

Scots College

## Academic integrity policy 2023

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# Academic integrity policy

## Rationale:

Scots College aims to foster a culture of ethical scholarship, personal growth, and responsible citizenship. At every stage of schooling at Scots College, students should be equipped with the fundamental values of honesty, accountability, and respect for intellectual property. By upholding the principles of academic integrity, Scots College safeguards its credibility as a first-class educational institution, as well as instilling crucial life skills that will serve students well beyond the classroom. The policy establishes a foundation of trust among students, educators, and the wider community, promoting a level playing field where everyone's achievements are truly reflective of their own efforts and abilities. Moreover, as Scots College students progress to higher education and beyond, they will carry with them the strong ethical foundation cultivated during their time at our school, contributing positively to their future endeavours and society at large.

## Foundations in Special Character:

Throughout the Bible, from the ancient laws to the book of Proverbs, and even Christ's famous command to his followers to "Let your 'Yes' be 'Yes' and your 'No' be 'No'" (Matthew 5:37), integrity is a central theme of the Biblical narrative. It is linked with other key Biblical themes such as honesty, trust, respect, fairness, and responsibility. It is our responsibility to be honest about our learning, our understandings, and the work we produce. It builds trust and respect between teacher and learner.

Above all, integrity is an expression of our own self-worth. Our true voice and our honest learning are of value. When we see ourselves as worthy, we reflect how God sees us.

## Purpose, procedures, and guidelines

### Section 1 – Developing and practising good habits of academic integrity

#### Purpose

Academic integrity encompasses a set of skills that must be learned and practised with consistent effort. By embracing the principles of academic integrity and forming the good habits of someone who lives by those principles, Scots College community members will demonstrate its wider values. Community members will be trusted in their academic and professional lives.

1. Developing the Approaches to Learning (ATL) skills and Future Focussed Learning skills.

Students will be encouraged to engage with academic material in a genuine and honest manner. Practising academic integrity in this way will lead to better learning outcomes in terms of **critical thinking** and **research skills**.

When collaborative work provides the best vehicle for learning, teachers and students should first explore the parameters for how **collaboration** will proceed. Collaborators should be clear on what to expect of others and the expectations placed on themselves. Credit for the work of each collaborator should be made by each team member.

Teachers should encourage students to be **reflective** throughout their learning, particularly in producing assignments and projects, about the influences and contributions of others. There should be opportunities for students to acknowledge the work, contributions and influence of others and **communicate** this clearly.

## 2. Using Scots College's library – accessing resources and staff

Students and teachers can trust that the resources they access through Scots College's library are authoritative, accurate, timely and up-to-date.

The college will resource the library to maintain the highest level of confidence in providing top-quality educational and research materials.

Teachers should take every opportunity to direct students to make use of the library's resources.

Students should become practised at how to conduct proper research using the resources of the library. This includes but is not limited to, catalogue searches and how to access the online subscription material.

## 3. Acknowledging the work of others

In the Junior School, students are expected to share where they got their information from in an age-appropriate manner. See appended table.

In the Middle and Senior School students will be explicitly taught American Psychological Association (APA) in-text citation and how to cite a quote, by teachers in all subjects where students are expected to use it. Teachers may make use of the instructional aides found at the official APA Style website:

<https://apastyle.apa.org/instructional-aids>.

## 4. Copying, re-publishing, and using others' intellectual property

Through E Tipu E Rea, the New Zealand Schools Trustees Association, Scots College will ensure that annual copyright licences are maintained for copying and scanning print material; performing, recording, copying and streaming music; and sharing broadcast, screen and audio materials.

Teachers will instruct students explicitly on how to source copyright-free materials or materials with Creative Commons licences for use in their work.

Teachers will actively discourage the use of material from the internet that does not have Creative Commons licencing. Students need to be made aware that indiscriminate copying, particularly of images, violates others' intellectual property and is a potential breach of copyright laws.

Teachers will actively teach students about material that can be sourced from the public domain. In practice, students should always be aware that the work they copy, alter, or republish is potentially the intellectual property of others. The guidelines for copying or printing material should be posted beside each photocopier/printer in the college.

Teachers should be aware of the procedures and guidelines of the Scots College copyright policy.

## Section 2 - Positive approaches for the use of artificial intelligence (AI)

### Purpose

Innovation in digital technologies is difficult to avoid. Part of students' school experience is to learn about the ethical use of technology. They must practice using the technology with the guidance of educators to realise both its potential and limitations. Artificial intelligence provides tools for students to clarify, further explore and interact with AI to enhance their learning. *Special note: Artificial intelligence in this instance refers to text-generating AI from large language models.*

#### 1. Supporting learning

Teachers should encourage the use of text-generating AI, where it positively supports students' learning. This may include but is not limited to

- a. students asking AI to summarise topics for the pre-learning of subject matter,
- b. using AI to act as a tutor, clarifying points of confusion,
- c. rewriting learning materials to differentiate for individual reading levels and specific reading needs, to provide better access for students,
- d. practising the use of language acquisition subjects in a chat-like exchange
- e. provide additional scaffolding for formative work; breaking down tasks with further explanation of how to achieve milestones,
- f. providing initial guidance on how to research a topic. AI is often used as a research tool. Early academic research has indicated that text-generating AI is limited, and students still require the assistance of an expert to best gauge the output of AI. (Fisk, 2023).

#### 2. Citing AI as a source in student work.

Citing AI – This section is taken from scribbr.com, giving the APA citation for ChatGPT, one of the original text-generating AIs.

- a. *Create an APA reference entry that lists OpenAI as the author and ChatGPT as the title, adding the date of the version used (shown at the bottom of the page on the ChatGPT site), the descriptive text "Large language model" in square brackets, and the URL.*
- b. *The in-text citation consists of "OpenAI" plus the year of the version you used. Add an in-text citation each time you quote or paraphrase text from the tool.*

- c. *APA advises describing how you used the tool in your methodology section or introduction and including the prompt you used whenever you quote a ChatGPT response. You may also add an APA appendix that includes the full text of any longer ChatGPT responses you quote from.*
- d. *Example: APA ChatGPT citation*
  - i. *APA format     OpenAI. (Year). ChatGPT (Month Day version) [Large language model]. <https://chat.openai.com>*
  - ii. *APA reference entry     OpenAI. (2023). ChatGPT (Feb 13 version) [Large language model]. <https://chat.openai.com>*
  - iii. *APA in-text citation     (OpenAI, 2023)*

### 3. Learning the functions of AI

When teachers assist students with AI use/engagement, they must explicitly teach the functionality of this type of AI. This should include but is not limited to

- a. large language models,
- b. predictive text algorithms,
- c. personification of AI output, particularly in their interactions with users,
- d. underlying text data/databases from which the AI draws and any potential biases within that data.

### 4. Including AI-generated text in students' summative work

Work submitted in summative tasks must be the work of the student.

Practical steps will be taken by teachers to ensure the authenticity of student work. See further guidelines on plagiarism and citing others' work.

Where it is deemed appropriate for AI-generated text to contribute to a summative task, the student must cite and/or quote the AI at any other source.

The appropriate inclusion of AI in a summative task should be regarded by both teachers and students as a rare/unusual occurrence.

## Section 3 – Declarations of authenticity

### Purpose

Scots College students are bound by the rules of external authorities for the purposes of submission of their work. This is of particular importance for students gaining qualifications provided by those authorities.

1. Teachers in the IBPYP, IBMYP and IBDP should be aware of Academic Integrity Policy of the IBO.

The expectations of the school community, as outlined in the IBO Academic Integrity Policy, should be evident in this policy document.

## 2. Students will be required to sign declarations of authenticity.

For consistency, Scots College will use the NZQA definition of authenticity and authentic: **Authenticity or authentic** is the assurance that the evidence submitted for assessment by a learner is their own, with the evidence being free of plagiarism, and any inclusion of work from another source acknowledged and appropriately referenced. (NZQA, 2023).

Declarations of authenticity will cover both the work produced over a year, and to meet external authority requirements, specific tasks. Those tasks include, but are not limited to, NZQA internally assessed achievement standards, IBDP internal assessments and the extended essay.

## Section 4 – Avoiding plagiarism

### Purpose

Being mindful of how the work of others has impacted their work, students develop **critical thinking** skills. Helping students **reflect** on unintentional plagiarism can have a positive effect on their paraphrasing and **communication** skills.

### 1. Recognising plagiarism

Teachers will explicitly teach how to avoid plagiarism and help students understand where in their work they may have intentionally plagiarised, unintentionally plagiarised and or enabled others to plagiarism.

Intentional plagiarism includes

- copying or downloading of others' work and passing it off as one's own,
- contracting others to provide work,
- failing to cite the work of others.

Unintentional plagiarism includes

- poor paraphrasing leaving much of the original author's material intact. In this case, choosing to quote and acknowledge the original is preferable.
- Incorrect, incomplete citations or accidentally failing to cite others' work even when the work is well paraphrased.

Enabling others

- Knowingly or unknowingly allowing others to plagiarise your work or the work of a third party.

### 2. Assisting teachers and students in recognising and detecting plagiarism

The college will provide sufficient licences of the software *Turn It In* for students of the Middle and Senior Schools.

Students will be taught how to use the software to receive feedback on the level of material in their work that can be attributed to others.

Teachers will use *Turn It In* to judge the level of authenticity of students' work.

## Section 5 – Dealing with misconduct

### Purpose

Students need guidance at each stage of their learning journey. Understanding the consequences of a lack of academic integrity, both intentional and unintentional, is important for students to learn. Scots College, as an agent for the New Zealand Qualification Authority (NZQA), the International Baccalaureate Organisation (IBO) and, from time to time, other external qualification providers, must adhere to the rules of those providers.

#### 1. Dealing with contract cheating

Section 292E of the New Zealand Education Act (1989) makes the act of providing ghost-writing services for academic assessment illegal. This is known, in legislation, as contract cheating.

Scots College students who provide or attempt to provide such a service are firstly subject to the consequences outlined in the Education Act and, secondly, will necessarily have this level of misconduct dealt with by their school principal or the headmaster.

#### 2. Dealing with misconduct in the Junior school

In the Junior School, teachers ensure that students understand the importance of completing their own work, stating where they gathered the information from and have age-appropriate expectations in terms of references and citations. Junior School students are also bound by our Responsible Digital Use Agreements.

If academic dishonesty is suspected, the incident is investigated and if required further steps will be taken, such as re-teaching the academic honesty policy, further lessons on citing sources, asking the student to resubmit the work and if needed a discussion with parents.

#### 3. Dealing with misconduct in the Middle School

A student who is discovered to have plagiarised the work of others, submitted AI-generated text, failed to acknowledge the work of others, or breached copyright,

- a. shall be spoken to by the classroom teacher, in the first instance, outlining the breach of academic integrity. The classroom teacher will inform their Learning Area Coordinator and the MYP Coordinator. The MYP Coordinator will then speak with the student, treating the matter as a teachable moment. A date of resubmission of work will be set, if appropriate. The MYP Coordinator will email the student's

- parents regarding the matter and a behaviour note will be created about the incident to be recorded on the college's student management system.
- b. a subsequent breach of academic integrity (second occasion) will result in the submitted work being awarded a zero grade. The MYP Coordinator will email the student's parents regarding the matter and a behaviour note will be created about the incident to be recorded on the college's student management system.
  - c. any further incidents will result in a zero grade and the student meeting with the Deputy Principal Curriculum, the student's dean and parents.

#### 4. Dealing with misconduct in the Senior School

Students in Years 12 and 13 are subject to the rules and regulations of the respective authorities of their academic pathway, that is the NZQA and the IBO. Teachers, the principal's nominee for the NZQA and the IBDP coordinator for the IBO will ensure that students are familiar with all those regulations affecting them.

Rules for NZQA assessments can be found at <https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/nzqa-assessment-rules-for-schools-teos/>

Rules for IBDP assessments are published annually and made available through the IBDP coordinator.

In Year 11, breaches of academic integrity include but are not limited to

- a. all forms of plagiarism, including AI-generated text,
- b. the use of **unauthorised** devices (phones, computers, electronic dictionaries, calculators, smart watches) in assessments,
- c. the use of **unauthorised** notes and other written, recorded or print material in assessments,
- d. failing to contribute in meaningful ways to group assessments.

Any piece of work considered to be in breach of this academic integrity policy will not receive a grade in Year 11 or be awarded *not achieved* for NCEA standards. For the IBDP, any breach of rules will likely result in the diploma not being awarded.

Any senior students involved in misconduct will be interviewed by the relevant curriculum coordinators and their deans. Parents will be notified of the academic consequences and any impact on the awarding of qualifications.

*Special note: The failure to meet deadlines is not considered a matter of misconduct, though does show a lack of academic integrity. The submission of assessments and related matters are dealt with in the Scot College assessment policy.*

## Links to other policies

This policy should be read and implemented in conjunction with Scots College's

- Assessment policy

- Copyright policy
- Inclusion policy

## Executive ratification statement

This policy was ratified by Scots College Executive on 14 September 2023.

## Review date

This policy will be reviewed in terms 1 – 3 of 2028.

## References

FISK, R. The Rise of ChatGPT and Generative A.I. and What it Means for Schools. **AASA Journal of Scholarship & Practice**, [s. l.], v. 20, n. 1, p. 37, 2023. Disponível em: <https://research-ebSCO-com.ezproxy.kotui.ac.nz/linkprocessor/plink?id=c8e634f4-609e-3dba-b6ae-a99783bea00d>. Acesso em: 6 ago. 2023.

Scribbr. (2023). **ChatGPT Citations | Formats & Examples**. <https://www.scribbr.com/>

New Zealand Qualification Authority, NZQA rules, **NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023**, <https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/nzqa-assessment-rules-for-schools-teos/>

International Baccalaureate Organization, **Academic Integrity Policy**, 2019, updated March 2023

## Appendix

### Guiding statements for academic acknowledgement in Junior School

Year 0/1	<p>I can share where I get my ideas.</p> <p>I can name the person or visual prompt where my information came from.</p>
Year 2	<p>I can share where I get my ideas.</p> <p>I can show with assistance, where I found information.</p> <p>I am starting to understand the words integrity, trust, fairness, respect, and responsibility.</p>
Year 3	<p>I can share where I get my ideas.</p> <p>If I copy information, I will include the title and author of the book or name the website.</p> <p>I am starting to understand the words integrity, trust, fairness, respect, and responsibility.</p>
Year 4	<p>I can find information from books and record the title, author, genre, and publication date.</p> <p>I can find information using online resources provided by the teacher.</p> <p>I am learning the difference between copying and writing information in my own words.</p> <p>If I copy information I will include the title, author, and publication date of the book.</p> <p>I ask for consent before sharing other people's works or ideas.</p>
Year 5	<p>I can record my sources including websites, texts, books, audio, video, and people.</p> <p>I have written information using my own words.</p> <p>I can include quotes accurately and acknowledge the person or organisation.</p> <p>I know the difference between copying and writing information in my own words.</p> <p>I understand that not all online sources are accurate or reliable.</p> <p>I ask for consent before sharing other people's works or ideas.</p> <p>I understand the words integrity, trust, fairness, respect, and responsibility.</p>
Year 6	<p>I can cite my sources including websites, texts, books, audio, video, and people.</p> <p>I will learn about APA citations and with support and scaffolding use it to write my reference list.</p> <p>I can paraphrase information into my own words.</p> <p>I can use quotes accurately and acknowledge the person or organisation.</p> <p>I can check the reliability of sources and confirm information.</p> <p>I ask for consent before sharing other people's works or ideas.</p> <p>I understand the words integrity, trust, fairness, respect, and responsibility.</p>