

UWC Robert Bosch College Honesty and Integrity Policy

The following policy was amended by a working group in November 2018 and reviewed by all staff and students in February with amendments and additions.

This policy will be reviewed in November 2021.

Introduction

“UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.” (UWC Mission Statement)

All UWC schools and colleges share the same expectations as outlined in the UWC mission statement and core values, including personal responsibility and integrity, personal challenge and action through personal example. Although individual UWCs may have different codes of conduct reflecting local laws and social norms, all share a set of clear expectations regarding matters such as attendance and academic integrity. UWC views academic honesty as part of the integrity of life-long learners. In addition, the International Baccalaureate (IB) has clear expectations on academic honesty that extend beyond the academic and includes CAS and other activities. The IB, for instance, aspires to develop “principled” students, who “act with integrity and honesty, with a strong sense of fairness, justice and respect” and who “take responsibility for their own actions and the consequences that accompany them” (*IB Learner Profile*).

What is Integrity in the Context of UWC Robert Bosch College?

To act with integrity means more than just being honest. Integrity can best be seen as a set of values and skills to promote ethical practice. In a school, this is often reduced to teaching, learning and assessment. In a UWC context, integrity is the concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes. Integrity is regarded as the honesty and truthfulness or accuracy of one’s actions.

Integrity is closely related to personal accountability: the principle that academic and non-academic work presented under someone’s name is indeed the authentic work of that person, and that a person identifies those elements that have been inspired by the work of others. Using the work of others to inform and develop one’s own work is of course encouraged, but ideas and data inspired or collected by others should always be explicitly acknowledged through referencing and footnoting. This ensures that a person can be held personally accountable for the work they do and the example they set.

The aim of this document is to define and explain the notion of academic integrity and, further, what in turn constitutes malpractice. It also sets out how UWCRBC tries to maintain its integrity standards and how cases of potential malpractice are investigated.

Although this policy is primarily written to address academic integrity and malpractice, the same expectations apply to all work in relation to CAS (e.g. Portfolios, reflections) and other areas of residential life.

Academic Honesty and UWC Approaches to Learning?

Students at UWC RBC come from a wide variety of backgrounds and academic cultures. For many, developing independent research skills and study habit needed to demonstrate academic honesty is a challenge. This includes “learning the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty.” (“Academic Honesty and Approaches to Teaching and Learning” 8) UWC RBC explicitly teaches both the idea of academic honesty and the required skills through a variety of opportunities in and outside of the classroom. This is done continuously throughout the two-year program. Additionally, students and staff are giving multiple opportunities to reflect on and discuss matters of academic honesty.

What Constitutes Malpractice?

The IB clearly defines malpractice in “Academic Honesty in the IB Educational Context” and in “Academic Honesty—From Principle to Practice” as the following:

- Plagiarism: this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

- If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they **must** acknowledge the source at the point of use, using standard style of referencing, and add the source to the bibliography. This includes direct quotation, paraphrasing and summarizing. (*Diploma Programme Assessment Procedures* 2019, 36)

Other forms of academic misconduct include:

- Supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another;
- Duplicating work to meet the requirements of more than one assessment component;
- Falsification or inventing fictitious data for an assignment;
- Taking unauthorized material into an examination room [...];
- Disrupt[ing] an examination by an act of misconduct, such as distracting another candidate or creating a disturbance;
- Exchanging, supporting, or attempting to support, the passing on of information that is or could be related to an examination;
- Impersonating another candidate;
- The theft of examination papers;
- The use of essay-writing services and ghost writers;
- 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).

(Adapted from *Diploma Programme Assessment Procedures*
2019, 36f.)

It is the responsibility of the student and their legal guardian(s) to be familiar with the General Regulations.

Maintaining Academic Integrity

It is the responsibility of the **student** to:

- (1) Ensure that all their work, academic and CAS, conforms to the college expectations of academic integrity and contains no instance of malpractice;
- (2) Realize that the ultimate responsibility for academic integrity and proper conduct lies with the student, and that UWCRBC or the IB cannot be held responsible for the consequences of malpractice.

It is the responsibility of the **College** to ensure that:

- (1) All students are informed about the basic meaning and significance of academic integrity as a fundamental element of a UWC education, and parents/guardians are made aware of the Academic Integrity Policy;
- (2) Under the leadership of the Director of Studies, all students receive appropriate guidance on study skills, academic writing and how to acknowledge sources. This includes the Librarian working with teachers and students in establishing appropriate research techniques, the use of resources including appropriate referencing methodology;
- (3) All students are familiar with the potential consequences of malpractice, both when dealt with internally at the College and in correspondence with the IB. These consequences can include expulsion from the College and/or disqualification from being awarded a Diploma;
- (4) The College fully co-operates with investigations of malpractice conducted by the IB.

It is the responsibility of every **teacher** to:

- (1) Support the College's academic integrity policy to the best of their ability including through being a role model (for instance in work handed out to students, in assignments and in teacher presentations to class), and provide guidance to their students when appropriate;
- (2) Encourage and inform students about best practices;
- (3) Review subject-specific forms of malpractice at the beginning of and continually throughout the school year in all classes;
- (4) Adhere to the IB regulations on the amount and nature of feedback permitted on drafts of work to be submitted;
- (5) Work with the students to confirm that all student work submitted to the IB is, to the best of their knowledge, the authentic work of the student;

- (6) Report any suspicion or detection of malpractice to the IB Coordinator and the Director of Studies.
- (7) In instances of suspicion of malpractice related to CAS, the CAS coordinator will be informed and work together with the Director of Studies to investigate, and when necessary, inform the IB.

It is the responsibility of the **parents/guardians** to:

- (1) Support the school's academic integrity policy to the best of their ability, and provide guidance to their children when appropriate;
- (2) Understand and accept that the school must report any suspicion or detection of malpractice in officially submitted components to the IB.

Investigating Malpractice

The teacher will approach the student involved and inform the student about / discuss the suspicion or detection of malpractice whether intentional or unintentional.



The teacher reports the concern to the Director of Studies in writing, including the following information:

- 1) a description of the assignment and of the concern, as well as evidence for the allegation;
- 2) what information the student has been given about malpractice and plagiarism.



The Director of Studies conducts further investigation on whether:

- 1) A concern constitutes malpractice or not;
- 2) Malpractice was intentional or not.

If deemed necessary, the student may be asked to write and sign a written statement regarding the suspected malpractice and plagiarism within 24 hours.



Unintentional first instance:

The student will receive guidance on how to avoid malpractice and, for example, will be asked to redo a specific assignment.



Unintentional second instance:

The student will receive guidance on how to avoid malpractice. The student may not be able to redo this specific assignment. The student is informed that any subsequent concern will be treated as intentional.



Intentional first instance:

If it is an internal assignment or examination, the student will receive 0 points for the assignment and a Written Warning, copied to parents and National Committee.



Intentional second instance:

If it is an internal assignment or examination, the student will receive 0 points for the assignment and a Rektor's Warning, copied to parents and National Committee. Further consequences are outlined in the *Student Handbook*.

Intentional malpractice in an IB assessment:

- The Diploma Coordinator informs the IB that malpractice may have taken place during an examination or in an IB submission;
- The IB notifies the College that an examiner suspects malpractice in the work of a College student and provides evidence to justify his or her suspicion.

In each of the above cases, UWCRBC will comply with the procedures set by the IB and will inform the student, parents and National Committees of this process and the potential outcomes.

Confidentiality

Investigations and their outcome will be treated as confidential, and only the Rektor and those directly involved in the investigation and potential subsequent Academic Review or Disciplinary Hearing (Director of Studies, teacher, Personal Tutor) as well as intentional cases, those affected by the outcome (Parents, National Committees, IB) will be informed about the process and its outcome.

Sources:

International Baccalaureate. *Academic honesty in the IB educational context.*

--. *Effective citing and referencing.*

--. *IB General regulations: Diploma Programme.*

--. *IB Learner Profile.*

--. *IB Programme standards and practices.*

--. *The Handbook of procedures for the Diploma Programme, 2019.*

UWC Robert Bosch College. *Student Handbook, 2018-19.*