UCQ
UNIVERSITY
CENTRE QUAYSIDE

Academic Integrity: Generative Artificial Intelligence (AI) Tools

Version: 2
Publication date: 26/07/2025
Document owner: Vice Principal
Due for review: 27/07/2027

Table of Contents

1. Policy statement....3
2. Ethical use of AI....3
3. Awareness and education....3
4. AI-Enabled assessment:....3
5. Academic work and originality:....4
6. Proactive monitoring and detection:....4
7. Reporting and consequences:....4
8. Continuous policy evaluation:....4
9. Initial equalities impact assessment....5

1. Policy statement

1.1 Academic integrity forms the foundation of a trustworthy and credible educational system, ensuring that students, educators, and institutions uphold the highest standards of honesty, fairness, and ethical behaviour. It is essential for fostering a culture of respect, accountability, and excellence, which in turn, prepares students to become responsible and ethical members of society.

The advent of artificial intelligence (AI) has brought about significant changes in various sectors, including education. AI technologies have the potential to revolutionise the way we teach, learn, and assess academic performance. However, the integration of AI in education raises important ethical considerations and challenges that must be addressed to ensure its responsible and beneficial use.

This policy aims to provide a comprehensive framework for the ethical use of AI in education, emphasising the importance of academic integrity. By outlining clear guidelines and expectations, we seek to promote the responsible use of AI technologies while safeguarding the principles of honesty, fairness, and respect. Through collaboration with stakeholders, continuous monitoring, and enforcement of consequences for violations, we strive to create an environment where academic integrity and ethical AI practices are upheld.

2. Ethical use of AI

2.1 AI tools shall be used in a manner consistent with the principles of academic integrity at UCQ, emphasising the development of critical thinking skills and the generation of original ideas.

2.2 The misuse of AI for activities such as cheating, plagiarism, or the creation of counterfeit work is strictly prohibited.

3. Awareness and education

3.1 UCQ is committed to the ethical use of generative AI and to support both staff and students to work in an increasingly AI-enabled world. We wish to ensure generative AI can be used for the benefits of staff and students, enhancing teaching practices and student learning experiences, ensuring students develop skills for future within an ethical framework, and enabling educators to benefit from efficiencies to develop innovative methods of teaching and assessment. For students the appropriate use of AI will be integrated into established Academic Skills education and guidance for staff will be based on best practice and advice from recognised authoritative bodies such as the QAA and OfS.

3.2 UCQ shall organise educational initiatives, including workshops, to promote understanding of AI capabilities, limitations, and potential ethical challenges, fostering transparency and knowledge-sharing.

3.3 UCQ will ensure academic rigour and integrity is upheld and will work collaboratively with QAA and communities of practice to share good practice as technology evolves.

4. AI-Enabled assessment:

4.1 UCQ shall evaluate the appropriateness of AI tools for learning, ensuring that the primary focus remains on evaluating students' knowledge and understanding, critical thinking, and

problem-solving abilities within contextualised assessment and work. Guidance for staff will be based on best practice and advice from recognised authoritative bodies such as the QAA and OfS.

5. Academic work and originality:

5.1 Students at UCQ must appropriately attribute sources, including AI-generated content, used in their work, following established citation guidelines.

5.2 The creation or submission of AI-generated work as original without proper acknowledgement is considered plagiarism and is strictly prohibited.

5.3 UCQ will encourage students to develop their own ideas, arguments, and solutions, promoting originality and critical thinking over reliance on AI-generated content.

6. Proactive monitoring and detection:

6.1 UCQ shall implement mechanisms to proactively identify and deter the misuse of AI technology for academic dishonesty, such as employing plagiarism detection tools capable of identifying AI-generated content.

6.2 The Curriculum Review Board will monitor the effectiveness of existing detection methods and to update them in response to emerging AI technologies and approaches.

7. Reporting and consequences:

7.1 Any suspected or observed violations of academic integrity related to AI technology at UCQ shall be promptly reported to the Academic Misconduct and Extenuating Circumstances (AMEC) Committee.

7.2 Consequences for academic integrity violations involving AI at UCQ shall be clearly defined, consistent with established policies, and include disciplinary measures commensurate with the severity of the offence. The Academic Misconduct Policy will be adhered to and the AMBeR tariff will be applied as required.

8. Continuous policy evaluation:

8.1 UCQ shall periodically review and update this policy to adapt to advancements in AI technology, emerging ethical concerns, and changes in academic practices.

8.2 Collaboration with relevant stakeholders, including delivery team, students, and technology experts, shall be encouraged at UCQ to ensure the policy remains effective and aligned with evolving academic integrity standards.

8.3 By adhering to this Academic Integrity Policy, UCQ aims to create an environment where the responsible use of AI enhances the educational experience, nurtures critical thinking, and upholds the principles of academic integrity.

9. Initial equalities impact assessment

Department: All	**Completed by:** Tara Henderson, Head of Policy & Governance	**Date of initial assessment:** 17/07/2023
Area to be assessed:	TLA-027 Academic Integrity Policy	
Existing or new policy/procedure:	New	
What evidence has been used to inform the assessment and policy? (please list only)		
External guidance and requirements: ➢ AI technology: ChatCPT ➢ QAA presentation 'AI threats, opportunities and the grief curve' and other HE sector guidance ➢ Russell Group guidance: Principles on the use of generative AI tools in Education **Internal guidance and requirements:** ➢ Consultation with Senior Leadership Team ➢ Consultation with HE Team		

1. Describe the aims, objectives or purpose of the policy/procedure		This policy outlines the guidelines and expectations for academic integrity at UCQ, particularly in the context of Artificial Intelligence (AI) technology. It aims to prevent unethical use of AI, maintain fairness in assessments, and foster a culture of honesty, critical thinking, and originality among students, faculty, and staff.		
2. Which stakeholders/groups are intended to benefit from this policy/procedure?		All students and staff		
The Equality Act 2010 requires public bodies to have 'due regard' to the need to:- (1) Eliminate unlawful discrimination, harassment and victimization (2) Advance equality of opportunity between different groups; and (3) Foster good relations between different groups		**3. Could the policy/procedure have a disproportionately negative effect impact in terms of the aims set out in (1) to (3) of the Act on any of the protected characteristics?:-** **High** **Medium** **Low** **No effect**	**4. Briefly explain how the policy/procedure furthers or prevents the aims set out in (1) to (3).**	**5. If there is a disproportionately negative impact on any protected characteristics, can it be justified on the grounds of promoting equality or any other reason? If yes, please explain.**
Protected characteristics	**Age**	No effect	Not applicable	Not applicable
	Disability	No effect	Not applicable	Not applicable
	Gender	No effect	Not applicable	Not applicable
	Gender reassignment	No effect	Not applicable	Not applicable
	Marriage and Civil Partnership	No effect	Not applicable	Not applicable
	Pregnancy and Maternity	No effect	Not applicable	Not applicable
	Race	No effect	Not applicable	Not applicable
	Religion or Belief	No effect	Not applicable	Not applicable

	Sexual Orientation	No effect	Not applicable	Not applicable

6. Has there been any consultation/engagement with the appropriate protected characteristics?		Not applicable as no negative PC impact identified
7. What action(s) will you take to reduce any disproportionately negative impact, if any?		None required
8. Based on the information in sections 1 to 7, should this policy/procedure proceed to Full Impact Assessment? (recommended if one or more 'High' under section 2)		No
Assessor signature:	**Approved by:** **Michelle Elliott**	**Date approved:** 17/07/2023