Use of Machine Learning / Generative Artificial Intelligence (GenAI) in Assessment: Guidance for Teaching Staff

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SCHOOL-WIDE POLICY (Use of GenAI in assessment)

Students are actively encouraged to present their own original ideas and research for assessment: the School considers material generated through the use of Machine Learning or GenAI software to be of no greater significance or academic merit than students' own original work. If students wish to use GenAI tools as part of their assessable work process and product they can do so but they must ensure that:

- the use of GenAI does not compromise the core principle of 'own work',
- the student is open, honest, and transparent about the use of GenAI for assessment, describing in detail what, where, and how GenAI has been used, and attributing sources and referencing correctly,
- the use of GenAI is additional to, and not instead of, the use of other sources and resources, and
- the student uses GenAI ethically but critically (e.g., considering personal or confidential data, honesty, and academic integrity issues).

Should assessors take the view that student work submitted for assessment appears to evidence an attempt to deceive, to 'pass off' GenAI-informed work as wholly the student's own, or otherwise to gain an unfair advantage over other students, this will be considered as possible academic misconduct (see Academic Regulations, section 9 for details).

First Principles

Principle 1 - Own work: Any work submitted for assessment should be the student's own work (unless collaboration is explicitly allowed or required) regardless of what form that work takes (e.g., performance, written, creative, technical, etc.). For in-person performance-related work, 'own work' is easy to identify, even when in a group. For work students create themselves (such as compositions, scripts, produced music, design, videos, essays, podcasts, etc.), what 'own work' refers to can be less easy to identify, which is why we require students to sign the declaration that confirms it is their own work.

Principle 2 - Academic Integrity (honesty and transparency): Where assessable work incorporates, adapts, or re-purposes existing creative work or artefacts (e.g., through techniques such as sampling, bricolage, collage, montage, etc.), or uses quotations from authored written works (e.g., from essays, books, etc.) this can still be considered 'own work' so long as the student explicitly acknowledges and references the authorship of any used materials (e.g., through proper attribution and referencing), and (for creative work) also documents the process of usage. Students can seek guidance from module leaders on the extent to which the incorporation/re-use of existing materials complies with (or exceeds) a reasonable understanding of what constitutes 'own work'.

The basic principle of students being <u>honest and transparent</u> about sources referenced and tools used in their assessment work includes the use of GenAI tools. The School policy (see above) makes clear our recognition of the usefulness of GenAI tools in students' studies where this use is honest, transparent, proportionate, and ethical.

What counts as 'inappropriate' use of GenAI tools?

As a rule of thumb, students' submission of assessment work that fails to explain how, where, and what GenAI has informed that work (i.e. not being honest and transparent) would normally be considered 'inappropriate', and subject to academic misconduct rules. In such instances, the student is effectively 'passing-off' GenAI-informed work as entirely 'their own'. The relevant regulation appears in our Academic Regulations 2023-24, Section 9, which you can access [here](#) (then click on 'HE Academic Matters and complaints').

Does that mean using generative AI tools is banned?

No. Guildhall School recognises the value of students exploring GenAI tools in their chosen fields (as appropriate), particularly where the use of such tools is becoming industry practice. How and when use of GenAI tools might be considered 'inappropriate' depends on the openness with which students use GenAI (ethics/honesty) and the extent to which the work might still be considered 'own work'.

Which GenAI tools can students use?

'GenAI' is a generic label for a wide range of rapidly evolving computer-based software programmes. It is not practical to list all such tools that might be used or are proscribed (i.e. prohibited). The issue is less about what GenAI tools <u>can</u> do, than how students are <u>using</u> GenAI in assessment in terms of honesty, openness, and proportionality (i.e. meeting the 'own work' principle). Staff should be explicit with students about the need for honesty and openness and provide clarity regarding how the student meets the principle of 'own work' in terms of balance between GenAI-informed and student-generated.

I am not sure whether a student's use of GenAI is appropriate or not?

Staff assessing coursework should consider the <u>undeclared</u> use of GenAI tools to be inappropriate (potentially dishonest) and potentially evidence of academic misconduct. Honest and open use of GenAI is considered appropriate, so long as the extent of that GenAI use <u>also</u> meets the principle of 'own work'. If staff have any concerns about whether a student's use of GenAI for assessable work might be considered inappropriate, they must consult with the Module Leader as soon as the issue arises, and well in advance of the submission date.

Assessment design

One approach to avoiding or reducing the likelihood of students using GenAI for assessment is to frame assessment tasks around those skills that GenAI (currently) is less good at. These include the application of reasoning, analytical, evaluative, critical thinking, and reflective skills. GenAI is good at creating bodies of text, drawn from its vast database of word usage, which effectively reconstitutes existing information to match whatever topic or title it is asked to 'research.' GenAI makes no distinction between fact and fiction: the software cannot 'understand' the truth, meaning, or legitimacy of the words in its database, it is simply a vast, sophisticated generative word processor.

What can I do to help students avoid inappropriate use of GenAI?

Discuss the potential uses of GenAI with your students from the start of your teaching and regularly thereafter, including specific reference to inappropriate or dishonest use in assessment. Be open about how students might use GenAI tools in support of their learning and how to avoid any unintended inappropriate use in assessable work.

Encourage openness and transparency, and foster understanding of ethical dimensions: facilitate discussions of topics such as –

- the lack of transparency in how GenAI works; what biases are inbuilt by the programmer (consciously or unconsciously)?
- the fact that GenAI treats all text the same, without any understanding, or recognition of the difference between fact, fiction, truth, and lies.

Make sure you have considered appropriate and inappropriate uses of GenAI for your module assessment tasks and revise the assessment tasks where necessary (this may need Programme Board approval: check with your module leader as early in the academic year as possible).

If you are unsure of what constitutes 'inappropriate' use in assessment, consult with your module leader: if in any doubt at all, ask a colleague at the earliest opportunity.

Here is some useful guidance from other HE providers:
https://www.gla.ac.uk/myglasgow/learningandteaching/aiguidance/howcaniadaptassessmenttodealwithgenerativeai/

https://www.staff.brunel.ac.uk/campus-news/new-training-introduction-to-ai-in-teaching-and-assessment

Use Generative Artificial Intelligence (GenAI) in Assessment: Guidance for Students

> **SCHOOL-WIDE POLICY (Use of GenAI in assessment)**
>
> Students are actively encouraged to present their own original ideas and research for assessment: the School considers material generated through the use of Machine Learning or GenAI software to be of no greater significance or academic merit than students' own original work.   If students wish to use GenAI tools as part of their assessable work process and product they can do so, <u>so long as</u>:
>
> - the use of GenAI does not compromise the core principle of 'own work',
> - the student is open, honest, and transparent about the use of GenAI for assessment, describing in detail what, where, and how GenAI has been used, and attributing sources and referencing correctly,
> - the use of GenAI is additional to, and not instead of, the use of other sources and resources, and
> - the student uses GenAI ethically but critically (e.g., considering personal or confidential data, honesty, and academic integrity issues).
>
> Should assessors take the view that student work submitted for assessment appears to evidence an attempt to deceive, to 'pass off' GenAI-informed work as wholly the student's own, or otherwise to gain an unfair advantage over other students, this will be considered as possible academic misconduct (see Academic Regulations, section 9 for details).

First Principles

Principle 1 - Own work: Any work submitted for assessment should be <u>your own work</u> (unless collaboration is explicitly allowed or required) regardless of what form that work takes (e.g., performance, written, creative, technical, etc.)   For in-person performance-related work, 'your own work' is easy to identify, even when in a group. For work you create (such as compositions, produced music, design, videos, essays, podcasts, etc.), what 'your own work' refers to can be less clear to the assessor, which is why we require you to sign the declaration that confirms it is your own work.

Principle 2 - Academic Integrity (honesty and transparency): Where assessable work incorporates, adapts, or re-purposes existing creative work or artefacts (e.g., through techniques such as sampling, bricolage, collage, montage, etc.), or uses quotations from authored written works (e.g., from books, academic journals, etc.) this can still be considered 'own work' so long as you explicitly acknowledge and reference the authorship of any used materials (e.g., through proper attribution and referencing), and (for creative work) describes how you have used the existing materials (process) in your work. If in any doubt about whether your assessment meets the basic principle of 'your own work', check with your module leader.

The basic principle of being <u>honest and transparent</u> about sources referenced and tools you have used in your assessment work includes the use of GenAI tools. The School policy (see above) makes clear our recognition of the usefulness of GenAI tools in your studies where this use is honest, transparent, proportionate, and ethical.

What counts as 'inappropriate' use of generative AI tools?

As a rule of thumb, submitting assessment work informed by GenAI tools that fails to explain how, where and what GenAI tools you have used (i.e., not being completely honest and transparent) would normally be considered 'inappropriate', and subject to academic misconduct rules. Why? Because you are effectively 'passing off' (pretending) that the GenAI-informed work is entirely your own. The relevant regulation appears in our Academic Regulations 2023-24, Section 9, which you can access here (then click on 'HE Academic Matters and complaints').

Does that mean using generative AI tools is banned?

No. The School recognises the value of you exploring GenAI tools in your chosen fields (as appropriate), particularly where the use of such tools is becoming industry practice. How and when your use of GenAI tools might be 'inappropriate' depends on the openness with which you use GenAI (ethics/honesty) and the extent to which the work might still be considered 'your own work'. If in any doubt (a) be explicit about how you have used the GenAI and what role it played in your assessment work, and (b) check with your module leader.

Which generative AI tools can I use in assessment?

'GenAI' is a generic label for a wide range of rapidly evolving computer-based software programmes. It is not practical to list all such tools that might be used or are proscribed (i.e., prohibited). The issue is less about what GenAI <u>can</u> do, than how you are <u>using it</u> in assessment in terms of honesty, openness, and ensuring the work still is <u>your own</u> work. Be honest and open about your use of GenAI, and make sure the work is still evidently <u>your</u> work. If in any doubt about whether your work fully meets the principle of 'own work' in terms of balance between GenAI-informed and student-generated, check with your Module Leader.

I am not sure whether my use of AI is appropriate or not?

Assessors marking your work will consider the <u>undeclared</u> use of GenAI tools to be inappropriate (potentially dishonest) and potentially evidence of academic misconduct. Be honest and 'up front' about your use of GenAI tools, explaining how and where you have used these and what role they played in your work, AND make sure that the extent of your use of GenAI also meets the principle of 'own work'. If you have any concerns about whether your use of generative AI in assessment might be considered inappropriate, then consult with your module leader well in advance of the submission date.

Remember

- Using GenAI for text-based assessments (e.g., essays) can produce work that may be unreliable or inaccurate, with a risk of inbuilt bias (do you know <u>who</u> programmed this software?). Always fact check and verify text generated by AI software.

- Using GenAI-tools may potentially reduce your own input such that you no longer meet the principle of 'your own work'. It is your responsibility to make sure your assessment work clearly meets the principle of 'your own work', even where GenAI-informed.
- The School IT policy covers potential misuse of GenAI to create inappropriate materials.
- If in any doubt, always check with your module leader as soon as possible.