Academic Integrity – Guide for Students

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Session outline

1. What is academic integrity and why does it matter?

2. Examples of good practice in academic integrity

3. What behaviours count as academic misconduct?

4. The Academic Integrity and Misconduct (AIM) Policy and Procedures – how potential academic misconduct is investigated

5. Appropriate use of software tools (including Gen-AI)

6. Scenarios for discussion

7. Where to find out more and get support

8. Next steps – find Policy, do Moodle Quiz, start a study log

Introduction to Academic Integrity & Misconduct

- Six principles of **Academic Integrity**
  - **Honesty**, **trust**, **fairness**, **respect**, **responsibility**, and **courage** (ICAI, 2021)
  - Academic Integrity is important in building a credible academic community

- **Academic Misconduct** is behaviour breaching this integrity
  - Historically this tended to include plagiarism, collusion, ghost writing, essay mills
  - Boundary between student authorship and Gen-AI assistance is becoming increasingly blurred

- The University uses the term Academic Integrity and Misconduct (**AIM**)
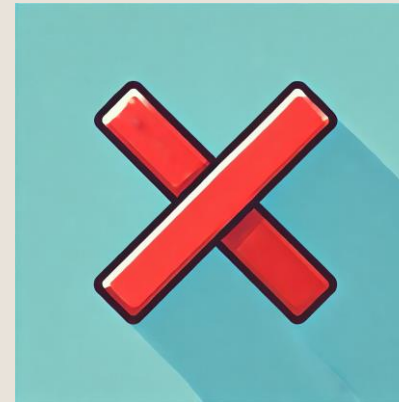 - To distinguish from AI = artificial intelligence

AIM – group discussion activity

- Why is Academic Integrity important?

- Why does Academic Misconduct matter?

Examples from the media

45,000 caught cheating at Britain's universities

independent.co.uk

As cases of 'academic misconduct' rocket, computer programs able to identify plagiarism are be...

▶ Tens of thousands of students in universities across Britain have been caug...
investigation by *The Independent on Sunday*.

▶ Over the past three years, more than 45,000 students at 80 institutions hav...
ranging from bringing crib-sheets or mobile phones into exams to paying...

'Only two pages' of Luxembourg PM's
university thesis were not plagiarised

Writer's essay on why she
plagiarized her book removed for ...
plagiarism

...n student cheating over the la...

has surged over the past three years, figures reveal.

Major universities...

Daily Mail March 2nd 2012

The number of students caught cheating at top universities has surged over the past three years, taking notes into exams or buying essays on the internet.
Thousands were found guilty of plagiarising,

...nts at 20 leading institutions were disciplined for academic misconduct in the year 2010-11 alone,
...der the Freedom of Information Act. Around 100 were expelled.

Prize-nominated poet's debut
cancelled as plagiarism accusations
build

UK universities in 'plagiarism epidemic' as almost 50,000 students caught cheating over last 3 years
Independent UK, January 6th 2016

Real-world consequences of academic misconduct

- University research fraud has led to:
  - Suspension / expulsion from University, loss of opportunities and future trust from employers, etc.
  - Loss of job, loss of face, loss of professional reputation, damaged careers
  - Negative treatment by the press, imprisonment and steep fines
  - Retraction of published work, legal consequences, loss of trust in academics

- Read about specific high-profile cases (click on links) and see here
  - Harvard University cheating scandal in 2012 – involving students
  - Diederik Stapel – Dutch social psychologist who fabricated data
  - Francesca Gino – Harvard Business School professor accused of data fabrication & plagiarism
  - Andrew Wakefield – doctor falsely claiming link between MMR vaccine and autism

Integrity is positive, misconduct is negative

- We should **aspire** for integrity – it is a set of values we can actively work to acquire
  - We = students, staff, educators, researchers, administrators, people…
  - Framing academic integrity as something **positive** allows scholarly communities to flourish and creates a credible academic community

- Misconduct is a breach of integrity – where the values haven't been upheld
  - This matters as it compromises people's value and credibility
  - Consequences of breaches include damage to reputation, loss of trust, reduced career prospects

- Our emphasis is on **promoting** and **advocating** for academic integrity
  - True, we must investigate and penalise academic misconduct
  - But this is more to educate and promote integrity rather than to punish – pedagogical approach

Principles of Academic Integrity (ICAI, 2021)

Honesty
- Being free from fraud or deception, being legitimate and truthful

Trust
- Being able to rely on the character, ability, strength or truth of something or someone

Fairness
- Being impartial and fair, not favouring one side over another

Respect
- The quality or state of being esteemed and positively regarded

Responsibility
- State of being responsible, accountable, reliable and trustworthy

Courage
- Having the mental and moral strength to stand up for values, persevere against adversity

Principle 1 – Honesty

- **Honesty** is the foundation of integrity for both the individual and the institution

- Demonstrating honesty
  - Be **truthful**, owning up to errors
  - Give **credit** to originator of the work or ideas where credit is due
  - Provide factual evidence and aspire to be **objective** and **unbiased**
  - Honesty allows for the development of **trust**

- Example of breach
  - A student falsifies data in a research project to make their findings appear more significant
  - Why: They are not truthful or transparent in their work

Principle 2 – Trust

- **Trustworthiness** is very important in academia – e.g. we must trust published research
- Trust is **reciprocal** between staff and students
- Demonstrating trust
  - State expectations, follow through and demonstrate **reliability**
  - Promote **transparency** in processes, outcomes and values
  - **Trust** others and give credence (show you can be believed)
  - Encourage mutual understanding and act authentically and genuinely

- Example of breach
  - During a group project, a student deliberately doesn't contribute but takes credit for the group work
  - Why: Lack of effort undermines the trust the group members put in them to contribute fairly

Principle 3 – Fairness

- Students and staff have a right to expect **fair treatment** and a duty to treat others fairly

- This creates an ethical community which shows transparency and predictability

- Demonstrating fairness
  - **Apply rules and policies** consistently, without showing favouritism
  - Engage with other people **equitably** and **objectively** and keep an open mind
  - Take **responsibility** for your own actions

- Example of breach
  - A student gains unauthorized access to an advance copy of an exam and uses it to prepare
  - Why: they gain an unfair advantage over students not able to access these materials

Principle 4 – Respect

- **Respect** is reciprocal and necessary in environments with multiple views and opinions
  - Rigorous testing, lively debates and spirited disagreements need not compromise respect
  - **Students** – be an **active learner** and taking opportunities for gaining new knowledge and skills
  - **Staff** – take students' ideas seriously, give full and honest feedback, signpost resources
- Demonstrating respect
  - Receive **feedback** willingly and constructively
  - Practise open **listening**, show **empathy**, **value** others' opinions
  - **Affirm** others, recognise and accept differences, realise the consequences of our thoughts/actions

- Example of breach
  - A student copies large sections of a classmate's essay without permission and submits it as their own.
  - Why: student disregards and devalues their classmate's intellectual property

Principle 5 – Responsibility

- Academic community members are **accountable** to themselves and each other

- **Responsible** individuals work to discourage and prevent misconduct by others

- Responsibility is fundamental to creating, enforcing and communicating about policies

- Demonstrating responsibility
  - Hold yourself **accountable** for your actions; know and follow institutional **rules** and codes of conduct
  - **Follow through** on promises, tasks and expectations
  - Engage with others in difficult conversations, even when silence might seem easier

- Example of breach
  - Student skips lectures, missing essential content, then blames poor performance on external factors
  - Why: they fail to take ownership of their learning or meet their academic commitments

Principle 6 – Courage

- This is more a **quality of character** and is the readiness to act in accordance with one's values and convictions despite fear, involving holding oneself and others **accountable** for their actions

- Those acting with courage hold themselves to their **highest standards of academic integrity**, enabling the upholding of the other five values

- Demonstrating courage
  - Be **brave** even when others might not
  - **Take a stand** to address wrongdoing and support others to do the same
  - Be willing to **take risks** and risk failure
  - **Endure discomfort** for something you believe in, such as defending integrity

- Example of breach
  - A student notices widespread cheating in an exam but chooses not to report it, fearing social backlash
  - Why: student fails to act ethically by not standing up for integrity

Good medical practice 2024

General Medical Council

Good medical practice

Good medical practice

General Medical Council

Good medical practice
2024

Contents
Domain 1: Knowledge, skills and development
Domain 2: Patients, partnership and communication
Domain 3: Colleagues, culture and safety
Domain 4: Trust and professionalism

THE UNIVERSITY OF BUCKINGHAM   Version date: January 2025

Domain 4: Trust and professionalism

- Introduction
- **Acting with honesty and integrity**
- Maintaining professional boundaries
- Communicating as a medical professional
- Managing conflicts of interest
- Cooperating with legal and regulatory requirements

Acting with honesty and integrity

Introduction

Patients must be able to trust medical professionals with their lives and health, and medical professionals must be able to trust each other.

Good medical professionals uphold high personal and professional standards of conduct. They are honest and trustworthy, act with integrity, maintain professional boundaries and do not let their personal interests affect their professional judgements or actions.

Acting with honesty and integrity

81 You must make sure that your conduct justifies patients' trust in you and the public's trust in your profession.

82 You must always be honest about your experience, qualifications, and current role. You should introduce yourself to patients and explain your role in their care.

83 If a patient, colleague, or anyone else you have contact with in your professional role asks for your registered name and/or GMC reference number, you must give this information to them.

84 You must be honest in financial and commercial dealings with patients, employers, insurers, indemnifiers and other organisations or individuals.

Acting with honesty and integrity in research

85 When designing, organising or carrying out research, you must put the interests of participants first. You must act with honesty and integrity, and follow national research governance guidelines and our more detailed guidance on Good practice in research.

General
Medical
Council

What we mean by fitness to practise (Doctors)

Date of publication: December 2023

Last updated: December 2024

c. What may be a fitness to practise concern, and why

53. There is a wide range of information about a doctor that's capable of amounting to a fitness to practise concern. When considering the relevant information that's available, GMC decision makers and MPTS tribunals will need to identify how it relates to the professional standards that doctors are expected to meet.

54. To help with understanding of what may be a fitness to practise concern, below are descriptions of some types of cases seen in the fitness to practise process and how those cases relate to *Good medical practice* and the more detailed guidance on professional standards. These are:

    1) Sexual misconduct

    2) Dishonesty

    3) Violent or abusive behaviour

    4) Discrimination

    5) Clinical concerns

    6) Impact of a health condition

    7) Insufficient knowledge of English language

    8) Criminal convictions and cautions and determinations by another body responsible for the regulation of a health or social care profession

2) Dishonesty

66. Honesty is a basic quality expected of members of society based on shared moral values. It involves being truthful about important matters and respecting the property rights of others. Dishonesty is a disregard for this shared moral value and can be used to describe a lack of probity, cheating, lying or deliberately withholding information.

67. Whether behaviour is dishonest is judged by considering what is known about a doctor's knowledge or belief of what they were doing and assessing if that is dishonest by the standards of ordinary decent people. There is no additional requirement that the doctor must appreciate that what they have done is, by those standards, dishonest.

The professional standards doctors are expected to meet

68. **Dishonest behaviour** can include a wide range of actions or omissions which may arise inside or outside a doctor's working life. When dishonesty arises in a doctor's working life, their behaviour may be directed towards patients, former patients, relatives of patients, colleagues, the organisation the doctor is working for or their professional regulator(s). Outside a doctor's working life, dishonesty may be directed at any person or organisation.

69. Honesty is at the heart of medical professionalism and is **essential for the public to have trust in doctors and the systems they work in**. Doctors must make sure their conduct justifies their patients' trust in them and the public's trust in the profession. They must follow the law and always be honest about their experience, qualifications and current role.

The professional standards doctors are expected to meet

70. Good doctors are open and honest with patients if **things have gone wrong.** Doctors must respond promptly, fully and honestly to complaints and apologise when appropriate.

71. Documents made by doctors to **formally record their work** (including patients' medical records) must be clear, accurate, contemporaneous and legible. When writing references and when appraising or assessing the performance of colleagues, doctors must be accurate, fair and objective.

72. Doctors must be honest and trustworthy **when writing reports; completing or signing forms, reports and other documents**; and when giving evidence to courts and tribunals. They must make sure that any information they communicate is not false or misleading. Doctors must take reasonable steps to check the information is correct, must not deliberately leave out relevant information or present opinion as established fact.

The professional standards doctors are expected to meet

73. **When communicating publicly** as a doctor, they must be honest and trustworthy, not exploit people's lack of medical knowledge and declare any conflicts of interest.

74. **Conflicts of interest** may arise in a range of situations. They are not confined to financial interests and may also include other personal or professional interests. Doctors must not allow any interests they have to affect, or be seen to affect, the way they propose, provide or prescribe treatments, refer patients or commission services. Nor must they ask for, accept or offer an incentive which may affect, or be seen to affect, these things.

75. **When designing, organising, or carrying out research**, doctors must put the interests of participants first, act with honesty, follow national research governance guidelines and GMC guidance.

Examples of good academic integrity practice

- **Acknowledge all sources** of information, including Gen-AI assistance

- Work **independently** unless the rubric specifically allows (e.g. group task)

- Submit original work – demonstrate **authorship**, do not pass off others' work as your own

- Ensure **accurate** data – do not fabricate or falsify data

- Acknowledge use of your own previous work – only reuse if strictly necessary

- Observe **ethical** guidelines – in research and other academic practices

- Adhere to principles – be honest, trustworthy, fair, respectful, courageous, take responsibility

- See also paragraph 13 in the Policy

Examples of academic misconduct

- **Plagiarism** (theft) – using others' work without acknowledgement, including self-plagiarism

- **Cheating** – any action to gain an unfair advantage or assist another student to do so

- **Collusion** – working together with other student(s) on an independent assignment

- **External authorship** / assistance – essay mills, Gen-AI, other students, etc.

- **Falsification / forgery** – of data, references, etc.

- **Copying** from another student – cross between plagiarism and collusion

- Personation / **impersonation** – pretending to be someone else to take assignment

- Submitting **corrected** / **translated work** – if this bypasses learning outcomes

- See also paragraphs 17-23 in the Policy

Plagiarism

- Using someone else's* **ideas or work** without **crediting it** and **pretending it is your own**
  - *Someone else can even include Gen-AI and other software tools

- Ideas or work – it isn't just wording you might be stealing, it's other's ideas
- Crediting it – shows honesty, fairness and respect
- Pretending it is your own – cheating, passing off, dishonest, not taking responsibility

- Going to give you links to 4 YouTube videos from Scribbr (and show you the first)

SNL, 2003

Watch the video here: https://www.youtube.com/watch?v=Uk1pq8sb-eo

Plagiarism

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- **Types of plagiarism**
  - Verbatim plagiarism
  - Patchwork plagiarism
  - Paraphrasing plagiarism
  - Global plagiarism
 - Self-plagiarism

- You've just seen the Scribbr video at https://www.youtube.com/watch?v=Uk1pq8sb-eo

Paraphrasing and quoting

- How to **avoid plagiarism** with 3 simple tricks - https://www.youtube.com/watch?v=uQhVDH9p7aU
  - Keep track of sources, paraphrase and use quotations, use a plagiarism checker (maybe!)

- How to **paraphrase** in 5 easy steps - https://www.youtube.com/watch?v=oiM0x0ApVL8
  - Read and understand, note down key concepts, write own version without looking at the original, compare to check not too similar, cite sources
  - Tips – restructure the information, change the voice, use synonyms (careful!), vary sentences

- How to **quote** directly from sources - https://www.youtube.com/watch?v=DhMl3eIcGbI
  - Details of quoting (discipline specific), how to format and alter quotes, when to use them

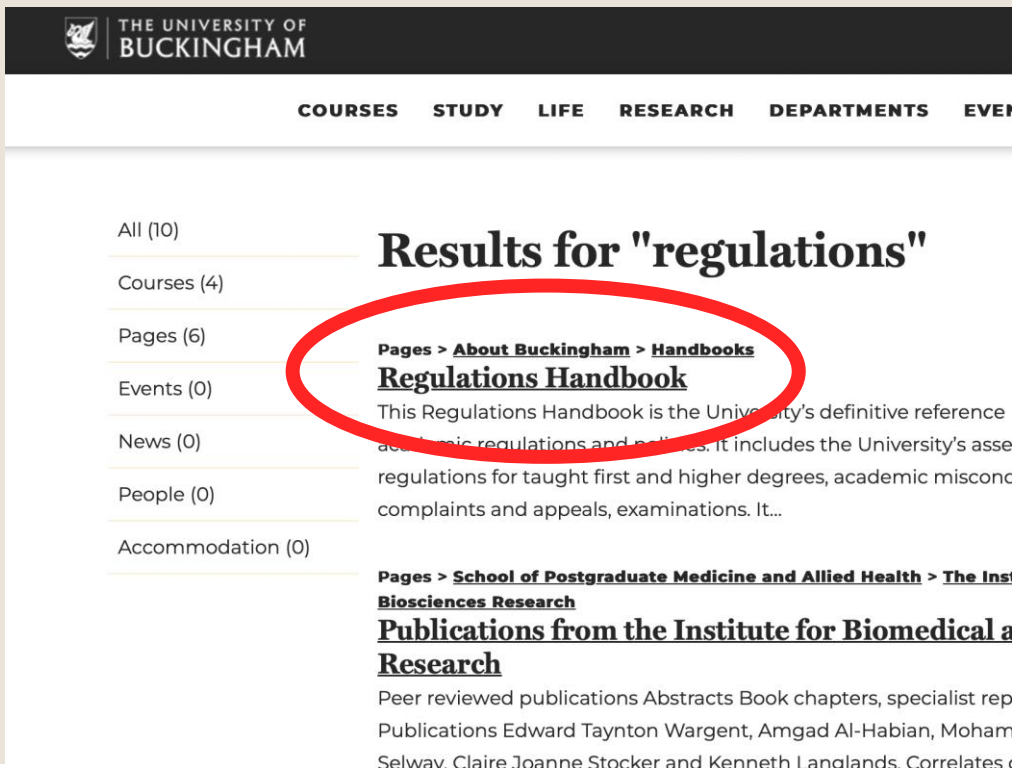# Academic Integrity and Misconduct Policy

- Be familiar with the **policy** and know where to find it!

- Go to www.buckingham.ac.uk

- Search for 'Regulations'
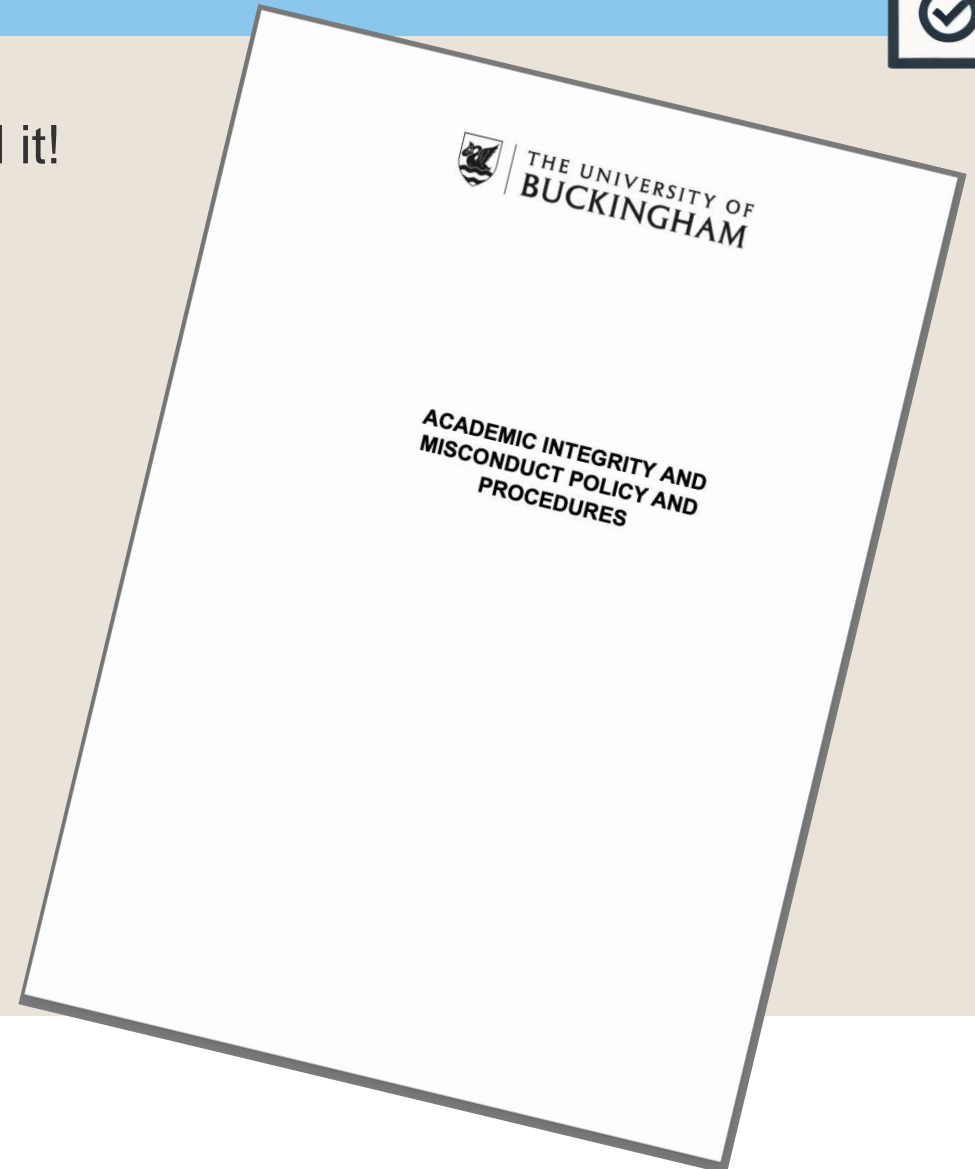
Academic Integrity and Misconduct (AIM) Policy

- Search on the UB website for 'Regulations' – then it's section 3.4

What will the AIM Policy tell me?

- Paras 1-8   Introduction to the Policy

- Paras 9-16   What is Academic Integrity and how can you maintain it?

- Paras 17-23   What is Academic Misconduct?

- Para 24   Investigating possible Academic Misconduct in the Exam Room

- Paras 25-35   Investigating coursework assessments – initial enquiry

- Paras 36-43   Investigating coursework assessments – full investigation

- Paras 44-56   Possible outcomes after full investigation

- Paras 57-65   Information on penalties

- Paras 66-79   Information on appeals

- Appendix 1:   Guidance on Maintaining Good Academic Integrity in the use of Generative AI Assisted Writing Tools.

Academic Integrity Quiz

- As well as reading the AIM Policy, you should take the <u>Academic Integrity Quiz</u> on Moodle
  - You should be enrolled on this page already and you should aim for at least 90%
  - If you are ever investigated for potential academic misconduct, your grade on this quiz (and indeed whether you have engaged with it at all) will be taken into account

How AIM investigations work – initial enquiry

- If a breach of academic integrity is suspected, it will start being investigated by the **SAIA** (School Academic Integrity Advocate) or SAIA team

- At **initial enquiry**
  - If outcome is **No Academic Misconduct** (**NAM**) you will not even realise that it was referred and get your mark and feedback as normal (para 29)
  - If outcome is **Poor Academic Practice** (**PAP**) the SAIA will inform you of this by email, and ask you to make an appointment with your Personal Tutor to discuss academic integrity (paras 30-34)

- If the case progresses to **full investigation**, you will be emailed by the SAIA team to inform you of this (para 36) and:
  - Told what assessment is being investigated
  - Given an opportunity to offer any explanation or mitigation, either in person or writing

How AIM investigations work – full investigation

- Once emailed by the SAIA team, you should **contact them to arrange a meeting**, or to offer explanation and mitigation by email

- When you meet with the SAIA the meeting will normally be **recorded**

- If the SAIA team have concerns about **authorship** (i.e. whether you actually wrote your assessment yourself), they may then invite you to an oral **viva** or written **test** (paras 38-42)
  - See next slide for details

- It is in your interest to **engage with the process** and **remember the values of integrity**, e.g. being respectful and honest

- Once the investigation is concluded, you will be **informed of the outcome** by email

How authorship vivas / tests work

- The rationale is that **if you wrote it, you understand it**, but if someone else wrote it for you, you very possibly don't understand it and cannot explain it
  - Note that submitting work you do you not understand is not a good idea and probably does not meet the learning outcomes of the assignment in any case

- You will be **asked questions** which you should be able to answer if you wrote the work:
  - What did you mean by this sentence…?
  - You wrote about x and y. What do you mean by those terms?
  - Why did you use this example rather than the example we discussed in class? Where did you find information about it?

- We endeavour to carry out investigations in a timely manner, but if it has been a while since you submitted the work you should **check it over to ensure you do understand it**
  - 'I don't remember' is not an acceptable defence

Full investigation – possible outcomes

- **NAM** – as earlier, the work will be marked as normal and no record of the case kept

- **PAP** – the work will be marked as submitted and you should discuss this with your PT

- **Academic Misconduct** – a **penalty** will be applied (para 57 or 64 for PG theses)
  - A = for basic plagiarism, the plagiarised material will be ignored and remainder marked
  - B = **only for levels 3 and 4** (foundation, UG prelims) resubmit for uncapped mark
  - C = resubmit for capped mark (40 UG, 50 PG)
  - D = retake complete module at next available opportunity for capped mark
  - E = retake all modules at that stage at next available opportunity for a capped mark
  - F/G = lesser degree / expulsion

- NB existing penalties are considered in future investigations – **don't be a repeat offender!**

- Note too that **penalties are recorded on your student record** and may need disclosing

Mitigating Circumstances (MCs) and Intention

- We adopt the principle of **strict liability** in AIM investigations – this means that if misconduct has occurred, you take responsibility for it, irrespective of MC's or lack of intention

- Therefore, MCs are **irrelevant** in deciding **whether** academic misconduct has taken place
  - Being ill, having computer problems, forgetting to add quotation marks and sources, uploading the wrong file by mistake, and any other MCs are **never** an excuse for breaching academic integrity

- However, lack of intention and any MCs **may** be considered when determining the severity of any penalty applied

- Read more about this in para 18, as informed by The Office of the Independent Adjudicator's (OIA) Framework for Good Practice (FGP) – link here

Software tools and Generative AI

- There are various **tools** to **help with writing**
  - These can correct spelling, correct grammar, suggest rewording, paraphrase, translate, etc.
  - Grammarly, Quillbot, MS Word – often free and premium paid versions
- There are now also a **huge number of Generative AI tools** available
  - Gen-AI is the ability to create text, images, code, music, video, etc., but it is not 'conscious' and does not 'understand' what it produces, instead generating patterns based on its training data
  - Some Gen-AI tools (e.g. ChatGPT-4) may have real-time web access, so can retrieve current information, but they do not retain this information after the session ends
  - Interact through user-generated 'prompts' which result in AI-generated response

- Use of these tools raises important questions about **authorship** and **academic integrity**

Generative AI tools (selected)

GEN-AI

ChatGPT – supports writing, drafts content, answers queries, interactive learning support

DALL-E 2 – generates images from text descriptions

GitHub Copilot – supports coding, integrated into coding platforms

MS 365 Copilot – supports data visualisation, drafting, summarising, etc. (MS Office)

Notion AI – supports note-taking, project management and team collaboration

Jasper – supports content creation, especially in marketing and business

Speechify – converts text to speech, ensuring accessibility in learning

Canva's Magic Design – creates presentations and visual content

Pros and cons of using Gen-AI

GEN-AI

- **Advantages**
  - Enhances learning support through **personalized tutoring**, academic writing advice, etc.
  - Helps with **accessibility** and **inclusivity** e.g. text-to-speech and other learning strategies
  - May provide **creative inspiration** for innovative assignments, both for educator and student
  - Develops **Gen-AI expertise** for future employment opportunities

- **Disadvantages**
  - **Lacks critical thinking**, and you might believe it without considering its output
  - Is **biased** due to the training dataset used, and '**hallucinates**' as can't check sources
  - Can raise concerns about **privacy**, **ethics** and **intellectual property**

Authorship

- **Authorship** is an issue as content is often **co-created** by human and software

- It's not always clear what software should count as Gen-AI
  - What about MS Word suggestions? Grammarly?
  - Is it acceptable to use Gen-AI for translations or to paraphrase? Depends on learning outcomes

- If you over-rely on Gen-AI tools, you may not **take responsibility for your own understanding** or demonstrate original thought, analysis or interpretation

- Questions over **citing Gen-AI contributions**, important for transparency and honesty
  - Even if not cited in the standard referencing way, its use should be **acknowledged**

Academic Integrity and Gen-AI / software tools

- You are here to earn **your** degree **yourself**, and we are grading **your** performance

- You must be **transparent** and **honest**, citing the use of such tools (Policy Appendix)

- You should take **responsibility** for your own learning
  - If you rely on tools to create content and 'do your thinking for you', you will not understand
  - Gen-AI tools can 'hallucinate' and show bias due to the training set used
  - Gen-AI tools do not 'understand' and cannot think critically – this is your job

- Check the **assignment rubric** – what is and what is not allowed?
  - Note that some assignments may **prohibit** the use of Gen-AI software

- Its use must be **appropriate**, **permissible**, **justified** and **acknowledged**

Appropriate use of Gen-AI vs cheating

Appropriate use	Cheating
• Summarizing complex ideas, finding resources, acting as research assistant, proofreading and grammar assistance	• Submitted Gen-AI created work as if the student's own
• When Gen-AI is required by the assignment rubric	• Unauthorized assistance beyond rubric e.g. creating essay instead of just idea prompts
• For skill development outside formal assignments, such as problem-solving, academic writing	• Exams and tests where personal knowledge/understanding is being tested
	• Trying to circumvent learning objectives e.g. where problem-solving skills are meant to be learnt

Keeping a study log / record / notes

- **Keeping a log** tracks **progress**, records **sources**, helps you refine **skills** and identify those needing work, leading you to be a better researcher / academic

- **Process > product** – highlight the steps/decisions made during your work, enhancing your control and responsibility over the work

- Logging your **sources**, **search strategies** and keeping **notes** can help you demonstrate your originality and thought processes – and you can find sources again if you need to

- Keep **earlier drafts** of your work – they show **evidence of your writing process**, showing how you developed your argument and demonstrating **authorship**

- Documenting **critical evaluations**, e.g. strengths/weaknesses of research articles is important, particularly at levels 6/7/8 (finals, MSc, MA, LLM, PhDs)

Keeping your study log – what to include

- What sorts of things to **include**:
  - **Notes** on initial ideas, brainstorming sessions, **search terms**, **sources** consulted, etc.
  - Key **quotes** or data extracted from sources (with proper citations and quotation marks)
  - **Highlight any notes that are not in your own wording**
  - Reflections on why certain sources were included/excluded – **rationale** for your own decisions

Keeping your study log – practical tips

- How to keep a study log:
  - Paper **notebook**, or a **Word** file, or more structured **software** like EverNote, MS OneNote
  - Try ideas out until you find the one that works best for you

- Uses of study log to demonstrate academic integrity
  - **Evidence of independent work** if authorship is challenged
  - **Evidence of own contribution** and originality of ideas in **group work** assignments

Scenarios

- We will now discuss 6 hypothetical scenarios which might occur during your or your fellow students' studies

- For each one
  - Consider whether the behaviour described is a breach of academic integrity or not
  - If it is, consider which of the principles are relevant

- If you are doing this as part of a training, you should discuss in groups and the facilitator will then suggest an answer to the scenario

- If you are reading this slide deck yourself, then the suggested answers to the scenarios are given on the following slide but please think about the scenario before looking at them!

Scenario 1 – acceptable or not? Discuss!

- Writing an assignment that contains large amounts of source material that is correctly paraphrased, referenced and cited in your work.

Scenario 1 – acceptable or not? Discuss!

- Writing an assignment that contains large amounts of source material that is correctly paraphrased, referenced and cited in your work.

- **OK!** BUT you should aim to limit the total amount of paraphrased or directly-quoted source material used in your written assignments, otherwise it just demonstrates that you can copy and paste, but not that you understand the material.

Scenario 2 – acceptable or not? Discuss!

- Referring to key facts and opinions from an academic journal to evidence your ideas in your essay whilst making sure to include who wrote these and where you found them.

Scenario 2 – acceptable or not? Discuss!

- Referring to key facts and opinions from an academic journal to evidence your ideas in your essay whilst making sure to include who wrote these and where you found them.

- **OK!** As long as you have correctly referred to and cited all sources used using your School's referencing style.

Scenario 3 – acceptable or not? Discuss!

- Copying a few short sentences from pre-written essay models in www.TopEssayz4u.com, changing the words and grammar but keeping the same meanings and ideas and pasting them into your essay without citations.

Scenario 3 – acceptable or not? Discuss!

- Copying a few short sentences from pre-written essay models in www.TopEssayz4u.com, changing the words and grammar but keeping the same meanings and ideas and pasting them into your essay without citations.

- **NOT OK! (plagiarism)** Copying other people's ideas, points, facts or statistics without acknowledging the author is academic theft, even if the words are changed.

- Breaches **respect, honesty, responsibility, fairness, trust**

Scenario 4 – acceptable or not? Discuss!

- Copying small parts of an essay from a friend (who did the same course and the same essay last term) and pasting these into your essay to be assessed as your coursework.

Scenario 4 – acceptable or not? Discuss!

- Copying small parts of an essay from a friend (who did the same course and the same essay last term) and pasting these into your essay to be assessed as your coursework.

- **NOT OK! (collusion/plagiarism)** Copying work from a friend is prohibited, it is cheating. And both parties are open to being investigated for misconduct.

- Breaches **respect, honesty, responsibility, fairness, trust**

Scenario 5 – acceptable or not? Discuss!

- Discussing ideas with your classmates to prepare for an assessed group presentation the following week.

Scenario 5 – acceptable or not? Discuss!

- Discussing ideas with your classmates to prepare for an assessed group presentation the following week.

- **Maybe OK!** You can **discuss** with other members of your group as part of a group assessment, but only as long as it is allowed by the assignment **rubric**.

- **Maybe NOT OK! (collusion/plagiarism)** discussing specifics (e.g. what are you putting in paragraph 2) runs the risk of investigation for collusion, for instance if reports are to be authored independently – breaches **responsibility, fairness, trust** – and takes **courage**

Scenario 6 – acceptable or not? Discuss!

- Asking a native speaker (of a foreign language) or using translation software to help you complete your ELF (English Language Foundation) assignment in that language.

Scenario 6 – acceptable or not? Discuss!

- Asking a native speaker (of a foreign language) or using translation software to help you complete your ELF (English Language Foundation) assignment in that language.

- **NOT OK! (collusion)** Assessed solo language assignments (including English language assignments for international students) must be completed by you and no one else. Translation software is also not allowed.

- Breaches **respect, honesty, responsibility, fairness, trust**

Resources and further reading

- International Center for Academic Integrity (ICAI) – link here

- JISC – link here and search for 'Generative AI'

- QAA – links here and here

- OpenAI Educator FAQ (9 articles) – link here from the company behind ChatGPT

- UCL Engaging with AI in Education – link here

- U Sydney resource hub – link here

Next steps

Read AIM Policy and Procedure

- If you've not already found the Academic Integrity and Misconduct Policy and Procedures, please locate it and read through it

Take Moodle Quiz

- Do the Academic Integrity and Misconduct Quiz on Moodle – aim to score at least 90% - you'll need to read the Policy first

Set up Study Log

- Get into good habits **now** and start noting down your assignment decisions, search terms, sources, drafts of your work, etc.

Closing remarks – any questions?

- ChatGPT co-created this presentation by helping organize information, generating ideas and creating all the images