

Academic Integrity Manual

[students]

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Language:English

Applies to: BSc Programme in all theory, laboratory, simulation, clinical, and research activities within the Faculty of Nursing – University of Tabuk (UT)

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Purpose, Scope, and Authority

Purpose. This manual defines the standards of academic integrity expected from nursing students and explains the roles, responsibilities, violations, sanctions, and due-process procedures that safeguard a fair, professional, and ethical learning environment.

Scope. The policy applies to all academic activities (coursework, examinations, assignments, capstone projects, clinical documentation, simulation, research, and publication activities) conducted under the Faculty of Nursing at UT, including activities at affiliated training sites and online platforms (e.g., Blackboard, email).

Authority and Alignment. The manual aligns with and references:

- ♦ International Center for Academic Integrity (ICAI) – six fundamental values: Honesty, Trust, Fairness, Respect, Responsibility, and Courage.
- ♦ International Council of Nurses (ICN) Code of Ethics – nurses and people; nurses and practice; nurses and the profession; nurses and global health.
- ♦ Saudi Commission for Health Specialties (SCFHS) – Code of Ethics for Healthcare Practitioners and professional behaviour expectations.
- ♦ Institutional Review Board (IRB) processes at UT.
- ♦ Student Conduct Regulations – University of Tabuk

Key Principle: In practice-based disciplines, academic misconduct transcends the classroom—it can directly compromise patient safety and professional standards. Upholding academic integrity is not just a scholarly obligation; it is a foundational element of ethical clinical practice. The values that guide responsible learning are inseparable from those that govern safe, competent, and trustworthy professional conduct.

1. Fundamental Values of Academic Integrity

Value	What it means for Nursing Students
Honesty	Truthful academic and clinical work; accurate citation; truthful clinical findings and documentation; no falsification of skills or hours.
Trust	Reliability in meeting deadlines, following assessment rules, and maintaining confidentiality; building trust with peers, faculty, preceptors, and patients.
Fairness	Equal application of rules; use only permitted resources; accept grading criteria; do not seek unfair advantage.

Respect	Professional courtesy; cultural and religious sensitivity; privacy and dignity of patients; respect for faculty and peers.
Responsibility	Ownership of learning; timely submission; reporting unsafe or dishonest behavior; safeguarding records and devices.
Courage	Choosing integrity even under pressure; refusing to cheat or enable cheating; speaking up about misconduct through proper channels.

These values underpin all policies and behaviour in the Faculty of Nursing.

2. Students' Roles in Upholding Academic Integrity

All students are required to formally acknowledge their understanding of academic integrity and confidentiality standards during orientation and prior to commencing any clinical placement. This acknowledgment reinforces the expectation that students will uphold ethical conduct in both academic and clinical settings.

Students play a vital role in fostering a culture of integrity within academic and clinical environments. The following values guide ethical behavior and responsible learning:

- **Honesty:** Adhere to each instructor's assessment guidelines. Submit original work and complete individual tasks independently.
- **Trust:** Be reliable in your academic and clinical responsibilities. Adhere to deadlines, commitments, and institutional policies.
- **Fairness:** Treat peers and faculty equitably. Avoid manipulating access to resources or information, and steer clear of conflicts of interest.
- **Respect:** Acknowledge the contributions of others through proper citation. Safeguard intellectual property, maintain confidentiality, and communicate with professionalism.
- **Responsibility:** Manage your time effectively. Seek academic support early, use only authorized tools, and contribute fully to group assignments.

3. Student Code of Ethics

The following code adapts professional principles (International Council of Nurses; Saudi Commission for Health Specialties) to the student role at UT.

3.1. Ethics Toward Learning and Assessment

Ethical conduct in learning and assessment reflects the values of the nursing profession and builds the foundation for safe, competent practice.

- **Engagement:** Attend all scheduled classes, labs, and clinical sessions. Come prepared to participate actively and thoughtfully.
- **Integrity in Assessment:** Use only authorized materials and aids during quizzes, exams, and evaluations. This includes refraining from the use of phones, smart watches, AI tools, or any unapproved resources.
- **Authenticity:** Submit work that represents your own understanding, analysis, and writing. Properly acknowledge all sources and references.
- **Transparency in Collaboration:** Collaborate only when permitted by the instructor. Clearly disclose shared tools, datasets, or contributions, and cite them appropriately.
- **Security in Access:** Keep login credentials confidential. Do not share access to Blackboard or any institutional platforms.

3.2 Ethics in Simulation and Clinical Training

- Prioritize **patient safety**, informed consent, and **scope of competence**; seek supervision for any unfamiliar procedure.
- Identify yourself as a **student nurse**; wear required identification and uniform according to Faculty policy.
- **Confidentiality:** Never disclose patient identifiers in assignments, case reports, or social media. Use de-identified data only.
- **Documentation:** Record timely and accurate notes; never fabricate, backdate, or claim unperformed procedures.
- **Professional conduct:** Maintain punctuality; respect prayer times and cultural norms; protect the reputation of UT and clinical partners.
- **Respect the dignity**, privacy, and rights of all patients regardless of background, condition, or beliefs.
- **Demonstrate accountability** by promptly reporting errors, near misses, or incidents to your supervisor.

3.3 Ethics in Research and Scholarly Work

- Obtain **IRB approval** and informed consent when required; follow protocols.
- Determine **authorship** based on significant contributions; acknowledge all contributors and funding.

- Maintain and protect raw data; ensure reproducibility and transparency.
- Avoid duplicate/fragmented publication and undisclosed prior submission.
- Disclose conflicts of interest; manage data according to privacy requirements.

3.4 Ethics Toward Faculty and Staff

- Communicate respectfully; follow instructions; seek feedback professionally.
- Avoid public criticism or disrespect; use office hours and official channels for concerns.
- Do not pressure faculty for unearned grade changes or special treatment.

3.5 Ethics Toward Peers

- Foster a supportive learning environment; do not share answers or unauthorized materials.
- Contribute fairly in group work; document roles; avoid free-riding or claiming others' work.

3.6 Ethics Toward the University and Community

- Safeguard university property, labs, and equipment; follow safety protocols.
- Represent UT positively in clinical and public settings, respect institutional policies.

4. Common Categories of Academic Integrity Violations (Definitions & Examples)

Category	Definition	Examples
1. Cheating & Examination Misconduct	Any dishonest, unauthorized, or disruptive behavior during quizzes, tests, practical exams, OSCEs, or assessments that aims to gain unfair academic advantage.	<ul style="list-style-type: none"> • Copying answers from another student. • Sharing or requesting answers during exams. • Using hidden notes, devices, or unauthorized materials. • Trying to obtain exam questions in advance. • Impersonating another student or allowing impersonation. • Leaving prohibited materials at the exam site.
2. Plagiarism, Recycling & Academic Misrepresentation	Using others' work without acknowledgment, reusing one's own previous work without declaration, or providing false, fabricated, or altered academic	<p>Plagiarism: Copy-pasting or paraphrasing without citation; submitting others' work (an acceptable similarity index is $\leq 15\%$)</p> <p>Recycling: Resubmitting previously graded work without disclosure.</p> <p>Fabrication/Falsification: Inventing or altering data, results, references, clinical hours, or lab records.</p>

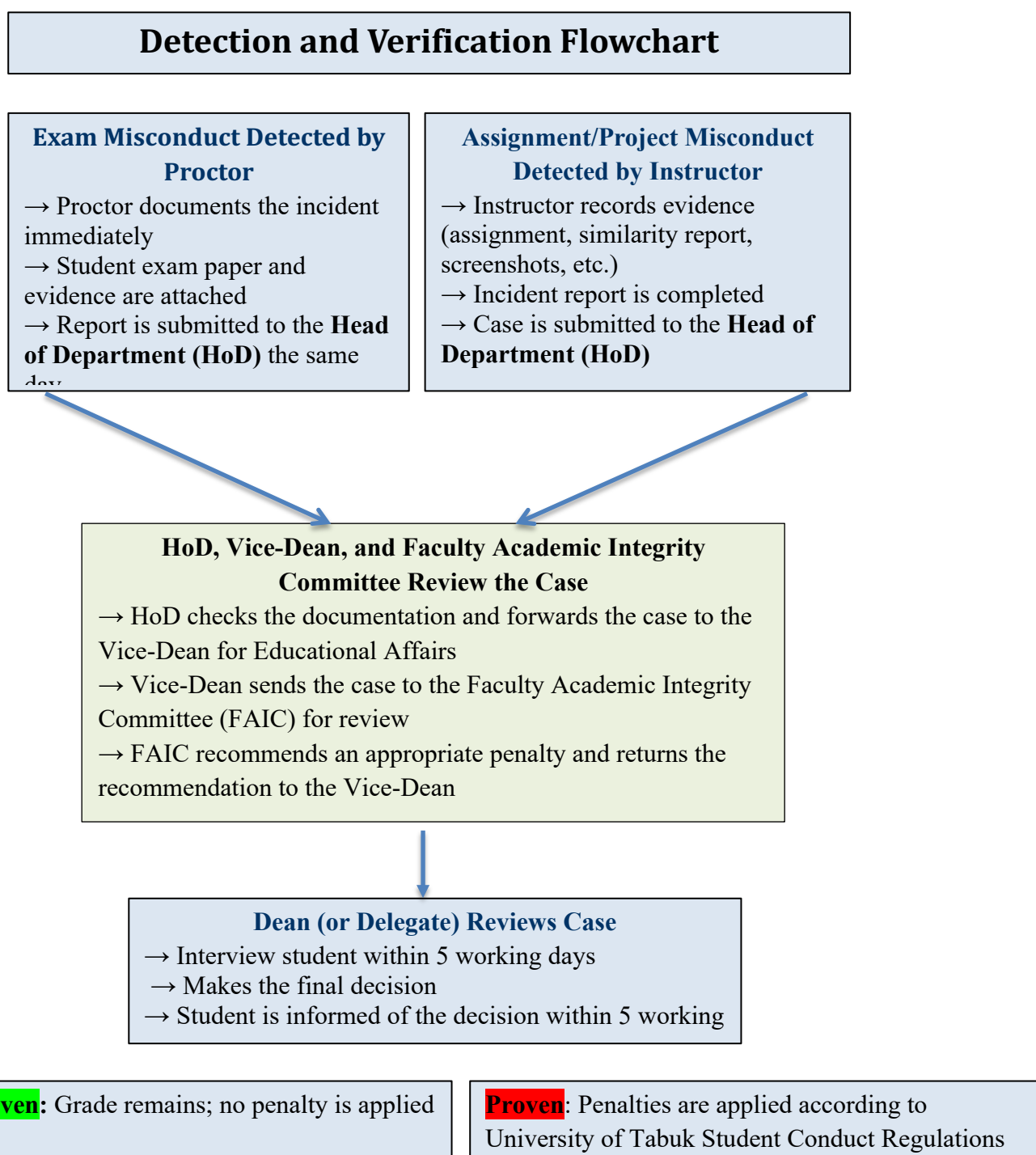
Category	Definition	Examples
	materials, data, or documents.	Document Fraud: Fake certificates, false medical reports, falsifying attendance or competency forms.
3. Unauthorized Collaboration, Collusion & Facilitation	Working with others without permission, helping others commit academic dishonesty, or misrepresenting participation in assigned group work.	<ul style="list-style-type: none"> • Collaborating on assignments meant to be individual. • Sharing solutions, answers, or materials that give unfair advantage. • Creating or completing work for another student. • Claiming group contribution without participating. • Giving exam content or assignment instructions to others.
4. Interference, Obstruction & Academic Disruption	Any action that sabotages another student's work, disrupts academic processes, or involves deception intended to manipulate academic outcomes.	<ul style="list-style-type: none"> • Destroying or altering peers' work, research, files, or lab results. • Misleading classmates or instructors with false information. • Providing fabricated excuses or edited documents. • Attempting to manipulate grades or academic decisions. • Coordinating false statements among students.
5. Non-Academic Misconduct & Institutional Violations	Behaviors that violate campus rules, safety, ethics, or professional standards but are not directly related to academic assignments or assessments.	<ul style="list-style-type: none"> • Harassment, threats, or abuse toward faculty, staff, or students. • Theft, vandalism, or misuse of university property. • Unauthorized access to facilities, labs, systems, or equipment. • Violating dress code, cultural norms, or safety regulations. • Disruptive conduct in classrooms or campus areas.

5. Violations, Sanctions, and Educational Remedies

5.1 Overview

Academic and clinical misconduct includes any deliberate or reckless action that gives an unfair academic advantage or compromises professional integrity. Sanctions are proportional to **severity, intent, recurrence, and patient safety risk** and are consistent with the **University of Tabuk Student Disciplinary Policy**.

5.2 Detection and Verification



5.3 Penalties for Cheating (Aligned with UT Policy)

Based on Article 12, pages 17-18 of the University of Tabuk Student Conduct Regulations
– Deanship of Student Affairs

- The student receives a failing grade for that exam, in accordance with the University of Tabuk guidelines.
- The student receives a failing grade for the entire course (and may also fail one additional course, as per policy).
- The student receives failing grades in all courses for that semester.
- Escalation Factors: Repeat offenses, premeditated cheating, or disruptive behavior may result in a higher penalty.
- **If Cheating Not Proven:** The student is receives the grade they have earned.

5.4 Educational and restorative measures

These are designed to promote accountability and ethical growth in response to academic misconduct. These interventions may complement formal sanctions by fostering reflection, skill development, and professional integrity.

- Integrity or research-ethics workshop.
- Reflective essay on professional accountability.
- Mandatory citation training and supervised re-submission.
- Professionalism or academic skills coaching.
- Additional clinical supervision.
- Written apology or presentation on integrity.

5.5 Reporting Flow

Instructor/Proctor → Head of Department → Vice-Dean for Educational Affairs → Faculty Academic Integrity Committee (via the Vice-Dean) → Dean
All actions are documented and stored confidentially for quality improvement.

6. Distribution and Implementation

This Academic Integrity Manual for students is issued by the Faculty of Nursing through the Vice-Deanship for Educational Affairs. It becomes effective immediately upon approval by the Faculty Council and shall be disseminated to all students, faculty, and relevant academic units for consistent implementation.

Approval date: _____

8. References

Deanship of Students' Affairs at University of Tabuk. Student Conduct Regulations. Retrieved from <https://www.ut.edu.sa/deanship-of-student-affairs/deanship/resources>

International Center for Academic Integrity. (2021). *The fundamental values of academic integrity* (3rded.). https://academicintegrity.org/aws/ICAI/asset_manager/get_file/911282?ver=1

International Council of Nurses (ICN). (2021). The ICN Code of Ethics for Nurses. Geneva: Author. Retrieved from https://www.icn.ch/sites/default/files/2023-06/ICN_Code-of-Ethics_EN_Web.pdf

Institutional Review Board (IRB) processes at University of Tabuk. <https://www.ut.edu.sa/en/research/research-ethics-integrity>

Saudi Commission for Health Specialties. (n.d.). Code of Ethics for Healthcare Practitioners and Professional Behaviour Expectations. Retrieved from <https://www.iau.edu.sa/sites/default/files/resources/5039864724.pdf>

9. Appendices

Appendix A

Academic Integrity & Confidentiality Acknowledgment (Orientation / Clinical Placement)

Faculty of Nursing – University of Tabuk

Orientation & Clinical Placement Acknowledgment Form

As a nursing student at the University of Tabuk, I recognize that academic and clinical integrity are fundamental to my professional development and to patient safety. I pledge to act with honesty, respect, and accountability in all academic, simulation, and clinical settings.

I hereby acknowledge that:

1. I have read and understood the Faculty of Nursing's **Academic Integrity Manual**.
2. I agree to comply with all rules related to **academic honesty, assessment security, and professional behavior**.
3. I understand the importance of maintaining **confidentiality** regarding patient information, simulation scenarios, and clinical documentation.
4. I will never share, photograph, or publish any patient-related or exam-related material.
5. I understand that any breach of academic integrity or confidentiality may result in disciplinary action, including suspension or dismissal.

Student Information

Name: _____

Student ID: _____

Level / Year: _____

Program: _____

Signature: _____

Date: _____

Faculty Witness / Advisor Signature: _____

Date: _____

Appendix B

Cheating Template

Day:..... Date: __/__/20

Student's name	Academic ID	Course	classroom	Level

Dear Head of the Exam Unit,

The above-mentioned student was caught attempting to cheat in the examination for the course: _____.

The attempt was carried out using the following method:

Kindly provide your guidance regarding this matter.

	The course instructor	Exam supervisor	Proctor	Student
Name				
Signature				