



**MAKTAB TENTERA DIRAJA
KUALA LUMPUR
MALAYSIA**

SCHOOL CODE 006007

**ACADEMIC HONESTY
POLICY**

(revised 18 June 2015)

**MAKTAB TENTERA DIRAJA
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

ACADEMIC HONESTY POLICY

The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Mission Statement of Maktab Tentera Diraja

To provide a comprehensive smart learning environment with the objective to develop leaders with calibre, high integrity and noble personality to serve in the public and corporate sector and in the Malaysian Arm Forces.

Vision of Maktab Tentera Diraja

To brand the Royal Military College as a unique and outstanding smart-learning institution.

Charter of Maktab Tentera Diraja

The Royal Military College has been established with the objective of preparing young Malaysians to serve as officers in the Malaysian Armed Forces and top ranking leaders in the public and corporate sectors of the country.

Slogan

“SERVE TO LEAD”

IB Standards and Practices

“B1.5(e) The school has developed and implements an academic honesty policy that is consistent with IB expectations.”

“C3.4 Teaching and learning promotes the understanding and practice of academic honesty.”

(Programme Standards and Practices 2014, page 22 and 25)

Academic Honesty

Academic Honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. All Diploma Programme Candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity.

Diploma Programme : Academic Honesty, IB 2011

Academic Honesty in Malaysia Institutions of Higher Education

Publications Subdomain	Guidelines
Plagiarisme	<ul style="list-style-type: none"> • Proactive steps must be taken to ensure that all writings be free from elements of plagiarism • Avoid self-plagiarism
Data Integrity	<ul style="list-style-type: none"> • Data must be obtained from valid sources and interpreted based on scientific methods • Give data reliability rights to academic partners for verification purposes

(Related sections translated from Academic Integrity Guidelines for Institutions of Higher Education, Ministry of Higher Education. www.upnm.edu.my, 2013)

ACADEMIC HONESTY IN MTD

Academic honesty in simple words means a student completes given assignments genuinely and authentically using his or her own ability and with all sources of reference cited in a proper manner.

Academic honesty is vital in preparing students for true university experience. In all universities, locally or abroad, academic honesty is taken very seriously. Students may be given a lower grade or punished severely by rewriting papers, suspended or expelled from the university should they fail to adhere to the Academic Honesty Policy.

Academic honesty or academic integrity is a new experience to most university and pre-university students. As prevention is better than cure, MTD believes that educating our IBDP students on academic honesty is a more effective measure to avoid it than setting sanctions to curb dishonesty after it has been committed.

Therefore, this policy is developed to encourage students and all academic staffs of MTD to uphold academic honesty or integrity as their academic lifestyle.

Educating Students on Academic Honesty

To educate DP students in MTD, the IB Learner Profile is first and foremost highlighted. Values and skills relevant to academic honesty in MTD are reflected in the following attributes of the IB Learner Profile and the school philosophy.

- **Inquirers** conduct research and report findings in an honest manner
- **Knowledgeable** students distinguish truth and untruth
- **Thinkers** make reasoned and ethical decisions
- **Communicators** relate facts after critically examined them
- **Principled** students act with integrity and honesty and take responsibility for their own actions
- **Open-minded** students appreciate and give due recognition to the effort of others
- **Caring** students practice honesty in sincerity
- **Risk-takers** courageously acknowledge the work of others and do their utmost to produce authentic work
- **Balanced** student leaders develop and utilize their physical, spiritual, emotional and intellectual skills in a consistent manner and promote academic honesty by showing good examples
- **Reflective** students give thoughtful consideration to their own act and practice integrity at all times

(Adapted from the IB Learner Profile)

DP teachers play a primary role in educating students on academic honesty. Teachers can guide students to fully observe the Academic Honesty Policy by the following:

- Teachers must teach students on the meaning of academic honesty and what constitutes academic dishonesty
- Teachers must guide students on skills of authentic structured academic writing
- Teachers can inculcate academic honesty in students by teaching academic writing skills and assigning tasks which require reflection and thinking which encourage students to develop their own ideas and express their own perspectives instead of merely gathering and relating information
- Teachers can encourage students to use time-management and self-management strategies to avoid procrastination which may lead to plagiarism
- Teachers must clarify the extent to which the usage of study aids, memoranda, books, data or other information is permissible to fulfill assignments requirements
- Teachers must teach students on citation and referencing skills using the format set by the school

- Teachers must clarify the extent to which collaboration is permissible in group assignment and ensure that the students produce final work independently written in students' own words to avoid collusion
- Teachers can encourage students to put into practice the IB Learner's Profile, Knowledgeable, Thinkers, Communicators, Principled, Caring, Risk-takers, Balanced and core value of the college High Integrity - to act with integrity and honesty and be ultimately responsible for the authenticity of their work and acknowledge their sources
- Teachers monitor students' adherence to the policy individually in their subjects by:
 - (i) ensuring students denote all used references by using footnotes and bibliography using the agreed citation system by the school
 - (ii) check students' references for validity
- Teachers need to be familiar with students' writing style to help them detect plagiarism
- Teachers should serve as role models by applying academic honesty in proper citing of the sources of their teaching materials such as articles, notes, activity sheets, videos, etc.

Role of Administrators and Coordinator

The administrators and coordinator together with teachers play an important role in enforcing academic honesty. They also help to uphold the Academic Honesty Policy by the following:

- Ensure all DP students understand the consequences of being found guilty of malpractice
- Communicate the importance of academic honesty at all times during speeches in the school assembly, by putting it up in the school portal and notice boards, stating it as a reminder in all assignments and assessment materials, etc.
- Act firmly, fairly and consistently on cases of academic misconduct detected and confirmed

(adapted from Academic Integrity at Curtin University in <http://inqka.uitm.edu.my>)

Role of the DP Librarian

The DP Librarian can enhance students' academic honesty by the following :

- Provide information on the authorized reference management software such as EndNote as a guide to proper citation of original authorship
- Organize academic honesty seminar or workshop to teach students in detail on a suitable format of citing
 - references, bibliography and footnote
 - websites and electronic medias
 - art work, music, dance, theatre, visual arts, etc
- provide a wide range of examples of written references to students to assist them in writing their own references

Role of the DP Students

The role of students in observing academic honesty include the following

- Students read and understand the expectations of the Academic Honesty Policy and sign the Declaration of Academic Honesty (IB-AH1) at the beginning of the diploma programme and a Declaration of Assignment Authenticity (IB-AH2) for each assignment.
- Students must denote all sources used in a written assignment or oral presentation - information, ideas, data, graphs, quotations, photographs, illustrations, CD-ROM, books, magazines or journal.
- Students should seek advice from teachers where there is uncertainty about the appropriate use of resource materials.
- Students can refer to academic integrity guidelines developed by other institutions of higher education to avoid plagiarism
- DP students as student leaders should set an example of good academic conduct to their juniors in Form 4 and Form 5 to foster the awareness of the importance of honesty and integrity in their academic pursuit

Detection of Plagiarism

The following tools and strategies are used to detect plagiarism :

- **Search Engine** : Type in a selected phrase or sentence taken from the student's work. If the work has been taken directly from a website or online sources, it will be detected.
- **Interviews** : An interview will be conducted with students to determine if work is authentic.
- **[turnitin.com](http://www.turnitin.com)** : Submit the softcopy of the student's work to www.turnitin.com. Teachers will clarify to students what is acceptable using turnitin.

Consequences

Should a student be found to have committed any form of academic dishonesty or malpractice in an academic year, the following action(s) can be taken:

- Teachers should make a report on students suspected of breaching the Academic Honesty Policy by using the form IB-AH3 (attachment)
- Marks will be deducted according to the discretion of the examiner or the subject teacher
- Malpractice will be recorded in the student's formative assessment report to discourage further act of dishonesty
- A warning letter is issued to the students and parents will be notified
- For the subsequent offence or more serious malpractice, the coordinator will make a report to the Director of Studies (DOS) and a Board of Inquiry (BOI) comprising of the DOS, coordinator, head of assessment committee, subject teacher, class teacher and exam invigilator (if malpractice occur during an exam) will be set up to investigate and decide the action to be taken against the student
- For more serious cases, a student can be suspended or expelled from school

Academic Honesty in the IBDP

In the IBDP, the Academic Honesty Policy is to be observed strictly. According to IB General Regulations, malpractice is defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice or dishonesty includes:

- **Plagiarism** : this is defined as the representation of the ideas or work of another person as the candidate's own
- **Collusion** : this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **Duplication** : this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for instance, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record)

(Academic Honesty, International Baccalaureate Organization, 2011)

The issue of plagiarism can exist in the preparation of essay, assignment, homework, reports, tests or quizzes. Other than Groups 1 to 5 of the Diploma Programme, copying works of art, whether music, film, dance, theatre arts or visual arts also can constitute plagiarism. In the case where the creative use of part of the work of another artist is acceptable, the original source must always be acknowledged.

Legitimate Collaboration and Collusion

In the Diploma Programme, some assignments are conducted in groups where students are encouraged to work together to produce a final piece of work or presentation. However, if the final work must be produced independently despite the fact that it may be based on similar data, then students must produce their work written in their own words. If two or more students were found to have exactly the same writing in any part of the work, this will be considered as collusion instead of collaboration.

Consequences for Academic Dishonesty & Malpractice in the IBDP

In IBDP, academic dishonesty and malpractice is deemed to be a serious offence. Should a student be found to have cheated, plagiarized, or committed any form of academic dishonesty or malpractice, the following action can be taken:

- **Infringement** - No marks will be awarded for the component or part(s) of the component. No malpractice will be recorded.
- **Malpractice** - No diploma will be awarded to the student, but a certificate will be rewarded for other subjects in which no malpractice has occurred. Student is allowed to register for future examinations at least 1 year after the session in which malpractice was established.
- **Malpractice of several assignments** - Student is not eligible for a mark based on his or her performance in the remaining assignments for the component. No grade will awarded for the subject.
- **Serious malpractice** - Candidate will not be permitted to register for examinations in any future session.
- **Subsequent malpractice** - An IB diploma or a certificate may be withdrawn from the student.
- **Improper conduct** - Action will be taken on the coordinator or the teacher. The academic director or assessment director will express concern for the integrity of the Diploma Programme. Unless appropriate action is taken by the Head of school to prevent a recurrence, the director general may review the school's authorization to offer the Diploma Programme.

Action taken on students suspected of malpractice

- Coordinator informs IBCA of a suspected malpractice in a final work submitted for assessment
- Student will be investigated by the IB

Breaches of Regulations by the Teacher

Breaches of regulations are not confined to candidates. Improper conduct by a coordinator or teacher may be brought to the attention of the final award committee. Unacceptable actions that will be investigated by the IB include:

- the unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- providing a candidate with undue assistance in the production of any work (oral or written) that contributes to the assessment requirements of the Diploma Programme
- leaving candidates unsupervised during examination
- allowing additional time in examinations without authorization from the IBO
- releasing an examination paper or disclosing information about the content of a paper, within 24 hours of the end of the examination

Role of the Head of School

The school is the IB's first line of defence against malpractice and schools are therefore expected to support the IB fully in the prevention, detection and investigation of malpractice.

It is the responsibility of the Head of School to ensure that all teachers and students understand what constitutes academic honesty, an authentic piece of work and intellectual property.

The Head of School needs also to ensure that students receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources, understand what constitutes malpractice and know the consequences of being found guilty of malpractice.

(Adapted from IB Academic Honesty, 2009, page 15)

References:

Caroll, J. 2012. *Academic Honesty in the IB*. IB Position Paper.

IB. 2009. Diploma Programme: *Academic Honesty* (updated July 2011).

IB. 2011. *General Regulations : Diploma Programme*.

IB. 2014. *Programme Standards and Practices*.

Nor Azmi, A., Ahmad Mazli, M. & Krishnan, N. R. (2012) Understanding Plagiarism : A Guide for Lecturers. <http://inqka.uitm.edu.my>

Nor Azmi, A., Ahmad Mazli, M. & Krishnan, N. R. (2012) Avoiding Plagiarism : A Guide for Students. <http://inqka.uitm.edu.my>

Universiti Pertahanan Nasional Malaysia. 2013. Academic Integrity Guidelines. www.upnm.edu.my/en/index.php?req=d43&id=898

University Library (University of Illinois at Urbana-Champaign)



MAKTAB TENTERA DIRAJA

DECLARATION OF ACADEMIC HONESTY

I, _____

(Class _____)

declare that any task I submit is my own authentic work.

I have read the school Academic Honesty Policy and understand the following forms of malpractices and the concomitant consequences:

	Please Tick
Plagiarism	
Collusion	
Duplication of work	
Fabrication of data	
Malpractice in an exam	
Malpractice in an oral assessment	

Should I be found committing any act of dishonesty, I shall willingly accept the action taken on me by the school authority.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____



MAKTAB TENTERA DIRAJA

DECLARATION OF ASSIGNMENT AUTHENTICITY

This form must be completed and submitted as the cover page for every assessment task.

Student Name :	ID Number :
Subject :	Marks/Grade :
Title of assignment :	
I hereby declare that the content of this assignment are my own original work and have not been plagiarized or copied from unauthorized resources.	
_____ Signature of student	_____ Date



MAKTAB TENTERA DIRAJA
Academic Dishonesty Report

IB-AH3

No.	ID No	Name	Class	Company	Offence	Remarks

Reported by : _____

Position : _____

Date : _____