

Introduction

Academic integrity is the foundation of our educational community and a direct reflection of our commitment to fostering principled learners. At Sha Tin College, we view integrity not merely as a set of rules to follow, but as an essential practice that underpins the development of our students across the MYP, IGCSE, DP, and CP pathways. These guidelines are aligned with the ESF Academic Integrity Policy, IB guidance, and Cambridge Assessment International Education regulations, ensuring a unified approach to ethical scholarship.

- **Be Curious**



We believe that true academic inquiry is rooted in a sincere desire to understand the world, which requires a commitment to honest and transparent research. Being curious means engaging deeply with ideas and acknowledging that our own understanding is built upon the work of those who came before us. By maintaining a high standard of academic integrity, students demonstrate a respect for the process of discovery, ensuring that their pursuit of knowledge is both authentic and rigorous. This curiosity drives students to move beyond the mere completion of tasks toward a genuine ownership of their intellectual journey.

- **Be Inclusive**



Inclusivity in an academic context is defined by our commitment to fairness, equity, and the removal of unfair advantages. We recognize that a culture of integrity protects the rights of all learners to have their work assessed on a level playing field, regardless of their background or starting point. By upholding consistent academic standards, we ensure that every student's achievements are recognized for their true merit. An inclusive environment is one where trust is the default, allowing for a collaborative atmosphere where students feel safe to share ideas while respecting the boundaries of individual and collective authorship.

- **Be Responsible**



Responsibility is the cornerstone of ethical behavior and academic success at Sha Tin College. We expect students to take full ownership of their learning, which includes the diligent application of referencing skills and the honest representation of their own abilities. This responsibility extends to all assessment components—from daily classwork and homework to formal examinations and coursework. Teachers and students work together to proactively identify and remove barriers to integrity, ensuring that every piece of work produced is a truthful reflection of the learner's growth and understanding.

- **Be Generous**



To be generous in our academic work is to value the intellectual property of others and to celebrate the collaborative nature of knowledge. We demonstrate this generosity by meticulously attributing ideas, data, and creative works to their original authors, thereby contributing to a respectful global academic community. A generous spirit recognizes that learning is not a zero-sum game; by acting with integrity, we build a culture of mutual respect where the contributions of peers, educators, and external experts are honored and protected.

Purpose and Scope

These guidelines provide a framework of expectations and procedures for promoting academic integrity and addressing misconduct. They apply to all students from Year 7 through Year 13 and govern all staff involved in teaching, learning, and assessment. Whether engaging in oral assessments, digital projects, or traditional exams, every member of the STC community is expected to uphold these principles as a reflection of our collective identity and mission.

Programme-Specific Considerations

IB (MYP, DP, CP)

- Academic integrity is embedded in the ATL (Approaches to Learning) framework.
- Students use tools like the process journal, research logs, and the EE/RPPF to document authentic work.
- Plagiarism, collusion, and duplication of work are strictly prohibited.
- All students must sign declarations for major coursework (EE, IAs, etc.).
- IB misconduct procedures will apply to serious offences.

IGCSE

- Coursework must be completed independently and authentically.
- Students are introduced to citation practices and text-matching tools as part of skill development.
- Collaboration is supported where permitted, but collusion is not tolerated.
- Students and parents are informed of Cambridge regulations regarding assessment and exams.
- Misconduct (plagiarism, cheating, falsification of data, etc.) may result in disqualification or grade penalties from Cambridge.

Academic Misconduct

Academic misconduct includes any act that:

- Gains unfair advantage or misrepresents a student's ability.
- Disadvantages other students.
- Breaches IB or I/GCSE exam and assessment regulations.

Examples:

- Plagiarism (copying without citation)
- Collusion (unauthorised group work)
- Duplication of work
- Cheating during exams or tests
- Falsifying data or records
- Submitting AI-generated content as one's own work without acknowledgment

Monitoring and Evaluating Policy Impact

The school is committed to a regular cycle of monitoring and evaluation to ensure these guidelines effectively promote a culture of integrity and remain responsive to the evolving educational landscape (e.g., developments in AI).

Data-Informed Monitoring

- **Misconduct Trends:** The Senior Leadership Team (SLT) and IB Coordinators review academic misconduct cases. This data is analyzed to identify patterns (e.g., specific year groups, subjects, or types of assessment) to determine if further student support or teacher training is required.
- **Authentication Tools:** Analytics from text-matching software (e.g., Turnitin) are reviewed to monitor the frequency of "unoriginal" submissions and to evaluate the effectiveness of the "teachable moment" approach in the drafting stages.

Community Feedback & Evaluation

- **Student and Staff Voice:** Periodic surveys are conducted with students and teachers to evaluate their confidence in applying the policy.
- **Parental Engagement:** Feedback is gathered periodically to ensure that families feel well-equipped to support the school's integrity standards at home.

Current Strategy Regarding the Use of AI Tools

STC acknowledges the educational value of generative AI when used ethically.

Please refer to our ['Guidelines for the use of Generative AI'](#)

Education and Support

STC promotes academic integrity through:

- Induction assemblies on academic honesty and exam conduct.
- Instruction in citation and referencing (MLA, IB-style referencing).
- Teacher-led discussions about ethical research and authorship.
- Ongoing access to citation tools and text-matching software.
- Staff professional development led by the librarian and academic coordinators.
- Subject-specific guidance on ethical collaboration and source use.

Procedures for Addressing Misconduct

All suspected cases of academic misconduct will be investigated fairly and impartially. Responses will be:

- **Proportionate** to the nature and frequency of the offence.
- **Transparent** and clearly communicated to the student and family.
- **Educational**, with opportunities for reflection, especially in minor or first-time cases.
- **Restorative**, where appropriate, with a focus on future growth.
- **Formal**, in serious cases, with documentation and referral to examination boards if required.

Consequences of Academic Misconduct (Formal Cases)

STC treats all cases of academic dishonesty with seriousness and ensures that consequences align with the regulations set by examination boards. Where a breach of academic integrity involves work submitted for external assessment, the relevant board's official procedures will be followed.

International Baccalaureate (MYP, DP, CP)

The IB defines academic misconduct as "behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment." In confirmed cases of Misconduct, the IB may take the following actions:

- Work is not accepted for moderation or assessment.
- The subject or component may be awarded a grade of "N" (no grade).
- In cases of serious or repeated offences, the entire diploma or certificate may be withdrawn.
- No re-submission is allowed for the same session; students may have to wait for the next exam session to retake the component.
- A formal report is submitted to the IB, including evidence and statements from involved parties.
- The IB will inform the school of its final decision, and this decision is not negotiable.

The school supports students and families through this process but cannot override IB procedures.

IGCSE

Cambridge Assessment International Education defines Misconduct as any act which gives or aims to give a candidate an unfair advantage or causes disadvantage to others. Actions taken in formal cases of academic dishonesty include:

- Warning letters or not accepting submitted coursework.
- Mark penalties for the component or subject.
- Disqualification from a specific component or the entire subject.
- Disqualification from the entire examination series.
- In extreme cases, exclusion from future Cambridge exam sessions.

When a case is referred to an examination board:

- The school submits a formal report with supporting evidence.
- The Examination Board reviews the case and makes a final decision.
- The student and family are notified of the outcome, which cannot be appealed by the school.

Internal School Action (Prior to Formal Referral)

In cases not involving formal submission to external bodies (e.g. homework, class tasks, or practice assessments), the school will respond with:

- A warning and educational conversation.
- Re-submission of work with appropriate referencing.
- Academic consequences (e.g. zero marks) for repeat or severe cases.
- Notification to parents and documentation on student records.
- In Year 12/13, repeat offences may lead to review of predicted grades or eligibility to submit coursework.

Appendix 1: MLA Citation How-To Guide

This guide provides concise instructions for citing sources using MLA (Modern Language Association) style, based on the **9th edition** conventions. Proper citation is essential for academic integrity. Refer to the official MLA Handbook for complete rules and additional source types.

Citations appear in two places:

1. **In-Text Citations:** Brief references within the body of your work.
2. **Works Cited List:** A full list of all sources cited, at the end of your work.

1. In-Text Citations (Author-Page Method, adapted for non-paginated sources)

- Reference the author's last name (or the first element from the Works Cited entry) and the page number(s) where the information was found.
- Place the citation in parentheses, usually at the end of the sentence or clause containing the cited material, before the final punctuation.
 - **Example (Book):** Both assert reading Gothic novels is like worshipping in a Gothic cathedral (Summers 189).
 - **Example (Author named):** McCauley tells us the Americans were "quite unprepared when they ran into Soviet objections" (105).
 - **Example (Source with no pages, like AI or a simple website):** Effective assessment is continuous (School Name). OR ...can be a helpful tool (OpenAI).
- **Short Quotations (<4 lines of prose or <4 lines of verse):** Include in text, enclose in quotation marks, cite author and page number (if available).
- **Block Quotations (>=4 lines of prose or >=4 lines of verse):** Start on a new line, indent 0.5 inch from the left margin, do not use quotation marks. Place the parenthetical citation *after* the final punctuation.
- **Citing Ideas/Paraphrasing:** Even if not directly quoting, cite the source (Author Page/or just Author) when using someone else's ideas or information.
- **Multiple Authors:**
 - **Two Authors:** (Author1 and Author2 Page)
 - **Three or More Authors:** (Author1 et al. Page)

2. Works Cited List

- List all sources cited in your work on a new page at the end.
- Title the page "Works Cited".
- Double-space the entire list.
- Use a hanging indent (the first line of each entry is at the left margin, subsequent lines are indented 0.5 inch).
- Alphabetize the list by the author's last name or, if no author, by the first word of the title (ignore A, An, The).

Basic Entry Components (General Order):

Author. "Title of Source." *Title of Container*, other contributors, Version, Number, Publisher, Publication Date, Location (page numbers, ¹ URL, DOI).

Examples of Common Source Types:

- **Book (Single Author):** Author. Title. Publisher, Year. Example: Brown, Anthony K. *The Solar System*. Chameleon Press, 2000.
- **Book (Two Authors):** Author1 and Author2. Title. Publisher, Year. Example: Calfee, Robert C., and Roger David Valencia. *Title of Book*. Publisher, Year.
- **Book (Three or More Authors):** Author1 et al. Title. Publisher, Year. Example: Festinger, Leon, et al. *When Prophecy Fails*. University of Minnesota Press, 1956.
- **Chapter or Article in an Edited Book:** Author. "Title of Article/Chapter." *Title of Book*, edited by Editor(s), Publisher, Year, pp. Page numbers.
- **Poem in an Anthology:** Author of Poem. "Title of Poem." *Title of Anthology*, edited by Editor(s), Publisher, Year, p. Page number.
- **Article in an Encyclopedia or Dictionary:** "Title of Article." *Title of Encyclopaedia/Dictionary*, Publisher, Year.
- **Article from a Magazine:** Author. "Title of Article." *Name of Magazine*, vol. Volume, no. Issue, Date, pp. Page numbers.
- **Article from a Newspaper:** Author. "Title of Article." *Name of Newspaper*, Date, pp. Page numbers.
- **Website:** Author (if any). "Title of specific page/document." *Title of Website*, Publisher/Sponsor (if any), Date of publication/update (if any), URL. Accessed Date.
- **Online Database Article:** Author. "Title." *Journal/Mag/News*, vol., no., Date, pp. *Database Name*, URL/DOI. Accessed Date.
- **Personal Interview:** Name of Person. Kind of Interview. Date.
- **Painting or Sculpture:** Artist's Name. Title. Year, Institution, City.
- **Email:** Name of Writer. "Subject Line." Received by Recipient, Date.
- **Output from a Generative AI Tool:** "Title of Prompt." *Name of AI Tool*, Version (if applicable), Creator, Date of Generation. Example: "Describe the historical context of the American Civil War." *ChatGPT*, Version 4, OpenAI, 8 Mar. 2024. Example: "Generate five ideas for a science fair project on plant growth." *Gemini*, Google, 8 Mar. 2024.