AI Usage Policy for Students

Accompanying Infographic

Introduction

Artificial Intelligence (AI) is transforming the world and shaping the future economy that you will one day navigate and lead. At Hwa Chong, we embrace AI as a valued member of our learning community. When used purposefully and responsibly, AI can deepen understanding, enrich learning experiences, and even spark innovation. However, over-reliance on AI can lead to skill gaps, shallow understanding, and missed opportunities for genuine intellectual growth. Hence, we encourage you to engage AI with curiosity, integrity, and discernment. Ask it questions, as you would of your peers or teachers, and evaluate its responses critically.

Grounded in our school's core value of integrity and aligned with the Ministry of Education's national position on the use of AI in schools, this HCI AI Usage Policy for Students sets out expectations through an FAQ format for how you engage with AI in your learning and academic work. It aims to promote academic integrity, critical thinking, responsible use, and data privacy, preparing you for learning in schools and universities, the workplace, and citizenship in an AI-augmented world.

This policy applies to all aspects of learning where AI tools may be used, including but not limited to formative assessments, assignments, research projects, co-curricular activities, and innovation initiatives.

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Q1. What's the difference between "AI-assisted" and "AI-generated" work?

- AI-assisted: AI-assisted work refers to work where you do the thinking and creation, and AI is used only to support you, such as helping to explain concepts, suggest improvements, or give feedback. AI helps you learn or improve your work, but it does not replace your own ideas, reasoning, or decisions.
- AI-generated: AI-generated work refers to content **substantially or wholly produced by AI**, where the AI determines the **ideas, structure, reasoning, or final output**, and your contribution is minimal or limited to prompting or selection. In other words, AI does the thinking / creating, not you.

Q2. How do I enhance my own learning journey with AI without misusing it?

Enhancing Productivity, Motivation & Creativity with Aid of AI

<u>Productivity</u>
You may use AI to:
- help plan study schedules or revision strategies tailored to your needs or preference
- summarise or break down complex ideas after reviewing them in textbooks or notes
- check your understanding by asking AI to generate new questions and quiz you

<u>Motivation</u>
- Motivate yourself through gamified or interactive AI-enabled learning platforms
- Ask AI to take on a motivational learning coach persona

<u>Creativity</u>
- Use AI to explore alternative ideas and perspectives, while ensuring the final creative work remains yours.
- Use AI to spark creativity in non-academic/ non-assessment related tasks e.g writing a song, creating a home DIY project.

<u>Practise effective prompting</u>
- Be clear and specific when asking AI for help. For example:
  “I’m studying [topic]. Explain [title of concept] by breaking it down into bite-size portions, then check my understanding.”
- Tell AI not to tell you direct answers but instead prompt you to think critically. For example: “Can you explain what concept I should apply at this step? Do not give me the final answer.”

<u>Balance digital and social learning</u>

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Combine use of AI tools with reading textbooks & journals, independent reflections, having peer discussions, and seeking teachers' feedback.

Q3. What does "harnessing AI purposefully and responsibly" and "irresponsible use of AI" look like?

Use AI as a partner to deepen your understanding and enhance your work, while maintaining full ownership of your learning process. In other words, do not outsource your thinking to AI or allow it to replace your own effort in learning, creating or editing your work.

Examples of **Purposeful and Responsible Use of AI** (not exhaustive)

1. **To Refine Your Thinking**
   - Identify Errors: After you have completed an assignment/homework, ask AI to pinpoint errors in your response/solution and explain the underlying misconception. Use this insight to correct/improve the work yourself. *(Encouraged)*
   - Critique / Strengthen Arguments: Request a critique of your essay or project deliverable against a specific rubric. Then, independently make revisions based on the feedback you assessed to be valuable. *(Acceptable with declaration)*

2. **To Deepen and Challenge Your Understanding**
   - Break Down Complexity: If you are struggling with a concept even after your own attempt, ask AI to break it into bite-size parts to help you with your understanding. *(Encouraged)*
   - Practice and Apply: After studying a topic, ask AI to generate practice questions that assess deep conceptual

Examples of **Irresponsible Use of AI** (not exhaustive)

1. **Substituting Independent Work**: The use of AI to replace or complete independent work is *forbidden*. This includes generating full answers or solutions for assignments or homework that assess content or skills tested under exam conditions (e.g., essays, coding tasks, mathematical problem-solving). This guideline is set to ensure academic integrity and for compliance.

2. **Bypassing Core Engagement**: Using AI to summarize required readings or learning materials that you have <u>not</u> first engaged with directly is *misuse of AI*.

3. **Uncritical Adoption**: Copying wholesale or large portions of AI output or feedback without checking, questioning, or thinking through it yourself and submitting such work as your own is *forbidden.*

4. **Failure to Declare**: Where AI use is restricted or requires declaration, failing to acknowledge or describe the use of AI, including AI-generated ideas, analysis, or writing, constitutes malpractice.

understanding, not just recall. *(Encouraged)*

- Explore Perspectives: Ask AI to offer alternative viewpoints or counter arguments to your original argument, helping you build a more robust argument. *(Acceptable with declaration)*

3. **To Enhance and Extend Your Ideas**
   - Sharpen Inquiry: Use AI to help guide you in refining and focusing your research questions, making them more precise and researchable. *(Acceptable with declaration)*
   - Extend Analysis: After conducting your own data analysis, ask AI to help identify patterns or insights you might have overlooked, which you will then verify. *(Acceptable with declaration)*

4. **To Enhance Synthesis**
   - Use AI to enhance synthesis of insights in your literature review of various research articles you have read. *(Acceptable with declaration)*

5. **Academic Integrity**
   - Transparent Acknowledgement: In any work you submit, you explicitly acknowledge how you used AI, describing your process with honesty and clarity.

5. **Violating PDPA / Racism / Cultural Insensitivities**: Uploading others' personal data, producing deepfakes using others' photographs, using AI in ways that results in harm to others and/ or which perpetuates bias is *forbidden*.

6. **Generating Fictitious Data:** Asking AI to generate fictitious data for your research is *forbidden*.

7. **Generating References:** Asking AI to generate or cite references that you have not actually read, verified, or consulted.

8. **Infringing copyright**: Using AI to reproduce, imitate, or generate works that copy or closely replicate an artist's, brand's, or another person's intellectual property is *forbidden*.

Your own intellectual growth is the primary goal. Therefore, the use of AI is forbidden any time it:

- replaces your critical thinking and effort,
- misrepresents AI's output as your own original work,
- goes against the specific instructions or boundaries set by your teacher for a task or assessment, and/or
- goes against the specific instructions or boundaries set by organisers of external competitions

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Q4. How do I review and discern AI's outputs?

AI systems may hallucinate because they predict likely text patterns rather than retrieve verified facts. They lack real-world understanding and cannot check their responses against reality. When uncertain, they may generate confident but incorrect answers to keep the conversation flowing. Since their training data can include errors, biases, or outdated information, their outputs should always be evaluated critically. Despite these limitations, they can be effectively utilized to enhance your learning.

By analyzing AI outputs, you can identify errors, biases, and different perspectives, and then work on revising the outputs. This practice not only leverages AI limitations but also aids in developing your evaluative judgment, an essential component of critical thinking, especially important given the growing reliance on AI.

Lateral Reading
Use fact-checking websites (e.g factcheck.org) and trusted digital sources to ensure the reliability of content in AI output. Always cross-check AI-generated output with authoritative sources such as research papers, official government websites (.gov), academic institutions, and established news publications.This approach provides broader context and allows for a more comprehensive understanding of the topic.

Use one LLM to evaluate another LLM
One increasingly common approach is to use an LLM to evaluate the response of another LLM based on predefined criteria. This method can be useful but not without limitations as LLMs can replicate each other's errors, biases and blind spots, which is why human oversight is needed.

Verify Citations/References
While citations may sound legitimate, some of them may be fabricated by AI (i.e non-existent), inaccurate or irrelevant. Try copying the title into a search tool like Google Scholar to verify.

Report Concerns
If you encounter AI-generated content that seems biased, is inappropriate e.g culturally or racially insensitive, or if you see peers misusing AI, report your concerns to a teacher.

Tip!
Start by curating reliable sources and feeding them into NotebookLM.
When you ask questions using your own references, hallucinations are far less likely.
Try using Hwa Chong's 'HUMAN' framework to guide you as you employ AI in your learning.

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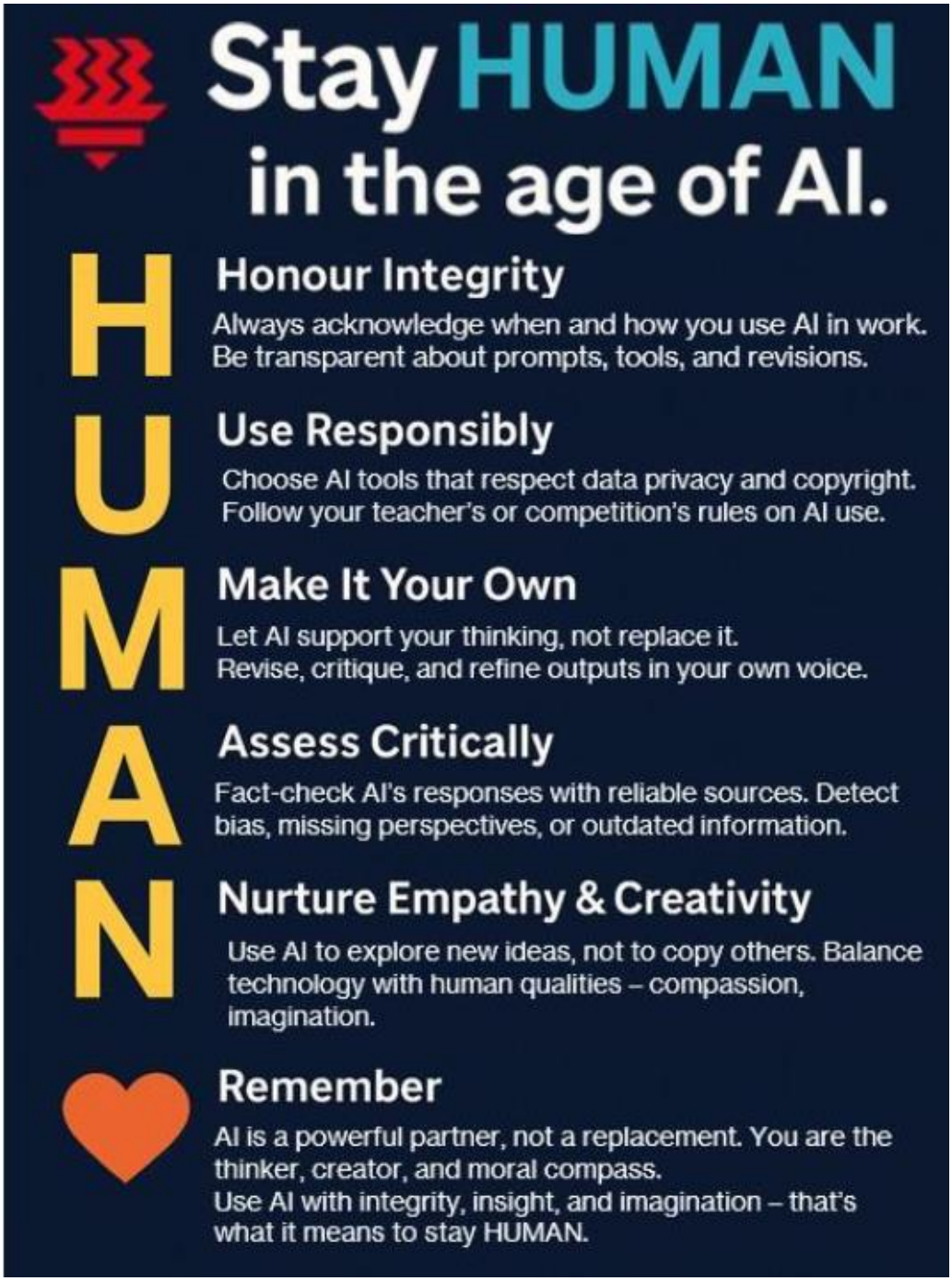
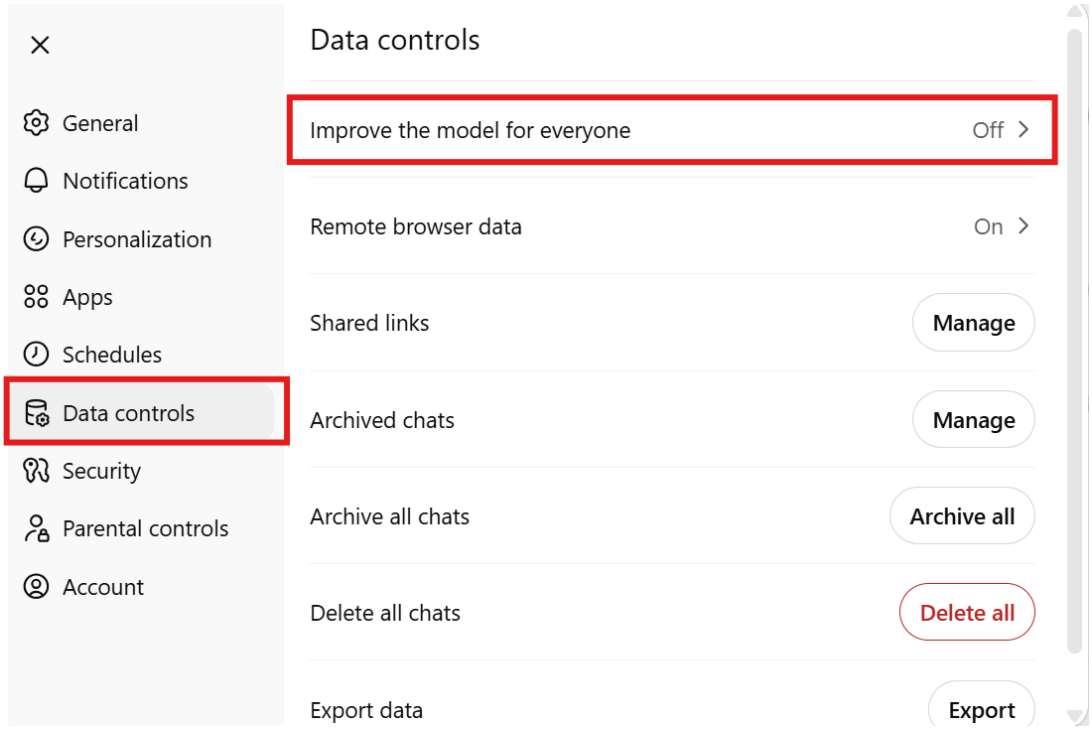


Q5. What must I take note of when I use AI for Data Analysis?

If you want to use AI tools to process or analyse data, consider the following points:

- Comply with PDPA (Personal Data Protection Act)
- Never enter confidential / personal data in an AI tool.
- Make sure that it is not possible to identify any person(s) / organisation(s) from the context for security and privacy reasons.
- Inform research participants about the use of AI tools in the declaration of informed consent and obtain explicit consent.
- Do not enter unpublished research results in an AI tool.
- Ensure the data input is not used to train the LLM (Chatgpt, Claude, Deepseek). Refer to the screenshots below.

  Chatgpt
  Turn off “Improve model for everyone” under “Data Control”.



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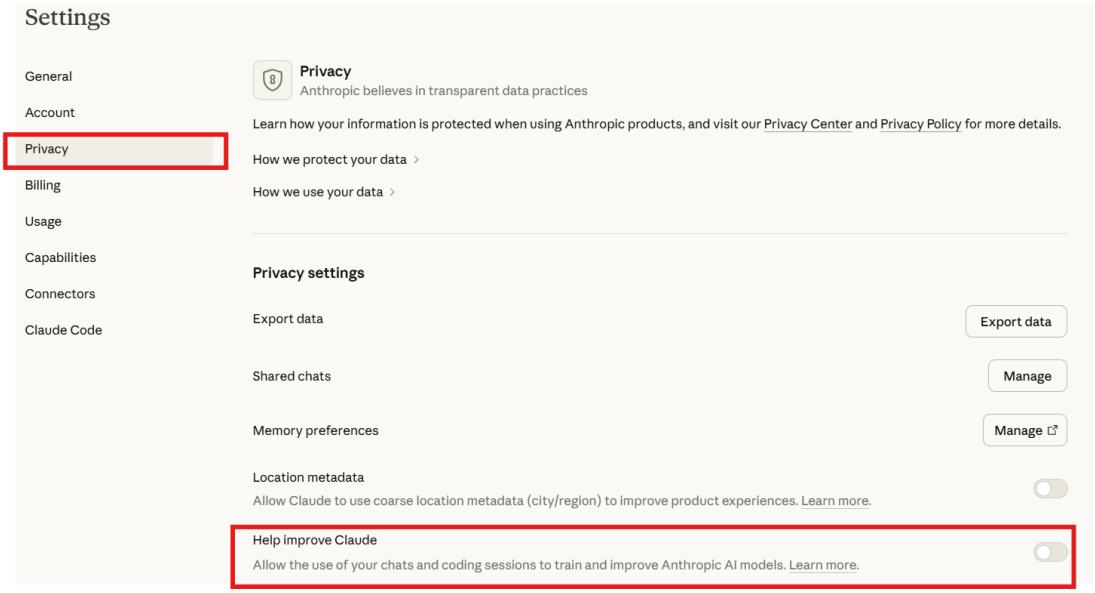
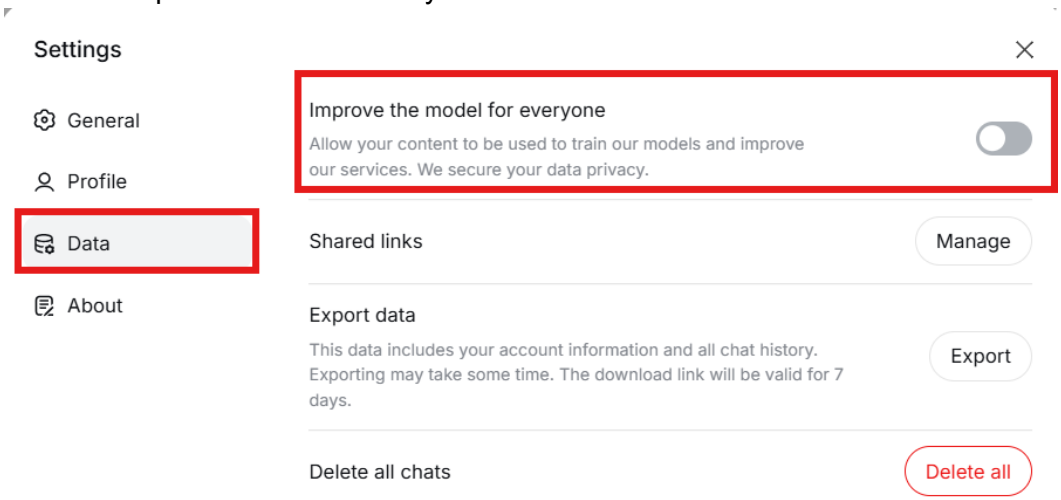
Claude

Turn off “Help Improve Claude” under “Privacy”.



Deepseek

Turn off “Improve model for everyone” under “Data”.



Q6. How should I acknowledge / cite AI use in my work?

If you have used AI in your work, you must declare how you used AI in your work and provide citations based on the guidelines below.

AI Use Declaration
Tool(s) used: [Name and version] e.g., "ChatGPT 4.0"
Date(s) of use: [Specific dates]
Purpose: [What you asked it to do]
Output received: [Brief description of what the AI provided]
How you used it: [What you did with the AI's output—did you revise it? verify it?]
Your original contribution: [What work remained entirely your own]
Examples:

- I used [AI Tool Name] on [Date] to/for [specific purpose]. The AI provided [describe output], which I then [how you used/modified it].
- I used ChatGPT on October 15, 2025, to generate comprehensive considerations and identify possible blind spots for each of my service-learning project ideas. After reviewing the AI's suggestions and requesting additional information, I finalised my project idea and actionable steps.

Citation

AI tools are to be cited as personal communication. See illustrations below.

In-text citation:

… … … (Paraphrased from OpenAI's ChatGPT AI language model, personal communication, 2023, Jun 26).

Reference List:

Indicate name of tool, prompts, and access date:

OpenAI. (Year, Month, Day). [ChatGPT: <prompts>]. https://chat.openai.com/.

Example:

OpenAI. (2023, Jun 26). [ChatGPT: How can food wastes be turned into compost? What are the advantages of using [ ] to manage food wastes?] https://chat.openai.com/

2026 SINGAPORE-CAMBRIDGE GCE A-LEVEL EXAMINATION INSTRUCTIONS TO CANDIDATES

ACADEMIC INTEGRITY

25. All work submitted must be the unaided work of the candidate. Candidates are required to act with integrity by producing their own work, attributing ideas and information to original authors, acknowledge assistance and effort of others, and not passing off the work of others' as one's own. Candidates must acknowledge sources of information used in their work, and this includes the use of generative Artificial Intelligence.

26. Plagiarism is strictly not permitted, and all secondary sources must be acknowledged in the bibliography. All references used by the candidate must be cited in the work for verification by the Coursework Supervisor. SEAB reserves the right to check these references or call for these references to be provided for verification.

27. If generative AI is used, in-text citation of the AI tool and referencing of all prompts used in AI tool in the bibliography are required. As content from generative AI is non-recoverable (as it cannot be retrieved or linked), referencing style should be based on personal communication and correspondence. An example of in-text citation and bibliography based on APA Style 7th Edition is shown below:

In-text citation

(Communicator, personal communication, Month Day, Year)

For example:

(Paraphrase from OpenAI's ChatGPT AI language model, personal communication, March 20, 2026)

Bibliography

OpenAI. (Year, Month, Day). [ChatGPT: <prompt>]. https://chat.openai.com/.

For example:

OpenAI. (2026, March 20). [ChatGPT: Who are the key thinkers of empiricism?]. https://chat.openai.com/

MALPRACTICE / DISHONESTY

28d. Plagiarises or submits work that contain material published or assisted by another person, or created by the use of AI without making acknowledgements. Candidates submitting materials done over a period of time must ensure that they submit only original work conceived of and produced by them.

Note: Where external institutions or competitions specify alternative AI citation requirements, students must follow those requirements accordingly.

Q7. What are the consequences if I have used AI where it was forbidden?

At Hwa Chong Institution, we view this as a breach of our core value of integrity. Our response is designed to be fair, educational, and proportionate to the nature of the violation. The primary goal is to help you understand the boundaries of ethical scholarship and to recommit to your own learning.

Consequences are tiered based on the severity and intent of the misconduct, and whether it's a first-time or repeated offense.

Typical consequences *may include, but are not limited to*, the following:

- Demerit points for Cheating
- Marks for the assignment/exam will be nullified
- Meeting with your parents
- Compulsory counselling for the student to learn from the mistake
- Disqualification from all leadership positions, awards, and overseas trips for at least 1 year
- Disqualification from Holistic Education Certificate (High School) or Hwa Chong Diploma (College) where applicable
- Removal of scholarship (for scholarship holders)

The penalty for a second offence may be expulsion.

The penalty imposed would be at the discretion of the School Leaders and the Discipline Committee.

Ultimately, the most significant consequence is the erosion of trust and the loss of a genuine opportunity for your own intellectual growth. We encourage you to always prioritize your learning and act with integrity.

Q8. What are the consequences for misuse of AI for projects/ competitions/ research outside of HCI?

The same ethical principles of honesty, transparency, and intellectual ownership apply to all your scholarly activities beyond HCI. Misrepresenting AI-generated work as your own in any official or public context is a breach of trust and constitutes cheating.

This includes, but is not limited to:

- Competitions: Submitting AI-generated work for external competitions (e.g., essay, science research, innovation/design/entrepreneurship competitions etc).
- Applications: Using AI to generate or substantially shape personal statements, scholarship essays, or university application materials **and submitting them as one's own without declaration**, where such declaration is required, constitutes misuse.
- Publications: Submitting AI-generated articles, stories, artwork or other artefacts to external platforms without declaring the use of AI.
- Co-Curricular Projects: Misrepresenting the authorship of work created for passion or community projects.

Consequences: Such actions damage your personal integrity and the reputation of the school. Depending on the context, consequences can range from a formal disciplinary meeting with School Leaders, to revocation of school awards or honours, and the school is obligated to inform external competition bodies or universities.

Q9. Can I treat AI like a trusted friend or confidante?

Chatting with AI may feel like a private, one-to-one conversation, but in most cases, your data can be stored, used for training, or accessed by others.

Avoid discussing personal problems or emotions as though AI is a counsellor. It has no conscience and cannot be a friend. It is not human and cannot truly understand or give moral judgement, and cannot tell you what is right or wrong (it has no moral compass). AI may even mislead you! If AI ever gives you a response that feels strange, rude, unsafe, or pushes you to share private information, stop immediately and tell a trusted adult.

If you need help, please approach your parents, teachers or school counsellors. You may also access https://www.imh.com.sg/CHAT/Pages\/default.aspx for mental health resources.

Q10. How do I know if I am overreliant on AI?

Reflect on the process

- Do you turn to AI immediately upon receiving an assignment, project or challenge, or do you first try to think through it yourself?
- Are you asking AI to do the thinking for you, or to critique your thinking and ideas?
- If all AI platforms shut down, could you still explain core concepts, your solutions and defend your essay arguments?

Watch for These Warning Signs:

- You skip the brainstorming, drafting, and struggling phases which are when the deepest learning occurs.
- You can't explain clearly the thought process behind your work.
- You feel anxious or stuck at the idea of starting or completing a task without AI.
- The quality of your work, with and without the use of AI differs greatly.

A good rule of thumb: AI should feel like a consultant you engage for feedback, not a creator you delegate / outsource your work to. You should be in the driver's seat, making all decisions and steering the intellectual journey. If you're unsure, discuss your process with your teacher.

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Q11. What does MOE mean by "Learn About AI", "Learn to Use AI", "Learn With AI" and "Learn Beyond AI"?

	Dimensions	Description
AI Literacy Developmental Milestones	**1. Learn About AI** Understand what AI is, how it works, and its societal implications	Students develop a foundational understanding of what AI is, how it works, and its limitations. They learn to think critically about AI's impact on society, its biases, ethical concerns and the difference between human and machine intelligence.
	2. Learn to Use AI Develop ability to engage with AI tools effectively, ethically and responsibly	Students gain hands-on experience using AI enabled tools across disciplines. They build digital creations, learn to question AI outputs, make informed decisions, and maintain human agency in their interactions with AI.
	3. Learn With AI Collaborate with AI to enhance thinking, creativity and learning outcome	Students collaborate with AI as a learning partner or tutor. AI supports metacognition and learning by providing real-time feedback, adaptive guidance, or modelling. Students retain control of the learning process through reflection, planning and self-regulation.
Development of 21CC	**4. Learn Beyond AI** Develop the meta intelligences that underpin human wisdom, ethics and emotional understanding	Students develop the ethical judgment, emotional insight, metacognitive ability and contextual awareness that distinguish human intelligence from AI. Engage students in values-driven discussions, ethical dilemmas, human-centred design tasks and creative projects that require perspective-taking, empathy and moral reasoning - skills that AI cannot replicate.

Your teachers are committed to integrating AI purposefully to enhance your learning experience. They engage in professional development to ensure AI use is always guided by sound pedagogy, enhances your agency as a learner, and safeguards students' socio-emotional well-being.

Q12. How was AI used in developing this AI Usage Policy?

Generative AI tools (including ChatGPT-4.0, Claude, and DeepSeek) were used to support the development and refinement of this policy alongside conventional internet searches to support an external scan of relevant and authoritative references. All sources were independently reviewed and verified by the human authors and editors of this policy, who exercised professional judgment in synthesising the information.

AI tools were also used to transform initial concepts into draft sentences for further refinement. Example of prompts: "How do universities/K12 schools typically address misuse of AI?", "Refine this text to make it more palatable to students".

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8. **World Economic Forum. (2024, January 8).** *7 principles on responsible AI use in education*. https://www.weforum.org/stories/2024/01/ai-guidance-school-responsible-use-in-education/

9. **Wynants, S., Childers, G., De La Torre Roman, Y., Budar-Turner, D., & Vasquez, P. (2025).** *ETHICAL Principles AI Framework for Higher Education*. California State University, Fullerton. **Retrieved October 2025, from** https://www.fullerton.edu/it/ai/ethical-principles-ai-framework.html

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Other Questions - Submit other questions you may have but are not addressed in this AI Usage Policy

This google form provides a channel for students to submit their questions or seek clarifications about the policy.

Note

- This policy was developed with inputs from staff and student leaders.
- The guidance and examples in this policy are not exhaustive and will be reviewed and updated as needed.