mobile devices

- Parents and pupils are expected to co-operate in this matter. Should co-operation be denied the

submission for internal and external competitions and afaccles for publication that afe 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 neaf future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be awafe that AI tools are still being developed and there afe often limitations to their use, such as producing inaccurate or inappropriate content. AI chatbots afe AI tools which genefate text in fesponse to user prompts and questions. Users can ask follow-up questions or ask the chatbot to fevise the fesponses 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 felevant and appropriate.

AI chatbots can complete tasks such as the following:

-fiction

AI chatbots currently available include:
https://chat.openai.com)
https://jenni.ai)
https://www.jasper.ai/)
https://writesonic.com/chat/)
https://huggingface.co/bigscience/bloom)

There are also AI tools which can be used to generate images, such as:
https://midjourney.com/showcase/top/)

https://stablediffusionweb.com/)

-E 2 (OpenAI) (https://openai.com/dall-e-2/)

The terms and conditions of all these AL chat bots require the users to be at least 13 years old. This means that boys in the Third or Upper Third Form should not be set any assessments where use of the tools is required or even fecommended. Sevefal of these tools require the user to be capable of entering into a legal contract which raises the age of engagement to 18. At present the School does not allow pupil access to any AI tools and teachers need to keep in mind even older boys may not have access to the tools at home

The school requires that students must submit work for assessments which is their own. This means

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 and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set.

Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications,

develop the knowledge, skills and understanding of the subjects they are studying.

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.

Examples of AI misuse include, but are not limited to, the following:

-generated content so that the work is no longer the

-generated content

work, analysis, evaluation or calculations

f) The School will ask student to resign upto the ICT Acceptable use policy to show they have understood what AI misuse is, and that it is forbidden at MTS;

g) The School Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates (www.jcq.org.uk/exams-office/ information-for-candidates-documents);

h) The School will reinforce to students the significance of their (electronic) declaration where they

they have understood and followed the requirements for the subject;

i) The School will remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice.

Acknowledging AI use

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. 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.

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).

understand, 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