



**SCHOOL OF THE NATIONS**  
聯合國學校

# ACADEMIC INTEGRITY POLICY

**School of the Nations**

The School of the Nations Academic Integrity Policy outlines the definitions, expectations, and consequences for producing work that is not representative of the students' own efforts and abilities.



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(last updated: June 2023)

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## 1. INTRODUCTION

“Truthfulness is the foundation of all human virtues ...” (‘Abdu’l-Bahá cited in Shoghi 1974). The students at the School of the Nations (SON) must uphold a high standard of academic integrity. While students are prohibited from cheating, lying, plagiarizing, or committing other acts of academic dishonesty, we intent to provide opportunities and tools to encourage students to consider the well-being of the entire school community and the wider community by accepting responsibility for personal conduct in both social and academic endeavors.

Students must produce work representative of their own efforts and abilities. They should refrain from even attempting to show knowledge and skills they do not possess and claiming it as their own. If a student needs additional assistance to understand lessons or assignments, it is his/her responsibility to seek out for support from teachers, counsellors and/or the School administration. The different procedures, systems and measures the School has incorporated in upholding academic integrity are also explained in this document.

This document includes standards, examples and guideline in various aspects of the teaching and learning processes in the program of the SON, covering:

- Understanding academic integrity and malpractice
- Maintaining academic integrity
- Investigating malpractice

As an IB World School, the SON seeks to actively develop the understanding and the related actions linked to the attributes of the IB Learner Profile, such as:

- Thinkers
- Principled
- Open-minded
- Reflective
- Caring

This updated version of the SON Academic Integrity Policy is developed based on the guidance stated in the following IB documents and wherever possible, direct statements and guidance from the IB are used in order to avoid misconception:

- SON Academic Integrity Policy - September 2007
- IB Diploma Programme: From Principles to Practice - April 2015
- Effective citing and referencing, IBO - August 2014

Terminology and definitions given in this document reflect both the IB’s requirements and the School’s conceptual framework.



## **2. UNDERSTANDING ACADEMIC INTEGRITY AND MALPRACTICE**

It is important for all members of the school community to gain a common understanding on the definitions of the terminology and ideas related to the process of maintaining the system of academic integrity in the education of our students at this stage. The following list of definitions helps the school community on the path to achieving this goal, and it is applicable to all subjects and education programs.

### **2.1. Academic Integrity**

- Academic integrity is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. The School takes on a positive approach, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the school's program, while stating clearly to the students what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, etc.
- All students must understand the basic meaning and significance of concepts that relate to academic integrity, especially authenticity and intellectual property applicable to their ages. Students must understand and respect academic integrity and should not be confined to original authorship and ownership of creative material; academic integrity includes, for example, proper conduct in relation to the written examinations.
- The concept of intellectual property takes many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Students must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by national and international law. By implementing measures to prevent plagiarism, schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer or P2P file sharing) for which students may face legal proceedings.
- An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. This process is formalized involving the subject teacher and/or the level administrator if the work is to be submitted officially for marking.
- Plagiarism is the representation of the ideas or work of another person as the student's own. Students receive extra information, guidance and educational opportunities on what constitutes plagiarism and how it can be avoided, as well as how to include acknowledgments in their work.



- The practice of paraphrasing is a skill that is taught at different occasions such as the regular subject lessons, the IBDP orientation week prior to Form 5 extensively, as well as in two particular subjects in Form 3 and Form 4. Students should refrain from simply copying a passage, substituting a few words with their own and then regard this as their own authentic work. When using the words of another person it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not residing in the bibliography alone. Using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavor, and how to integrate these words and ideas with one's own is an important skill that must be taught.

## 2.2. Malpractice

- Malpractice is defined as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component. Malpractice includes:
  - plagiarism: this is defined as the representation of the ideas or work of another person or system as the student's own
  - collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another
  - duplication of work: this is defined as the presentation of the same work for different school assignments, assessment components and/or diploma requirements
  - any other behavior that gains an unfair advantage for a student or that affects the results of another student or person (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).
- There are misconceptions of the Internet as it is in the public domain and largely uncontrolled. Information could be taken from web sites without the need for acknowledgment. Students must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or universal) resource locator (URL) constitutes the web site address for this purpose. (Simply stating the search engine that was used to find the web site is not acceptable.) This includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a web site without acknowledging its source constitutes plagiarism. CD-ROMs, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals.
- Students should actively avoid plagiarism for all school assignments and assessment, for instance, copying works of art, whether music, film, dance, theatre arts or visual arts, also constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged. Students must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.



- While recognizing that copying text may not always be a deliberate attempt by a student to present the ideas or work of another person as their own, the School staff and students must strive to make sure that students acknowledge sources appropriately. Copying one or two sentences from a book, journal or web site without showing it is a quotation, but indicating its source in a footnote or the bibliography is not the best practice. Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the student and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement, but not malpractice.
- For most assessment components students are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other students is permitted or even actively encouraged; for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each student's own words and therefore cannot be the same as another student's. If, for example, two or more students have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration. It is essential that both teachers and students are aware of the distinction between collaboration and collusion. Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their students.
- The presentation of the same work for different assessment components and/or diploma requirements is a duplication of work and therefore constitutes malpractice. If, for example, a student submits the same or a very similar piece of work for the in-depth study in history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a student to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.
- Malpractice most commonly involves collusion or plagiarism. However, there are other ways in which a student may commit malpractice and thereby breach the Regulations. The following examples of malpractice do not constitute an exhaustive list and refer mainly to the written examinations:
  - taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination
  - misconduct during an examination, including any attempt to disrupt the examination or distract another student
  - exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination
  - copying the work of another student
  - failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
  - impersonating another student



- stealing examination papers
  - using an unauthorized calculator during an examination
  - disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination
  - fabricating data for an assignment.
- For all cases of malpractice in relation to an externally marked examination, the Level Administrator will inform the corresponding examination board immediately.
  - The Level Administrator and the School have the responsibility to follow all requirements and procedures in handling all internal and external assessments.

### **3. MAINTAINING ACADEMIC INTEGRITY**

The whole community, especially the students, parents and staff must be fully aware of the fact that academic dishonesty undermines the purposes of education and denies the students' right to personal and academic integrity. On the other hand, upholding the standards and promoting academic integrity is encouraged for it is not only a responsible act, but also reflects the high moral standard as member of the SON student body. Maintaining academic integrity is therefore the responsibility of the whole school community in order to nurture a positive and meaningful academic environment. Students, ultimately, must be fully informed that teachers, administrators, and parents/guardians will hold them accountable for any act of academic dishonesty.

#### **3.1. Student Responsibility**

- The students are ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged regardless if it is a small piece of classwork or an IB assessment piece. Students are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.
- As students of the SON, the best way to ensure that unintentional malpractice does not happen, is to keep the communication channels with the subject teachers, administrator, Extended Essay advisors and the Extended Essay Coordinator open. The School encourages a supportive culture where genuine questions from students are highly appreciated. While students should take initiative to check with the teachers with their questions or concerns, the school has also set up various workshops and learning activities to ensure students the opportunities to gain understanding and practice in the effort of upholding academic integrity.



### **3.2. Teacher Responsibility**

- It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of each student. This includes all work for internal assessment where teachers' marks are entered on the IB Information System (IBIS) and/or the Cambridge Assessment information system (CIE Direct).
- With all prevention measures implanted by the School, teachers are expected to detect any plagiarism. Teachers are also expected to support the school's policy on good academic practice and provide students with advice whenever necessary.
- Teachers must be fully familiar with the academic integrity policy and fully familiar with the subject guide / core element guide including measure and requirement on academic integrity. It is the responsibility of teachers to support students in the preparation of their work for assessment and to ensure that all students' work complies with the requirements of the relevant subject guide.
- Teachers must participate fully in consultations regarding academic policy needed to provide appropriate, general and subject specific information regarding the success and challenges in implementing the policy.
- Encourage students to learn, discuss and ask questions about the different aspects of academic integrity at least in their own field.
- Use of Turnitin: The School has subscribed on a site license of Turnitin.com. Students and teachers will regularly use Turnitin.com as a vehicle for assessment submission, self- and peer-assessment of works, and as a tool for ensuring originality of student work.

### **3.3. School Responsibility**

- The School administration must ensure that all aged appropriate students:
  - understand what constitutes academic integrity and an authentic piece of work
  - understand what constitutes malpractice, particularly plagiarism and collusion
  - receive guidance on the skills of academic writing and acknowledging sources
  - know the consequences of being found guilty of malpractice.
- The School administration promotes good academic practice and a school culture that actively encourages academic integrity.
- The School delegates appropriate human resources (teachers and administrators) to be responsible for different aspects in upholding academic integrity.
- The School will support the external examination boards fully in the prevention, detection and investigation of malpractice in all stages of their assessments in addition to the School's assessments and assignment in different subject areas. In the event of a student being investigated for malpractice in external assessments, the School will take on additional responsibilities as stipulated in related documents.



### 3.4. Parents Responsibility

- While parents' participation is a key part in the success of students' education, a balanced parent involvement taking a supportive role will give students a suitable space for responsibility and growth.
- The School expects all students' parents and legal guardians to be aware of the academic policy, and feel comfortable raising concerns and questions about other policies and procedures with the teachers and/or the school administration.

### 3.5. Stages and Consequences of Suspected Malpractice

The violation of standards and expectations of the academic integrity policy and fail to strive for excellence minimizes the effect of a meaningful education. On the other hand, before reaching the final stage of reconciliation, it would still be possible for this form of misconduct to be an opportunity for the students to grow and learn. Therefore, the School has established three stages of consequences to deal with malpractice, hoping that maximum tolerance is exercised in guiding the students to uphold standards of academic integrity and forming their values.

- **Stage I:**
  - After investigation carried out by the teachers / advisor / Extended Essay Coordinator / Administration, the work considered to be malpractice (as stated in **Section 2.2**) will receive a zero out of the announced weightage in the SON internal grading system for the academic term. This is applicable to assessment items including, but not limited to assignments, essays, projects, presentations, written quizzes, tests or internal examinations.
  - A formal meeting between the teaching staff and the students will be held and the DP Coordinator will be informed. An official record will be kept with the administration.
  - At least one follow-up meeting will be conducted with the student and the teacher, together with the guidance counsellor or the Level Administrator within the course of two weeks.

The consequences in this stage are not applicable to IB written exam papers or IB assessments that a student has submitted for authentication officially via eCoursework or other official IB submission channels/ modes. The school will report directly to the IB of the suspected malpractice in this situation, and inform the parents/ legal guardian immediately.



- **Stage II:**

- When there is a second offense of the same or other forms of malpractice, after the investigation carried out by the teachers / advisor / Extended Essay Coordinator / Administration, the work considered to be malpractice (as stated in **Section 2.2**) will receive a zero out of the announced weightage in the SON internal grading system for the academic term. This is applicable to assessment items including, but not limited to assignments, essays, projects, presentations, written quizzes, tests or internal examinations.
- A formal meeting between the teaching staff, the students, the parent/ legal guardian will be held together with the Level Administrator. Warning of study contract, possible jeopardization of enrolment and/ or participation in the official external examinations will be given.
- An official report of the incident will be kept in the student's record in the school office.
- At least one follow-up meeting will be conducted with the student and the teacher, together with the guidance counsellor or the Level Administrator within the course of two weeks.

The consequences in this stage are not applicable to IB written exam papers or IB assessments that a student has submitted for authentication officially via eCoursework or other official IB submission channels/ modes. The school will report directly to the IB of the suspected malpractice in this situation and inform the parents/ legal guardian immediately.

- **Stage III:**

- When there is a third offence of the same or other forms of malpractice, after the investigation carried out by the teachers/ advisor/ Extended Essay Coordinator/ Administration, the work considered to be malpractice (as stated in Section 2.2) will receive a zero out of the announced weightage in the SON internal grading system for the academic term. This is applicable to assessment items including, but not limited to assignments, essays, projects, presentations, written quizzes, tests or internal examinations.
- A formal meeting between the teaching staff, the students, the parent/ legal guardian, and the Level Administrator will be held together with the School Director. A study contract will be offered to the students and parents stating conditions to be followed before the student can continue his/her studies in the School.
- An official report of the incident will be kept in the student's record in the school office. Parents will be informed that the school will not take any initiative to avoid reporting this case to the IB or other educational institutions including other schools and universities.
- At least one follow-up meeting will be conducted with the student and the teacher, together with the guidance counsellor or the DP coordinator within the course of two weeks.

The consequences in this stage are not applicable to IB written exam papers or IB assessments that a student has submitted for authentication officially via eCoursework or other official IB submission channels/ modes. The school will report directly to the IB of the suspected malpractice in this situation and inform the parents/ legal guardian immediately.



### **3.6. The Rights of the Student**

- The School will provide each Form student and their parent / legal guardian with a copy of the IB document General regulations: Diploma Programme at the beginning of September.
- The School will inform the parents / legal guardians of malpractice depending of the stages listed in the previous section. They will be informed right away if malpractice is suspected for work submitted at the stage of pending authentication.
- Students or their legal guardians have a right to see evidence, statements, reports and correspondence about the case upon approval of the School Director. Evidence may be withheld to protect the identity of an informant.
- For IB assessments, it is the policy of the IBO that any student being investigated for malpractice is given the opportunity to be heard and to submit a written defense to IBCA. The School will not prevent this process, to edit or unduly influence the student's statement. The student is expected to make the content of the statement available to the coordinator but may request that the statement remain confidential to the IBO.
- For IB assessments, the student must be given sufficient time to prepare a response to the allegation. IBCA must be contacted for advice if the student may not be able to meet the deadline imposed.
- Investigations and appeal procedures for other external examinations and assessments such as the Cambridge IGCSE follow the stated procedure in the most updated version of the corresponding guiding documents.

### **4. Academic Integrity and Artificial Intelligence (AI)**

When knowledge and access to Generative AI tools became increasingly accessible to the public, the School's Technology Working Group studied the topic in-depth and reviewed the approaches taken by other institutions. The conclusion was that the existing policy on Academic Integrity was relevant as students must produce work that represents their own efforts and abilities (section 1), and that presenting the ideas or work of another person as the student's own is considered plagiarism (section 2.2). Therefore, the School published and shared a statement titled *Artificial Intelligence (AI) Usage Policy and Principles*. The main points of the statement are that upholding academic integrity and safeguarding the process of student learning and development remains essential; using AI tools to assist with schoolwork requires prior approval from individual teachers, who will provide usage guidelines; and that beneficial uses of AI tools should assist students to refine their character, broaden their knowledge, develop their communication skills, deepen their thinking and reasoning, and strengthen their commitment to contributing to the progress of their society.



#### 4.1. International Examinations

In the Secondary school, where the School prepares the students for external international examinations – the Cambridge International General Certificate of Secondary Education in Form 3 and Form 4, and the IB Diploma Programme in Form 5 and Form 6 – the school abides to the policies, and follows the guidelines and recommendations issued by the examination organizations (Cambridge International Education and the International Baccalaureate). For details, please see the Cambridge International policy statement on [the use of generative AI in coursework from November 2023](#) and guidance on the use of [Artificial intelligence and teaching, learning and assessment](#), as well as the *IB Academic Integrity Policy, Appendix 6: Guidance on the use of artificial intelligence tools*.

#### 5. ACCESS

Information within this policy is available for staff, parents, and students.

#### 6. UPDATES

Policies and handbooks at the School of the Nations are reviewed yearly before the beginning of each academic year. They are also reviewed when a situation – internal or external – demands it. The reviews and updates are done by the committees assigned for each document and the approval is obtained from the school’s Pedagogical Leadership Team.

##### 6.1. Change History

Date	Responsible	Action
2023-05-12	Gregory Peebles (DPC)	Updated
2023-06-01	William Leong (Deputy Director)	Approved
2023-12-11	Ignacio Marcovecchio (DPC)	Reviewed and formatted