



ECU Academic Integrity Policy: Plagiarism, Collusion, and AI Misuse

1. Introduction

European City University (ECU) maintains high standards of academic and assessment integrity. With the rise of digital tools and artificial intelligence (AI), ECU recognizes the importance of clear guidance around appropriate use, referencing, and ethical boundaries. This policy defines unacceptable practices including plagiarism, collusion, and AI misuse, and outlines acceptable and responsible behavior for all ECU students and staff.

Artificial Intelligence

'Artificial Intelligence (AI)' use in the context of assessment, refers to the use of AI tools and technologies to acquire information and content which might be used in work produced for assessments which lead towards an ECU qualification. This may involve the application of AI-powered algorithms, machine learning models, and data-driven processes to gather, analyze, and generate relevant data, insights, or assessment content that can enhance the quality and effectiveness of work produced by Learners. AI chatbots are AI tools which generate text in response to user prompts and questions.

While AI composition software can be a useful tool for tasks such as grammar and spelling checks, analyzing, improving, and summarizing text or conducting research on assignment topics, it should not be used to generate original content. This includes ECU assignments that require reflection, analysis, evaluation, work-based projects, and presentations, and all other types of assessments. Assessments conducted by professional discussion either in person or virtually do not allow the use of AI by the Learner.

2. Definitions

- Plagiarism: Presenting someone else's work, words, or ideas without proper citation.
- Collusion: Collaborating inappropriately with others on assessments meant to be individual.
- AI Misuse: Submitting AI-generated content without proper attribution or using it to bypass learning and critical thinking requirements.

3. Principles of Academic Integrity

All assessment submissions must be the student's own work and accurately reflect their understanding. Learners must:

- Clearly acknowledge the use of any AI tool.
- Avoid copying or paraphrasing AI-generated responses without attribution.
- Ensure that the final work is not misleading in origin or authorship.

4. Acceptable Use of AI Tools

Examples of permitted uses:

- ✓ Using AI to brainstorm ideas (must not copy responses).
- ✓ Grammar or formatting checks.
- ✓ Research or summarization (with cited sources).
- ✓ Editing for clarity when final decisions remain with the learner.

Learners must include a statement in their reference list when AI is used and retain screenshots of prompts and outputs.

5. Unacceptable Use of AI Tools

Examples of misuse:

- ✗ Submitting full answers generated by ChatGPT, BingChat, or similar tools.
- ✗ Presenting paraphrased AI content as original.
- ✗ Failing to reference AI assistance.
- ✗ Using fake or unverifiable citations produced by AI.
- ✗ Having AI translate, summarize or rewrite entire assignments.

6. Detection and Monitoring

ECU uses plagiarism-detection software, viva voce assessments, and random sample moderation.

AI-detection tools may also be used formatively. All suspected cases will be handled under ECU's Academic Misconduct Procedure.

7. Student Responsibilities

Learners must:

- Retain AI-generated transcripts/screenshots when applicable.
- Clearly cite any AI use in their bibliography.
- Sign a declaration of authenticity with each submission.

8. Sanctions for Academic Misconduct

Depending on severity, sanctions may include:

- Assignment failure
- Retake of unit/module
- Expulsion from ECU
- Removal of credits or awards
- Disqualification from professional memberships

Acknowledging/Referencing AI Use

One of the fundamental principles of assessment integrity is appropriate acknowledgement and referencing. Learners must be aware of the importance of referencing the sources they have used when producing work for a CMI assessment, and they must know how to do this accurately and consistently. This is essential for maintaining the integrity of CMI assessments and avoiding plagiarism.

Learners should not use an AI tool to generate content for a CMI assessment. However, where a Learner has used sources to explore theories and/or quotes and then used these within an assessment they must be rewritten or directly quoted within the assessment, Learners must take care to verify the sources used by the AI tool and reference them in their work. If the AI tool provides details of the sources used, these must be checked and verified by the Learner and then referenced in the normal way. If the AI tool does not provide such details, the Learner must ensure that they independently verify the AI-generated content and then reference the sources they have used in the normal way.

Learners should be aware that failure to reference sources properly can have serious consequences, including accusations of plagiarism. Therefore, it is essential that CMI Learners take the time to learn and apply appropriate referencing conventions, and that they seek help and guidance from the CMI Centre if they are unsure.

When learners use AI tools as a source of information for an assessment, it is important that they acknowledge and reference the AI source appropriately. The acknowledgement/referencing should indicate the name of the AI source used and the date the content was generated.

For example, if a Learner uses ChatGPT 4 to explore theories and/or quotes for an ECU assessment, they should acknowledge and reference the source as follows: ChatGPT 4 (<https://chat.openai.com/>), accessed on 26/08/2024.

Important- The Learner must retain a copy of the question(s)/prompt(s) that was/were inputted into the AI software/website and the response that the AI system has produced for reference and authentication purposes. This should be inserted into the bibliography at the end of the assessment submission and should be in a non-editable format (such as a screenshot).

Important- When learners use AI tools to edit, alter, or translate their work they should acknowledge this with a brief statement under the reference list and/or on an authenticity declaration. The learner should retain a copy of the original document inputted to the AI tool for reference and authentication purposes. This should be inserted as an Appendix within the assignment submission and should be in a non-editable format.

This must be submitted with the work so the Centre/CMI can review the work, the AI-generated content and how it has been used. Where this is not submitted and/or AI has not been referenced within the assessment, and the Centre/CMI suspects that the Learner has used AI software, then the Centre will need to refer to its own malpractice policy for the appropriate next steps.

CMI encourages Learners to seek guidance and support on appropriate referencing conventions, both when using AI tools and when conducting independent research. This can help them to develop their skills and knowledge in this area and enhance their assessment submission. For example, it would be unacceptable to simply reference 'AI' or 'ChatGPT' without providing additional details. Similarly, when referencing web sources, Learners should provide specific details of the website and webpages consulted, rather than simply stating 'Google'.

AI Use Checklist - the following checklist may help tutors to identify the use of AI by learners -

1	<input type="checkbox"/>	Work submitted for assessment that is of a higher level than previous submissions
2	<input type="checkbox"/>	Unusual intricacy or a depth of understanding beyond the Learner's typical capability
3	<input type="checkbox"/>	Work submitted for assessment is very different from previous submissions in terms of - <ul style="list-style-type: none"> • Changes in font within the document • Spelling, punctuation and grammatical usage • Writing style and tone • Vocabulary and Irregular use of language - complexity and coherency • General understanding and working level • Grey background due to copying and pasting directly from an AI system
4	<input type="checkbox"/>	Uncharacteristic shifts in style or vocabulary may indicate the use of advanced language models
5	<input type="checkbox"/>	Layout - structured in such a way that it shows too many bulleted paragraphs
6	<input type="checkbox"/>	A lack of specific local or job-related knowledge
7	<input type="checkbox"/>	Use of American spelling, currency, terms and other localizations
8	<input type="checkbox"/>	Lack of direct quotations and/or use of references where these are required/expected
9	<input type="checkbox"/>	Overuse of direct quotations and/or use of references that are not related to the assessment
10	<input type="checkbox"/>	Inclusion of references which cannot be found or verified
11	<input type="checkbox"/>	A lack of reference to events occurring after a certain date
12	<input type="checkbox"/>	Use of language, vocabulary or content which might not be appropriate to the qualification level
13	<input type="checkbox"/>	Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
14	<input type="checkbox"/>	A variation in the style of language/text evidenced in a submission between assessment criteria if a Learner has taken significant portions of text from AI and then amended this
15	<input type="checkbox"/>	Content being more generic in nature rather than relating to the Learner themselves
16	<input type="checkbox"/>	The inclusion of incorrect statements within otherwise cohesive content
17	<input type="checkbox"/>	Overly verbose or hyperbolic language that may not be in keeping with the Learner's usual style
18	<input type="checkbox"/>	Proficiency in topics not yet covered in the syllabus
19	<input type="checkbox"/>	Short period from issuing the assessment to the Learner completing the assessment
20	<input type="checkbox"/>	The Centre use AI plagiarism detection software and the overall % is above the Centre agreed %

² Adapted from - [ICQ - AI Use in Assessments: Protecting the Integrity of Qualifications](#), Accessed 13 November 2023.

Here is a screenshot of a question that was input into an AI software/system and the AI systems response - It is an example of acceptable use of AI where the learner has used AI to explore or explain theories and/or mine quotes. However, if subsequently used in an assessment, this must then be paraphrased and referenced or directly quoted

Explain Maslow's Theory



Maslow's Theory, known as **Maslow's Hierarchy of Needs**, is a psychological framework proposed by Abraham Maslow in 1943. It suggests that human motivation is driven by a hierarchy of needs, with individuals striving to meet basic needs before progressing to more advanced ones. The theory is often represented as a pyramid, with five levels of needs, from the most fundamental to the highest forms of personal fulfilment.

The Hierarchy of Needs:

1. **Physiological Needs:** These are the basic physical necessities required for survival, such as food, water, shelter, and sleep. Maslow posited that these needs must be met before any others can become motivational factors.
2. **Safety Needs:** Once physiological needs are satisfied, individuals seek safety and security. This includes physical safety, financial security, health, and protection from harm.
3. **Love and Belonging Needs:** At this stage, people seek social relationships and a sense of belonging. This involves family, friendships, romantic relationships, and community connections. It reflects the human desire for emotional intimacy and companionship.
4. **Esteem Needs:** Esteem is divided into two categories: self-esteem and the esteem received from others. Self-esteem includes confidence, achievement, and independence, while external esteem relates to recognition, respect, and status from others.
5. **Self-Actualisation:** This is the highest level in Maslow's hierarchy. It represents the pursuit of personal growth, self-fulfilment, and realisation of one's full potential. People at this level seek meaning, creativity, and personal development in life.

Key Points:

- Maslow argued that the needs at the lower levels of the pyramid must be at least partially satisfied before individuals can focus on higher-level needs.
- The hierarchy is not rigid; some individuals may prioritise higher-level needs even when lower-level needs are unmet.



Message ChatGPT



ChatGPT 4 (<https://chat.openai.com/>), accessed on 20/08/2024.

The correct citation for allowable use of AI would be as follows:

Maslow's Hierarchy of Needs is, "a psychological model that explains human motivation. Developed by Abraham Maslow in 1943, the theory suggests that people are motivated to fulfil certain needs, and these needs are explained in a hierarchical order..." (ChatGPT 4 (<https://chat.openai.com/>), accessed on 20/08/2024)

Acceptable description in a Reference list would be as follows:

Open AI, *ChatGPT 4* retrieved 20/08/2024 from <https://chat.openai.com/chat>) in answer to the question "Explain Maslow's Hierarchy of Needs".

Acknowledgement for AI use to edit, alter or translate a piece of work might take the following form:

I would like to acknowledge the assistance provided by [AI tool name] which offered editorial/grammar suggestions. Some examples of prompts I used include [list prompt]. The 'before' document is contained within an Appendix within the document submitted.

Example of unacceptable AI use in assessments provided by AI software albeit referenced - here is a Screenshot of a question that was input into an AI software/system. In this scenario the learner has not just used AI to explore or explain theory or mine quotations, they have asked AI to answer the question. This is unacceptable. The AI system's response was submitted directly by a Learner in their assessment. – ***see next page***

2.1 Evaluate the relationship between management and leadership



Management and leadership are distinct yet interrelated concepts within organisational contexts. Both play essential roles in guiding an organisation towards achieving its goals, though they differ in focus, methods, and execution.

1. Management:

Management typically focuses on maintaining stability, ensuring that operations run smoothly and efficiently. It involves tasks such as planning, organising, staffing, directing, and controlling resources. Managers are often responsible for ensuring compliance with established policies and procedures, meeting targets, and handling day-to-day operations. They focus on short-term objectives, optimising processes, and minimising risks.

Key Characteristics of Management:

- **Planning and Organising:** Managers set specific goals and develop strategies to achieve them.
- **Controlling and Monitoring:** They ensure that tasks are performed as planned, often using metrics and key performance indicators (KPIs) to track progress.
- **Risk Mitigation:** Managers aim to reduce uncertainties by following established procedures and protocols.
- **Focus on Efficiency:** The primary aim of management is to maximise output while minimising input, ensuring effective use of resources.

2. Leadership:

Leadership, on the other hand, is more about setting direction, inspiring people, and driving change. Leaders focus on the bigger picture and are concerned with the long-term vision, innovation, and transformation. Leadership is about influencing and motivating others to follow a shared vision, even in the face of uncertainty. Leaders often take a more personal approach to inspire and develop their teams, fostering creativity and adaptability.



Message ChatGPT



ChatGPT 4 (<https://chat.openai.com/>), accessed on 20/08/2024.