



Introduction

This is a reference document for Redmaids' High senior school students and staff. It refers to academic and intellectual honesty throughout the school and reflects the academic honesty requirements of the school, the International Baccalaureate Organisation, British examination boards and the practice of all University and Higher Education institutions. Its purpose is to inform students and staff of the requirements of intellectual and academic honesty and to help them to avoid breaching these guidelines accidentally or by design.

What is Academic Honesty?

Students should be aware that they are members of a global academic community and should credit where the work of others is used in their work as a matter of honesty and as a way of allowing others to research these ideas further. High standards of academic honesty require students to understand the concepts of authentic work and intellectual property and that this includes the words, pictures, ideas and research results of others.

Specific ways that academic malpractice may manifest itself in school life are through:

Plagiarism: this is defined as the representation of the ideas or work of another person as the student's own. This might be through copying from another student's work or through including the ideas, images or words of other authors (e.g. from a book, article or website) without crediting them. This includes the use of Artificial Intelligence. Students work will be expected to use and synthesize the thoughts of others but these should be paraphrased and acknowledged. This may even include the ideas of other students expressed in a lesson if these are used as a key aspect of the work submitted by a student. In such cases a student might add a citation to such an effect 'idea from X in a TOK seminar, 20th July 2012.' The guiding principle is to avoid all possible accusations that the work presented is not the student's own by acknowledgment where any sources are used.

Malpractice: this is the action of attempting to gain an advantage over other students by dishonest means. Examples of this may include smuggling a formula book into a test, copying another student's work in an exam, submitting another student's work for a coursework assignment, adding a false signature to a cover sheet.

Collusion: this is defined as supporting malpractice by another student as in allowing one's work to be copied (even in part) or doing work that is then allowed to be submitted by another student.

Responsibilities of the School

It is the responsibility of the staff to inform students of what constitutes malpractice and to promote the values of scholarship and academic honesty.

The staff will promote academic honesty through giving whole school assemblies, section assemblies and examination briefings that ensure students understand the principles of academic honesty. At key times in the year these principles will be underlined for students such as before examinations, during study skills sessions, at the launch of internal assessments, Extended Essays or the Extended Project Qualification (EPQ). The school librarian will also play a role in communicating information about academic honesty and informing students of the principles of academic research.

Expectations will also be made clear through the availability of this document on the school website. IB students and their parents can also access the document *General Regulations: Diploma Programme* on the Internet. This makes clear the specific requirements of the IBO in this area. Across the school a document entitled Academic Honesty Guidelines will be placed on all form room notice boards and discussed in tutor time.

Staff will also be vigilant in combating malpractice. This is carried out through regularly marking homework assignments, fulfilling the role of supervisor for an Extended Essay or EPQ and invigilating exams and tests. Staff will use their professional judgement and tools such as www.plagscan.com to determine whether work presented for assessment is the authentic work of the student. They will complete the necessary paperwork to authenticate and sign the externally assessed work.

Staff may also make use of AI technology such as Turnitin to identify any potential AI misuse, in order to inform conversations with students and parents, particularly if staff feel that a piece of work is inconsistent with previous work submitted by the student.

Given the nature and increasing sophistication of AI tools, it may not always be possible trace their use using mechanisms such as Turnitin. Teaching staff will have discretion in determining whether AI or other tools have been used in the creation of a piece of work, based on their professional judgment and knowledge of their students. This may be in conjunction with Heads of Department or Senior Line Managers where necessary.

Staff will aim to create a culture where such conversations take place in an open and constructive manner.

Responsibilities of Students

Students throughout the school carry out independent research in most of their subjects from small research tasks in year 7 to Extended Essays and EPQs in Year 13. Students should acknowledge sources used to inform their work and always use their own words when incorporating the ideas of others in their assignments. In tests and examinations students should keep all regulations.

To avoid submitting work that is academically dishonest, students should reference any sources used in preparing their work by adding a list of references at the end. For work that is formally submitted at

GCSE, A Level and for the IB diploma this will be done in a more formal way using conventions such as the Harvard referencing system. The school's subscription to the JSTOR archive will help to save cogent details for all articles accessed and the school's library Hub pages give clear guidance on how to reference assignments. The IB document *Effective Citing and Referencing* will also be used as a guide for students. Subject teachers, the EPQ Coordinator and IB Coordinator will provide teaching and guidance when assignments are required to be submitted in such a way.

Where a student has taken an examination before their cohort they should not discuss its content until the rest of the cohort have completed the examination.

Consequences of Academic Dishonesty

Teachers are expected to deal with any issue of academic dishonesty that presents itself in a student's work. They are entitled to use their discretion as to how to deal with any issues arising but the following are general guidelines for procedure:

Years 7-9

Class Work: Anyone submitting plagiarised work will be asked to do it again. A first offence in the lower school will be treated as an opportunity to discuss with the student and warn them of the issues and problems surrounding academic dishonesty. The piece of work will not be marked and will have to be redone. A second offence will result in a warning and a referral to the Head of Department. The piece of work will not be marked and will have to be redone. Any further instances of dishonesty must be referred to the Deputy Head (Academic). In this and following cases the severity of the academic offences will be made very clear to those who have committed them and students can expect suitably robust punishments, which may include suspension.

Examinations: Referral to the Deputy Head (Academic) will be immediate. Parents will be contacted and a permanent record made of the incident. For purposes of internal exam analysis, a zero will be awarded.

Years 10-11 and Sixth form

Class Work: Anyone producing a piece of work that looks like it is not their own will be asked to do it again. A first offence in the middle and upper school will be treated as an opportunity to discuss with students and warn them of the issues and problems surrounding this issue. A second offence will result in a warning and a referral to the Head of Department. The piece of work will not be marked and will have to be redone. Any further instances of dishonesty must be referred to the Deputy Head (Academic) as soon as possible.

End of Year Examinations Mock Examinations / tests: referral straight to the Deputy Head (Academic), for purposes of internal exam analysis a zero will be awarded.

External Examinations and Internal Assessments: Examination Board rules and regulations apply. In such cases an investigation will be carried out which gathers all available information about the incident and

an interview with the student to ensure their perspective is heard and any mitigating circumstances are known. This information will be communicated to the awarding body that in many cases (e.g. the IBO) will result in no grade award for the subject where the offence took place, certificates may be issued in other subjects at the discretion of the awarding body. In cases where severe malpractice has taken place students may be disqualified from all qualifications and prevented from re-sitting exams at future sessions.

Use of Artificial Intelligence (AI) Technologies

Generative artificial intelligence (AI) tools have recently received much attention in the media and within educational institutions. These tools are able to mimic, and at times to exceed, human abilities to research, write, problem-solve, create art, produce videos, and even to “learn” and evolve. As such, there is concern that generative AI tools/apps can be used to help students engage in academic misconduct.

Since the release of ChatGPT (GPT stands for Generative, Pre-trained, Transformer), different types of generative AI tools have been developed that are able to generate text, code and images (e.g. Bing Chat, Google Bard, Alpha Code, MidJourney and Stable Diffusion).

Academic integrity is crucial to maintaining the value and credibility of educational qualifications. Any use of ChatGPT (or other AI tools) in assessments is considered to be a breach of academic honesty and could lead to sanctions from JCQ such as students forfeiting their marks for the assessment affected or their grade for the entire subject.

The JCQ guidelines are clear on the use of AI to assist in assessments *"Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions"*. Please see the link below for the full guidance.

"Examples of AI misuse include, but are not limited to, the following:

- *Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own*
- *Copying or paraphrasing whole responses of AI-generated content*
- *Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations*
- *Failing to acknowledge use of AI tools when they have been used as a source of information*
- *Incomplete or poor acknowledgement of AI tools*
- *Submitting work with intentionally incomplete or misleading references or bibliographies"*

It is important that as parents and carers you monitor your child's work and any potential use of this software. Alongside the concerns surrounding academic integrity, ChatGPT and the other AI tools listed above collect a significant amount of data from its users which can be shared without a user's knowledge or permission.

Guidelines for Students

- Students should not use AI systems to plagiarise their academic work. Any instances of malpractice will be dealt with in line with this policy.
- Students should only use AI generated content to help them compile their work when express permission and guidance has been given by their subject teacher
- Students should acknowledge and give credit to the appropriate sources when using AI generated content in their own work, for example, images, videos or text.
- Students should acknowledge and give credit to the appropriate sources when they have used AI systems to indirectly inform, or otherwise improve their work. For example, rephrasing or correcting language, generating initial ideas etc.

References

The International Baccalaureate Organisation, 2007. *Academic Honesty: Diploma Programme* Chippenham, Anthony Rowe Ltd.

The International Baccalaureate Organisation, 2014. *Effective Citing and Referencing* Cardiff, IBO.

<https://www.icq.org.uk/exams-office/malpractice/artificial-intelligence/>

Anya Peyton/Paul Dwyer
Autumn term 2023