

Guidance for Students

Academic Integrity, Academic Misconduct and Generative Artificial Intelligence

A. Introduction

Corndel College London (CCL) recognise the benefits of Generative Artificial Intelligence (Gen AI) including Large Language Models (LLMs) as a vital technology and is committed to bringing the world of work and academia together because we recognise that Gen AI and LLMs are rapidly changing both the world of work and academia.

There are ongoing and important discussions on the use of Gen AI and LLMs tools, its benefits and limitations, and the ethics of using the technology in academia. These discussions are in fast-paced development as we continue to discover the capabilities of Gen AI and LLMs, whilst learning how to apply them effectively for academic writing and upholding academic integrity. CCL is committed to providing clear guidance on acceptable use of Gen AI and LLMs tools in academic studies to uphold academic integrity, whilst reflecting the growing likelihood of students using the tool during their normal working lives.

B. Upholding Academic Integrity and Avoiding Academic Misconduct when using Generative Artificial Intelligence

This guidance highlights CCL's academic integrity expectations for students as it pertains to the use of Gen AI and LLMs tools in academia by:

- i. **Re-stating that assessments undertaken and submitted by a student MUST solely contain the student's own work.** This means:
 - a. that work submitted for assessment should be the student's own original piece of work and created by the student.
 - b. submitting work (in full or in part) generated by Gen AI or LLM tools as if it were the student's own will be considered academic misconduct and handled accordingly.
 - c. to avoid potential academic misconduct, students should double check their assessments before submission to ensure they have fully complied with the necessary citation and referencing requirements.
 - d. It is the student's responsibility to familiarise themselves with CCL's Academic Integrity expectations and avoid academic misconduct in their assessments. A student's intentions are not relevant to whether or not they have knowingly or unknowingly committed academic misconduct.

- ii. **Pointing out the weaknesses of Gen AI and LLMs tools including their limitations when generating accurate and up to date data and evidence.** This means it is the student's responsibility to:
 - a. be aware of the limitations of using Gen AI and LLMs tool, such as:
 - flawed, biased and/or limited data source.
 - possible inaccuracies when generating text.
 - false citation and references.
 - use of illegal libraries and/or breach of copyrights by including unauthorised copyright materials in generated output.
 - material generated can sometimes contain errors or be out of date.
 - create offensive content.
 - include plagiarised content by using the work and ideas from human authors without referencing.

- b. check that any output from Gen AI and LLMs is relevant, correct and appropriate for their assessment.

iii. Stressing the need to always use and reference appropriate sources when undertaking assignments. This includes where the use of Gen AI and LLMs tools is explicitly permitted for a student's assessment as detailed in relevant Module Challenge Briefs. This means:

- a. students should consistently use and cite appropriate sources when completing assignments. Failure to consistently use and cite appropriate sources may lead to potential academic misconduct.
- b. where the use of Gen AI and LLMs tools are explicitly permitted for assessments, this will be made clear in the relevant Module Challenge Brief.
- c. the Module Challenge Brief will detail the specific way Gen AI and LLMs tools should be used.
- d. where the use of AI is permitted in assessed work, it is important students are forthcoming and transparent about the use of such tools and how the content generated by Gen AI and LLMs are used.
- e. students should always check the relevant Module Challenge Brief to see if Gen AI and/or LLMs are permitted before submitting their work. Students who remain unclear on whether or not Gen AI and LLMs are permitted for their assessments should seek further guidance from their Professional Development Expert prior to submitting their work.
- f. to clarify, unless a Module Challenge Brief specifically states that Gen AI and LLMs tools are permitted to be used for an assessment, their use is not allowed.

Please also see Section iv (c – e)

iv. Setting out how students are expected to use Gen AI and LLMs for their academic study. This means that:

- a. students can use Gen AI and/or LLMs tool as a Study Buddy to assist their academic learning and research.
- b. students should consistently use and cite appropriate sources when completing assignments.
- c. students should note that unlike other digital resources, content produced by Gen AI and LLMs tools cannot be recaptured or linked to. Hence, to ensure proper referencing conventions are maintained, students who use Gen AI or LLMs tools in their assessments **MUST** cite it accurately.
- d. Gen AI and LLMs generated content must have citations/references based on:
 - asking a question or giving a prompt; and
 - Receiving a suggested response/answer
- e. where students use Gen AI and/or LLMs tools to assist their learning and research for their assessments, students **MUST ACKNOWLEDGE** the use (even if the student does not include any AI generated content in their assessed work) by stating:
 - The Gen AI and LLMs tools used;
 - When the Gen AI and LLMs were used by providing the date the tool(s) were accessed;
 - how the student used the Gen AI and LLMs tools including the prompts used by the student for their learning and or research; and
 - the responses/answers generated to the student's prompts by the Gen AI and LLMs tools used.

C. How to use Gen AI and LLMs as a Study Buddy when undertaking learning and research.

It is acceptable for students to use **Gen AI and LLMs** as a Study Buddy when undertaking:

- i. learning by using the tools to clarify concepts, strengthen learning and gain better understanding of a topic; and
- ii. research by using the tools to find further reading resources and references about a topic.

D. Guidance on seeking Editorial Help in Assessments

Any written work a student produces for their coursework must be solely their own work. Specifically, a student must not employ others (including AI/LLMs tools) to write parts or all of the work, whether in draft or as a final version, on their behalf.

Where a student chooses to use a third-party including Gen AI and/or LLMs tools when submitting their assessment, the student must acknowledge what form of contribution others (including Gen AI and/or LLMs have made). For more information and support with referencing please refer to Cite Them Right’s guidance [Cite Them Right - Generative AI \(citethemrightonline.com\)](https://www.citethemright.com) or contact your learning resources coordinator at learningresources@corndel.com

Please see the table below for ‘Guidance on seeking Editorial Help in Assessments.’

The table sets out CCL’s expectations on the type of external input and assistance students can or cannot receive when undertaking their assessments. For the avoidance of doubt, it includes how students can or cannot use generative artificial intelligence in their assessments. A failure to comply may lead to possible academic misconduct.

Guidance on seeking Editorial Help in Assessments	
STUDENTS CANNOT USE OTHERS (Including AI/LLMs) TO:	STUDENTs CAN USE OTHERS (Including AI/LLMs) TO:
<ul style="list-style-type: none"> • Copy and paste without appropriate citation and referencing. • Change the text of the work so as to clarify and/or develop the student’s ideas and arguments. • Reduce the length of the work so that it falls within the specified word limit. • Help with referencing in terms of content. • Correct information within the work. • Change the ideas and arguments put forward within the work. • Translate the work into English and/or • **Convert unintelligible English into good English (e.g., convert poor work to good work) • Shorten long sentences and edit long paragraphs. • Change passives and impersonal usages into active. 	<ul style="list-style-type: none"> • Support students with spelling and punctuation. • Support students with formatting and sorting footnotes and endnotes for consistency and order. • **Review students work so that it follows the conventions of grammar and syntax in written English. • Improve the position of tables and illustrations and the clarity, grammar, spelling, and punctuation of any text in or under tables and illustrations; and • Review consistency of page numbers, headers, and footers. <p>To ensure it is a student’s own work, students should only submit a final draft of their work (not including Gen AI and/or LLMs tool) to others for review and support.</p>

Please note: Significant corrections to grammar and syntax will at some point be considered **conversion of poor work into good work. Proofreading should not be allowed at all where formatting, grammar etc., are part of the criteria for assessment.