuring that the student is given an opportunity to be heard.

The Academic Honesty Committee must act fairly and without bias.

The student must receive at least 24 hours' written notice of the meeting conducted by the decision-maker. The notice should include:

- the date, time, place and likely duration of the meeting or hearing
- the allegation(s) against the student
- the names of all committee members
- advice that the student may bring a support person to the meeting

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- the name of a contact person if the student has queries about the meeting
- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting
- the possible outcomes, including penalties.

It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at the meeting. The meeting will be conducted at the school, in an environment that is not intimidating for the student but that is appropriate given the nature of the allegation.

At the meeting the committee must explain the purpose of the meeting to the student and confirm the allegation against the student and the possible outcomes.

The committee may ask questions of the student.

The student must be given the opportunity at the meeting to respond to the evidence against them and to ask questions of any witnesses present at the meeting.

The committee must consider all evidence and submissions carefully, including the student's response, and whether the allegation (and the student's defence) is supported by evidence that is relevant and credible.

The committee must consider all relevant factors and no irrelevant factors.

The committee must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt.

The committee must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Subject to the school's policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome.

The committee should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision to the VCAA in accordance with section 2.5.21 of the *Education and Training Reform Act 2006* (Vic). The committee should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.



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After the meeting, the school must write to the student to confirm:

- the findings of the committee in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation in case the student wants to appeal a decision.

If the student's work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet.

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a school-based assessment task conducted under test conditions.

### Student appeals against school decisions about breaches of VCAA rules

Section 2.5.21 of the Education and Training Reform Act provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the VCAA assessment rules relating to school-based assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA, no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the CEO, VCAA must nominate an employee of the Secretary of the Victorian Department of Education to interview the parties to the appeal and attempt to resolve the matter.

### Notice of school decision following interviews

Following the interview conducted by the VCAA, the school must notify both the student and the VCAA, in writing and within 7 days, that it has either:

- rescinded its decision and any penalty imposed
- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

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### Student appeal

If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn.

The VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed if the school has:

- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

### Appeal hearing

If a student elects to proceed with an appeal, the CEO, VCAA must refer the appeal to be heard and determined by a review committee. An appeal of this nature is conducted as a re-hearing. This means that the Review Committee hears evidence from both the student and the school and makes its own decision on the evidence. It is not a review of the school's procedures and handling of the allegation(s) against the student.

If the Review Committee is satisfied on the balance of probabilities that the student has breached VCAA rules relating to school-based assessment, it may either:

- reprimand the student
- permit the student, if practicable, to resubmit the schoolwork required for either:
  - assessment in the study or the course
  - satisfactory completion of the study or the course
- refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
- amend the student's school-based assessment results.

### **International Baccalaureate Diploma Programme**

**Students completing the International Baccalaureate Diploma Programme must adhere to the Lauriston Academic Honesty Policy and also to the guidelines outlined in the IBDP Academic Integrity Handbook 2024.**

The IB defines 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 is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paperbased and on-screen.

**Note: The following is adapted from the IBDP Academic Integrity Handbook**

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### Procedures for dealing with policy breaches by students

Cases of possible student academic misconduct are reported to the IB by external stakeholders such as examiners, programme coordinators, examination supervisors, teachers and whistle-blowers, or are identified by the IB or the school, such as through samples of work, TurnItIn reports, or review of responses to examination papers.

### Cases identified by the school

#### Incidents related to coursework

When the 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 Lauriston's Academic Honesty Policy. We cannot 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 plagiarised content or was not completed according to the subject guide requirements, that component will 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 will 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 programme coordinator will inform the IB as soon as possible.

#### Incidents related to examinations

As an IB school, Lauriston will follow all instructions as detailed in *The conduct of IB Diploma Programme examinations* (Diploma Programme Assessment procedures 2020), informing students about the conduct of examinations and ensuring that invigilators and students understand the rules. All students will be informed of the IB's expectations in terms of the conduct of the written or on-screen examinations.

Students must adhere to ethical and honest practices. Students must not take any unauthorised materials into the examination room and must follow invigilator instructions. A student found in possession of unauthorised 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 school and/or IB. For final IB examinations, 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 will 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 will be submitted for assessment as usual.

### Investigation of student academic misconduct cases for internal assessments

The IB Coordinator is responsible for receiving reports of allegations of breaches of the Academic Honesty Policy for both internal and external assessment tasks. In the case of external assessment, please refer to the section entitled **Investigation of student academic misconduct cases for final IB assessments**.

For internal assessments, the IB Coordinator will consult with the Academic Honesty Committee to determine

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whether a meeting needs to be called.

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party such as a tutor.

Allegations should be handled sensitively and may need to be kept confidential.

On receipt of an allegation, the student's work should not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

### Preliminary investigation

On receipt of an allegation, the IB coordinator should conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation. Detailed records of the preliminary investigation should be kept and may be used in any later decision-making. The IB Coordinator will determine if the matter needs to be referred to the Academic Honesty Committee and a meeting with the student called.

**The purpose of the preliminary investigation is to determine whether there is any substance to an allegation that a student has breached the IB's Academic Integrity policy.**

The preliminary investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the internal assessment was to be undertaken
- the student's work
- copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
- samples of other work by the student for comparison, if relevant
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

### Investigation by the Academic Honesty Committee

If the investigation suggests there is any substance to any part of the allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

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If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The student's parent(s) or guardian(s) may be advised of the nature of the allegation, depending on the school's policy in relation to reporting discipline matters and communication with parent(s) or guardian(s), and the school's knowledge of the student's personal circumstances.

If an allegation suggests that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own or was completed in accordance with IB requirements or both.

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

### Decision-making interview

The Academic Honesty Committee has the authority to determine if a student has breached the IB's rules for Academic Integrity.

It is important that the Academic Honesty Committee forms an independent view based on the evidence presented and ensuring that the student is given an opportunity to be heard.

The Academic Honesty Committee must act fairly and without bias.

The student must receive at least 24 hours' written notice of the meeting conducted by the decision-maker. The notice should include:

- the date, time, place and likely duration of the meeting or hearing
- the allegation(s) against the student
- the names of all committee members
- advice that the student may bring a support person to the meeting
- the name of a contact person if the student has queries about the meeting
- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting
- the possible outcomes, including penalties.

It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at the meeting. The meeting will be conducted at the school, in an environment that is not intimidating for the student but that is appropriate given the nature of the allegation.

At the meeting the committee must explain the purpose of the meeting to the student and confirm the allegation against the student and the possible outcomes.

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The committee may ask questions of the student.

The student must be given the opportunity at the meeting to respond to the evidence against them and to ask questions of any witnesses present at the meeting.

The committee must consider all evidence and submissions carefully, including the student's response, and whether the allegation (and the student's defence) is supported by evidence that is relevant and credible.

The committee must consider all relevant factors and no irrelevant factors.

The committee must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt.

The committee must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Possible penalties could include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the IB schedule
- refusal to accept the part of the student's work found to have been completed in contravention of IB rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the IB unit
- refusal to accept any part of the work,

The committee should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision with the IB. The committee should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

After the meeting, the school must write to the student to confirm:

- the findings of the committee in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the IB

The school should retain all material related to the allegation in case the student wants to appeal a decision.

If the student's work was accepted for assessment and a breach of IB rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted.

Similarly, the detected breach of IB rules may result in a score change. This score change should be communicated to the IB by the IB Coordinator.

Other outcomes may be appropriate if, for example, the breach of IB rules relates to the student's conduct in disrupting an internal assessment conducted under test conditions.

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### Investigation of student academic misconduct cases for final IB assessments

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session.

Students suspected of academic misconduct must be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; however, the school will be requested to confirm in writing that the student declined the opportunity to present a statement.

Cases of suspected academic misconduct will be referred to an internal IB panel composed of experienced members of staff from the IB's Assessment Division at the IB Global Centre, Cardiff. Their decision is subject to approval by the Final Award Committee. If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Final Award Committee.

If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrix.

If there is substantive evidence, the IB is entitled to investigate academic misconduct after a student's results have been issued. This could be identified, for example, through the enquiry upon results process. If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.

### Appeals Process

Appeals to the IB go through the IB Coordinator. For more information about the IB's processes for dealing with appeals, see *Diploma Programme: Assessment appeals procedure*.

### Student sanctions

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB assessed components. The IB may investigate issues which could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence

# POLICIES AND PROCEDURES

## Academic Honesty Policy



available and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

### Using the matrix of penalties

The table of penalties detailed in the appendix sets out the level of penalty—1, 2, 3a or 3b—that will be applied for each type of academic misconduct. For example, if a student plagiarizes less than 50 words from an external source—row 1—they will receive a level 2—zero marks—penalty. If they plagiarize more than 51 words then a level 3—no grade—penalty will be applied.

### Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- retake in six months, depending on subject availability
- retake in 12 months
- no retake allowed, but award of grades in subjects not affected by the incident.

### Additional sanctions

In addition to the described penalties in the matrix, the IB may impose additional sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.

### References

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Oxford English Dictionary. (n.d.). Plagiarism. In *Oxford English Dictionary.com*. Retrieved February 12, 2024, from <https://www.oed.com/search/dictionary/?scope=Entries&q=plagiarism>

Appendix: Penalty Matrices (as outlined the IB's Academic Integrity Handbook)