



## **ACADEMIC INTEGRITY GUIDE**

Mayfield fosters and upholds the principle of academic integrity, which entails a set of values and skills that promote honesty and good practice in learning, teaching and assessment. In accordance with Mayfield's Cornelian principles students, in all their studies, must demonstrate academic integrity and avoid any form of academic misconduct.

Academic integrity is key to being a successful student throughout the school. It has become increasingly important as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed. Although we embrace the progressive possibilities offered by Artificial Intelligence and other technological software for the education of our students, we are conscious that the pace of technological change is rapid. We are therefore keen to instil in our students the basic core principles that underpin academic integrity so they can be successfully applied in light of any latest developments and / or increased understanding of the educational and technical capacities of computer technology.

### **Authentic Learners**

We expect all girls to demonstrate the Cornelian principle of Integrity, and as such we expect Mayfield learners to strive to be authentic. If students are authentic, they are true to themselves, respectfully honest with those around them and they demonstrate strength of character. In terms of academic integrity for work completed in both the classroom and for study this means:

- Taking ownership of your studies.
- Making your work a reflection of the knowledge and skills you have acquired.
- Being completely transparent and honest with your teachers about sources and resources you have used when completing work.

### **Getting it wrong – Academic Misconduct**

Academic misconduct can be defined as behaviour that results in, or may result in, the student gaining an unfair advantage in a piece of work they have submitted.

Examples of academic misconduct include, but are not limited to:

- **Plagiarism**— the representation (intentionally or unintentionally) of the ideas, words or work of another person (including words or work generated by Artificial Intelligence) without proper, clear and explicit acknowledgment.

- **Collusion**—supporting academic misconduct by another student, for example, allowing someone else to copy your work.
- **Misconduct during an examination** - for example, taking unauthorised material (in any format) into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate.
- **Fabrication** - inventing or falsifying data, quotes, or references to support your arguments or claims.

### **What plagiarism is, and how to avoid it.**

Whenever you produce a piece of work it is vital that anyone else reading it (viewing it or listening to it) is sure that it is all your own work. If you take words, images, sounds or even ideas from others you **MUST** say where you got them. Presenting other people's words or ideas as your own is plagiarism. This will be considered cheating by your teachers. If the school suspects that you have copied or borrowed work from somewhere else, you will be penalised in accordance with the Rewards and Sanctions Policy.

There are several forms of plagiarism:

- **Copying and Pasting:** Taking someone else's work, whether it is a few sentences or an entire article, and presenting it as your own without proper citation or acknowledgement.
- Using **Artificial Intelligence** to write or make some or all of your work.
- **Paraphrasing without correct referencing:** Rewriting someone else's work in your own words without giving credit to the original source. Even if you change the sentence structure or use synonyms, it is still considered plagiarism if you don't acknowledge the source.
- **Ghostwriting:** Asking someone else to write an assignment for you and then submitting it as your own work. This includes using essay writing services or paying others to complete your assignments.

### **Artificial Intelligence (AI)**

Artificial Intelligence should never be used to write or make something for you as this is plagiarism. However, it is a powerful research tool when it is used carefully. As a rule of thumb, remember this:

Artificial Intelligence software is very useful tool to help explain something to you, to give you prompts to start your essay or find sources, and it may also offer you improvements to your work. However, it is not a reliable source in itself. For instance, if you could ask AI to recommend sources on the American Revolution it could do so, but if you were to ask it to explain the American Revolution the account, although sounding plausible, could contain errors.

## Using resources with honesty and integrity

These guidelines should help students navigate the use of resources with honesty and integrity, promoting respect for ethical academic practices.

### Dos:

- Do use resources for learning and inspiration: Use books, articles, and online resources to enhance your understanding of a topic, gain insights, generate ideas and support your arguments.
- Do properly cite all sources: Whenever you use information such as ideas, data, or quotes from external sources, including books, articles, websites, or other people's work, make sure you reference them correctly.
- Do evaluate the credibility of your sources: Ensure that the sources you use are reliable, accurate, and trustworthy. Academic journals, reputable websites, and books from respected publishers are often good sources. Mrs Blagden, the school librarian is very happy to direct you to suitable resources.
- Do seek permission for using copyrighted materials: If you want to include copyrighted images, multimedia content, or extensive excerpts from books or articles, make sure to obtain proper permission from the copyright holder. This applies to both print and online materials.
- Do use Artificial Intelligence to find sources that will help your research. For example, you could ask it to recommend reliable sources on the Atmosphere or Shakespeare's Hamlet.

### Don'ts:

- Don't copy and paste without acknowledgement: Never copy and paste text, images, or other content directly from a source without proper citation (see references section). Plagiarism, whether intentional or unintentional, is a serious violation of academic integrity.
- Don't submit someone else's work as your own: Avoid engaging in any form of cheating, such as using someone else's essay, project, or assignment and presenting it as your own.
- Don't use Artificial Intelligence to write or make any part of your work. Each piece of work should be original and created by you.
- Don't paraphrase without citation: Even if you reword or rephrase someone else's work, you must still provide a proper citation.

Scholarship, research and curiosity are core academic skills that need to be championed even in the face of the unrelenting march of technological advancement. It is very important that all students take Academic Integrity seriously; making sure they are authentic in their work; researching widely, citing sources accurately and using your own words to express your ideas and opinions.

## Guide to referencing

### Why do I need to reference the sources I have used?

As students go further up the school, references will be increasingly important. Any work submitted as part of GCSEs or A levels should be suitably referenced and failure to do so could lead to exam malpractice (see later). Ensuring work is suitably referenced is important, as it enables the person reading the work to check the accuracy of what has been written. It is also important for you because it can act as a reminder as to where you found the information – handy in case you want to go back and re-read it or add further facts to your assignment.

### Referencing

There are different referencing styles and the Harvard system outlined below is just one way to cite sources. Depending on the requirements of the exam board's specification the specific citation style and formatting guidelines may vary between subjects. It is therefore worth checking with your individual teachers as to the expectation for referencing conventions.

#### Harvard Referencing

Here is a simple breakdown of the Harvard referencing style produced by the University of Leeds:

#### Books

Author Surname, INITIAL(S). Year. Title. Edition (if not first edition). Place of publication: Publisher.

If there is more than one author the names are written in alphabetical order e.g.

Adams, A.D. 1906. Electric transmission of water power. New York: McGraw.  
Kane, M. and Trochim, W. 2007. Concept mapping for planning and evaluation.  
Thousand Oaks: Sage Publications.

If you are referencing a book with chapters written by different authors, you need to give details of the chapter, and the book in which you read it.

Author Surname, INITIAL(S). Year. Chapter title. In: Author Surname, INITIAL(S) (of editor). ed(s). Title of book. Place of publication: Publisher, page numbers.

e.g. Coffin, J.M. 1999. Molecular biology of HIV. In: Crandell, K.A. ed. The evolution of HIV. Baltimore: Johns Hopkins Press, pp.3-40.

If it is an ebook, you should also include the URL. e.g.

Hollensen, S. 2011. Global marketing: a decision oriented approach. [Online]. 5th ed. Harlow: Financial Times Prentice Hall.  
<https://www.dawsonera.com/abstract/9780273726272>

## Journal Articles

Journal article (print or online) Family name, INITIAL(S). Year. Title of article. Journal Title. Volume (issue number), page numbers.

e.g. Pajunen, K. 2008. Institutions and inflows of foreign direct investment: a fuzzy-set analysis. Journal of International Business Studies. 39(4), pp.652-669.

N.B. Use p. to reference a single page, and pp. if it is a range of pages.

## Website or webpage

Author Surname, INITIAL(S) (or company name). Year. Title. [Online]. [Date accessed]. Available from: URL

e.g. Hawking, S. 2000. Professor Stephen Hawking's website. [Online]. [Accessed 9 February 2009]. Available from: <http://www.hawking.org.uk/home/hindex.html>

N.B. If the source has multiple authors, you should include all of the authors in the reference.

## Referencing use of Artificial Intelligence

If you use AI to help you research a topic, you should screenshot all of your prompts and all of the AI responses, and include the screenshots at the end of your work as an appendix. If you use AI during your research you need to give a full citation.

If the AI's end product is only available to you (e.g. prompts written into a conversation in ChatGPT), you need to cite this as a personal communication and include a description of the AI generated material in your in-text citation.

Here is an example of how to reference ChatGPT using the Harvard Referencing Style courtesy of St George's Library, University of London:

Name of AI, Year of communication (in round brackets), Medium of communication, Receiver of communication, Day/month of communication

e.g.

### In-text citation:

When prompted by the author, ChatGPT responded with a 'definition of academic integrity' (OpenAI ChatGPT, 2023). A copy of this response is in Appendix 1.

### Reference list entry:

OpenAI ChatGPT (2023) ChatGPT response to Annabel Bunce, 16 November.

If you are unsure how to reference use of AI, the 'Cite them Right' website ([www.citethemrightonline.com](http://www.citethemrightonline.com)) gives additional guidance or please consult your subject teacher.

## Quoting Sources

When you write academic essays, it is important to support your ideas and arguments with evidence from reliable sources. Quoting is one way to include evidence in your essay, using the exact words or phrases from a source to back up your points.

Here are some simple steps to follow when using quotes in your academic essays:

1. Use quotation marks: Place quotation marks (“ ”) at the beginning and end of the quote to show that these words are directly taken from the source.
2. Choose the right quote: Look for quotes that directly relate to your topic or support your argument. Make sure the quote is clear, concise, and, importantly relates to your main points.
3. Keep the quote short: long quotes can make your essay feel cluttered and could distract from your own analysis and ideas.
4. If necessary, use ellipses (...) to indicate that you have omitted some words that are not needed for the point you are making. For example, you could quote, “The price of oil... plunged,” rather than the full sentence: “The price of oil, which had seen little variation in recent years due to government intervention strategies, plunged”. If you use an ellipsis, your quote must still make grammatical sense.
5. Cite the source: After the quote, include a citation to give credit to the original author and source. Here is an example of citing a source after including a quote:

As quoted in Forbes “it’s easier to overcome pervasive gender stereotypes when the people you study with every day are showing that girls can—and do—excel in math and science” (Milgram-Elcott, 2019).

In the reference list at the end of the essay, you would provide a complete citation with more details about the source (See Harvard Referencing style, above).

6. Maintain your own voice: Whilst quotes can be used to strengthen your points most of your essay should be in your own words, paraphrasing and analysing the material you have come across in your research. Here is an example of paraphrasing:

e.g. Selwyn et al. (2020) highlight the potential cyber security and privacy concerns that will result from student data being the fuel of AI.

7. Finally proofread: Read through your essay to ensure any quotes flow smoothly and are properly integrated.

## Using Footnotes

When you write academic essays, you may come across situations where you want to provide additional information or clarify certain points. Footnotes are a way to do this. They allow you to include extra details or comments without disrupting the flow of your main text.

Here is a simple breakdown of how to use footnotes:

### Placement of footnotes:

Footnotes are typically placed at the bottom of the page where the reference or additional information is needed. They are marked with a superscript number in the main text, which corresponds to the corresponding footnote at the bottom of the page.

### Adding footnotes:

When you want to include a footnote, place a superscript number at the end of the sentence or phrase where the additional information is needed.

For example: The American Revolution had a profound impact on society<sup>1</sup>.

### Writing footnotes:

At the bottom of the page, below the main text, write the corresponding footnote. Start with the superscript number, followed by the additional information or comment you want to include. Be concise and clear in your explanation or reference.

For example: 1 Janet Smith, *The Impact of the American Revolution on Society* (London: ABC Publishers, 2023), 47.

In this example, the superscript number “1” corresponds to the footnote at the bottom of the page. Janet Smith is the author of the book being referenced, *The Impact of the French Revolution on Society*. “London” indicates the city of publication, “ABC Publishers” is the publisher’s name, and “2023” is the year of publication. “47” refers to the specific page or range of pages being cited.

### Consistency:

Be consistent in your use of footnotes throughout your essay. If you use footnotes for one source or comment, continue using them consistently whenever needed. This helps maintain clarity and consistency in your writing.

**Relevance:** Remember to use footnotes judiciously. Only include additional information or comments that are directly relevant and provide value to your essay. Avoid overusing footnotes, as it may distract the reader from the main text.

Note: It is important to check with your teacher or the relevant department’s guidelines before using footnotes, as citation styles and preferences may vary.

## School Sanctions for Internal Academic Misconduct

As a Catholic School, the forgiving and redemptive nature of the community should be evident. Equally, the more genuinely the girls can be encouraged in all aspects of their lives to promote the growth of self-discipline, the less the need for sanctions.

In keeping with the School's ethos based on a system of trust, concern and respect for the individual, it is most appropriate that we first try to foster an appropriate pattern of behaviour among the girls, praising and encouraging positive behaviour and academic integrity. However, we must confront academic misconduct wherever it is evident. The sanctions outlined below are available to support staff in demanding high standards of the girls and so that there is a consistent, fair, and transparent system that is clear to girls, parents and staff. (Cross reference the Rewards and Sanctions Policy and the Acceptable Use of IT Policy).

First time internal instances of plagiarism (e.g. on study or classwork) will result in a departmental detention being given, (by individual arrangement within departments). Failure to attend such a detention, or the incurring of more than two such detentions in any half term, should then incur a school detention, which is recorded on SIMS and monitored by the Heads of School and the Senior Deputy Head. Repeated instances of plagiarism will escalate the Sanction in accordance with the Rewards and Sanctions policy. In line with the serious academic consequences of a repeated failure to adhere to the School's expectations of Academic Integrity, a meeting with the student's parents will also be requested so the issue of malpractice can be discussed with a senior member of staff.

### **GCSE and GCE JCQ candidate malpractice**

All those involved in the public qualification system have a role to play in supporting the appropriate delivery of assessments and upholding the integrity of qualifications. In accordance with the requirements of the JCQ publication 'Suspected Malpractice: Policies and Procedures' (SMPP 4.1.3), Mayfield School's head of centre must notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice by a candidate in a controlled assessment, coursework or non-examination assessment component after the candidate has signed the declaration of authentication.

#### [JCQ, Suspected Malpractice Policies and Procedures](#)

If a breach of the regulations on the part of the candidate is discovered after a candidate has signed the authentication statement, the awarding body may impose one of the following penalties:

- the piece of work will be awarded zero marks;
- the candidate will be disqualified from that component for that examination series;
- the candidate will be disqualified from the whole subject for that examination series;
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

Given the severe consequences that will result from malpractice in external assessments it is very important that all Mayfield students understand the full implications of not upholding high standards of academic integrity in their work. Cross reference Mayfield School



Examination Policy Section 4.13 and Annex D: Non-Examination Assessment (NEA) policy for more specific information regarding malpractice in public examinations.

n.b. Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures (see above).