



ACCREDITATION 13SCH0100008 EMIS 122581 NPC 2023/797905/08

DOMINO SERVITE SCHOOL

ACADEMIC HONESTY POLICY

1. DEFINITION

Academic honesty refers to practices of demonstrating and upholding integrity and honesty in all academic work. It means that learners submit their own work and do not act unethically by cheating, commissioning, or plagiarising, thereby presenting fraudulent work as their own.

2. TEACHER RESPONSIBILITY

- 2.1 It is the task of the teacher to help learners acquire the necessary skills needed to avoid academic dishonesty, whether it be in homework, classwork, or formal assessment tasks.
- 2.2 Teachers should educate themselves on the use and abuse of commissioning (particularly in reference to AI), and train learners to avoid plagiarism. Teachers should also teach learners the responsible use of AI tools, i.e. as a resource, and not a tool to be used in dishonest practices.
- 2.3 Teachers should set tasks in such a manner that opportunities for academic dishonesty are minimised.
- 2.4 Teachers should be familiar with the DSS Formal Assessment Policy which contains guidance and procedures to be followed in cases of dishonesty, non-compliance, and absenteeism during assessment.

3. PLAGIARISM

- 3.1 In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original material without acknowledging its source. This does not include knowledge deemed to be common knowledge.
- 3.2 Teachers should refer to the Reference Technique booklet on how to manage plagiarism. The booklet can be found at *I:\Teacher-Resources\Documents\Plagiarism*
- 3.3 Teachers should distinguish between accidental plagiarism (where the correct format for citing sources has not been used, where a learner has forgotten to cite one or two sources or where a learner does not have the required skills); and deliberate plagiarism (where a person is knowingly dishonest).
- 3.4 Tasks should be set to minimise the possibility of plagiarism. Criteria included in rubrics should give guidelines to help learners avoid plagiarism.
- 3.5 Citation Requirements

The following define the requirements for the learners in each phase.

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|--------------------|----|--|
| Foundation Phase | a) | Use quotation marks when copying directly from a source. |
| | b) | Include a section at the end of the project or task which cites the titles of books used or the URLs of websites. |
| | c) | Acknowledge any person who provided help or information. |
| Intermediate Phase | a) | Use quotation marks when copying directly from a source. |
| | b) | Include a bibliography at the end of the project or task which lists the titles of all books and their authors, as |

		well as the URL of any website and the name of the author (if known).
	c)	The sources of all pictures used must be cited in the same way.
	d)	Acknowledge any person who provided help or information, specifying the type of help received.
Senior Phase	a)	Use quotation marks when copying directly from a source.
	b)	Include a bibliography at the end of the project or task which lists the relevant information for every source used. (Refer to Reference Technique booklet)
	c)	The sources of all pictures used must be cited in the same way, but this is done below each picture used.
	d)	Acknowledge any person who provided help or information, specifying the type of help received.
FET Phase	a)	All the requirements for the Senior Phase apply.
	b)	An acceptable method of citation will be used. (Refer to Reference Technique booklet)
	c)	Learners should be taught how to make use of footnotes in referencing sources.

4. COMMISSIONING

- 4.1 Contract cheating or commissioning is a form of academic dishonesty which involves a person asking someone else or using AI to do his/her work for him/her and submitting it as his/her own. This is strictly forbidden at Domino Servite School.
- 4.2 In the current educational landscape AI tools such as ChaptGPT and others are often used by people in academic settings to commission work without appropriate acknowledgement or use. Staff members and learners should understand that this constitutes an unacceptable use of AI tools.
- 4.3 The following guidelines can be used to assist teachers and learners to use AI tools responsibly:
 - 4.3.1 Generative AI usage must be acknowledged and explained by learners in terms of the task's content, the process used to arrive at the content and the final product.
 - 4.3.2 Teachers should acquaint learners with the consequences of generative AI usage and make them aware that they are responsible for the result. The AI tool cannot be held responsible for factual errors, bias, discriminatory views and fabricated content. Errors, lies and bias will be the responsibility of the person submitting the work.
 - 4.3.3 Each teacher should vet the authenticity of learners' work, particularly in cases where learners had access to other people's work (whether through AI or other means). This can be done in a variety of ways, some of which could include:
 - a) learners giving an oral or written defence of their work, without access to their submitted tasks
 - b) teachers knowing each learner's 'voice' to establish whether the work submitted was commissioned or plagiarised
 - c) the completion of a declaration form (see Addendum A)

- 4.3.4 Clear guidelines for generative AI use must be provided to learners where applicable and (if used) teachers should require documentary evidence for the same.
- 4.3.5 Where a teacher provides opportunities for generative AI use, there should be a process in place where a teacher can trace the involvement of AI. Where AI has been used, learners should provide both the input prompts and the answers received. The IEB guidelines provide direction in this regard.
- 4.3.6 Teachers should set assessment tasks which are AI resistant.
- 4.4 Learners cannot be held accountable for something they do not understand and teachers should take cognisance of the fact that the ethical use of AI will largely depend on the quality of teaching and guidance provided to learners in this regard.
- 4.5 In general, assessment tasks should not be sent home but done in class under the supervision of the teacher.

5. ABSENTEEISM

- 5.1 Teachers are referred to the DSS Formal Assessment Policy which contains the procedure to be followed in cases of absenteeism.
- 5.2 The Academic Board is responsible for allocating invigilation or supervision duties to a parent/third party. A Declaration of Integrity (see Addendum B) should be read and signed by any parent, or third party, invigilating or supervising a task for an absent learner.
- 5.3 Absent Grade 12 learners may only be supervised or invigilated by a DSS staff member.

6. DISCIPLINARY ACTION

- 6.1 Depending on the severity, the code of conduct states that a scale of 30 – 80 order marks can be given for *cheating during tests/exams/assessment activities*. Deliberate plagiarism, any fraudulent practice and commissioning are all defined as cheating.
- 6.2 Where a teacher has established that academic dishonesty has taken place, a report of the incident should be submitted, with proof of the same, to the Assessment Irregularity Committee who will determine the appropriate disciplinary action and advise on how the task should be assessed or whether (and how) it should be rewritten.

ADDENDUM A

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LEARNER ACADEMIC HONESTY DECLARATION

DEFINITION

Academic honesty refers to practices of demonstrating and upholding integrity and honesty in all academic work. It means that learners submit their own work and do not act unethically by cheating, commissioning, or plagiarising, thereby presenting fraudulent work as their own.

Therefore, the following declaration will be given by the teacher to be signed.

I hereby confirm that

1. The task submitted has been completed in full by me. I have not received any unauthorised assistance.
2. I have not plagiarised and have given credit where it is due.
3. I have adhered to the school's expectations regarding academic honesty, specifically identifying where AI has been used and have cited all sources of information.
4. I have not commissioned any part of this task.
5. I acknowledge that I may have to verbally or in writing explain my answers/solutions presented in this task if asked by my teacher.
6. I accept that I will be subject to discipline in keeping with the school's code of conduct if I have been dishonest.

Signature of learner _____

ADDENDUM B

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DECLARATION OF INTEGRITY

The declaration must accompany each assessment returned to school.

I, _____,
parent/guardian of the above-mentioned learner testify that I have ensured that the integrity of the assessment process was not compromised by the learner or any other person. The learner adhered to the requirements and did not receive any unauthorised assistance. The assessment process was not interrupted by any other person or distractions. We adhered to the instructions given.

Signature of invigilator/supervisor _____

Signature of learner _____