

Earlscliffe (Sussex Summer Schools Ltd)

ACADEMIC HONESTY POLICY AND GUIDELINES

including internal assessments; external assessments; board-set coursework completion and public examination sittings

A. What is Academic Honesty?

Respect for all forms of intellectual and creative expression as well as for the work of others lies at the heart of Academic Honesty. Staff, students and parents want an environment where students can be proud of their work which is authentic and reflects their growing abilities and knowledge.

An authentic piece of work is one that is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. Therefore all work completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are used or referred to, either in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Academic Honesty is a set of values and skills that promotes personal integrity and good practice in teaching, learning and assessment. It is shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. While it is probably easier to explain to students what constitutes academic **dishonesty**, whenever possible the topic will be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment.

B. What is malpractice?

Malpractice is defined 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. Malpractice includes:

plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
collusion: this is defined as supporting malpractice by another candidate, as in 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 syllabus requirements
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 coursework statement).

C. Malpractice in Exams

The following examples of malpractice do not constitute an exhaustive list and refer mainly to the written examinations:

- taking unauthorized material into an examination room (e.g. an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)

regardless of whether this material is used or potentially contains information relevant to the examination

- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate during the exam exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination
- copying the work of another candidate failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination impersonating another candidate stealing examination papers using an unauthorized calculator during an examination
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination
- fabricating data for an assignment
- presenting the same work for different assessment components in the same course and/or syllabus requirements

Breaches of regulations are not confined to candidates: improper conduct by a coordinator or teacher may be brought to the attention of the final award committee. The following are examples of unacceptable actions that will be investigated by the exam board and/or school:

- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements leaving candidates unsupervised during an examination
- allowing additional time in examinations without authorization from the exam board
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours of the end of the examination.

For all cases of malpractice in relation to the examinations, a report shall be sent to the relevant exam body. The report must reach exam body as soon as possible and within ten days of the exam in which the incident occurred.

D. Responsibilities

Students should

- take the time to develop the values, knowledge and skills which will allow them to approach their work and the work of others with respect and academic integrity
- understand the basic meaning and significance of concepts that relate to academic honesty and malpractice
- be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by national and international law
- develop the skills of paraphrasing, summarising, using quotation marks, using the conventions of citing and acknowledging sources and compiling bibliographies

- develop the skills of integrating others' words and ideas with their own in a way which respects the efforts and achievements of other people
- ensure that any work they submit is not the result of malpractice
- seek clarification, if unclear, from their teacher and/or subject leader in the first instance and then, if still unclear, the Deputy Head
- understanding the consequences and sanctions for academic infringements and malpractice within the school and exam boards

Staff should

- ensure students develop the values, knowledge, skills and understanding necessary for academic honesty and appropriate to their particular subject area
- teach students how to integrate others' words and ideas with their own in a way which respects the efforts and achievements of other people
- check that any work submitted is not the result of malpractice that all work submitted to exam boards for moderation or assessment has been authenticated by the teacher, and does not include any instances of suspected malpractice.
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Subject Leaders and Line Managers should support the work in their areas so that staff and students are confident and skilled in meeting the demands of Academic Honesty evaluate the development of staff and students in this area and providing on-going training opportunities

The Deputy Head should

have an overview of the standards of Academic Honesty across the programme support students, teachers, subject leaders and line managers in creating an environment where authentic work which accurately reflects the students' creative and intellectual development is produced

E. Academic Honesty and the Internet

The Internet poses particular problems for students due to its nature and accessibility. It is in the public domain, largely uncontrolled and software makes it extremely quick to copy text and images. Students should be aware that information cannot be taken from web sites without acknowledgement. This includes the copying of maps, photographs, illustrations, data, graphs and so on. Students must record the addresses of all web sites they have accessed (using the url) and the date when they accessed it. Stating the search engine which they used to find the web site is not an acceptable alternative. To cut and paste text, images or information from a website without acknowledging its sources is plagiarism. CD-Roms, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals.

F. Academic Honesty and Group Work

For most assessment components students are expected to work independently with support from their subject teacher or supervisor. However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced

independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's.

G. Academic Honesty and Coursework

Coursework is defined as any type of internal assessment of a student's performance, usually written or practical work, marked by the school or an external examiner which contributes to their final examination award.

Coursework is a necessary and beneficial part of most examinations as it allows students to develop a high quality personal response to their subjects while developing a rigorous and appropriate academic register and tone.

Staff will follow the advice in the specifications and guidance from the relevant awarding body about the conditions under which coursework should be conducted. Each school must determine the conditions under which coursework is undertaken within the framework of advice and guidance and it is the teachers' responsibility to ensure that they have taken steps to satisfy themselves that the work produced is authentic and solely that of the candidate concerned.

Role of the Subject Teacher with regard to Coursework

Subject teachers should

Ensure coursework is well planned as part of a module of work and share assignment details at the beginning of the module.

Ensure that the coursework requirements are understood by candidates

Share specification and assessment criteria with the students (ie in AfL)

Give advice on word count etc

Set firm deadlines for a plan and final draft where appropriate

Ensure students understand if, how and when draft and final pieces will be marked and returned in accordance with awarding body guidelines

Give early feedback on the students' progress

Ensure students meet deadlines and chase them where necessary

Ensure students are aware of exam board regulations with regard to coursework

Return any draft coursework within 2 weeks to provide feedback to help them improve while ensuring feedback given does not breach academic honesty guidelines

Guide planning and research but not assist directly in data interpretation or formulation

Provide opportunities for practice coursework skills in class

Good Practice

Share unnamed examples of coursework from previous years

Mark a sample piece of coursework together from a previous year

Share success criteria e.g. how to raise a C to a B

Mark a 'poor' piece of coursework together as a class so students are aware of potential pitfalls

Colour code marking where appropriate so students know where they have been awarded marks

Subject leaders should

Draw up a Departmental coursework policy

Devise a coursework schedule so that coursework is completed at appropriate times in the course and is part of a SoW

Monitor the setting of coursework tasks - ensure all meet exam board criteria and allow students to demonstrate their learning and attainment.

Ensure all staff have received appropriate training and development in setting, marking and moderation of coursework

Draw up guidelines for giving feedback on drafts and marking of coursework to ensure students can improve on future assignments and know how they well they have done and how to improve,.

Ensure that staff follow guidelines for marking and feedback

Support staff in following up on missed deadlines in accordance with school and dept. policy

Establish Target groups for underachieving students and put in place intervention strategies to support those students in producing authentic work which reflects their knowledge, skills and abilities

Have an overview of those students who are behind with coursework

Share information on coursework problems/ target students with relevant staff, ie Deputy Head

Provide advice to teachers on how to identify plagiarism within their subject

Investigate and respond to suspected acts of plagiarism.

Be responsible for moderation of coursework

Complete all paperwork/administration and ensure coursework assignments are submitted to the exam board by required date.

Liaise with staff and subject leaders to monitor missed deadlines

Identify students who have missed deadlines in different subject areas and provide support

Refer students to coursework catch up sessions

Set up intervention for targeted groups of students including support from external agencies for those with barriers to learning

Role of Deputy Head/Exams Officer with regard to Coursework

The examinations officer will provide a coursework overview for students and parents to help with planning and meeting deadlines.

Will support the implementation of the coursework policy by working with subject leaders.

All suspected plagiarism should be referred to the Deputy Head for investigation

Ensure all Internal Assessments are carried out within the guidelines and spirit of Academic Honesty

teachers are sufficiently trained in and confident about Internal Assessments in their subjects

Produce an Extended Project Qualification Guide for Lower Sixth (Yr12)

Ensure students have a suitable Supervisor for their EPQ

EPQ Supervisors complete all necessary paperwork to deadline

Have an overview of any Internal Assessments and EPQ process in order to support teachers and students in producing authentic, quality work

Role of Students with regard to Coursework

Students should

Ensure they understand the coursework assignment and assessment criteria and seek clarification where necessary

Complete all coursework to highest possible standard

Use feedback to improve first drafts or future assignments

Ensure all work submitted is their own work.

Follow exam board guidelines and regulations

Acknowledge sources they have used in the development of their ideas and work, using conventions for citing references, where appropriate (*Appendix 1*)

Organise time and prioritise

Meet all deadlines

Coursework Deadlines

Ideally deadlines should be fixed and extensions would not be necessary. However students often struggle with prioritisation and organisation and fail to hand in coursework by the set deadline. Students will be encouraged to take responsibility for their own learning and be maturely engaged in ensuring the work they complete is authentic and of the highest standard. A consistent approach to deadlines and extensions will help students understand the importance of these issues.

Failure to meet deadlines is minimised when

Subject teachers ensure students understand fully what is expected and provide guidance and advice

Examples of past coursework are shared with students

Deadlines are set at the beginning of the assignment

Subject Teachers are aware of conflicting coursework deadlines and avoid clashes

Subject Teachers avoid setting coursework which clashes with internal examinations and revision

Assignments are broken down into small steps

Students at risk of failing to meet deadlines are identified, support provided and parents contacted.

Extensions

Students should only request an extension to a deadline where

They can demonstrate a valid reason e.g. illness, clash of deadlines, personal reason

Staff should record extension dates and inform parents and relevant staff

When a deadline has been missed the subject teacher should

Inform subject leader/Deputy Head to ensure there is appropriate follow up

Send a letter home to inform parents

Agree new deadline with student, informing parents of this extension to deadline

Appendix 1 Conventions for citing and acknowledging sources

In extended written tasks, ie EPQ, students must cite and acknowledge their sources in a way which allows any reader to examine and assess the credibility of any claims and to evaluate the student's intellectual and creative process. The ability to cite sources is a skill which students need to develop with the support of their teachers and the wider school community.

In order to ensure consistency and rigour, students should follow the following conventions.

Referencing your sources in footnotes or endnotes

When referring to books in footnotes or endnotes, use the following format:

1Name of author, **title of book** (place book was published: company that published the book, year book was published), page from which the information was found

Therefore if the book has one author:

1Frederick Douglas, ***Narrative of the Life of Frederick Douglas*** (New York: Penguin Books USA, Inc., 1968), 81

If the book has two authors:

2Winthrop D. Jordan and Leon F. Litwak, ***The United States*** (Englewood Cliffs, NJ: Prentice Hall, Inc., 1994), 124.

If the book has an editor:

3Robert von Hallberg, ed. ***Canons*** (Chicago: University of Chicago Press, 1984), 225.

When referring to journals or magazines use the following format:

1Name of author, "title of article", **title of journal** volume number (date published): page information was on.

Example of a journal or magazine:

1Richard Lacayo, "The Devil Made Me Do It", ***Time*** 146 (July 31, 1995): 58.

When referring to an internet site, use the following format:

Name (Year). Title of reference: entire URL, date site was visited.

Example of an internet site:

1Foster, A.R. (1987). Citrus Culture in North Florida:

<http://www.cit.univ.fl.a.org/CitrusInNorthFlorida.html>, visited December 16, 2002.

When referring to the same source more than once, use 'ibid' (meaning *same place*) followed by the page number:

2ibid, 26.

If you are referring to a number of different sources more than once, to avoid confusion, add the author's surname:

5ibid, Douglas, 75.

Most word processing software (such as Microsoft Word) have specific functions to help you easily create footnotes or endnotes.

Referencing your sources in the main body of your writing

When referring to books in the main body of your writing, use the following format:

(Surname of author, date of publication: page number)

If the book has one author:

(Douglas, 1968: 81)

If the book has more than one author:

(Douglas et al, 1968: 81)

If quoting from the same book more than once, use 'ibid' (meaning *same place*):

(ibid: 37)

The Bibliography

A bibliography is a list of the books, articles and websites you have used. Even if you do not end up referencing them in your writing, it is good practice to show the reading which has

informed your thinking. List books and articles in one section, alphabetically by the author's surname; list websites in a separate section, alphabetically by the author's surname, if known, or the website name.

List your sources in your bibliography using the following format:

Surname of author(s), first name(s). **Title**. Place of publication: publisher, date of publication.

Example from a book

Douglas, Frederick. ***Narrative of the Life of Frederick Douglas***. New York: Penguin Books USA, Inc., 1968.

When listing articles from journals or magazines, use the following format

Lacayo, Richard. "The Devil Made Me Do It." ***Time*** 146 (July 31, 1995):58.

List your internet sources using the following format:

Foster, A.R. (1987). "Citrus Culture in North Florida":

<http://www.cit.univ.flu.org/CitrusInNorthFlorida.html>, visited December 16, 2002.

Appendix 2 Penalties for Academic Infringement (AI) and Malpractice (M)

- 1) Where a teacher believes that AI and/or M may have occurred on piece of work or test (internal, ie not externally-examined, and not a piece of centre-assessed coursework) he/she will speak with the student first in an informal meeting and point out any concerns. The student will offer a response.
- 2) If the teacher believes that deliberate AI or M has taken place it will be reported to the Deputy Head, who may contact the parent(s).
The student will not receive a grade for the piece of work or test but must complete the task again.
- 3) When a teacher or invigilator believes AI and/or M may have taken place all JCQ guidelines as issued by the Exams Officer must be followed without fail. The Exams Officer will consult the Deputy Head and /or the relevant exam boards for clarification and guidance if needed. Students must be made aware of all rules and regulations prior to coursework tasks being submitted and examinations being taken. Students need to be made aware of the possible outcomes of AI and M having taken place.