



SHINE UE SCHOOL
ACADEMIC HONESTY POLICY

GENERAL PRINCIPLES

Shine Ue School (SUS hereafter) recognizes the critical importance of being honest and transparent in anything one does in life. Academic honesty is the foundation for fulfilling our mission “to develop responsible learners who are reflective” and gives an equal opportunity for all students to demonstrate their knowledge and skills acquired through teaching and learning process.

We fully agree with the general statement formulated by the International Baccalaureate Organization:

“International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.”

We aim to meet the following IB Practices in our learning process:

- The school develops and implements an academic honesty policy that is consistent with IB expectations (IB Standard B1, Practice 5e).
- The school develops and implements policies and procedures that support the programme(s) (IB Standard B1, Practice 5).
- Teaching and learning promotes the understanding and practice of academic honesty (IB Standard C3, Practice 4).

Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (*IB learner profile in review: Report and recommendation (April 2013)*, page 21).

ACADEMIC MISCONDUCT

The IB 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. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment



collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another

duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements

misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

any other behaviour that gains an **unfair advantage** for a candidate or **that affects the results of another candidate** (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media). (General regulations: Diploma Programme (Sep 2016), Article 20, page 12)

STUDENT DUTIES AND RESPONSIBILITIES

The student is responsible for ensuring that all the work submitted to the teachers, school or any other outside organization is authentic.

- Any direct use of others’ statements, images, charts and/or written work (for example, copying from a book, magazine, website or a newspaper) must be referenced in the text using in-text citation methods. The work you are copying directly must be in quotations.

“MLA (Modern Language Association) style of referencing/citing is most commonly used in research papers and academic writing. The resource below gives detailed instructions:

Purdue Online Writing Lab (Purdue OWL) - <https://owl.english.purdue.edu>

- Any use of others’ thoughts or ideas must be acknowledged and given credit through mentioning them in the footnotes or any other proper way.
- Common knowledge that is known by everyone does not need any type of referencing or citing.
- Team work among students is generally supported by the school, but in case of creation or performance of any works jointly with others, such collaboration must be informed appropriately.

Not spending enough time needed for thinking, researching and writing processes can lead to the academic dishonesty, thus students must plan ahead and give ample of time in the production of the academic work.



TEACHER DUTIES AND RESPONSIBILITIES

All teachers must authenticate students' work and reinforce academic honesty policy by teaching proper research skills and reminding them about their duties and responsibilities with regard to using external works.

- Teachers are obliged to provide students with recommendations and instructions on how to cite from others' works or mention the used materials according to relevant formats and/or standards. If the teacher has insufficient knowledge about it, he/she may collaborate with more experienced teachers or teacher-librarian to provide students with necessary information.
- Teachers are responsible for reviewing and carefully checking the works submitted by students in any format (including written materials, audio and video files) for their authenticity. For doing this, teachers must meet students often if the majority of the work (for example, internal assessments for DP subjects or extended essay) need to be produced away from the teacher.
- Teachers must collaborate with parents on ensuring the authenticity of the students' works. Teachers with the help of program coordinators must explain students and their parents about the negative consequences arisen out or in connection with the breach of this procedure using real life examples.

SCHOOL DUTIES AND RESPONSIBILITIES

- School Administration is responsible for assisting teachers and students in performing their duties and creating favorable environment for supporting academic honesty.
- School administration shall provide teachers with opportunities to improve knowledge and skills regarding the academic honesty policy and render relevant support by providing with necessary tools and information.
- School administration jointly with teachers shall organize measures to provide parents with information about academic honesty and assist them to improve their awareness.

PROCEDURES FOR DEALING WITH ACADEMIC MISCONDUCT

Any case of academic misconduct will be dealt with fairness from all sides and in support of the statement "learn from your mistakes". There is no single solution to different cases of academic misconduct, thus every case at SUS will be treated on a case-by-case basis.

There are general steps to follow when dealing with a case of an academic misconduct.

1. Subject teacher investigates the case of an academic misconduct along with the homeroom teacher and any other staff involved, if any.
2. Teacher(s) and student meeting with regard to the issue. Students reserve the right not to talk without their parents' presence, in which case, parents may be called to be present during the students' explanation.



3. Inform the relevant academic manager and/or the head of the department.
4. Either homeroom teacher or relevant academic manager inform the parents and call for a joint meeting.
5. Record the resolution of the case of an academic misconduct on the official record book of the student.
6. Attend additional after-classes with the homeroom teacher, subject teachers or teacher-librarian about academic honesty.

As a resolution of the academic misconduct case, there may be additional measures on the academics of the student (for example, failing grade for an assignment/assessment, semester or a year) or, in repeat or extreme cases, disciplinary actions (academic probation or recommendation for a dismissal from school).

In general, teachers may take the following steps for repeat cases:

First occurrence:	Failing grade for an assignment/assessment, additional opportunity to retake the assessment or reproduce the assignment, attend after-classes about academic honesty
Second occurrence:	Failing grade for the semester, disciplinary letter, enter into trilateral agreements between student-parent-teacher
Third occurrence:	Failing grade for the school year, academic probation
Fourth occurrence:	Recommendation for a dismissal from school.

POLICY REVIEW PROCESS

This policy shall be reviewed every year from the last date of modification. The last date of modification must be recorded on the policy as a footer note.

Any proposed changes to the policy shall be reviewed by the teachers' meeting with an attendance of at least 70% or above of all teachers. Teachers should use a voting system in approving the proposed changes into the policy.

The approved changes to the policy shall be reviewed and approved by the school administration, which includes Head of School, academic managers, programme coordinator and Heads of departments, if there are no conflicts with other policies and local regulations.

Any final change to the policy shall become effective from the next school year, unless otherwise decided by the school administration.

**Article 21: Investigating cases of suspected academic misconduct**

21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.

21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

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 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 sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the subcommittee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

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 proportionate with the severity of the misconduct.

21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for



other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

General regulations: Diploma Programme (April, 2014), page 13