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| COLLEGE OF CENTRAL LONDON**Plagiarism Policy****plus****Use of generative AI Policy****College of Central London**College of Central LondonTOWER BRIDGE BUSINESS CENTRE46-48 EAST SMITHFIELDLondon E1W 1AW*Email: ccl@central-college.uk***Website:** [**www.central-college.co.uk**](http://www.central-college.co.uk) |

**Introduction in the use of generative AI**

This document sets out the College position on the use of Generative Artificial Intelligence (AI) in IWFM assessments.

The purpose of this policy is to establish guidelines for the safe and ethical use of AI in IWFM assessments.

This policy ensures that the use of AI technologies maintains fairness, integrity, and confidentiality, while providing accurate, valid and reliable assessment outcomes.

**College responsibility**

As a recognised centre, we have to establish clear guidelines and policies to guide the responsible integration of AI in the formative assessment process without compromising the integrity of any summative assessment.

It is important that all centre staff involved in the management, assessment and quality assurance of the IWFM qualifications, together with learners, are fully aware of the contents of this policy.

**Review arrangements**

IWFM will review their policy annually as part of the self-evaluation arrangements and will revise it as and when necessary, and in response to Regulatory Authorities or external agencies, changes in legislation, or trends identified from previous investigations.

‘Regulatory Authorities’ refer to, either individually or jointly; Ofqual, SQA Accreditation, Qualifications Wales and CCEA Regulation in Northern Ireland.

**Maintaining Assessment Integrity**

Unless explicitly stated otherwise, learners should assume that the use of Generative AI within an IWFM assessment is not permitted unless it is only used as a clearly referenced source in the same way that other sources are used and referenced.

IWFM expects its learners to produce original content attributed to their authorship in all assessments as they must demonstrate their own knowledge, skills and understanding.

This means that the final assessment submitted must not be copied or paraphrased from another source including from a Generative AI tool. The work must reflect their independent work and therefore must be in the learners own words.

**Misuse of Generative AI**

The term malpractice when using AI in the assessment process refers to behaviour that violates the principles of fairness, integrity, or confidentiality in the use of generative AI technologies.

It extends to actions that undermine the validity and reliability of the assessment process which leads to or has the potential to lead to unfair advantages or disadvantages for individuals or groups.

Examples of the misuse of generative AI tools includes, but is not limited to:

* Copying or paraphrasing sections of AI generated content without proper attribution.
* Copying or paraphrasing sections of AI generated content so that it is no longer the learners own work
* Submitting whole responses (or paraphrasing whole responses) of AI-generated content as the learner's own work.
* Failing to acknowledge or reference the use of AI tools when it has been used as a source of information.
* Providing incomplete or poor acknowledgment/referencing of the use of AI tools.
* Submitting work with intentionally incomplete or misleading references or bibliographies.

The misuse of generative AI tools at any time constitutes malpractice and the identification of a suspected or proven use in any submitted work for assessment (that has not been correctly referenced and acknowledged) will initiate an investigation in line with the IWFM Malpractice and Maladministration Policy.

IWFM has created a guidance document on the Use of Generative Artificial Intelligence (AI) which should be read alongside this policy.

Find out more on Generative AI and empathy [Beyond the Technology: AI and empathy - Jisc](https://www.jisc.ac.uk/podcasts/beyond-the-technology-ai-and-empathy)

**Introduction to plagiarism**

In many subjects internally assessed submissions are not marked but given formative feedback and it offers a way to improve the work to an acceptable level before being sent for formal marking by an external assessor.

**A source** is any resource that you use to collect information for your assessment including textbooks, encyclopaedias, journals, TV and radio programmes, the internet and other people.

**An acknowledgment** is a description of a source so that someone else can find it, along with an indication in your assessment of which information came from that source.

Any work you submit for assessment must be your own work

and you should list (**acknowledge**) any **sources** you use. Failure to **acknowledge** your sources could constitute malpractice and you may be penalised. This policy provides useful, practical advice on how to use **sources** of information

when you are researching for an assessment, so you can demonstrate your knowledge to your tutors/assessors and awarding organisation without being accused of plagiarism.

The Joint Council for Qualifications (JCQ) defines plagiarism as:

Unacknowledged copying from published sources (including the Internet) or incomplete referencing

This policy covers the following areas:

■ finding, checking and using electronic resources

■ referencing sources and using citations

■ paraphrasing.

Find it!

Finding poor quality information online is easy. Finding good quality information is

slightly harder!

The internet is vast

You probably use the web for:

■ music

■ games

■ talking to friends.

Did you know that it is also an excellent resource for:

■ assignments

■ college projects?

Points to remember

■ anyone can publish online

■ sources may be untrue

■ sources may be inaccurate

■ always check the relevance

■ always check the reliability

■ be critical of all content.

Using Wikipedia as a starting point

*‘The free encyclopedia [sic] that anyone can edit.’*(Wikipedia, 2009).

Wikipedia can be an excellent starting point for research. However, unlike traditional encyclopaedias anyone can add information on any topic, even you! It may not necessarily be authoritative or accurate. In some cases information may be completely untrue.

You must always check the facts in a wiki article

■ check the reference list for the article.

■ carry out further research to find the referenced articles.

■ use the history and discussion pages accompanying an entry to help evaluate whether you can trust the information.

■ never use Wikipedia as your primary source but as a secondary source.

Using search engines as a starting point

Google or Bing can be a good starting point for

your research.

■ first write a list of keywords or search terms.

■ use a thesaurus to help create synonyms.

■ target the search using the search engine’s advanced options.

■ enclosing specific phrases in quotation marks will result in a more accurate search (for example “global warming”).

■ read Google’s list of suggestions for more effective searching at *Google search basics* (Google, 2009).

Using a database as a starting point

Your college handbook will probably subscribe to online databases that you can also use to locate information on a topic, such as [Encyclopaedia](http://britannica.co.uk/)

[Britannica – digital learning](http://britannica.co.uk/) or [NewsUK](http://www.news.co.uk/). The advantage of using these databases is that the information they provide has been written and reviewed by experts.

**What about images?**

You may decide to include images to enhance your work. It’s important to remember that any images you find on the web belong to someone and may be subject to copyright restrictions.

It’s not always instantly obvious where the image has come from and who it belongs to, so it’s best to click on the image itself to find out more information and whether you can use it in your work. In most cases these images will be subject to copyright and you will need to ask the owner for permission to use them and may, in some cases, need to buy them first.

You can find collections of freely available images on the web, which offer high quality images that are not subject to copyright restrictions.

You can find further details on using images in your work

[Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital)

Remember you need to reference any images you use in your work.

Put your sources under the spotlight – be aware of bias.

Consider why a particular person or organisation is writing on this topic. Do they have something to gain? Be aware that what they write and the way in which they write may not be impartial.

For example:

if you are looking for information about global warming each of the following authors will offer a very different viewpoint:

■ a leading scientific research council

■ a personal blog from a climate change protestor

■ a company offering carbon neutral flights.

If you struggle to find the answers to the questions in the diagram then this particular website may not be the best one to use for your research.

Use trusted sites

Using sources of information whose reputation you can trust, and where an expert has provided the details, is another way of assuring authoritative and accurate information on a topic.

For example:

■ the BBC for news

■ the Met Office for the weather

■ Hansard for parliamentary proceedings

■ resources your tutor provides

Credit it! A quick guide to referencing

Every idea has an owner – give them credit

■ every article has an author (or authors) who has spent time creating and researching the topic.

■ you can’t use the author’s work or ideas, including images, without giving them credit.

■ don’t just cut and paste.

Let your assessor know your sources

By giving credit and clearly indicating that you are incorporating someone else’s ideas in your own work you should include sources that show you have researched the topic properly using authoritative sources.

If you use someone else’s ideas in your work without giving them credit for the original, this is plagiarism (trying to pass someone else’s work off as your own).

If this work is submitted for your qualification this constitutes malpractice and you will be penalised, which could result in disqualification from the course or programme.

Enable someone else to find your sources

You give credit or acknowledge the sources you have used by adding a set of references to your work.

Ideally when you provide a reference to a source, whether it is a website or a printed text, you should give enough information about the source so that others, in particular your assessor or tutor, can find it easily.

How do I give credit?

There are a number of standard ways to acknowledge the work of others. The following examples use the Harvard standard (also known as the author–date system) as defined in [*Cite themright*](http://www.citethemrightonline.com/)(Pears and Shields, 2008), which is widely used

in universities, colleges and schools. A Harvard reference tool [Cite This For Me: Harvard, APA, MLA Reference Generator](https://www.citethisforme.com/) has been developed specifically for learners based on the Harvard standard, helps you manage your citations.

Citation methods may seem complicated but it is extremely important to acknowledge all your sources, otherwise although you did not intend to

cheat you may be accused of plagiarism.

Every time you use an idea or include material from another author you should also include a reference to the source, both in the text of your work and at the end in a reference list or bibliography.