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# GICLM

## Academic Honesty Policy and Procedures

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Summary

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Policy drawn up by Head of School and SLT, DP Coordinator in line with guidance from Examination Boards and IBO. Reviewed, edited and approved by Senior Leadership Team annually.

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## Academic Honesty Policy<sup>1</sup>

### Purpose of Policy

An effective Academic Honesty policy creates a culture of learning and provides clear direction to the community about expected behaviours. This policy makes explicit the school's commitment to the development of good practice and sound procedures and will be shared with the community and posted on the school website.

An effective Academic Honesty policy has three main elements:

- a. Procedures and practices that deal fairly with individual cases of academic dishonesty
- b. Procedures and practices that educate the community about the nature of academic honesty and enables learners to acquire the skills to prevent any transgressions.
- c. Is an integral part of the ethical and values system of the school.

This policy applies to all students, staff, Board members, volunteers and parents of GICLM. It also aligns GICLM to external bodies with whom we have a close operational relationship such as the International Baccalaureate Organization and the Cambridge Examinations International Board.

### School Policy

- All students and staff should understand the basic meaning and importance of academic honesty and follow practices and procedures relevant to their age and programme of study.
- All students and staff should be able to recognise Academically Dishonest practices learned through the formal curriculum and pastoral practices.
- All members of the community should produce 'authentic' pieces of work fully acknowledged and created in an academically honest manner.
- All members of the community should understand and obey the rules and regulations relating to proper conduct in examinations.
- All members of the community should understand the procedures and sanctions that will follow if there is suspicion of violation of the protocols of the Academic Honesty policy and the subsequent consequences and imposed penalties if found guilty.

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<sup>1</sup> Bullet points below adapted from: Donnellan Mary, Copenhagen International School: Academic Honesty Policy (CIS) September 2012 pg 3

- This policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework, individual assignments, group work, written examinations, oral examinations, video tasks, inter-net activities to formal coursework assessments within examination requirements.

## Academic Honesty at GICLM

‘Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment’<sup>2</sup>

This policy is designed to ensure that all members of the school community are aware what is expected of them, in order to develop as learners and maintain their own, and the school’s reputation in the wider academic world.

GICLM expects that all its community of learners (students, teachers, support staff, parents, board) behave honestly and with integrity. This is central to its values core principles as stated in the School’s Mission, alongside the IB and GICLM Learner Profile<sup>3</sup>, which embody values and ethics that we see as being central to our community in its activities and aspirations. Specifically, our students will be **Principled** acting with integrity and honesty, **Reflective** giving thoughtful consideration to their own learning, **Communicators** expressing ideas confidently and **Thinkers** exercising initiative in applying thinking skills critically to make reasoned, ethical decisions.

Academic honesty enhances key aims that GICLM promotes within its community of knowledge and learners through:

### I. An ethical and values led education

- a. By teaching skills and attributes for lifelong learning this enables students to take a place in society that embodies an ethical and moral code of conduct in their current and future life for the benefit of the whole community. GICLM aims not only to engage with knowledge but also to inculcate honest ethical standards and behaviour. It is important that society is led by people of moral strength, value and authority.
- b. ‘Integrity is an important component of the students’ academic experience...the integrity students learn and exhibit will be the model for the professional integrity they

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<sup>2</sup> International Baccalaureate, Academic Honesty, (July 2009) pg 2

<sup>3</sup> See Appendix One

practice when they complete their academic work.<sup>4</sup> Each of us should strive to be a person of integrity enabling us to trust each other. Through Academic honesty the integrity of staff members and the School itself are supported.

- c. Equality and Fairness: Those who cheat gain an unfair advantage over those who do not, thus negating honest effort.
- d. This policy aligns GICLM to external bodies with whom we have a close operational relationship such as the Cambridge International Board and International Baccalaureate Organization Examination body whom we aspire to emulate in their ethical activities and practices.

## **2. Creating an aspirational, creative and challenging learning environment through academic honesty**

Academic integrity is the central element of learning at GICLM helping to create an aspirational, creative and challenging learning environment that enables all participants to develop their potential in a supported manner.

'Dishonest academic conduct undermines the learning process in multiple ways: it stunts the development of important skills such as reading, writing, research, analysis, synthesis, and comprehension; it hinders students in recognising where their strengths and weaknesses in these areas lie; it prevents students from developing the self-confidence that successfully comes from completing a challenging assignment on one's own; it thwarts the development of creativity and critical thinking; and lastly it provides incorrect information to instructors in that critical feedback loop between students and their teachers.'<sup>5</sup>

Therefore, Academic honesty:

- a. Teaches a structured way to research, report and essay writing that validates the product and process
- b. Encourages academic habits that lead to a greater range of research, trans-disciplinary activity and encourages critical literacy so linked directly to learning experience
- c. Encourages students to challenge, analyse and adapt ideas not taken as read from various source.

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<sup>4</sup> University Southern California Center for Excellence in Teaching, What is Academic Honesty, (1996) [Cet.usc.edu/resources/teaching](http://Cet.usc.edu/resources/teaching) accessed 24 Jan 2013 pg 102

<sup>5</sup> University California Davis, Why Academic Integrity Matters (March 10 2006) [sja.ucdavis.edu/files/WhyInteg.pdf](http://sja.ucdavis.edu/files/WhyInteg.pdf) accessed 24 Jan 2013

- d. Students are entitled to a fair and unbiased scrutiny of their work and to objective grading of their capabilities.<sup>6</sup> This leads to a fair assessment system for all reflecting progress and attainment.

## What is academic dishonesty?

This is essentially behaviour that results in, or may result in, the student or any other student gaining an unfair advantage over others. There are many forms of academic dishonesty. The following are examples of unacceptable academic conduct:

### Collusion and Collaboration

- Where one person supports the academic dishonesty of another by allowing their own work to be copied or submitted by another.
- When acceptable collaboration with other students (for example in pair/ group work or experiments) producing similar data, does not lead to independent work from all participants.
- The use of an external person to create a piece of work for another
- The use of an external person/ tutor who is not approved by the school as an official Supervisor for Coursework, Internal Assessment or Extended Essay requirements.

### Fabrication, Duplication or non-authentic work

- Falsifying or inventing information, citation, or data; using improper methods of collection or generating data and presenting them as legitimate.
- The duplication of work to meet the requirements of more than one assessment component.
- The presentation of downloaded items from the internet as your own.
- The falsifying of your signature or other persons on official documents like examination entries, transcripts or any other official document.
- Copying another's work either paper or electronic, such as homework, formal assessments, class work or answers to a test / examination.
- Work that is comprised completely of cut and pasted sentences/ passages that are accurately referenced, is not regarded as original and is therefore deemed as Duplication.

### Misconduct during Coursework, Examinations or Class Tests

This takes many forms:

- Copying another's work
- Falsifying any official record eg CAS
- Making up data for an assignment

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<sup>6</sup> Munro, Norman [Is Academic Honesty Important?](http://EzineArticles.com/?expert=Norman_Munro) (July 10 2009) EzineArticles.com/?expert=Norman\_Munro accessed 24 Jan 2013

- Stealing examination papers.
- Discussing the content of an examination paper with a person outside the examination room within 24 hours of the end of the examination.
- Taking unauthorised materials into an examination room whether this material is used or not.
- Disrupting the examination or distracting other candidates.
- Exchanging information or in any way passing on of information to another candidate about the content of the examination.
- Using an unauthorised calculator or concealing unauthorised software on a calculator during an examination.
- Failing to comply with the instructions of the invigilator or school staff responsible for the examinations.<sup>7</sup>

Examination Boards have specific Regulations that all students must comply with.

### **Plagiarism**

- Is the attempt to present the work, language or ideas of another as your own without proper acknowledgement of the source.
- Whether deliberate or unintentional, it is still considered Plagiarism.
- The ideas and work of a person are their intellectual property in the same way that their possessions are their property. Taking another's ideas is a form of theft.

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<sup>7</sup> Adapted from International Baccalaureate, Academic Honesty, (Geneve IBO) July 2009 pg 5.

## Procedures and Practices towards developing a Culture of Academic Honesty<sup>8</sup>

There is no such thing as 'accidental academic dishonesty'. GICLM School is committed through its procedures and practices to develop a culture and associated actions that create honest learners throughout the community.

### Whole School Responsibilities

- Ensure that Academic Honesty, Study Skills and Referencing Skills are taught within the curriculum throughout the school (all grade levels). These skills are to be developed in a progressive manner from one level to the next and are to be age and programme appropriate. Coordinators are to ensure this process operates in conjunction with other senior staff, teachers and students. Students will attend academic honesty workshops at key stages of their programme eg Grade 9 and 11.
- Coordinators are to introduce all students to the Academic Honesty Policy in the first term of each academic year clearly informing students about how academic dishonesty will be investigated outlining subsequent sanctions.
- Ensure that all Faculties and Grade Teams reinforce these skills within their subject areas and promote Academic Honesty practices and awareness within all aspects of their work.
- Ensure that all teachers are to follow the school referencing system (MLA 7 or numerate)<sup>9</sup>.
- Ensure that when possible TURNITIN, or another plagiarism service, is employed in the Learning Centre and that staff are trained in the use of TURNITIN to support staff with data to make a judgement about whether a piece has been plagiarised.
- Ensure promotion of the Academic Honesty Policy amongst parents, students and staff.
- Ensure consistency of practise amongst staff.
- Articulate and carry out the sanctions applied to incidents of Academic Dishonesty.
- Report any infringements and subsequent sanctions to parents.
- The SLT will: a. Review the practices and understanding of Academic Honesty throughout the school as part of their annual review cycle. b. Initiate training within

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<sup>8</sup> The following Sections and bullet points are adapted from West Island School, Hong Kong, [Academic Honesty Policy](#), June 2012 accessed website 10 Jan 2013 alongside Donnellan Mary, Copenhagen International School: Academic Honesty Policy (CIS) September 2012. These two documents are excellent examples of carefully thought out and skilfully communicated policies and practices.

<sup>9</sup> See Appendix two and Three pgs 13-16

all community groups as appropriate to ensure Academic Honesty is a 'living policy' that is understood and practised.

### Faculty, Teacher and Grade Team Responsibilities<sup>10</sup>

All teachers are responsible for determining levels of academic honesty with the students they teach being good role models.

Specifically:

- Provide advice, guidelines and instruction to students when necessary so that the students have a clear idea of what constitutes plagiarism in the various subjects.
- Authenticate students' work whenever required. GICLM expects each teacher to confirm that to the best of his / her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.
- Teachers and Coordinators should not set work that is difficult to authenticate and encourage accurate academic research, citation and writing skills.
- Teachers and Coordinators should ensure that sufficient work is allocated within curriculum planning for students to practice academically honest skills and develop understanding.
- Coordinators are responsible for ensuring that reasonable deadlines are set for student work. Reasonable deadlines for examination coursework are to be set by the relevant Coordinators, and communicated in a Deadlines Calendar. Such deadlines can only be extended in exceptional circumstances by the Coordinator.
- All teachers are expected to communicate guidelines, procedures and expectations about any pieces of work to be entered for an examination subject as laid down by the relevant Examination Boards.
- All teachers are to be vigilant in identifying potential academically dishonest practices amongst their students and taking action to educate students and/ or report to their Coordinator as required. From Grade 9 to 12 any suspected dishonest practices should be reported immediately to their Coordinator for action (see Procedures Section).
- Where students are deemed to be Students of Concern for academic reasons, are under stress or a risk of Academic Dishonesty, they should be flagged to tutors, Coordinators, Heads and counselling will occur.

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<sup>10</sup> Following bullet points are adapted from West Island School, Hong Kong, [Academic Honesty Policy](#), June 2012 accessed website 10 Jan 2013 pg 3

- All teachers and support staff are to be role models for academic honesty by actively using correct citation conventions and practices in materials researched and produced for use within their classes in a professional manner.

### **Specifically, for Early Years and Primary:**

As teachers in the Primary phase, your responsibilities in respect to academic honesty include the following:

- Emphasise the concept of academic honesty within all areas of teaching, learning and assessment.
- Teach students how to cite references, create bibliographies, paraphrase, take notes and write content from their own perspective rather than paste content from sources such as websites and other materials. (*Grades 2 - 5*)
- Provide specific guidelines, task clarification and encourage students to develop their own ideas through problem solving, analysis and reflection.
- Design assessment criteria that value and reward the work required, rather than only the result.
- Defining misconduct then teaching, 'what it is?' and 'what does it look like?'
- Unpacking the terminology such as plagiarism, collusion and duplication. (*Grades 2-5*)
- Act as good role models and show academic honesty in their own work.
- Supporting students in developing the skills and attitudes required for completing tasks in an academically honest manner.
- Deal with incidents of academic dishonesty in an appropriate manner.

## **Student Responsibilities**

### **All students:**

- Should appreciate that academic honesty is the responsibility of each individual learner at all times.
- Should ensure that all work submitted for assessment is their own.
- Should ensure that all pieces of work show accurate citations using MLA 7/ numerate system.
- Should comply with all internal assessment deadlines.
- Should, on the instructions of their teacher, submit their drafts and final papers of assessed work eg personal project, extended essay, TOK essay, etc. to an online plagiarism detector / turnitin.com which will allow them to revise any doubtful plagiarism before final submission of the work.
- Should understand the consequences of academic dishonesty and the sanctions that may be applied.

- Should appreciate the importance of time management and other study skills in ensuring they submit their best work at all times.
- Should talk to tutors or teaching staff if they do not understand the nature of academic honesty and how they should carry out ethical practices in all pieces of work and during tests and examinations.
- Should talk to tutors or teaching staff if they feel stressed or not coping with academic work.

### **Specifically, for Early Years and Primary:**

As students, your responsibilities in respect to academic honesty include the following:

- Ensuring that all work submitted is authentically your own work.
- Ensuring that you understand when you need to work independently or collaboratively.
- Fully and correctly acknowledging the work and ideas of others.
- Citing/referencing the work of others that has been used to complete any form of assessment or task. (*Grades 2-5*)
- If academic dishonesty is suspected, it is your responsibility to prove that all pieces of work are your own, and have not been plagiarised.
- Respecting copyrighted text and images and not using them without seeking the correct permission.
- Knowing what defines misconduct including plagiarism, collusion and duplication. (*Grades 2-5*)
- A list of references or a bibliography is included to indicate the source and/or the author. (*Grades 2-5*)
- Demonstrate independence and responsibility for your own learning.
- Use information technology and library resources responsibly.
- Understand copying is a form of cheating.

### **Parent/ Guardian Responsibilities**

- Should be familiar with the general aims and procedures surrounding academic honesty and actively support their children in this endeavour.
- Should encourage good academic practice.
- Should understand the consequences and sanctions that will apply to academic dishonesty and cooperate in the investigation of suspected cases of academic misconduct.
- Should support the school in its deadlines calendars and ensure that they support their children in meeting stipulated submission dates.

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- Should enable their children to acquire good study skill and organisational habits to meet the academic demands of the school.
  - Should be aware that if they use external tutors to support their children's learning, that they cannot be used to help in the production of examination coursework.
  - Should approach the school if they feel their children need additional support.

### **Specifically, for Early Years and Primary:**

The parents' responsibilities in respect to academic honesty include the following:

- Ensuring the work that is submitted is their child's own work.
- Developing an understanding of academic honesty.
- Assisting their children with accessing resources for personal inquiries including people, places, media and information.
- Speaking to their children about the importance of academic honesty.

## Procedures for dealing with Academic Dishonesty

Students are ultimately responsible for ensuring that their submitted work is authentic. Once submitted, the subject teacher will review the work. Sanctions will be considered according to age. The following list outlines the possible procedure if suspicion of academic misconduct occurs:

	<b>Examples<sup>11</sup></b>	<b>Led by:</b>	<b>Sanctions</b>
Level 1	<ul style="list-style-type: none"> <li>- Homework: copying without accurate citation from the internet, books or another student.</li> <li>- Internal School Test: copying from or looking at another student's paper, using devices or secret method to gain answers, allowing another student to see your answer.</li> <li>- Working with others on an assignment that was meant to be done by individuals.</li> </ul>	Subject Teacher	<ul style="list-style-type: none"> <li>- a note on School Management System</li> <li>- assignment re-submitted to requirements or zero mark</li> <li>- a formal letter to parents with a copy to Tutor, Subject leader, Coordinator and Grade Leader</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>- Two Level One violations in the same subject in the same year</li> <li>- Three Level One violations in more than one subject in the same year</li> <li>- Persistent low level malpractice of any other form</li> <li>- Failure to comply with the instructions of the invigilator or staff member</li> <li>- Misbehaving during an examination</li> </ul>	Subject Teacher, Coordinator	<ul style="list-style-type: none"> <li>- a note on School Management System</li> <li>- a zero on the suspect assignments</li> <li>- phone call and formal letter to parents copy to student's file</li> <li>- counselling required</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>- Taking exam papers from other students</li> <li>- Taking any part of a test to use or give to others</li> <li>- Submitting a purchased paper as one's OWN</li> <li>- Intentionally altering sources eg data or citing sources that do not exist.</li> <li>- Submitting a computer program that has been developed by another</li> <li>- Cheating during an internal examination</li> <li>- Persistent Level 2 malpractice</li> </ul>	Subject Leader, Head of Department and also coordinator	<ul style="list-style-type: none"> <li>- a note on School Management System</li> <li>- a formal interview with their parents and the Coordinator and teachers involved.</li> <li>- repeat the work affected by the malpractice under supervision</li> <li>- a written apology to the teachers with copy to parents and placed in student file.</li> <li>- If plagiarism has occurred, the student must still meet the minimum requirements of the course by rewriting the assignment according to teacher specifications.</li> <li>- counselling required</li> <li>- for serious cases an internal school suspension will be carried out.</li> </ul>

<sup>11</sup> This table and contents derived with some additions from Vernon Chris, [Dulwich College, Seoul Academic Honesty Policy](#), 2015. Kind permission given by said author for its use.

Level 4	<ul style="list-style-type: none"> <li>- Stealing internal examination papers</li> <li>- Altering grades on a computer database</li> <li>- Malpractice in coursework, internal assessments or CAS</li> </ul>	Secondary Head	<p>- formal meeting with Secondary Head, student and parents. Report to Head of School.</p> <p>Sanctions would include but are not limited to removal from the curriculum programme, suspension or permanent exclusion from the school.</p>
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## Appendix One: IB Learner Profile<sup>12</sup>

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry & research & show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues which have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad & balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize & approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently & creatively in more than one language and in a variety of modes of communication. They work effectively & willingly in collaboration with others.
<b>Principled</b>	They act with integrity & honesty, with 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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Reflective</b>	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.

<sup>12</sup> IB Learner Profile Booklet, International Baccalaureate Organisation (Geneve IBO) March 2006

## APPENDIX 2: HOW TO REFERENCE/ FOOTNOTE & WRITE BIBLIOGRAPHIES using the Numerate or Oxford system of referencing

The IB's minimum requirements include:

- Name of author
- Date of publication
- Title of source
- Page numbers (print sources only)
- Date of access (electronic sources only)

### Citations

1. In your text put a footnote number at the end of the quotation or appropriate sentence  
For example:  
As Rousseau says, "it is not easy for a man to begin to think".<sup>13</sup>
2. When you type, double-space your work except in the case of long quotations. These should be indented by 5 spaces and single-spaced. Indented quotations need no quotation marks.
3. Whenever you refer to a title in your text, you should highlight it by underlining or italicising. Be consistent in what you choose. This applies to the titles of books, periodicals, newspapers – everything where you are referring to a whole item. Thus: The Times, The Economist, The Road to Wigan Pier. The titles of parts of items should be placed in inverted commas. Thus: `The Imperialism of Free Trade`.
4. Foreign words in the text should be underlined or italicised. Thus: sine qua non, vis a vis.
5. A book should be referenced as in the following example:
  - i) AJP Taylor, The Origins of the Second World War (London, Allen Lane 1961), p.77A journal article should be referenced as follows:
  - ii) RAC Parker, `British rearmament 1936-39: trade unions and skilled labour`, English Historical Review, XCVI, 1981, p.307

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<sup>13</sup> Rousseau in Oxford Book of Quotations, (London, 1997) p.57

## 6. Abbreviations in Footnotes

Subsequent references to a title, which you have already referenced in full should be abbreviated to the author (surname only), short title and page number.

Eg Taylor, Origins, p.103

Parker, `British Rearmament`, p. 329-31

The following latin abbreviations are also acceptable:

Ibid. p.104      May be used to refer to the same source as the footnote immediately above

Op cit. P.89      Preceded by an authors name, may be used for a second and subsequent references to a work, provided that there are no other cited works by the same author  
Thus: Taylor, op cit, p.103

## 7. Internet Sources

Must be acknowledged exactly by the website url and dated when you access the website eg:

<http://www.rosenoire.org/articles/hist9.php> last visited 05 June 2016

## 8. Bibliography

Your Bibliography should list all the works you have used, whether or not you have directly cited them. It is usual to separate into two sections: I) Works Cited (ie quoted within main body and II) Uncited Works (ie sources used but not directly referred to in main body). Works should be listed in alphabetical order by author for books and then alphabetical order by author for essays & articles.

## APPENDIX 3: HOW TO REFERENCE/ FOOTNOTE & WRITE BIBLIOGRAPHIES using the MLA system of referencing

The IB's minimum requirements include:

- Name of author
- Date of publication
- Title of source
- Page numbers (print sources only)
- Date of access (electronic sources only)

### Citations

1. The name of the Author of the work you wish to cite from, the year of publication and the page number are included within the sentence that you are writing in the main body eg

“...a new concept of world citizenship, a paradigm shift from narrow thinking to world mindedness” (Chan 2004 p2)

2. Alternatively the name of the author, date and page can be incorporated into the writing:

Leach's paradigm (1969) suggested financial independence (p176)

3. When using the same work and author immediately after for another reference you do not have to repeat the publication year:

Walker further wondered whether there is even the possibility of a 'universal international education' (p34).

## Bibliography

Lists should be alphabetical. They can contain all types of sources accessed together or separated under different headings. Use the following layout:

Family name author(s)	Given names author(s)	Date publication	Title book/article <u>Underlined</u>	Publisher/website address and access date	Range of pages used (if relevant)
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Eg:

Punia. RS. (undated) Formal International Education: the problem and an emerging solution in international schools. Paper posted on Action Research [www.actionresearch.net/living/punia/internationaleducation.pdf](http://www.actionresearch.net/living/punia/internationaleducation.pdf) access 21 June 2015

Qin Li (2013) Issues and Solutions of International Understanding Education in China. International Education Studies: Vol 6, No 11: 2013

Resnik Julia (2012) Sociology of international education – an emerging field of research, International Studies in Sociology of Education, 22:4, , DOI:10.1080/09620214.2012.751203 pgs 291-310

Rhee Jeong-eun (2009) International Education, The New Imperialism, and Technologies of the Self: Branding the Globally Educated Elite, Multicultural Education Review, 1:1, 55-82

Roberts Boyd (2003) What should International education Be? From emergent theory to practice. ISJ 22 (2) 69 93

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West Island School, Hong Kong, Academic Honesty Policy, June 2012  
accessed website 10 Jan 2013

This Policy replicates in the main the policy written by the original author (HoS) in 2015 when they were at Tzu Chi School, Jakarta. Permission has been sought for use.

