A Guide to Maintaining Academic Integrity: Your Path to Success!

Dear Student,

At Lancaster University Psychology Department, we believe in your potential to shine through honesty, hard work, and commitment. Academic integrity is the foundation for ensuring that you achieve success through your own efforts. This document has been designed to help you understand how you can uphold these values and avoid any unintentional missteps. Across your modules, you will receive information on academic malpractice frequently; this isn't to cause worry but rather reflects our commitment to improving and adapting our guidance in line with evolving technology. We think it's important to ensure that you have the information you need, presented clearly and accessibly, as guidance can vary across modules.

What is Academic Integrity?

Academic integrity means being truthful, transparent, and fair in your work. It's about taking pride in the knowledge you gain, the work you produce, and the progress you make. By staying true to this principle, you'll develop the skills and confidence needed to succeed in your studies and beyond!

Good Academic Practice in Assessments

Good academic practice involves:

- Engaging with the content taught in your modules and using it as inspiration to guide your own reading and learning.
- Using the academic skills taught in lectures, seminars, and online activities.
- Asking for additional help when you need it

Remember: Your work should reflect your own thoughts, ideas, and critical analysis. It's an opportunity to show how you've engaged with your learning.

What is Academic Malpractice?

Academic malpractice refers to any attempt to gain a higher grade than your actual ability would otherwise secure. It gives a false impression of your skills and knowledge.

Why is it a problem?

- It compromises academic integrity and makes assessments unfair and invalid for those around you.
- It lowers the quality and standards of the course.
- It affects the future credibility of your course on your CV.
- It threatens the BPS accreditation of your degree.

- It denies you the chance to receive helpful feedback.

Forms of Academic Malpractice

Overlapping Text:

This is where too many of the words from other sources are added to your work. You need to summarise theories and methods in your own words. Ensure you explain what they mean in relation to the specific question you're addressing.

Inappropriate Sources:

Always use credible, academic sources such as primary journal articles. Avoid layperson websites, Wikipedia, and essay-sharing platforms.

Collusion:

We encourage you to help each other in skills development. Peer learning can be great for motivation, for consolidation of learning, confidence building, and for gaining diverse perspectives. However, you should never share the words or the specific content that you've written. All words should be your own and it is easy to accidentally use the words of others.

Self-plagiarism:

Unless otherwise specified by the module tutor, you should never submit the same words for multiple submissions. This includes submissions across modules and modules that you might have repeated.

Use of AI:

You may have varying permissions to use AI across your modules. For example, in some assessments, using AI for summarising papers is not allowed, while in others, using AI to start a literature search might be fine if referenced properly. Be transparent! If AI use is permitted on a module and you use it, then you must declare it in the AI Transparency Appendix to avoid facing an investigation for academic malpractice.

How to Use AI Responsibly

Lancaster University's policy on AI usage is clear:

In Psychology, the Red-Amber-Green (RAG) system applies for each module:

- **RED**: Under this category, **you must not use Gen AI tools** for any aspect of your work.
- **AMBER**: Under this category, you are permitted to use AI tools in an assistive role **as specified by the module tutor.**
- **GREEN**: Under this category, Gen AI is designed to be a part of the assessment **as specified by the module tutor and required by the assessment.**

Each module will have different learning objectives and so you will find variance in the category that is assigned across your degree. Your module tutors are working very hard to

determine how we can fairly integrate AI tools into your degree and will communicate the category for your module as soon as they are able. However, it is your responsibility to ensure that you know what category is applied to each of your assessments. If you have not received communication that you can use a form of AI for that module, look at your Moodle page content.

If you use an AI tool, then you must acknowledge and reference all ideas and content generated by it. Misrepresenting AI-generated content as your own without proper reference counts as plagiarism.

Communicating use/non use of AI: Transparency Appendix

For each of your assessments, you will find an AI quiz on Moodle before you can submit your work.

For RED modules: you will need to confirm that you have not used AI to generate or edit your thoughts/content/words. For those students with an ILSP that permits the use of AI tools, you will need to indicate that you have used them and complete an AI transparency appendix as outlined for AMBER and GREEN modules.

For AMBER and GREEN modules: all students will also now need to add an AI transparency Appendix (Appendix 1). You will need to state that you either did, or did not, use AI to generate or edit your thoughts/content/words. This will allow us to assess your work accurately and give you the right feedback. Examples of how to fill out an AI transparency Appendix can be found in appendices 2 and 3. **This should be uploaded to Moodle in a separate document to your submission.**

What to include in an AI transparency Appendix:

1. Tool: Identify the AI tool you used (e.g., ChatGPT, Grammarly).
2. Prompt: Provide the prompt you used.
3. AI Output: Copy the full AI-generated response.
4. Description: Explain how the AI was used in your assignment.

Example:

- Tool: ChatGPT
- Prompt: “Can you explain the nature vs nurture debate?
- AI Output: [“Full AI-generated response”]
- Description: I used this to understand the debate, then summarised it in my introduction: “The nature vs nurture debate examines the role of genetics versus environment in shaping human development.”

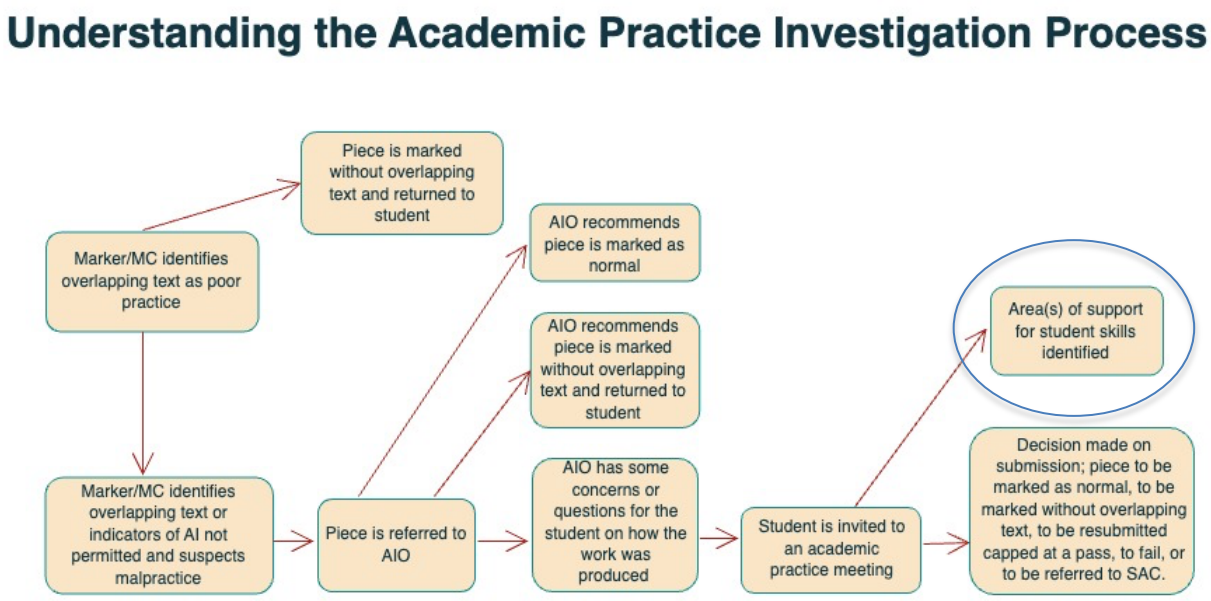
What if I have an ILSP (Independent Learning Support Plan) that provides for the use of AI tools?

We understand that many of you will have concerns about your ability to use tools approved for you in your ILSP. Rest assured that we remain committed to supporting academic practice in line with these plans.

In **ALL** categories of the RAG system, you should indicate in your submission AI quiz that you have not used AI tools, or have used them as per your ILSP. You should then upload an AI transparency appendix to outline all use of AI tools as a separate document to your submission.

The Academic Malpractice Investigation Process

Here's a quick look at what happens if there's a concern about academic malpractice:



As you can see there are multiple steps to marking and the malpractice investigation process. These steps ensure that our assessments are fair to all students. We understand that the prospect of an investigation meeting can be concerning, but we want to assure you that these meetings are conducted with care and support for every student involved. Our goal is to provide a fair and understanding environment in which to examine your academic practice, and a key aim of the meeting is to ensure that you have the support that you need to improve your practice in the future.

Support for Academic Practice Skills

We understand that academic work can be challenging. But you're not alone! The University offers plenty of resources to support you:

- Lectures and seminars that dive into key academic skills.

- Academic tutors and the Library Support Team to help with research and writing.
- The BEE Psychology resources for continuous feedback and support.
- Design of the course: You'll face multiple assessments, which ensures a fair reflection of your skills.
- Feedback: Your lecturers provide personal feedback sheets to help you learn and grow.

Social Media advertising

Due to the way in which social media algorithms work, you might see that advertisements target you for writing support software or services, who give the impression that their use is legitimate. Always refer to university and staff guidance, before using these.

Academic Practice Take-Home Messages

Your BPS-accredited degree shows future employers that you've developed critical thinking, research, and analytical skills. Let us help you develop these skills—don't be afraid to try!

Remember, academic integrity is the key to your success, and we're here to support you every step of the way. 😊

Appendix 1: Unfilled updated AI transparency Appendix

Psychology Department AI Transparency Appendix

Ensure that you check one of the following two options for each coursework submission.

[ ] I **did not** use any AI tools to produce or edit any of the content in this submission.

OR

[ ] I **have used AI** to produce or edit content in this submission and all use has been fully outlined in detail below.

Remember, any permitted use AI is determined at the module level and is specific to each assessment. If you have used any AI resource for this assessment, then you **must** be transparent about how you have used it. This is so that we can a) fairly and accurately mark your submission, and b) give you feedback on the content that will help you with future submissions.

Use of AI at any stage in generating your submission should be reported, including, but not limited to:

1. structuring or planning your assessment;
2. adjusting your writing style or tone;
3. summarising content (yours or others);
4. analysing data or content;
5. generating or evaluating ideas/concepts/arguments.

If you have declared that have used AI, you must complete the following details for each of the purposes for which you used it:

AI use 1:

Tool: [Identify AI tool, app and/or website address here]

Prompt: [Copy and paste the prompt that you used here]

Output from AI in response to prompt in full: [Copy and paste full output here]

Description of AI use within the assessed work: [Describe here how the output from the tool was used in the assessment including: 1. any edits you made to AI generated words either manually or with other AI tools, and/or 2. Where you used AI to edit the words that you wrote. This may involve adding before and after sentences here]

This process should be repeated if multiple tools were used were used for different purposes.

Appendix 2: Example completed AI transparency appendix (1)

Psychology Department AI Transparency Appendix

Ensure that you check one of the following two options for each coursework submission.

[ ] I **did not** use any AI tools to produce or edit any of the content in this submission.

OR

[ ] I **have used AI** to produce or edit content in this submission and all use has been fully outlined in detail below.

Remember, any permitted use AI is determined at the module level and is specific to each assessment. If you have used any AI resource for this assessment then you **must** be transparent about how you have used it. This is so that we can a) fairly and accurately mark your submission, and b) give you feedback on the content that will help you with future submissions.

Use of AI at any stage in generating your submission should be reported, including, but not limited to:

1. structuring or planning your assessment;
2. adjusting your writing style or tone;
3. summarising content (yours or others);
4. analysing data or content;
5. generating or evaluating ideas/concepts/arguments.

If you have declared that have used AI, you must complete the following details for each of the purposes for which you used it:

AI use 1:

Tool: Chatgpt app

Prompt: Can you describe the nature vs nurture debate?

Tool output in response to prompt in full: The **nature vs. nurture debate** is a long-standing discussion in psychology and other disciplines about the relative influence of genetics (**nature**) and environment (**nurture**) on human development, behavior, and personality. It explores how much of who we are is determined by our biology and inherited traits versus the experiences and environments that shape us throughout life.

Nature (Genetics)

- **Nature** refers to the genetic inheritance and biological factors that shape who we are. This includes everything from our physical characteristics (like eye color, height, and certain health conditions) to more complex traits, such as temperament, intelligence, and risk for mental health disorders.
- Proponents of the "nature" side argue that many aspects of human behavior are biologically predetermined. They point to studies in genetics, such as twin and adoption studies, which show that many traits have a genetic basis.

Description of AI use within the assessed work: I used this to understand more about the debate before I wrote my submission. I summarised this description in my introduction section on page 1 “The nature vs. nurture debate examines the influence of genetics (nature) versus environment (nurture) on human development, behaviour, and personality. Proponents of the nature side argue that biological factors and genetic inheritance play a significant role in shaping traits like intelligence and temperament, as supported by studies like twin research”.

This process should be repeated if multiple tools were used.

Appendix 3: Example completed AI transparency appendix (2)



Psychology Department AI Transparency Appendix

Ensure that you check one of the following two options for each coursework submission.

[ ] I **did not** use any AI tools to produce or edit any of the content in this submission.

OR

[ ] I **have used AI** to produce or edit content in this submission and all use has been fully outlined in detail below.

Remember, any permitted use AI is determined at the module level and is specific to each assessment. If you have used any AI resource for this assessment then you **must** be transparent about how you have used it. This is so that we can a) fairly and accurately mark your submission, and b) give you feedback on the content that will help you with future submissions.

Use of AI at any stage in generating your submission should be reported, including, but not limited to:

1. structuring or planning your assessment;
2. adjusting your writing style or tone;
3. summarising content (yours or others);
4. analysing data or content;
5. generating or evaluating ideas/concepts/arguments.

If you have declared that have used AI, you must complete the following details for each of the purposes for which you used it:

AI use 1:

Tool: Grammarly

Prompt: NA. No prompts were used.

Tool output in response to prompt in full: NA no prompt output was given.

Description of AI use within the assessed work: I used this to make sentences more concise and to improve writing. All sentences that were reworded are included below.

Before:

"The experiment's results were kind of unclear, and it didn't really show whether the hypothesis was true or false."

After:

"The experiment's results were somewhat unclear and did not definitively indicate whether the hypothesis was supported."

Before:

“It is important to point out that the study’s findings are significant for understanding how people react to stressful situations.”

After:

“The study’s findings are significant for understanding how people react to stress.”

Before:

“For the purpose of ensuring accuracy, the data was reviewed multiple times before the final analysis was completed.”

After:

“To ensure accuracy, the data was reviewed multiple times before the final analysis.”

This process should be repeated if multiple tools were used.