



PO LEUNG KUK CHOI KAI YAU SCHOOL  
ACADEMIC HONESTY POLICY

AUGUST 2024

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## **1. General statement**

1.1 As stated in our education mission, we aim to produce students who are assets to Hong Kong, China and the world. The school offers an excellent learning environment, including appropriate teaching targets, effective teaching strategies, well-qualified staff, a student-centred curriculum and ideal teaching facilities. The school values the cooperation of parents, cultivates a desire for learning among students, fosters an ethos of a learning community, and aims to provide a happy and stress-free environment in which students can develop into righteous, responsible, knowledgeable, internationally-minded and independent life-long learners who can face the challenges of the future.

1.2 Po Leung Kuk Choi Kai Yau School (CKY) is committed to ensuring that all students maintain and uphold personal integrity and academic honesty.

1.3 CKY ensures that all students are taught how to develop good academic practices at all times and how to develop the attributes of the IB Learner Profile.

1.4 The International Baccalaureate (IB) and Cambridge Assessment International Education (Cambridge International) Academic Honesty Policy documents are fully implemented and followed by all students and teachers at CKY.

1.5 Students should be aware that if a piece of work is formally submitted to the IBO/Cambridge International for assessment which breaches the Academic Honesty Policy, the procedures that are formally imposed by the IBO/Cambridge International shall be imposed. Please refer to the “Academic Integrity” document from IB and the “Cambridge Handbook 2020 (International)” document for further details.

## **2. Ensuring Academic Honesty**

2.1 Students are ultimately responsible for ensuring that all work submitted for assessment has been completed with integrity, honesty and complies with this Academic Honesty Policy.

2.2 Students are expected to take responsibility for reviewing their own work to ensure that it complies with the Academic Honesty Policy before submitting it.

2.3 All teachers are responsible for ensuring that students understand and are aware of the Academic Honesty Policy and that they guide the student to produce work with integrity and honesty. This includes teachers modelling good practices of academic honesty.

2.4 In conjunction with the Principals, Senior Teachers and Senior Librarian, the Diploma Programme Coordinator (DPC) and IGCSE Coordinator (IGCSEC), all teachers are

responsible for ensuring that all students receive appropriate instruction, guidance and counselling to engage in honest academic practice throughout the course of their studies at CKY School.

### **3. Academic Honesty and Malpractice**

3.1 Academic dishonesty can, in general, take several forms and includes, but is not limited to, the following activities (“Academic integrity policy”):

- a. *Plagiarism*: taking the words, ideas, diagrams, pictures or any other form of information that has been created or presented by another person and passing that ‘work’ off as one’s own.
- b. *Paraphrasing*: rearranging the words of a published author or an Internet source without acknowledging the source.
- c. *Peer plagiarism*: reproducing in part or in whole, with or without his or her knowledge, the work of another student or person and passing it off as one’s own.
- d. *Submitting work commissioned, edited by, or obtained from a third party*: where another person or group of persons has completed one’s ‘task’ as though they were the student, in whole or in part, and the work is submitted as the student’s own work.
- e. *Collusion*: helping another student to prepare work which should be done independently or to be otherwise academically dishonest.
- f. *Falsifying data*: fabricating the collection of data or altering data, which has been collected in any way.
- g. *Duplication*: submitting work that is the same or substantially the same for more than one assessment either in the same course or in a different course.
- h. *Inclusion of inappropriate, offensive, or obscene material*: submitting work that includes material that is not appropriate for others, e.g. a candidate used offensive and derogatory language against women in a 15-minute video submission.
- i. *Examination Cheating*: communicating with another candidate in an examination, bringing unauthorised materials or electronic devices into an examination room, or consulting such material during an examination in order to gain an unfair advantage.

### **4. Encouraging Academic Honesty**

4.1 Students are expected to practise self-respect, respect for others and respect for property whether it is tangible or intangible.

4.2 CKY recognises that students require support to avoid academic malpractice.

4.3 Students are constantly exposed to the concept of Academic Honesty and relevant practices from Year 1 through Year 12 through the intervention of class teachers, form tutors, subject teachers and library staff.

4.4 Students engage in class tasks, library presentations and other self-study research-based projects from Year 1 throughout that allow them to develop the necessary skills to produce their own work with integrity and honesty.

4.5 To encourage students to incorporate the practice of academic honesty into their own work, at CKY students take part in a 'Graduation Project', which is a research-based project/essay undertaken separately in Year 5, Year 8 and Year 10 (in the form of the individual report component for Global Perspectives). Students are expected to incorporate principles of academic honesty at all times.

4.6 All students attend an Induction programme at the start of the IBDP course where the principles of academic honesty are reinforced. The aim of the course is to provide all students with the research, writing and referencing skills that are required to complete the core and specific subjects of the IBDP course with integrity and honesty.

4.7 Subject teachers at CKY assist candidates by providing them with sufficient information and guidance to enable them to conduct increasingly independent work.

4.8 The library staff provides appropriate further training and mentoring for students in research, writing and referencing to ensure that students know how to conduct their studies with academic integrity.

## **5. Resources to Help Students Avoid Academic Dishonesty**

5.1 Students, Teachers and Librarians have access to an electronic resource [www.turnitin.com](http://www.turnitin.com). This electronic resource should be used by all IBDP students and staff to ensure that the work that has been completed by students (such as the IBDP Extended Essay, TOK essay and internal assessment) is representative of the student's own work and does not infringe any rights of any other person.

5.2 Training is provided to students to ensure that they learn about appropriate citations and the aspects relating to good academic practice.

## **6. Prevention of Academic Dishonesty**

6.1 Upon request, students are to submit their work on [www.turnitin.com](http://www.turnitin.com) or other relevant third-party apps to help prevent academic malpractice.

6.2 Students are encouraged to keep all draft copies of the work that they produce and should be prepared to submit these upon request.

6.3 Students are expected to follow the CKY referencing guide, which adopts the Modern Language Association (MLA) Referencing Method when citing published works. A copy of this referencing guide is available to all students and staff (in both the library and on the library website) and training will be provided.

## **7. Procedures for Investigating Suspected Cases of Academic Dishonesty**

7.1 In the event that a teacher or another member of staff believes that a student may have breached the Academic Honesty Policy, they will immediately inform the Senior Teacher (Academics) / IGCSEC / DPC as appropriate.

7.2 Both the person who raised the possible breach and the Senior Teacher / IGCSEC / DPC will investigate the matter further.

7.3 The student will be informed of the investigation and invited to attend a meeting with the Senior Teacher / IGCSEC / DPC and the person who raised the issue.

7.4 Provided that a satisfactory explanation is provided and there has been no case of academic dishonesty, no further action will be taken.

7.5 If it is clear that an academic infringement has occurred the student will be dealt with in accordance with the consequences set out below in Sections 8 and 9 below.

## **8. Consequences (relating to school-based assessments or in-school assessed work)**

8.1 Academic Dishonesty is a serious matter at CKY and regarding any students who have infringed on the Academic Honesty Policy in the above areas the following action will be taken:

a. The student will be referred to the Class Teacher (Primary) / Head of Year (Secondary) who will notify the Senior Teacher (Academic) / IGCSEC / DPC as appropriate and the student's parent(s) / guardian(s).

b. The student will be permitted to finish the assessment paper but will receive a zero grade. Students will be given access to the assessment paper for review purposes.

c. The student will be required to write a reflection on how/why the matter took place and what steps they will take to avoid malpractice in the future. A negative behaviour record will be added if the student is in Secondary.

d. If the student has any repeated academic misconduct within the same academic year, the misconduct will be recorded in the school report card.

## **9. Consequences (relating to an Internal Assessment for IBDP, IGCSE coursework or External IBDP/IGCSE Assessment) before the work is submitted to IBO/Cambridge International.**

9.1 An instance of Academic dishonesty in relation to an Internal or External Assessment is considered to be a serious matter.

9.2 A student who has submitted work which does not meet the requirements of the Academic Honesty Policy, relating to Internal or External Assessment for the IBDP/IGCSE programme, will be dealt with as follows:

- a. The DPC/IGCSEC will be notified immediately and the student's parents will be required to come into school for a consultation with the DPC/IGCSEC and Vice/Head Principal.
- b. If this is the first time that the student has submitted a piece of work which does not meet the requirements of the Academic Honesty Policy, the student may be given the opportunity to repeat the Internal/External Assessment under the supervision of a teacher, following academic counselling.
- c. If this is not the first time that the student has handed in any piece of work, relating to an internal or external IBDP/IGCSE assessment component, that does not meet the requirements of the Academic Honesty Policy, a recommendation will be made that the student be withdrawn from the IBDP/IGCSE at CKY.

## **10. Malpractice during external IBDP/IGCSE examination sessions**

10.1 CKY Exam Invigilators are expected to remain vigilant throughout the examination sitting to prevent and detect any instances of examination cheating.

10.2 Where examination cheating is suspected, the Exam Invigilator will inform the DPC/IGCSEC immediately and keep a written record of the incident.

10.3 The DPC/IGCSEC will conduct a thorough investigation of the suspected malpractice, which includes conducting interviews with the student concerned and the exam invigilator(s).

10.4 The student's parents will be required to come into school for a consultation with the DPC/IGCSEC and Head Principal.

10.5 A statement will be completed and sent to the IBO/Cambridge International.

10.6 From then on, the school will have to follow the instructions given by IBO/Cambridge International, based on its findings.

10.7 Depending on the outcome of the findings, the most serious scenario is that the student is disqualified from taking the examinations for that session altogether and will be banned from registration for future examination sessions (“Academic integrity policy”; “Cambridge Handbook 2020 (International)”).

10.8 CKY reserves the right to discipline a student if the IBO/Cambridge International detects a case of malpractice. In an extreme case, the student may have to withdraw from the school.

## **11. Responsibilities of Students, Teachers and Parents**

11.1 It is the responsibility of teachers, staff, students and parents to ensure that they are aware of the contents of the CKY Academic Honesty Policy and understand what constitutes academic honesty, and academic malpractice, and its consequences.

11.2 Students should recognise that they are responsible for the honesty and integrity of their own work and that the consequences of any breach of the Academic Honesty Policy be theirs alone.

11.3 Students should ask a teacher or a librarian for advice if they are at any time unsure about how to use information or to reference sources.

11.4 Parents should ensure that their children are aware of the need to be honest and why this is important in terms of their academic practice and character development.

11.5 Teachers should consistently model good academic practice.

11.6 The DPC/IGCSEC should ensure that the Academic Honesty Policy is explained to all staff, students and parents.

11.7 The DPC/IGCSEC are required to investigate any breaches of the Academic Honesty Policy in an equitable manner following school and IBO/Cambridge International requirements.

11.8 The Head Principal, in consultation with the Vice Principal (Academics) will review all cases described in Section 8.2 and Section 9 on their merits and shall communicate the final decision clearly to all parties concerned.

## **12. Use of artificial intelligence (A.I.)**

12.1 Although the definition of artificial intelligence (AI), as discussed in 'ChatGPT and Artificial Intelligence in higher education,' is broad and fluid, this section focuses specifically



on generative AI tools, including ChatGPT, large language models (LLMs), Stable Diffusion, and text-to-image models. .

12.2 While the IBO does not prohibit the use of AI software, these tools must be used ethically to ensure academic honesty, as outlined in the 'Academic Integrity Policy' (IBO). CKY upholds the values of IB and will strive to maintain an open-minded, positive, innovative stance to best accommodate its students.

12.3 CKY will facilitate the enhancement of AI literacy among both staff and students. To achieve this goal, we encourage collaborative engagement between secondary students and staff to effectively utilise AI for teaching and learning purposes.

12.4 While embracing the use of new technology in CKY, students should be accountable for their original work.

12.5 We recognise that there are circumstances where the use of AI tools can defeat the purpose of authentic learning or assessment. Therefore, the student work or assessment may be categorised into the following three levels of AI usage:

- a. AI is prohibited.
- b. AI is only allowed for specific purposes.
- c. AI is allowed.

12.6 Students should expect 12.5a for all the work and assessment unless specified by the subject teachers.

12.7 When 12.5b or 12.5c approaches are adopted, teachers should provide a space for the students to clearly indicate the use in the following template:

<p><input type="checkbox"/> I/We declare that Generative AI tools have not been used to produce the submitted work.</p> <p><input type="checkbox"/> I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows:</p> <hr/> <p style="text-align: right;">Signature: _____</p>
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12.8 Subject departments must ensure that the AI usage access described in 12.5 is consistent across the year level for the same coursework or assessment to maintain fairness among students.

12.9 Students must be aware that the AI-generated texts, images or other outputs are seen as an external source of information and should be properly cited as such. Therefore, when AI-generated outputs are used, the following protocol should follow:

- a. AI must be cited in-text and also in the reference list when the text or any other products produced by an AI tool is used (be that by copying or paraphrasing that text or modifying an image).
- b. The in-text citation should contain quotation marks (if AI was quoted) and the citation should also contain the prompt given to the AI tool and the date the AI-generated the text.
- c. The same applies to any other materials that the students have obtained from other categories of AI tools, e.g. images.

12.10 Students are strictly prohibited from submitting work in any subject that has been written in one language and then translated into another language.

12.11 Following the general rationale from IBO, students are not allowed to use software to improve language and grammar in IB Diploma second language subjects.

12.12 Teachers should design the assessment tasks and rubrics in ways that the learning outcomes will not be undermined by the use of Generative AI by students.

12.13 Teachers can submit student assessment outputs to AI detection tools to identify answers generated by Generative AI. Teachers should note, however, that these tools may not always accurately identify AI output.

12.14 To authenticate the students' work, teachers may request that students provide a detailed explanation of their work.

The academic honesty policy is reviewed annually by the senior management team and was last reviewed in August 2024.

## References

"Academic integrity policy." IBO. March, 2023. Web. 3 August. 2023.

"Cambridge Handbook 2020 (International)." *Cambridge International*. Sept, 2019. Web. 5 June. 2020.

“ChatGPT and Artificial Intelligence in higher education.” UNESCO. April, 2023. Web. 3 August. 2023.