



ETC International College

AI Use and Misuse & Anti-Plagiarism Policy

December 2024

Contents

1. Scope and Purpose.....	1
2. Definitions and Guiding Principles	2
3. Assessment Process	3
4. Consequences for Violation	5
5. Principles of Assessment Flowchart.....	6
6. Associated Documents.....	7

1. Scope and Purpose

This policy:

Establishes guidelines for the responsible and ethical use of Artificial Intelligence (AI).

Details the processes to prevent plagiarism within ETC International College, in the ELT Department and in particular, the Further Education and Higher Education department.

Aims to foster a culture of academic integrity, uphold ethical standards in the use of AI, and deter plagiarism among students and department.

Applies to all students, faculty, staff, and any other individuals associated with the college who use or engage with AI technologies.

Covers both academic and non-academic activities within the college premises and online platforms as a minimum, as well as adhering to Pearson and ATHE requirements.

2. Definitions and Guiding Principles

ETC will adopt Joint Council of Qualifications (JCQ)'s definition of AI misuse.

According to JCQ, any content produced by AI does not represent original content generated by a student and will be considered a form of plagiarism (and potentially a form of academic misconduct) if used indiscriminately, inappropriately or without reference.

JCQ defines AI misuse: "where a student inappropriately uses an AI tool such that the work submitted for assessment is not their own and/or fails to appropriately reference their use of AI".

This includes:

- "Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own;"
- "Copying or paraphrasing whole responses of AI-generated content;"
- "Failing to reference use of AI tools when they have been used as a source of information" / "Incomplete or poor referencing of AI tools;"
- "Submitting work with intentionally incomplete or misleading references or bibliographies."

Guidance for staff and students:

Students may use AI tools where explicitly authorised by course instructors or within assessment guidelines. In such cases, any AI-generated input must be clearly disclosed and referenced according to the centre's approved citation format.

Unless explicitly allowed, using AI to generate answers, complete tasks, or produce content for submissions is prohibited. Students are responsible for verifying whether AI assistance is permitted before using it.

Course Instructors should encourage students to use AI responsibly, ensuring that they understand and can explain any content generated by them with the assistance of AI.

AI tools like ChatGPT and others may be useful as a study aid, for inspiration or exploring concepts, for approaching complex tasks or content, or for supporting self-assessment and review.

For assessment of students' learning, the emphasis should be on the processes (primarily of learning) and not exclusively on the end product (eg the essay). Assessment of the 'process' is more important than assessment of the 'product'.

In addition to identifying AI as a potentially problematic tool in academic assessment, it is recognised that AI is very likely to become a useful tool in the workplace and academia, when used properly. Students will need to understand how and when AI can be used ethically and practically to the greatest benefit, both in their studies and in their future careers.

Staff are encouraged to consider ways in which AI can be constructively used within their teaching, and to communicate to students what constitutes plagiarism, the use and misuse of AI tools.

JCQ's AI Guidance:

- *a) Consider restricting access to online AI tools on centre devices and networks.*
- *b) Ensure that access to online AI tools is restricted on centre devices used for exams.*
- *c) Set reasonable deadlines for submission of work and provide reminders.*

- *d) Where appropriate, allocate time for sufficient portions of work to be done in class/seminars under direct supervision to allow the teacher/tutor to authenticate each student's whole work with confidence.*
- *e) Examine intermediate stages in the production of work to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages.*
- *f) Introduce class/seminar activities that use the level of knowledge/understanding achieved during the programme thereby providing the teacher/tutor with confident that the student understands the material.*
- *g) Consider whether it is appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work.*
- *h) Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.*
- *i) Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.*

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

3. Assessment Process

Classes

College members may employ AI tools to enhance teaching methodologies, provided this aligns with the curriculum and learning objectives. Teachers should revisit the syllabus and redesign class assignments if it is deemed that too great a risk or temptation to utilise AI inappropriately (or to plagiarise in other ways).

The use of AI tools **should never replace** the students' use or development of their **skills**, particularly if the Learning Outcome is to develop or demonstrate that skill (for example, a research task should not be carried out entirely by AI if the student is expected to be developing or demonstrating their own skills of research).

Teachers will give clear instructions on how to use AI on the class activities and assignments appropriately and ethically for any given assignment, giving reasons for any restrictions related to AI content generation.

Transparency is crucial when AI is utilised in academic settings, and staff should communicate the use of AI tools to students.

The college should use AI as an opportunity to improve academic development (where and when applicable).

Assessment and Feedback

Students should be encouraged to submit formative work of at least a sample of their assignment. This allows teachers to identify any misuse of AI and alert the students well before their final submission. A student who does not submit work for formative feedback does so at their own risk.

Assessment methods should vary throughout the curriculum to best enable students to demonstrate their knowledge, skills attitudes and behaviours: assessment methods should not rely too heavily on the written assignment as this can make it easier for students to plagiarise.

Assessments should be designed to test higher-order skills that are more difficult to be replicated by AI, such as critical analysis and synthesis of new ideas.

No single unit or subject should rely solely on written assignments: Where a unit is assessed by more than assignment, at least one part should be a controlled assessment, presentation, professional discussion or exam, for example.

All teachers should consider using a formal oral presentation parallel to a written summative assignment (where applicable) in order to find evidence of the knowledge of the students

No use of AI generated content should be allowed in summative assignments. Consequently, any AI generated text will not be considered in the student summative assessments.

Register the result of the student's oral presentation (where applicable) or other formal classroom activity using an observation or witness form as evidence.

Plagiarism and Misuse of AI Detection

Detection of plagiarism and AI-generated content is possible but not wholly reliable. To mitigate this, consider the following guidelines:

- Teacher assessment underpins the entire assessment process. One component of this is the comparison between the student's written work and the student's development, behaviour and performance in class.
- Compare a range of tools to detect potential AI-generated material (Turnitin, online tools such as Contentdetector.ai, Quillbot, zerogpt). Use at least three tools to increase reliability of the results.
- Consider the use of a second marker where the teacher's assessment is inconclusive or the case is borderline.
- If in doubt, offer the student a second chance, considering an alternate assessment medium such as VIVA.
- Where AI-generated content is considered to be present, do not consider the work submitted by the student (treat as a 'fail' grade for that submission).
- Where AI-generated content can be confirmed as deliberately used to plagiarise, complete a misconduct report and do not consider the work submitted by the student.

Internal Verification

The IV process will include and record a check to ensure that there is evidence the assessor checked for the misuse of AI.

Ethical Considerations and Academic Integrity

Users of AI must adhere to ethical guidelines and avoid using AI for any unlawful or malicious purposes (for example, breach of copyright, Intellectual Property rights, etc)

AI should not be used to generate false or misleading information that may compromise academic or professional integrity.

The college will provide educational resources and programs to promote awareness of plagiarism and its consequences.

FEHE staff are encouraged to discuss academic integrity and proper citation practices with students. Assessment is conducted in accordance with ETC's Fair Assessment Policy.

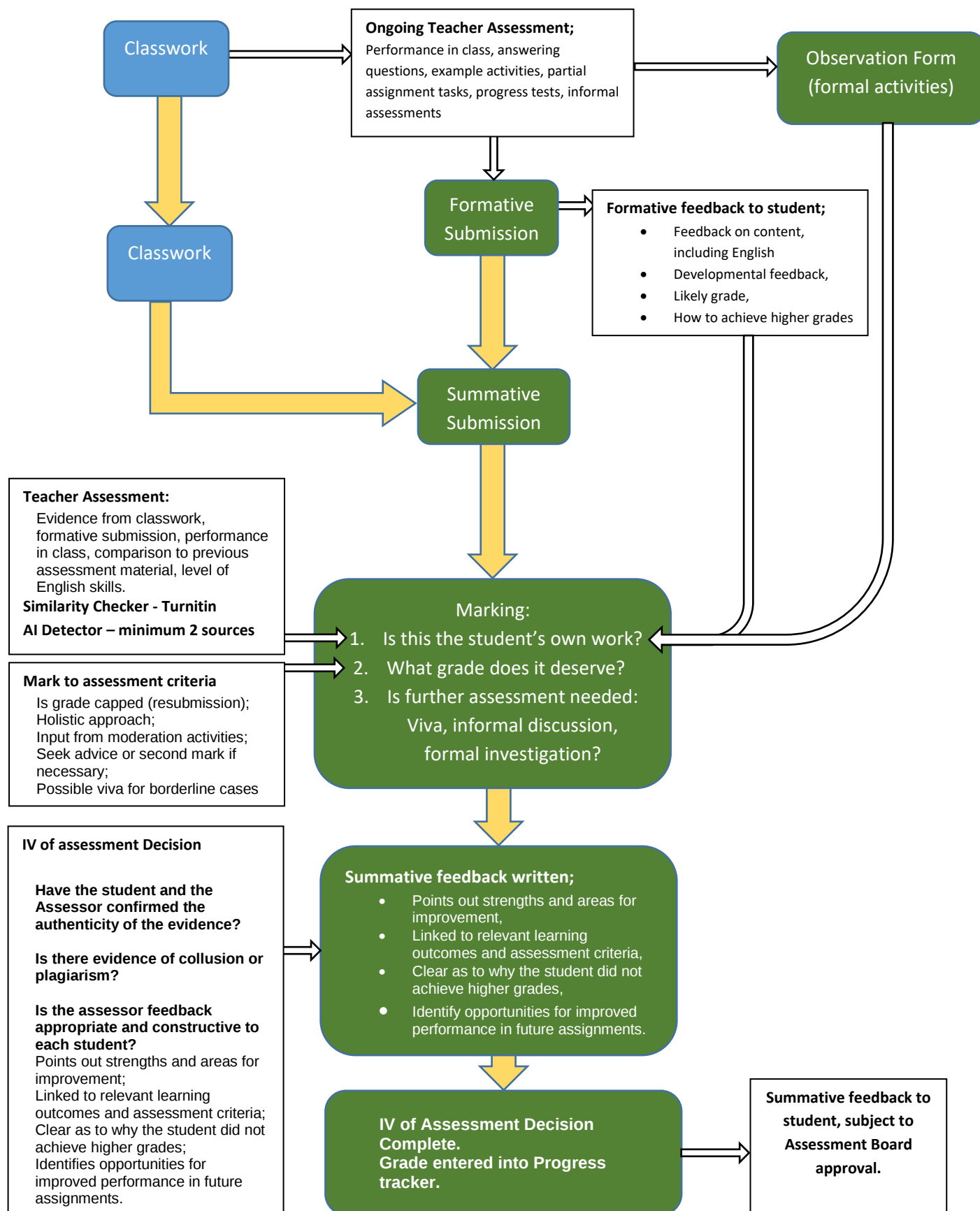
Students and faculty are expected to cooperate with the use of AI detection tools and understand that their work may be subject to review.

4. Consequences for Violation

Students found guilty of deliberate plagiarism may face academic penalties, including but not limited to failing the assignment, course, or expulsion, depending on the severity of the violation.

Staff found violating this policy may face disciplinary action, including warnings, suspension, or termination, depending on the nature and details of the violation.

5. Principles of Assessment Flowchart



6. Associated Documents

[Fair Assessment Policy](#)

Malpractice, Maladministration and Plagiarism Policy

Code of Conduct Policy

AI Detection Programs

ETC recommends the use of the following online AI detectors;

Turnitin offer a plug-in AI detector which should be used in assessments.

Quillbot - <https://quillbot.com/ai-content-detector>

Contentdetector.ai

The guidance offered along with their AI detection results is as follows (5th June 2024);

“Likely AI if the probability is above 76, May Have AI if the probability is between 60 and 75, Likely Human with few AI like sentences if the probability is between 50 and 60 or below, and Likely Human if the probability is less than 50. No AI Detector is 100% accurate, it is advisable to rely on your own intuition when making a final decision.”

Zerogpt.com

Approved December 2024 Board of Governors

Next update due: Ongoing