



# COPYRIGHT AND PLAGIARISM POLICY

*This policy refers to both Wellington Senior School and Wellington Prep School*

Head	Alex Battison
Author	Holly Barker - Deputy Head Academic
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## 1. Overview

Wellington School is committed to enabling every student to achieve at their highest potential. Students are encouraged to put their best effort into every piece of work completed in every subject area and to take pride in the work they submit to subject teachers and/or examining boards. To this end, any work submitted by a student should represent the student's own efforts and should not contravene United Kingdom copyright legislation.

## Aims

The aims of this policy are to set out the responsibilities of staff, students and parents in relation to copyright legislation and to ensure that any work submitted by a student represents their own work. It also sets out procedures for identifying and dealing with plagiarism.

## 2. Copyright

The School will respect all copyright rights including:

- the rights of owners of third-party material used in teaching;
- the rights of students in all material they create in and for school;
- the rights teachers have in material they created prior to being employed at the School and in material created while employed at the School.

The School purchases appropriate copyright licences where its use of copyright material exceeds that permitted under the Act and the School complies with the terms of these licences.

While acknowledging that the School cannot control all actions of its students, the School will endeavour to educate students on copyright use, including referencing, approved copying, and proper use of electronic material and downloadable music.

The School will set up copyright procedures within the School to facilitate compliance with this policy, including training and education of staff.

## 3. Plagiarism

### Definition -

The wording used in this section is taken from the JCQ guidance document *Plagiarism in Assessments. Guidance for Teachers/Assessors*. There are several definitions of plagiarism, but they all have in common the idea of taking someone else's intellectual effort and presenting it as one's own. The JCQ *Suspected Malpractice Policies and Procedures and Procedures* define plagiarism as: "unacknowledged copying from, or reproduction of, third party sources or incomplete referencing (including the internet and AI tools);"

Plagiarism refers to a student copying work and submitting it as their own. This can involve published resources (whether in print or on the internet), AI-generated content, essays, or pieces of work previously submitted for assessments by others or manufactured artefacts. Copying can involve memorisation and reproduction of text.

Plagiarism also incorporates the direct and unacknowledged translation of foreign language texts into English.

It should be noted that plagiarism does not include collusion; that is, working collaboratively with other candidates; neither does it include copying from another candidate in the same examination session. Both of these are defined as different forms of malpractice

The School recognises that the issues regarding plagiarism are different in the Prep School than they are in the Senior School. In the Senior School, plagiarised material submitted to examining boards as part of the assessment for external examinations will be subject to sanction in line with the JCQ <sup>1</sup>regulations.

## **AI use in assessments**

Information specifically regarding the use of artificial intelligence (AI) in assessments can be found in the JCQ guidance document *AI Use in Assessments – Protecting the Integrity of Qualifications* (<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>). The wording used in this section is taken from this JCQ guidance document.

### **What is AI use and what are the risks of using it in assessments?**

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments. Misuse of AI tools in relation to qualification assessments at any time constitutes malpractice.

The use of AI chatbots may pose significant risks if used by students completing qualification 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.

### **What is AI misuse in qualification assessments?**

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.

Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question. Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking. Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice.

AI 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.

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. 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

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<sup>1</sup> JCQ – Joint Council of Qualifications: Handbook for Assessed Materials

- 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.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>). 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 and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

### **Acknowledging AI use (referencing)**

Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments.

If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI 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/>), 25/01/2024. 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, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, 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.

The JCQ guidance on referencing can be found in the following:

- Plagiarism in Assessments (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)

• Instructions for conducting coursework ([https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework\\_ICC\\_22-23\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf))

• The Information for Candidates documents (<https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>)

**If students use AI so that they have not independently met the marking criteria they will not be rewarded, and 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.**

## 4. Responsibilities

### 4.1 Students

*We expect our students to:*

- refrain from becoming involved in any form of plagiarism;
- refrain from providing any assessed work to another student for copying;
- refrain from inviting any others to become involved in plagiarising work;
- report to a member of staff any suspected incidents of plagiarism.

### 4.2 Staff

*Our staff will:*

- address the issue of plagiarism through classroom teaching by explaining the definition of plagiarism and the rationale for producing original work;
- explain the importance of students submitting their own independent work (a result of their own efforts, independent research etc) for assessments and stress to them the risks of malpractice
- teach referencing and provide students with exemplar material;
- be alert to signs of plagiarism in class work, homework and coursework;
- investigate cases of suspected plagiarism;
- report suspected cases of plagiarism to the Head of Department/Head of Section/Deputy Head Academic;
- apply the relevant sanctions (refer to School Rules appended to the Promoting Good Behaviour Policy) and liaise with parents as appropriate.

### 4.3 Parents

*We expect our parents to support their child(ren) and the School by:*

- advising and reminding their child(ren) not to share any assessed work or accept any form of plagiarism;
- encouraging their child(ren) to research and produce their own original work;
- looking out for signs of pressure, stress or disorganisation that might lead their child(ren) to become involved in any aspect of plagiarism and, where there are genuine concerns, reporting these to the School;

- accepting and upholding any action taken by the School in line with both this policy and the Promoting Good Behaviour Policy if an incident of plagiarism is confirmed.

## **5. Procedures for dealing with suspected incidents of plagiarism.**

### **The 3 steps for dealing with suspected plagiarism are:**

1. Investigate the suspected plagiarism.
2. Interview the student(s) involved.
3. Take action where plagiarism has occurred.

#### **Step 1 - Investigate the suspected plagiarism**

Having suspected that some plagiarism has occurred, the teacher will gather the evidence and make copies if necessary. The teacher will then consult (as necessary) with the Head of Department to agree the nature and seriousness of the suspected plagiarism.

#### **Step 2 - Interview the student(s) involved**

All interviews should take place in a confidential, secure and appropriate location. If more than one student is involved they should be interviewed separately.

During the interview, the teacher should:

- listen carefully to the student's explanation;
- remind the student that plagiarism is a breach of the Promoting Good Behaviour Policy and is taken seriously;
- show the evidence to the student.

The teacher should then consider all the evidence and make a judgement as to whether or not plagiarism has occurred.

#### **Step 3 - Take action where plagiarism has been established**

If it has been established that plagiarism has occurred, then unless there may be mitigating circumstances which require further investigation or reference to the Deputy Head Pastoral, the teacher should inform the student of the sanctions to be applied.

The School Rules (appended to the Senior School's Promoting Good Behaviour Policy) make it clear that copying others' work, plagiarism and cheating in coursework, tests or internal examinations are serious offences that may result in formal warnings or sanctions.

Depending upon the nature and seriousness of the incident, it may be appropriate that the subject teacher, Head of Year or Department, Head of Section, or the Deputy Head Academic inform parents of the situation. Assessed work for other subject areas may then be reviewed.

#### ***Please Note:***

*Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where a candidate has signed the declaration of authentication, must be reported by the school to the relevant awarding body.*