
ACCEPTABLE USE OF INFORMATION AND COMMUNICATION DEVICES WITHIN THE MTS COMMUNITY and USE of ARTIFICIAL INTELLIGENCE POLICY

Policy Custodian: Senior Master

Approving Body: MTS Senior Leadership Team

Approved: November 2023

connectivity. Pupils are responsible for good behaviour, whether on the school computer network or using their own devices or home connectivity.

defined in its broadest sense, must be consistent with the educational objectives of the school and with these guidelines.

subject to their strict

pupils may enjoy the use of school networks and connectivity to enrich their studies without undue intrusion. This privilege may, however, be withdrawn without notice at any time.

This statement aims to protect pupils from carrying out activities that may be inappropriate. The school has a duty of care to its pupils and despite the immense educational potential of ICT, there is an unsavoury side to the internet and other current aspects of technology use on mobile devices, which it would be irresponsible to ignore.

facilities, connectivity or privately-owned communication devices, we will protect the pupils, help them avoid problems and make their experience of ICT at MTS a happy and productive one. Failure to comply with this policy will constitute a disciplinary offence and will be dealt with under the School's Sanctions Disciplinary Procedures.

*In addition, these guidelines extend to all information and communication technology devices, including privately-owned 3G, 4G or 5G mobile phones, including but not limited to *iPhones*, *Androids*, *iPods*, ipads, smart watches, tablets, USBs, external hard drives, CDs, DVDs, social networking sites (e.g. *Facebook*, *Flickr*, *Whatsapp*, *Instagram*, *Snapchat*, *Houseparty*, *Tiktok* and *Twitter*).

Access to the MTS network -365 subscription and social networking community is a privilege, not a right: access entails responsibility and inappropriate use will mean loss of access.

Pupils are responsible for the integrity of their digital devices. It is a privilege to have access to the MTS network and social networking community. Access to the MTS network and social networking community is a privilege, not a right: access entails responsibility and inappropriate use will mean loss of access.

Pupils must not damage computers or the computer network; nor should they hack, vandalise, damage or disable the personal or intellectual property of another person or organisation.

Pupils must not pirate software, distribute already pirated software, compromise school licensing, debilitate or disable computers, systems or networks through the misuse or overuse of electronic distribution or the spreading of computer viruses through the inappropriate use of files, CD/DVDs, USBs, *PSPs*, *iPods*, *iPhones*, games consoles, smartphones, or other mass storage devices.

or

equivalent).

Pupils must not compromise the security or integrity of any ICT systems, whether from inside or outside the school and whether that system is owned by the school or by other organisations or individuals.

Access to the school's computer system must be through a pupil's authorised account only; pupils must not give out or share their password.

Pupils must not use another person's password or trespass in another person's folders, work or files. School computer and internet use should be appropriate to a pupil's education. Under no circumstances must pupils attempt to hack, crack or otherwise circumvent the school filter (e.g. by the installation of other browsers or plug-ins such as *Mozilla Firefox*). It is against school rules for any pupil to have *Ultrasurf* or any equivalent proxy bypass applications on any device whatsoever within

Parents and pupils are expected to co-

The focus of this policy is to ensure that students have created assessments in a manner that is fair and where needed transparent.

MTS will follow the guidance issued by JCQ when dealing with assessments submitted by all students when suspicions that unfair use of AI has occurred.

This policy should be read in conjunction with School policies and JCQ guidance on Non-Examined Assessments (NEAs), Malpractice and Plagiarism which can be found at: [MTS Examinations - Merchant Taylors' School \(mtsn.org.uk\)](https://www.mtsn.org.uk)

Summary:

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not.

This policy emphasises the following requirements:

Students who misuse AI such that the work they submit is not their own will have committed malpractice, in accordance with School rules, this may lead to severe sanctions. Where concerns have arisen, it may be not be possible for the School to submit certain pieces of student work to the exam boards.

Students and their teachers must be aware of the risks of using AI and must be clear on what constitutes malpractice;

Students must make sure that work submitted for both internal and external assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.

Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

Students complete in class under close staff supervision with monitored access to the internet. However, it is also common practice for students to continue to produce their assessments outside of lesson time and it is at these times where there the risk of the unfair use of AI tools is at its highest.

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 which lead towards qualifications.

In this context, the term assessment is used to mean pieces of work that include stand alone pieces of homework set by teachers for their students, pieces of work or projects undertaken by students which are intended for submission by one of the JCQ exam boards, pieces of work intended for submission for internal and external competitions and articles for publication that are both produced in-house and externally.

A non-exhaustive list of examples of the misuse of AI tools include:

Use of AI to work through some probability calculations

While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content. AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

-fiction

AI chatbots currently available include:

<https://chat.openai.com>)

<https://jenni.ai>)

-
-generated content

analysis, evaluation or calculations

misleading references or bibliographies.

assessment and the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

Where concerns arise about the authenticity a piece of work submitted by a student, their teacher may wish to ask them questions pertaining to the detail within the assessment.

of AI in their school, college or exam centre. The School will make students aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a

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.

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 non-editable 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. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher will need to consult or appropriate next steps and should take action to

Further guidance on ways this could be done are set out in the JCQ Plagiarism in Assessments guidance document (see link below).

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

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

https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf)

<https://www.jcq.org.uk/exams-office/information-for-candidates-documents>)

Other actions which should be considered in relation to acknowledging AI use are:

a) Students being reminded that, 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

ite and webpages which have been consulted;

b) Students should also be reminded that if they use AI so that they have not independently met the marking criteria they will not be rewarded.

c) Assessments to be completed at least partially under supervised conditions in School.

Other ways to prevent misuse

While there may be benefits to using AI in some situations, there is the potential for it to be misused by students, either accidentally or intentionally. AI misuse, in that it involves a student submitting work for qualification assessments which is not their own, can be considered a form of plagiarism. JCQ has published guidance on plagiarism which provides guidance on what plagiarism is, how to prevent it, and how to detect it (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>).

own work. They are required to confirm this during the assessment process.

To prevent misuse, additional education staff and students will be undertaken.

a) MTS will restrict on-site pupil access to online AI tools;

b) MTS will ensure that access to online AI tools will be restricted on centre devices used for exams; c) MTS will set reasonable deadlines for submission of work and provide reminders;

d) Where appropriate, MTS will allocate time for sufficient portions of work to be done in class under direct

e) MTS will examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;

- f) MTS may introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material; g) Teachers may engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
- h) MTS will not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- i) MTS will aim to set assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Identifying misuse

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own. Tools and methods that can be used are described below

Comparison with previous work

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student.

punctuation

o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content

*Please be aware, though, that AI tools can be instructed to employ different languages and levels of proficiency when generating content.

~However, some AI tools will produce quotations and references.

Automated detection

sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who use a variety of words in their normal writing. One program uses this difference to statistically analyse written content and determine the likelihood that it was produced by AI:

<https://gptzero.me/>)

In addition, the JCQ awarding organisations imply that AI detection will shortly be added to the existing tool Turnitin Originality (<https://www.turnitin.com/products/originality>).

will indicate the likelihood of AI use. These tools could be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI-generated content which has been subsequently amended by students. The quality of these detection tools can vary and AI and detection tools will continue to evolve. The use of detection tools should form part of a holistic approach to

reviewing any malpractice concerns.

Reporting

Head of Centre has the responsibility for ensuring that students do not submit inauthentic work. If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation. The procedure is detailed in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).

Senior Master

November 2023