



LAAT Assessment Practices and Feedback Policy (including Inclusive AI Use in Assessment)

Policy title: Assessment practice and feedback policy

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Department/Function: Academic Quality and Standards

Policy Owner: Academic Dean, Dr. Manoj Ponugubati

Oversight Committee: Academic Board/Academic Quality and Progress

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Regularity alignment with Office for Students (OfS) conditions

The Assessment Practices and Feedback Policy forms a core component of the London Academy for Applied Technology's (LAAT) academic quality and standards framework and supports the delivery of fair, transparent, and reliable assessment processes across all programmes.

The policy aligns with **OfS Condition B4 (Assessment and Awards)** by ensuring that assessments are designed, marked, moderated, and reviewed in accordance with approved academic regulations, and that feedback is provided in a timely and constructive manner to support student learning and progression while safeguarding academic standards.

The policy also supports **OfS Condition B1 (Academic Experience)** by promoting assessment practices that are clear, inclusive, and aligned with intended learning outcomes, enabling students to understand how they will be assessed and how feedback contributes to their academic development. Consistent assessment criteria, marking schemes, and feedback standards help ensure a high-quality academic experience across cohorts and modes of delivery.

In addition, the policy aligns with **OfS Condition C1 (Consumer Protection)** by ensuring that students are provided with accurate, accessible, and transparent information about assessment requirements, marking processes, feedback timelines, and routes for raising concerns. Oversight of assessment and feedback practices is maintained through LAAT's academic governance structures, supporting **OfS Condition E2 (Effective Management and Governance)** by ensuring monitoring, accountability, and continuous enhancement of assessment quality.

The policy is informed by relevant sector reference points, including the UK Quality Code for Higher Education, and is implemented through LAAT's academic governance and quality

assurance arrangements to ensure consistent application, appropriate oversight, and continuous enhancement.

Term of Reference

1. Purpose

This policy sets out how the London Academy for Applied Technology (LAAT) manages assessment for its **higher education programmes** delivered on behalf of its validating university partner(s). It explains the standards, processes and responsibilities that govern the design, delivery, marking and quality assurance of assessments, and sets out clear expectations for staff and students.

The policy also incorporates LAAT's approach to the **inclusive and responsible use of Artificial Intelligence (AI)** tools in teaching, learning and assessment, in order to support learning without compromising academic integrity, fairness or the validity of assessment outcomes.

2. Scope

This policy applies to:

- All students enrolled on **franchised higher education programmes** delivered by LAAT.
- All LAAT staff involved in teaching, supporting or managing assessment on these programmes.
- All modes and locations of delivery, including on-site and any approved online or blended provision.

The policy covers:

- All **summative assessments** contributing to module or award outcomes.
- Relevant **formative assessments** where AI use and assessment integrity are a consideration.
- Student use of **AI tools** (e.g. ChatGPT, Gemini, Copilot, Claude, AI paraphrasers, AI generators) when preparing assessed work.

Where there is any conflict between this policy and the validating university's regulations or policies, the **validating university's requirements take precedence**, and this policy will be interpreted and updated accordingly.

3. Definitions

For the purposes of this policy:

- **Assessment** – any task or set of tasks (e.g. exam, coursework, project, presentation, practical) used to measure achievement of module and programme learning outcomes.
- **Summative assessment** – assessment that contributes to the formal grade or classification for a module or award.
- **Formative assessment** – assessment designed primarily to provide feedback and support learning, without contributing to final grades.

- **Module Leader** – the member of academic staff with primary responsibility for delivery and assessment of a module.
- **Programme Leader** – the academic lead with overall responsibility for the quality and management of a programme, including oversight of assessment practices.
- **External Examiner** – an external academic or professional appointed in line with validating university regulations to provide independent assurance of academic standards.
- **Artificial Intelligence (AI) tools** – digital tools that generate, transform or analyse text, code, images or other content using machine learning models (e.g. ChatGPT, Gemini, Copilot, Claude, AI paraphrasing/generation tools).
- **Academic integrity** – acting honestly and responsibly in all academic work, ensuring that submitted work represents the student’s own understanding, analysis and conclusions and is properly referenced.

4. Principles

Assessment at LAAT is based on the following principles:

1. Fairness and consistency

- Assessment processes and decisions must be fair, transparent and applied consistently across modules, programmes and cohorts.
- This supports OfS **Condition B2** (students receive appropriate support and resources).

2. Validity and alignment

- All summative assessment must validly measure achievement of the stated learning outcomes and align with the validating university’s approved module and programme specifications.
- This supports OfS **Condition B1** (high-quality academic experience).

3. Inclusivity and accessibility

- Assessment design must promote inclusion and be accessible to a diverse student body, including mature, working and returning learners.
- This supports OfS **Conditions B1–B2** (inclusive teaching, learning and assessment).

4. Academic integrity and authenticity

- Assessment must encourage and require students to demonstrate their own understanding and skills; misuse of AI or other tools is treated as academic misconduct.
- This underpins OfS **Conditions B1–B3** (academic standards and reliable outcomes).

5. Transparency and student information

- Students must receive clear and timely information about assessment requirements, criteria, deadlines, formats and expectations regarding AI use.
- This supports OfS **Condition C1** (consumer protection and clear information).

6. **Constructive feedback and development**

- Feedback should be timely, constructive and focused on supporting student learning and improvement, contributing to continuation and success (OfS **Condition B3**).

7. **Alignment with partner and sector expectations**

- Assessment practices at LAAT must comply with validating university regulations, the UK Quality Code and relevant regulatory requirements (including OfS **Conditions B1–B3**).

5. Governance, Committees and Terms of Reference

5.1 Governance and Oversight

- Overall governance for assessment practices at LAAT is provided by the **Board of Governors** (OfS **Condition E2** – management and governance).
- **Academic Board** has primary responsibility for academic quality and standards, including oversight of assessment across franchised provision (OfS **Conditions B1–B3**).
- An **Academic Quality & Progress panel** may be established to undertake more detailed scrutiny and to report to Academic Board.

5.2 Academic Board / Assessment & Standards – Terms of Reference (Assessment-related extract)

In relation to this policy, Academic Board will:

1. **Approve and periodically review** the LAAT Assessment Practices Policy (and subsequent revisions) for recommendation to the Board of Governors.
2. **Oversee the operation of assessment practices** across LAAT’s franchised programmes, ensuring alignment with validating university regulations and sector expectations.
3. **Receive and consider evidence** on assessment and academic standards, including:
 - External examiner reports;
 - Annual programme monitoring reports;
 - Assessment and progression data (continuation, attainment and award outcomes).
4. **Monitor the use of AI in assessment** and associated academic integrity/misconduct cases, identifying trends and recommending enhancements.

5. **Report annually** to the Board of Governors on academic standards and the effectiveness of assessment practices as part of LAAT's assurance on OfS **Conditions B1–B3**.

The **Terms of Reference** for Academic Board and its sub-committees are maintained separately and should be read alongside this policy.

6. Roles and Responsibilities

Dean as Institutional Quality Lead

- Owns this policy and ensures its alignment with validating university requirements and regulatory expectations (OfS **Conditions B1–B3, D, E2**).
- Provides academic leadership on assessment quality and academic integrity.

Head of Academic Quality

- Leads on the implementation and monitoring of assessment practices within LAAT's franchised provision.
- Coordinates annual monitoring, external examiner responses and enhancement actions related to assessment.

Programme Leader

- Oversee assessment strategies and practices across modules within their programme.
- Ensure that assessment tasks align with approved learning outcomes and partner specifications.
- Monitor moderation processes and respond to external examiner and student feedback.

Module Tutors

- Design/Facilitate assessment tasks in line with programme and module learning outcomes and partner requirements.
- Provide clear assessment briefs, criteria and guidance to students.
- Mark and internally moderate assessments in line with approved criteria and grade descriptors.
- Communicate clearly to students whether AI use is permitted, restricted or prohibited for each assessment, in line with this policy.

Academic Administration / Registry

- Manage assessment schedules, submission points and records on the VLE and student information systems.
- Coordinate examination arrangements and the secure recording and release of marks.

- Support the operation of assessment boards and record-keeping.

External Examiners

- Provide independent assurance on academic standards by sampling assessed work.
- Comment on the appropriateness of assessment tasks, marking and classification boundaries.

Students

- Engage with assessment tasks honestly and responsibly, upholding academic integrity.
- Follow guidance on the permitted or prohibited use of AI tools for each assessment.
- Submit work by the published deadlines via the required platforms.
- Act promptly on feedback and information about results, resits and appeals.

7. Policy Statement

7.1 Assessment Design and Information for Students

- All modules include clearly defined assessment components and weightings approved by the validating university.
- At the start of each module, students will receive full assessment information, including:
 - Assessment briefs and tasks;
 - Marking criteria and grade descriptors;
 - Deadlines, word counts and submission formats;
 - Expectations regarding referencing, academic integrity and AI use.
- Assessment information will be published on the **Virtual Learning Environment (VLE)** and explained in taught sessions.

This supports OfS **Conditions B1–B2** (academic experience and resources) and **C1** (clear information).

7.2 Types of Assessment

- Assessments may include essays, reports, projects, presentations, practical tasks, examinations or other forms aligned with programme requirements.
- Students are expected to complete all summative assessment components specified for a module in order to be eligible to pass.

7.3 Submission of Assessments

- All written assessments must be submitted electronically via Turnitin or another approved digital platform.

- Students must retain electronic submission receipts until final marks are confirmed.
- LAAT may retain copies of submitted work for internal quality assurance and regulatory obligations, ensuring secure and ethical storage.

7.4 Marking, Moderation and Feedback

- Marking is undertaken by Module Tutors using published criteria and grade descriptors, aligned with validating university regulations.
- Anonymous marking will be used wherever feasible, particularly at Levels 5 and 6.
- A sample of work will be internally moderated to confirm consistency and fairness of marking, following partner or institutional guidance.
- External Examiners will review samples of assessed work as part of sector-standard quality assurance.
- Feedback will normally be returned within **20 working days** of the submission deadline. Feedback must:
 - Explain the rationale for the grade awarded, and
 - Provide developmental guidance to support future improvement.

These arrangements support OfS **Conditions B1–B3** (academic experience, resources/support and student outcomes).

7.4.1 Feedback

7.4.2 Feedback to students

Feedback is central to learning and is provided to students to develop their knowledge, understanding and skills and to help promote learning and facilitate improvement. It should be available in time for students to reflect on it whilst completing their forthcoming assessments.

Feedback will be:

Provided within 15 working days of the submission deadline.

- Given in relation to the learning outcomes and assessment criteria.
- Provided for all summative and formative assessments.
- Offered in a range of formats appropriate to the module e.g., face to face, electronically or other e-submission tools where used, audio file, video file or screencast.
- Formative feedback can be provided at the time of, or following, the assessment. It can be in written or spoken format and signposted to students.

The nature and extent of feedback the student may expect will be communicated to the student for each assessment task at the time it is set.

- When feedback (including marks) is provided to a student before an Assessment Board, all marks will be clearly identified as:

- Being provisional.
- Available for External Examiner scrutiny.
- Subject to change and approval by the Assessment Board.

All students will be actively encouraged to collect feedback, review and consider its recommendations and implications, and seek further advice and guidance from academic staff when required.

7.4.3 Modes of Feedback

Feedback may be:

- Individual – personalised for one student’s work.
- Generic – referring to general points about the assessment as a whole, arising from an overview of the work produced by the student group.
- Provided by academic staff, or where relevant, via peer to peer.

7.5 Late Submission of Assessments

- Extensions are **not normally granted**; students requiring additional time must submit a claim under the Extenuating Circumstances procedure.
- Unless the validating university specifies otherwise, the following late submission rules apply:
 - Up to **seven calendar days late**: accepted with a penalty of **10 marks per day**.
 - Beyond seven days late: the assessment receives a mark of **capped mark of 40** but may still receive feedback.
 - Late resits automatically receive a mark of **zero (0)**.

Any differences required by the validating university will be communicated clearly to students and staff and take precedence. *These rules, and the clarity with which they are communicated, support OfS Conditions B2, B3 and C1.*

7.6 Marking Schemes and Classifications

- Undergraduate assessments (Levels 4–6) follow the standard UK classification ranges, subject to specific partner regulations:
 - First Class / Distinction: 70–100
 - Upper Second: 60–69
 - Lower Second: 50–59
 - Third: 40–49
 - Fail: 1–39
 - Non-submission: 0
- Postgraduate assessments (Level 7):

- Distinction: 70–100
- Merit: 60–69
- Pass: 50–59
- Fail: 1–49
- Non-submission: 0

Final award classifications are determined in line with the validating university’s regulations.

7.7 Assessments

- Assessments will be scheduled during designated Assessment Weeks and administered in line with examination regulations of the validating university and LAAT.

These arrangements contribute to assurance on OfS **Conditions B1–B3**.

7.8 Use of Artificial Intelligence (AI) in Assessment

- AI tools may **only** be used for assessed work where explicitly permitted in the assessment brief or by the Module Tutor.
- Where permitted, AI use must:
 - Support learning (e.g. brainstorming, grammar checking, practice questions); and
 - Not replace the student’s own thinking, analysis or writing.
- The following uses of AI are **prohibited** and constitute academic misconduct:
 - Generating substantial assignment content (e.g. essays, reports, analyses, code) for submission as the student’s own work.
 - Using AI to paraphrase or rewrite large sections of text to appear original.
 - Uploading assessment texts or datasets that breach confidentiality, ethics or copyright.
 - Using AI to complete examinations, in-class tests or other assessments intended to measure individual learning.
 - Submitting AI-generated or fabricated references, citations, data or sources.
- Where AI use is permitted, students must include a brief **AI Use Statement** in their work, e.g.:

“I used [AI tool] to check grammar and wording only. All ideas, analysis and conclusions are my own.”

Failure to declare permitted AI use, or the prohibited use of AI, may result in investigation under LAAT’s Academic Integrity / Academic Misconduct procedures. This supports OfS **Conditions B1–B3** by protecting the integrity and reliability of assessment outcomes.

Students are strongly advised to keep a trail record of the assessment version with their original contributions and subsequent versions, following use of AI, for external scrutiny to judge the impact of the use of AI.

8. Standard Operating Procedure (SOP) – Assessment Workflow (Overview)

The **Standard Operating Procedure (SOP)** for assessment is retained as a descriptive workflow and forms part of this policy.

A more detailed version is set out in **Appendix A** and may be supported by flowcharts or process maps.

In summary, the assessment workflow covers:

1. **Assessment Planning**
2. **Publication of Assessment Information**
3. **Submission Process**
4. **Marking and Moderation**
5. **Feedback to Students**
6. **Module Assessment Board (MAB)**
7. **Release of Confirmed Results**
8. **Record Keeping and Archiving**

9. Regulatory and Partner Alignment

This policy should be read alongside, and is subject to, the requirements of:

- **Validating university regulations and policies**, including assessment regulations, academic frameworks, academic integrity/misconduct procedures and external examining policies.
- **UK sector and regulatory expectations**, including:
 - UK Quality Code for Higher Education (assessment and academic standards).
Office for Students **Conditions B1–B3** (academic quality and student outcomes) and **Condition C1** (student information).
- **Legal and statutory requirements**, including (where relevant):
 - Data protection and confidentiality obligations.
 - Equality, diversity and inclusion legislation.
 - The Prevent duty and other safeguarding-related duties.

If validating university or OfS requirements change, this policy will be reviewed and updated to remain aligned (OfS **Condition E2** – effective management and governance).

10. Monitoring, Compliance and Review

- The **Academic Quality Lead** and **Programme Leaders** will monitor the operation of assessment practices through:
 - Annual programme monitoring reports;
 - External examiner feedback;
 - Student feedback (surveys, Student Voice structures);
 - Assessment and progression data (continuation, attainment, award rates).
- The **Academic Dean** is responsible for ensuring that serious or systemic issues in assessment practices are reported to Academic Board and, where appropriate, to the validating university and Board of Governors.
- Suspected academic misconduct, including AI misuse, will be considered under the validating university's Academic Integrity / Misconduct procedures or LAAT's local procedures as agreed with the partner.
- This policy will be **reviewed annually**, or sooner if required, to reflect sector developments in assessment and AI, regulatory changes or partner policy updates.

These monitoring and review arrangements contribute to assurance on OfS **Conditions B1–B3 and E2**.

11. Responsible People/Roles Include

- **Academic Dean (Policy Owner):** Dr Manoj Ponugubati
Overall accountability for policy implementation
- **Academic Quality:** Dr Vishwanath Kokkonda
administration, guidance, and procedural oversight
- **Program Lead:** Mr. Amarjeet Singh
Implementation, compliance and coordination
- **Assessment officer:** Ms Moluk All Nakash
Monitors email and notifies the dean

List of people and contacts

| Role | Name | Contact email |
|--------------------------|------------------------|--|
| Chair –Dean | Dr Manoj Ponugubati | manoj@laat.ac.uk |
| Head of Academic Quality | Dr Vishwanath Kokkonda | vishwanath.kokkonda@laat.ac.uk |
| Program Lead | Mr Amarjeet Singh | amarjeet.singh@laat.ac.uk |
| Assessment Officer | Ms Moluk All Nakash | moluk@laat.ac.uk |

12. List of Document (LoD)

This policy should be read in conjunction with:

- PMU assessment regulations and academic frameworks.
- LAAT Academic Integrity / Academic Misconduct Policy.
- LAAT Extenuating Circumstances Policy and Procedures.
- Programme handbooks, module guides and assessment briefs.
- Any additional AI guidance issued by LAAT or the validating university.

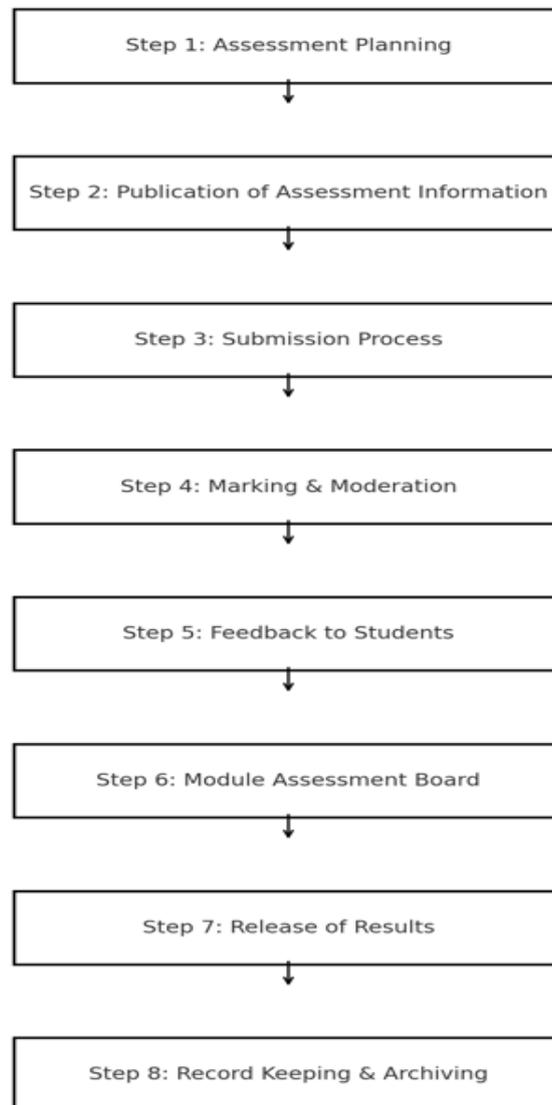
13. Evidence

- PMU assessment regulations and academic frameworks.
- LAAT Academic Integrity and Academic Misconduct Policy.
- LAAT Extenuating Circumstances Policy and Procedures.
- Programme handbooks, module guides and assessment briefs.
- Any additional AI guidance issued by LAAT or the validating university.

| Evidence Item | Purpose / What it Demonstrates | Relevant OfS Condition(s) |
|---|--|--|
| PMU assessment regulations and academic frameworks. | Demonstrates alignment with the validating partner's approved assessment regulations and academic frameworks, ensuring sector-recognised academic standards, consistency in assessment practices, and robustness of awards. | B4 (assessment and awards), B5 (sector-recognised standards), E1 (public interest governance) |
| LAAT Academic Integrity / Academic Misconduct Policy. | Sets out clear expectations for academic integrity, defines academic misconduct, and establishes fair and consistent investigation and sanction procedures to protect assessment integrity and academic standards. | B4 (assessment and awards), C1 (consumer protection law), E3 (accountability) |
| LAAT Extenuating Circumstances Policy and Procedures. | Provides a structured, transparent process for considering significant, unforeseen circumstances affecting assessment and progression, ensuring equitable treatment of students without compromising academic standards. | B4 (assessment and awards), C1 (consumer protection law), E3 (accountability) |
| Programme handbooks, module guides and assessment briefs. | Provides students with clear, accurate, and accessible information about programme requirements, assessment methods, learning outcomes, and marking criteria, supporting informed choice and a high-quality academic experience. | B1 (academic experience), C1 (consumer protection law), B4 (assessment and awards) |

| | | |
|---|--|--|
| Any additional AI guidance issued by LAAT or the validating university. | Demonstrates proactive guidance on the appropriate and ethical use of artificial intelligence in learning and assessment, supporting academic integrity, fairness, and transparency in assessment practices. | B4 (<i>assessment and awards</i>), B1 (<i>academic experience</i>), C1 (<i>consumer protection law</i>) |
|---|--|--|

Appendix A – Standard Operating Procedure (SOP): Assessment Workflow (Descriptive Overview)



Step 1: Assessment Planning

Programme Leaders and Module Tutors review assessment structures to ensure alignment with learning outcomes, validating university requirements, and regulatory expectations. Tutors finalise briefs, marking criteria, and submission details in preparation for module delivery.

Step 2: Publication of Assessment Information

At module launch, assessment briefs are uploaded to the VLE and explained in taught sessions. Students are informed of deadlines, submission formats, academic integrity expectations, referencing requirements, and any rules on AI use.

Step 3: Submission Process

Students submit work electronically by the published deadline via the approved platform.

Academic Administration monitors submissions, records late attempts and manages Extenuating Circumstances claims in line with policy.

Step 4: Marking and Moderation

Module Tutors complete first marking, applying the published marking criteria. Internal moderation is carried out on a sample of work covering a range of grades. Provisional marks are recorded in the assessment system in line with partner requirements.

Step 5: Feedback to Students

Feedback is uploaded to the VLE within the published timescale, providing both justification for the grade and development-focused guidance.

Step 6: Module Assessment Board (MAB)

Moderation documentation and assessment outcomes are reviewed. External Examiner comments are considered, and final marks are approved for release in accordance with validating university regulations.

Step 7: Release of Confirmed Results

Final results are published via the student portal. Students are notified of any required resit or retrieval tasks and directed to advice and support as necessary.

Step 8: Record Keeping and Archiving

Assessment records, samples and moderation evidence are archived securely for at least five years, or as required by the validating university and regulatory bodies. Programme teams analyse assessment data annually as part of quality enhancement activities.

Appendix B – AI Use in Assessment: Guidance, Detection and Misconduct

LAAT Artificial Intelligence (AI) Usage Policy

1. Purpose and Scope

This policy sets out clear expectations for the use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini, Copilot, Claude, AI paraphrasers, AI generators) in teaching, learning, and assessment at the London Academy for Applied Technology (LAAT). It applies to all students and all assessed work.

It ensures that AI use supports learning without compromising academic integrity, fairness, or the validity of assessment outcomes.

2. Principles of AI Use

LAAT recognises that AI technologies can support learning when used responsibly. Use of AI must always:

- Maintain academic integrity and honesty.
- Reflect genuine student understanding and original thinking.
- Comply with assessment briefs and tutor instructions.
- Be transparent—students must not misrepresent AI-generated content as their own.
- Avoid giving students unfair advantage over peers.

3. Permitted Use of AI

AI may be used **only when explicitly allowed** in the assessment brief or by the Module Tutor. Examples include:

- Brainstorming ideas or developing research questions
- Checking grammar or improving clarity
- Generating practice questions
- Planning study approaches

Students must always take responsibility for the accuracy, quality, and academic credibility of any content developed with AI support.

4. Prohibited Use of AI

Using AI in the following ways constitutes academic misconduct:

- Generating assignment content (essays, reports, coding, analysis, references) for submission.
- Using AI to paraphrase, rewrite, or reword large portions of text to appear original.

- Uploading assessment texts or datasets that breach confidentiality, ethics, or copyright.
- Completing exams, in-class tests, or other assessments intended to measure individual learning.
- Using AI-generated references, fabricated citations, data, or sources.

AI misuse is treated the same as plagiarism, contract cheating, or fabrication under the Academic Integrity Policy.

5. Transparency and Acknowledgement

If AI use is permitted for an assessment, students must include a brief **AI Use Statement**, and keep trail of versions of the documents they prepared before AI usage and post usage.

e.g.:

"I used ChatGPT to check grammar and wording only. All ideas, analysis, and conclusions are my own."

Failure to declare permitted AI use may result in penalties.

6. Detecting AI Misuse

LAAT uses a combination of:

- Academic judgement
- Turnitin originality checking
- Internal AI detection indicators (not determinative but supportive)
- Comparison with earlier work
- Viva voce or clarification interviews (if required)

Decisions are based on evidence and academic judgement—not solely automated AI scores.

7. Consequences of Misuse

AI misuse will be processed through LAAT's Academic Integrity Procedure, with possible outcomes including:

- Resubmission with penalties
- Zero mark for the assessment or module
- Escalation to higher stages of misconduct procedures for serious or repeated misuse
- Referral to the Academic Misconduct Panel

8. Staff Responsibilities

- Clearly state whether AI is permitted, restricted, or prohibited for each assessment.
- Provide guidance on appropriate academic use of AI tools.
- Design assessments that minimise opportunities for misuse while supporting authentic learning.

9. Annual Review

LAAT will review this AI policy yearly to reflect sector developments, regulatory expectations, and technological advancements.

1-page student facing summary

LAAT Assessment & AI Use – Student Summary

At LAAT, assessments are designed to give you a fair and meaningful chance to show what you've learned. Every module will clearly set out what you're assessed on, how each task is marked, and when your deadlines are. This information will be on the VLE and explained in class, so you always know what's expected of you and how your work contributes to your final results. We use a range of assessment types (e.g. essays, reports, presentations, projects, exams) so different strengths can be recognised, and we aim to return feedback within 20 working days so you can use it to improve.

You must submit your work on time through the correct online system (usually Turnitin or an approved platform) and follow the rules for late submissions and extenuating circumstances, which will be explained in your handbook. All work you submit must be your own. That means using your own words, analysis and ideas, and referencing any sources properly. If we have concerns about the originality or integrity of work, this may be investigated under our Academic Integrity / Misconduct procedures.

We know many students now use AI tools, and they can be helpful when used appropriately. However, you may only use AI for assessed work if your Module Tutor or the assessment brief explicitly allows it, and you must follow their instructions carefully. Even where AI is allowed for things like grammar checking or idea generation, it must never write your assignment for you or be used to hide plagiarism. If you do use AI in an allowed way, you'll be asked to include a short statement explaining how you used it. Misusing AI (for example, getting it to write or paraphrase your assignment and submitting that as your own work) will be treated as academic misconduct and may lead to penalties, including a mark of zero. If you are unsure what is or isn't allowed, always ask your Module Tutor before you submit.

Link for Detailed Policy: