

ANNEX 1: GENERATIVE ARTIFICIAL INTELLIGENCE (AI) TOOLS, ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT

An annex to Section 9 of the Assessment Handbook: Academic Integrity and Academic Misconduct

This annex has been developed with reference to the University's Position Statement on Generative Artificial Intelligence¹ and guidance published by the Quality Assurance Agency².

The University recognises that the use of Generative Artificial Intelligence (Generative AI) tools can be a useful pedagogical tool; however, there are instances where the inappropriate use of such tools will lead to breaches of the University's policy on Academic Integrity and Academic Misconduct.

Responsible use and misuse of Generative AI tools

The University recognises that there are legitimate uses of Generative AI tools while engaging with assessment. There will be assessments that direct students to engage with such tools in order to promote an understanding of how they work and to develop relevant skills and graduate attributes. Learners with English as a second language or Specific Learning Difficulties might use the tools to summarise key points from complex articles, or otherwise aid their understanding.

Key to the responsible use of Generative AI tools is the student's intellectual ownership of the piece of work and the proper acknowledgement of the role played by the Generative AI tool in developing the piece of work.

In order that students are aware when Generative AI tools can be used appropriately, Schools should identify a School-level approach to their use. Schools should remind students where such tools can be used and where their use is expressly prohibited. If in doubt about whether Generative AI tools can be used the student should speak with the appropriate Module Convenor. If no statement has been issued, or no response is forthcoming, then students should assume that the use of Generative AI tools to generate text, images or code (for example) is prohibited for that assignment.

Acknowledgement

Where Generative AI tools have been authorised by the School for a particular assignment, in order to maintain good academic practice and fairness in assessment, students must acknowledge when they have used Generative AI technologies in the development of their work. This includes acknowledging how and when they have used the Generative AI tools. Normally, such a statement should name each Generative AI tool used (providing a url for the tool) a description of each of the prompts or questions used, and all the

¹ www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/qap/position-statement-on-gait.pdf

² Including [Reconsidering assessment for the Chat GPT era: QAA advice on developing sustainable assessment strategies](#)

Annex 1: Generative Artificial Intelligence (AI) Tools, Academic Integrity and Academic Misconduct

outputs generated. It is each student's responsibility to make it clear the extent and how a Generative AI tool has been used.

The acknowledgement should be included as an appendix at the end of the work. Schools might want to adopt the following format to standardise acknowledgements:

- Prompts used with <insert name of AI tool>: <provide a list of prompts used>
- Output generated: <include a copy of the outputs generated>

Students should check with their School to see if there is a standard format in use. If no standard format has been adopted the student should detail the information noted above.

If no acknowledgement is appended to the assessment, it will be assumed that Generative AI tools have not been used in the creation of the work. In such cases, if the School suspects that the outputs from Generative AI tools have been used the student would be investigated under the terms of the Academic Integrity and Academic Misconduct policy.

AI and Academic Misconduct

The misuse of Generative AI is a form of cheating. When submitting assessments, you are required to confirm that it is your own work. An assessment that has been constructed using the outputs from Generative AI tools (either wholly, or partially) without appropriate acknowledgement, when not permitted, or where the use of the Generative AI tool has gone beyond the scope of what the School has permitted) would not meet this criterion.

The misuse of Generative AI tools (including the failure to appropriately acknowledge the use of such tools, where their use has been permitted by a School, or their use where not permitted (or beyond the scope of what was permitted by the School) would normally be considered as a form of plagiarism under the Academic Integrity and Academic Misconduct Policy (see section 9.2a(i) of Section 9 of the Assessment Handbook: Academic Integrity and Academic Misconduct).

Investigation and sanctions

Where a student is suspected of misconduct in their misuse of Generative AI tools their case would be considered under the procedures outlined in Section 9 of the Assessment Handbook: Academic Integrity and Academic Misconduct.

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