



BROMSGROVE SCHOOL

ACADEMIC HONESTY AND MALPRACTICE POLICY

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Scope:	All Schools

ACADEMIC HONESTY AND MALPRACTICE POLICY

Documents Which Inform This Policy

The International Baccalaureate Academic Honesty Guidance (IBO, 2007)

Suspected Malpractice in Examinations and Assessments, Policies and Procedures (Joint Council for Qualifications, 2019-2020)

Centre Guidance: Dealing with Malpractice and Maladministration in Vocational Qualifications (Pearson Education Limited, 2018 version 4.5)

INTRODUCTION

Students educated in the 21st century have at their fingertips instantaneous access to a large portion of the world's knowledge through the internet and mobile technology. Whilst the educational value of this information is unquestioned, it can make it easier for students to pass off other peoples' ideas and words as their own work. This is not only inherently wrong, but is also contrary to the philosophy of both Bromsgrove School and the IB Learner Profile.

The School encourages all students (including those sitting BTEC, GCSE and A-levels) to adopt the IB Learner Profile. To this end, we actively encourage students to:

- become proficient in inquiry and research skills
- explore concepts, ideas and issues in depth and of their own choosing
- act with honesty and integrity, taking responsibility for their actions
- evaluate and seek out alternative opinions and points of view in their quest for information
- be articulate in presenting and defending their own views and arguments.

POLICY STATEMENT

Bromsgrove School values honesty and integrity in all work submitted for assessment internally and externally. Our specific expectation and sanctions are set out in this document. All students, parents and staff must be aware that Bromsgrove School treats instances of academic dishonesty seriously and a range of sanctions are in place.

WHAT THE SCHOOL PERCEIVES AS ACADEMIC DISHONESTY

- *Plagiarism*: The representation of the ideas or work of another person as your own. This includes seeking and using inappropriate amounts of help from a third party in completing your coursework. The third party may be another person, or the use of Artificial Intelligence (AI) software that may generate a response or the framework of a response which is not a student's own work, words or ideas.
- *Collusion*: Allowing someone else to copy your work, or parts of it, in order to submit as if it were their own.
- *Duplication of Work*: Presenting the same piece of work for two or more different assessed components.
- *Falsifying*: Making false claims in official documents (such as UCAS applications, Duke of Edinburgh logbooks or CAS records).

GUIDELINES FOR GOOD PRACTICE

Students must not:

- copy work from another student in lessons, for prep or in coursework for any subject at any level
- allow another student to copy their work
- complete or share a piece of work for another student
- submit work which has been wholly or partly completed by someone else (including but not limited to, older friends and parents) or by an AI computer program
- copy and paste parts of books or websites into work without duly acknowledging where the material came from
- purchase essays or coursework written by someone else, for their own submission.

Students must:

- ensure that when completing any prep, research work, coursework or essays, that all sources (including AI-generated sources) are reasonably credited. Where appropriate, an accurate record of all materials used should be kept and a complete bibliography provided
- use quotations within their work if it uses material directly taken from others (books, websites, magazines etc.)
- ensure that they are able to prove beyond doubt the authenticity of their own work. Where this is in doubt, the student may be asked for a viva that will seek to confirm that vocabulary and ideas are the student's rather than having been generated by another or AI.

THE ROLE OF THE SCHOOL AND TEACHING STAFF

In order to minimise the instances of plagiarism and academic dishonesty, the School will provide age appropriate support and instruction in the correct procedures for:

- acknowledging sources used in research. This will include standard procedures used by academic institutions for creating footnotes and bibliographies
- research methodology and how to search for appropriate resources, both internet-based and hard copy
- skills for planning, preparing and carrying out large research assignments
- essay writing techniques
- consideration of bias and opinion in resources.

Subject teachers are also responsible for encouraging students to use appropriate methods, assisting them in the use of those methods and abiding by the School's Academic Honesty Policy.

Teachers themselves when providing assistance to students are mindful of their professional and ethical responsibilities to respect examination board criteria and guidelines.

CONSEQUENCES

We aim to help our students learn about their own strengths, weaknesses, limitations and potential and to better understand how to cope with this realisation. For our younger students, academic honesty will tend to be treated as an educational issue with teachers supporting and guiding their students. With our older students, dishonesty is increasingly viewed as a disciplinary matter:

- Work which is deemed to be academically dishonest will usually be scored zero and will need to be redone, either in detention or by another time as agreed with the relevant teacher.
- Should there be further instances of academic dishonesty and dependent upon the specific nature of the incidents, the School will progressively apply a range of disciplinary actions as outlined in the relevant Positive Behaviour and Sanctions Procedures.

In the case of any malpractice involving coursework and exams, whether this involves GCSE, BTECs, A Levels or the IB Diploma, the School will act firmly and robustly, exam authorities will be informed and that the likely consequence is failure in the qualification concerned. Students who undertake malpractice in their formal courses put their future place in the School at risk.

BTEC ASSESSMENT MALPRACTICE

This section of the policy specifically applies to BTEC qualifications and aims:

- to identify and minimise the risk of malpractice by staff or learners at Bromsgrove School
- to respond to any incident of alleged malpractice promptly and objectively
- to standardise and record any investigation of malpractice to ensure openness and fairness
- to impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- to protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- seek to avoid potential malpractice by using the Staff induction period and the student handbook to inform teachers and learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Deputy Head (Academic) and all personnel linked to the allegation. It will proceed through the following stages:
 - a) The Original Marker of the work
 - b) The Head of Department
 - c) Deputy Head (Academic)
- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- give the individual the opportunity to respond to the allegations made
- inform the individual of the avenues for appealing against any judgment made
- document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties/sanctions:

1. The learner will complete a new assignment
2. The new work will be scrutinised by the Lead Assessor and Internal Verifier
3. The learner will be warned about their future conduct in relation to malpractice

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by the School at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework

- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by the School at its discretion:

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.