

Proposed Change:	Rationale:	Change Number & AIM Policy Extract:
<u>Use of Proofreaders & Proofreading Tools:</u> Changes to the language to foreground the term 'text manipulation' rather than 'proofreading'. This is much more common terminology being used across the sector. Updates to text to make the general principals around what is and is not allowed to be more high-level. Also remove the need for students to acknowledge the use of proofreader/proofreading tools and be clearer on when the use of such tools is and is not allowed. Highlight that students must also always check their assessment criteria.	Following sector research and discussion at the Committee meetings as well as in liaison with the AI Education Steering Group, it has been agreed that the language around 'proofreading' is not in line with the sector and requires updating. Additionally, a simpler and more high-level approach is more suitable to avoid prescriptive practice. This will ensure Schools are able to provide clear and assessment specific guidance to students around the use of text manipulation tools such as Grammarly, ChatGPT and Microsoft Co-Pilot, which does not contradict our AIM Policy. Please note that text within the full AIM Policy explicitly states that any level of text manipulation would not be permitted where structure, formatting, and grammar are part of the criteria for assessment.	Change 1 - 1.2.1c, Change 2 - 1.28, Change 3 - 1.31.3 Change 4 - Appendix 4
<u>GenAI Hallucinated/Ghost References:</u> Updates to text to include a general principle on how to manage a suspected case of academic misconduct (AM) that includes hallucinated/ghost references.	Hallucinated/Ghost references have been an indicator of the potential misuse of GenAI in a high number of suspected AM cases during 2025/26. Feedback from staff across all Schools has indicated a desire for a formalised principle around how such cases should be managed. This is to support consistency of practice across the University and therefore fairness of outcomes for all students. Following EQC feedback, the updates also clarify when hallucinated/ghost references may be classified as Poor Academic Practice and to ensure this term is used only for references created by GenAI. (Other inaccurate or fake references are already covered under Poor Academic Practice or AM (Appendix 1 & 2 of AIM Policy), depending on the circumstances.) Please note, the full AIM Policy explicitly states that students must always check what has been permitted and what guidance has been provided for their assessment submission criteria.	Change 5 - 1.6.6, Change 6 - 1.6.7 Change 7 - 1.21.1, Change 8 - 1.31.3, Change 9 - Appendix 4

<u>Retrospective Cases:</u> Updated text to clarify the difference between processing a retrospective case of suspected AM for a current student vs for an ex-student who is no longer registered.	Text has been updated to provide clarity around what options are available to us as a University when managing a retrospective suspected AM case for an ex-student who is no longer registered with us.	Change 10 - 1.8.2 Change 11 - 1.8.3
<u>Disabilities and Reasonable Adjustments:</u> Updated text to provide some clarity around the process for managing cases where a student suspected of AM has a declared disability or reasonable adjustments that may have impacted their assessment.	Text has been added to strengthen the requirement that AM Panels must show that the potential impact of reasonable adjustments and disabilities, on the case itself, has been acknowledged. Following EQC feedback, it was further clarified that AM Panels should consider available information and evidence, not diagnose or interpret conditions themselves and disability consideration should be about fairness and context. In order to fully support this work, Quality & Standards will, in liaison with the AVP Education and SH&W, provide advice and training to Schools on this area in Term 1 of 2026/27. The guidance and training that we develop will also take into consideration our existing reasonable adjustments policy and competency standards in assessment.	Change 12 - 1.14.23 Change 13 - 1.14.24