



ST. MARY'S SCHOOL - NAIROBI, KENYA

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# ACADEMIC HONESTY POLICY

KCPE

KCSE

IGCSE

IBDP

2016

## **Preamble/Introduction**

St Mary's School is a private Catholic day school, owned by the Archdiocese of Nairobi. It was founded in Parklands in 1939 by the Irish Holy Ghost Fathers. The school is currently situated within the expansive 85 Acres in Muthangari, Nairobi.

We have a combined program consisting of Junior (Primary) and Senior School (Secondary). Our junior school teaches the Kenya Certificate of Primary Education (KCPE) curriculum while our Senior school programme teaches the Kenya Certificate of Secondary Education (KCSE), Cambridge key stage 3 (Lower Secondary / secondary1), Cambridge International General Certificate of International Secondary Education (IGCSE) – key stage 4 and International Baccalaureate (IB) Diploma.

The KCPE curriculum runs eight years from Standard 1 to 8 and it is for 6-13years old. KCSE runs for four years from form 1 to form 4 and is for 14-17 years old. Cambridge keys stage 3 runs for two years from Year 8 to 9; it is for 14-15. IGCSE- Key Stage 3 runs for two year from Year 10 to 11and it is for year 16-17. IB diploma is a two year program for year 18-19.

Most of our students advance in the school from Std1 in primary to IB diploma.

The KCPE, KCSE and IGCSE programmes are for boys. IB programme is co-educational and admits both boys and girls.

We are internationally recognized and accredited. Most of our students get placement in some of the best universities in the world.

This is the academic policy at St Mary's School Nairobi. It has been developed with the participation of all stakeholders. It outlines how the St Mary's school will use various academic sub-polices to meet the needs of Students, teachers, parents and requirements of The Ministry of Education - Kenya, International Baccalaureate – Diploma programme , The Associated Board of the Royal Schools of Music, and Cambridge International Examinations - International General Certificate of education programme within the school's vision and mission.

St. Mary's School encourages students to be inquirers who acquire skills necessary for conducting inquiry, research and show independence in learning; knowledgeable students who explore concepts, ideas and issues; principled students who act with integrity, honesty and take responsibility for their own actions. Students must also be open-minded and accustomed to seeking and evaluating various points of view in addition to being risk-takers who are brave and articulate in defending what they believe in.

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## Learner Profile

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners,

**Inquirers.** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable.** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers.** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “**why?**”

**Communicators.** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled.** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded.** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. Students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities.

**Caring.** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers.** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs

**Balanced.** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective.** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Academic integrity and honesty policy**

Academic honesty is of utmost importance in St Mary's School. Maintenance of a high level of academic honesty will result in alumni of high moral values who shall contribute positively towards the well being of the Global society. The IB learner profile will form an integral part of the academic honesty policy as **pupils** and **staff** of St Mary's School must live up to their name by conducting themselves in an honest and honorable manner in all aspects of their academic activities.

### **Benefits of Academic Honesty:**

Upholding of high standards of academic honesty by the St Mary's School will realize benefits such as:

- i. Fair judgment of school's academic achievements.
- ii. Students making positive use of every learning opportunity.
- iii. Employers and institutions of higher learning, respecting and trusting our academic qualifications.
- iv. Creating trust among all stake holders of the school (owner, administrators, parents, students and teachers).
- v. Students developing habits of self-reliance which will improve their chances of succeeding in life after school.
- vi. Students avoiding penalties associated with academic misconduct.
- vii. The society as a whole benefiting as persons leaving school value honesty and truthfulness in what they do.

Involving oneself in any form of academic misconduct is therefore absolutely unacceptable as it results in gaining academic advantage over other students unfairly. St Mary's School shall not tolerate any form of Academic dishonesty and any one found engaging in it shall be punished according to procedures laid down in this document on **Page 9**

It is the responsibility of students; staff and other members of the school to familiarize themselves with **all** forms of academic misconduct as ignorance shall not be accepted as a mitigating circumstance.

## Description of misconduct

These are staff or student activities that may result in, a student at St Mary's school gaining an unfair advantage in one or more of the various assessment activities at the school..

This includes prevarication, plagiarism, cheating, masquerade, misrepresentation and collusion. This list is not exhaustive and the school reserves the right to amend it. Any amendment shall be communicated to stakeholders within reasonable time.

### a) Plagiarism

This occurs when a person takes another person's academic work then passes it as their own.

Examples of plagiarism include:

- i. Presenting material gotten from other sources such as the internet, books, articles without proper reference or acknowledgment
- ii. Letting another student do your academic assignments / test.
- iii. Presenting one's own work that had been done originally for another academic purpose and purporting it to be original new work. This is **self plagiarism**.
- iv. Including teachers lesson notes and internal assessment materials/items from other sources without proper reference or acknowledgment.
- v. Submitting work with misleading references or data that do not reflect the sources you actually used.

### b) Collusion

This is helping another person engage in academic malpractice. This may include

- i. Placing one's answer script in a manner that allow, encourage, or tempt another student to copy another's work.
- ii. Giving another person your work to present as their own
- iii. Protecting a person caught with academic malpractice by concealing or giving false evidence.
- iv. Allowing your essay, report, assignment or computer files to be submitted by another person as their own. (Plagiarism)
- v. Allowing another person to do your laboratory or field work for you. (Plagiarism)
- vi. Signing an attendance record for another person.
- vii. Allowing another person to sign an attendance record on one's behalf.
- viii. Giving of students answers to exam questions during the exam or while leaving the examination room, or telling other students who have their exam later, of the questions that appear on the exam. (Cheating)
- ix. Using, giving, receiving or attempting to use, give or receive unauthorized information during any form of evaluation. (Cheating)
- x. Knowingly helping another student to commit an act of cheating by letting him/her view your answers by lending your work or by working together on a project not specifically assigned and/or approved as a group effort. (Cheating)
- xi. Taking a test, an examination or any other assessment for another person, or having another person take a test, an examination or any other assessment for you. (Impersonation)

### c) Prevarication

This is a situation where a person engages in forgery.

Examples would include:

- i. Damaging an academic work of another student.
- ii. Forging signatures on academic records.
- iii. Changing academic work of another person. For instance changing name on an assignment then presenting as yours.
- iv. forging an academic record
- v. unauthorised changing of entries/details such as grades on an academic report
- vi. Changing of answers on an assignment and then demanding for remarking after the assignment has been discussed in class
- vii. Forging medical records for purposed of achieving academic advantage – **such as postponement of examinations.**
- viii. Falsely accusing another person of academic malpractice.
- ix. Selling or otherwise assisting with the purchase and/or sale of reports, essays, assignments or any other academic work for submission. (Procurement)
- x. Having unauthorised material or electronic devices during a test or exam. (Cheating)
- xi. Obtaining an exam or test, in whole or in part, in advance of its administration.(Procurement)
- xii. Buying or otherwise obtaining reports, essays, assignments, or other academic work, for submission as your own. (Procurement)

### d) Duplication of Work

This is the presentation of the same work for different assessment components without the consent of all involved.

*Examples may include:*

- i. Copying work (e.g. internal assessment) that has already been submitted in a previous examination session.
- ii. Presenting work/material written by another student or someone else.
- iii. Purchasing or submitting pieces written/ created by another.
- iv. Presenting work in any medium that has literally been reproduced.

#### **Note:**

*In group and team work, the group as a whole and individuals in person are entirely responsible for academic misconduct carried out by the group. Individual members of a team or group must own up to the group's academic misconduct before it is discovered by teachers for them to be exonerated from the offence. If a member comes across evidence of academic misconduct by a member of the group, and fails to address the misconduct through the groups laid down procedure, then this member should it to the attention of the teacher..*

## Negative effects of Academic Misconduct:

Engaging in any form of academic misconduct will lead to negative outcomes such as:

- i. Spoiling the reputation of the school as a centre of academic excellence.
- ii. Lowering the value of academic qualification received from St Mary's School.
- iii. Students failing to gain skills that were intended for them.
- iv. Students missing valuable learning opportunities.
- v. Potential employers avoiding St Mary's' school graduates.
- vi. Creation of mistrust amongst the school's stakeholders.
- vii. Students' academic record getting tarnished permanently.
- viii. Students carrying on with dishonest behaviour in the general society. This may have serious social and legal consequences.
- ix. Innocent students, in group work, being affected unfairly because of academic misconduct carried out by a member or some members of the group.
- x. Negatively affecting one's chances of getting into a career of choice in the future. Careers such as Law, Finance and security may not admit a person with a record of academic misconduct.

**St. Mary's School has ZERO tolerance towards Academic Misconduct** due to its negative consequences.

## Ways of Avoiding Academic Misconduct

The following are a few suggested ways of avoiding academic misconduct.

### General:

- i. Appreciate the value of academic honesty.
- ii. Familiarize oneself with all forms of academic misconduct.
- iii. Avoid accidental academic misconduct by avoiding 'rush' desperate work.
- iv. Defend the need for all to observe academic honesty. Report any suspect or potential academic misconduct one encounters to the teacher or supervisor.
- v. Tell the truth always; especially when asked about the authenticity of one's work.

### Plagiarism:

- i. Be familiar with rules that govern citing of sources used in your work.
- ii. Consult with the school Librarian, subject teachers or TOK or Extended Essay supervisors. When in difficulty they will give comprehensive instructions on:
  - Rules for acknowledging source materials regarding the writing of footnotes, bibliographies etc
  - Research writing techniques.
  - Data gathering techniques.
  - Planning, preparation and execution of research writing assignments.
- iii. Keep a diary of all your sources.



### **Collusion:**

- i. When doing group work, ensure that you know and understand the rules that govern the permissible level of interaction for the subject.
- ii. Do not offer to help other students do their work.
- iii. Protect your work from being copied. For instance avoid sharing of your laptops and computer storage media such as flash disks.

### **Prevarication**

- xiii. Keep to deadlines, do not procrastinate.
- xiv. Respect others work
- xv. Beware of legal consequences of forgery
- xvi. Forging signatures on academic records.
- xvii. Accept ones academic performance or seek counseling
- xviii. Be an active member of a group in case of group work.
- xix. Beware that forgery of academic matters will always be exposed later due to the nature of academic field.
- xx. Forging medical records for purposed of achieving academic advantage – **such as postponement of examinations.**
- xxi. Falsely accusing another person of academic malpractice.
- xxii. Report any forgery commission or attempt you witness immediately.

## **Roles of stakeholders in upholding academic honesty**

### **a) Student Role**

Students are expected to promote academic honesty by

- i. Avoiding academic misconduct.
- ii. Accepting the consequences of academic misconduct.
- iii. Being aware of all types of academic misconduct.
- iv. Confronting known academic misconduct immediately by reporting to the office of the IB-Coordinator, Head teacher Senior school or the Head teacher Junior.
- v. Knowing the consequences of academic misconduct.
- vi. Using the '**TURNITIN**' software to check for plagiarism.
- vii. Signing academic honesty statements. IB students must sign the school IB Declaration Statement coversheet for all work submitted.
- viii. Seeking for advice/ help from teachers and the Librarian when in difficulty.

## b) Teacher Role

Teachers are expected to promote academic honesty by:

- i. **Leading by example.** A teacher must never engage in acts of academic misconduct.
- ii. Acknowledging students who do not engage in academic misconduct.
- iii. Guiding students on how to avoid academic misconduct.
- iv. Being aware of all types of academic misconduct.
- v. Being aware of signs of academic misconduct such as being given work to assess very close to set deadlines.
- vi. Confronting known academic misconduct immediately.
- vii. Fully enforcing the consequences of academic misconduct.
- viii. Using appropriate software to check for plagiarism in all work submitted by students. One **must** use the '**TURNITIN**' software.
- ix. Being aware of the capabilities of their candidates without being judgmental.
- x. Appreciating but not condoning reasons that may push students towards engaging in academic misconduct.
- xi. Reminding students/pupils about the schools policy on academic honesty **every time** you issue them with assignments or exams. Specifically, remind them of the benefits of being honest in their academic work.
- xii. Giving students/ pupils tasks that are within their intellectual abilities.

## c) Parent Role

Parents are expected to promote Academic Honesty by:

- i. Being role models.
- ii. Developing a keen interest in the academic activities of their children.
- iii. Being aware and accepting the consequences of academic misconduct.
- iv. Being aware of all types of academic misconduct.
- v. Confronting their children immediately they suspect or are informed that they have engaged in academic misconduct.
- vi. Signing the school honesty statements.

## d) Librarian Role

The Librarian is expected to promote Academic Honesty by:

- i. Conducting sessions to teach methods of gathering information and proper citation.
- ii. Being available to students as a major resource person for use by teaching staff.

## Academic Misconduct - Consequences / Penalties

First Offence	<ul style="list-style-type: none"> <li>▪ Cancellation of all results for the term</li> <li>▪ Counseling by immediate supervisor / course tutor or subject teacher</li> <li>▪ An immediate <b>one week suspension</b> for all types of academic misconduct apart from <b>collusion</b>.</li> <li>▪ An immediate <b>two weeks suspension</b> for <b>collusion</b> for all the parties involved.</li> <li>▪ Issue of a formal warning letter and the offence is recorded in the student's report card.</li> </ul>
Second offence	<ul style="list-style-type: none"> <li>▪ Cancellation of all results for the term</li> <li>▪ Counseling by the Principal of the school</li> <li>▪ <b>Two weeks</b> suspension for all apart from collusion.</li> <li>▪ <b>Three weeks</b> suspension for collusion</li> <li>▪ Issue of a Final warning letter and the offence is recorded in the student's report card.</li> </ul>
Third offence	<ul style="list-style-type: none"> <li>▪ Indefinite suspension from the school</li> </ul>
General Penalties	<p>In addition to the above sanctions:</p> <ul style="list-style-type: none"> <li>▪ The Board of Management - Academic committee shall be informed of the offence.</li> <li>▪ A student will not be eligible for any leadership role in the school.</li> <li>▪ A student may not be allowed to represent the school in any official activity.</li> <li>▪ A student's Parent/ Guardian/ Sponsor will be informed about an Academic misconduct in person and in writing.</li> </ul>

### Appeals against Judgment of Academic Misconduct

There shall be no appeal once final judgment has been passed. The decision of the school authority shall be final and binding.

## Applicable Procedures for Academic Misconduct – IBDP Students

- i. In the case of IBDP coursework, reports or projects; the work will not be assessed and action taken will be of **no less than one week suspension** from school and the student will **get no grade** for the assignment. The student will not get a Diploma or Certificate for that subject during that particular term. *The assignment nevertheless will still have to be re-done and the student must meet the minimum requirements of the IB course for that term.* Any other disciplinary action may be given by the Principal of the school.
  
- ii. **In the case of work that is for the final IBDP Examinations, the work will not be sent to examiners, moderators or IBAC for assessment. (The candidate however can re-do the work and it will be submitted if there is still enough time for submission).**
  - *Should a student submit work to IB and it is realized that it is produced dishonestly, the examining body will award no grade in the subject/s concerned and a diploma or certificate will not be awarded.*
  - *If a student has already been found guilty of an academic misconduct in a previous IB examination session, the student will be disqualified from taking IBDP examinations in the future.*

----- **RETURN SLIP** -----

### **A DECLARATION TO ABIDE BY THE ST. MARY'S SCHOOL ACADEMIC HONESTY POLICY REGULATIONS**

We, the undersigned have read and understood the general regulations for the St. Mary's School Academic Honesty policy and agree to abide by it.

Signed:

1. Parents/ Guardian: Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parents/ Guardian: Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

2. Student: Admission Number: \_\_\_\_\_ Name: \_\_\_\_\_ Signature \_\_\_\_\_ Date: \_\_\_\_\_

3. IB. Coordinator/Teacher: Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_