



Academic Honesty and Artificial Intelligence Policy – (September 2025)

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.”

IBO Publication: Academic Honesty (2011), p2

The Colleges have adopted this policy, and the accompanying procedure on academic honesty, to inform all students, parents and staff about the expectation of honest and ethical practice at all times.

The Colleges are caring communities where the development of the intellect is complemented by the pursuit of personal and interpersonal growth. We aspire to excellence, to act with integrity, embrace diversity and cultivate responsibility.

The aim of this policy is to enable the Colleges’ community to understand the definition and importance of academic honesty and to be fully aware of procedures to follow in the event of possible academic dishonesty. It should also be to **encourage and explain decent, honest and effective study habits**. This is preferable to warning students that various forms of academic cheating are unacceptable and liable to result in a penalty.

This policy applies to all examinations and year groups. Academic honesty and its attendant study habits and skills should be cultivated from an early age.

The Colleges recognise the value and potential of Artificial Intelligence (AI) in education. AI can enhance learning experiences, facilitate research, and promote innovation. However, it is crucial to maintain academic honesty, integrity, and ethical use when utilising AI tools and technologies. This policy aims to

- promote academic honesty amongst students, staff and parents;
- ensure that academic honesty, study skills and referencing skills are taught within the curriculum throughout the Colleges, relevant to the age and programme of study;
- provide guidelines and expectations for students and staff to ensure responsible and ethical use of AI while upholding academic integrity.
- provide clear procedures that will be followed if suspicion of academic dishonesty is raised;
- provide a clear outline of the consequences, and sanctions to be imposed, if academic dishonesty is proven including within external examinations and non-examined assessment pieces that are submitted to examination boards.

1. Authenticity & Respect

To be authentic, a piece of work should be based on the individual's ideas. Where the work of others is used, the sources should be fully acknowledged. Where sections are reproduced from the work of another source and are quoted verbatim, the words should be enclosed by quotation marks. It is also important to respect intellectual or creative property and to be aware that law usually protects this property. The use of works of art - film, dance, painting, music and so on – are also subject to the same restrictions where this might involve the passing off of the work of other artists as a student's own.

2. AI Usage Guidelines

2.1. Attribution: When using AI tools or incorporating AI-generated content in academic work, proper attribution and referencing must be provided. Any AI-generated content, such as text, images, or data, should be clearly acknowledged and cited using appropriate referencing styles, such as Harvard notation, to give credit to the AI systems or models used.

2.2. Authenticity: Students should not misrepresent AI-generated content as their own original work. AI tools can be used as aids or supplements to enhance research and analysis, but the final output should reflect the student's own understanding, critical thinking, and creativity.

2.3. Transparency: When using AI tools to assist in research or generating content, students should be transparent about the involvement of AI. Any use of AI technology should be acknowledged, both for the benefit of the academic community and to maintain transparency in the evaluation and assessment of work.

2.4. Privacy and Data Protection: Students and staff should ensure that the use of AI tools and technologies complies with relevant data protection laws and regulations. Any personal or sensitive data collected or processed by AI systems should be handled with utmost care and in accordance with established data protection protocols.

3. What is Academic Dishonesty?

Academic dishonesty is behaviour that results in, or may result in, a student gaining an unfair advantage over others and/or acting in an unethical manner to falsify their personal academic attainment. This may take many forms and the following are examples of unacceptable academic conduct:

- a. *Plagiarism*: where the work or ideas of others, be that human or AI generated, is or are presented, intentionally or unwittingly, as a student's own without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- b. *Collusion*: where dishonesty is supported by another student who allows their work to be copied and submitted for assessment. This should embrace direct help from adults beyond the Colleges' teachers – parents, other relations or outside tutors, and also applies to UCAS Personal Statements written or edited by persons outside the Colleges.

- c. *Duplication of work*: where work produced for one component or subject is deliberately submitted for another.
- d. *Other forms of misconduct*: defined as actions which might confer an unfair advantage on a student: stealing or gaining access to examination material in advance; unacceptable conduct during an examination or supervised assessment; making false declarations about a piece of work being their own; collusion with staff or other adults to gain an unfair advantage; impersonating another student; disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media.

Please refer to **Appendix 1: Examples (non-exhaustive) of Academic Dishonesty**

4. Responsibilities

The Colleges will take overall responsibility for ensuring that all members of the community including staff, students and parents have access to, and are familiar with, the Academic Honesty Policy.

Staff have a professional obligation to ensure that all forms of assessment are carried out fairly, objectively and accurately. They should also take every step to respect and work within the regulations and guidelines laid down by the Joint Council for Qualifications (JCQ) and enacted by the examination board so that no student or candidate obtains an unfair advantage. Our integrity as Colleges is especially important where staff are asked to authenticate students' work.

Staff should be vigilant about the academic integrity of students' work. They should follow the Academic Honesty Policy fairly and consistently, without fear or favour. For regulated qualifications (e.g. A-level and GCSE) the JCQ guidance should be followed in the case of any conflict arising. The use of anti-plagiarism devices like **Turnitin.com** should be encouraged and they should be developed as positive tools for students to develop decent and effective study habits.

New members of staff must be appropriately briefed about this policy and how we carry it out in practice by their academic line manager, usually the Head of Department.

Staff have responsibility for ensuring that academic honesty, study skills and referencing skills are taught to all students within the curriculum as appropriate to the Key Stage and subject area. Awareness of academic honesty should be discussed with students, staff and parents regularly. Staff should be aware of the reasons why students might decide to act in a dishonest fashion but should never facilitate, condone, encourage or excuse cheating.

Teachers should model good practice by actively using correct citing conventions when providing candidates with reference material. **The preferred method for doing so at the Colleges is the "Cite Them Right" Harvard style of referencing e.g. [Quick guide to Harvard referencing \(Cite Them Right\) | Library Services | Open University](https://www5.open.ac.uk/library/referencing-and-plagiarism/quick-guide-to-harvard-referencing-cite-them-right) available at <https://www5.open.ac.uk/library/referencing-and-plagiarism/quick-guide-to-harvard-referencing-cite-them-right> (accessed 22/09/25).**

It is the responsibility of the Colleges' Examinations Officers to ensure that candidates are provided with access to 'conduct of examinations' protocols as per the instructions of each awarding body. It is also expected that active steps will be taken to ensure that students understand the expectations placed upon them.

Students should understand that academic honesty is the responsibility of each individual learner at all times. They should understand the consequences of academic dishonesty and the sanctions that may be applied.

Students should follow the guidance given in **Appendix 2: Advice for being academically honest**. Parents should be familiar with the aims and guiding principles of academic honesty and actively support their children in upholding these. They should understand the consequences and sanctions that apply to academic dishonesty.

5. Academic Integrity Support

5.1. Education and Awareness: The Colleges will provide educational resources and training programs to raise awareness about academic integrity, ethical AI use, and responsible research practices. Students and staff will be encouraged to develop an understanding of AI and its impact on academic work.

5.2. Plagiarism Detection: The Colleges make use of AI-powered plagiarism detection software to identify instances of plagiarism and unauthorized use of AI-generated content. This software will help uphold academic integrity and promote ethical use of AI by discouraging dishonest practices and encouraging dialogue with teachers about academic honesty.

5.3. Guidance and Support: Students and staff will have access to guidance and support systems, such as mentors, teachers, and academic advisors, who can provide assistance on the appropriate and ethical use of AI tools. These support channels will foster responsible AI usage and help address any concerns or queries related to academic integrity.

6. Procedures and Sanctions

The majority of cases of academic dishonesty are accidental: it is important that students learn from their mistakes in order then not to repeat them. Academic dishonesty can be found in classwork and homework, internal assessments, tests and examinations, coursework and essays for external accreditation and external examinations. The Colleges may make use of plagiarism-checking software to monitor students' work.

If/when academic dishonesty is suspected the following points offer suggested guidance:

- Discuss your observations with the student(s) concerned
- Log your concern in CPOMS (or, at EC, iSAMS if purely an academic matter)
- Make and keep a copy of relevant work
- Share your observations with your HoD and, if required, Director of Studies at The Ladies' College or SLT Link at Elizabeth College.

If/when academic dishonesty is proven the following points, in addition to the above, offer suggested guidance:

- Formally share your observations with the relevant Head of Year at your College
- Fully **document it to include the reason(s)** for dishonesty explored
- The above colleague, in liaison with all parties involved, will coordinate communication to parents.

In repeat or serious cases, especially when external accreditation of academic work is jeopardized, the student(s) could expect suspension from the Colleges, and/or removal from the subject concerned.

There are specific procedures and sanctions for work that may be submitted for external qualifications regulated by the Joint Council for Qualifications.

Non-Examined Assessment (NEA) and JCQ guidance:

JCQ provides specific regulations for NEAs (coursework), ensuring honesty and dealing with potential malpractice. This is available on their website ([Non-Examination Assessments - JCQ Joint Council for Qualifications](#)) and enacted within the Colleges through specific policies that are updated annually.

The Examinations Officer at each College is responsible for these policies.

JCQ has also produced specific guidance relating to the potential issue of AI. The latest guidance can be found on their website and should always supersede guidance here.

Their guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.7 of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations/>), all work submitted for qualification assessments must be authenticated as the student's own;
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section below);
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

([AI Use in Assessments: Protecting the Integrity of Qualifications - JCQ Joint Council for Qualifications](#); current version issued 30 April 2025; most recent access 22/09/25)

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice>; most recent access 22/09/25).

JCQ also identify three steps for dealing with plagiarism:

- keeping watch as the work is completed e.g. acknowledging sources, quality of content, lack of intermediate stages, mixing English and American vocabulary or spellings, use of words that are not typical of the candidate's previous work
- confirmation e.g. using an "exact phrase" internet search on a short sentence from the work, particularly one identified as unusual, reviewing the websites identified, plagiarism software

such as Turnitin or those specifically tools for detecting potential AI misuse and an oral assessment with the student of the work in question as below.

- Reporting – please refer to the guidance below initially and then the relevant and current JCQ publication as required.

([Plagiarism in Assessments - JCQ Joint Council for Qualifications](#); most recent access 22/09/25)

Students will sign off that they are happy that outside of class, technology has not been used against the policy to assist in the generation of coursework. If a teacher suspects because of a significant difference in the classroom work and home completed work or for other legitimate reasons, that AI has been used in the production of coursework they will report their suspicion to the relevant Head of Department and Head of Year in the first instance and speak with the student. The conversation with the student will follow these broad guidelines:

1. Is there a log or are different versions available showing the progression of the student's thought process and the development of the work?
2. Can the student explain the difference between the usual in-class generated work and the submitted work or element of work that was created outside of class?
3. If the use of AI tools is the explanation, there will then follow a dialogue about the ethical use of such tools and the need to reference their use. The student will need to correct their work and resubmit it with correct references and acknowledgements.
4. If the use of AI tools is not the explanation, the teacher will explore with the student why there is a suspicion of the undeclared use of such tools and how that might be avoided in future.
5. The teacher may proceed with a short viva voce to elicit the student's level of understanding of that which they have submitted.

If, following this meeting, the teacher suspects malpractice they will pass the work, any log or versions showing the development of ideas, a sample of the student's usual work and a brief summary of their meeting with the student to the Head of Department who will then liaise with the relevant Head of Year and the Director of Studies (The Ladies' College) or Vice-Principal, Academic (Elizabeth College). At this stage, parents will be informed of the suspicion and the first meeting as well as its outcome. A second meeting with the student will then be arranged to which parents will be invited to attend.

If the unattributed use of AI is proven, the Non-Examined Assessment cannot be submitted for grading.

Appendix 1: Examples (non-exhaustive) of Academic Dishonesty

General Examples (non AI):

- You have forgotten to do your homework so you borrow a friend's book and copy their answers.
- You cut and paste material off the Internet to use in your own work. Even changing the words around or changing a few of them is academic dishonesty. When you write in your own words, you still must reference the idea as belonging to someone else.
- You have a tutor who edits and rewrites part(s) of your work.
- You write down exactly what your teacher said in class as part of your assessment without acknowledging it.
- You are working in a group but you have not actually done any of the work. You present it to the teacher as your group work anyway.
- Images/graphs are imported from Google etc. without giving recognition to the original authors. (You must add a reference for an image as you would any other source.)
- You lend your friend your work so that they can copy from you. (This is known as collusion.)
- Your friend was absent for the test your class took yesterday and she/he has to take it today. You tell her/him some of the questions to expect.
- You have a really important essay to do, but you do not think you can do it very well. You use an online 'Pay per essay' service to write your essay for you.
- ***You need to complete your UCAS personal Statement and ask someone else to write it for you or use an on-line service.***

Subject Specific Examples:

In Music: you hear a piece of music and decide that you like the melody. You decide to use it in your composition and say that it was your own idea.

In Languages: you have to write a story in the language you are learning for homework. You find a story in English, run it through Google Translate, and submit it as your work.

In Science: you miss an investigation and use another student's data to "catch up". If this is then used as part of your coursework it is academic dishonesty and the work would be deemed as plagiarized.

In Mathematics: you write a statistics-based exploration either making up the data used (i.e. you do not go through the process of collecting data but say that you did) or you fabricate the results of an experiment.

In English: you have been asked to deliver a presentation on the novel you are reading. You find one already done on *Slideshare* or *Prezi* and present that.

In Art: you take an image off the Internet and paint it without acknowledging your source of inspiration.

In History: you have to write an essay and you know a relative/friend did that very same essay two years ago with a different teacher. You ask them for their old essay and submit it as your own.

Examples of AI misuse:

- 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

- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

Subject Specific Examples:

In Music: you are asked to compose a piece in the style of Bach and submit an AI generated composition for assessment whether referenced or not.

In Languages: you are asked to summarise a news article or event in the language and do so entirely using AI. You could use AI to help collate a variety of articles which you then reference, including the AI tool used, and then write the summary in your own words.

In Mathematics: You are asked to carry out a statistical test on the likelihood of heads appearing ten times in a row on a coin toss. You get AI to generate the data.

In Science: You collect data from an experiment and ask AI to analyse for patterns and produce a conclusion and explanation whether referenced or not. You could use AI to help identify patterns, if referenced, and then write the interpretation in your own words.

In English: You are asked to write a children's story. You generate one using AI and submit it, whether referenced or not. You could use AI to try and improve the spelling and grammar on a piece that you have already written if referenced.

In Art: You are asked to produce a piece of work in the style of Monet and choose to generate the work using AI, whether referenced or not. You could ask AI to help identify key components in Monet's work and then produce the work yourself, referencing AI as appropriate.

Appendix 2: Advice for being academically honest

- When writing notes, always summarise in your own words, whether you are listening to a teacher, reading from a textbook, online article, or AI generated work or watching a video.
- If it is relevant to copy directly, you must use quotation marks and a reference. Always cite your sources properly at the end in your Reference section.
- If you paraphrase, you still need to reference the original author's ideas.
- If using AI, it is generally treated as a personal communication as the response may be different in different circumstances. An intext citation might read "(Bing chat, 2023)" and the following information should be offered in the reference:
 - text generation, such as Bing chat, should indicate the name of the tool, the date of the version you used, the prompt you entered, the URL of the tool and the date it was accessed. For example:

Bing chat, 2023, "How do I reference the use of AI in a Harvard style e.g. bing chat".

www.bing.com (accessed 12 September 2023)

- image generation, such as Hotpot, should indicate the name of the tool, the date of the version you used, the prompt you entered, the URL of the tool and the date it was accessed. You should also provide a brief description of the image in square brackets.

For example:

Hotpot, 2023, "a dragon". [Image of a dragon]

www.hotpot.ai (most recent access 22/09/2025)

If you use an AI tool to locate sources and then use those sources in your work (rather than using the AI-generated text itself), you only need to cite the sources you actually used, not the AI tool used to find them. For example:

According to Smith (2023), AI is transforming various fields of research and practice.

Smith, J. (2023). The impact of artificial intelligence on human society. *Journal of AI Studies*, 12(1), 34-56.

- Use multiple sources when carrying out research and keep careful records of where you found your information. You will need it for your references later. There are many online sites and applications that can help you with this. The Microsoft Edge browser has a feature called "Collections" that is particularly useful as items in a collection can be exported with citations. More details can be found on the link "[Organize your ideas with Collections in Microsoft Edge - Microsoft Support](#)" (most recent access 22/09/2025)
- Never cut and paste anything, including images, from the internet without checking the copyright law. When you do a search, you can filter your results to find images, videos, or text that you have permission to use.
- Never do the work for someone else or tell them what was in a test.
- Always contribute as much as you can during group work so you do not end up taking the ideas of the other group members. Collaboration is when you all work together to share ideas and you come up with a group idea. Collusion is when one person does all of the work and the whole group claims it is their project.