

PLAGIARISM & REFERENCING

A vertical white line is positioned to the right of the main title, extending from the top of the text area to the bottom.

**What is
referencing?**

Giving credit to the original author, where
your work is based on someone else's



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Must be done to avoid Plagiarism



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Powerful tool for you to use for:

Supporting Evidence



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Powerful tool for you to use for:

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Arguments



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Powerful tool for you to use for:

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Critical Thinking



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Must be done to avoid Plagiarism



Powerful tool for you to use for:

Supporting Evidence

Arguments

Critical Thinking



Allows the reader to find the relevant sources

What is
referencing?



What is plagiarism?

Plagiarism is presenting someone else's work as your own.



What is plagiarism?

Plagiarism is presenting someone else's work as your own.

This could be:

- Fellow Students,



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- Internet Sources,



What is plagiarism?

Plagiarism is presenting someone else's work as your own.

This could be:

- Fellow Students,
- Textbooks,
- Internet Sources,
- Journal Articles etc.

What is plagiarism?

Plagiarism can be:

- Intentional or Unintentional,

What is plagiarism?

Plagiarism can be:

- Intentional or Unintentional,
- Concepts or theories,

What is plagiarism?

Plagiarism can be:

- Intentional or Unintentional,
- Concepts or theories,
- Sections of text / specific values,

What is plagiarism?

Plagiarism can be:

- Intentional or Unintentional,
- Concepts or theories,
- Sections of text / specific values,
- Tables & Figures Excludes 'Common Knowledge'.

What is
plagiarism?

Plagiarism can be



**Extremely Serious Academic
Violation!**

Specific values,
Excludes 'Common
knowledge'.

Pharrell Williams and Robin Thicke to pay \$7.4m to Marvin Gaye's family over Blurred Lines

Jury decides Pharrell Williams and Robin Thicke copied 1977 hit Got to Give It Up in lawsuit filed by Gaye's children

Rachel Reeves admits mistakes after being accused of plagiarism in new book

Shadow chancellor says she holds her 'hands up' in response to FT piece on seemingly copied passages in work on female economists

US election: Melania Trump 'plagiarised' Michelle Obama

🕒 19 July 2016

**Facts, dates, events or information
expected to be known by someone in a
particular field.**

**Common
Knowledge**

Common Knowledge

Facts, dates, events or information expected to be known by someone in a particular field.

- Did you know the information before the course?

Common Knowledge

Facts, dates, events or information expected to be known by someone in a particular field.

- Did you know the information before the course?
- Did the information come from your own brain?

Common Knowledge

Facts, dates, events or information expected to be known by someone in a particular field.

- Did you know the information before the course?
- Did the information come from your own brain?
- Would you reasonably expect a member of the public to know it?

Common Knowledge Quiz

1. The Earth revolves around the sun.
2. Students who sleep more than 8 hours perform better.
3. World War II ended in 1945
4. Most adults need 2,000 calories per day to maintain their weight.
5. Climate change is caused by rising levels of greenhouse gases.
6. Depression is now the leading cause of disability worldwide.
7. The Mona Lisa was painted by Leonardo da Vinci.

Common Knowledge Quiz

1. The Earth revolves around the sun.
2. Students who sleep more than 8 hours perform better.
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4. Most adults need 2,000 calories per day to maintain their weight.
5. Climate change is caused by rising levels of greenhouse gases.
6. Depression is now the leading cause of disability worldwide.
7. The Mona Lisa was painted by Leonardo da Vinci.

When
should you
reference?

Have you read some information and then included ideas, statements or figures in your own work?

Quotes

Famous Quotes

- “Not all those who wander are lost”
- “The only thing we have to fear is fear itself”
- “I have no special talent. I am only passionately curious.”
- “Be yourself; everyone else is already taken”
- “It does not matter how slowly you go so long as you do not stop.”

Famous Quotes

- “Not all those who wander are lost” – **J.R.R Tolkien**
- “The only thing we have to fear is fear itself” – **Franklin D. Roosevelt**
- “I have no special talent. I am only passionately curious.” – **Albert Einstein**
- “Be yourself; everyone else is already taken” – **Oscar Wilde**
- “It does not matter how slowly you go so long as you do not stop.” - **Confucius**

Have you read some information and then included ideas, statements or figures in your own work?

Quotes

Images, Figures & Tables





Have you read some information and then included ideas, statements or figures in your own work?

Quotes

Images, Figures & Tables

Paraphrasing Ideas



Paraphrasing

- **P**ut the text in your own words.
- **A**void copying the text.
- **R**earrange similar text.
- **A**sk yourself if you included all the important points.

Paraphrasing

- Read and re-read the original information, then try and re-write it in your own words from memory.
- Simply replacing words with different words that have the same meaning doesn't mean you have paraphrased well.
- When amending the structure, argument and words, ensure that what you have written still accurately conveys the original source.

Paraphrasing

- Paraphrasing relies on you being able to recognise the important parts of a text to put into your own words.

Step by Step Paraphrasing

1. Decide what the key information is, for the purposes of your discussion.

Step by Step Paraphrasing

1. Decide what the key information is, for the purposes of your discussion.
2. Change the order of the ideas or words.

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2. Change the order of the ideas or words.
3. Change the word form / grammatical form if necessary.

Step by Step Paraphrasing

1. Decide what the key information is, for the purposes of your discussion.
2. Change the order of the ideas or words.
3. Change the word form / grammatical form if necessary.
4. Use synonyms if appropriate.

Paraphrasing Example

Original Text:

Universities also place the burden of understanding plagiarism and attribution conventions on students.

Paraphrasing Example

Original Text:

Universities also place the burden of understanding plagiarism and attribution conventions on students.

Paraphrase:

The responsibility for learning how to reference correctly and avoid plagiarism tends to be passed from the university to the students.

Paraphrasing Example

Original Text:

Universities also place the burden of understanding plagiarism and attribution conventions on students.

Paraphrase:

The responsibility for learning how to reference correctly and avoid plagiarism tends to be passed from the **university** to the students.

Paraphrasing Example

Original Text:

Universities also place the burden of understanding plagiarism and attribution conventions on students.

Paraphrase:

The responsibility for learning how to reference correctly and avoid plagiarism tends to be passed from the university to the students.

Paraphrasing Example

Original Text:

Universities also place the burden of understanding plagiarism and attribution conventions on students.

Paraphrase:

The responsibility for learning how to reference correctly and avoid plagiarism tends to be passed from the university to the students.

- The statistics on construction workers with injuries and health issues demonstrate just how dangerous building sites can be. There are approximately 54,000 non-fatal injuries to workers each year in the UK, the majority of those involve slips, trips, falls, manual handling, and falls from a height.

According to Minett (2020) building sites are dangerous places, within the UK alone, there are approximately 54,000 non-fatal injuries to workers each year.

Slips, trips, falls, manual handling and falls from a height are responsible for most non-fatal injuries to construction workers each year within the UK (Minett, 2020).

Of the approximately 54,000 non-fatal injuries occurring on building sites yearly within the UK, the majority are caused by falls from height, falls, trips and slips and manual handling (Minett, 2020).

Have you read some information and then included ideas, statements or figures in your own work?

Quotes

Images, Figures & Tables

Paraphrasing Ideas

Summarising Ideas

Step by Step Summarising

1. Decide what the key information is, for the purposes of your discussion.

Step by Step Summarising

1. Decide what the key information is, for the purposes of your discussion.
2. Rewrite concepts in your own vocabulary and sentence structure.

Step by Step Summarising

1. Decide what the key information is, for the purposes of your discussion.
2. Rewrite concepts in your own vocabulary and sentence structure.
3. Be Concise

Step by Step Summarising

1. Decide what the key information is, for the purposes of your discussion.
2. Rewrite concepts in your own vocabulary and sentence structure.
3. Be Concise
4. Check Your Summary

Summarising Example

Original Text:

The design concept and architectural style: Burj Khalifa base features a triple-lobed footprint inspired by the regional desert flower Hymenocallis.

The basic structure of the tower is composed of three wings arranged around a central hexagon core.

Burj Khalifa employs a Y-shaped floor plan with setbacks along each of its three wings. The shape and the upward setbacks provide a stable configuration for the structure and maximise views of the Arabian Gulf.

As the building spirals in height, the wings set back and a central core emerges at the top and culminates in a sculpted spire. When viewed from the air, Burj Khalifa is evocative of the onion domes prevalent in Islamic architecture.

Summarise:

The Burj Khalifa's design features a Y-shaped floor plan with three wings around a central core, inspired by the desert flower Hymenocallis. These wings provide structural stability, maximise views, and create a spiralling form that culminates in a sculpted spire, echoing Islamic architecture.

Turnitin



Assignment Brief DOCX



Assignment Data XLSX



Assignment Submission

Turnitin

My Submissions

Part 1

Part 2

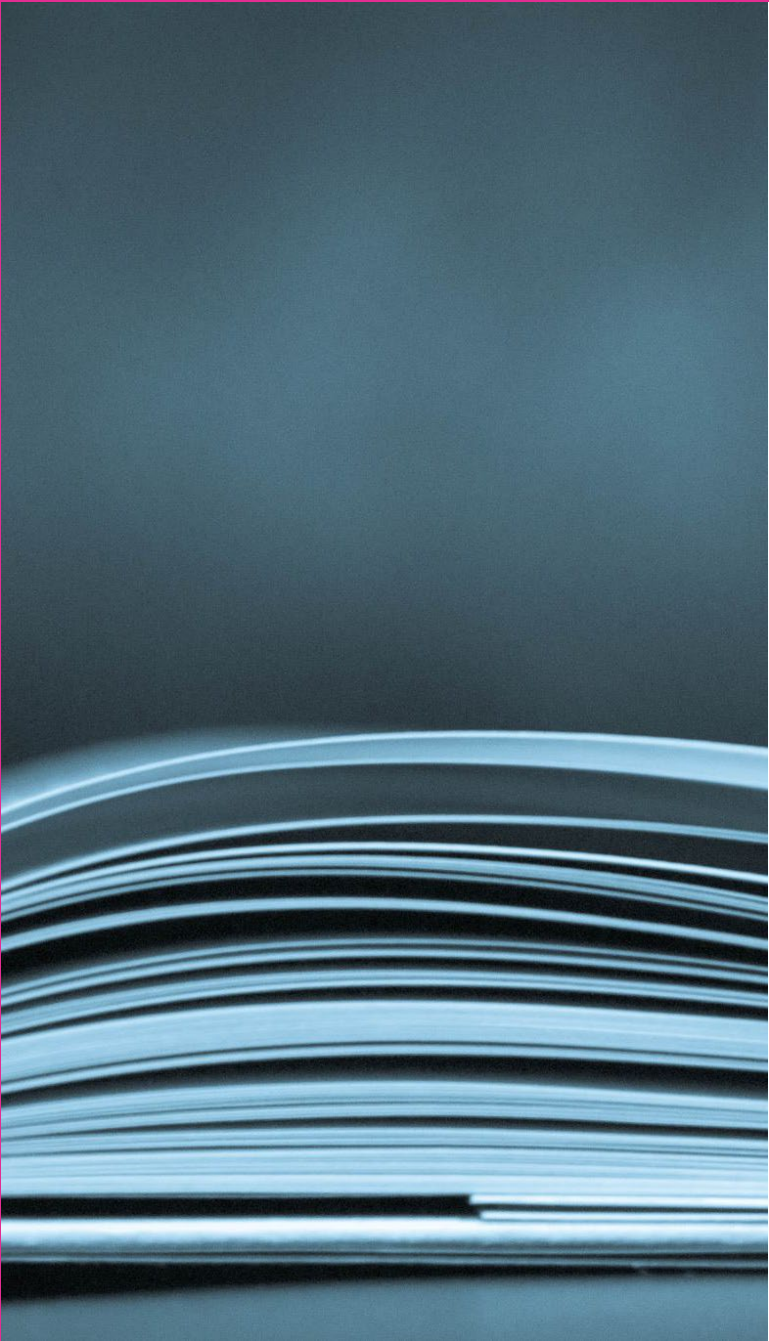
Title	Start Date	Due Date	Post Date	Marks Available
Assignment Submission - Part 1	15 Nov 2024 - 14:01	12 Dec 2024 - 23:59	22 Jan 2025 - 09:00	50 

 Refresh Submissions

	 Submission Title 	Turnitin Paper ID 	Submitted 	Similarity 	Grade 	Overall Grade 	
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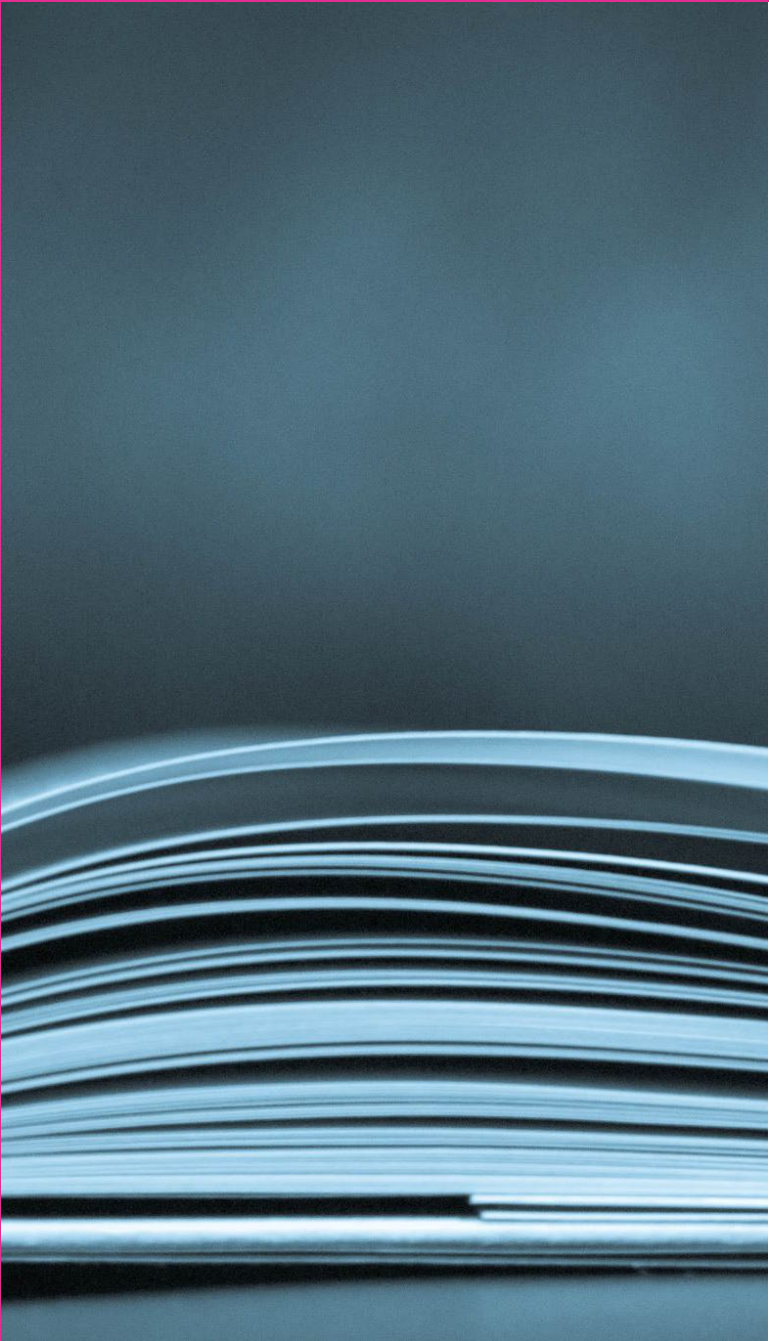
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	Match Overview	
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10	1%	>
11	1%	>



How to reference?

- All reports you produce will use the Harvard Referencing Convention.



How to reference?

- All reports you produce will use the Harvard Referencing Convention.
- A handbook is available for you to use as a guide:
 - [UWTSD Harvard Referencing Handbook](#)

First stage for referencing is to identify the source:

How to
reference?

How to reference?

First stage for referencing is to identify the source:

- Book

How to reference?

First stage for referencing is to identify the source:

- Book
- Technical Report

How to reference?

First stage for referencing is to identify the source:

- Book
- Technical Report
- Journal Article

How to reference?

First stage for referencing is to identify the source:

- Book
- Technical Report
- Journal Article
- Website

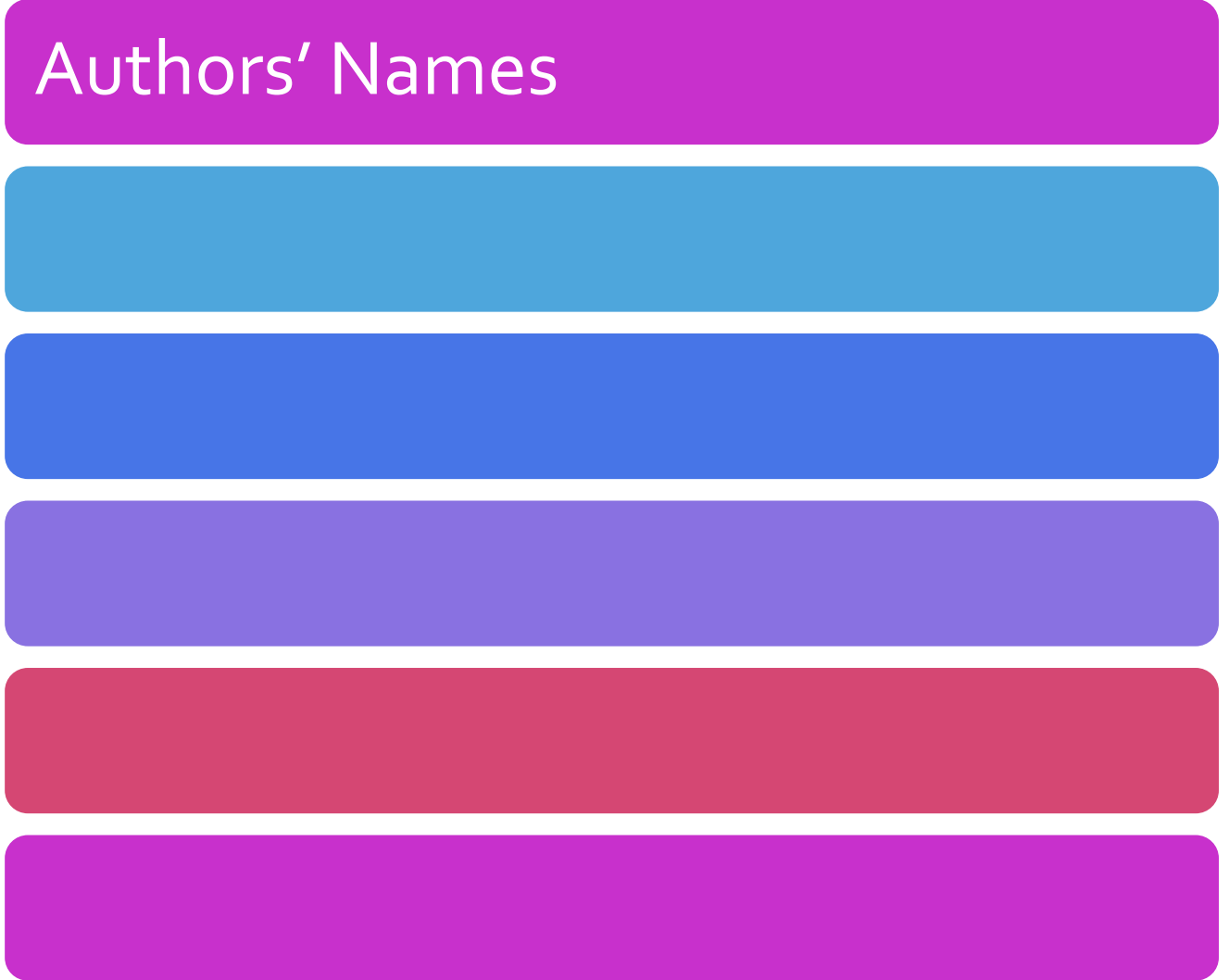
How to reference?

First stage for referencing is to identify the source:

- Book
- Technical Report
- Journal Article
- Website
- Artificial Intelligence

Typical Information Needed

Authors' Names

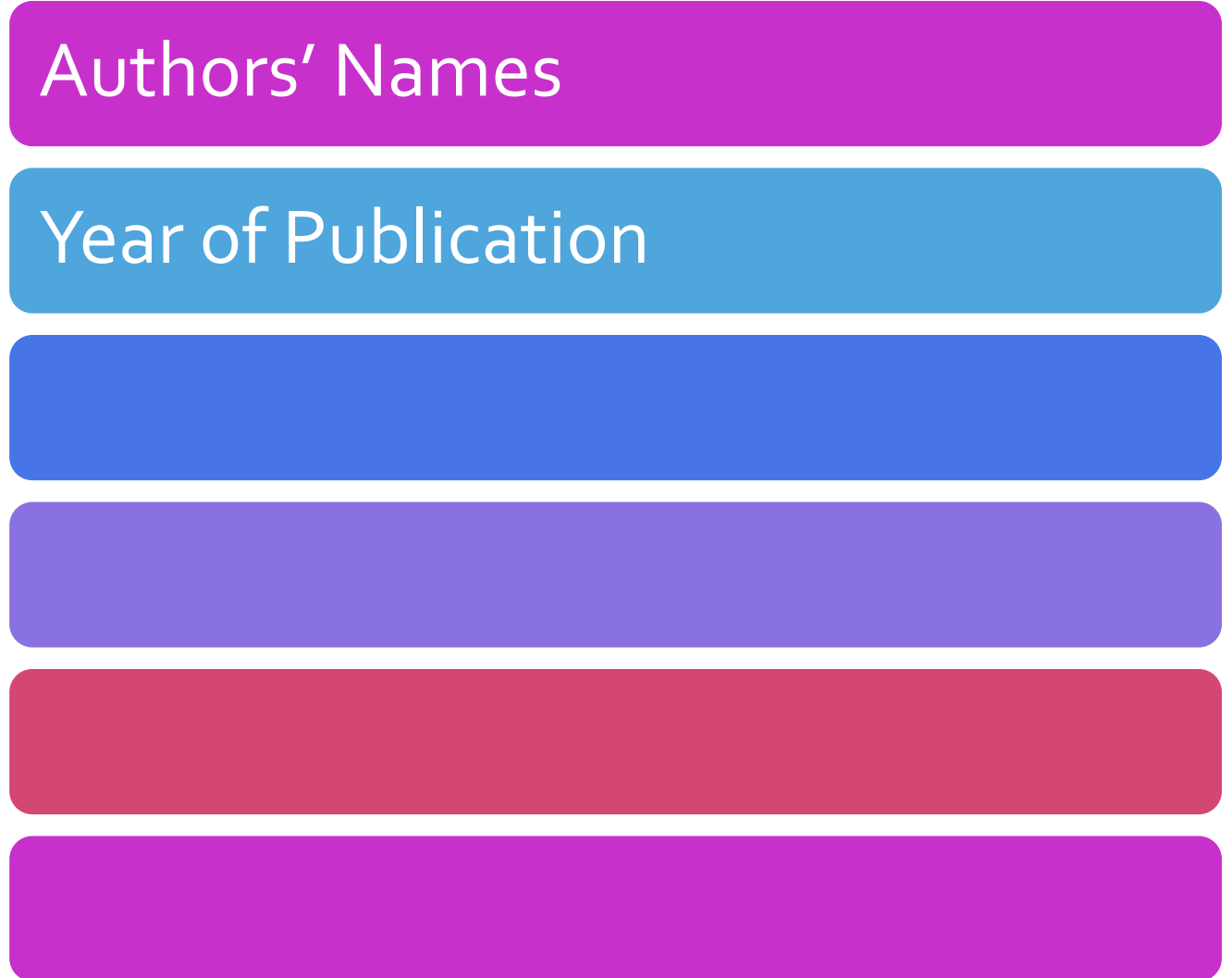


A vertical stack of six horizontal bars. The top bar is magenta and contains the text 'Authors' Names'. The second bar is light blue. The third bar is medium blue. The fourth bar is lavender. The fifth bar is red. The bottom bar is magenta.

Typical Information Needed

Authors' Names

Year of Publication



Typical Information Needed

Authors' Names

Year of Publication

Page Numbers



Typical Information Needed

Authors' Names

Year of Publication

Page Numbers

Publishing Company Name



Typical Information Needed

Authors' Names

Year of Publication

Page Numbers

Publishing Company Name

Journal Name



Typical Information Needed

Authors' Names

Year of Publication

Page Numbers

Publishing Company Name

Journal Name

Website URL

In Text Citation

These are the brief citations that appear throughout the main body of text in your report, letting the reader know what is attributed to who.

For Harvard

(Author's Surname, Date)

Reference List

At the end of your report, you include a references list, which give the full details for the in-text citations, allowing readers to find the exact work you are referring to.

Reference List

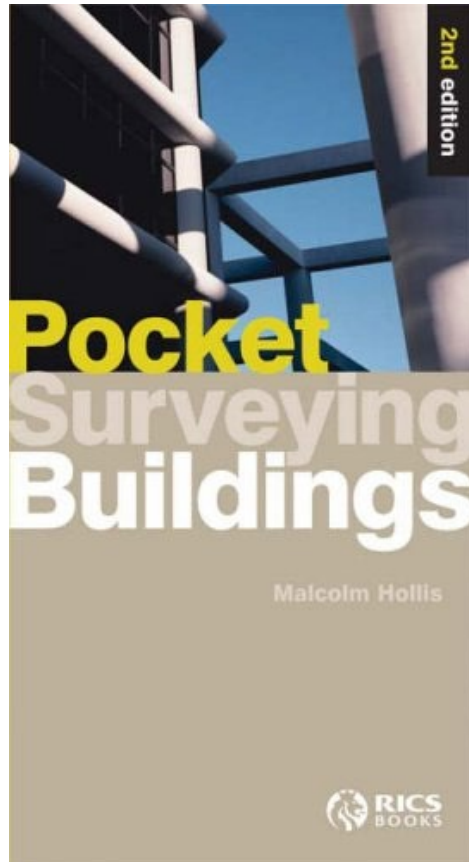
- Directs reader to specific works included in the text.
- Sources included should be mentioned in the text.
- Used in research and scholarly papers

- Appear at the end of the document
- Include similar information
- Alphabetically ordered

Bibliography

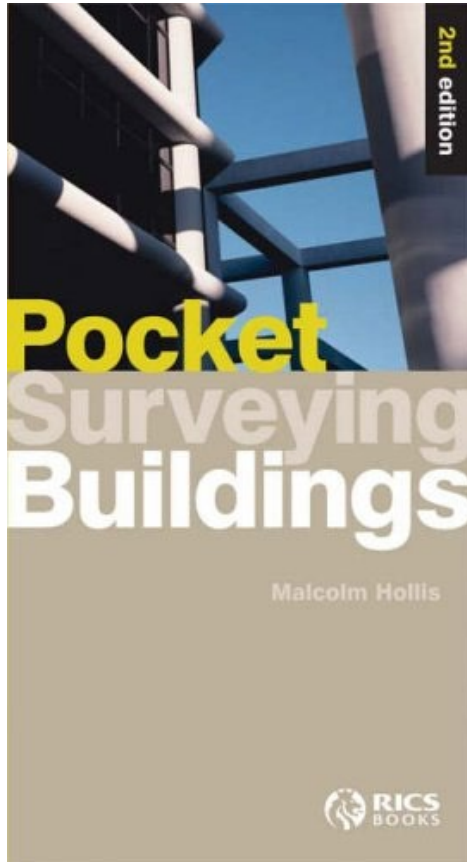
- Includes sources that are not directly mentioned in the text.
- Sources are included for suggested further reading or background papers

Book Reference



- Author (Surname, Initial.)
- Year of publication (in brackets)
- Title of book (In Italics)
- Series title and volume (if any)
- Edition (if not first)
- Place of publish
- Publisher
- Page numbers (if applicable)

Book Reference



In Text

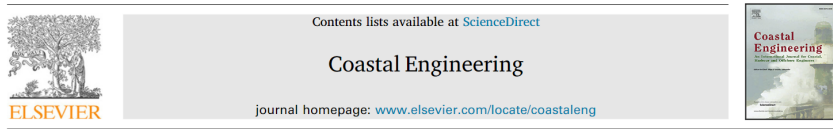
- (Hollis, 2006)

Reference List

- Hollis, M., (2006). *Pocket Surveying Buildings*. 2nd ed. Coventry: RICS.

Journal Paper

Coastal Engineering 179 (2023) 104222



Large-scale experiments on tsunami inundation and overtopping forces at vertical sea walls

David J. McGovern^{a,*}, William Allsop^b, Tiziana Rossetto^c, Ian Chandler^d

^a School of The Built Environment and Architecture, London South Bank University, London, SE1 6LN, UK

^b William Allsop Consulting Ltd, The White House Denchworth Road, Grove, Wantage, Oxon, England, OX12 0AR, UK

^c Department of Civil, Environmental and Geomatic Engineering, University College London, WC1E 6BT, UK

^d HR Wallingford, Howbery Park, Wallingford, Oxfordshire, OX10 8BA, UK

ARTICLE INFO

Keywords:
Experiments
Tsunami
Wall
Force
Overtopping
Bores

ABSTRACT

Tsunami are very long gravity waves that may cause significant damage to coastal sea walls. The majority of relevant design codes and research papers that describe methods for predicting tsunami loads on coastal walls consider the scenario of transitory force from a bore-led wave. This does not relate to tsunami that do not form bore waves. Bore fronts generally cause short term spikes in force, which may have little effect on the vulnerability of massive structures. Post disaster accounts suggest that most coastal walls show damage that implies failure modes that occur over moderate to long durations. Therefore it is likely that the bore front assumption gives an overly conservative prediction of maximum force, and may not capture the full timescale of tsunami loading. This paper uses a pneumatic tsunami generation facility to determine the force loading on two vertical coastal sea walls during tsunami inundation. Two sea-wall models, 0.15 and 0.25 m high, with crown widths of 0.1 m (7.5 and 12.5 m at a nominal prototype scale of 1:50) are tested. It is shown that bore fronts only occur for short period waves over the bathymetry tested. Bore fronts cause a very short period spike in force, which is followed by a transitory force approximated by the hydrostatic pressure equation. The loading of tsunami length waves of periods ≥ 40 s (280 s prototype at 1:50 scale), which do not break is not greater than 1.2 times the hydrostatic force. Overtopping volume is positively correlated to the time duration of positive upstream head over the crest, rather than its maximum value. Overtopping causes a small increase

- Author (Surname, Initial.)
- Year of publication (in brackets)
- Title of Article
- Title of Journal (in italics)
- Volume number (if applicable)
- Issue number or dates (if applicable)
- Page numbers (if applicable)

Journal Paper



Large-scale experiments on tsunami inundation and overtopping forces at vertical sea walls

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In Text

- (McGovern et al., 2023)

Reference List

- McGovern, D. J., Allsop, W., Rossetto, T. & Chandler, I., (2023). Large-scale experiments on tsunami inundation and overtopping forces at vertical sea walls. *Coastal Engineering*, Volume 179.

Technical Report



The State of Contaminated Land in Wales



Print:

- Author/organisation
- Year of publication (in brackets)
- Title of report (in italics)
- Place of publication: publisher

Electronic: If accessed online replace location and publisher with:

- Available at: URL
- [Accessed: date]

Technical Report



The State of Contaminated Land in Wales



In Text

- (Natural Resources Wales, 2016)

Reference List

- Natural Resources Wales , (2016). *The State of Contaminated Land in Wales* , Cardiff: Welsh Government.

Technical Report



The State of Contaminated Land in Wales



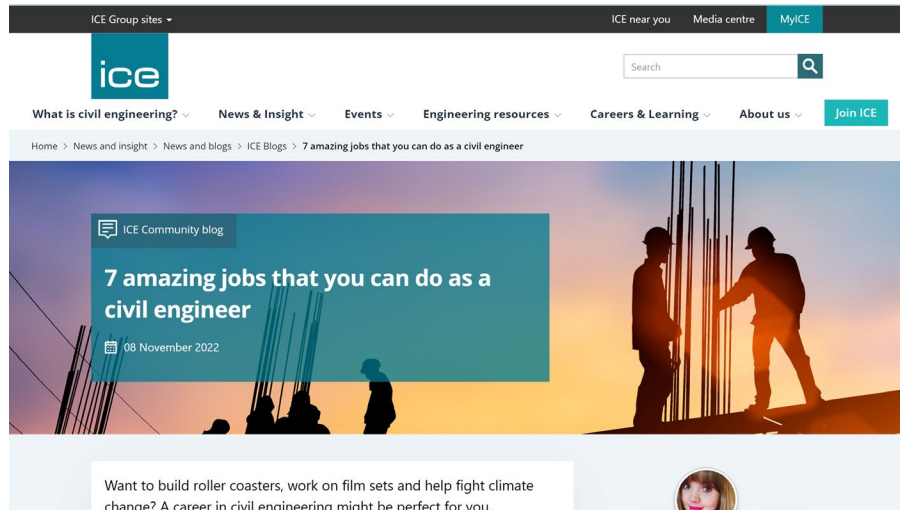
In Text

- (Natural Resources Wales, 2016)

Reference List

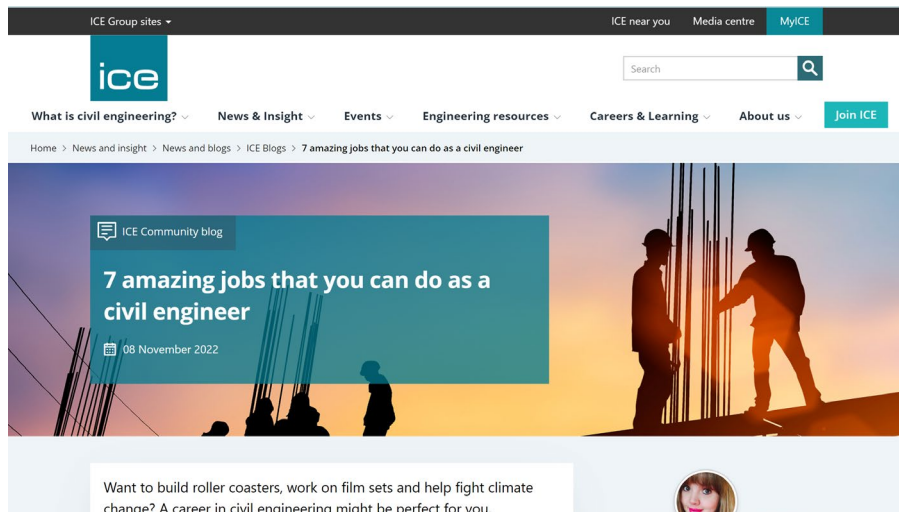
- Natural Resources Wales , (2016). *The State of Contaminated Land in Wales*, Available at:https://cdn.cyfoethnaturiol.cymru/media/677708/nrw26759-contaminated-land-in-wales-pdf_english-1.pdf?mode=pad&rnd=131467549760000000 [Accessed 24th October 2024].

Website



- Author/organisation
- Year of publication (in brackets)
- Title of report (in italics)
- [Online]
- Name and place of website publisher (if available)
- Available at: URL
- [Accessed: date]

Website



In Text

- (Institution of Civil Engineers, 2022)

Reference List

- Institution of Civil Engineers, (2022). *7 amazing jobs that you can do as a civil engineer*. [Online] Available at: <https://www.ice.org.uk/news-insight/news-and-blogs/ice-blogs/ice-community-blog/7-amazing-jobs-that-you-can-do-as-a-civil-engineer/> [Accessed 24th October 2024].

Images, Figures or Tables

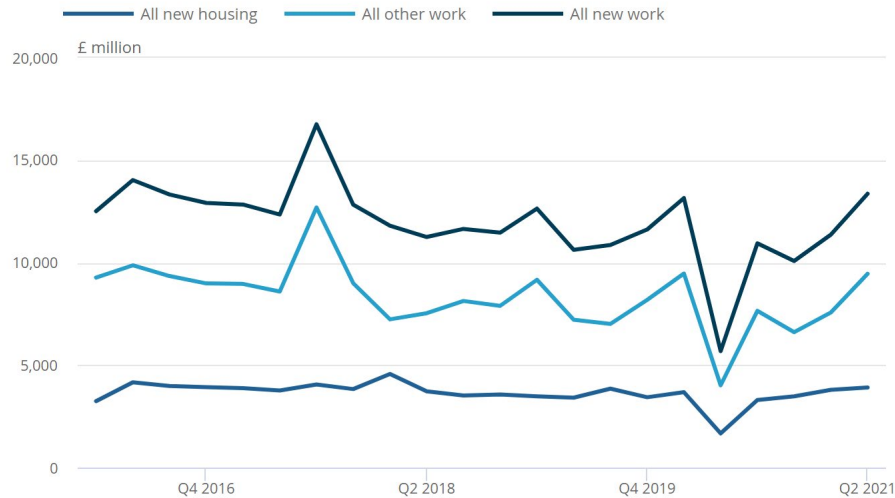


Figure 1. New Construction Orders in the UK (ONS, 2021)

- Using figures and tables in support or comparison of your own work is good.
- In the text where you discuss the figures or tables you are using; you should include an in-text reference referring to the original author
- The figure/table itself also needs a citation adding
- The citation should be included in the caption for the table/figure

Reference List

References

Hollis, M., 2006. *Pocket Surveying Buildings*. 2nd ed. Coventry: RICS.

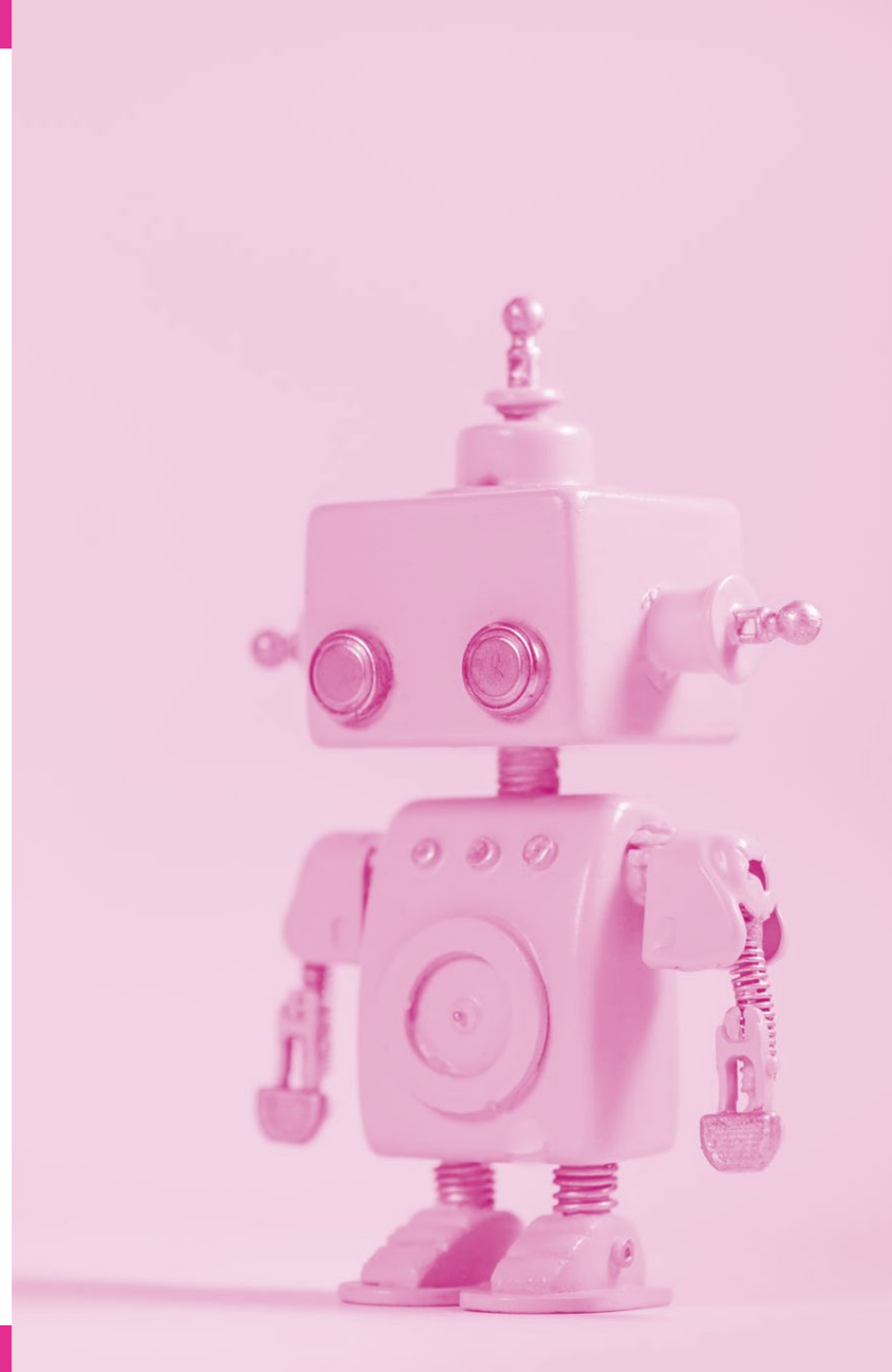
Institution of Civil Engineers, 2022. *7 amazing jobs that you can do as a civil engineer*. [Online]
Available at: <https://www.ice.org.uk/news-insight/news-and-blogs/ice-blogs/ice-community-blog/7-amazing-jobs-that-you-can-do-as-a-civil-engineer/>
[Accessed 8 December 2022].

McGovern, D. J., Allsop, W., Rossetto, T. & Chandler, J., 2023. Large-scale experiments on tsunami inundation and overtopping forces at vertical sea walls. *Coastal Engineering*, Volume 179.

Natural Resources Wales (2018). *The State of Contaminated Land in Wales*, Cardiff: Welsh Government.

- Appears at the end of your report
- Arranged alphabetically by authors surnames
- Full details of sources
- All sources will have author, publication date and title
- Other information will depend on source type

Appropriate use of AI



Preparation and University Support

BEFORE USING AI FOR STUDY OR ASSESSMENT

Complete the InfoSkills Unit

General permissions apply to every assessment

Finding sources

Use appropriate tools to find books, articles and resources for your bibliography.

General permissions apply to every assessment

Finding sources

Use appropriate tools to find books, articles and resources for your bibliography.

Formatting references

Manage citations and format references and bibliographies.

General permissions apply to every assessment

Finding sources

Use appropriate tools to find books, articles and resources for your bibliography.

Formatting references

Manage citations and format references and bibliographies.

Organising notes

Store and link notes, create mind maps, and tag resources or ideas.

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Finding sources

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Formatting references

Manage citations and format references and bibliographies.

Organising notes

Store and link notes, create mind maps, and tag resources or ideas.

Basic proofreading

Check grammar, spelling and readability with non-generative features.

General permissions apply to every assessment

Finding sources

Use appropriate tools to find books, articles and resources for your bibliography.

Formatting references

Manage citations and format references and bibliographies.

Organising notes

Store and link notes, create mind maps, and tag resources or ideas.

Basic proofreading

Check grammar, spelling and readability with non-generative features.

Your assessment brief specifies additional permissions.

Your brief sets additional AI permissions

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)



RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☐ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☐ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☐
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☐
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐



Your brief sets additional AI permissions

What does this assessment allow?

Permission for one kind of support does not automatically allow the others.

Research

Support with research and data analysis

Structure

Help organising your own argument

Writing

Text from your own researched notes

Advanced proofreading

Suggestions on your own text

Creative

Generating or transforming creative content

AI can help you explore what to read

STUDY USE, NOT PERMISSION TO SUBMIT AI TEXT

Summaries can help you choose reading.

Ask specific questions about content to identify material relevant to your topic.

YOUR NEXT STEP

Access the original material.
Read it yourself.
Check what it actually supports.

A generated summary does not replace your own research or establish permission to include generated material in an assessment.

Research support still needs your judgement

WHEN YOUR BRIEF ALLOWS RESEARCH SUPPORT

Clean data

Automate tasks and normalise datasets.

Analyse data

Use coding support or quantitative analysis.

Explore text

Identify themes or code text data.

Model and visualise

Explore trends and create visualisations.

You still need to read the research.

Check the original sources yourself. Verify the analysis and every result before using them.

Sensitive data needs checks before upload

Pause before you share.

Research permission does not remove your ethical or legal responsibilities.

1

Platform terms

Check how the service uses, stores and shares data.

2

Confidentiality

Protect sensitive information from public access or model training.

3

Consent and security

Obtain explicit consent and use robust data protection.

4

Fairness and oversight

Check for bias and keep processes transparent.

Structure starts with your own argument

BEFORE ASKING FOR AN OUTLINE

1

Bibliography

Identify your sources.

2

Reading

Complete the required reading.

3

Research

Finish the research.

4

Argument

Decide your answer and main points.

**“Here is my question, argument and main points.
Suggest an order and headings. Do not add new claims.”**

Writing needs explicit permission

LOOK FOR THIS STATEMENT IN YOUR BRIEF

**“For this assessment, you can use
Generative AI to create text for submission”**

YOUR INPUT

Your own researched notes and ideas,
with a planned argument and structure.
A transcript of your own ideas can help.

YOUR RESPONSIBILITY

Check the wording and every claim.
Reject added facts.
Add references from your own research.

Basic and advanced proofreading differ

BASIC PROOFREADING

The supplied guide permits this for all assessments.

Check grammar, spelling and readability using non-generative features.
Understand each change.

Beyond proofreading: generating new text, expanding or replacing your work, or paraphrasing someone else's text.

ADVANCED PROOFREADING

Your brief must allow this level of support.

Ask for readability, grammar and syntax checks on your own text, with a list of changes. Decide what to accept.

Basic proofreading covers checks on your text

ALLOWED FEATURES

Grammar, spelling and readability

Use Microsoft Editor or Grammarly's non-generative suggestions. Understand each change and decide whether to accept it.

OUTSIDE BASIC PERMISSION

Generating or rewriting text
Expanding or continuing your work
Paraphrasing someone else's text

Grammarly: switch off generative AI features in account settings. The guide distinguishes these from Review Suggestions.

Every output needs a source check

**Fluent writing can still
add inaccurate information.**



1

Compare with your input

Did AI add a fact, example or conclusion?

2

Check the evidence

Read the original source and verify what it supports.

3

Choose what to keep

Remove errors and add references from your own research.

Creative AI use depends on its role

ROUTINE BUILT-IN FEATURES

Normal creative workflows

Selection, masking, enhancement, optimisation and automation in industry-standard tools.

Permitted as part of normal workflow. No separate record of every operation is required.

GENERATING OR RESHAPING CONTENT

A meaningful AI contribution

AI intentionally generates, replaces or substantially reshapes creative content.

Check the assessment permission. Clearly record the use and reflect on your decisions.

Your creative authorship must remain visible

YOU DIRECT THE CREATIVE WORK

Intention and judgement remain yours

Show how you selected, refined and critically evaluated the outcomes. AI cannot replace skills development or active learning.

What you used

Name the programme, application, tool or system and the date.

What you supplied

Record relevant text, image or data prompts.

What you decided

Explain how AI informed your choices and how you developed the work.

An evidence trail shows how you worked

1

Before AI

Keep your bibliography, reading notes, original data and draft.

2

During AI

Keep a record of prompts and outputs alongside your working notes.

3

After AI

Keep the revised draft and record which suggestions you accepted or rejected.

Your tutor may ask for earlier drafts and notes if they need to check whether your AI use stayed within the rules.

The prompt should stay within the permission

HELPFUL, WITH THE RELEVANT PERMISSION

STRUCTURE

**“Here are my argument and points.
Suggest a logical order.”**

ADVANCED PROOFREADING

“Check my text for grammar and syntax. List the changes.”

BEYOND THAT PERMISSION

“Write an answer to my essay question.”

“Continue this paragraph and add more evidence.”

Discussion: which uses fit the guidance?

For each case: allowed, not allowed, or more checks needed?

- A** You have structure permission. You provide your researched points and ask for headings.
- B** You have advanced proofreading permission. You ask AI to expand your draft with new evidence.
- C** You have research permission. You plan to upload identifiable interview transcripts to an AI service.

Before you submit

- 1 Does general guidance or my brief allow this use?
- 2 Does the work reflect my own research and ideas?
- 3 Have I checked every claim and reference?
- 4 Have I kept my drafts, notes and AI records?

**If you are unsure,
ask your tutor
before using AI.**

Your assessment rules remain the deciding guide.

Acknowledging AI in your submission

ALL ALLOWABLE AI USES

A separate page at the beginning

Use the acknowledgement format for every AI tool you used.

Permission still matters

Acknowledgement does not make unpermitted AI use acceptable.

Your supporting records

Keep drafts, notes and resources from before and after using AI.

If you used no AI

Include the prescribed declaration if you have not used any AI tools.

If you have not used AI

THE REQUIRED DECLARATION

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Use this only when it is true, whether AI was not permitted or you chose not to use it.

The acknowledgement format

TOOL, URL, DATE, PURPOSE AND PROMPTS

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

1. [Prompt]
2. [Prompt]
3. [Prompt]

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Acknowledging more than one AI tool

EXAMPLES FROM THE GUIDANCE

SciSpace

<https://typeset.io/>

28 June 2024

Purpose: support my research

Prompts:

“Please provide me with materials on the American Civil War.”

“Please provide me with materials on the reception of *Gone with the Wind*.”

Adobe Express

<https://www.adobe.com/express/>

24 June 2024

Purpose: edit photographic material

Instruction:

“Remove background from Figure 1.”

Include the confirmation statements with each entry. Use your own actual details, not these example dates or prompts.

Five Councils. One Collaborative Procurement.

Carmarthenshire County Council
is leading the procurement with
Ceredigion, Neath Port Talbot,
Pembrokeshire and Swansea councils.

