



RUGBY SCHOOL

## Academic Integrity Policy

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September 2024

## **Rugby School Academic Integrity Policy**

### **INTRODUCTION**

The purpose of this document is to set out the ethos of academic integrity at Rugby School and the strategy by which the school's practice combines with academic practice. Establishing an understanding of the value of academic integrity is a crucial part of the Whole Person education promoted by Rugby School.

It is important that students at Rugby School are taught how to navigate the information and opinions that they have access to. They must learn how to make visible and open the means and sources by which they have constructed their ideas and views.

### **SCOPE**

This policy applies to the teachers and students at Rugby School.

### **ACADEMIC INTEGRITY POLICY**

#### **DEFINITION OF ACADEMIC INTEGRITY**

Academic integrity means that students only produce and submit work that is authentically their own. Where students draw on the ideas of others, including Generative Artificial Intelligence (GAI), they make the sources that have contributed to the development of their work visible and open. The principle of academic integrity is supported by the entire school community and is a natural part of academic study.

Rugby School's approach to academic integrity is about ensuring that students have the 'know how' and the 'know why' to make their thinking, knowledge and understanding transparent. Students must master and apply the technical aspects of academic integrity, such as accurate citation and referencing, and the use of Generative Artificial intelligence (GAI). They must also develop an understanding of how knowledge is constructed, how they might contribute to the further construction of knowledge and how to building understanding. Further details relating to appropriate referencing of GAI and GAI misuse can be found in appendix 1.

#### **ACADEMIC INTEGRITY AND THE IB DIPLOMA**

Academic integrity must be applied to all the endeavours of Rugby School Students and Staff. However, it has explicit pertinence for students and staff involved in the IB Diploma Programme. It specifically relates to the IB Learner Profile. Students and staff are expected to be *principled* in their approach to learning, and to strive to, "act with honesty and integrity" as they approach their academic endeavours.<sup>1</sup>

#### **RESPONSIBILITIES OF THE SCHOOL**

The School and its leadership have a responsibility for maintaining fairness and consistency in relation to academic integrity. The School should provide a safe environment for students to learn how to apply the principle of academic integrity and to learn the technical skills necessary. These technical skills include citing and referencing sources used or consulted in the production of work, including but not limited to academic research or the use of GAI. The school should provide support for professional development in relation to academic integrity

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<sup>1</sup> IBO, *IB learner profile in review: Report and Recommendation*, April 2013, p. 21

when necessary. The school should be clear in promoting parental awareness of the expectation of academic integrity on the part of students, staff, and parents.

### **RESPONSIBILITIES OF THE IB DIPLOMA COORDINATOR**

The Diploma Programme Coordinator, supported by the Deputy Head (Academic) and Assistant Head (Upper School), is responsible, on behalf of the School leadership, for ensuring that the *Academic Integrity Policy* is applied fairly and consistently in relation to students taking the IB Diploma. Furthermore, in regard to the IB Diploma Programme the Diploma Programme Coordinator is responsible for:

- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations;
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations;
- ensuring that teachers, support staff, students and parents and legal guardians have a common understanding of possible consequences for those that engage in student academic misconduct and school maladministration;
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IBO;
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IBO policy;
- ensuring that students are held accountable, according to the school's own policies, when involved in an academic misconduct incident;
- ensuring that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident;
- immediately notifying the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents;
- supporting the IB in any investigation into possible student academic misconduct, following guidance provided by the IBO;
- supporting the IBO in any investigation into possible school maladministration, following guidance provided by the IBO.

### **RESPONSIBILITIES OF THE HEADS OF DEPARTMENT**

Heads of Department are responsible for ensuring that the technical skills of academic integrity relevant to their subjects are taught to students that have opted to take those subjects. Heads of Department are responsible for ensuring that excellent standards of academic integrity are upheld in relation to students and staff in their departments. Heads of Department are responsible for doing all that can reasonably be expected to ensure that any work submitted as coursework for public examinations is held to the highest standard of academic integrity and that students are properly prepared with the necessary technical skills and knowledge to adhere to those standards. They are responsible for ensuring that students who do not match the expected level of academic integrity are managed as directed by the *Guidelines for Life at Rugby School and Discipline and Rewards Policy*.

### **RESPONSIBILITIES OF THE HEAD OF RESEARCH, INFORMATION AND LIBRARY SERVICES**

The Head of Research, Information and Library services is responsible for supporting the work of Heads of Department and Teachers in developing their knowledge and understanding of Academic Integrity. In addition, they are expected to support students in developing their knowledge and understanding of academic integrity while assisting in the development of their research skills. The Head of Library Services should be alert to evidence of a lack of academic integrity and alert the Diploma Programme Coordinator, Assistant Head (Upper School) or Assistant Head (Middle School) to any concerns.

### **RESPONSIBILITIES OF TEACHERS**

Teachers are responsible for modelling academic integrity in their approach to teaching. They are expected to provide appropriate guidance to students in relation to academic integrity. This will include providing students with opportunities to learn how to use other people's work in support of their own in principle and in terms of technical skills. This includes the use of GAI tools. Teachers are responsible for doing all that can reasonably be expected to ensure that any work submitted by students in their class as coursework for public examinations is held to the highest standard of academic integrity and that students are properly prepared with the necessary technical skills and knowledge to adhere to those standards. They are responsible for ensuring that students who do not match the expected level of academic integrity are managed as directed by the *Guidelines for life at Rugby School* and *Discipline and Rewards Policy*.

### **RESPONSIBILITIES OF STUDENTS**

Students are expected to abide by the principle of academic integrity in relation to all of their work. They are expected to produce work that is authentic in that it reflects their own endeavour and understanding. In regard to coursework for public examinations they are further expected to apply the technical skills of academic integrity, as they have been taught them, to the best of their ability. This includes citing and referencing any sources they use in their own work, including GAI tools. Students should never allow another source, whether it is a book or GAI to take the place of their own thinking. Students who do not apply the principle of academic integrity to their work should expect to be treated in accordance with the procedures set out in the *Guidelines for life at Rugby School* and *Discipline and Rewards Policy*.

### **RESPONSIBILITIES OF PARENTS/CARERES**

The parents/carers of students at Rugby School are expected to adhere to the principle of academic integrity. They should support the school in requiring their son or daughter to abide by the principle of academic integrity. They must further recognise the fact that Rugby School and its staff uphold a principle of academic integrity in relation to student work. Parents should seek to help their son or daughter understand academic integrity and apply it to their work. They should encourage their son or daughter to seek help from the teaching staff if they are confused or uncertain about how to apply the principle of academic integrity in a specific situation or context.

## **EDUCATION AND TRAINING**

Students receive annual assemblies that remind them of their responsibilities regarding academic integrity.

Departments and subject teachers provide specialist guidance in relation to academic integrity in their subject areas. This includes guidance regarding the appropriate approach to referencing.

## **PROCEEDURE FOR INVESTIGATING ACADEMIC MISCONDUCT OR ACADEMIC MALADMINISTRATION**

### Academic Misconduct

Should a student be suspected of academic misconduct the concern must be reported by the relevant teacher or Head of Department to the Deputy Head (Academic), Assistant Head (Upper School) or Assistant Head (Middle School). The concern will then be investigated. The investigation will be overseen by the Assistant Head (Upper School) or the Assistant Head (Middle School). If the student is taking the IB Diploma, then the investigation will be overseen by the Diploma Programme Coordinator.

Once the investigation is complete the Deputy Head (Academic) will review the evidence and make a decision on the school's response. In certain circumstances the Deputy Head (Academic) may delegate this responsibility to the Assistant head (Upper School) or the Assistant Head (Middle School), or, if the student is taking the IB Diploma, the Diploma Programme Coordinator, provided that they were not involved in the investigation. Any sanctions that are applied, and records that are kept, will be in accordance with the school's *Discipline and Rewards Policy*.

### Academic Maladministration

If academic maladministration is suspected then the concern must be passed on to the Deputy Head (Academic), or if the concern relates to the Deputy Head (Academic), to the Head Master. The concern will then be investigated in accordance with the International Baccalaureate Diploma Programme policy or the relevant Examination Board policy. Staff accused of academic maladministration will have recourse to the *Discipline Process and Procedure*.

### Rights of the Student

Any student accused of academic misconduct will have the right to have their viewpoint heard and considered, and to provide evidence, as part of the investigation. They will further have the right to adult representation. Any student has recourse to the *Complaints Procedure*.

## **POLICY OWNER**

IB Diploma Coordinator

## **RELATED POLICIES AND GUIDANCE**

The Academic Integrity Policy should be read with reference to:

1. *The Guidelines for Life at Rugby School*
2. *Discipline and Rewards Policy*
3. *Complaints Procedure*
4. *Rugby School Malpractice Policy* (available from the Exams Office on request)

These can be found on the Policies page on the school website:

<https://www.rugbyschool.co.uk/about/school-policies/>

Students can access up to date guidance from JCQ on the Exams Office Page on Lander

(<https://rugbyschool.sharepoint.com/sites/RS-AD-ExamsOffice>)

The IB Mission Statement (<https://www.ibo.org/about-the-ib/mission/>) and Learner Profile (<https://www.ibo.org/benefits/learner-profile/>) are useful reference points in understanding the context of this policy.

JCQ Guidance on AI Use in Assessments can be found here: <https://www.jcq.org.uk/wp-content/uploads/2023/04/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf>

## **FURTHER INFORMATION**

Further information about this policy can be obtained from the Deputy Head (Academic) and the IB Diploma Coordinator.

## **APPENDIX 1: USE AND MISUSE OF GENERATIVE ARTIFICIAL INTELLIGENCE**

Generative Artificial Intelligence (GAI) use refers to the use of GAI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. Misuse of GAI tools constitutes malpractice.

The use of Large Language Models (GAI chatbots such as ChatGPT) and image generation GAI (such as Midjourney) may pose significant risks if used by students completing qualification assessments.

As has always been the case, students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work. GAI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

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.


The misuse of GAI constitutes malpractice as defined by JCQ. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment. JCQ guidance regarding malpractice can be found here: <https://www.jcq.org.uk/exams-office/malpractice/>

Where GAI is used it must be appropriately acknowledged and referenced. Where GAI tools have been used as a source of information, a student’s acknowledgement must show the name of the AI source used and should show the date the content was generated.

For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023.

The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used.

As with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification. In the context of AI use, it would be unacceptable to simply reference ‘AI’ or ‘ChatGPT’, just as it would be unacceptable to state ‘Google’ rather than the specific website and webpages which have been consulted. Students should be aware that if GAI is used so that they have not independently met the marking criteria they will not be rewarded.

<b>Academic Committee:</b>	
<b>Date:</b>	<b>4 June 2024</b>