

ACADEMIC MISCONDUCT AND AI USE POLICY

POLICY DETAILS	
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Version Changes	1. Regulatory citations updated to current editions 2. New clause 4.6: the output of a detection tool alone cannot establish academic misconduct. 3. New clause 6.8.3: providing, arranging or advertising a cheating service is a criminal offence under the Skills and Post-16 Education Act 2022. 4. New definitions at 6.10 and 6.11: authenticity conversation and detection tool. 5. New section 7.12: evidence, detection tools and the student's opportunity to explain how the work was produced. 6. New section 7.13: authenticity conversations and vivas, with reasonable adjustments applied. 7. New section 7.14: proportionality, and a developmental route for minor first offences. 8. New sections 7.15 and 7.16: student rights in the process, and the balance of probabilities as the standard of proof. 9. New section 7.17: group work and the attribution of responsibility. 10. New section 7.18: academic integrity teaching and mandatory staff training. 11. New section 10: monitoring, evaluation and review. 12. Roles and Responsibilities extended to include the Academic Administrator and the Student Welfare and Support Team. 13. Internal cross-references corrected throughout; References and Appendix 1 renumbered 11 and 12. 14. New clause 7.5.1: partner university and awarding organisation procedures take precedence for franchised and validated provision. 15. Diagram 2 redrawn to match the current procedure and role titles. 16. Appendix 1 restructured
Related Policies / Procedures	Assessment Policy Assessment Board Academic Appeals Policy Extenuating Circumstances Policy Reasonable Adjustment and Fair Access to Assessment Policy Equality, Diversity and Inclusion Policy
Effective Date	September 2026

1. Purpose

- 1.1 The purpose of this policy is to uphold the integrity and credibility of the College's qualifications by ensuring that assessment processes are fair, consistent and transparent. It supports the College's compliance with the Office for Students' conditions of registration. The policy outlines clear procedures for identifying, investigating and addressing academic misconduct and aims to promote student understanding of academic standards, including the responsible and ethical use of Artificial Intelligence (AI).
- 1.2 The policy aims to:
- identify and minimise the risk of misconduct by students
 - respond to any incident of alleged misconduct promptly and objectively
 - standardise and record any investigation of academic misconduct to ensure openness and fairness
 - impose appropriate penalties and / or sanctions where incidents (or attempted incidents) of academic misconduct are proven
 - protect the integrity of the College and its qualifications
- This policy is informed by national and sector-wide guidance, including advice from the Department for Education (DfE), the Joint Council for Qualifications (JCQ), Advance HE and academic practice from the UK.

2. Scope

- 2.1 This policy applies to all students enrolled on all programmes at the College, including those delivered in collaboration with awarding organisations or university partners. It addresses all forms of academic misconduct, whether arising in coursework, examinations, online assessments or other formal academic activities.
- 2.2 It also governs the use of Artificial Intelligence (AI) by students and staff. Where AI is used in learning, assessment, teaching, feedback or academic support, it must be used responsibly and in line with College guidance. AI must never be used in a way that undermines academic integrity or the expectation of independent learning.

3. Policy Statement

All students are expected to uphold academic integrity in every aspect of their learning and assessment. Any form of academic misconduct, including the inappropriate use of AI will be addressed through fair, transparent and consistent procedures. This policy applies to all programmes and modes of delivery. Staff are responsible for applying the policy consistently to ensure academic standards are maintained across the College.

4. Guiding Principles on AI Use

The College recognises that AI presents both opportunities and risks in education.

The following principles guide its responsible use in teaching, learning and assessment:

- 4.1 AI poses opportunities and challenges for the education sector. The College will make the best use of opportunities, build trust, and mitigate challenges to protect integrity, safety and security.
- 4.2 AI is not a substitute for knowledge. Effective use requires subject understanding to write prompts and critically assess results. AI is not a replacement for effective teaching, learning or professional development activities.
- 4.3 Information generated by AI is not always accurate or appropriate, so users need skills to verify, analyse, evaluate and adapt material produced by AI tools. The College supports this through CPD and regular guidance.
- 4.4 AI tends to be developed by a specific demographic; therefore, it could perpetuate a one-dimensional view. Cultural differences and a range of voices may not be generated by AI tools. Users need to be aware of this and the potential for bias in AI output.

- 4.5 Personal and sensitive data entered into AI tools might be shared with unknown parties, posing a security risk and potential data breach.
- 4.6 Detection tools support academic judgement. Their output may prompt further enquiry, and it does not by itself establish that an offence has occurred. See clause 7.12.

5. Roles and Responsibilities

Role	Responsibility
Principal	Overall accountability for implementation and compliance.
Academic Misconduct Panel	Investigates serious academic misconduct cases, including those involving AI. Ensures fair, consistent application of procedures. Reviews evidence and decides outcomes.
Quality Manager	Monitors trends in academic misconduct
Programme Leads	Ensure students and staff understand expectations on academic integrity and AI use. Manage suspected cases within their programmes. Support investigations and report outcomes. Ensure induction and training on AI is delivered. Chair misconduct interviews or panels where required.
Role	Responsibility
Internal Verifiers	Check ethical AI use in assessments.
Lecturers	Teach academic integrity and report concerns. Teach AI literacy
Students	Complete work independently, reference all sources including AI, and attend support where required. Use AI ethically and follow task guidance
Academic Administrator	Issues written notice of allegations and decisions and maintains the record of allegations and outcomes.
Student Welfare and Support Team	Provides confidential support to students subject to an allegation and advises on adjustments to the process.

6. Definitions

- 6.1 Plagiarism
- 6.1.1 Presentation of someone else's work, words, images, ideas, opinions, or discoveries, whether published or not, as one's own. Alternatively, using the artwork, images or computer-generated work of others, without properly acknowledging the source, with or without their permission.
- 6.1.2 Plagiarism also covers the direct and unacknowledged translation of foreign language texts into English.
- 6.1.3 Sometimes poor study skills or different academic practices may result in poor academic practice, occurring with minimal dishonesty. For this reason, cases of plagiarism may be dealt separately to other cases of academic misconduct.
- 6.1.4 Examples of plagiarism include (this list is not intended to be exhaustive):
- Directly copying from written physical, pictorial, or written material, without crediting the source.
 - Paraphrasing someone else's work, without crediting and referencing the source. "Paraphrasing" means re-stating another author's ideas, meaning or information in a student's own words. This includes all teaching material provided by tutors.
 - Quoting another's work "word for word" without placing the phrase(s), sentence(s) or paragraph(s) in quotation marks and providing a reference for the source.
 - Taking a sentence or sentences from another source and re-using them after changing a small number of words, even if references to the original source were given correctly.
 - Using statistics, tables, figures, data, diagrams, etc. created by others without acknowledging and referencing the original source.

- Copying the work of a student from a previous cohort or another HE provider, with or without that student's agreement.
- Collaborating legitimately with another student, for example for a group project, and then presenting the resulting work as one's own.

6.2 Self-plagiarism (Re-use of academic work for credit)

6.2.1 Academic credit should only be given for work once. Re-use of academic work that has previously been used for credit, without fully referencing the earlier work, is a form of academic misconduct and is not allowed. This is referred to as 'self-plagiarism'.

6.2.2 Where students wish to refer to work for which they have previously received credit, they should either:

- reproduce it directly as a quote, or
- rewrite, in a new form of words, the ideas contained in the original work.

In both cases the original work should be referenced.

6.2.3 Where the re-use of academic work without appropriate referencing is detected, it is often due to poor understanding of why it is unacceptable. Providing it is a first offence, the student should be permitted to resubmit the assessment, as a first attempt and for a full range of marks. Support should be given to help the student understand the issues associated with this practice and why it is unacceptable. If it is a subsequent offence, the matter should be dealt with as plagiarism and the process detailed in section 7.6 will be followed.

6.2.4 In some cases, students submit work for formative feedback which informs subsequent summative assessment. In this situation the formative assessment is not for credit and does not need to be referenced in the final summative assessment.

6.3 Poor academic practice

6.3.1 This is when minor irregularities are detected in a piece of work and the assessor suggests that it is a case of poor academic practice rather than a deliberate attempt to deceive. Such cases should be referred to the Programme Lead.

6.3.2 If the Programme Lead agrees and feels that the poor academic practice may be addressed appropriately within the marking scheme (with no application of a penalty), then the student should receive explicit feedback with further instructions on proper academic practice, and a note will be put on the student's record for future internal reference. The student should also be referred to study skills support.

6.3.3 If the Programme Lead suspects that the irregularity may amount to more than poor academic practice the procedure described in section 7 is followed.

6.4 Cheating in an exam

6.4.1 This consists of attempting to complete an examination or test that counts towards a grade by unfair means, including but not limited to:

- Acquiring advance knowledge of the detailed content of an examination.
- Obtaining help from others in a manner not explicitly permitted by the regulations for the examination, including the use of mobile telephones, or any other electronic device capable of sending or receiving information.
- Bringing unauthorised materials into the examination.
- Referring to any unauthorised material during the examination.

6.4.2 A student who shares their work with others will be treated with equal seriousness to the student who copies the work. This applies even if it is not clear that the work was shared with knowledge that academic misconduct was planned.

6.5 Collusion

6.5.1 Collusion is a form of cheating where students work together to complete an assessment that should be taken independently. Talking to friends and peers about a topic is a valuable way to improve understanding and support learning. But, there is a line between working collaboratively, or in cooperation, and collusion.

- 6.5.2 Formal group work is an important skill. Students have the opportunity to develop this skill in tasks and assessments that are labelled as group work. Outside of this group work, students are expected to work on assessments independently. Invitations to share assessment answers or message each other during an online assessment should be refused.
- 6.5.3 Differences between collusion and co-operation or collaboration are suggested in the table below:

Acceptable co-operation or collaboration	Unacceptable collusion
Forming a study group with other students to support each other in understanding a topic.	Forming a group with the intention of working together on an assessment.
General discussions on how to approach assignments.	Sharing answers and specific approaches to an assignment.
Asking another student if they are feeling OK during an assessment.	Offering, or asking, to share answers during an assessment.

6.6 Fabrication of results or evidence

- 6.6.1 This is a form of cheating, consisting of the presentation of false or fabricated information, results or conclusions in any form of assessment.
- 6.6.2 It also includes the fabrication of information within an application for a programme of study at the College or false declaration of authenticity in relation to the contents of a portfolio or coursework.

6.7 Impersonation by pretending to be someone else

- 6.7.1 This is a form of cheating.
- 6.7.2 Impersonation means to take the identity of a student in order to produce work or take someone's place in an examination, test or assessment task.
- 6.7.3 Both the impersonator and the student being impersonated would normally be alleged to have cheated.

6.8 Submission of work produced by a third party

- 6.8.1 This is a form of cheating.
- 6.8.2 In such cases, where there is no actual evidence of the allegation, the student will be invited to attend a viva. Student responses at the viva can then be provided as evidence of an offence, if this is what the viva demonstrates. If the student does not attend the viva, this should be indicated in the report.
- 6.8.3 Providing, arranging or advertising a cheating service ('contract cheating' or 'essay mills') is a criminal offence in England under the Skills and Post-16 Education Act 2022.

6.9 Generative AI is defined as per the Department for Education definition:

Technology that can be used to create new content based on large volumes of data that models have been trained on. This can include audio, code, images, text, simulations, and videos.

6.10 Authenticity conversation

- 6.10.1 A structured discussion, which may take the form of a viva, in which a student is asked about submitted work so that the College can judge whether it is their own. No mark is awarded for it.

6.11 Detection tool

- 6.11.1 Software that produces a similarity or AI-likelihood score. Its output is one indicator and is considered together with academic judgement.

7. Procedure

- 7.1 To avoid potential academic misconduct, the College will:
 - 7.1.1 Use the induction period and the student handbook to inform students of the college's policy on academic misconduct.
 - 7.1.2 Show students the appropriate formats to record cited texts and other materials or information sources according to the Harvard referencing system.
 - 7.1.3 Ask students to complete, sign and date an authenticity statement, and include it with each assignment that they submit.
 - 7.1.4 Ask students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- 7.2 Where a potential offence is identified, this procedure must be followed. It is not acceptable, for example, to ignore a potential offence, or to amend the grade to be awarded as a means of penalising activities covered by this policy.
- 7.3 If a student is being investigated for academic misconduct and a second offence comes to light on an assignment they submitted prior to the first case being concluded, then both allegations will normally be considered as part of the same case.
- 7.4 Where a student is required to leave the programme, they will normally be awarded any credit they have achieved to date unless the Academic Misconduct Panel specifies otherwise.
- 7.5 HE providers, university partners and awarding organisations involved with the programme will be informed about cases of academic misconduct.
 - 7.5.1 Where a programme is delivered under a franchise or validation agreement, or leads to an award made by an awarding organisation, that partner's academic misconduct procedures take precedence over this policy. The College applies this policy so far as it is consistent with them and refers cases to the partner at the earliest appropriate point.
- 7.6 Procedure for cases of plagiarism
 - 7.6.1 All cases of plagiarism are considered by the Programme Leads and the Lead Internal Verifier.
 - 7.6.2 Students will be invited to attend an interview with the Programme Leads and the Lead Internal Verifier to understand if and how cheating may have occurred. This may take the form of determining the level of understanding a student has on their submitted answer. Students may also be asked to demonstrate their knowledge in relation to the work they have submitted, for example in a viva.
 - 7.6.3 The purpose of the interview shall be to determine whether there has been academic misconduct and to allow the student to present any mitigating factors.
 - 7.6.4 Interview notes will be taken, which will be circulated after the interview to all parties. A member of staff will attend the panel to carry out this role.
 - 7.6.5 All allegations must be supported by a clear indication of the elements of the student's work which are believed to have been plagiarised, and a brief statement outlining the concern by the assessor.
 - 7.6.6 If the plagiarism is deemed to occur due to different academic practices, poor understanding of assessment expectations or poor academic writing skills, some cases can be dealt with through feedback to help students reach the required understanding of expected ways of working. This normally applies if:
 - the student is a first-time offender
 - it occurs in the student's first teaching term and does not involve copying from another student from the same cohort.
 - 7.6.7 In such cases the student will be referred to discuss ways of working and expectations of academic integrity.

7.6.8 This process should be supportive and may involve directing the student to study skills support. Advice and feedback on the academic content of the assessment should not be provided as part of this additional support so the student does not gain an unfair advantage over their peers. Potential outcomes may include:

- Allegation dismissed or unfounded
- Written warning and referral to student support skills
- Resubmission of the plagiarised sections of the assessment within an agreed timeframe.
- Resubmission of the assessment within an agreed timeframe.

The resubmission will be marked with a full range of marks available and considered as a first submission. This will normally be within two weeks of the student receiving the additional support, providing this timescale does not conflict with other assessment tasks.

- The case should be held on the student's record for reference in case further concerns over plagiarism are raised.

7.6.9 For all other cases of plagiarism, the following factors should be considered:

- The academic history of the student and how this may have informed their understanding of academic integrity.
- Whether there have been previous offences and the student has already been given additional support and guidance.
- The nature, extent and significance of the plagiarism in the piece of work.
- Whether the assessment contributes significantly to the student's progress, degree classification, or grade.

7.6.10 Possible outcomes may include:

- Allegation dismissed or unfounded
- Written warning
- Resubmission of the work which will be considered as a first submission and will be capped at a Pass
- Unclassified grade for the assignment and a further resubmission opportunity
- Unclassified grade for the unit with no further resubmission opportunity.

7.6.11 In all cases, students will be required to attend support sessions on academic integrity and academic writing skills.

7.7 Procedure for cases of cheating

7.7.1 Academic misconduct panels may be held depending upon the seriousness of a case.

7.7.2 Cheating will normally be considered by the interview panel when it occurs for the first time, including if the student has previously been given additional support for an offence that occurred within their first teaching term.

7.7.3 All subsequent cases of cheating would normally be dealt by the interview panel, unless specific circumstances suggest an Academic Misconduct Panel would be more proportionate.

7.7.4 Students may be asked to engage with an investigation in relation to academic misconduct via attendance at a panel and/or via completion of written questions as part of an investigation into a case.

7.7.5 Students may be asked to attend a panel in person, or online via Teams.

7.7.6 The student may elect not to attend an interview and to submit a statement instead. Where the student does not attend an interview, the panel will take the statement into account and proceed to reach its conclusions without the student's attendance.

7.7.7 The Programme Leads and/or other appropriate academic linked to the work in question may be required to attend the Academic Misconduct Panel as a witness (not as a panel member) to explain the allegation and provide specialist knowledge.

7.7.8 The student may be accompanied by another person at the panel interview.

This person may address the panel and confer with the student during the meeting. However, they will not be permitted to answer any questions on behalf of the student, unless in exceptional circumstances where they are appropriately trained, and the student is unable to do so themselves.

7.7.9 The penalty for an offence should be decided on the individual circumstances of the case.

7.7.10 The panel should ensure penalties reflect the seriousness with which the College views academic integrity.

7.7.11 When considering a penalty, the panel should take into account the seriousness of the offence. Factors that should be considered include:

- The educational history of the student and how this may have informed their understanding of academic integrity.
- Whether this is a first or subsequent offence.
- The amount of credit attached to the assessment.
- The extent and significance of academic misconduct in the piece of work.
- The extent to which the academic misconduct undermines the learning objectives of the work.
- Whether the assessment contributes significantly to the student's progress, grade or degree classification.
- The extent and effects of the dishonesty.

7.7.12 Possible outcomes may include:

- to dismiss the case entirely
- to refer it back to the Programme Leads to be dealt with as poor academic practice
- to impose no penalty beyond recording the case on the student's record for future reference
- to require the submission of an equivalent piece of work which is awarded at the mark it would normally have achieved, or a capped pass.
- referral of the student to skills support
- to award the student an Unclassified grade for the unit
- to withdraw the student from the programme
- permanent exclusion from the College

7.7.13 The Student shall be informed in writing of the panel's decision and of any recommendations within two weeks of the date of the panel.

7.7.14 Where the Academic Misconduct Panel decides the case is of such seriousness that the withdrawal or exclusion of the student from the programme is recommended, the Assessment Board will be informed of the outcome and consider whether any exit award can be made using credits awarded that had no academic integrity concerns.

7.7.15 Where a student is not permitted to resubmit the piece of work and the final mark for the assessment or the unit is less than that required to be awarded credit for a unit, then the student should be treated in the same way as if they had obtained the same mark through academic failure.

7.7.16 The student will have the right of appeal against a decision of the Assessment Board as per the Academic Appeals Policy.

7.7.17 The decision of the Assessment Board in relation to academic misconduct panels, with supporting rationale, will be recorded in its minutes.

7.7.18 Absence from a meeting or hearing

- 7.7.18.1 Students are expected to attend any investigation meetings or hearings, but if they are unable to attend for a good reason, which can be independently evidenced, they must inform the panel before the date of the meeting or hearing date.
- 7.7.18.2 A meeting or hearing cannot be postponed indefinitely and will normally be rearranged once.
- 7.7.18.3 If a student fails to notify the panel before the meeting or hearing, and they do not attend, the meeting or hearing will go ahead in their absence and a decision will be made based on the information available. The same applies in cases where a student informs the panel in advance that they are unable to attend but they cannot provide independent evidence as to the reason why.
- 7.8 Submitting work during an investigation
- 7.8.1 A grade cannot be confirmed for an assessment under investigation until a decision has been made. Students should continue attending lessons and working on any other assessments not affected by the allegation.
- 7.8.2 Students will receive results as normal for any units that are not being investigated.
- 7.9 Extenuation in relation to outcomes
- 7.9.1 Extenuation does not provide a defence for academic misconduct; however, the panel will consider any extenuating circumstances.
- 7.9.2 We expect students to engage with the extenuating circumstances procedure prior to an assessment rather than submitting an assessment which results in a breach of the academic misconduct regulations.
- 7.10 Appealing the outcome
- 7.10.1 Students can appeal an outcome at any stage, except for the outcome which requires a referral to a later stage.
- 7.10.2 Grounds for appeal are as follows:
- a material irregularity occurred during the procedure
 - the decision maker(s) reached an unreasonable decision and/or the penalty was disproportionate or not permitted under the procedures
 - extenuating circumstances which for good reason students could not tell us about earlier
 - there was bias or reasonable perception of bias in the procedure.
- 7.10.3 If the appeal is rejected, the original decision will stand.
- 7.10.4 If the appeal is successful the original decision may be changed, or it may stand but the penalty applied may be altered.
- 7.11 Special Considerations for Students with Reasonable Adjustment Needs If a student has a disability or learning difficulty, the Academic Misconduct Panel must speak with Student Welfare and Support Team to make sure the process is fair. Adjustments may be made, such as more time for meetings or using support tools. If a student is allowed to use AI as part of their support plan, they must still follow the rules on academic integrity.
- 7.12 Evidence, detection tools and the opportunity to explain
- 7.12.1 A score produced by a detection tool is not in itself sufficient to bring an allegation or to make a finding. Scores of this kind are indicative and can be inaccurate, particularly for students writing in an additional language or using assistive technology.
- 7.12.2 Where a concern arises, the assessor records the specific features of the work that gave rise to it before the matter is taken further.
- 7.12.3 The student is invited to explain how the work was produced and to share evidence of their process, such as drafts, notes or version history. Where their account is not accepted, the reasons are recorded.

7.13 Authenticity conversations and vivas

7.13.1 Where authorship is in question, the Programme Leads may arrange an authenticity conversation or viva so that the student can demonstrate the knowledge behind the work. The conversation does not carry a mark and does not replace the original assessment.

7.13.2 The student is normally given at least five working days' notice. The notice states which work is concerned and why, and confirms that a written record will be kept.

7.13.3 Reasonable adjustments apply as they would to any other assessment, in line with clause 7.11.

7.13.4 A written record is made and shared with the student. Where a student cannot explain the work, that is recorded as evidence, but a finding is not made on that ground alone.

7.14 Proportionality and the developmental route

7.14.1 Poor academic practice is a shortfall in skill or understanding. Misconduct involves seeking an unfair advantage. Where there is no evidence of such intent, the matter is handled under clause 6.3.

7.14.2 A first, minor and apparently unintentional failure to reference or acknowledge a source, including the use of AI, is normally dealt with developmentally as set out in clauses 6.2.3 and 7.6.8.

7.14.3 The developmental route does not apply where the unacknowledged material is substantial, the work was produced by a third party or by AI in place of the student, support has already been given for the same issue, or there is evidence of intent to deceive.

7.15 Student rights in the process

7.15.1 A student subject to an allegation is told in writing what the allegation is, which work it relates to and what evidence has been relied on, and is given copies of that evidence.

7.15.2 The student normally has at least five working days to prepare a response, and reasonable requests for more time are granted.

7.15.3 The outcome and the reasons for it are given in writing within the timescale at clause 7.7.13, together with how to appeal.

7.15.4 No student or member of staff will be disadvantaged for responding to an allegation, appealing, supporting a student or giving evidence in good faith.

7.16 Standard of proof

7.16.1 An allegation is decided on the balance of probabilities. The College is responsible for establishing the allegation, and a student is not required to prove that the work is their own.

7.17 Group work and collaborative assessment

7.17.1 Where an assessment is group work, the brief states which parts of the work are produced collaboratively, which parts each student produces individually, and how the work is attributed.

7.17.2 Where misconduct is suspected in group work, the investigation seeks to establish who was responsible. A student is not held responsible for another's misconduct unless the evidence shows they knew of it, contributed to it, or presented the work as their own.

7.18 Teaching academic integrity and staff training

7.18.1 The College seeks to prevent academic misconduct through teaching. Academic integrity, referencing and the acknowledgement of AI are covered by study skills provision throughout a student's programme.

7.18.2 Staff who teach, assess or internally verify complete training on academic integrity and AI use, with an annual update. Panel members and those chairing interviews are also briefed on the limits of detection tools.

8. AI Use in Academic Work - Roles, Responsibilities and Procedures

8.1 Students

8.1.1 Students may use AI responsibly to support their studies, provided text generated is:

- Checked for validity, accuracy, reliability and relevance.
- Free from bias or prejudice and used with integrity.
- Critically evaluated, like any other information source.
- Referenced correctly in-text and in final references.

In-Text Citations

8.1.2 The in-text citation must follow these rules:

- State who used the AI tool.
- Name the AI tool and the developer.
- State what question was asked, and any additional parameters set.
- State the year the question was asked/parameters set.
- Explain that the full response appears in an appendix, and state which one – ensure the appendix contains everything generated by the AI tool on this occasion.
- Evaluate the AI response.
- If text is taken directly from AI, quotation marks must be used. The text must be exact, including any errors or use of American English.

8.1.3 In-text citation example 1:

When prompted by the author of this assignment, ChatGPT responded to the question, 'What is a definition of academic integrity?' with the following:

"An ethical code or set of principles that governs honest and responsible behavior." (OpenAI ChatGPT 2023 - full response in Appendix 1) This definition does not explain what that code is, or what those principles might be, so is generalised and of limited use for this assignment.

8.1.4 In-text citation example 2:

The author's tutor, Uzma Patel, used a different AI tool and specified that the definition should be specific to Higher Education settings. This returned the following response:

"Academic integrity in higher education refers to the ethical and moral framework that guides the behavior of students, faculty, researchers, and staff within colleges and universities." (Google Bard 2023 - full response in Appendix 2).

This refers to frameworks, and who they apply to, but does not specify what those frameworks might contain, so requires further research to define.

8.1.5 Table 1 below contains analysis of examples used in paragraphs 8.1.3 and 8.1.4, to show how each part of the text in the examples meets the citation rules.

Table 1: Analysis of examples

Text	How it meets the in-text citation rules
When prompted by the author ...	States who used the AI tool.
..., the author's tutor, Uzma Patel ...	States who used the AI tool.
ChatGPT responded ...	Names the AI tool.
'What is a definition of academic integrity?'	States what question was asked.
... specified that the definition should be specific to Higher Education settings.	States what additional parameters were set.
"An ethical code or set of principles that governs honest and responsible behavior."	As the exact text is taken from AI, quotation marks have been used, and the text includes use of

Text	How it meets the in-text citation rules
	American English (e.g. 'behavior' instead of 'behaviour').
(OpenAI ChatGPT 2023)	Names the AI tool and the developer. States the year.
A copy of the full response can be found in Appendix 1.	Explains that the full response appears in an appendix, and states which one.
This definition does not explain what that code is, or what those principles might be, so is generalised and of limited use.	Begins to evaluate the AI response.
... does not specify what those frameworks might contain, so requires further research to define.	Begins to evaluate the AI response.

Final Reference List

- 8.1.6 When compiling the final reference list, AI is treated as personal communication. The following information is required for Harvard style referencing of personal communication with AI:
- Name of AI tool and developer
 - Year (in brackets)
 - Medium of the communication
 - Receiver of the communication
 - Day and month of communication
- 8.1.7 Final reference list example 1:
OpenAI (2023) ChatGPT online response to Alex Radu, 2nd April.
- 8.1.8 Final reference list example 2:
Google Bard (2023) Bard online response to Uzma Patel, 3rd April.
- 8.1.9 Presenting work created by AI without suitable acknowledgement is plagiarism and will be treated using the same principles and processes as plagiarism of a person. If AI is used and not referenced, it will be treated as cheating under the College's Academic Misconduct and AI Use Policy. It is the student's responsibility to ensure AI is correctly referenced and that the information gained from AI tools is accurate and used appropriately in the work submitted.
- 8.1.10 If there is an over-reliance on AI, without justification, critical analysis or evaluation, the student will not be considered to have "independently met the marking criteria and therefore will not be rewarded." JCQ (2023). It is the student's responsibility to ensure the evidence submitted for assessment demonstrates that they have met the criteria independently of their use of AI. The quality of evidence submitted and the student's ability to independently meet the assessment and/or grading criteria will always remain the foci of assessments.
- 8.1.11 Where AI has been used, this must always be in accordance with the guidelines provided by the College. These guidelines may vary depending on the nature of the assessment activity and are adapted to reflect this. It is therefore important that the specific guidelines supplied with each assessment are followed as they may differ from previous assessment guidelines.
- 8.2 Lecturers
- 8.2.1 Lecturers must teach students critical AI literacy so they have the skills to use it responsibly, ethically and appropriately. This supports students in preparing for workplaces which are adopting AI technologies. Students must be able to use emerging technologies by understanding:

- benefits and limitations
- reliability and validity
- potential bias
- organisation and ranking of information on the internet
- online safety to protect against harmful or misleading content

8.2.2 The following are examples of strategies used by lecturers to encourage open and transparent use of AI by students:

- Making the AI policy, and students' responsibilities under this policy, clear to them during induction, as well as throughout the duration of their programme.
- Encouraging students to use AI for feedback on their formative assessments, and then to discuss the value of the AI output with their peers. For example, to refine a research proposal and research questions.
- Asking students to critique and edit an AI-generated answer, solution, or translation.
- Openly modelling the ethical, appropriate and critically evaluative use of AI during their teaching, familiarising students with these tools.
- Asking students to reflect on the extent to which AI has been useful for a task/unit and the extent to which a human was needed.
- Using AI to analyse and draw conclusions from a data set, then discussing the strengths and weaknesses of the output.
- Getting AI to create experimental design and data collection for research, then comparing with students' own approaches.
- Asking students to identify AI-generated answers, giving their justifications.
- Discussing AI hallucinations (where AI generates false information and presents it as fact), explaining why they might seem plausible.
- Setting an AI-generated artistic element, e.g. logo design, where students explain their choice of prompts.
- Getting AI to generate prompts or questions, if students get stuck on reflective logs.
- Asking AI to identify key themes in reflective logs and asking students to reflect on and respond to these themes.
- Asking students to include an AI-generated literature review and provide a critique.
- Asking students to post prompts for advice and solutions for simulations, with critique of results.
- Asking AI to create a structure for a report, paper, article or other written document.
- Where the use of AI is encouraged or required, the College will ensure students have equitable access to tools at no additional cost to themselves.
- Writing clear assignment briefs that include analytical and evaluative use of AI in the tasks. Some examples are shown in table 2 below.

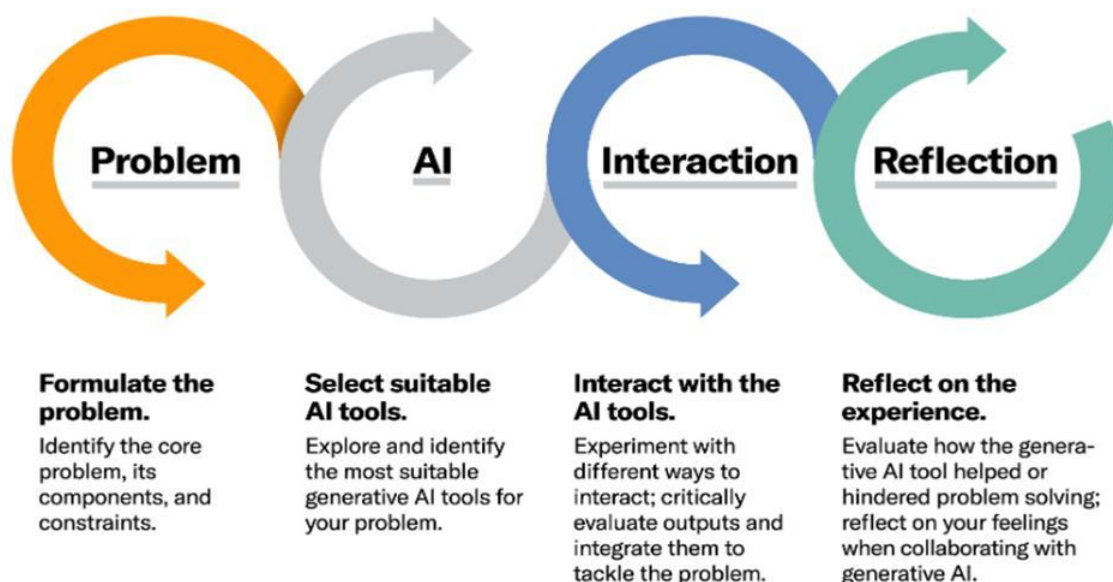
Table 2: Examples of how to include AI in assignment briefs.

Example of a task	Adapted task to include planned student use of AI
Business: Examine the methods organisations use to monitor employee performance.	Organisations use a range of methods to monitor employee performance. Compare and contrast the methods used by an organisation of your choice to those generated by Artificial Intelligence (AI). • Is anything missing from the AI response and why do you think this might be? • What are the benefits and limitations of using AI to assist Human Resources practitioners in writing policies and procedures?
Health and Social Care: Produce a care plan for the service user in case study one, giving justifications.	Use an AI tool of your choice to generate a care plan for the service user in case study one. State the name of the tool, the question prompts used and any additional questions or parameters set. Evaluate the output: • How accurate is the care plan produced by AI? • Has AI missed any key points?

Example of a task	Adapted task to include planned student use of AI
	• As a human, would you have produced something similar, better or worse? Why? Evaluate the process: • What benefits and limitations does using AI have for planning care?
Teacher Training: Write a Scheme of Work for a unit you are about to teach in your placement.	Use AI to produce a Scheme of Work (SoW) for a unit you are about to teach in your placement. State the name of the tool, the question prompts used and any additional questions or parameters set. Remember, you must not enter student data into the AI tool as it would be a breach of UK GDPR. Evaluate the AI response: • Could you teach the AI-generated SoW without making any adaptations? Justify your answer. • How could you improve the SoW generated by AI? What are your suggestions for improvement? • What are the benefits and limitations of using AI for planning teaching and learning?

- Using the PAIR framework (Acar 2023) to support students in developing AI skills, as shown below in diagram 1:

Diagram 1: The PAIR Framework for developing AI skills



8.2.3 Lecturers must ensure they are aware of possible AI-related assessment issues and how to make assessment more resilient to avoid academic misconduct.

Some examples are shown in Table 3 below.

Table 3: AI-related assessment issues and solutions (adapted from University of Exeter 2023).

Assessment Method	How is it susceptible to AI-related misconduct?	Ways to make assessment more resilient.
Essay	• AI-generated text could be copied/pasted and presented as the student's own work. • Misconduct is more likely when tasks are broad or generalised.	• Use centre-devised briefs which are topical, current and specific, or require the creation of original content. • Apply knowledge to real-world problems. • Include personal reflections on learning in the brief. • Ask for commentary or annotation on drafts. • Ask for specific reading lists, resources and papers to be used which are not freely available outside the College. • Include a requirement for some original research in the brief.

Assessment Method	How is it susceptible to AI-related misconduct?	Ways to make assessment more resilient.
Presentation	• Could use AI to generate a script • AI-generated voice or hologram could deliver a virtual presentation	• Include interactive elements as part of the presentation, e.g. questions, demonstrations, discussions. • Students include a personal reflection on the task. • Group presentation.
Online exam	• Could generate text and copy/paste. • More likely to occur if questions are based on information recall, summaries of concepts, essays or opinion questions.	• Exam questions must test critical thinking, reflection, and analysis. • Ask for personal examples in exam responses. • Use scenario-based questions. • Ask problem-solving questions. • Ask for specific learning activities from the unit to be referred to in the answer. • Ensure that access to online AI tools is restricted on centre devices used for exams.
Reflective Logs	• Students could copy and paste AI-generated text into their logs.	• Include a peer review session as part of formative assessment, which students must respond to in their log. • Get students to write about personal work experience in their log. • Include a section in the log on how learning might be applied to different contexts.
Reports based on Practical Work	• Students could copy and paste AI - generated text or data into reports. • More likely when generic report formats are used, the emphasis is on data collection and analysis, there is limited observation of practical work.	• Supervised practical work can help ensure the authenticity of data collected. • Assign unique or tailored practical work to each student. • Require detailed discussion of methodology used, the process, and results collected. • Use group work and collaboration during practical work. • Use peer review and assessment when writing reports. • Include a presentation or professional discussion as well as a report.
Portfolio of Evidence	• Students could copy and paste AI-generated text, images and designs into portfolios.	• Focus on real-world problem-solving in assignments. • Use creative tasks that draw upon personal experiences. • Include commentary, annotation and documenting processes, alongside justification for the approach taken. • Include self-assessment, reflection tasks and peer review. • Examine intermediate stages in the production of work to ensure that it is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages. • Encourage portfolios that include a range of assessment methods and evidence types.

8.2.4 Student submissions can be run through AI detectors, but these are not always accurate or reliable. They base their scores on the predictability of words and may give lower scores where text has been subsequently adapted. Clause 7.12 applies to any use of such tools.

8.2.5 Some indications that a submission may have been generated using AI include:

- use of American spelling, currency, terms and localisations
- use of language or vocabulary which might not be appropriate to the qualification level
- lack of direct quotations and/or references where these are required/expected
- lack of graphs/data tables/visual aids where these would normally be expected
- references which cannot be found or verified
- lack of reference to events occurring after a certain date
- incorrect/inconsistent use of first-person and third-person perspective
- difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work

- overly verbose language
 - submission of student work in a typed format, where their normal output is handwritten
 - inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
 - unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth or variety
 - use of non-sequiturs (lack of meaning relative to what was previously said)
 - confidently incorrect statements within otherwise cohesive content
 - lack of specific local or topical knowledge
 - content of a generic nature rather than relating to the student themselves, the task or scenario
- 8.2.6 Lecturers must make sure students understand submission and declaration forms cover the use of AI in the evidence they have submitted. This should be pointed out during induction, with reminders at each assessment point during the course.
- 8.2.7 AI tools can be used in the production of learning resources, plans and documents, provided the following points are considered:
- (i) Lecturers must carefully check their own AI-generated materials to protect students from potentially harmful, inaccurate or biased content.
 - (ii) In many cases, a given tool will not have been trained on the English curriculum and AI can only return results based on the dataset it has been trained on. Lecturers cannot assume that AI output will be comparable with a human-designed resource that has been developed in the context of the College's curriculum.
 - (iii) The quality and content of the final document, plan or resource remains the professional responsibility of the lecturer who produces it, and the College.
- 8.2.8 Lecturers may use AI tools to assist them in generating assessment feedback to learners, provided they have participated in the College's CPD on how to do this effectively and evidenced their learning and development in the quarterly CPD log.
- Feedback must always be motivational, specific, developmental and personalised for each learner by the lecturer. AI must not replace lecturers' feedback, but can be used to enhance it, always keeping 'humans in the loop'.
- 8.2.9 AI can be used to give instant feedback to students on formative assessment tasks, e.g. online quizzes.
- 8.2.10 In order to protect students and staff, personal and sensitive data must never be entered into AI tools. This would be a breach of UK GDPR.
- 8.2.11 If a lecturer believes AI has been used without crediting it as a source of information, the Academic Misconduct and AI Use Policy should be followed. The lecturer needs to report it as a suspected case of cheating to the Programme Leader for further investigation.
- 8.2.12 If there is over-reliance on AI to the extent that the lecturer decides the student has not independently demonstrated the assessment criteria, the work submitted will not be awarded a pass and should be referred for resubmission. The lecturer's feedback must clearly explain how the use of AI contributed to the referral, so the student is aware of how to improve their use of AI in future.
- 8.3 The Programme Leader will investigate and recommend outcomes for any breaches of the Academic Misconduct and AI Use Policy that involve AI. With the Lead Internal Verifier, the Programme Leads form the Academic Misconduct Panel, which investigates the case and may use a viva voce to establish the student's level of knowledge and understanding.
- 8.3.1 Programme leaders need to monitor induction activities, learning resources, plans and documents produced by lecturers using AI, for appropriateness and accuracy. They need to ensure lecturers are following the most recent version of the policy and are aware of their responsibilities.

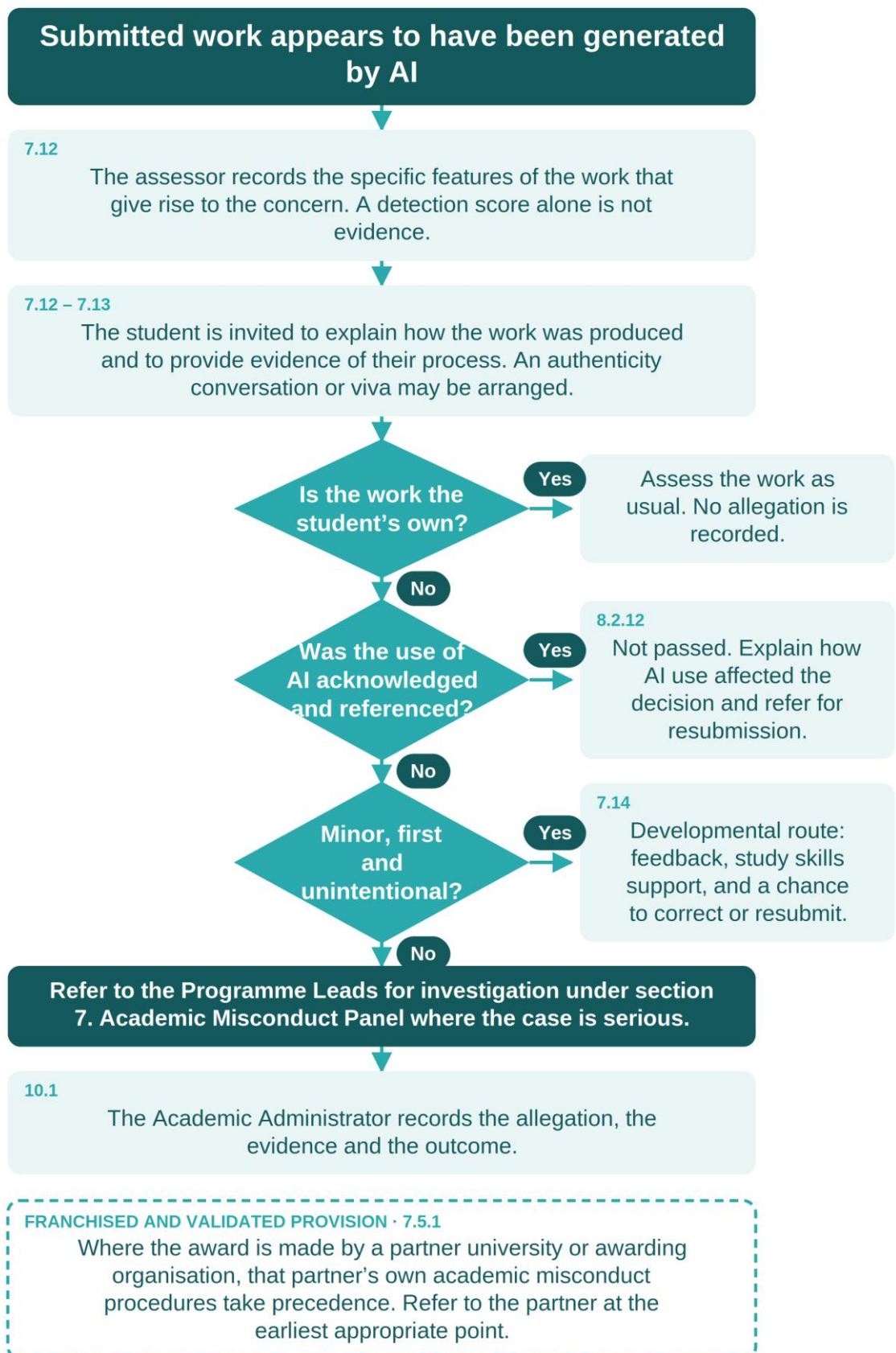
- 8.3.2 Use of AI should be included on the agenda for regular discussion at Programme Team Meetings to support a collaborative approach to ethical use of AI.
- 8.3.3 If a need for Professional Learning and Development relating to AI amongst team members is identified, Programme Leaders must notify Principal so this can be arranged.
- 8.3.4 Use of AI must be included in onboarding processes. Programme Leaders must also ensure their team members have undertaken mandatory UK GDPR training and updates.
- 8.3.5 Where cases of cheating by using AI are suspected, Programme Leaders should advise lecturers in their team and support the resulting investigation where necessary.
- 8.4 Internal Verifiers
 - 8.4.1 IVs must be aware of all issues relating to use of AI above, so they can support high quality, ethical assessment processes and consistent practice in the College.

Monitoring the appropriate use of AI in assessment is an important part of the IV process.
- 8.5 All Employees
 - 8.5.1 All employees need to be vigilant with regards cyber security, particularly as AI could increase the sophistication and credibility of attacks (DfE 2025).
 - 8.5.2 Employees may use AI in their own work, provided:
 - No private or sensitive data is entered into AI tools
 - AI tools are credited and referenced correctly (see paragraphs 8.1.2 to 8.1.8)
 - 8.5.3 Any employee who suspects AI has been used inappropriately should report this to the Programme Leader for further investigation.
 - 8.5.4 All cases of suspected AI misuse, decisions and actions must be documented by the Programme Leads and retained for a period of 5 years.

9. Summary Flow Chart

A summary of actions for employees to take where AI misuse is suspected is shown in diagram 2 below.

Diagram 2: Summary of actions to take when AI misuse is suspected



10. Monitoring, Evaluation and Review

- 10.1 The Academic Administrator maintains a record of every allegation, the evidence relied on, the outcome, any penalty applied and whether it was appealed.
- 10.2 Programme Leader reviews these records each semester, considering case numbers and types, outcomes, timeliness and any variation between programmes.
- 10.3 An anonymised annual report is presented in the Senior Leadership Team (SLT) meetings. Themes arising are used to improve assessment design, integrity teaching and staff development, and feed into the Self-Assessment Review.
- 10.4 This policy is reviewed annually, and sooner if legislation, the OfS conditions of registration or awarding organisation requirements change.

11. References

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Chen, L, Chen P and Lin, Z. (2020) Artificial Intelligence in Education: A Review. In IEEE Access, 17 April 2020, vol 8 pp. 75264-75278. Available at https://ieeaccess.ieee.org/featured-articles/ai_in_education_review/

DfE (2025) Generative artificial intelligence (AI) in education. Available at <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>

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University of Exeter (2023) AI and Assessment Matrix. Available at https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/AI%20and%20Assessment%20matrix_1693985641.pdf

12. Appendix 1 – Sources of Information

In addition to the requirements found in the qualification specifications, the following documents set out the regulations and guidance the College applies to academic misconduct. In all cases the most recent version of the regulations must be referred to. Where a student is registered on a programme leading to an award of a partner university, that university's regulations take precedence in accordance with clause 7.5.1.

Pearson (awarding organisation for BTEC Higher Nationals)

- Pearson, BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment
- Pearson, Centre guidance: Dealing with malpractice and maladministration

JCQ (forms and guidance applied by Pearson)

- JCQ, Plagiarism in Assessments: Guidance for Teachers/Assessors
- JCQ Notices to Centres on malpractice, as issued
- JCQ, Suspected Malpractice: Policies and Procedures 2026 – 2027
- JCQ, M1 Report of suspected candidate malpractice 2026 – 2027
- JCQ, M2(a) Notification of suspected malpractice or maladministration involving staff

Partner universities (franchised and validated provision)

- Leeds Trinity University, academic regulations and academic misconduct procedures
- Plymouth Marjon University, academic regulations and academic misconduct procedures