



THE FRIENDS' SCHOOL

GUIDELINES FOR ACADEMIC HONESTY

Premise or Rationale

The Guidelines are designed to inform teachers, parents and students of the School's expectations and the requirements of external examining bodies. The Guidelines encourage behaviours which are academically honest and which avoid any students gaining an unfair advantage in assessment. The Guidelines set out the role of The Friends' School teacher in encouraging and teaching for academic honesty and their responsibility in confirming that, to the best of his or her knowledge, student work accepted and submitted for assessment is the candidate's own. The Guidelines set out the responsibilities of students in complying with the expectations of academic honesty. The Guidelines also ensure that students, senior students in particular, know the consequences of failing to observe The Friends' School Policy on academic honesty.

Definitions

- *Plagiarism*: representing another's work or ideas as one's own.
- *Cheating in tests or exams*: having unauthorised material, copying.
- *Collusion*: a student allowing another student to copy his or her work and submit it for assessment as his or her own.
- *Duplication of work*: re-presenting work for assessment previously completed and assessed for another task, by another teacher, or completed in another year.

Associated Documents

The Friends' School Policy on Academic Honesty

TFS Guide to Studying At Home

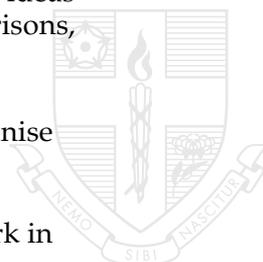
Referencing guidelines available on The Friends' School intranet library site.

Guidelines

Role of the Friends School Teacher

Teachers encourage academic honesty by:

- referring students and parents to the School's policy statement
- teaching acceptable methods for paraphrasing source material, in recognition of the fact that paraphrasing done correctly is a legitimate way to use a source
- giving specific guidelines that encourage students to develop their own ideas through questioning, using inquiry processes, problem solving, comparisons, analysis and synthesis
- teaching good research and note-making techniques
- planning approaches to work that require the student to actively reorganise and interpret information, rather than merely copying or gathering information
- implementing as standard practice planning, drafting and showing work in progress



- providing students with the conventions for acknowledging sources and teaching students how to cite all sources which may include (but are not exclusive to) books, journals, musical references, images and internet sites
- encouraging the use of citation software such as Papyrus
- requiring students to declare that they have not committed plagiarism (including making students aware that this is a requirement of external examining bodies)
- deterring students from plagiarising by asking students to submit their work to a specialist plagiarism detection internet site so that they can check for themselves and are fully aware that checking is possible
- submitting student work for checking by a specialist plagiarism detection internet site, having made students aware of the consequences of such an action should plagiarism be proven.

The Academically Honest Friends' School Student

The academically honest student understands that an authentic piece of work is one that is, at base, the candidate's individual and original work, with any ideas and work of others that have been incorporated fully acknowledged. The student understands that all assignments, written or oral, completed for assessment, ought to use the student's own language and expression. Where sources are used, or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. These sources include (but are not exclusive to) books, journals, articles, sources of data, personal communication, computer programs, film, photographs, diagrams, illustrations, maps, graphic and audio-visual material, mail messages, internet sites and any other electronic media. The academically honest student is aware of the distinction between collusion and collaboration and any assistance, be it from a peer, mentor or parent should at least be informally acknowledged. The academically honest student meets deadlines, subject to reasonable negotiation, as stated in *TFS guide to Studying At Home*.

The academically honest student:

- understands and abides by the School policy concerning academic honesty
- takes care to maintain personal and accurate work files
- is careful to submit his/her own work and never submits another student's work as his/her own
- does not allow another student to borrow his/her work for the purpose of submitting it as their own
- does not recycle work completed in previous years (although it is possible to negotiate with a teacher to extend upon such work)
- when mentoring or assisting another student, does not actually do the work for him/her
- is careful to acknowledge when help is given by parents, private tutors, other students or friends (teachers actively encourage such assistance)
- completes an honest or agreed share of the work undertaken in cooperative, collaborative, group or team work situations
- acknowledges words or ideas which are copied by giving credit to the source



- uses quotation marks where appropriate
- uses a recognised form of referencing such as those available on the The Friends' School intranet library site
- ensures that references are accurate and easily traced at the time of writing
- ensures that the sources listed are those consulted for a particular assignment
- avoids copying so many words or ideas from a source that material quoted outweighs student comment and becomes too large a percentage of the work
- abides by all regulations applying to test and examination conditions by not seeking an unfair advantage, for example, through copying or bringing in unauthorised material
- knows the consequences of being found guilty of cheating, colluding or plagiarising.

Failing to Observe Academic Honesty

Students must understand that failure to adhere to the guidelines will result in consequences. These consequences have more severe repercussions for older students where the School is responsible to external examining bodies.

If a teacher has reason to suspect that part or the whole of a student's work may not be authentic, the process to be followed is that the teacher:

- will give the student a chance to explain his/her actions
- cannot accept the work as originally submitted
- will counsel the student explaining the nature of the dishonesty
- will give the student the opportunity to revise and resubmit work completed in non-examination conditions, providing assessment deadlines allow
- may require that the student re-sit a test or examination.

This process may include an interview involving a moderation colleague or head of faculty, as outlined in Academic Integrity at Friends – Processes and Practices. The student can nominate a person to accompany them as a supporter at this or any other interview.

If this process does not resolve the matter, then a committee convened by the relevant Head of School may:

- conduct a formal interview with the student and teacher (at which the student may be accompanied by a supporter)
- require that the student sign a statement that the work is his or her own
- require a statement from the student that directly addresses the allegation that his/her work is not authentic
- assign lower ratings/ marks or fail the student on the relevant criteria
- notify the student's parent or guardian
- suggest the student go into due process and will record and file the incident.

Clemes students and their parents or guardians are required early in the academic year to sign a document which shows their awareness of issues about academic honesty and the consequences of failure to observe The Friends' School Policy on Academic Honesty and the policies of the external examining bodies.



