



Eerde International Boarding School

Secondary School Academic Honesty Policy

Last reviewed	Reviewed by	Role
4 October 2021	R. de Bruin	IB Coordinator

Eerde’s vision is “learn, live and develop”. As this suggests, we value learning as an intrinsic good. It is not valuable merely instrumentally. That is, it is not of value just because it can lead to high examination scores, admissions to prestigious universities, or lucrative careers, although for many these are certainly ancillary benefits. It is valuable in and of itself, because the pursuit of knowledge and understanding is a key element of human flourishing. This philosophical commitment is in keeping both with the Eerde Guiding Statements and with the IB Learner Profile.

Academic malpractice goes against this value, and Eerde therefore takes academic honesty very seriously. This short policy is meant to outline for all members of the Eerde community what academic honesty means at Eerde and what constitutes malpractice.

What is Academic Honesty and Why Is it Important?

At Eerde, academic honesty means engaging in learning without deception or misrepresentation. It is important because such honesty is the basis for all learning. If one is assigned a task and then simply turns in the work of another, one may (assuming the teacher does not find out) get a good grade or high mark for the piece of work. But one has not learnt. Learning occurs when one works towards mastering a skill, body of knowledge, or concept. It is only through abiding by standards of academic honesty that such learning can ever take place.

What Constitutes Malpractice?

The IBO defines Academic Malpractice as follows: “... behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.” (*Academic Honesty in the Diploma Programme*). Such behaviour may take the following forms:

Plagiarism	This is when one takes the words or ideas of another and passes them off as his or her own. It is plagiarism whether or not one does this wittingly or unwittingly.
Collusion	This is when one student helps another student to commit malpractice (for instance, by giving the other student answers to a test or allowing another student to copy his or her homework).





Fabrication of Data	This is when one invents or misrepresents qualitative or quantitative data for use in a piece of work
Misconduct	This could include taking into a test of examination room banned materials (notes, a calculator, etc.); or communicating with another candidate during a test or examination.
Communication	This occurs when a candidate communicates within 24 hours with people outside the immediate school community about the content of external examinations

Some concrete examples of malpractice are listed below:

- Bringing notes into a closed book test
- Getting a friend, relative, or teacher to rewrite or rephrase parts of an essay for you (as opposed to getting general, constructive suggestions)
- Getting someone else to write an Internal Assessment item for you
- Not referencing a source in an Extended Essay
- Copying and pasting information from a website for a poster project
- Installing unauthorised software on a graphics calculator which you use during a test or examination
- Messaging a friend on the other side of the world about the questions on an IBDP exam immediately after sitting the exam

Dealing with Instances of Academic Malpractice

A first instance of academic malpractice will result in the student receiving a grade of zero for the work. The student will also receive a counselling (from the relevant Coordinator) on why academic honesty is important, and how to avoid malpractice in the future. In accordance with Eerde's Behaviour Policy, a Level 1 or Level 2 behaviour notification will be placed on the student's file.

A second instance of academic malpractice will result in the student receiving a grade of zero for the work, and either an in-school or out-of-school suspension.

A third instance of academic malpractice will result in the student being referred to the lead coordinator I, who will make a determination, in consultation with the CEO and possibly the Board, as to the appropriate course of action. Often, the penalty will be expulsion.

Note that if a student is suspected to have committed academic malpractice during a public examination (for instance, on an DP internal assessment item or final examination), the incident will be referred to the relevant organisation.





Finally, any instance of academic malpractice taking place in a student's final three semesters of high school will be disclosed to the colleges to which the student applies.

The Role of the lead coordinator

- To promote amongst the school community that principle that learning is an intrinsic good
- To promote the importance of honesty, trust, fairness, respect and responsibility in all academic conduct
- To work with the Coordinators to evaluate the effectiveness and appropriateness of the school's academic honesty policy, and to assess the extent to which it is being implemented
- To deal with cases of academic malpractice as per the framework articulated above.

The Role of the Coordinators

- To promote amongst the school community that principle that learning is an intrinsic good
- To promote the importance of honesty, trust, fairness, respect and responsibility in all academic conduct
- To ensure that the academic honesty policy--on paper and in practice--align fully with the requirements of external accrediting organisations (for instance, the IBO)
- To ensure that teachers and students understand why academic honesty is important, what constitutes academic malpractice, and how to avoid it.
- To counsel students who are found to have committed a first instance of academic malpractice

The Role of the Teachers

- To promote amongst the school community that principle that learning is an intrinsic good
- To promote the importance of honesty, trust, fairness, respect and responsibility in all academic conduct
- To ensure students understand academic honesty requirements specific to their subject areas
- To strive to detect signs of academic malpractice, such as changes in writing style, and sudden increases in performances on tests of examination
- To run summative assessment items through Turnitin (where appropriate)
- To verify, as far as possible, that any work a student submits to an external body (such as Cambridge or the IBO) does not contain breaches of academic honesty

The Role of the Students

- To ensure they read and understand this document.
- To ensure that, if they feel the policy is unfair or in need of improvement, they raise the issue (in an appropriate forum)
- To ensure that, if they are unsure as to whether a particular practice is a breach of academic honesty, they consult with the relevant teacher or coordinator





- To reflect on and to internalise the principle that learning is a good in and of itself, and not merely a means to an end
- To work to cultivate an understanding of the importance of honesty, trust, fairness, respect and responsibility in all academic conduct

The Role of Parents and Guardians

- To support the school's philosophy around academic honesty
- To encourage students to appreciate the importance of academic honesty
- To liaise with the faculty to better understand the principles of academic honesty
- To contact the relevant coordinator if they have a concern regarding academic honesty

Resources

- Learning Support Centre
- Coordinators
- Lead Coordinator
- Teachers
- Library

