

| | |
|------------------------|-------------------------|
| Name of Policy: | Academic Honesty Policy |
| Applicable to: | Whole School |
| Effective date: | January 2022 |
| Date of review: | August 2025 |

1. School mission, vision and values

1.1. Vision

In 2027 NCBIS will be the first school of choice in Cairo, providing unrivalled experiences that will enable all students to follow their passions and become successful, caring citizens and leaders in tomorrow's world.

1.2. Mission

To be a caring, internationally-minded learning community guided by the philosophy of High Performance Learning and a commitment to continuous self-improvement and reflection.

1.3. Values

| Nurture | Community Minded | Bravery | Integrity | Self-Reflection |
|---|---|---|--|---|
| School is a safe place where we promote equality and justice and develop empathetic learners to grow emotionally and intellectually | Take pride in being part of something bigger than yourself. Choose compassion and forgiveness and demonstrate generosity. | Stand up and be counted and stand for others, be risk takers learning from mistakes and showing resilience. | Be responsible for your own actions and behave honestly, respectfully and ethically. | Understand and develop self-awareness and consciousness about behaviour, thoughts, attitudes and motivation and have the courage to change. |

Academic Honesty Policy

1. Rationale

1.1 NCBIS expects its students to behave honestly and with integrity in an academic environment. The school actively promotes respect for scholarship through its academic programmes and all students are given training in the study and research skills necessary to ensure academic honesty.

1.2 Academic honesty is the legal and ethical use of information and includes acknowledging sources correctly and respecting the intellectual rights of others. The school has a positive approach to academic honesty, guiding students to conduct academic research appropriately and promote their sources of information rather than focus merely on the implications of academic dishonesty. The IBO states that “Academic honesty is part of being ‘principled’, a learner profile attribute where learners strive to act with integrity and honesty[1].

1.3 The purpose of this policy is to provide clear definitions relating to academic honesty in the NCBIS context, as well as guidance on the actions to be taken if academic dishonesty is detected.

2. Definitions

2.1 Academic Honesty

2.1.1 Academic honesty requires students to ensure that the work they submit is:

- authentic
- wholly their own
- based on their own ideas
- expressed in their own language.

2.1.2 Where the work and ideas of others is used, its source must be identified and acknowledged. Where the language of others is used, it must be clearly quoted and its source referenced. Acknowledgement of source means identifying at least the author or person who owns the work, and the place from which the work or part of the work was sourced.

2.1.3 Wherever work requires formal referencing of sources, one of the school’s house styles should be used. These are Harvard for in-text citations and Chicago for footnotes. Which is used may be determined by the student or the department for which the work is completed, as appropriate.

2.1.4 Authenticity applies equally to work done under test or examination conditions. The responses of students on a test or examination must be their own and must have been produced whilst abiding by the rules and guidelines set out by the teacher or examining authority.

2.2 Academic dishonesty

2.2.1 Academic dishonesty occurs when a student:

- fails to adhere to the rules of a given test, examination or formal assessment (henceforth referred to as *cheating*), or
- claims credit for work, ideas or language that are not their own and fails to acknowledge the source (henceforth referred to as *plagiarism*).

2.2.2 Academic dishonesty can be the result of negligence or lack of skill, or it can be deliberate.

2.2.3 Where a student is found to be cheating in a test or examination, it will be assumed that this is deliberate, as it would be by external exam boards. In all cases, it is the student's responsibility to adhere to the rules of the assessment, and the school's responsibility that those rules be made clear before the examination begins.

2.2.4 The most common form of academic dishonesty is plagiarism. This is explained in detail in section 2.3 below.

2.3 Plagiarism

2.3.1 Plagiarism is defined as presenting another person's work as one's own by presenting, copying or reproducing it without acknowledgement of the source. This applies whether the work is copied in full or in part, and even where it is edited or reworded. Plagiarism can be negligent or dishonest:

2.3.2 Negligent plagiarism

Negligent plagiarism occurs when a student innocently, recklessly or carelessly presents another person's work as their own without acknowledgement of the source. Negligent plagiarism often arises from a student's fear of paraphrasing or writing in their own words, and/or ignorance of this policy and procedure. It usually takes the form of:

- failure to follow appropriate referencing practices;
- failure to determine or verify and acknowledge the source of the work.

2.3.3 Dishonest Plagiarism

Dishonest Plagiarism occurs when a student knowingly presents another person's work as their own without acknowledgement of the source.

3. Actions & sanctions in cases of academic dishonesty

3.1 Cheating in tests/exams/formal assessments

3.1.1 As stated above, failure to adhere to the rules and regulations of any test, exam or formal assessment will be assumed to be deliberate, so long as those rules have been made clear in advance.

3.1.2 Internal tests, exams and formal assessments

- I. If a student is found to be cheating in an internal exam, this should be treated as a Level 5 misdemeanour for class/unit tests or a Level 6 misdemeanour for formal end-of-year or mock exams. If the student is found to have cheated in multiple exams, this may be escalated to Level 7. Sanctions should be applied in accordance with the School Behaviour Policy.
- II. It is at the school's discretion whether the student is then allowed to re-sit the exam or sit a replacement one. If this is not deemed appropriate, the student may be given a zero for the exam. Either way, cheating in an exam may have a detrimental effect on the student's report and/or Transcript Grades.

3.1.3 External examinations

- I. Cheating in external examinations is an extremely serious matter and will, as a minimum, be dealt with as a Level 6 misdemeanour as per the Behaviour Policy.
- II. Any instance of cheating will be reported to the relevant exam board and students are informed in advance that this may lead to their disqualification for that exam and any others they are sitting that year. Any such penalty will also render the student ineligible for an NCBIS High School Diploma, as per the High School Diploma Policy.

3.2 Plagiarism

3.2.1 Action to be taken if plagiarism is suspected

- I. For material from the internet a check can be made using search engines. For IGCSE coursework, IBDP Internal Assessments (IAs) and A Levels, a more rigorous check can be made using *Turnitin.com*, to which we subscribe.
- II. Staff should discuss their suspicions with the appropriate HoD, then both should meet with the student to discuss with them and present the evidence. If the member of staff with the suspicion is the HoD, they should arrange for another member of the department or a member of ACLT to be in the meeting with the student as a witness.
- III. In the case of public examinations or coursework, any suspicions that the work is plagiarised should be discussed with the candidate before they sign any declaration. The candidate must be made aware of the serious penalties, including disqualification, for submitting work that is not their own.

3.2.2 Action to be taken if plagiarism is confirmed

- I. The seriousness of the offence will depend on whether the plagiarism is deemed to be negligent or dishonest and taking into account factors such as:
 - the extent of the alleged plagiarism measured against the student's original contribution to the work;
 - the percentage value of the work in the unit of study or course;
 - the circumstances in which the plagiarism is alleged to have occurred.

A. Negligent plagiarism

In the case of negligent plagiarism, the seriousness of the matter should be made clear to the student. They should then be directed to the librarians to obtain advice and the appropriate documentation relating to avoiding academic dishonesty and proper referencing.

Depending on the nature of the piece of work involved (i.e. the year group involved & whether the work is for example internal or external coursework), the department may then choose to take one of the following courses of action:

- requiring the student to resubmit the work for assessment;

- requiring the student to undertake another form of assessment;
- requiring the student to undertake other remedial action.

In the case of work done for external assessment (IGCSE coursework, IBDP IAs or A Levels), there is no need to report the incident to the exam board so long as the school is satisfied that appropriate remedial action has been taken by the student and the work has not yet been submitted to the board. However, it is important that rules regarding the number of drafts on which feedback is given are observed.

The Deputy Head (Academic) should be informed of the incident, but it is unlikely that any further sanction will be required unless it is a repeat offence.

B. Dishonest Plagiarism

In the case of dishonest plagiarism, the seriousness of the matter should be made clear to the student and it must be reported to the appropriate Head of Department, Tutor and HoK.

For homework or other assessments that do not form part of IGCSE, IBDP, A Levels or other externally certified qualifications, this will be treated as a Level 4 misdemeanour in the first instance and the student should face an appropriate sanction as per the Behaviour Policy. In addition, the department may then choose to take one of the following courses of action:

- requiring the student to resubmit the work for assessment;
- requiring the student to undertake another form of assessment;
- requiring the student to undertake other remedial action;
- applying a fail grade or zero mark to the work or part thereof.

For IGCSE coursework, IBDP IAs, A Levels or any other work that forms part of an externally certified qualification, dishonest plagiarism will be treated as a minimum of a Level 5 misdemeanour in the first instance and the student should face an appropriate sanction as per the School Behaviour Policy. In concert with the Deputy Head Academic if appropriate, the department may then choose to take one of the following courses of action:

- requiring the student to resubmit the work for assessment;
- requiring the student to complete a new piece of work under supervised conditions;
- requiring the student to undertake another form of assessment;
- requiring the student to undertake other remedial action;
- applying a fail grade or zero mark to the work or part thereof;
- withdrawing the student from all or part of the relevant qualification.

4. Informing students of academic honesty rules, expectations and procedures

4.1 In order for them to meet the school's expectations with regard to academic honesty, it is essential that students:

- understand what constitutes academic honesty (and dishonesty);
- realise the seriousness with which it is viewed (both internally and externally);
- are informed as to the rules and regulations of tests, examinations and formal assessments;

- are informed as to how to avoid plagiarism.

4.2.1 Key Stage 3

- Lessons covered during L4L and PSHE focusing on Academic Honesty

4.2.2 Key Stage 4

- An assembly on academic honesty to be delivered during the first half-term for Yr10 students, particularly with impending GCSE coursework and other assessments in mind.
- Students to be issued with a copy of sections 2 and 3 of this policy document.

4.2.3 Key Stage 5

- This policy document to be included as an appendix to the KS5 Handbook.
- The issues to be discussed when students visit the library on induction day.
- Formal workshops to be delivered during teaching time
- Coordinator and/or EE Coordinator at appropriate points in the year.

○ These include:

- academic research skills & tools;
- academic writing;
- using library and online resources;
- proper referencing and citations;
- compiling a bibliography.

4.2.4 Parents

- A shortened version of this policy is to be included in relevant parent handbooks.
- Parents are to be sent an electronic copy of the shortened version as their children enter Y10 and Y12.

References

International Baccalaureate Organisation (2014). *Academic honesty in the IB educational context*. Available at: <http://www.ibo.org> (Accessed: 2 Mar 2016).

Appendix 1: Guidance for Students

Plagiarism

Plagiarism means more than copying and pasting information and submitting it as one's own. Students must be familiar with the various forms of plagiarism and take responsibility for ensuring that they avoid them. Students need to remember that plagiarism includes:

- Paraphrasing but not citing the source.
- Faking a citation or creating and using unauthentic data.
- Using an essay from another course/source.
- Finding an essay in a foreign language and then using a program to translate it.

- Copying a friend's homework or project, or having a family member or tutor completes their work.
- Using another person's ideas as their own, or using your own ideas from a previous assignment without adequate referencing.
- Copying and pasting from an electronic encyclopedia, online database, or the Internet.
- Buying a paper from the Internet or another source.
- Direct quoting of a source without citation.

Identifying plagiarism:

- Staff consistently and regularly check students' work for evidence of academic dishonesty.
- Staff use plagiarism software e.g. Turnitin.com
- Examination boards, universities and NCBIS use software that analyses students' submissions for evidence of plagiarism.

Avoiding plagiarism

Students should :

- Ensure that ideas and words are their own.
- Only use the ideas of others to reinforce their own arguments.
- Use quotation marks appropriately.
- Avoid paraphrasing; instead significantly change sentence structure, words and expressions from original work and also acknowledge this source via a citation in the text.

Intellectual property

This refers to the right that authors have over their own work. It is associated with patents and copyright, and is supported by many legal statutes. If a student commits plagiarism, they could also be found to be illegally violating copyright laws. Intellectual property covers:

- Ownership of information contained in books, articles, music, films, artwork, photographs and the Internet.
- A respect of copyright - the authors' or producers' ethical and legal ownership of their work.
- Consistent and efficient acknowledgement of sources - whether students are doing a presentation, researching topics for homework or in class, creating a poster or preparing a research paper.

Consequences of academic dishonesty

If students submit work that has been plagiarised or cheat in an internal and/or external assessments, any or all of the following will happen*:

- They may receive a zero grade for that piece of work.
- A letter will be sent to their parents.

- A copy of the plagiarised assignment/test will go into their file.
- They may be placed on internal suspension.
- They will not automatically qualify for the NCBIS High School Diploma
- They may forfeit the exam in question.
- They will fail all associated external exams.
- They may not be granted access to sit external exams from the awarding body for five years.

** These will be used in conjunction with the Edexcel and IBO regulations and procedures. Appendix 2: Referencing sources*

Information must be cited and work must be appropriately referenced. This means including detailed information on all sources that have been reviewed in the preparation of assignments, including maps, graphs, photographs and illustrations. References should be identified either within students' assignments or at the end of the assignment. Referencing allows the reader to verify information sources. It also demonstrates the depth and extent of research a student has undertaken and eliminates accidental plagiarism. It is recommended that students use either the Chicago or Harvard citation systems. Students may be asked to produce two lists of sources; advice will be given by staff members according to the task set:

- References - A list of resources that are referred to (cited) in the body of the assignment.
- Bibliography - A list of other relevant resources that have been used for the assignment.

In-text citation

References that students include within the main body of assignments should include the author's name, the year of publication and, if taken from a book, the page number (s).

Example (books):

'Rose (2010, p.22) suggested that....'

Newspapers and magazines

These also need to be referenced. The format is similar to that of journal articles, except that the full date of the issue is required. Detailed advice is available through subject teachers.

Electronic information

Citing electronic information is more complicated; staff have detailed information relating to all types of electronic information and will provide students with support and advice. If students cite an internet page in the assignment, the author and *title* should be included, if it is available. If these are unavailable, the website url should be included. This information can be found in the DESTINY software used by NCBIS.

Examples:

'A survey (*Economic Indicators in Europe: 2000-2010*, no date) revealed that...'

'A recent survey (<http://www.ecindeurope.org>, no date) revealed that...'

Quotations

A quotation reproduces the actual words a writer uses. Students should, therefore, take care to copy

accurately.

If students copy the actual words a writer uses, they should put both: the words in quotation marks '...' and give a reference.

References and bibliography

In the references section, students must list all resources which were consulted in preparing the assignment, be it a Powerpoint presentation, a written assignment or a speech. All materials which have been quoted from or referred to directly must be included. Students can also include references that were consulted but not explicitly mentioned within the assignment, but this is not essential.

References at the end of assignments should be presented in alphabetical order by author's surname (or first author surname for multiple authors). The format should be as follows: Surname[s] of author[s], initial[s]. (Year). *Title*: Place of publication: Publisher.

Example:

'Harmer, J.H. (2007). *The Practice of English Language Teaching*. 4th edn. England: Pearson Education Limited.'

Web pages, like book pages, need referencing at the end of assignments. As with books, students should be preparing this as they access and read sources. Information should be presented as below:

- The author/organisation. This might be a university, a company or a society
- The year that the site was published/last updated
- The title of the internet site. This is usually at the top of the page.
- Available at: the web address. e.g. <http://www.mdx.ac.uk/www/study/refer.htm> ·

Accessed: this is the date that the page was accessed.

Example

'York, D. (2009) *Learning to fly*. Available at: <http://www.howtofly.org> (Accessed: 14 June 2010).